

# 2022 Annual Report

## Hornsby Girls High School



8120

# Introduction

The Annual Report for 2022 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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## Message from the principal

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At Hornsby we encourage our students to thrive. Our holistic programs encourage students to thrive emotionally, physically and academically. As an academically selective school, our core purpose is academic excellence, to maximise each student's intellectual potential within a caring and nurturing environment. One measure, of the school's success in this regard is our external examination results, which continue to be outstanding. Our HSC successes are highlighted later in this Annual Report. In addition to our academic achievements 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 gratitude and our school values.

This year we continued to adapt to COVID 19 and its impact on the school and society.

Students and staff wore masks in the buildings and in classrooms in Terms 1, 2 and 3. In Term 4 students and staff were given the choice as to whether they would continue to wear a mask inside the buildings. Most students continued to wear a mask at the beginning of the term but when it became hotter mask wearing decreased significantly for students and staff. In comparison to other schools because of our commitment we had very low transmissions of COVID. Well done Hornsby!

In 2022 we also continued with our experiment with no bells. This commenced in Term 3 2021 when students returned from online learning (learning from home) during COVID isolation. This has proven to be a very worthwhile change encouraging students to move to and from classes with more personal responsibility for getting to class on time. It has also empowered the teachers to focus on lessons and learning outcomes rather than bells. As all our students transition from high school to university this is good training as there are no bells at university or in the workplace.

The following examples provide a snapshot of some of our extraordinary teaching, learning and assessment achievements.

In Aboriginal Education we actively participate in NAIDOC activities including our annual Aboriginal Art Prize which was won by Aniela Knight Year 7, and the NSW NAIDOC Art Prize in which Shriya Sungala (Yr 7) and Alaysha Garg (Yr8) won the NAIDOC Medal (two of 25 medals awarded across NSW) in recognition of their outstanding poster design.

In Computing we are continuing to offer students acceleration in Software Design and Development in Year 9 due to their demonstrated capability and exceptional results and engagement.

In the Creative and Performing Arts, in Visual Arts Minhee Park of Year 11 was Regional Winner in the NSW Harmony Day Poster Competition which was awarded to her at NSW Parliament House. Abigail Tang's artwork was selected in the top 50 for Operation Art and was exhibited at the Art Gallery of NSW and toured Regional Galleries. Ella Xie's artwork was also in Operation Art and was exhibited at the Armory Gallery in Homebush Olympic Park. In Music the vocal and instrumental ensembles had great success in the Sydney Eisteddfod with Symphonic Band and String Orchestra placing third in their events, the only public school on the podium in either competition. The Senior Choir and Hornsby Chorale both received a Highly Commended for their performances. Junior Voices placed 2nd in the Ryde Eisteddfod with Year 7

Singers close behind receiving a Highly Commended. The Co-Curricular Music Program Spring Concert was able to return in full with 275 students performing. Our Year 11 rock band, Meraki were nominated to perform in the Battle of the Bands at Loreto Normanhurst and were victorious over all other bands in the event. In the last week of school 59 students are heading to the Blue Mountains for five days to perform and share their musical talents with a number of schools and the local community.

In Dance and Aerobics the extra-curricular dance program includes weekly classes across a wide variety of dance styles including, jazz, lyrical, ballet, hip hop and sport aerobics. The Hornsby Girls High School Aerobics team was awarded a gold medal at the State Championships and then represented our school at the National Championships in August on the Gold Coast taking out 8th place.

In English, Drama and Public Speaking, in junior Drama, Margaret Li in Year 10 represented Hornsby Girls as part of the Arts Unit's Drama Company in a production of 'Just Macbeth!' at NIDA and at the State Drama Festival. The junior and senior debaters did well, with the senior teams (Sarah Wilson, Abigail Arrage, Aleya Cam, Lucinda Eldridge, Elisha Mistry, Alex Lawrence, Chloe Ferreira, Kayleigh Lawther, Tanaya Subramanian, and Maya Weiss) grappling with complex and at times topical areas of debate. We had great success in public speaking, sending speakers to represent Hornsby in the Arts Unit Public Speaking competitions including Susani Geekiyanage, Chloe Ferreira, Shambhavi Nagarajah and Chloe Tee, with both Shambhavi and Chloe Tee reaching the regional finals in the junior division.

In HSIE 2021, our Year 11 Business Studies students created excellent Business Plans, with Natalie Zou an State Finalist in the EBE Competition. Ijin Moon, Jessica Stanford and Cathy Yan received an 'outstanding award' for their submissions to the University of Newcastle's Business Plan Competition. Erica Lin in Year 11 was selected for the UBS Leadership Academy. HSIE ran the Year10 Illuminate Challenge this term in which our students demonstrated excellent creative, entrepreneurial and collaborative skills. This national competition saw Hornsby Girls teams take out the top three places.

In Languages and TAS, Year 9 Food Technology students entered the McCormick flavour forecast challenge, a national competition, and were judged NSW/ACT State champions. A group of Year 10 Japanese students shared the winning trophy for the Video Matsuri short film contest, organised by the Japan Foundation.

The Library, as part of its commitment to promoting literacy, the HGHS library also hosted our first on site Write a Book in a Day, which saw thirty Year 8 students plan, write and illustrate their own book as part of the Kids Cancer Council's annual fundraising.

In Mathematics, 474 students completed the Australian Mathematics Competition, with 215 Credits, 169 Distinctions, 10 High Distinctions and 2 Prizes awarded. Our top achieving student Lena Pham Year 9 has been invited to participate in the next stage of the Australian Mathematical Olympiad.

In Science the Year 10 Science and Engineering team won the first-round of the competition held at Sydney Olympic Park. Tiffany Tan, Sophia Tran and Weilin Wong (Yr 12) made it through to the National Final of the RACI Titration Competition. In the Australian Science Olympiad, Madeline Phillips (Yr 11) was awarded a High Distinction in the Chemistry qualifying exam. Sophia Tran (Yr 12) was selected to attend the training for Chemistry Olympiad National Team where she was awarded a Bronze Medal. Elisha Mistry (Yr 11) was selected to attend the prestigious Professor Harry Messel International Science School which was held in the July school holidays.

In Social Justice and Community Service in February, we raised \$687 for UNICEF to help Tonga recover from the devastating volcanic eruption. In March, we arranged another successful International Women's Day charity breakfast and raised \$1,777 in support of UN Women's programs. In May, many students in the school participated in the 2 Billion Kilometre to Safety walking initiative. Hornsby Girls walked 5,157 kilometres and raised \$2,528 for UN Refugees to support refugee children around the world. In October, we held a bake sale and raised \$1,669 for the Catherine Hamlin Fistula Foundation working to eradicate obstetric fistula. From August to November, we received generous donations of women's sanitary items and necessities for the NSW Support the Girls charity to help girls in need. 22 students from Year 8 and 9 participated in Walk the Talk Say No to Domestic Violence event organised by Women's Shed Hornsby Kuring-gai. And in a most joyous occasion for the school in November we celebrated with Mrs Pam Carey a member of the HGHS Class of 1935 her 102nd birthday with students from Years 7 - 10 singing Happy Birthday to Mrs Carey who visited the school.

In Sport, we had more than 200 students represent HGHS at the Zone Swimming, Cross Country and Athletics Carnivals. Congratulations to Alexandra Lawrence, Eloise Vuong, Rachel Au-Yeung and Soumya Sharma who all competed at CHS Swimming and to Alexandra Lawrence who went on to compete at the All Schools Swimming Championships. Congratulations also to Annie Knight and Sophia Lau who competed at CHS Cross Country and to Sophie Chen, Summer Choi, Annie Knight and Roselina Zheng who all competed at CHS Athletics. A special mention to Arabella Lewis Year 7 who was crowned Champion of the Zone at the Zone Athletics Carnival.

Our HSC performance remained very strong with 21 Premiers' Allrounders, with two first in the state Maya Weiss for French Beginners and Teresa Li for Japanese Continuers. We had 320 band 6 results with a 46% success rate. Well done to the HSC Class of 2022!

Another great year for Hornsby.

Well done students, staff and parents.

Justin Briggs

Principal

### Message from the school community

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The Hornsby Girls High School P and C work with the school to ensure our students have the best possible education. Hornsby Girls High School provides excellence in girls' education and as parents we are proud to have our children at the school. The P and C have regular meetings where information about the school is presented by teachers. Each year commences with a Year 7 Meet the Teachers Night as part of our P and C Meetings. The P and C had limited opportunities to participate in school promotions and activities due to COVID. However our P and C meetings were held online for most of the year. We had one Grounds and Garden Day prior to the COVID restrictions preventing further activities. The P and C participated in six merit selection processes and were pleased to participate and assist the school in teacher selection. We look forward to continuing our strong support of the school.

P and C President Vivienne Xie

Vice President Radhika Prasanna

Vice President Jack Liu

Secretary Kanchan Saxena

Treasurer Charles Lim

Grounds and Garden Day Pam Van Der Vlies and Robert Dyer

### Message from the students

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Students from Years 7 and 9 analysed surveys about the inclusion of Learning Intentions and Success Criteria in Lessons and Assessment Tasks.

Student analysis of qualitative data from the TTFM second snapshot shows 87% of HGHS students feel the introduction of learning intentions and success criteria onto assessment notifications and into some lessons helps students understand and feel more confident with their work.

Examples of comments from Year 7 students -

"Having a structured learning intention or success criteria is definitely helpful with learning and completing tasks because it tells students what the teacher expects us to know and learn so we can stay up to date in class and learn to our full capacity of the lesson."

"They have assisted me a lot as I always check back on the success criteria and make sure I have ticked each box to get the grades I want. I also make sure I have completed the learning intentions to know how I'm going and what I might be learning next."

Examples of comments from Year 9 students -

"Learning intentions and success criteria create clear goals and a route for me to follow when I'm given an assignment."

"It has helped me understand what I need to know, and how in depth that knowledge needs to be very useful".

Shambhavi Nagarajuh, Abi Kim, Roseline Zheng, Jessica Tan (Year 7)

Shelah Prasanna and Melodie Tan (Year 9)

## School vision

Hornsby Girls High 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 focusing on differentiation strategies for high potential and gifted students, and our parents as partners in education. The school has seven shared values that were 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 a HGHS values based postcard. The school has also introduced individual personal best goals which students create and later in the year reflect upon. The personal best goals and reflections are then published with their semester one and semester two reports so that students have a stronger voice in the reporting process and have increased autonomy fostering a growth mindset. Personal best 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. We empower young women as responsible leaders and civic members. The school constantly focuses on improving literacy, numeracy, STEM, the creative and performing arts and HSC results through ongoing monitoring of student learning and wellbeing, parent satisfaction and teacher professional learning as evidence of our ongoing commitment to quality teaching and learning.

## School context

- Hornsby Girls High School is an academically selective school with an enrolment in 2022 of 710 students, 90% of whom are from a non English speaking background. The school is located in Hornsby, a northern suburb in Sydney, on the traditional lands of the Guringai and Darug peoples. HGHS has an outstanding record of academic achievement and all members of the school community have high aspirations for success.
- In 2022 we continued to use a school-wide learning taxonomy, 'SOLO,' to help HPGE students "learn to learn". Details of this taxonomy are provided in Strategic Direction 1.
- Extracurricular activities fostering talent development across the four domains of potential 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, Duke of Edinburgh Award, English and Debating, 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, Tournament of Minds.
- 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. Year 10 Student Wellbeing Leaders (SWL) 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 Read 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 Year 11 Building Strength program gives them the chance to understand themselves as learners, connect with their peers and to develop effective study skills. Year 12 students are nurtured in their HSC year both individually and as the senior year group through an embedded fitness program called "The Grit Factor". The role of the Year Adviser is crucial in monitoring students' social and emotional wellbeing 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.
- According to the External Validation conducted in 2021 we have identified the need for a more consistent approach to the gathering and analysis of evidence and its impact as a tool for driving continuous improvement. Our school also identified the need for a collective staff understanding regarding the evaluation process to support ongoing planning, implementation, monitoring, and reporting. We will achieve this through:
  - providing professional learning for both teaching and non-teaching staff to build a better understanding of the School Excellence Framework
  - building capacity of staff to collect and analyse evidence to determine its impact on programs and initiatives

against the elements in the School Excellence Framework

- building the capacity of staff to plan, implement and evaluate the 2022-2025 Strategic Improvement Plan initiatives using the logic modelling process
- building the capacity of teachers to utilise SCOUT data and reports
- strengthening our evaluative processes when progress monitoring the implementation of our Strategic Improvement Plan by scheduling reflection opportunities at our executive and staff meetings and ensuring that self-assessment is scheduled, timely and authentic
- ensuring that we record and publish the the learning from parent and community surveys, student voice and our action research activities
- regularly collect, annotate and upload into SPARO evidence of our progress against our improvement measures and success criteria
- Our level of resourcing from the Department of Education for 2022 is \$8,176,064. Of this amount \$7,581,481 is allocated to staffing costs for 63 members of staff. The school receives \$88,373 for equity funding. This level of resourcing allows the school to develop targeted school programs that ensure our students thrive in a challenging and supportive learning environment to achieve their personal bests.

## 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 Strategic Improvement Plan and annual report.

Our self-assessment 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>

### Self-assessment using the School Excellence Framework

Elements	2022 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	Excelling
LEADING: Management practices and processes	Excelling



## 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 literacy 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 Literacy are bedrocks of student learning and equipping students for life-long learning opportunities including formal and informal learning and extra-curricular activities.
- Greater attainment of literacy 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 Literacy
- SOLO in Numeracy

### Resources allocated to this strategic direction

**Low level adjustment for disability:** \$45,968.00

**Professional learning:** \$26,870.16

**Socio-economic background:** \$5,877.76

### Summary of progress

#### SOLO in Literacy

Every faculty undertook training in the use and analysis of data in SCOUT to ensure that teacher capacity for data analysis was improved. Staff meetings were been used to convey the efficacy of SCOUT in NAPLAN analysis. Faculties also regularly review HSC results using RAP. Key areas of learning were covered, however, further exploration and refinement of whole school data analysis will be undertaken in 2023 to identify potential areas of growth. There has been a significant gain in NAPLAN literacy results relative to Statistically Similar School Groups (SSSG). Year 7 completed an in-class diagnostic literacy activity during Term 1 2022 consisting of a 20-30-minute writing task on the topic "Why are stories important". Student responses were generally well-structured with an introduction, body and conclusion. Most students demonstrated the ability to explain and analyse the topic by exploring a variety of relevant ideas in a sequential response. Cohesive devices were used effectively to link ideas and there were very few instances of errors in spelling, grammar or punctuation. Analysis of the data showed:

**Best Start Data:** the 2022 Year 7 cohort achieved an average mark of 95/100 compared with the state average of 75/100. The average mark of the Year 7 cohort for Writing was 91/100 and Reading 95/100. There were 2 or 3 students with lower marks in the 50-60% range. These students were followed up with their teachers, however, initial investigations suggest that their results are anomalous and not indicative of any literacy issues. Personal circumstances on the day of the test may have affected their results in this instance.

**Year 7 NAPLAN 2021:** Reading 26% above state average, 3% above SSSG.

**Year 8 Check-in assessments 2022:** Reading 62% above state average; 3.5% above SSSG.

Team analyses of data sets showed a 30% improvement of students from Year 7 to 8 in literacy. Increased capacity of all teachers to embed effective practices in the explicit teaching of SOLO in Literacy, resulting in improved differentiated teaching strategies for literacy to meet the needs of High Potential and Gifted Education (HPGE) students.

Students were assessed and targeted using formal and informal diagnostic tools to determine appropriate literacy support. Best-start data was triangulated with NAPLAN data to identify areas in which students were not performing at the highest standard. Results were compared to in-class performance to determine which results were anomalous. To refine literacy support, the literacy team also developed an online survey using Microsoft Forms to gather evidence of literacy needs and to determine what scaffolds, exemplars, and explicit success criteria had been provided to students.



Staff were given support in developing success criteria that made explicit links to subject-specific content. The check-in assessment has provided invaluable data which has been analysed using SCOUT. Although there were very few students who were identified as needing literacy support, the literacy team were able to identify students who had difficulty with the format of the task and online delivery. TTFM student responses indicate that explicit instruction regarding curriculum-specific scaffolds was highly valued, especially when aligned with success criteria. SOLO taxonomy has proven to be an excellent diagnostic tool and has augmented the students' skills of meta-cognition.

Year 7 were given an in-class diagnostic literacy activity during Term 1 2022 consisting of a 20-30-minute writing task on the topic "Why are stories important". Student responses were generally well-structured with an introduction, body and conclusion. Most students demonstrated the ability to explain and analyse the topic by exploring a variety of relevant ideas in a sequential response. Cohesive devices were used effectively to link ideas and there were very few instances of errors in spelling, grammar or punctuation. Student feedback in TTFM indicates that they are more confident when interpreting assessment criteria and that they are gaining an understanding of subject-specific writing scaffolds. NAPLAN results indicate a steady improvement in student growth, particularly in the area of writing. There is some concern that an overemphasis on scaffolding may limit the intuitive interpretation of tasks, and may have a negative impact on the range of high-range responses that are an important part of HP&G education but which are not necessarily targeted by standardised testing such as NAPLAN.

In 2023 the school-wide commitment to SOLO in Literacy will be maintained, with ongoing cross-faculty communication of methodology. We will continue to map subject-specific writing scaffolds with care taken to encourage risk-taking and creativity in student writing, where appropriate. Overly technical jargon will be minimised when unpacking assessment tasks and success criteria. SCOUT will continue to be used to track student progress in literacy. It would be useful to track student performance in NAPLAN and Check-in Assessments through to HSC performance. School-wide coordination of writing scaffolds, the application of SOLO taxonomy, success criteria, and literacy support requires ongoing funding and allocation of release time.

### **SOLO in Numeracy**

All students in Year 7 and 60 interested students from Year 8 participated in APSMO Australasian Problem Solving Mathematical Olympiad which is an enrichment program of five Olympiads scheduled roughly one month apart. All 6 teams were in the top 25% of participating teams. Both Year 8 teams and 7Q and 7T were in the top 10% and HGHS was named in the top ten High Achieving schools. The Mathematics Challenge was offered to all students in Years 7-10 and 43 students participated in this enrichment program. These initiatives provide students with opportunities to broaden and deepen their numeracy skills as evidenced by students achieving 14 High Distinctions, 6 Distinctions and 10 Credits. All students in Years 7-10 and any interested Year 11 and 12 students were entered into the Australian Mathematics Competition. Students achieved 2 Prizes, 10 High Distinctions, 169 Distinctions and 215 Credits. A Year 9 student achieved a perfect score.

The evidence showed that identified and interested staff completed SCOUT training in in Term 1 in order to work collaboratively with, understand and communicate to staff, the implications of data in both numeracy and literacy. In addition NAPLAN, Year 7 Best Start and Check in Assessments were also analysed. This team met to compare and discuss our findings. Scout NAPLAN data shows the syllabus outcomes for further focus included:

- uses 24-hour time and am and pm notation in real life situations, and constructs timelines
- calculates the surface areas of right prisms, cylinders and related composite solids
- uses statistical displays to compare sets of data, and evaluates statistical claims made in the media
- interpreting data in the media and volume involve numeracy skills that are applicable in a wide range of subjects.

**Year 7 NAPLAN 2021:** Numeracy 34% above state average; 3% above SSSG

**Year 8 Check-in assessments 2022:** Numeracy 69% above state average; 3% above SSSG

Team analyses of data sets showed a 30% improvement of students from Year 7 to 8 in numeracy. 100% of teachers received SOLO in Numeracy training with Dr Lindy Walsh for the School Development Day in Term 2. Teachers also undertook SCOUT training in order to work collaboratively to understand and communicate to staff the implications of the data in both numeracy and literacy. NAPLAN, Year 7 Best Start and Check in Assessments were analysed. Relevant past NAPLAN questions were implemented into appropriate topics for Year 7-10 to develop students numeracy skills while consolidating syllabus outcomes. As a result there has been an increased capacity of all teachers to embed effective practices in the explicit teaching of SOLO, resulting in improved differentiated teaching strategies in numeracy to meet the needs of HPGE students.

In 2023 we will continue to monitor improved student progress in the numeracy areas identified in 2022 through focus on specific questions and related skills and the embedding of targeted strategies to address these in teaching and learning programs..

### **Progress towards achieving improvement measures**

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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>NAPLAN Top 2 Bands - Numeracy</b> Improvement in the percentage of students achieving in the top two bands to be at the school's lower bound system-negotiated target in <b>Numeracy</b> of 100%.	<ul style="list-style-type: none"> <li>• 100% of students achieved in the top two bands in NAPLAN <b>numeracy</b> indicating achievement of the lower-bound target.</li> </ul>
<b>NAPLAN Top 2 Bands - Reading</b> Improvement in the percentage of students achieving in the top two bands to be at or above the school's lower bound system-negotiated target in <b>Reading</b> of 90.7%	<ul style="list-style-type: none"> <li>• 94.59% of students achieved in the top two bands in NAPLAN <b>reading</b> indicating achievement exceeding the upper-bound target.</li> </ul>
<b>Expected Growth - Numeracy</b> Improvement in the percentage of students achieving expected growth in <b>reading</b> to be moving towards the school's lower bound system-negotiated target 64.5%.	<ul style="list-style-type: none"> <li>• Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available for 2022.</li> </ul>
<b>Expected Growth - Reading</b> Improvement in the percentage of students achieving expected growth in <b>reading</b> to be moving towards the school's lower bound system-negotiated target 65.9%.	<ul style="list-style-type: none"> <li>• Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available for 2022.</li> </ul>
<b>HSC Top 2 Bands</b> 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%	<ul style="list-style-type: none"> <li>• 88.07% of students attained results in the top two bands (Bands 5 and 6 and Extension 3 and Extension 4) demonstrating progress yet to be seen toward the lower bound target.</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 and challenged across the four domains of potential for high potential and gifted students. 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, lower target 83%, upper target 83.5%, through embedded programs that create an appropriately challenging and supportive environment for students' academic and emotional wellbeing.

### 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 and Student Voice
- Advocacy and Student Voice

### Resources allocated to this strategic direction

**Low level adjustment for disability:** \$36,526.70

**Student support officer (SSO):** \$96,058.00

### Summary of progress

#### Belonging and Student Voice

Student leadership and extracurricular programs were given greater profile over the year, student voice more privileged and new leadership opportunities created in order to foster an enhanced sense of belonging within the school and to develop students' talents within the socio-emotional domain as per the HPGE Policy. New programs included: the new Tech Crew club, Rise up for Challenge Team, and the Zonta Club and the Ethics Olympiad. In 2023 the Year 10 student leaders who attended the Youth Mental Health Forum this year will be forming a re-branded wellbeing "chill" group for 2023

The Zonta Club regular weekly meetings of 40 plus students from years 7-10 has proven highly successful. In 2023 will gather formalised data from the students to understand why it is so popular and to see what other gaps we may have in this leadership space.

The Prefects Statement of Duties was created and expanded for increased leadership roles and clarity around responsibilities. A rationale was included to ensure that student groups had a defined purpose underpinning events.

In 2023 this will be further refined and evaluated so that student voice becomes increasingly integral to decision making.

The new Student Proposal template is now in place and students are implementing it to run school events which has proven to better enable student voice and improve whole school communication. In 2023 this vehicle for student voice will be further refined.

In 2022 Head Teachers across all Faculties audited their programs for the extent to which they are integrating Aboriginal culture into their programs. This audit showed there has not been a consistent practice across the school with regard to the integration of Aboriginal Perspectives into T&L programs. Steps have been taken to increase the prominence of attention to Aboriginal perspectives, culture and issues in our school community. There is still much to build on including Mabo Day and expanding NAIDOC week's current recognition, and potentially a Reconciliation Action Plan Student Group. Consistent practice across junior programs needs further focus. Professional Learning for staff and training opportunities for students also needs to be provided.

In 2023 we will have increased Aboriginal Education PL. The PL Team has organised with the Tuggerah Aboriginal Education and Wellbeing Advisors a series of staff workshops. In Term 2 2023 there will be three whole staff workshops during staff meetings. In 2023 we need to analyse student voice data on ways to raise whole school awareness of Aboriginal histories, cultures and traditions. We still need to have an Aboriginal mural painted on the wall of the canteen - this will happen in 2023.

#### Advocacy and Student Voice

The Year 10 SWL ((S)well Being Leaders program has been integrated effectively this year to become a fundamental aspect of student voice, student advocacy and wellbeing that leads the Year 7 Transition Program as well as communicates school values across the school and ideas around SOLO and explicit teaching . This year the Year 7 Transition program was expanded to include an additional session at the beginning of Semester 2. The change was made based on the evidence collected from the student participation and feedback data from Semester 1 - Year 7 Transition Program. The change was made to reinforce student connection and relationships while building upon the Semester 1 transition program. Peer support with the Year 10 SWL leaders has increasingly become a mentoring role to allow Year 7 students to feel support in their transition into Year 7. This also allows Year 10 Peer Support leaders to develop sound leadership skills and valuable life skills. Positive changes include a sense of belonging to the school and community including connection with peers, staff, teachers and counsellors to establish a network structure to reach out to.

Feedback from the RAISE program running from Term 2 to early Term 4, showed a highly positive student response and the program will be continued for 2023. RAISE improved relationships with wider social circle in the school and peer context. Improved confidence in social interaction and reduction in anxious behaviours. Increased capacity for collaborative tasks in lessons. The data from this program provides excellent feedback. Rooming for RAISE became difficult, but we managed it clearly by using the Sentral calendar more effectively.

In 2023 an audit of wellbeing flagged incidents logged in Sentral in 2022 will be conducted. This is to inform resource development, service/program delivery and research for the SSO (Student Support Officer) role. The new position of SSO allowed the school to better coordinate the program and help the Wellbeing faculty daily with student concerns. The SSO provided additional support and mentoring sessions with numerous students throughout the year. This role been a significant support. The Cafe Gratitude program continues to provide transferable school to work skills and improved social confidence.

The new 'Rise Up for Unity' partnership between NSW Police Youth & Crime Prevention and Hornsby PCYC. Program, and led by the SSO, has been well received by the Year 10 students.

In 2023 this program will be developed within the school using the resources, knowledge and skills gained this year to provide a further emotional wellbeing support for our students.

### 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>Wellbeing</b>  TTFM Wellbeing data (advocacy, belonging, expectations) is moving towards the lower bound system negotiated target of 79.7%	<ul style="list-style-type: none"> <li>• Tell Them From Me data indicates 77.54% of students report a positive sense of wellbeing (Expectations for success, advocacy, and sense of belonging at school).</li> </ul>
<b>Attendance</b>  Percentage of students attending more than 90% of the time to be moving towards the system negotiated lower bound 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 decreased by 11.75%. This data was impacted by the Public Health Orders in place at the time of harvesting.</li> </ul>

## Strategic Direction 3: Learning Environments and Systems

### Purpose

Learning Environments and Systems to improve the learning culture across the school will ensure that all students' learning needs are catered to and their talents developed within an environment of high expectations so as to improve learning outcomes.

- This should be reflected in teacher participation in targeted professional learning to build capacity and strengthen the delivery of a high quality education for HPGE students.
- Attendance growth from 92.5% to a lower target of 95.6% and an upper target of 95.7%

### 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.

- Teacher Capacity: Collaboration and Explicit Teaching
- Teacher Capacity: The Learning Environment

### Resources allocated to this strategic direction

**Professional learning:** \$35,000.00

### Summary of progress

#### Teacher Capacity: Collaboration and Explicit Teaching

This year there was an increase in staff collaborative practice, staff sharing of expertise and the building of teacher capacity through leadership opportunities, as well as targeted High potential and Gifted Education (HPGE) teaching strategies. Work on the HPGE Policy continued with staff presentations on the differentiation adjustment Tool rebuilding the momentum.

Professional learning communities (PLCs) of 4 teachers across four faculties were formed to build the capacity of teachers through a close focus on the Quality Teaching Framework and Quality Teaching Rounds (QTR). Such evidence-based strategies help build teacher capacity across the school. In Term 4 another PLC was formed with teachers from Maths, HSIE, PDHPE and English and the QTRs will continue in Term 1 2023 with the intention that even more teachers will participate later in the year.

In 2022 we updated the school's Acceleration Policy and increased subject acceleration options, adding Ancient History for the first time, with more students undertaking accelerated subjects.

In 2022 100% of junior assessment tasks included learning intentions and success criteria, as an explicit teaching strategy to boost student achievement. 2022 TTFM qualitative data shows 87% of students agree that explicit teaching strategies have improved their understanding of assessment notifications and what is required of them.

In 2023 the PL Team will continue to focus on continuous improvement of teaching and learning through building staff capacity through collaborative strategies that promote explicit teaching including individual and collaborative action research projects. We will continue with high impact PL to maintain teaching excellence. We will continue to work on areas of the HPGE policy - particularly in the area of talent development of the 4 domains of learning.

Professional partnerships between the Hornsby GHS and Normanhurst BHS Executive Teams were established in 2022 to promote professional connections across sister/brother selective schools and to build the capacity of executive staff.

The HT CAPA was seconded in 2022 to role of Teaching Quality Advisor / HSC Strategy / Teaching Quality and Impact HSC Professional Learning (HSC Strategy/High Leverage Strategies). In 2023 we will draw on her new professional learning skills in high leverage strategies and share this across the school.

Head Teacher English Network meetings across fully selective schools were initiated to build teacher capacity and motivation (held at Hornsby GHS in Term 2 and Caringbah HS in Term 4. In 2023 the Term 1 meeting will be held at Sydney Girls HS). In 2023 these network meetings will be extended to include other KLAS.

#### Teacher Capacity: The Learning Environment

This year the building of multi-purpose courts took much longer than hoped but this new learning space will enable more

teaching and learning choice for students and teachers for varied activities from sport to Drama and Music performances. In 2023 this learning space will be able to be used for the first time.

The new room created for The SSO (Student Support Officer) has enabled the delivery of improved Wellbeing programs and enables students to have more discrete access to wellbeing assistance.

The installation of LED lights throughout the school - increased light and more efficient energy use.

In 2023 we will purchase shading for some areas outside to increase teaching and learning options, as well as student comfort.

In 2022 we took a creative approach to using and improving the physical environment to optimise learning. The work on improving physical resourcing of the school (sun shade over courts/quadrangle, new roofs, carpets and painting) will continue to support this. The use of outdoor spaces will be changed, such as PE class and school sport allocations and opportunities. In 2023 we will collect data to show how the multi-purpose courts have improved the student experience.

In 2022 The attempt was made to use Attendance data to improve student attendance. Attendance reports were tabled at Wellbeing Meetings but not at Executive Meetings. Communication was made with HSLO regarding Tier 2 and Tier 3 students. PXP rolls were checked daily by Attendance Officer. Students appearing on <85% attendance report and late arrival tally reports are investigated and interviewed where intervention is required.

The Finance Team met with increased frequency in 2022 and this will be continued into 2023 to build teacher capacity in the financial and budgeting processes.

Covid-isolation requirements and higher than usual absence rates due to illness meant Class Attendance Reports would not provide meaningful data to the school community in 2021. These will be re-introduced in 2023. Despite the challenges, attendance rates have returned to pre-2020 levels and progress is being made towards our attendance target.

In 2022 Students, Parents and Caregivers showed greater appreciation of self-reviewing attendance using Sentral Portal. Earlier intervention for students with attendance concerns have identified students with wellbeing concerns.

Further understanding of finance changes (School Success Model) will be developed in 2023 as this initiative is implemented. In 2023 further data will be collected through analysis of aggregate student data over time across all subjects - we have this data available in Sentral and doing this will be an added academic wellbeing check for any potential gaps in our processes and needs that are not being met.

### Progress towards achieving improvement measures

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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>Effective Classroom Practice</b> In the element of " <b>Effective Classroom Practice</b> " the school is moving towards the level of excelling as measured by the School Excellence Framework.	• Self-assessment against the School Excellence Framework shows the school currently performing at excelling in the element of Effective Classroom Practice.
<b>Collaborative Practice</b> In the element of " <b>Learning and Development</b> " the school is moving towards the level of excelling as measured by the School Excellence Framework.	• Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of Learning and Development.
<b>School Resources</b> In the theme of " <b>Facilities</b> " the school is moving towards the level of excelling as measured by the School Excellence Framework.	• Self-assessment against the School Excellence Framework shows the school currently performing at excelling in the theme of Facilities in the element of School Resources.



Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$5,877.76</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>• SOLO in Literacy</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>• resourcing to increase equitability of resources and services</li> <li>• providing students without economic support for educational materials, uniform, equipment and other items</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</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><b>After evaluation, the next steps to support our students 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>Low level adjustment for disability</p> <p>\$82,494.70</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>• SOLO in Numeracy</li> <li>• Belonging and Student Voice</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> </ul> <p><b>The allocation of this funding has resulted in the following impact:</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 will be:</b> to further expand the impact of the learning support team, the school will continue to provide additional support for identified students.</p>
<p>Professional learning</p> <p>\$61,870.16</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy 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>



<p>Professional learning</p> <p>\$61,870.16</p>	<ul style="list-style-type: none"> <li>• SOLO in Numeracy</li> <li>• SOLO in Literacy</li> <li>• Teacher Capacity: Collaboration and Explicit Teaching</li> <li>• Teacher Capacity: The Learning Environment</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>• Teachers undertake SOLO training with Dr Lindy Walsh</li> <li>• Heather Cleary to present to Staff on Literacy data from SCOUT</li> <li>• Teachers undertake Scout training to analyse reading data to determine areas for student improvement.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> increased capacity of all teachers to embed effective practices in explicit teaching, resulting in improved internal student results.</p> <p><b>After evaluation, the next steps to support our students will be:</b> targeted professional learning focused on the school's three strategic directions led by the executive to ensure that professional learning is aligned with the school's Strategic Improvement Plan.</p>
<p>COVID ILSP</p> <p>\$18,100.00</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 2022.</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>• providing targeted, explicit instruction for student groups in literacy and/or numeracy.</li> <li>• development of resources and planning of small group tuition</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</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 will be:</b> to continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. Provide additional in-class support for identified students to continue to meet their personal learning goals. Student progress will continue to be monitored through the Learning Support Team, with suitable adjustments made to ensure student success and growth in the classroom.</p>
<p>Student support officer (SSO)</p> <p>\$96,058.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students 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 and Student Voice</li> </ul> <p><b>Overview of activities partially or fully funded with this Staffing - Other funding include:</b></p> <ul style="list-style-type: none"> <li>• Raise Mentoring Program to nurture student emotional wellbeing and advocacy through one on one mentoring and coaching for selected students.</li> <li>• Youth Awareness Mental Health Program</li> <li>• 'Rise Up for Unity' Program run through a partnership between NSW Police Youth &amp; Crime Prevention and Hornsby PCYC.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> individualised, sustainable support to meet student needs.</p>

<p>Student support officer (SSO)</p> <p>\$96,058.00</p>	<p>proactive, preventative strategies employed to support students. created community connections through external agencies to support school wellbeing programs.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to continue to employ the student support officer. consolidate programs implemented in 2022.</p>
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## Student information

### Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	0	0	0	0
Girls	720	720	719	707

### Student attendance profile

School				
Year	2019	2020	2021	2022
7	97.3	98.1	97.1	94.9
8	96.3	96.6	97.4	93.6
9	93.9	95.3	96.0	93.3
10	94.0	94.6	95.5	92.0
11	96.5	96.6	95.3	93.5
12	95.2	96.2	94.7	92.8
All Years	95.5	96.2	96.0	93.3
State DoE				
Year	2019	2020	2021	2022
7	91.2	92.1	89.7	85.5
8	88.6	90.1	86.7	82.1
9	87.2	89.0	84.9	80.5
10	85.5	87.7	83.3	78.9
11	86.6	88.2	83.6	80.0
12	88.6	90.4	87.0	83.9
All Years	88.0	89.6	85.9	81.7

### 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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

## 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	100
Other	0	0	0
Unknown	0	0	0

All students received offers to attend various universities. Of our 119 students,

68 received an offer in the field of study of Society and Culture.

53 in Health

34 in Management and Commerce

33 in Natural and Physical Sciences

26 in Engineering and related technologies

15 in Creative Arts

10 in Architecture and Building

4 in Information Technology

3 in Education

1 in Agriculture and Environment

100% of students commenced tertiary education.

85 students were offered a place at UNSW

80 students were offered a place at USYD

44 at Macquarie Uni

13 at UTS

8 at Uni of Newcastle

8 at WSU

6 at ACU

2 at Griffith Uni

1 at Uni of Canberra

1 at Uni of Notre Dame

### **Year 12 students undertaking vocational or trade training**

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0% of Year 12 students at Hornsby Girls High School undertook vocational education and training in 2022.

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

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100% of all Year 12 students at Hornsby Girls High School completed Year 12 in 2022 and received a Higher School Certificate.

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	8
Classroom Teacher(s)	38.4
Learning and Support Teacher(s)	0.4
Teacher Librarian	1
School Counsellor	0.6
School Administration and Support Staff	10.68
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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

## Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark <sup>1</sup>	2022 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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

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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

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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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 <b>Actual</b> (\$)
<b>Opening Balance</b>	1,276,047
<b>Revenue</b>	9,984,766
Appropriation	8,703,816
Sale of Goods and Services	204,525
Grants and contributions	1,057,177
Investment income	19,248
<b>Expenses</b>	-9,719,653
Employee related	-8,495,699
Operating expenses	-1,223,955
<b>Surplus / deficit for the year</b>	265,112
<b>Closing Balance</b>	1,541,159

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.

	2022 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	0
<b>Equity Total</b>	88,373
Equity - Aboriginal	0
Equity - Socio-economic	5,878
Equity - Language	0
Equity - Disability	82,495
<b>Base Total</b>	7,614,727
Base - Per Capita	181,677
Base - Location	0
Base - Other	7,433,050
<b>Other Total</b>	561,337
<b>Grand Total</b>	8,264,436

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.

Year 7 results were 662, writing 664, spelling 683, grammar and punctuation 691, numeracy 725. Year 9 results were 698 for reading, 674 for writing, 689 for spelling, 731 for grammar and punctuation, and 739 for numeracy. Using a comparison with four other statistically similar selective schools Hornsby Girls High School achieved the following:

Year 7 reading - equal 4th

Year 7 writing - 2nd

Year 7 spelling - equal 2nd

Year 7 grammar and punctuation - 3rd

Year 7 numeracy - 5th

Year 9 reading - 2nd

Year 9 writing - 3rd

Year 9 spelling - 4th

Year 9 grammar and punctuation - 4th

Year 9 numeracy - 3rd

These results show that the school needs to adjust our numeracy and reading programs to assist Year 7 and our grammar punctuation and spelling programs for Year 9.

Year 7 NAPLAN 2022 - students achieving in the top two bands: Reading 79%; Writing 68%; Spelling 89%; Grammar and Punctuation 78%; Numeracy 100%

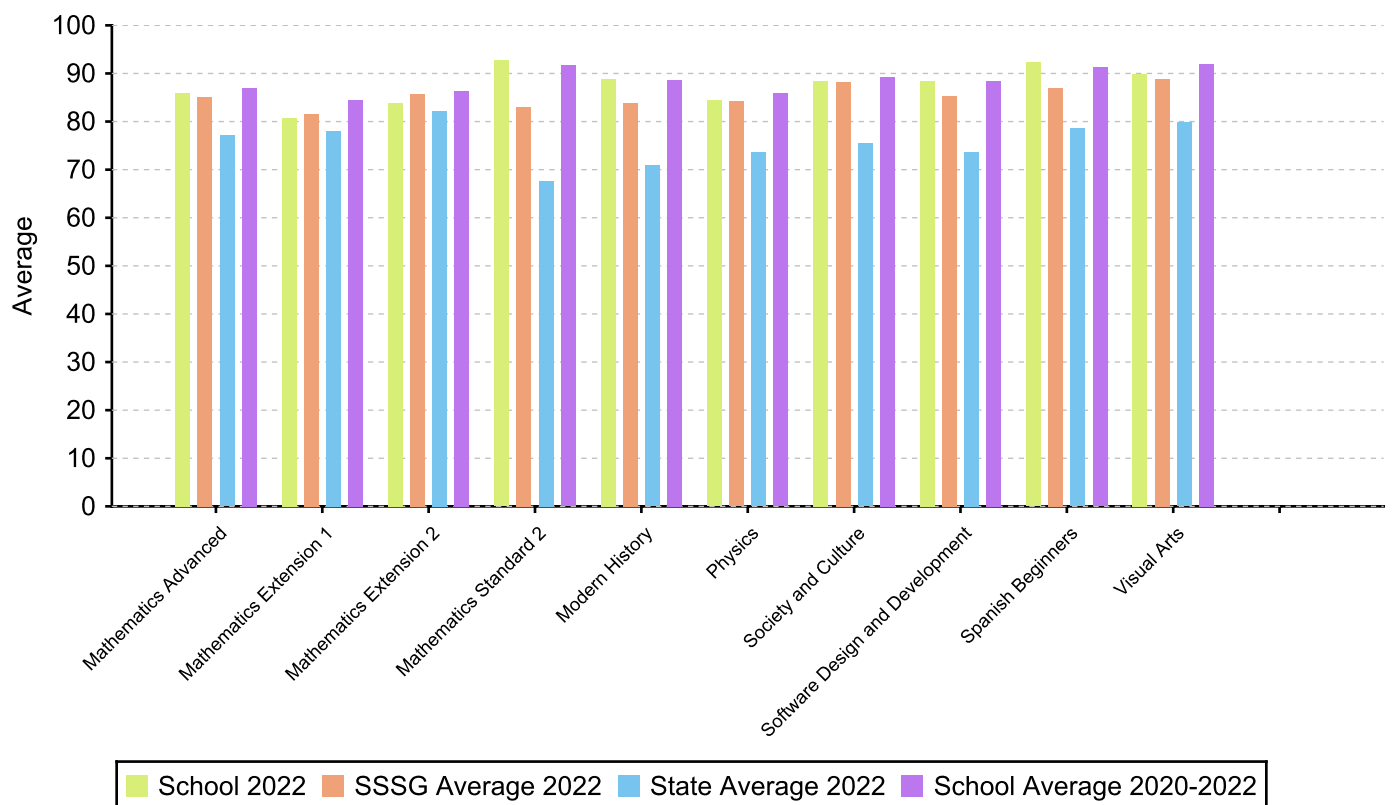
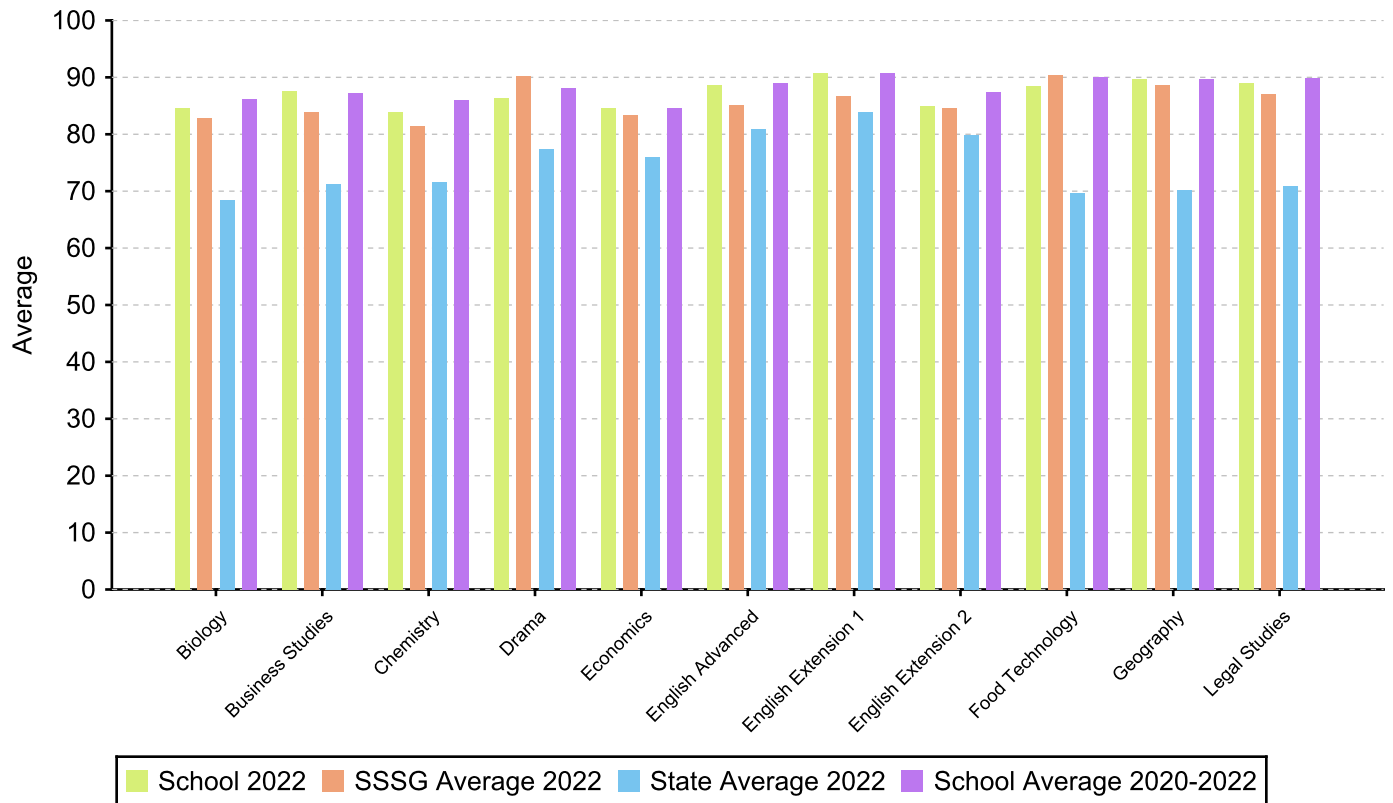
Year 9 NAPLAN 2022 - students achieving in the top two bands: Reading 95%; Writing 74%; Spelling 95%; Grammar and Punctuation 98%; Numeracy 100%

In summary, Hornsby Girls High School performs well about the national average and consistently performs at or above the average of schools with selective students of a similar background.

## 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 2022	SSSG	State	School Average 2020-2022
Biology	84.6	82.9	68.5	86.1
Business Studies	87.6	84.0	71.2	87.2
Chemistry	83.9	81.4	71.7	85.9
Drama	86.3	90.3	77.5	88.1
Economics	84.6	83.3	76.0	84.6
English Advanced	88.6	85.1	81.0	89.0
English Extension 1	90.7	86.8	83.9	90.8
English Extension 2	84.9	84.6	79.9	87.5
Food Technology	88.4	90.4	69.7	90.1
Geography	89.7	88.7	70.2	89.8
Legal Studies	89.0	87.0	70.8	89.8
Mathematics Advanced	86.0	85.1	77.1	87.0
Mathematics Extension 1	80.8	81.6	78.0	84.5
Mathematics Extension 2	83.8	85.8	82.2	86.4
Mathematics Standard 2	92.7	83.0	67.6	91.7
Modern History	88.9	83.9	70.9	88.7
Physics	84.4	84.2	73.5	85.8
Society and Culture	88.5	88.2	75.5	89.3
Software Design and Development	88.5	85.4	73.7	88.4
Spanish Beginners	92.3	87.0	78.6	91.2
Visual Arts	89.9	88.8	79.8	92.0

## HSC Highlights

Sophia Tran and Parmis Amiri were both Dux with ATARs of 99.85

The HSC results were outstanding with 21 Premiers All Rounders, four State rankings including two first in state and an overall Band 6 success rate of 46% with 320 band 6 results. Well done to the Class of 2022 and thank you to all their teachers for their outstanding efforts.

### Twenty one Premiers All rounders

Alyssa Chung Ning Leung,

Ashley Choi

Bethany Tam

Celine Hu

Chenyan Yu

Divya Nandyal

Gabrielle Teo

Genesis Tian

Grace Cui

Isabel Rose Angara

Jessica Soobyn Lim

Leyan Liang

Lucy dai Song

Maanya Ajay Gawande

Maya Zofia Weiss

Nixie Nassar

Parmis Amiri

Rachel Chi Yan Au-Yeung

Sophia Grace Tran

Stephanie Chan

Tanaya Subramanian

**State Rankings** - Maya Weiss, 1st in French Beginners, Teresa Li, 1st in Japanese Continuers, Rosemary Ai, 2nd in Software Design and Development and Nixie Nasser, 5th in German Continuers.

**Overall:** Highest placed government girls' school for English and third highest government girls' school for Mathematics.

## Parent/caregiver, student, teacher satisfaction

Data from the 53 parents who responded to the Tell Them from Me parent survey indicates that HGHS is a welcoming environment for parents, and we would like to continue to improve this. There is an upward trend for parents feeling informed and feeling that the school is a safe place for students. The data indicates that 88% of respondents are satisfied with the school's communication to the community. Specifically, 91% believe emails are useful or very useful, 89% feel the TORCH newsletter is useful or very useful, and 60% see the school website as useful or very useful. 21 % of respondents are involved in a school committee. 100% of respondents have expectations for their child to attend university.

The student response rate to the second snapshot of the Tell Them from Me surveys was lower than usual at 56.6%. Nevertheless, the surveys have provided us with powerful data to inform and direct teaching and learning. The student data was analysed this year by teams of interested students who met in Term 4 and collaborated to write reports over successive lunchtimes. Their findings were communicated back to the community through reports to teachers and in the school newsletter, and to the P&C. The data was again very affirming. Data from the students indicates a very strong sense of pride in the school and a strong sense belonging. There is also a very high degree of positive relationships and positive behaviour at school. Students feel they are appropriately challenged, have a very high academic self-concept and have very high expectations for success. The qualitative data showed extremely high student satisfaction with the new inclusion of learning intentions and success criteria on the all junior assessment tasks.

The teachers feel our school's learning culture, collegial collaboration and targeted use of teaching strategies are very strong. Results from the surveys will continue to inform teaching and learning strategies as well as professional learning focus areas in gifted education for our Strategic Improvement Plan.



# 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.

## Aboriginal Education - School statement

### How we promoted reconciliation at Hornsby.

Our core activity is to educate the next generation of leaders and decision makers to ensure Australia continues to move towards fairness, inclusion and equity for all. To achieve this it is important that the school ensures that Aboriginal culture, heritage and perspectives are authentically integrated into the learning of all students. The following are examples of our commitment to Aboriginal Education and Reconciliation.

1. Each day we raised the Aboriginal and Torres Strait Islander Flags at the front of the school. Our prefects take great pride in this and this gesture demonstrates our students' understanding that the land the school is situated on originally belonged to the Dharruk and Ku-Ring-Gai Peoples.
2. Each assembly students and staff acknowledged the land on which the assembly is being held with school developed Acknowledgement of Country messages. These were developed by students in consultation with our local Aboriginal Education Officer Mr David Lardner. The school has a bank of these Acknowledgement of Country messages which we have used since 2019.
3. On each assembly we introduced students to Aboriginal language greetings through the prefects. This introduced students to Aboriginal language and specific Aboriginal greetings for the whole school.
4. Cultural Competency Training by Mr David Lardner for HGHS staff meeting. Mr Lardner addressed improving staff Cultural Competency through an understanding of his personal journey as a proud Aboriginal man and his understanding of reconciliation through an understanding of race relations, equality and equity, institutional integrity, unity, and historical acceptance. Cultural Awareness Training will be undertaken by all staff and follow-up or refresher course taken every three years.
5. We made Hornsby Girls High School a more welcoming place for Aboriginal and Torres Strait Islander Peoples. Through consultation with Mr David Lardner we changed the entrance foyer area to be more welcoming to Aboriginal and Torres Strait Islander Peoples with Aboriginal Artwork, Prime Minister Kevin Rudd's 2008 Apology to Australia's Indigenous Peoples. (The Apology is also displayed in the school hall and school library). We also display a fact sheet and contact details for the Aboriginal Legal Service and ways to donate to this worthy charity.
6. We ran the Principal's Art Award for NAIDOC Week. Student participants' artwork is displayed in the front corridor of the school (A Block). The winner receives a book prize, their artwork is on permanent display at the entrance to the school and publication in the school newsletter. This award is overseen by the Deputy principal Dr Susan Green and the Head Teacher CAPA Ms Isabella Pozzolungo.
7. A Mufti Day raised funds for the Indigenous Literacy Foundation or the Aboriginal Legal Service. This is organised through our student led Social Justice Committee under the supervision of Mrs Stephanie Boden and Ms Amy Thomas (Social Justice Coordinators). Approximately 60 students are members of this committee.
8. Our SWLBeing Leaders (30 Year 10 students) under the direction of the SWLBeing Teacher (Ms Trace Hoang) in 2022 did a unit of work on Reconciliation with all year groups during our SWLBeing Assembly time (Thursdays Week B). Reconciliation - more than just a word, take action where they undertook the Schools Reconciliation Challenge 'Under One Sky, Yesterday, Today and Forever' where each student wrote a message of support on a cardboard hand which were then compiled and are now on permanent display in the Administration Block corridor. As part of the Reconciliation Plan SWLBeing will give this Reconciliation lesson (or similar) each year.
9. The Library recognised NAIDOC week with a display and the promotion of Aboriginal culture. This is organised by our Librarian Ms Heather Cleary.
10. Our achievements towards reconciliation are promoted through our school newsletter The Torch by students and staff and on assemblies by student leaders. For instance, days of significance such as Mabo Day (June 3) was honoured by a speech from a student regarding the significance of the day at the next assembly.
11. Aboriginal Histories and Cultures are one of the three Cross-Curriculum Priorities for the Australian Curriculum

- each faculty address this in their lesson content e.g. TAS Indigenous food sources, English Indigenous literature.
12. The Principal reported to the community on the school's achievements in promoting Reconciliation at our Annual Awards and Presentation Day (Speech Day) so that all members of the community understand that reconciliation is a priority for our students and staff.

## 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.

## Anti-Racism - School statement

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As a culturally diverse school we have a strong position on anti-racism. Racism is not tolerated in the school. The school counters racism by implementing anti-racism education programs that develop knowledge about our history as a culturally diverse nation, understanding of the nature and impact of racism, and skills in recognising and challenging racism when it occurs.

The school has an Anti-Racism Contact Officer (ARCO) who assists in countering and managing complaints of racism. The ARCO plays a critical role in supporting the Principal to lead anti-racism education, every member of the school community has a responsibility to behave in a non-racist way and reject racism and racist attitudes at school.

The school's anti-racism education strategies comprehensively address all sections of the Anti-Racism policy, including:

- \* acknowledging and addressing all manifestations of individual and institutional racism
- \* recognising and respecting the unique identities of Aboriginal peoples as the First Peoples of NSW
- \* encouraging and promoting the voices of those with lived experiences of racism to guide

understanding and inform action for countering racism

- \* embracing the value and benefits of Australia's cultural, linguistic or religious diversity and

recognising that anti-racism practice is fundamental to cultural inclusion, social cohesion and community harmony

- \* challenging prejudiced attitudes and ensuring that sanctions are applied against racist behaviours and systems which deny equitable access to educational opportunity.

## 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.

## Multicultural and anti-racism education - School Statement

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The school observes Harmony Day, which is observed each year in March and celebrates our diversity, aiming to foster inclusiveness, respect and the idea that people of all different cultures can make a valuable contribution to society. The Student Representative Council's goal is to integrate this into our school community through an annual Harmony Day event where we celebrate students' culture regardless of cultural or linguistic backgrounds.