

# 2021 Annual Report

## Hornsby Girls High School



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# Introduction

The Annual Report for 2021 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 Strategic Improvement 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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Hornsby Girls High School

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## School vision

The school's vision is 'excellence in girls education'. The school demonstrates this excellence with our teaching and learning, student wellbeing programs, professional learning for staff, and our parents as partners in education. The school has seven shared values developed with the students, parents and teachers in 2019: Kindness, Resilience, Inclusivity, Social Responsibility, Personal Bests, Intellectual Curiosity and Respect. These values are reinforced through our 'Owl Awards' system where teachers inform parents of their child's commitment to the school values via an HGHS values based postcard. The school has also developed individual personal best goals which students create and are then published with their student semester one and semester two reports so that students have autonomy with their learning goals. Their goals are shared with their parents and are reviewed by the school in consultation with the students. The school is committed to being the best school for girls in NSW so that we empower young women as responsible leaders and civic members. The school constantly focusses on improving literacy, numeracy, STEM, the creative and performing arts and HSC results, through continuous monitoring of student learning and wellbeing, parent satisfaction and teacher professional learning as evidence of our ongoing commitment to teaching and learning.

## School context

- There are 722 academically selective students in 2021. 88% are NESB and all members of the school community have high aspirations for success. The school is located in Hornsby, a northern suburb in Sydney on the traditional lands of the Guringai and Darug People. We acknowledge this each morning with the raising of the Aboriginal, Torres Strait Island, and Australian Flags by the prefects.
- In 2021 we began using a school-wide learning taxonomy 'SOLO' to help students "learn to learn". Details of this taxonomy are provided in Strategic Direction 1.
- Extracurricular activities are offered in the following areas: Aerobics, Art and Design, Business Studies, Charity Fund-Raising, Chess Club, Choir, Commerce, Dance, Drama, Diversity Group, Driver Education Program, Duke of Edinburgh Award, English, Environment, Geography, Grit Factor, Harmony Day, High Resolves, Highlite, History, Leadership, Library, Mathematics, Music, Public Speaking, Running Club, Science, Social Justice Group, Technology and Applied Studies.
- Distinctive attributes of the school include our Positive Education focus which informs our student wellbeing programs. These include the Year 7 Transition Program. This new program addresses the "Transition and Student Success" recommendations by Dr Tracy Worthington (June 2018) that HGHS should "spend more time building a community of practice at the beginning of the year so that more students feel welcome and supported... help students feel recognised... minimise anxiety about high school." The program helps reduce the "culture shock" of the move to high school, nurturing self-esteem, social connectedness and academic self-concept from the very beginning of high school. Year 8 students also further explore the issue of internet safety and cyberbullying through designated workshops and a parent information evening. The Year 9 Camp held in Term 3 enables students to develop skills in leadership and team building. Activities such as rope courses, canoeing and abseiling help students to confront physical challenges and move outside their comfort zones. All Year 9 participate in leadership training courses during Term 4 to prepare them for the leadership roles of Peer Support Leader or a Facilitator in the High Resolves program. Year 10 Student Wellbeing Leaders (SWL) students are a fundamental part of our school's positive education program working with other students and teachers to develop and lead positive education initiatives through our SWL extended roll calls held each fortnight. Year 11 students participate in Camp Jindabyne, a week-long experience early in Term 1 which gives the students the opportunity to bond as a senior year group. The camp also constitutes part of the Department of Education's compulsory 25 hour Life Ready Course. Other programs for Year 11 are the Driver Education Program and the Healthy Lifestyle Program, in which the students have an opportunity to discuss relevant lifestyle and health issues with registered GPs in a structured, small group program. The Building Strength program is offered to all Year 11 students and gives them the chance to understand themselves as learners and to develop effective study skills. Year 12 students are nurtured in their HSC year both individually and as the senior year group. The role of the Year Adviser is crucial in monitoring students' social and emotional well-being and regular feedback is given to the Deputy Principal responsible for Year 12 by all teaching staff. While the Year 12 students do have the HSC as a strong academic focus, welfare programs are such that students can see themselves as unique individuals who are much more than a mark in the HSC or an ATAR score.
- Significant school improvement focus based on the findings of the situational analysis: According to the External Validation conducted in 2016 our school is Sustaining and Growing in all fourteen areas. According to the staff survey our school is Sustaining and Growing in all fourteen areas. According to the NAPLAN and HSC data we are Excelling. According to our broad curriculum, community involvement and other highlights we are Excelling. Our first strategic direction will focus on Student growth and attainment which will encourage further use of data (NAPLAN, HSC, TTFM) to make learning improvements. Our second strategic direction will focus on student and staff wellbeing which will encourage further individualisation of student wellbeing, differentiation of wellbeing programs and curriculum to encourage greater student belonging and advocacy. This reflects comments from staff from our recent survey that this area could be improved. Our third strategic direction Learning Environments and

Systems will encourage a focus on improving attendance, our online administration and parent communication platforms, online learning platforms and continual upgrades of classrooms and buildings both physical and technological.

- Our level of resourcing from the Department of Education for 2021 is \$8,085,194. Of this amount \$7,342,175 is allocated to staffing costs for 63 members of staff. Included in this amount the school also receives \$30,630 for integration funding and \$104,393 for equity funding. This level of resourcing allows the school to develop targeted school programs that ensure our students excel in all activities.

## 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 and participated in an external validation. 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 Strategic Improvement Plan and annual report. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation process will assist the school to refine our Strategic Improvement 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	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Excelling
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1: Student growth and attainment

### Purpose

To improve student academic performance through a focus on literacy and numeracy

- Numeracy growth percentage of students achieving growth in numeracy in zones of aspirations (aka stretch targets) lower target 65% upper target 70%, percentage of students in top 2 bands lower target 99% upper target 100%
- Percentage of students achieving growth in reading lower target 66% upper target 74%, percentage of students in top 2 bands lower target 90.7% upper target 93.7%
- Attendance lower target 95.6% upper target 95.7%
- Numeracy and Reading are bedrock of student learning and equipping students for life-long learning opportunities including formal and informal learning and extra-curricular activities.
- Greater attainment of reading and numeracy skills will ensure all of our school students perform at the highest possible level.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- SOLO in Numeracy
- SOLO in Literacy

### Resources allocated to this strategic direction

**Professional learning:** \$20,000.00

**Low level adjustment for disability:** \$11,000.00

### Summary of progress

**ANALYSIS:** The SOLO taxonomy is a high level initiative that aligns with the HPGE Policy's intentions to promote engagement and challenge for every student across intellectual, creative, social-emotional and physical domains. The SOLO taxonomy is a learning support structure that provides both 'feedforward' and feedback to students. SOLO better supports every student to achieve their educational potential through differentiated teaching and learning practices.

The evidence showed that 100% of teachers participated in the PL for SOLO and LISC during the term one SDD. Subsequent to SDD 1 we had presentations from staff on how they were implementing SOLO and LISC within their classrooms. Enablers included Head Teachers and their faculties who were willing to share their expertise in these two areas with the teaching staff and then faculties shared their implementation of SOLO and LISC into their assessment tasks. These assessment tasks were then collated and distributed to all staff to provide examples of how to embed these practices school-wide. Some staff expressed their concerns around their understanding of the new processes and so the executive team conducted additional sessions to support their understandings. The Science and English faculties have a strong understanding of SOLO and have embedded their practices into teaching and learning programs. All faculties have a strong understanding of LISC and have embedded their practices into teaching and learning programs as evidenced in 7-10 assessment notifications.

**IMPLICATIONS:** To move towards achieving our progress measure in both Literacy and Numeracy, we need to continue to embed professional learning for LISC and SOLO into the induction process for new teachers. In addition, we will continue to develop our PL in these two areas to ensure sound teacher understanding. TTFM surveys indicated that teachers were very interested in participating in understanding and implementing explicit teaching practices and we will endeavour to work in this area in 2022. We will need to further build teacher capacity to use and interpret the various data sources from SCOUT and to share their knowledge of Literacy and Numeracy strengths and weakness with staff. We will invite Dr Lindy Walsh to present again to the school building on the SOLO knowledge of staff to include learning intentions and success criteria.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
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<p><b>Expected Growth</b></p> <p>Improvement in the percentage of students achieving expected growth in NAPLAN <b>Reading</b> moving towards the school's lower bound system-negotiated target of 65.9%</p> <p>Improvement in the percentage of students achieving expected growth in NAPLAN <b>Numeracy</b> moving towards the school's lower bound system-negotiated target of 64.5%</p>	<p>The percentage of students achieving expected growth in reading increased to 75.24% indicating progress toward the lower bound target.</p> <p>The percentage of students achieving expected growth in numeracy increased to 50% indicating progress toward the system-negotiated target.</p>
<p><b>NAPLAN Top 2 Bands</b></p> <p>Improvement in the percentage of students achieving in the top two bands to be moving towards the school's lower bound system-negotiated target in <b>Reading</b> of 90.7%</p> <p>Improvement in the percentage of students achieving in the top two bands to be moving towards the school's lower bound system-negotiated target in <b>Numeracy</b> of 100%</p>	<ul style="list-style-type: none"> <li>• 92.11% of students achieved in the top two bands in NAPLAN <b>reading</b> indicating achievement exceeding the lower-bound target.</li> <li>• 100% of students achieved in the top two bands in NAPLAN <b>numeracy</b> indicating achievement of the lower-bound target.</li> </ul>
<p><b>HSC Top 2 Bands</b></p> <p>Increase the percentage of HSC course results in the top two bands to be moving towards the school's lower bound system-negotiated target of 95.6%</p>	<ul style="list-style-type: none"> <li>• 90.54% of students attained results in the top two bands demonstrating progress toward the lower bound target of 95.6%</li> </ul>

## Strategic Direction 2: Student and Staff Wellbeing

### Purpose

To improve student and staff wellbeing so that students are fully engaged in all activities. Students have a stronger sense of self and of their place in the world and how they can improve the lives of others in the school and in the wider community.

- Wellbeing to improve students sense of belonging and advocacy (students know who to talk to if they have a problem) lower target 83% upper target 83.5%

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Belonging
- Advocacy
- Aboriginal Cultural Awareness

### Resources allocated to this strategic direction

**Low level adjustment for disability:** \$22,500.00

**Flexible Funding for Wellbeing Services:** \$10,000.00

**Professional learning:** \$20,000.00

### Summary of progress

**Belonging ANALYSIS:** The evidence showed that no teachers participated in the PL for Belonging due to COVID and the team was not established.

**Advocacy ANALYSIS:** The evidence showed that four wellbeing modules were created by the SWL Being Coordinator. 100% of students completed at least one module. The evidence also showed that 100% of the thirty Student Wellbeing Leaders presented all four modules. The impact on students will be determined by TTFM data. Due to COVID some of the presentations were online.

**Aboriginal Cultural Awareness Analysis:** The evidence showed that teachers need to enhance their knowledge through PL so they can better understand how to integrate Aboriginal culture, heritage and perspectives into teaching and learning programs to reach the school identified target. We need to further pursue this in 2022. We will continue to build on our whole school focus through addressing indigenous issues during assemblies and through NAIDOC week events.

**Belonging IMPLICATIONS:** To move towards achieving our progress measure we need revisit this in 2022. In addition, we will continue to develop our PL in these areas to ensure sound teacher understanding of ways to maximise the emotional wellbeing of HPGE students so that high potential and gifted students from all backgrounds have access to quality learning opportunities that meet their academic and emotional needs. For example, the HGHS acceleration policy will continue to be refined and expanded to increase learning options for gifted students. Staff PL in explicit teaching has been delivered across the school by teachers from the Gifted Education Team as well as university academics and this will continue to be a core focus in the years ahead. TTFM surveys indicated that students could increase their sense of belonging and we intend to enhance this through greater challenge, pace and depth in our teaching and learning programs and whole school positive education programs so they are sustained and purposeful.

**Advocacy IMPLICATIONS:** To move towards achieving our progress measure we need to continue embed Student Wellbeing activities and student leadership initiatives into our assemblies time activities in 2022. Staff PL on differentiated and evidence-based procedures, programs and practices will continue to be a focus to enable the growth and achievement and self-efficacy of our students.

**Aboriginal Cultural Awareness Implications:** Rigorous analysis of the data to determine impact of teaching and learning programs is needed. We will continue to embed Aboriginal awareness across the school for significant historical days such Close the Gap and Mabo Day, also through the use of Ku-ring-gai and Darug greetings on assemblies. We will continue to ensure our school is a culturally welcoming place for Aboriginal Peoples.

### Progress towards achieving improvement measures



The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<p><b>Wellbeing</b></p> <p>TTFM Wellbeing data (advocacy, belonging, expectations) will be moving towards school's lower bound system-negotiated target of 79.7%.</p>	<ul style="list-style-type: none"> <li>• Tell Them From Me data indicates 79% of students report a positive sense of wellbeing for Belonging compared with a NSW Gov. norm. of 66%. The school mean is 8 for expectations for success compared with a NSW Gov. norm. of 7; and the school mean is 7 for advocacy at school compared with a NSW Gov. norm. of 6.</li> </ul>
<p><b>Aboriginal Cultural Awareness</b></p> <p>The integration of Aboriginal culture, heritage and perspectives into all teaching and learning programs will be moving towards the school identified target of 100%.</p>	<ul style="list-style-type: none"> <li>• Analysis of teaching and learning programs indicate that 30% of junior programs contain the integration of Aboriginal culture, heritage and perspectives which indicates some progress towards the school identified target.</li> </ul>

## Strategic Direction 3: Learning Environments and Systems

### Purpose

Learning Environments and Systems to improve learning will ensure that all students' learning needs are catered to so as to improve learning outcomes.

- This should be reflected in Attendance growth from 92.5% to a lower target of 95.6% and an upper target of 97.8%
- Increased attendance will mean that students have more opportunities to learn

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Hornsby Homework Hub
- Attendance Team

### Resources allocated to this strategic direction

**Flexible Funding for Wellbeing Services:** \$10,000.00

**Low level adjustment for disability:** \$6,500.00

### Summary of progress

**ANALYSIS (Homework Club):** The evidence showed that 10% of the students attended the Library after hours. There was an increase in information about the Library hours in the Student Daily Notices.

Having the Librarian available from 7:30 - 4:45pm Mondays to Thursdays allowed the students the option of working at school after hours.

Students reported higher levels of wellbeing to the Librarian based on the fact that they had visited and worked in the Library after hours. 100% of students who attended the Library after hours stated to the Librarian that they liked having the option of attending the Library Homework Club. With 10% of the students (73 students) having attended the Library after hours in 2021 we will endeavour to increase this significantly in 2022.

**IMPLICATIONS:** To move towards achieving our progress measure we need to continue to advertise and mention this service in the Daily Notices and the school newsletter Torch. The Librarian can also give short talks at the Year Meetings to further promote this service.

**ANALYSIS (Attendance Team):** The evidence showed that the senior executive check the rolls daily and there is communication about the number of students at school and the patterns of attendance of all students between the senior executive and the SASS. There is also evidence of letters to parents alerting them to unsatisfactory attendance. The evidence also showed that attendance issues are discussed at the Executive Meetings and actions and responsibilities are applied to attendance issues. By having the senior executive play a close roll in attendance it demonstrates the importance of attendance to students and parents. Our attendance figures are some of the highest in the district and continue to improve.

**IMPLICATIONS:** To move towards achieving our progress measure we need to continue to check attendance daily, discuss with SASS, check on the daily class rolls and communicate with parents and caregivers on the importance of improving unsatisfactory attendance.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<b>Homework Club</b>  Percentage of students accessing the homework club for additional support to	Analysis of attendance data shows that 10% of students are accessing the homework club for additional support which indicates progress towards the school identified target.

be at or moving towards the school identified target of 25%.	
<b>Attendance</b>  Improvement in the percentage of students attending school more than 90% of the time to be at or moving towards the school's lower bound system-negotiated target of 95.6%	<ul style="list-style-type: none"> <li>• The number of students attending greater than 90% of the time or more has increased by 4.62%.</li> </ul>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$30,630.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Hornsby Girls High School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> </ul> <p><b>The allocation of this funding has resulted in:</b> all eligible students demonstrating progress towards their personalised learning goals. All PLSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student PLSPs reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$5,995.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Hornsby Girls High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• providing students without economic support for educational materials, uniform, equipment and other items</li> <li>• supplementation of extra-curricular activities</li> <li>• equitable access to specialist resources</li> </ul> <p><b>The allocation of this funding has resulted in:</b> equitable access to the curriculum ensuring students have an increased sense of belonging and improved educational outcomes.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> support students in ensuring they have the necessary equipment and resources to ensure they are able to engage in all school activities.</p>
<p>English language proficiency</p> <p>\$16,188.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Hornsby Girls High School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support delivery of targeted initiatives in literacy</li> </ul>

<p>English language proficiency</p> <p>\$16,188.00</p>	<ul style="list-style-type: none"> <li>• withdrawal lessons for small group and individual support for identified students</li> </ul> <p><b>The allocation of this funding has resulted in:</b> EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to continue to support identified students through withdrawal and class support as need in the area of literacy as they develop their strengths in writing, time management and organisation.</p>
<p>Low level adjustment for disability</p> <p>\$82,210.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Hornsby Girls High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Belonging</li> <li>• SOLO in Numeracy</li> <li>• SOLO in Literacy</li> <li>• Hornsby Homework Hub</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students</li> <li>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> <li>• targeted students are provided with an evidence-based intervention to increase learning outcomes</li> <li>• employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs</li> </ul> <p><b>The allocation of this funding has resulted in:</b> The school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of trained SLSOs.</p>
<p>Flexible Funding for Wellbeing Services</p> <p>\$24,169.00</p>	<p>The flexible funding for wellbeing services allocation is provided to support student wellbeing at Hornsby Girls High School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Advocacy</li> <li>• Hornsby Homework Hub</li> <li>• Aboriginal Cultural Awareness</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of Student Support Officer to support vulnerable students</li> <li>• supporting students need via the wellbeing hub</li> </ul> <p><b>The allocation of this funding has resulted in:</b> a substantial increase in student engagement and increased rates of</p>

<p>Flexible Funding for Wellbeing Services</p> <p>\$24,169.00</p>	<p>attendance in the targeted group. all teachers were assisted in the identification and support of at risk students and implemented strategies to enhance their engagement.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> providing release to allow teachers to act as mentors to the 'at risk' students.</p>
<p>COVID ILSP</p> <p>\$22,616.62</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> <li>• providing targeted, explicit instruction for student groups in Stage 6 curriculum</li> </ul> <p><b>The allocation of this funding has resulted in:</b> the majority of the students in the program achieving significant progress towards their personal learning goals</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> continue the implementation of Stage 6 small group tuition using data sources to identify specific student need. the school learning and support processes have been revised and will now involve regular monitoring of students as they transition back into classrooms. providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	0	0	0	0
Girls	725	720	720	719

### Student attendance profile

School				
Year	2018	2019	2020	2021
7	97.9	97.3	98.1	97.1
8	95.2	96.3	96.6	97.4
9	95.4	93.9	95.3	96
10	96.3	94	94.6	95.5
11	96.4	96.5	96.6	95.3
12	95.3	95.2	96.2	94.7
All Years	96.1	95.5	96.2	96
State DoE				
Year	2018	2019	2020	2021
7	91.8	91.2	92.1	89.7
8	89.3	88.6	90.1	86.7
9	87.7	87.2	89	84.9
10	86.1	85.5	87.7	83.3
11	86.6	86.6	88.2	83.6
12	89	88.6	90.4	87
All Years	88.4	88	89.6	85.9

### Attendance

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability

with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

### Management of non-attendance

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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	97
Other	2.5	0	0
Unknown	0	0	3

### Year 12 students undertaking vocational or trade training

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0.70% of Year 12 students at Hornsby Girls High School undertook vocational education and training in 2021.

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

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99.2% of all Year 12 students at Hornsby Girls High School expected to complete Year 12 in 2021 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)	39.1
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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2021 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 <b>Actual</b> (\$)
<b>Opening Balance</b>	1,564,520
<b>Revenue</b>	9,731,942
Appropriation	8,473,766
Sale of Goods and Services	226,716
Grants and contributions	1,019,194
Investment income	2,266
Other revenue	10,000
<b>Expenses</b>	-10,020,415
Employee related	-8,402,647
Operating expenses	-1,617,768
<b>Surplus / deficit for the year</b>	-288,473
<b>Closing Balance</b>	1,276,047

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

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

	2021 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	0
<b>Equity Total</b>	104,393
Equity - Aboriginal	0
Equity - Socio-economic	5,995
Equity - Language	16,188
Equity - Disability	82,210
<b>Base Total</b>	7,454,294
Base - Per Capita	177,492
Base - Location	0
Base - Other	7,276,802
<b>Other Total</b>	468,974
<b>Grand Total</b>	8,027,661

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

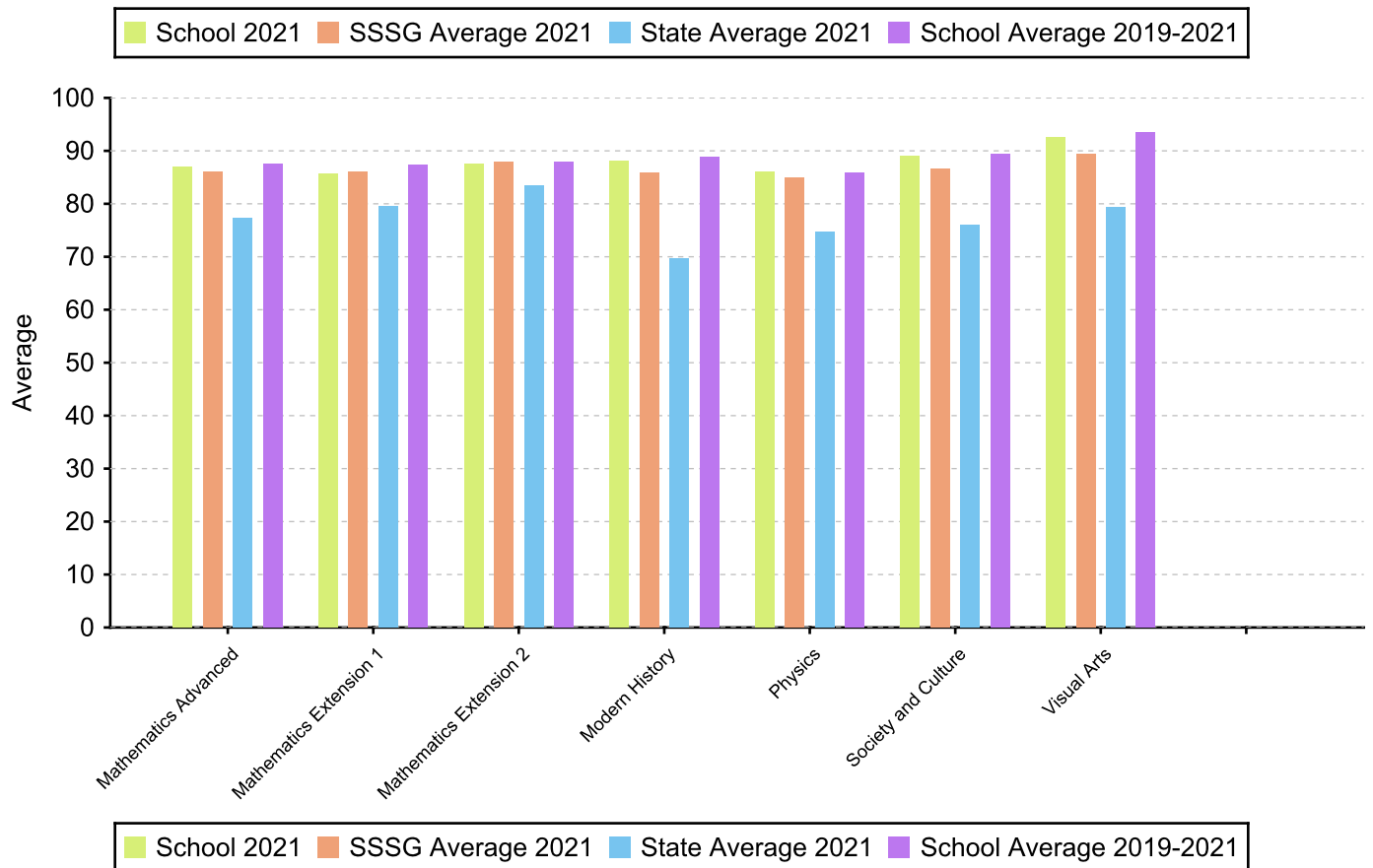
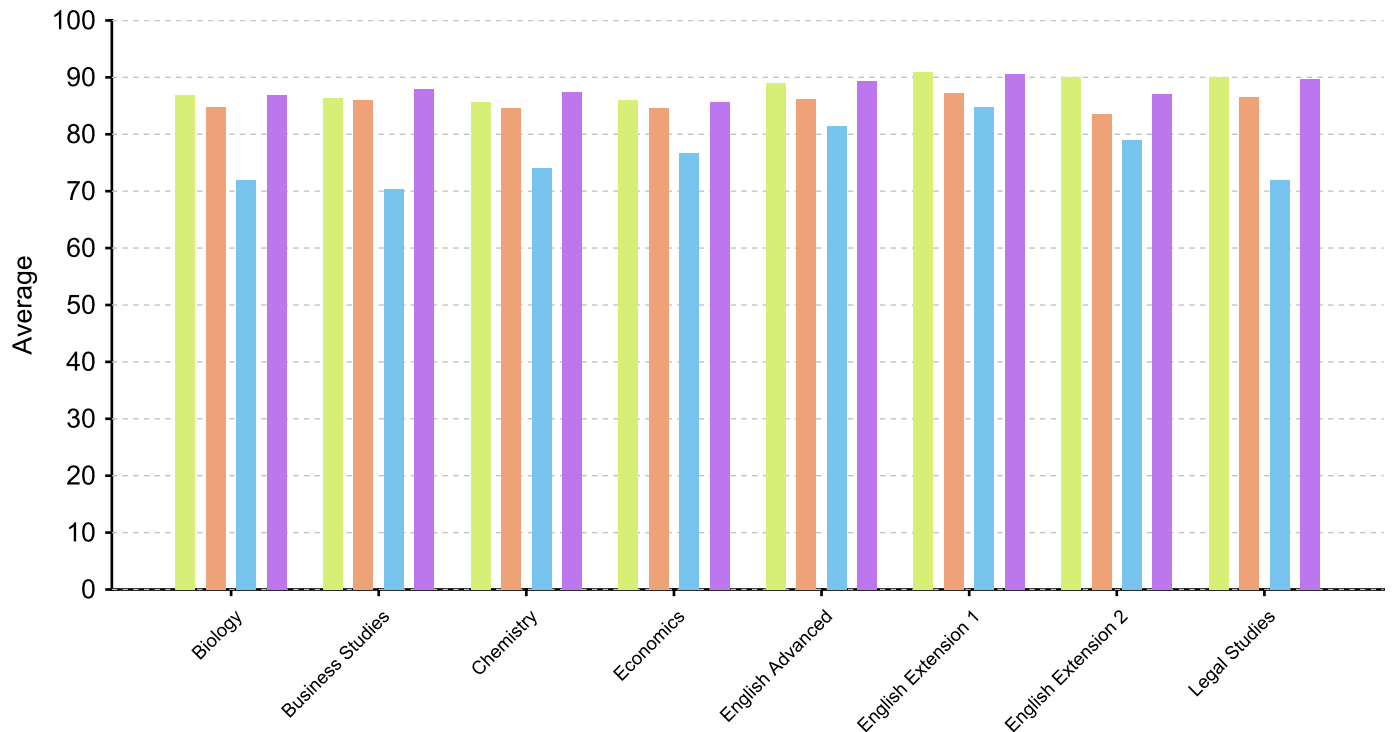
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

## 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.



<b>Subject</b>	<b>School 2021</b>	<b>SSSG</b>	<b>State</b>	<b>School Average 2019-2021</b>
Biology	86.9	84.8	71.9	87.0
Business Studies	86.4	86.0	70.4	87.9
Chemistry	85.7	84.7	74.1	87.4
Economics	86.1	84.6	76.7	85.7
English Advanced	89.0	86.2	81.4	89.3
English Extension 1	90.9	87.3	84.8	90.5
English Extension 2	90.0	83.6	79.0	87.2
Legal Studies	90.0	86.5	72.0	89.7
Mathematics Advanced	86.9	86.0	77.4	87.6
Mathematics Extension 1	85.7	86.0	79.5	87.4
Mathematics Extension 2	87.5	87.9	83.5	87.9
Modern History	88.0	85.8	69.7	88.8
Physics	86.1	85.0	74.8	85.8
Society and Culture	89.1	86.7	76.0	89.3
Visual Arts	92.5	89.4	79.4	93.4

## Parent/caregiver, student, teacher satisfaction

In 2021, Hornsby Girls High School again participated in the Tell Them From Me survey. The surveys were made available for all students to complete. Participation in this survey, provided the school with valuable data to assess student wellbeing. For example, in Sense of Belonging, which refers to students' perceptions of being accepted, valued and included in their school setting, 79% indicated a positive response. 88% of students reported positive relationships at school while 72% indicated they valued school outcomes. Student motivation is trending upwards, to be 6% above the NSW govt. norm.

Teachers also use a range of strategies to help students achieve their personal best learning goals and to give feedback on progress. Teachers reported they work collaboratively with other staff to improve teaching practice and assessment strategies. The TTFM data indicates that we need to do more to improve teacher knowledge of Aboriginal Culture and Histories, as well as to collaborate with parents more in student learning. The data indicates an upward trend for teachers' confidence in the efficacy of their teaching strategies as well as their capacity to set challenging and visible learning goals for students.

2021 Parent and Caregivers data from the TTFM surveys indicates that we need to work more on making the school a welcoming place for parents. The data indicates that parents believe that they are well informed and that HGHS is a safe place to optimise learning for their children. 100% of parents aspire for their children to pursue university education.

# Policy requirements

## Aboriginal Education Policy

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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

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

## Multicultural Education Policy

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Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.