

Hornsby Girls High School

Annual Report



2016



8120

Introduction

The Annual Report for **2016** is provided to the community of **Hornsby Girls High School** as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Dr Justin Briggs

Principal

School contact details

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School background

School vision statement

'Excellence in Girls' Education'

To be a leading secondary school in gifted and talented education for girls

School context

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

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated the school continues to excel in the areas of Quality Teaching and Learning and, Student and Staff Wellbeing.

Our self-assessment and the external validation process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Quality Teaching and Learning

Purpose

To continue to improve our understanding and implementation of Quality Teaching and Learning through training and development and action research projects. This will ensure all students achieve their personal bests in all areas of the curriculum. We are committed to Teaching and Learning that produces confident, articulate, creative, critical, collaborative, socially competent, compassionate, resilient, successful, independent, empowered students who reach their personal bests.

Overall summary of progress

The school has continued to achieve outstanding results in the HSC, NAPLAN and ESSA/VALID. The school is excelling in this area as determined by the External Validation Process.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
NAPLAN 2015 – 2017 To increase the number of Band 10 students in Reading Writing Spelling Grammar and Numeracy by three to five per cent.	Staff have developed capabilities in a number of areas including all of the milestone capabilities and assessment feedback to Year 12s via the Assessment Feedback Survey. All Year 8 participated in Coding Workshops with Microsoft mentors. NAPLAN results have been analysed resulting in targeted support for students requiring assistance.	Links with tertiary sector to deliver HSC workshops. Biomimicry was showcased by all Year 8 students for the school community including parents. Links with tertiary sector and business community. Learning Support Teacher intervention as a result of diagnostic analysis of NAPLAN.
ESSA 2015 – 2017 To increase the number of students in Level 6 in Extended responses, Knowing and understanding, Communicating scientifically and Working scientifically by three to five per cent.		
HSC 2015 – 2017 To increase the number of Band 6 students by three to five per cent. The effect will be to move students from lower bands to higher bands.		

Next Steps

The school will maintain its focus on Quality Teaching and Learning.

Strategic Direction 2

Student and Staff Wellbeing

Purpose

To continue to improve our understanding and implementation of activities and programs to improve student and staff wellbeing. This will ensure that all members of our school will be resilient and confident in all aspects of their life. To produce healthy, resilient, confident students who achieve their potential in terms of their emotional and academic development. Our purpose is to develop the whole person who achieves her personal best. For staff to achieve their professional potential, to have a rewarding career in a supportive workplace where staff can teach and nurture students.

Overall summary of progress

The school is excelling in this area as determined by the External Validation Process.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increased numbers of parents attending P and C Information Sessions and School Information Sessions that deal with Student Wellbeing.	<p>170 students and parents attended the P and C Meet the Teachers Night. All students are aware of support structures.</p> <p>All students aware of support structures through assemblies, newsletters, Year Meetings and Daily Notices.</p> <p>Staff are acknowledged by colleagues, students and parents as being excellent teachers e.g. SRCs thank you to the teachers day and P and C Thank You afternoon tea.</p>	<p>Strong interagency links with local support services. All Years 7 and 8 have been trained in Digital Citizenship. All students in Years 7 – 10 trained in Anti-Bullying. All Year 10 students have participated in Life and Resilience workshops. Years 11 and 12 have participated in Building Strengths Workshops. The school also provides regular wellbeing seminars for students.</p> <p>Student Wellbeing Team, Professional Learning Team, SRC, P and C, all staff, all students and all parents are committed to ensuring student and staff wellbeing.</p>

Next Steps

The school will continue to excel in this area by maintaining, improving and enhancing its current programs.

Strategic Direction 3

Gifted and Talented Education

Purpose

To continue to improve our understanding and implementation of Gifted and Talented Education through training and development and action research projects. This will enhance student learning and engagement, student knowledge and wellbeing. Our purpose is to enable each unique individual to achieve her personal best through targeted and differentiated learning opportunities and to work towards realising individual academic and emotional potential.

Overall summary of progress

The school continues to provide training for staff in Gifted Education so that staff have the necessary teaching and learning skills.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Professional Learning courses attended by staff increase by five per cent. Evidence of the embedding of Professional Learning in Programs and the purchase of resources to increase by five per cent. Refer to the results in Strategic Direction 1.	There has been an uptake in differentiated curriculum in Years 7 – 10. Gifted and Talented Strategies in programs. A large uptake in PBL across all year groups. Staff presented findings of Action Research to staff at staff meetings.	Action Learning Teachers more confident in the use of PBL and differentiation in all classrooms to improve student skills. Microsoft coding lessons for Year 8s, P and C funds used to employ academic mentor, use of English Proficiency Funds and School to Work grants.

Next Steps

The school will continue to provide training to all staff in Gifted Education.

Key Initiatives	Impact achieved this year	Resources (annual)
Low level adjustment for disability	The Itinerant Support Teacher Hearing (ISTH) provides learning support for a student in Year 7 and a student in Year 12. The teacher also meets with the Student Wellbeing Team to report on the progress of the two students and with the parents of the students when required. There is regular classroom support offered to students via the ISTH. This includes the use of a FM transmitter. Additional support comes in the form of special provisions for exams.	The Head Teacher Student Wellbeing and the Principal monitor this program. The funding received for the employment of the Itinerant Support Teacher Hearing (ISTH) is \$12009. The ISTH provides learning support for a student in Year 7 and a student in Year 12.
Socio-economic background	The Student Assistance Scheme is monitored by the Principal on an individual application basis by parents and also by staff identification through the Student Wellbeing and Learning Support Team. Student awareness of special funds is done through SRC drives. Parents are aware of additional funds through permission notes and contribution letters. Local retailers such as Lowes also provide additional uniform clothing vouchers. Our high quality clothing pool also supports families. Students in need are provided with appropriate books and booklets, payments for camps and excursions to ensure equity of access.	The Head Teacher Student Wellbeing, the Student Wellbeing Team and the Principal monitor the Student Assistance Scheme. Funds received \$4337.
Support for beginning teachers	There were four beginning teachers in 2016. Support included a reduction in period allocation to assist with planning and the allocation of a mentor who also received a period reduction to assist the Beginning Teacher (BT). In Term 1 the school provided an induction program with ongoing mentoring. The school also provided professional learning in Gifted Education. BTs also attended workshops on the Accreditation Standards, the development of evidence and a BOSTES workshop on consistent teacher judgment.	This program is monitored by the Deputy Principal Teaching and Learning and the Principal. Resources include the School Induction Program, Workshops, reduced period allocations to assist with planning, Gifted and Talented training, and mentoring. Funds received \$61673.

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	0	0	0	0
Girls	723	723	721	726

There are 726 students. Hornsby Girls High School is an academically selective school. Students are enrolled by the High Performing Students Unit based on a selective schools entry exam and student performance in Year 6.

Student attendance profile

School				
Year	2013	2014	2015	2016
7	98.5	98.7	98	98.3
8	98.3	98.2	97.6	97
9	97.3	97.1	96.8	96.8
10	96.5	96	97.3	96.4
11	97.6	96.9	97.3	97.1
12	96.6	96.9	97	97
All Years	97.5	97.3	97.3	97.1
State DoE				
Year	2013	2014	2015	2016
7	93.2	93.3	92.7	92.8
8	90.9	91.1	90.6	90.5
9	89.4	89.7	89.3	89.1
10	87.7	88.1	87.7	87.6
11	88.3	88.8	88.2	88.2
12	90.1	90.3	89.9	90.1
All Years	89.9	90.2	89.7	89.7

Students have a very high attendance rate at around 97 per cent as shown in the attendance graph.

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 a university offer. 47 offers to University of Sydney, 43 to University of New South Wales, 9 to University of Technology, 9 to Macquarie University, 6 to Australian National University, 4 to Western Sydney University and 1 each to University of New England and Charles Sturt University.

Year 12 students undertaking vocational or trade training

No students participate in vocational or trade training.

Year 12 students attaining HSC or equivalent vocational education qualification

All students attain a HSC.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Head Teacher(s)	8
Classroom Teacher(s)	36.6
Learning and Support Teacher(s)	0.4
Teacher Librarian	1
School Counsellor	0.6
School Administration & Support Staff	9.68
Other Positions	4

No members of the workforce identify as Indigenous Australians.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	66
Postgraduate degree	34

Professional learning and teacher accreditation

Professional Learning and Accreditation

In 2016 all staff participated in Cross Faculty Action Research projects. These projects resulted in the creation of new professional learning communities

Each Action Research group worked with our academic mentor, Bronwyn Macleod from UNSW and participated in a Literature Review and developed a project that occurred in a range of classrooms in terms 2/3.

The Action Research projects occurred in the following areas:

Biomimicry

Differentiation

Pre/post Assessment

Formative Assessment

Creative Thinking

Flipped Classroom

Student Voice

Critical thinking and Questioning Skills

Twice Exceptionality

Motivation

Eight 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 Bronwyn Macleod at Hornsby Girls High School.

Two teachers are working towards higher levels of accreditation—Highly Accomplished or Lead.

Eight Graduate members of staff are working towards Proficient accreditation.

Fifty per cent of staff members are now working on maintenance of accreditation.

Financial information (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for operating costs to 30 November 2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	640 786.00
Global funds	549 721.00
Tied funds	271 655.00
School & community sources	1 171 357.00
Interest	18 598.00
Trust receipts	453 405.00
Canteen	0.00
Total income	3 105 524.00
Expenditure	
Teaching & learning	
Key learning areas	218 658.00
Excursions	255 450.00
Extracurricular dissections	359 915.00
Library	12 114.00
Training & development	13 801.00
Tied funds	174 580.00
Short term relief	189 977.00
Administration & office	354 300.00
School-operated canteen	0.00
Utilities	102 328.00
Maintenance	64 881.00
Trust accounts	431 022.00
Capital programs	159 410.00
Total expenditure	2 336 442.00
Balance carried forward	769 081.00

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

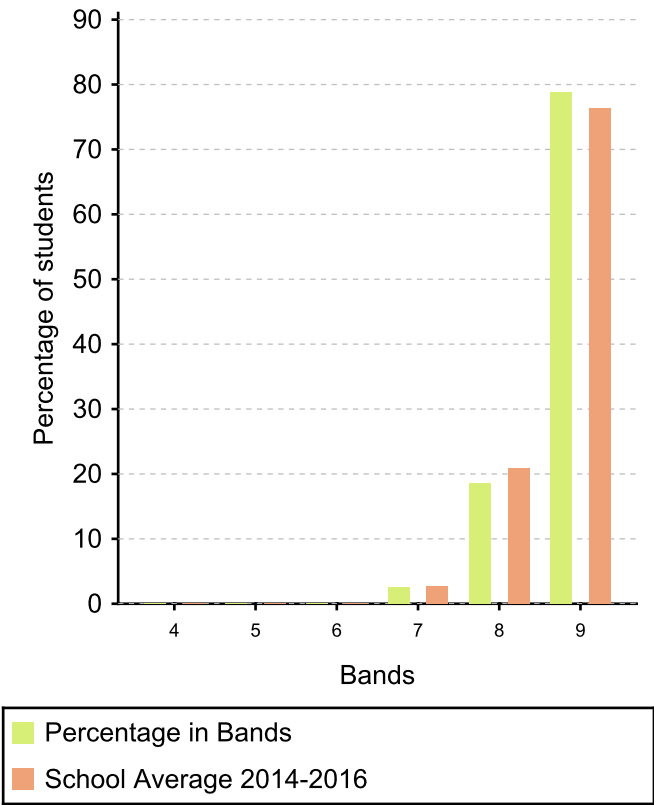
School performance

NAPLAN

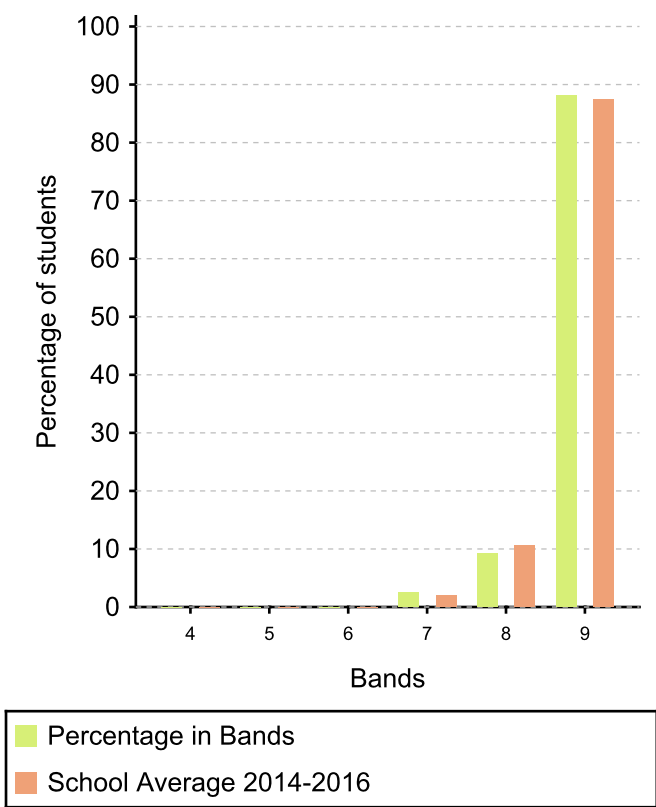
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The school continues to perform at a very high level. The school analyses the results for any discrepancies based on observed performance at school versus NAPLAN results. When discrepancies occur the school contacts ACARA to review the result. The school successfully challenged the marking of the writing section of NAPLAN 2016. The school asked that four students be re-considered for marking after the student's school performance did not match the results determined in the writing section of NAPLAN. Two of these four students in Year 7 had their Band result increased, one from a Band 7 to Band 9 (the highest Band for Year 7) when reviewed by the NAPLAN markers.

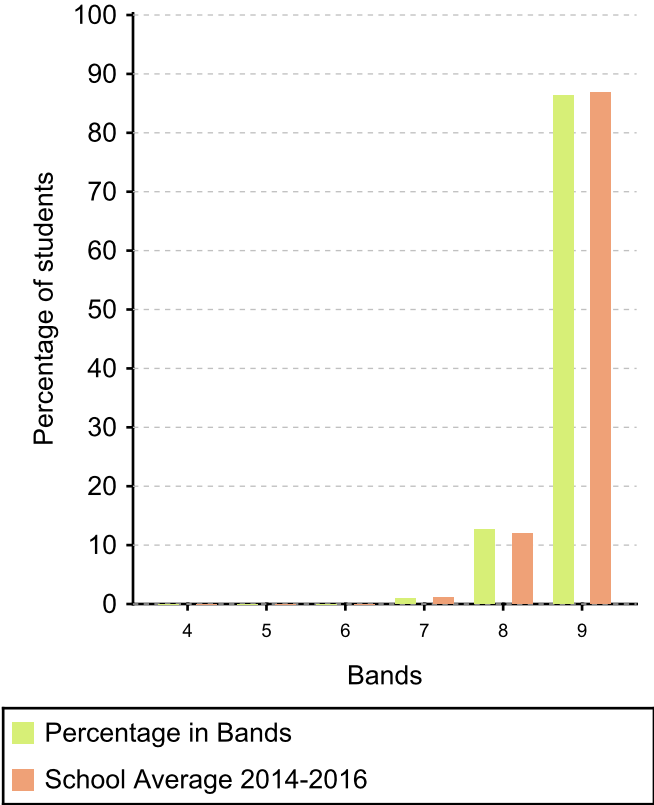
Percentage in bands:
Year 7 Reading



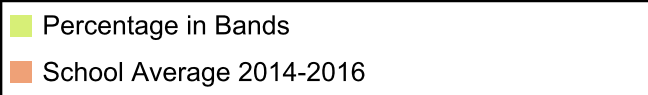
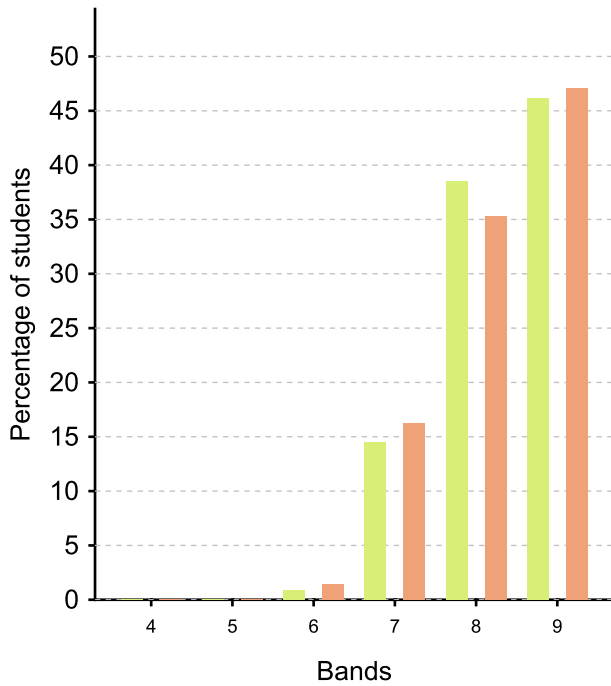
Percentage in bands:
Year 7 Grammar & Punctuation



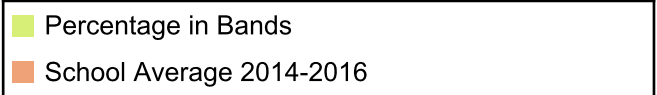
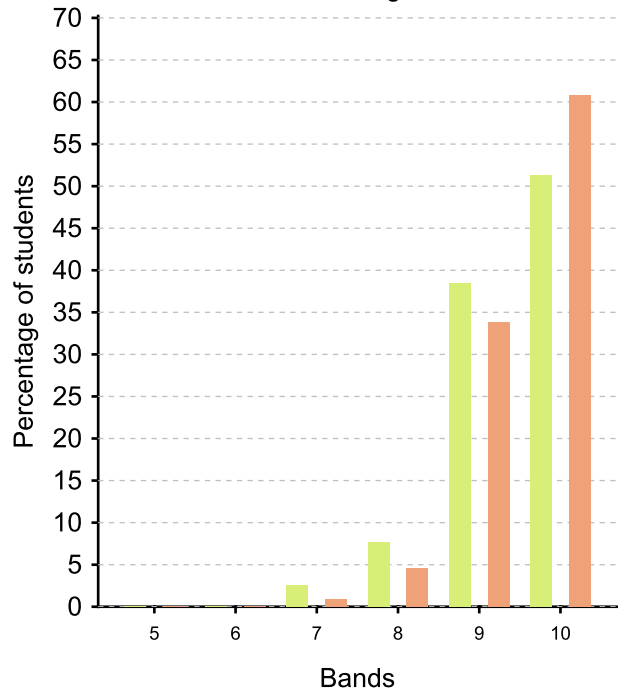
Percentage in bands:
Year 7 Spelling



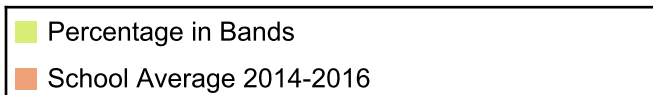
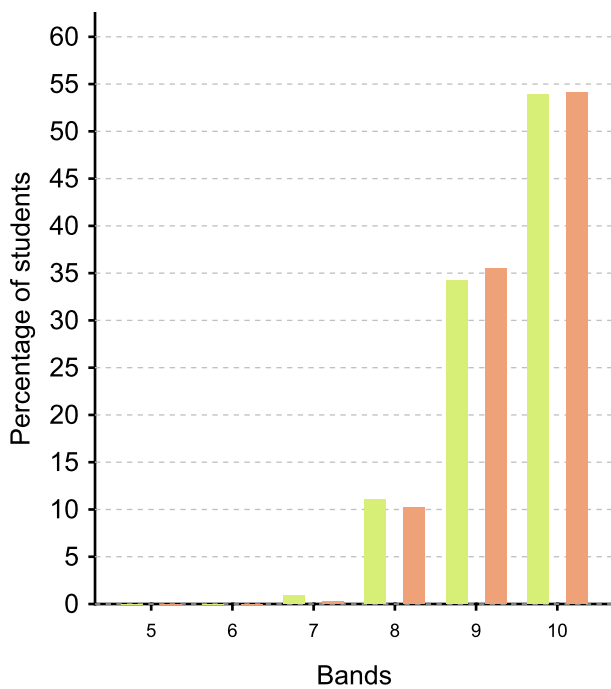
Percentage in bands:
Year 7 Writing



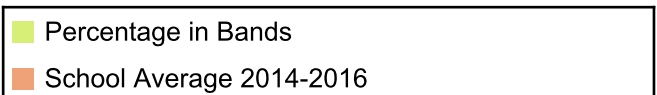
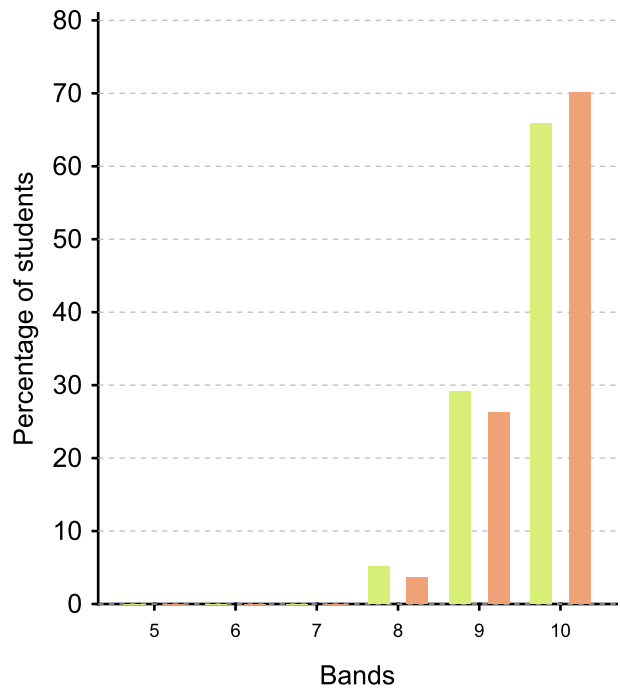
Percentage in bands:
Year 9 Reading



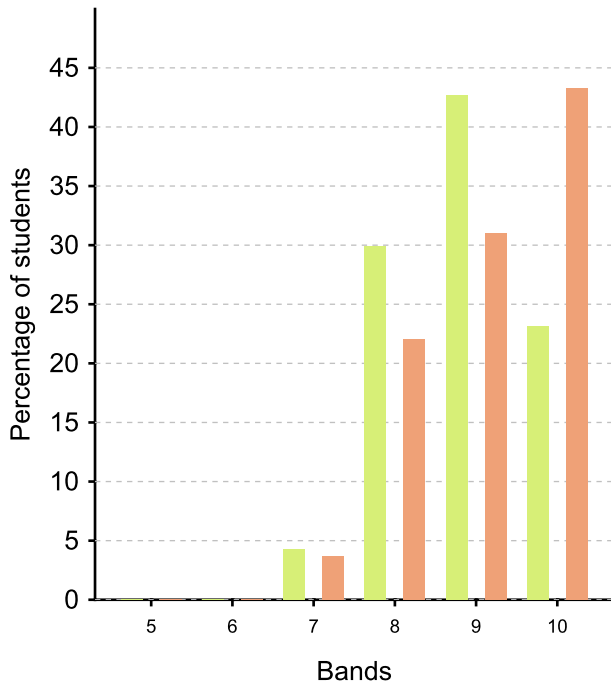
Percentage in bands:
Year 9 Grammar & Punctuation



Percentage in bands:
Year 9 Spelling



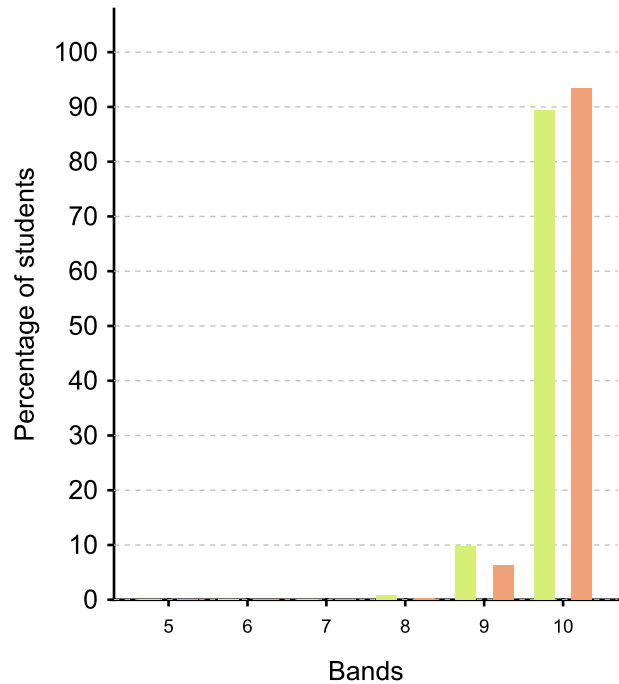
Percentage in bands:
Year 9 Writing



Percentage in Bands
School Average 2014-2016

Based on this experience in 2016 the school intends to do further investigation into the NAPLAN Writing results in future years. If further examples of discrepancy between school performance and NAPLAN performance arise the school will appeal the results on behalf of the students. This is of particular importance for Year 9 students from 2017 onwards.

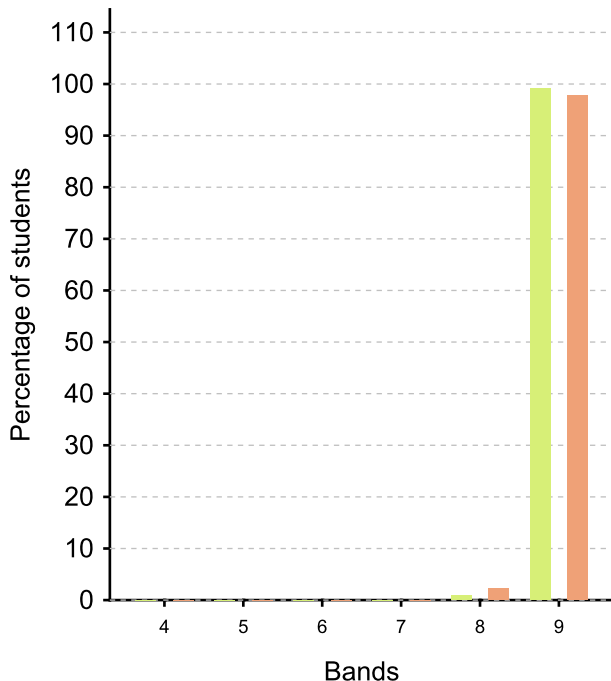
Percentage in bands:
Year 9 Numeracy



Percentage in Bands
School Average 2014-2016

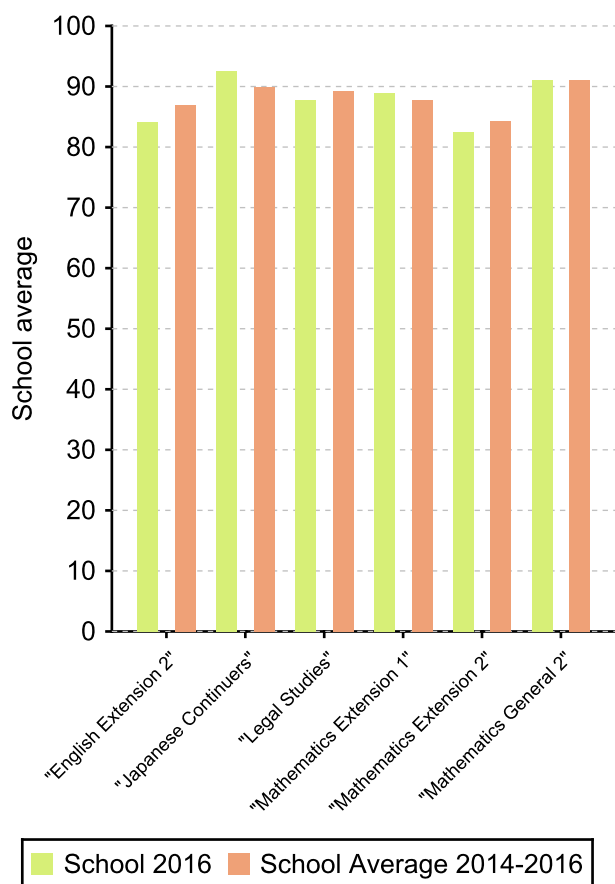
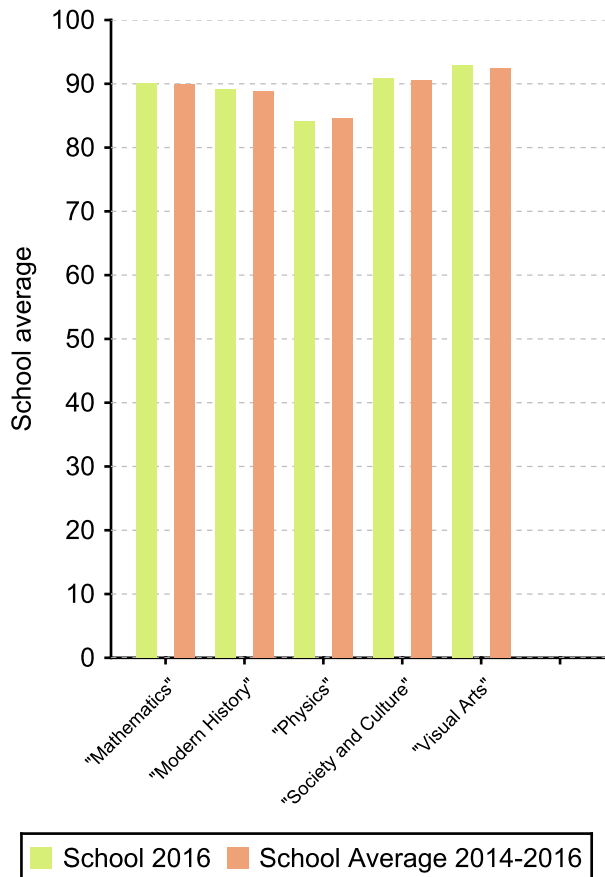
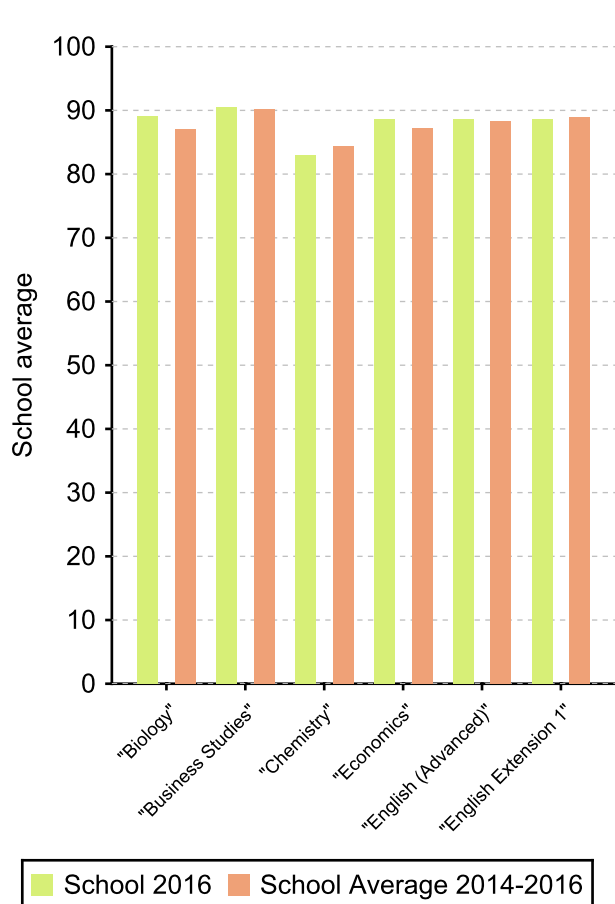
The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

Percentage in bands:
Year 7 Numeracy



Percentage in Bands
School Average 2014-2016

In preparation for the NAPLAN writing task students have been identified as needing literacy support in Year 7 and Year 9. These students will be assisted in their areas of development in the coming years.



HSC Highlights

372 Band 6 results attained from 122 students

Our highest ATAR was 99.95 attained by Shilan Ye

Fifteen students received an **ATAR of 99** or above. Congratulations to Heidi Chan, Leeann Chen, Alisa De Borja, Elizabeth Gosbell, Fariha Islam, Sujin Jang, Lauryn Khoo, Sara Komatsu, Olivia Kong, Nicole Leong, Xenia Lopes, Vanshika Virmani, Rosy Wanasinghe, Phoebe Yang and Shilan Ye.

Premier's All Rounders – 29 students were 'All Rounders' scoring 90 or above in 10 units (including English). Congratulations to Eesha Batra, Karyn Cao, Athene Chan, Leeann Chen, Zahin Chowdhury, Elizabeth Gosbell, Vivien Huang, Fariha Islam, Paula Jacobsen, Sujin Jang, Lauryn Khoo, Sara Komatsu, Olivia Kong, Vicky Kuo, Michelle Lee, Nicole Leong, Victoria Liu, Alvina Lock, Xenia Lopes, Bianca Ng, Chietta Prajnadewie, Jenny Qian, Smriti Srivastava, Christina Sun, Vanshika Virmani, Vivienne Xu, Shirley Xue, Phoebe Yang, Shilan Ye.

Students gained twelve top twenty placings

Heidi Chan fifth in English Extension 1

Vivian Jiang eleventh in English (Advanced)

Hannah Chen third in Information Processes and Technology

Shilan Ye nineteenth in Chemistry

Xenia Lopes twentieth in Business Studies

Shilan Ye second in German Extension

Leeann Chen seventeenth in Personal Development, Health and Physical Education

Alisa De Borja equal second in Spanish Beginners

Joanne Sun equal second in Spanish Beginners

Sylvia Eugene Dit Rochesson fourth in Spanish Beginners

Paula Jacobson fifth in Spanish Beginners

Christina Sun fifth in Visual Arts

Additionally Bianca Ng achieved a first in Financial Services (Northern Sydney Institute – Hornsby College) and Noe Nakoji a second and Sara Komatsu a fourth in Heritage Japanese (Saturday School of Community Languages Chatswood High School Centre).

Parent/caregiver, student, teacher satisfaction

The school has a very positive image in the community. Evidence for this is the parent/caregiver, student and staff engagement with school activities. Examples of this include the highly successful parent, student and teacher involvement in the Multicultural Fair, the Careers Night, Student Information Evenings, HSC Art Exhibition and Music Performances, Band and Orchestra Concerts. P and C Information Nights are also well attended, with on occasions, over 170 parents in attendance. The SRC regularly makes suggestions to improve the school and has a very active role in fundraising and improving the school environment to assist student engagement. Teachers regularly give freely of their time to engage with the community such as at the Meet The Teachers Evenings, Parent Information Evenings, HSC Performances, Band and Orchestra Performances, Careers Nights and Overnight Camps. The school continues to thrive due to the high level of satisfaction of the whole community.

Policy requirements

Aboriginal education

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

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

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

Multicultural and anti-racism education

At Hornsby Girls High School over 87% 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 2016 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 a member of the P and C Ms Kate Bromley who was supported by a tireless and hard-working organising committee. As in previous years, the Multicultural Fair was an outstanding showcase of our whole community in action and profoundly demonstrates that our commitment of multicultural harmony is not superficial rhetoric but a very real and inspiring feature of our school.

Other school programs

2016 Chess

In 2016 the school entered 3 teams in the Metropolitan Secondary Schools Chess Competition. This competition was held on Friday afternoons during term 2. We had one team in each of the three secondary divisions. Senior (Years 11/12), Intermediate (Years 9/10) and Junior (Years 7/8). The girls played well and did their best but unfortunately were unable to win their division to progress to the finals. Congratulations go to the teams which consisted of Prithika Verma, Kayla Lee, Jahnavi Sharma and Fiona Grey, all from Year 7 in the Junior Division. While in the Intermediate division we were represented by Swara Tapaswi, Claudia Choi, Nancy Yan, Tina Yip and Chloe Lee of Year 9, and Kelly Ng, Millicent Tai and Yong Yong Zhang of Year 10. In the Senior Division we were represented by Solina Liang, Ammu Punnackal, Mary Bajo and Rani Jiang of Year 11 with Stephanie Liang and Kassandra di Bona of Year 12. The girls represented the school in true Hornsby fashion.

During Term 3 an Interschool Girls' Teams Chess Challenge was held at Strathfield. We had three open teams enter. Special congratulations go to the team of Stephanie Liang (Year 12), Swara Tapaswi (Year 9) and Ammu Punnackal (Year 11) who were awarded gold medals as Open Division champions for 2016. Congratulations girls. Special mention also goes to our other two teams who finished just out of the top 3 places, consisting of Millicent Tai, Trisha Ng, Yong Yong Zhang and Kelly Ng of Year 10, with Claudia Choi and Tina Yip of Year 9. Well done, girls.

Mr Tony Payne Mathematics Faculty

TAS Department

The TAS Department started 2016 with the introduction of Accelerated Food Technology in Year 10. A number of students have elected to study this subject providing

them with the opportunity of completing the Food Technology HSC course in Year 11.

A Project Based Learning unit was trialled with Year 8 students involving the Science, Visual Arts and TAS faculties. The unit was based around Biomimicry which refers to the mimicking of nature and can be about forms, processes or systems. Students studied different aspects of Biomimicry in each of the subject areas throughout the year. In TAS, students focused on the design process, environmental sustainability and construction of the project. The course culminated in a presentation day where students enthusiastically and successfully showcased and presented their project to teachers, students and visiting parents.

Ms Rebecca Wallace was welcomed into the TAS Department as a permanent member of staff at the beginning of the year. She is an experienced teacher and has been a very valuable asset to the TAS Department. She has demonstrated efficiency, capability and professionalism and is a much needed team member.

The Stage Five Food Technology students once again participated in the McCormicks Flavour Forecast Student Recipe Challenge. Students developed innovative recipes based around the 2016 McCormicks Flavour Forecast report and trend-setting themes. Recipes were submitted to McCormicks for judging and six students were presented with highly commended certificates.

Mrs Dianne McGuire and Ms Christine Lech TAS Co-ordinators

ENGLISH FACULTY

Enrichment Activities

A range of literacy enrichment activities were offered to Hornsby Girls' students in 2016. This year we continued lunchtime workshops to assist students with their essay writing skills in Term 1. Weekly meetings for creative writers were offered in Terms 2 and 3 and a large number of students entered their work in external competitions. Coco Huang Year 11 came second and Rebecca Wang (Year 11) received a Commended Award in the Katharine Susannah Pritchard Writers' Centre national short fiction competition. Coco also won the Joseph Furphy Commemorative Writing Prize. In addition, Coco Huang's short story 'A Lasting Lesson' was also published in the collection of short stories 'My First Lesson' edited by the renowned writer Alice Pung. Amie Doan (Year 9) came second in the Junior Secondary section of the Dorothea Mackellar National Poetry Awards. Freya Roberts' (Year 8) short story 'A Family of Foreigners' was the winner of this year's Schools' Reconciliation Challenge. In Term 3, we celebrated Literacy Week at HGHS. Students took part in a range of fun activities, including an inter-house haiku competition, 'speed dating' with a book, a blackout poetry competition and a flash fiction competition.

Debating and Public Speaking

We continue to have many students who are keen to participate in the many debating and public speaking opportunities that are available. Our debating coach, Mrs Penelope Phillips, provided workshops and training to each of the teams. Also, Jehannah May (HGHS Class of 2014) ran a training day for Year 7–10 debating teams which was enjoyed by all of the girls.

A debating team from each year group participated in the NSW Premier's Debating Competition. Our Year 11 Metro Debating team of Alisha Mathias, Nishka Tapaswi, Lily Henke and Mary Bajo won the state final to become state champions – a first for Hornsby! The students were presented with the Karl Cramp Trophy and Nishka Tapsawi was awarded the E.G. Whitlam trophy for best speaker on the day. Sophie Shead was selected to represent Northern Sydney Region in the Debating State Championships. Our Year 8 Team of Charlotte Barry, Mia Cameron, Emma Hancock, Kaitlyn Kong and Karina Mathias also made it all the way through to the State Championships where they participated in a three day camp and competed against the best teams from all over NSW.

Again this year, Jehannah May, ran a very successful social debating group in Terms 2 and 3 on Tuesday mornings. About 30 Year 7 and 8 students participated enthusiastically in debating skills activities.

Students are encouraged to participate in various Public Speaking competitions. This year Eeshaa Batra competed at the regional finals of the Plain English Speaking Competition.

Shakespeare Competition

Our annual Shakespeare Competition Grand Final showcased interpretations from *A Midsummer Night's Dream*, *Macbeth*, *Romeo and Juliet* and *Much Ado About Nothing*. The Grand Final performances were outstanding and the following students were involved: Chelsea Jeong and Niharika Gupta Year 7, Holly Hanford-Ewart and Shayla Cromie Year 7, Ella Bradford and Charlotte Barry Year 8, Maria Korotaeva and Karina Mathias Year 8, Amie Doan and Senara Perera Year 9, Peoly Gunaratne Year 9, Meha Batra and Vaishali Ram Year 9, Hannah Byun, Caitlin Cubie and Jenny Wang Year 10, Lauren Lancaster, Sophie Shead and Emma Gosbell Year 10. Peoly Gunaratne won the senior division and Maria Korotaeva and Karina Mathias were the junior winners.

Mary Armstrong Public Speaking Competition

An excellent standard of public speaking was also evident at our annual Hornsby Girls' High School Mary Armstrong Public Speaking Competition. Sophie Shead of Year 10 won the competition, excelling in both her prepared and impromptu speeches. The other finalists from Years 7 to 10 were Raphaela Rotolo-Ross and Kate Chipman of Year 7, Pavarthi Sanjeev and Sienna Clarke of Year 8, Vaishali Ram and Catherine Bui of Year 9 and Vasha Krithivasan of Year 10. All of the girls spoke with passion and flair about their topics.

The Writers' Camp

Our annual three day Year 8 Writers' Camp at Collaroy was lots of fun, with students undertaking workshops with author, Belinda Murrell, Manga artist Mathew Lin and performance poet, Jehannah May. The girls also wrote their own scripts for stage and film.

Burning Bright

The annual publication of Hornsby Girls' High School students' writing, *Burning Bright*, showcased some of the compelling work we see in English, celebrating the creativity, passion and versatility of our students. Kristel Rodrigues in Year 9 designed the beautiful cover.

Rookie Reporter

In 2016, Hornsby Girls' High School Year 7 and 8 students were invited to audition for the ABC's *Behind the News* (BTN) program to cover the Federal Election. This was a national competition and three of our students were shortlisted. Maya Sathiamoorthy was selected to be the 'Rookie Reporter' and executed this role perfectly.

Dr Susan Green Head Teacher English and Drama

Music and Visual Arts

2016 was a fantastic year for both the Music and Visual Arts Departments.

Our HSC music results were successful for 2016 with 50% of students achieving Band 6 in Music course 2, 60% achieving the top band in Music extension and 67% of students achieving Band 6 in Music course 1.

Early term 2 saw the combined musical 'Beauty and the Beast' hosted by Normanhurst Boys. With approximately 40 students from Hornsby making up members of the cast, crew and orchestra, the production was a huge success and a wonderful experience for the girls. The rehearsal period began in term 4 of 2015 and continued through term 1 and over the holidays, resulting in a very polished and professional large-scale stage production.

The Bands and Orchestra had a busy year performing at many school events throughout the year under the guidance of their new conductor Mrs Sholl. The Concert Band and Symphonic Band had another successful year at the NSW Schools' Band Festival. The Symphonic Band achieved a Silver award in the Percy Grainger Premiere Event and the Concert Band received a Gold Award in the Graham Lloyd Event.

The String Orchestra and Jazz Band both entertained the senior citizens of Hornsby Shire Council with a performance at the Hornsby RSL. The String Orchestra continued their community service with a performance at the Hornsby Relay for Life. All ensembles put on a show at the Autumn and Spring Concerts.

The Symphonic Band finished the year with a bang with their superb performance at Speech Day. Of particular note was their impressive rendition of "Dry Your Tears,

Afrika" in which they combined with the choirs. We sadly said goodbye to Emily McKnight who has built the Flute Ensembles program substantially.

The Junior and Senior Choirs and the Chamber Choir had two successful concerts in the Autumn and Spring concerts that were held in the school hall.

In Visual Arts we were thrilled with our HSC results. Our students continued to achieve their personal best with results all much higher than the state average. Christina Sun was placed 5th in the State. Five students were pre-selected for Art Express, Christina Sun, Olivia Kong, Betty Wang, Amelia Hiscock and Alvina Lock. Amelia's body of work titled 'Glimpses of the Voyeur' was exhibited at the Armory at Homebush and at the Goulburn Regional Art Gallery. Olivia Kong's work titled 'Visions and Revisions' was hung at Moree Plains Gallery, Hazelhurst and Tamworth Regional Galleries. Alvina Lock's body of work called 'Look Left' was acquired by the NSW Education Standards Authority Chairperson's Collection.

Six students from Year 11 Visual Arts, Mary Joyce Bajo, Lily Hu, Seetha Pitchumani, Milly Jiang, Louise Wilson and Jewel Soares, participated in the National Art School Intensive Studio Practice at Darlinghurst. Students were able to choose and focus on a specialised media area to study and work across a nine day workshop. Art making practice included printmaking, live drawing, ceramics, painting and sculpture. This course was completed during the July and September school holidays. It is a one unit course and will be acknowledged on students' Higher School Certificate.

Tania Stromsvag and Anusha Pillai of Year 10 had their collection of artworks selected for exhibition in the Joy Ewert Scholarship. Tania's work won highly commended and she was awarded a series of art lessons in mixed media.

The Visual Arts Department once again held very successful Junior and Senior Exhibitions. The Junior Exhibition was held during the Multicultural Fair and many students enjoyed showing their parents their wonderful achievements. During the Junior Exhibition Christina Sun from Year 12 was our artist in residence, working on her HSC Body of Work. It was wonderful to see her discussing and sharing her art making practice with students and parents.

The Visual Arts Department farewelled two incredibly talented teachers; Nicole DeLosa Head Teacher VA and TAS and Margaret Armitage Visual Arts teacher. Their legacy and contribution to the Visual Arts department will resonate long after they have gone.

2017 will see the amalgamation of the Visual Arts and Music Departments as the Creative and Performing Arts Faculty (CAPA). It is of great pleasure and privilege to lead a most dedicated team of teachers and to provide our students with unique learning opportunities and experiences.

Ms Isabella Pozzolungo Head Teacher CAPA

Sport

The Integrated Sport Program

The Integrated Sport Program for Years 7–10 continues to thrive at Hornsby Girls High School. In Terms 2 and 3 Year 9 students are selected to participate in HGHS Netball, Soccer, Softball and Oz Tag teams. They play in a Zone competition each Monday afternoon.

Participating schools in the Zone are Asquith GHS, Hornsby GHS, Macarthur GHS, North Sydney GHS and Riverside GHS. In 2016, Hornsby placed 2nd overall in the Zone Grade Sport Competition.

Carnivals

Swimming – 27 students represented Hornsby Girls at the North West Metropolitan Girls Zone Swimming Carnival and placed 3rd Overall. Louise Zhang (Year 11) was 17 years Zone Age Champion. 11 students then represented the zone and competed at the Sydney North Swimming Carnival. Louise Zhang (Year 11) also represented at the All Schools Swimming Carnival.

Cross Country – For the second time in three years, Hornsby Girls High won the North West Metropolitan Girls Zone Cross Country Carnival. Amelia Hiscock (Year 12) was 18 years Zone Champion. 14 students progressed to the next level, competing at the Sydney North Carnival. Of these students, 4 qualified to represent at the NSW Combined High School Cross Country Carnival – Amelia Hiscock (Year 12), Katherine Du (Year 12), Jessica Xu (Year 12) and Freya Roberts (Year 8).

Athletics – Hornsby Girls Athletics teams consisted of 67 students, and placed 4th Overall at the North West Metropolitan Girls Zone Athletics Carnival. Laura Wunderlich (Year 9) was awarded 15 years Age Champion. 5 students qualified to compete at the Sydney North Athletics Carnival – Cherie Pan (Year 11), Eve Timms (Year 9), Laura Wunderlich (Year 9), Jessica Xu (Year 12) and Erin Yelland (Year 11).

In the final Point Score for the Overall Champion School of the Zone, Hornsby Girls High School was awarded 2nd place.

The Pierre de Coubertin Award – Katherine Du (Year 12)

The Pierre de Coubertin Award is a very prestigious award established and organised by the Australian Olympic Committee. At HGHS self-nominations are made by Year 12 students each year. These students have made a positive contribution to School Sport, displayed the sporting attributes of Olympic movement and individually achieved at an elite Sports level. Katherine Du was a very deserving recipient, representing Hornsby Girls High School in a variety of Sports at a high level as well as competing in Club Soccer at a very high level.

Extra Curricular Sport

Hornsby has an extensive after school sports program

that runs all year round. A wide variety of sports are offered, catering from the beginners to the advanced. Some sports offer opportunities for students to compete in external competitions, whilst others offer the chance for inter-school competitions. Sports include Aerobics, Basketball, Boxercise, Dance, Fencing, Netball, Oz Tag, Soccer, Taekwondo, Volleyball, Water Polo, Yoga and Zumba.

Fencing

2015 saw the inaugural introduction of the HGHS Fencing Club and in 2016 Fencing had its first birthday! Fencing is open to all ages and is run after school on Thursdays at the Hornsby Police, Citizens and Youth Club (PCYC).

For the first time in 2016 HGHS Fencers entered in Fencing competitions.

NSW Fencing Competition

U/13 Team –Andrea Tan, Jenny Han, Sunny Cai, Mary Yan – Placed 2nd

U/15 Team –Mia Cameron, Saakshi Maneyalil – Placed 2nd

Senior Team– Rani Jiang (Yr 11), Janice Chu (Yr11), Mia Cameron (Yr8) – Placed 3rd.

National Fencing Competition

U/16–Representative – Mia Cameron (Yr8) – Placed 6th

Sport Coordinators – Erin Coggins and Janice Lang