School context statement

Hornsby Girls High School is a selective school with 722 students. The amazing achievements of the young women of Hornsby Girls High School are listed throughout this report. The school develops not only the intellectual, cultural and sporting capacities of our students but also their social and emotional intelligence. This ensures that our students are ready to take their place as leaders in the community to assist themselves and others to achieve their potential.

Lily Gosbell, Lisa Bae and Katheine Du performing at Speech Day 2014 at the Sydney Town Hall

Student information

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

Student enrolment profile

![Student enrolment profile chart]

Student attendance profile

![Student attendance profile chart]

Post-school destinations

<table>
<thead>
<tr>
<th>Course</th>
<th>Number and Frequency of University Offers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>US</td>
</tr>
<tr>
<td>Humanities</td>
<td>16</td>
</tr>
<tr>
<td>Science/Eng/ Tech</td>
<td>13</td>
</tr>
<tr>
<td>Law</td>
<td>6</td>
</tr>
<tr>
<td>Medicine</td>
<td>0</td>
</tr>
<tr>
<td>Health/Nurs/Physio/Sp.P/ Optom</td>
<td>9</td>
</tr>
<tr>
<td>Business</td>
<td>8</td>
</tr>
<tr>
<td>Communicati on</td>
<td>3</td>
</tr>
<tr>
<td>Education</td>
<td>3</td>
</tr>
<tr>
<td>Psychology/Social Work</td>
<td>1</td>
</tr>
<tr>
<td>Creative Arts</td>
<td>0</td>
</tr>
<tr>
<td>Vet &amp; Bio Vet.</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>49</td>
</tr>
<tr>
<td>Combined degrees</td>
<td>16</td>
</tr>
</tbody>
</table>

NOTE: In some cases such as ‘combined law’ it was not possible to determine what the combination was. If known the ‘other’ degree was also included in the course category statistics. The figures represent the main round offers only as provided by UAC. They may not represent the courses that students actually accepted. Secondary school pathways into Medicine are only offered at UNSW, UN & UWS. USYD has a combined Medical degree for students who
achieve an ATAR of 99.95. CSU offers entry into Dentistry from the HSC.

Key:
USYD – University of Sydney
UNSW – University of New South Wales
UTS – University of Technology
MU – Macquarie University
ANU – Australian National University
CSU – Charles Sturt University
UWS – University of Western Sydney
UN – University of Newcastle
ACU – Australian Catholic University

Post-school destinations

<table>
<thead>
<tr>
<th>Post-school destinations</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>seeking employment</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>employment</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>TAFE entry</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>university entry</td>
<td>0</td>
<td>0</td>
<td>100</td>
</tr>
<tr>
<td>other</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>unknown</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

All students receive offers to attend university at the completion of the HSC at HGHS.

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>2</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>8</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>39.7</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>0.4</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>0.4</td>
</tr>
<tr>
<td>Careers Adviser</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>9.6</td>
</tr>
<tr>
<td>Total</td>
<td>63.1</td>
</tr>
</tbody>
</table>

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

There are no members of staff who identify as Aboriginal.

Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>33</td>
</tr>
</tbody>
</table>

Professional learning and teacher accreditation

Twenty six members of staff participated in a Gifted Education Research and Resource Information Centre (GERRIC) University of NSW course Differentiating the Curriculum for Gifted and Talented Students course delivered by UNSW academic Brownwyn MacLeod at Hornsby Girls High School over two afternoons. The eight hours of study addressed the following concepts:

- Introduction and/or further development of the Gagné Model of Giftedness and Talent (for further information see the HGHS Gifted and Talented Policy on our website)
- Instructional and curriculum models
- Overview of curriculum models based on conceptual frameworks
- Levels of questioning in a classroom

Members of the school choir performing at Speech Day 2014

Year 12 students attaining HSC or equivalent Vocational educational qualification

100 per cent of students achieve a HSC.

Workforce information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.
• Using conceptual frameworks to plan units of work
• Pre/Post (Summative) Assessment design
• Applying instructional strategies to teaching programs (Blooms Taxonomy and the Williams Model)
• Developing tiered formative assessment
• Developing tiered instruction
• Managing choice in learning activities in the classroom
• Classroom management strategies for differentiated classrooms
• Developing differentiated assessment using Blooms and/or Williams

Teachers have worked in 2014 at implementing these concepts within the framework of units in all faculty areas.

Beginning Teachers

Beginning teachers were supported by the school with additional time to program teaching and learning, to observe experienced teachers and to have scheduled time to discuss their individual needs with a nominated teacher mentor. Beginning teachers included Mr Jonathan Pedley, Mrs Susan Pilley and Ms Jess Tulett.

Financial summary

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

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2014</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>677473.66</td>
</tr>
<tr>
<td>Global funds</td>
<td>536326.40</td>
</tr>
<tr>
<td>Tied funds</td>
<td>136992.02</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>1,070,435.37</td>
</tr>
<tr>
<td>Interest</td>
<td>26761.84</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>809548.54</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>3257537.83</td>
</tr>
</tbody>
</table>

| **Expenditure**            |            |
| Teaching & learning        |            |
| Key learning areas         | 228828.38  |
| Excursions                 | 223610.19  |
| Extracurricular dissections| 323395.03  |
| Library                    | 15066.49   |

A full copy of the school’s 2014 financial statement is tabled at the annual general meetings of the parent body. Further details concerning the statement can be obtained by contacting the school.

**Members of the SRC 2014**

**School performance 2014**

**Debating and Public Speaking**

We continue to have many students who are keen to participate in the numerous debating and public speaking opportunities available. Our Debating Coach Mrs Penelope Phillips provided workshops and training to each of the teams.

A debating team from each year group participated in the NSW Premier’s Debating Competition.

Our Year 7, 10 and 12 Teams were Zone winners with Year 10 going through to the Regional Final and Year 7 winning their Regional Final. This enabled Year 7 to attend the State Debating Camp in December. In addition Year 8 participated in the Janene Best Memorial Selective Schools Debating Competition at
Hurlstone Agricultural High School winning three debates to progress through to the final.

Five teams of students from Years 9 and 10 participated in the Evatt NSW Debating and Diplomacy Competition. Eeshaa Batra and Nicole Leong of Year 10 were successful in the Regional and Semi-Final competitions enabling them to participate in the Final. They also participated in the Sydney University School’s Model United Nations competition.

In public speaking we entered the Rostrum Voice of Youth, Plain English Speaking and Legacy Junior competitions. Jewel Soares, Sunaina Salagame and Jehannah May went through to the Regional Finals of Rostrum. Tian Du and Jehannah May went through to the Regional Final of the Plain English Speaking Competition with Jehannah progressing to the State Final. Lily Henke (Year 9) was the winner of the school’s Mary Armstrong Public Speaking Competition with Paula Jacobson (Year 10) awarded runner up.

Opportunities are also given to the students to enhance their skills by watching the Finals of competitions via video link or attending such events.

Creative Writing

Creative Writing skills continue to be encouraged and developed through a number of initiatives in the English Department, the annual Old Girls Union Short Story Writing Competition and the Year 8 Writers Camp among them. Students are encouraged to enter the many local, state and national competitions such as the Whitlam Institute What Matters Competition, the Sydney Morning Herald NSW Writers Centre Young Writers competition and the Dorothea Mackellar Poetry Writing competition. This not only develops confidence and skills in written expression but provides further opportunities and audiences for talented writers.

Among our successes were Jehannah May Year 12, National Winner of the senior section of the Dorothea Mackellar Poetry competition with her poem *Breathe* and Amy Doan of Year 7 who won the Willoughby Council Guringai Reconciliation Writing Competition. Hayley Yu and Yi Zhao, also in Year 7, were Highly Commended in this competition.

In an initiative by Mrs Margaret Motherwell, 2014 saw the publication of outstanding student writing in a magazine entitled *Burning Bright*. This publication was emailed to the school community. The contributors each received a printed copy that is now also available in the Library.

**Brittany He’s cover art for Burning Bright which has many examples of outstanding creative writing by Hornsby Girls High School students.**

Science

External Competitions

<table>
<thead>
<tr>
<th>Competition</th>
<th>Participants</th>
<th>High Distinctions</th>
<th>Distinctions</th>
<th>Credits</th>
<th>Merits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ICAS Science</td>
<td>460</td>
<td>19</td>
<td>196</td>
<td>197</td>
<td>38</td>
</tr>
</tbody>
</table>
RACI Titration Competition – Kay Song, Alisa Lai and Carissa Yu of Year 12 made it to the National Final.

Chemistry Olympiad - Sophia Lin Year 11 achieved a Bronze Medal -High Distinction. Other awards =2 Distinctions, 2 Credits.

Australian Brain Bee Challenge - Stephanie Liang and Betty Wu made it through to the State Finals with Stephanie ending up in equal 6th place in the state.

STANSW Young Scientist Competition- Malki Senanayake Year 9 achieved 2 place in the Year 7-9 Biology Category. Other girls were awarded with the following certificates 2 - Excellence, 6 - High Achievement and 1 - Commendation.

Gizem Bilgin- Year 11 has been selected to attend the National Youth Science Forum in January 2015.

First Robotics –Two teams of Year 7 students, District 14 and Sugar Rush, competed in the First Lego League Challenge “World Class” winning the Judges Award and Teamwork awards respectively.

A team of Year 9, 10 and 11 students made the semi-finals in the First Tech Challenge National Tournament.

ESSA 2015

<table>
<thead>
<tr>
<th>Type</th>
<th>% Level 6</th>
<th>% Level 5</th>
<th>% Level 5-6</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>33.9</td>
<td>61.7</td>
<td>95.6</td>
</tr>
<tr>
<td>Selective Schools</td>
<td>22.7</td>
<td>63.1</td>
<td>85.8</td>
</tr>
<tr>
<td>State</td>
<td>2.8</td>
<td>20.4</td>
<td>23.2</td>
</tr>
</tbody>
</table>

While the results are a little lower than 2013, this is a state wide trend. Our performance relative to both the rest of the state and other selective schools has actually improved significantly.

HSC Science Results 2014

<table>
<thead>
<tr>
<th>Subject</th>
<th>Band 6</th>
<th>Band 5</th>
<th>Combined band 5/6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology</td>
<td>22.6</td>
<td>67.7</td>
<td>90.3</td>
</tr>
<tr>
<td>Chemistry</td>
<td>18.5</td>
<td>57.0</td>
<td>75.5</td>
</tr>
<tr>
<td>Physics</td>
<td>19.0</td>
<td>42.8</td>
<td>61.8</td>
</tr>
</tbody>
</table>

Visual Arts and TAS

Three students were preselected for Art Express – Helena Kertesz, Grace Sun & Annabelle Buda.

Four students were selected for the National Art Schools Intensive HSC Studio Practice – Kylie Kwok, Alyssa Lo, Hannah Lee and Jessie Du where the results were the highest of any previous year group and two students received 49/50.

Grace Sun and her HSC Artwork

Highlights

The year started with a highly successful trip to New York and Washington for 20 students and 5 teaching staff over the April school holidays.

We mounted two very successful exhibitions – The HSC Body of Work Exhibition displayed 14 students work and a combined Year 7 – 11 showcase / exhibition – involving hundreds of art
pieces from all students studying Visual Arts, photographic and digital media and visual design. Ms DeLosa was invited by Dr Judith Briggs to lecture to art education students at the Illinois State University and present an in-service to a regional art education network.

**General Minerva Magazine**

The Committee of approximately 30 students met every Monday morning to organize and produce the school magazine. A number of workshops were held to provide students with skills in Photoshop and InDesign.

**Café Gratitude**

Our ongoing commitment with Café Gratitude saw the continued support of Dianne McGuire and Jeanette Pyke to the regular Thursday openings of our own Café. Year 9 girls are trained in barista techniques and work the Café with skill and enthusiasm as part of Positive Education Program.

### Academic achievements

#### 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.

- Year 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
- Year 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

The *My School* website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link [http://www.myschool.edu.au](http://www.myschool.edu.au) and enter the school name in the *Find a school* and select GO to access the school data.

Alternatively:

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

![Percentage in bands: Year 7 Reading](chart.png)

- **Percentage of students**
- **Bands**
  - Percentage in Bands
  - School Average 2010-2014
  - SSG % in Band 2014
  - State DEC % in Band 2014
NAPLAN Year 9 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

NAPLAN Year 9 - Numeracy
Higher School Certificate (HSC)

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

Our students performed brilliantly in the HSC in 2014. The following results reflect not only their excellent work ethic but also the superb teaching of our expert teaching staff and wonderful supportive parents. The following are some of the highlights from the HSC Class of 2014.

Kay Song achieved an ATAR of 99.9

Ten students achieved ATARs of 99 or above. Congratulations to the following students:

Sandra Chandrakumar, Sophie Ge, Simone Luca, Jehannah May, Phoebe So, Kay Song, Chloe Wong, Tengteng Zhang, Sherrie Zheng and Grace Zhong.

Twenty students received a Premier's Award for 'All Rounders'. Congratulations to the following students: Margaret Cai, Sandra Chandrakumar, Hannah Chen, Maria Wynona Louise Chen, Ifrit Chowdhury, Aurora Crain, Rashmi Fernando, Shirali Garga, Sophie Ge, Simone Luca, Jehannah May, Alexandra Motbey, Madeleine Picard, Jennifer Song, Kay Song, Natalie Tang, Jessica Win, Chloe Wong, Tengteng Zhang, Grace Zhong.

First Place in Course

Simone Luca received a first place in Spanish Beginners.

Vanshika Virmani received a first place in Hindi.

Congratulations to Simone and Vanshika.

Seven students achieved a Top Twenty place in various subjects. Our Top Achievers are:

Sulithi Dewendra, 2nd in Spanish Beginners

Sampavi Kanagalingam, 8th in Information Processes and Technology

Simone Luca, 1st in Spanish Beginners

Alexandra Motbey, 18th in Business Studies

Kay Song, 15th in Chemistry

Vanshika Virmani 1st in Hindi

Grace Zhong, 17th in English (Advanced)

In Music Extension 1 three students Anika Ng, Naomi Ng and Daisy Ou achieved the perfect score of 50/50

Band six results: 380 Band 6 results from 119 students

TAS report

It was a very busy year in the TAS department in 2014. During the Easter holidays, 20 senior design students from Food, Textiles and Visual Arts toured Washington, Pennsylvania and New York City for 14 days. The girls were very impressed, inspired and awestruck by the design studios and the American culture and the tour was inspirational and rewarding for all who attended.

The Stage Five Food Technology students were again successful in the McCormick Flavours Trends Competition. The Year 9 students were the NSW/ACT State champions. Each student received a prize from McCormick’s and the school received a range of excellent products from Tupperware who were the sponsors.

The Biannual Food and Fashion night was a great showcase of students work and was an enjoyable evening for those who attended. The Fiesta theme inspired bold flavours in the original food products and the girls proudly displayed their colourful and professional made textile items.

The Year 12 Textiles and Design 2015 Higher School Certificate results were again outstanding with 83% of students in bands 5 and 6.
### HSC: Course Summary Table

#### Average mark in course

<table>
<thead>
<tr>
<th>Course</th>
<th>School 2014</th>
<th>School Average 2010-2014</th>
<th>SSG 2014</th>
<th>State DEC 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ancient History</td>
<td>88.6</td>
<td>88.0</td>
<td>84.7</td>
<td>69.1</td>
</tr>
<tr>
<td>Biology</td>
<td>85.1</td>
<td>87.4</td>
<td>84.2</td>
<td>70.2</td>
</tr>
<tr>
<td>Business Studies</td>
<td>89.4</td>
<td>89.5</td>
<td>85.8</td>
<td>71.4</td>
</tr>
<tr>
<td>Chemistry</td>
<td>82.8</td>
<td>83.9</td>
<td>84.2</td>
<td>75.4</td>
</tr>
<tr>
<td>Economics</td>
<td>86.3</td>
<td>86.5</td>
<td>83.0</td>
<td>75.2</td>
</tr>
<tr>
<td>English (Advanced)</td>
<td>88.7</td>
<td>88.5</td>
<td>85.5</td>
<td>80.1</td>
</tr>
<tr>
<td>English Extension 1</td>
<td>89.4</td>
<td>88.3</td>
<td>85.1</td>
<td>82.9</td>
</tr>
<tr>
<td>English Extension 2</td>
<td>88.2</td>
<td>87.0</td>
<td>83.4</td>
<td>77.0</td>
</tr>
<tr>
<td>Information Processes and Technology</td>
<td>90.8</td>
<td>92.4</td>
<td>87.0</td>
<td>72.1</td>
</tr>
<tr>
<td>Legal Studies</td>
<td>90.8</td>
<td>88.9</td>
<td>86.9</td>
<td>70.4</td>
</tr>
<tr>
<td>Mathematics General 2</td>
<td>91.4</td>
<td>91.4</td>
<td>82.7</td>
<td>65.5</td>
</tr>
<tr>
<td>Mathematics</td>
<td>90.0</td>
<td>88.9</td>
<td>86.6</td>
<td>77.3</td>
</tr>
<tr>
<td>Mathematics Extension 1</td>
<td>85.5</td>
<td>87.3</td>
<td>85.8</td>
<td>81.8</td>
</tr>
<tr>
<td>Mathematics Extension 2</td>
<td>82.7</td>
<td>86.4</td>
<td>86.2</td>
<td>82.8</td>
</tr>
<tr>
<td>Modern History</td>
<td>88.8</td>
<td>89.3</td>
<td>85.7</td>
<td>72.2</td>
</tr>
<tr>
<td>Music 2</td>
<td>92.8</td>
<td>90.4</td>
<td>89.7</td>
<td>86.7</td>
</tr>
<tr>
<td>Physics</td>
<td>82.0</td>
<td>85.2</td>
<td>82.2</td>
<td>73.2</td>
</tr>
<tr>
<td>Visual Arts</td>
<td>92.1</td>
<td>92.2</td>
<td>88.4</td>
<td>76.4</td>
</tr>
<tr>
<td>French Continuers</td>
<td>92.8</td>
<td>92.5</td>
<td>91.2</td>
<td>81.4</td>
</tr>
<tr>
<td>Japanese Continuers</td>
<td>89.0</td>
<td>89.4</td>
<td>86.0</td>
<td>81.0</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Performance Band</th>
<th>Low</th>
<th>Middle</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td>School 2014</td>
<td>#N/A</td>
<td>#N/A</td>
<td>6.4</td>
</tr>
<tr>
<td>SSG Average 2014</td>
<td>2.1</td>
<td>1.8</td>
<td>4.9</td>
</tr>
</tbody>
</table>

Note: By definition, the State average relative performance is zero

### Other achievements

Our Friday Focus Student Wellbeing sessions continued to be a strong focus of our programs to provide students with strategies and skills to enhance their ability to be positive, to be fully engaged in learning, to develop sound relationships, to develop meaning and purpose and to strive to achieve. Friday Focus is led by Ms Davenport (PDHPE). Every second Friday’s roll call is extended so that the whole school can participate in the wellbeing program. This year we concentrated on gratitude, kindness, optimism, mindfulness, meaning and purpose, physical fitness and character development.

### Students participating in Friday Focus activities

Our Running and Fitness Club commenced in July 2014 in response to student and parent requests for more opportunities for physical development classes. Fitness classes commence at 7:30am and finish at 8:20am Mondays, Wednesdays and Fridays. Attendance varies from 10 – 30 students and 4-5 members of staff. These sessions are led...
by Dr Bruce Dennett (HSIE) who is also a NSW Athletics Coach.

The regular activity ‘The Running of the Herd’ at the voluntary morning fitness class.

Aboriginal education

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

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

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

Year 10 also have an Indigenous Culture Day where Aboriginal Elder Uncle Terry tells Dreamtime stories, demonstrates Indigenous painting techniques and performs and teaches students Aboriginal dances.

Multicultural education and anti-racism

At Hornsby Girls High School over 86% of our student population comes from Non-English Speaking Backgrounds.

Our celebration of cultural diversity is exemplified in our Annual Multicultural Fair. This annual event in August 2014 was another triumph of the Hornsby spirit. The wonderful community atmosphere of harmony, fun and cooperation was inspirational.

This ongoing initiative by the P and C Association included colourful food stalls, cultural displays, children’s rides, cultural performances and national costumes. This event continues to grow in strength and diversity. Our coordinator was Mrs. Melissa Jones who was supported by a tireless and hard-working organising committee. As in previous years, the 2014 Multicultural Fair was an outstanding showcase of our whole community in action and profoundly demonstrates that our demonstration of multicultural harmony is not just superficial rhetoric but a very real and inspiring feature of our school.

Significant programs and initiatives – equity funding

Itinerant support teacher (Hearing) currently supports one Year 11 student in English and Mathematics lessons. Ongoing support is provided through the Learning and Support Teacher (see below).

Aboriginal background

Currently no students identify as Aboriginal.

Socio-economic background

One per cent of students have been identified as needing additional financial support to meet their learning outcomes.

English language proficiency
The school receives no DEC support for targeted literacy needs. However funds attached to the Learning Support Teacher program supports identified students to meet the learning outcomes required in a selective school.

Learning and Support
The learning and support role at Hornsby Girls High School provides another avenue for the optimum learning environment for our students. The Learning Support Teacher Mrs. Kay Elliott liaises with teachers, parents and students in consultation with Mrs. Kathy Marriott Head Teacher Student Wellbeing to determine the best support.

The range of support varies from working individually with a student, adjustments to how the curriculum is presented, classroom management strategies and assessment planning. Individual student profiles and management plans are developed to assist students with special needs. Curriculum planning is adjusted to cater for all student abilities (including twice exceptional) and classroom management strategies optimise students’ access to learning. Support in the senior years encompasses organizational skills, study techniques and time management skills necessary to provide the most productive environment for learning.

Other significant programs and initiatives
The school was a leader in the promotion of Mother Language Day in February 2014 being one of only two schools to assist in the promotion of the importance of language and culture. Student learning was displayed in Martin Place as part of the celebration of the day.

Signing the Mother Language Day Banner
BURNING BRIGHT is the Hornsby Girls High School English Department’s online publication which is sent out to all parents and students. It showcases some of the best writing from each year, with contributions from students in Years 7 to 12. The cover page is also designed by a student.

Burning Bright is a celebration of the creativity and talent of students at the School, and in future will be expanded to include pictures, drawings and pages from student-created picture-books and graphic novels. The publication provides an interesting insight into the extensive range of texts which students produce during the year.

School planning and evaluation 2012—2014

School evaluation processes
NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Student surveys
- An evaluation of PDHPE (Faculty)
- An evaluation of the Library (School)

PDHPE Review 2014
Junior PDHPE
A survey was conducted on Junior PDHPE in the classroom in Stage 4 and 5 (Year 8 and 9). Feedback was accumulated from over 200 students who have been participating in the mandatory course since 2013 (Year 9) and 2014 (Year 8).

There were 4 main areas covered in the survey:
1. Feedback on lessons
2. Feedback on the teacher
3. Feedback on assessments
4. Feedback on the subject

This was a valuable exercise that enabled staff to gain first-hand insights into the Junior PDHPE course and provided discussion points to improve
Teaching and Learning in PDHPE. Feedback in general was extremely positive. Some highlights from the survey included:

- 100% of students felt they had a good grasp of the concepts taught (Stage 4); 94% of students felt they had a good grasp of the concepts taught (Stage 5)
- 100% of students felt their teacher had good knowledge of the topics studied (Stage 4); 99% of students felt their teacher had good knowledge of the topics studied (Stage 5)
- 88% of students felt they were able to demonstrate skills learnt in assessments (Stage 4); 77% of students felt they were able to demonstrate skills learnt in assessments (Stage 5)
- 82% of students felt they gained useful information from PDHPE (Stage 4); 86% of students felt they gained useful information from PDHPE (Stage 5).

The PDHPE faculty are using this data to inform teaching and learning practices to improve student learning outcomes.

**HSC PDHPE**

HSC PDHPE results continued to impress with 100% of students achieving results in the top two bands. Students continue to perform significantly above the state mean in PDHPE.

**Hornsby Girls’ High School Library Services and Activities Review 2014**

**Borrowing**

Students at Hornsby Girls’ High School are avid readers. As a result, loans and returns are a constant demand. There is no real limit on the number of books students may borrow and borrowing for the holidays is encouraged as this is the time when school work is less demanding of students’ time.

**New books**

The display of new books is changed weekly to encourage a sense that there is always something new and interesting to browse. Titles from the display may be reserved and collected at the end of the week.

**Requests**

Students are encouraged to request titles they would like for the Library. These requests are fulfilled as quickly as possible with the proviso that it satisfies the selection criteria for a school library. Where students require a title to use as a related text for HSC English these requests are also fulfilled as quickly as possible.

**New library monitors 2014**

**Student comments.**

Nice atmosphere with a nice range of books. Good resources for knowledge and relaxation.

-Malavika Pasupati Year 10.

The Library by Naveena Sankaran Year 10.

-Wide selection of books (maybe more textbooks and references for juniors 7-9)

-Good printers

-Quiet comfortable atmosphere

-Great arrangement, well organised, easy to locate (good library catalogue)

Comfy chairs, warm cosy (especially the Library Annex)
“Ultimately, we have an AWESOME LIBRARY!”

Library comments Coco Hung Year 10

- Wide range of books for reference and enjoyment
- Comfortable atmosphere
- Great printers!
- Easy to find books
- I like the frequent competitions!

Kassandra Di Bona Year 11

‘…warm, cuddly best place ever!’

Sophia You Year 10

‘It is cosy, comfortable, a great space to relax in and read books. There is a wealth of knowledge in this Library. I love it!’

Ivy Zhang Year 8

‘I really like the Library because it’s 10 times better than my local library!’

Navleen Kaur Year 8

I love the library. It has a huge variety of books and is the perfect place to be.

Vivian Zhao Year 8.

I like the Library because it is a nice and quiet place to enjoy books and it is also really clean and has lots of good books.

Other comments: (names not provided)

‘The Library has a huge variety of my favourite books and I love coming in to help as a Library Monitor. The Library also has good computers and study areas to help during exams.’

‘More books. More space to work. Great space to work and learn. Organised and efficient.’

‘More beanbags for the Annex’.

‘The Library is fine exactly how it is now.’

Selection of new resources

Students are encouraged to select new titles for the Collection. This is achieved through allowing them to browse a selection, usually once a term, provided by The Children’s Bookshop at Beecroft as part of a presentation by Paul Macdonald, a former Head of English and lecturer in Teacher Education.

Related texts

Recommendations for and provision of related texts for HSC English is a crucial service provided by the Library. This is a priority area for acquisition of new resources.

Library Monitors

Forty four students volunteer to help in the Library each week. There is a reserve list for positions as the number of vacancies is very low. Students help with shelving, circulation duties and other tasks as they occur. Each term a Morning Tea is held as a reward and a draw for a Book Voucher is conducted.

Staff Requests

Staff provide lists of titles they require for curriculum resources. These requests are sourced and processed as quickly as possible. In order to fulfil this, a range of suppliers is utilised.

Digital Resources

The Library subscribes to a selection of appropriate digital resources to provide direct access for the Staff and students.
Australian and New Zealand Reference Centre – access to over 600 journal titles
World Book Advanced
Cambridge Collections Online
Online Referencing Generator
Choice Online
Issues in Society Digital Editions

Book Clubs

Book Clubs are conducted at lunchtime by the Teacher-Librarian. In 2014 four clubs operated: Year 7, Years 8, 9 & 10, Year 11 and Year 12 Club. Clubs ranged from 15 – 19 members. The Year 12 Club had been meeting for the six years since they joined in Year 7. In 2015 the number of clubs will be reduced to enable the Teacher-Librarian to be available for other students.

Activities include shared reading and discussion of a particular title, viewing and discussion of programmes such as: TED talks, author interviews and book discussions on the ABC Book Show or film versions of books. Other activities include discussions based on a theme or genre. Students are expected to contribute by bringing in titles to recommend and to read aloud for the group.

Activities for the promotion of reading.

At least once a term an activity such as a quiz, author talk or talks regarding new titles, is conducted to promote reading. Book marks for the promotion of holiday reading are created, as well as changing noticeboard displays to foster interest in current release titles. A Book of the Week is selected and displayed to draw attention to titles of interest. The newest titles are displayed on stands to encourage browsing and borrowing. Reservations are taken for popular titles and students are informed when the book is available. In 2015 the Book Clubs will assume responsibility for these promotional activities, in order to increase student leadership opportunities.

English Texts.

The Library processes all English texts. This requires a considerable time allocation for processing of new texts, loans to every student, returning of all the texts when they are no longer required (usually twice a term), following up of overdue texts and liaising with English staff. This benefits the school community as well as the English Faculty as it minimises losses of resources and maximises the use of funds.

Online Video Library.

The Teacher-Librarian is responsible for the online digital video library. The subscription to TV4Education provides access to current films, documentaries and other curriculum related programmes. This requires the Teacher-Librarian to pre-select upcoming programmes deemed suitable, make a request to the provider, download the request once it is made available, add cataloguing details and notes and inform Staff through weekly programme notes of the available resources as they are added. Staff also make requests to the Teacher-Librarian for upcoming programmes they require. Currently the Hornsby Girls’ High School Digital Video Library contains over 1,200 titles to support teaching and learning programmes. Programmes may also be made available for students to transfer to a USB for viewing and analysis. Access to current programmes is usually available within 24 hours of the original broadcast time.
Year 7 Lessons

Lessons designed to familiarise Year 7 students with the Library include instruction in: the rules, services, resources and borrowing policies of the Library; how to access and use the online catalogue; how to locate resources in the Library; how to access and use the Online Referencing Generator to create bibliographies; how to access and use World Book Advanced at school and at home. The aim of these lessons is to inform the students about the resources available to them for use at school and at home and to assist them to become confident in their use of the Library.

Premier’s Reading Challenge

Each year the Teacher-Librarian offers the students the chance to participate in the Premier’s Reading Challenge. Many students have participated in the PRC during their Primary Schooling and wish to continue this. In 2014 46 students completed the Challenge, with 2 students achieving the highest honour of a Premier’s Reading Challenge Medal, 5 students achieved a Platinum Award for participation in the Challenge for 7 or more years and 8 students received a Gold Award for participation in the Challenge for at least 4 years.

Debating

The Library hosts Interschool, Regional and State debates each year. Visiting schools frequently comment on the facilities available to facilitate these occasions.

Mentoring.

The Teacher-Librarian has been involved in mentoring other Teacher-Librarians, both formally through the Department of Education and informally through requests. Other Librarians have frequently requested information regarding the online digital video system which is in operation at Hornsby Girls’ High School. There have been several visits from other Teacher-Librarians regarding the practices in the Library at Hornsby Girls’ High School.

Printing, Photocopying and other services.

Students have access to black and white printing from all computers and colour printing and photocopying.

Physical Environment

When I became the Teacher-Librarian in 2003 I redesigned the internal layout and areas of use within the Library. Since then various additions such as more soft seating and bean bags have been added. The current layout enables 3 classes to have separate areas and provides a comfortable reading area which also functions as an AV Room with TV and Smartboard facilities.

Evaluation resulting in Future Planning for the Library

Physical environment

The next stage in the upgrading of facilities is to provide more varied seating options to the Mezzanine level which is the study area for senior students. This will be carried out this year in consultation with the students.

Since the furniture was purchased in 2003 it would also be desirable to replace the soft seating in the reading area with some new chairs.

The Discussion Room at the rear of the library would also benefit from an upgrade of the furniture.

Resources

Resourcing the new National Curriculum, in consultation with Staff, is a priority for future resource selection and acquisition.

Particular focus areas will be Science and History as these sections of the collection require updating.

Allocation of funds to the Languages Faculty in 2015 for the purchase of further reading resources in French, Japanese, Spanish and German has already been made.
Fiction area – there is a need to cull further resources as space is at a premium. Some of these books will be relocated to the Stack area. Additional shelving may be added if space permits.

Non-fiction – In 2014 a major culling of the collection was carried out in conjunction with the Annual Library Stocktake.

School planning 2012-2014:

School priority 1
Gifted and Talented Education (G and T)

Outcomes from 2012–2014
Increased engagement and motivation of students in class tasks and assignments through the use of gifted and talented strategies including higher order thinking skills, differentiation catering for individual learning needs, open ended questioning and concept based programming.

Evidence of achievement of outcomes in 2014:
All faculty programs have G and T strategies explicitly stated and teachers have embedded strategies in classroom practice by the end of 2014.

Strategies to achieve these outcomes in 2014:
- Engage in collaborative teacher professional learning on each of the dimensions / elements of the Quality Teaching Framework. Engage in teacher professional learning on gifted education
- Professional Learning Team to coordinate teacher professional learning to further develop literacy, Quality Teaching practices, Gifted and Talented Strategies and the use of technology in all classroom learning.
- Continued analysis of teaching and learning programs for Stages 4, 5 and 6 to incorporate Quality Teaching strategies and Gifted and Talented education in the light of the implementation of the Australian Curriculum for NSW in 2013 and the commencement of teaching the Australian Curriculum in NSW from 2014.

School priority 2
Staff Professional Development

Outcomes from 2012–2014
Students engage in lessons with teachers who are confident in their ability to use gifted and talented strategies and the Quality Teaching Framework to enhance student learning.

Evidence of achievement of outcomes in 2014:
All teachers completed a minimum of seven days professional development to assist in their understanding of Gifted and Talented Education and the Quality Teaching framework.

Strategies to achieve these outcomes in 2014:
- Improve understanding of Leadership, Positive Education, Student Welfare, Quality Teaching and Gifted and Talented, Action Learning initiatives, Coaching conversations through workshops, collegial conversations, professional reading.
- Promote an understanding of the nature of school improvement and the contribution that can be made to school improvement by using DEC documents such as: SMART data (NAPLAN, ESSA, and HSC), BOS RAP, Quality Teaching discussion paper and support documents, Gifted and Talented Policy and Literacy and Numeracy policy.
- All staff to have access to BOS RAP to undertake HSC item analysis

Parent/caregiver, student, and teacher satisfaction
In 2014, the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

In preparation for the new School Plan the school sought the opinions of students, parents and staff to determine the future direction of the school from 2015 – 2017. From these discussions the three focus areas for the school Gifted and Talented Education, Student and Staff Wellbeing and Quality Teaching and Learning were developed.
**Future Directions**

**2015-2017 School Plan**

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from the beginning of Term 2 2015.

Our three focus areas for 2015 – 2017 are:

- Gifted and Talented Education.
- Student and Staff Wellbeing
- Quality Teaching and Learning

**About this report**

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

Mrs Parul Batra P and C President
Ms Julie Simpson Senior Administrative Manager
Mr Doug Marshall Head Teacher Mathematics
Mr Jon Re Head Teacher Science
Mrs Debra Black Head Teacher HSIE
Dr Susan Green Head Teacher English
Mrs Deb McClure Head Teacher Administration
Mrs Kathy Marriott Head Teacher Student Wellbeing
Mr Trent Wilson Head Teacher Languages and Music
Ms Nicole DeLosa Head Teacher Visual Arts and TAS
Mr Grant Hughson Music Coordinator
Ms Susan Davenport PDHPE Coordinator
Mrs Jan Lang Sports Coordinator
Mrs Amanda Wallwork Aerobics Coordinator
Ms Jayanthi Viswanathan Prefect Coordinator
Ms Dianne McGuire TAS Coordinator
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Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: [http://www.schools.nsw.edu.au/learning/emsad/asr/index.php](http://www.schools.nsw.edu.au/learning/emsad/asr/index.php)

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*Front cover artwork by Kristel Rodrigues Year 8 2015*