

Hornsby Girls High School

Annual Report



2017



8120

Introduction

The Annual Report for **2017** 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

Hornsby Girls High School

Edgeworth David Ave

Hornsby, 2077

www.hornsbygir-h.schools.nsw.edu.au

hornsbygir-h.School@det.nsw.edu.au

9476 5711

Message from the Principal

It is a privilege to work with some of the most academically gifted students in Sydney. The list of achievements of the students at Hornsby Girls High School in this report is extraordinary. This is a testament to not only their ability but to the inspired teaching that occurs in every classroom by highly competent teachers. Our parents provide exceptional support to the school in many ways through the P and C. The Old Girls Union keeps our traditions alive in a time of change. Our innovative teaching, learning and leading is benchmarked against the School Excellence Framework. I am immensely proud of our achievements in 2017 across a range of activities which further demonstrates our commitment to holistic education practices.

Dr Justin Briggs

The cover drawing is by Helena Fang Year 9 (2017). The cover was originally drawn for the 2017 edition of 'Burning Bright' the annual publication of Hornsby Girls High School students' writing. It celebrates the creativity, passion and versatility of our students and is available via our website at

<http://www.hornsbygir-h.schools.nsw.edu.au/news/burning-bright2>

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. 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.

Hornsby Girls High School continues to pursue excellence in the areas of Learning, Teaching and Leading. Students, staff and parents were consulted using surveys, discussions and meetings. In the domain of Learning the school community rated the school as Sustaining and Growing, Teaching was rated at Excelling, and Leading was rated at Sustaining and Growing.

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

For more information about the School Excellence Framework:

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

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 achieved outstanding progress in Quality Teaching and Learning demonstrated through our NAPLAN, ESSA and HSC results.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>NAPLAN 2015 – 2017</p> <p>To increase the number of Band 10 students in Reading Writing Spelling Grammar and Numeracy by three to five per cent.</p>	\$0	<p>NAPLAN – This improvement measure was achieved in Grammar and Punctuation with a 14% increase on the three year average and a 7% increase in Writing.</p>
<p>ESSA 2015 – 2017</p> <p>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.</p>		<p>ESSA – There was a 10% increase in students achieving a Band 6 in Problem Solving and Communicating.</p>
<p>HSC 2015 – 2017</p> <p>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.</p>		<p>HSC – In 2017 Year 12 achieved 416 Band Six results in the HSC from 126 students. This was the most Band 6 results from a Year 12 cohort since 2010. In 2015 393 Band 6 results from 125 students and in 2016 372 Band 6 results from 122 students. In 2017 416 Band 6 results from 126 students was an exceptional achievement. Well done students and teachers on this nine percent improvement in moving students from lower bands to the highest Band.</p>

Next Steps

HSC – 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.

ESSA – To increase the number of students in Level 6 in Extended responses, Knowing and Understanding, Planning and Conducting Investigations, and Problem Solving and Communicating by three to five per cent.

NAPLAN – To increase the number of Band 10 students in Reading, Writing, Spelling, Grammar, and Numeracy by three to five per cent.

The school has commenced in 2018 a whole school Literacy response through professional learning with regular Literacy focussed sessions at staff meetings by HSIE staff members Ms Eakins and Mrs Turner.

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 has achieved outstanding progress in Student and Staff Wellbeing as demonstrated through our many wellbeing programs.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased numbers of parents attending P and C Information Sessions and School Information Sessions that deal with Student Wellbeing.	\$0	<p>Parents have been very supportive of the P and C Information Nights held at the school. These nights have included a presentation by Dr Carmel Harrington on 'Sleep for Health' where all Year 10 students and parents attended.</p> <p>The school began a Diversity Group in Term 3 to increase student understanding of same sex attracted and gender diverse students. Meetings were held at Tuesday lunchtimes and are co-ordinated by Dr Turner (Careers Co-ordinator, ARCO and Diversity Co-ordinator). The school hosted a forum for schools in Sydney on Diversity which was conducted by Dr Jacqueline Ullman from UWS.</p> <p>The Uniform Committee consulted with students and parents and introduced pants and a new shirt as another uniform option for students.</p>

Next Steps

The school would like a counsellor at the school for five days a week. Due to Department of Education formulas for calculating counsellor days to student needs Hornsby Girls High School has 2.25 days of counsellor time per week. This will assist the school in our various student wellbeing 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 has achieved outstanding progress in Gifted and Talented Education.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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.	\$25,000	Professional Learning is undertaken to improve teachers' ability to engage, inspire and facilitate student learning. Professional Learning Results of student learning are reported in Strategic Direction 1. Our improved HSC results underscores the importance and effect of targeted professional learning.

Next Steps

Professional Learning will continue to be targeted at our three focus areas for 2018 – 2020 Quality Teaching and Learning for Gifted Students, Student and Staff Wellbeing, Technology and Systems.

Key Initiatives	Resources (annual)	Impact achieved this year
Low level adjustment for disability	\$12,009.40	Hearing support provided and both students are fully engaged in lessons.
Socio-economic background	\$2,772.99	Student assistance provided
Support for beginning teachers	\$27,862.01	Support for beginning teachers provided

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	0	0	0	0
Girls	722	720	725	732

Student attendance profile

School				
Year	2014	2015	2016	2017
7	98.7	98	98.3	96.8
8	98.2	97.6	97	96.2
9	97.1	96.8	96.8	96.7
10	96	97.3	96.4	96
11	96.9	97.3	97.1	96.4
12	96.9	97	97	97.1
All Years	97.3	97.3	97.1	96.5
State DoE				
Year	2014	2015	2016	2017
7	93.3	92.7	92.8	92.7
8	91.1	90.6	90.5	90.5
9	89.7	89.3	89.1	89.1
10	88.1	87.7	87.6	87.3
11	88.8	88.2	88.2	88.2
12	90.3	89.9	90.1	90.1
All Years	90.2	89.7	89.7	89.6

Management of non-attendance

If a student is absent parents are notified by text. Parents reply to the text message so that students are marked as an explained absence. Parents notify the school in advance if they are aware of a planned absence.

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 are offered places at universities.

Year 12 students undertaking vocational or trade training

No Year 12 student undertakes vocational or trade training.

Year 12 students attaining HSC or equivalent vocational education qualification

All students attain a Higher School Certificate.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	0
Head Teacher(s)	8
Classroom Teacher(s)	39.7
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.4
Teacher Librarian	1
Teacher of ESL	0
School Counsellor	0.6
School Administration & Support Staff	9.68
Other Positions	1

*Full Time Equivalent

No member of staff has identified as being of Aboriginal or Torres Strait Islander descent.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	25

Professional learning and teacher accreditation

All staff participated in a variety of workshops focusing on student and staff wellbeing and quality teaching. There was a particularly sustained focus at the faculty level on quality teaching for our gifted and talented students through the close analysis of HSC data and the development of new programs in response to NESAs' overhaul of the senior syllabuses. Dan Haesler presented to all staff on Positive Wellbeing and Dr Kerry Thomas presented to staff on creative thinking. Trent Wilson delivered a talk to all staff on Intercultural Understanding – one of the General Capabilities in the 7–10 Australian Curriculum – and Christina Eakins addressed staff on the benefits of using the Flipped Classroom approach for enhanced flexibility and engagement with senior students.

Four staff attended a Learning Spaces Conference to develop a better understanding of ways HGHS can more flexibly use physical learning space to enhance teaching and learning and better support the needs of our students. A learning spaces team was formed in response and this contributed to a new strategic direction in the drafting of the new school plan (2018 – 2020).

All new staff participated in a whole day Gifted and Talented workshop run by Bronwyn MacLeod, Director of Gateways Education. Six staff participated in the Term 4 High Performing Schools Tour to Melbourne. Staff actively explored best practice in Positive Education, specifically in areas of wellbeing, motivation, critical thinking, creativity, student voice and collaboration, with a view to identifying successful strategies to improve pedagogy and resilience in the future. The impact of this tour has fed directly into the executive team's drafting of the new school plan.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months

(from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

The high level of retained income and retained income held in trust has been set aside for the construction of a new building to replace a derelict drama room. The anticipated total cost is \$650,000.

Receipts	\$
Balance brought forward	1,270,812
Global funds	328,885
Tied funds	267,191
School & community sources	967,548
Interest	10,746
Trust receipts	680,154
Canteen	0
Total Receipts	2,254,525
Payments	
Teaching & learning	
Key Learning Areas	86,053
Excursions	192,958
Extracurricular dissections	188,777
Library	1,455
Training & Development	4,036
Tied Funds Payments	83,233
Short Term Relief	42,359
Administration & Office	187,241
Canteen Payments	0
Utilities	45,452
Maintenance	26,647
Trust Payments	675,580
Capital Programs	203,975
Total Payments	1,737,764
Balance carried forward	1,787,573

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.

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	0
Revenue	3,234,029
Appropriation	2,190,742
Sale of Goods and Services	237,586
Grants and Contributions	799,131
Gain and Loss	0
Other Revenue	0
Investment Income	6,570
Expenses	-1,561,230
Recurrent Expenses	-1,561,230
Employee Related	-373,455
Operating Expenses	-1,187,775
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	1,672,799
Balance Carried Forward	1,672,799

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 Actual (\$)
Base Total	6,874,914
Base Per Capita	110,768
Base Location	0
Other Base	6,764,145
Equity Total	87,577
Equity Aboriginal	0
Equity Socio economic	5,546
Equity Language	17,383
Equity Disability	64,648
Targeted Total	0
Other Total	201,479
Grand Total	7,163,970

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.

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.

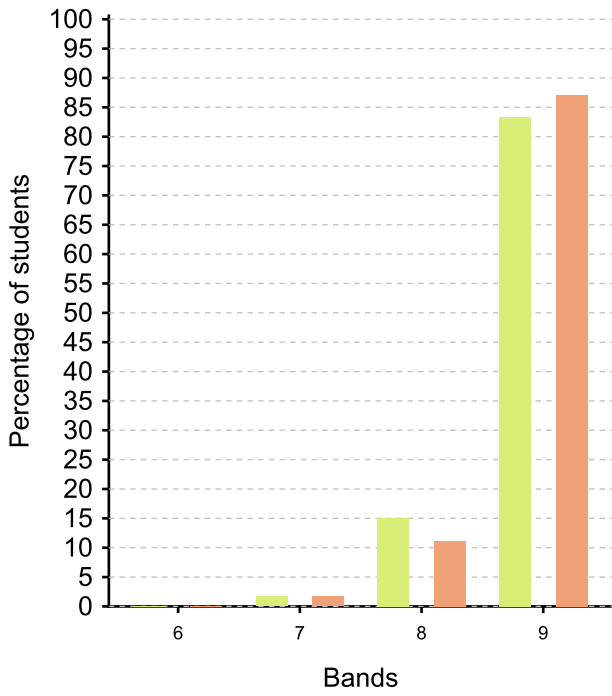
School performance

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.

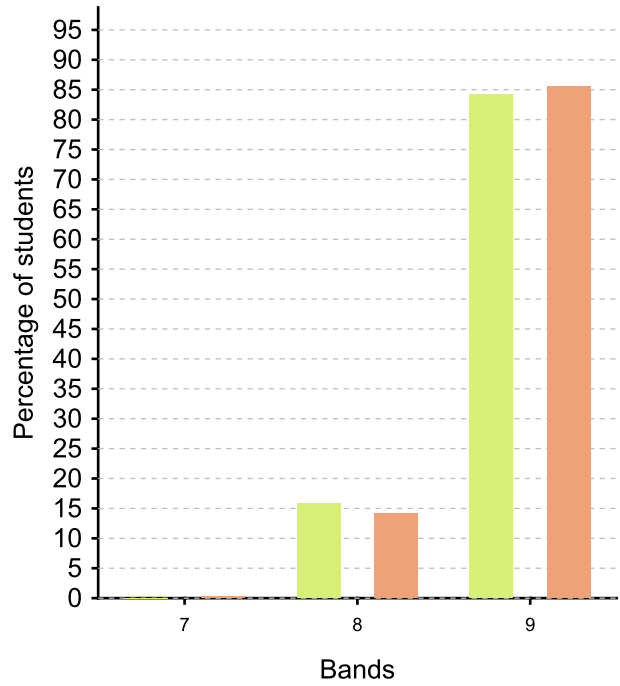
The results for NAPLAN were again outstanding.

Percentage in bands:
Year 7 Grammar & Punctuation



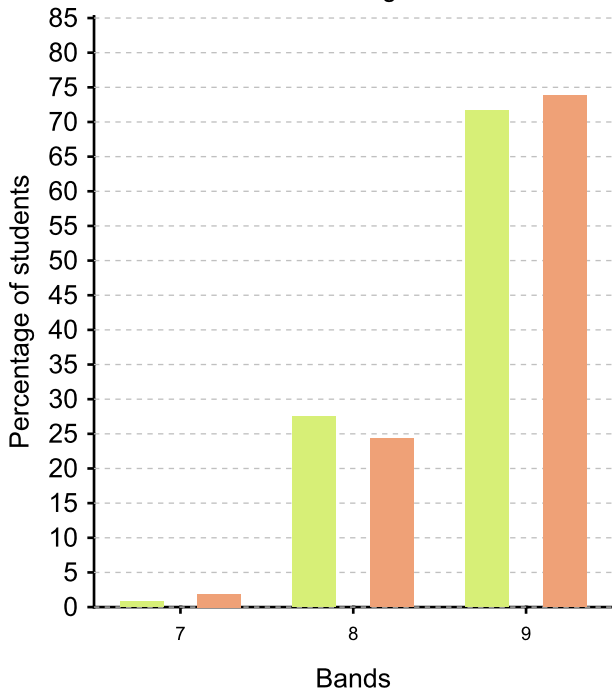
Band	7	8	9
Percentage of students	0.8	27.5	71.7
School avg 2015-2017	1.9	24.3	73.8

Percentage in bands:
Year 7 Spelling



Band	7	8	9
Percentage of students	0.0	15.8	84.2
School avg 2015-2017	0.3	14.2	85.5

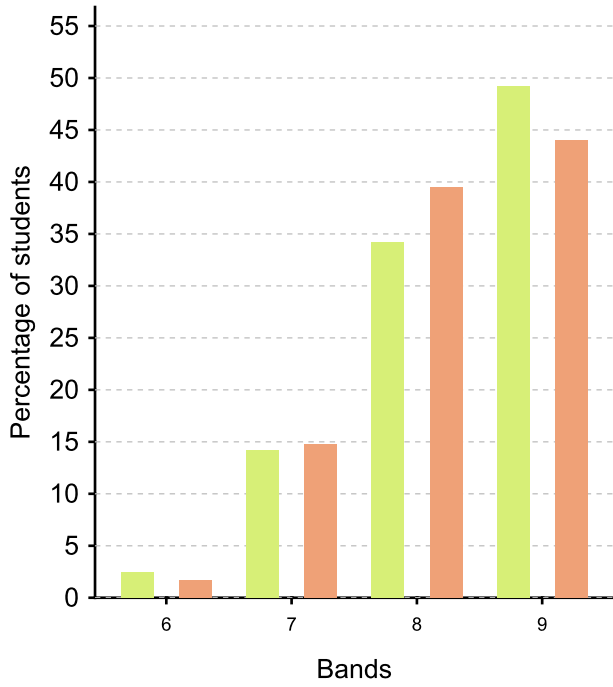
Percentage in bands:
Year 7 Reading



Band	7	8	9
Percentage of students	0.0	15.8	84.2
School avg 2015-2017	0.3	14.2	85.5

Band	6	7	8	9
Percentage of students	0.0	1.7	15.0	83.3
School avg 2015-2017	0.0	1.7	11.2	87.1

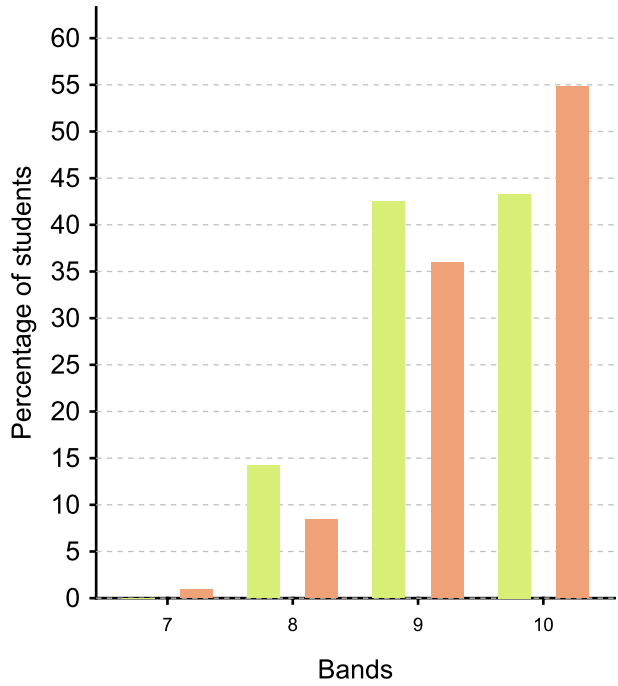
Percentage in bands:
Year 7 Writing



Band	6	7	8	9
Percentage of students	2.5	14.2	34.2	49.2
School avg 2015-2017	1.7	14.8	39.5	44.0

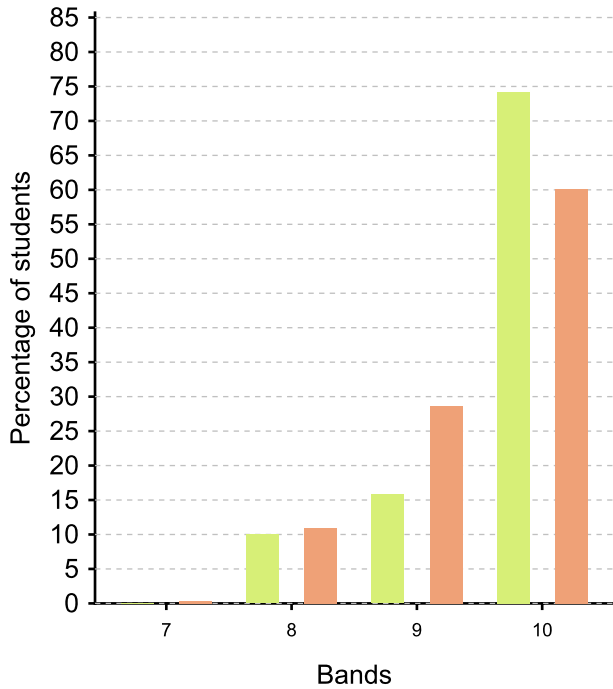
Band	7	8	9	10
Percentage of students	0.0	10.0	15.8	74.2
School avg 2015-2017	0.3	11.0	28.7	60.1

Percentage in bands:
Year 9 Reading

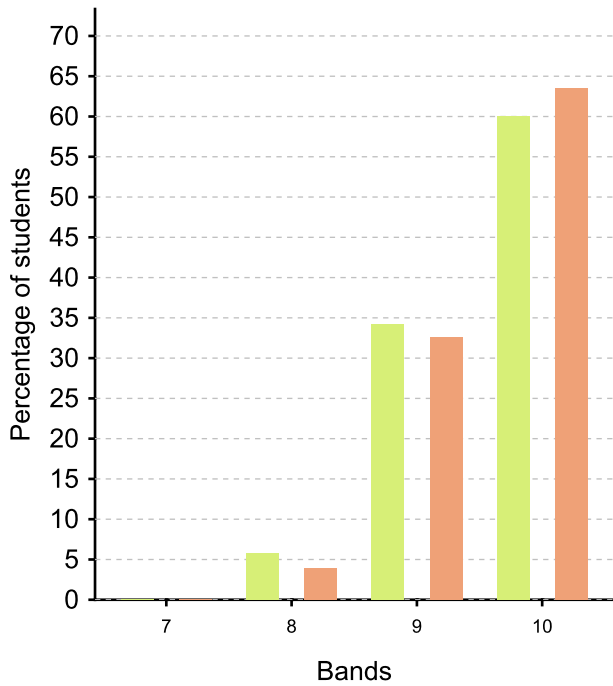


Band	7	8	9	10
Percentage of students	0.0	14.2	42.5	43.3
School avg 2015-2017	0.9	8.4	36.0	54.8

Percentage in bands:
Year 9 Grammar & Punctuation



Percentage in bands:
Year 9 Spelling

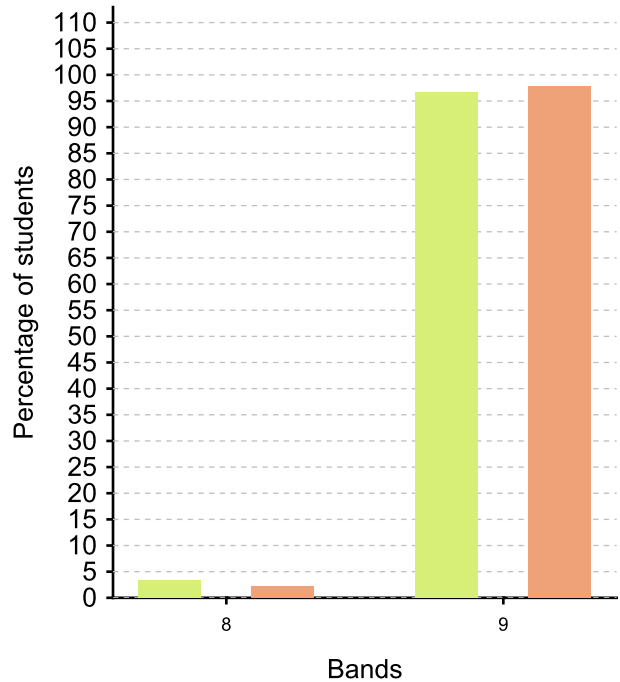


■ Percentage in Bands
■ School Average 2015-2017

Band	7	8	9	10
Percentage of students	0.0	5.8	34.2	60.0
School avg 2015-2017	0.0	3.9	32.6	63.5

Band	6	7	8	9	10
Percentage of students	0.0	0.8	20.8	33.3	45.0
School avg 2015-2017	0.0	3.4	25.0	34.3	37.3

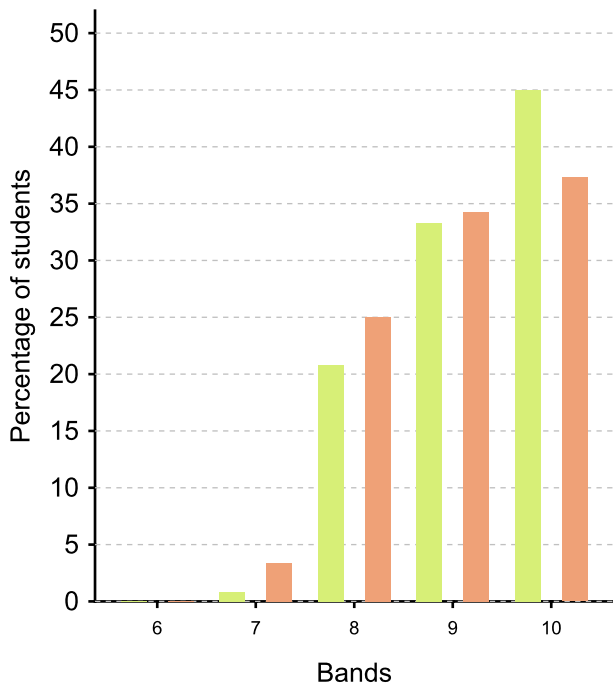
Percentage in bands:
Year 7 Numeracy



■ Percentage in Bands
■ School Average 2015-2017

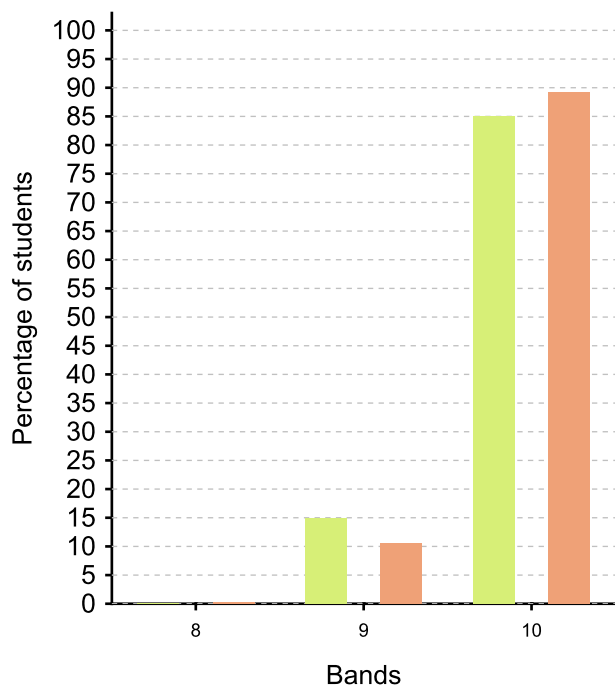
Band	8	9
Percentage of students	3.3	96.7
School avg 2015-2017	2.2	97.8

Percentage in bands:
Year 9 Writing



■ Percentage in Bands
■ School Average 2015-2017

**Percentage in bands:
Year 9 Numeracy**



Band	8	9	10
Percentage of students	0.0	15.0	85.0
School avg 2015-2017	0.3	10.5	89.2

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

Higher School Certificate (HSC)

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

Our 2017 HSC results were outstanding.

The school attained 416 Band 6 results from 126 students (372 Band 6 results from 122 students in 2016).

Our highest ATAR was 99.9 achieved by **Nishka Tapaswi**.

Eighteen students reported ATARs of 99 or above (up from 15 in 2016) – Hannah **Chen**, Kia **Collins**, Shanaya **De Silva**, Elisabeth **Henke**, Coco **Huang**, Echo **Huang**, Teresa **Jiang**, Yusun **Lee**, Sakiko **Okayama**, Freya **Osterberg**, Naveena **Sankaran**, Shirin **Shaban**, Nishka **Tapaswi**, Annie **Tu**,

Wang, Amy **Yan**, Jenna **Yim**, Jennifer **Zhao**

Thirty two students achieved Premier’s All Rounders (up from 29 in 2016). Alisha **Mathias**, Ammu **Punnackal**, Ayesha **Earey**, Beatrice **Au–Yeung**, Coco **Huang**, Echo **Huang**, Elisabeth **Henke**, Ellen **Wang**, Emma **Leong**, Fiona **Jiang**, Freya **Osterberg**, Hannah **Chen**, Jenna **Yim**, Jennifer **Zhao**, Jerri **Wang**, Julia **Mokdsi**, Kia **Collins**, Louise **Zhang**, Meher **Mehta**, Melissa **Linardy**, Nantheeka **Nandakumaran**, Naveena **Sankaran**, Nazli **Bahtigur**, Nishka **Tapaswi**, Sakiko **Okayama**, Shanaya **De Silva**, Shirin **Shaban**, Song En **Yeung**, Tanya **Gunawardana**, Teresa **Jiang**, Amy **Yan** and Yusun **Lee**.

Seven students achieved top–twenty state placings –

Nikki Chao ninth in Food Technology,

Annie Tu eighth in Mathematics Extension 1,

Nishka Tapaswi eighth in Mathematics Extension 2,

Pu En Yeung sixteenth in Mathematics General,

Jenna Yim fifth in Society and Culture,

Elisabeth Henke third in Spanish Beginners,

Karen Cheng fourth in Textiles and Design.

Congratulations to the Class of 2017!

2017 HSC Subjects School to State band 6 Comparison

HSC Subject	School band 6 results	State
Ancient History	38% of 8 candidates	9%
Biology	49% of 55 candidates	12%
Business Studies	55% of 11 candidates	8%
Chemistry	43% of 60 candidates	9%
Drama	0% of 3 candidates	13%
Economics	39% of 28 candidates	14%
English Advanced	40% of 126 candidates	15%
English Extension 1	44% of 54 candidates	30%
English Extension 2	42% of 19 candidates	21%
Food Technology	77% of 13 candidates	8%
French Continuers	100% of 4 candidates	26%
French Extension	100% of 1 candidate	40%
Geography	27% of 15 candidates	8%
German Continuers	50% of 4 candidates	26%
German Extension	50% of 2 candidates	41%

History Extension	43% of 14 candidates	22%
Information P and T	57% of 7 candidates	7%
Japanese Continuers	67% of 9 candidates	28%
Japanese Extension	67% of 6 candidates	37%
Legal Studies	61% of 31 students	13%
Mathematics	62% of 79 candidates	23%
Mathematics General 2	57% of 7 candidates	7%
Mathematics Extension 1	71% of 70 candidates	38%
Mathematics Extension 2	47% of 34 candidates	34%
Modern History	56% of 25 candidates	9%
Music 2	50% of 8 candidates	37%
Music Extension	100% of 4 candidates	63%
PDHPE	100% of 9 candidates	9%
Physics	42% of 33 candidates	11%
Society and Culture	89% of 9 candidates	13%
Software Design	0% of 3 candidates	12%
Spanish Beginners	60% of 10 candidates	13%
Textiles and Design	57% of 7 candidates	14%
Visual Arts	100% of 13 candidates	13%

Parent/caregiver, student, teacher satisfaction

Tell Them From Me Surveys 2017

In 2017 the whole school community – students, staff and parents – participated in the *Tell Them from Me* surveys. The student response rate was a very high 95% and the surveys have provided us with powerful data to inform and direct teaching and learning. The data was analysed by teams of teachers and communicated back to students at year meetings and assemblies, to staff at staff meetings and to parents and the wider community via our fortnightly newsletter and P&C meetings. The data was very affirming. Data from parents provided evidence of extremely high parental satisfaction with our school's communication strategies and the firm sense that our school is inclusive and welcoming. Teachers feel our school's learning culture, collegial collaboration and targeted use of teaching strategies are very strong. 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. Bullying rates are extremely low. However, motivation levels among Year 8–10 students were slightly below the state average. Results from the surveys will inform teaching and learning strategies as well as professional learning focus areas in the new school plan.

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

Our Multicultural Fair was a great success thanks to the hard work and dedication of the P and C, the parent, teacher and student volunteers and to the leadership of our Multicultural Fair Coordinators Mrs Madhu Krithivasan and Mrs Gai Ramesh.

The food and the performances were of course exceptional and there was a variety of activities to enjoy for all members of the school community.

Again thank you to Madhu and Gai for their superb organisation of the day.

Thank you to all the HGHS Students and Staff who helped on the day – those who helped on the stalls, who performed in the Hall and all those students who helped in many other ways. Thank you in particular to Mrs Sztajer for the SRC stall, Mr Hughson for sound in the hall, Frau Arch for the German cake stall, Mr Re for the FRED stall, Mrs Sholl for conducting, Ms Pozzolungo, Mrs Frohlich and Mrs Page for the great VA exhibition, Mr Ellis, Krishna and Doug Tilley who also assisted on the day, and to Dr Green and Mrs Drayton for their assistance throughout the day. The school is a great place for the students to learn about multiculturalism due to the dedicated efforts of all members of our community. The Multicultural Fair was another fine example of our community's great teamwork.

Other school programs

Creative and Performing Arts (CAPA)

2017 was an exciting and jammed packed year for the Creative and Performing Arts.

In Visual Arts we were thrilled with our HSC results. Our students continued to achieve their personal best with results all higher than the state average and 100% of our students achieving a band 6. We had three students pre-selected for Art Express. Congratulations to Millicent Jiang, Rain Wang and Seetha Pitchumani. Seetha's body of work made the final selection and was exhibited at the Armory Sydney Olympic Park.

"ArtNorth" is a new annual exhibition held at the Grace Cossington Smith Gallery. It showcases art works by HSC Visual Arts students from schools in the Ku-ring-gai and Hornsby Shires. Millicent Jiang and Rain Wang's body of work was exhibited in this exhibition.

Stephanie Chen of Year 8 was successful in having her work nominated and selected for the Nagoya Sister City Art Exchange 2017. Her work was exhibited in Japan along with students from around the world.

The Orange Blossom Photography Competition is an annual event at Castle Hill RSL. This year we had eight students competing, including Andrea Tan, Sunny Cai, Mikaela Medina, Lisa Knight, Nova Jacob, Meghana Balachandar, Vichara Panditaratne and Garam (Stella) Lee. Stella won a second place ribbon in her chosen category. Sophie Borsovszky entered her photographs in the inaugural ATOM photo Competition. The theme was My Backyard.

We mounted two very successful exhibitions – The HSC Body of Work Exhibition displayed 13 students work and a combined 7 – 11 showcase /exhibition – involving hundreds of art pieces. Both exhibitions were well attended by family, friends and students.

Year 9 Visual Arts class this year went on an excursion to the city and Cockatoo Island for a photo shoot. These images were used to construct a canvas painting depicting City in Utopia, City in Decay. Year 11 and 12 Visual Arts classes went to view Art Express at the AGNSW and the Armory, Sydney Olympic Park, they also viewed the permanent collection and Primavera at 25 at the MCA.

The Visual Arts Faculty attended the annual VADEA conference held this year at the National Art School in Darlinghurst.

The Visual Arts faculty farewelled two incredibly talented teachers; Jill Page and Libby Frohlich. Their contribution to the Visual Arts faculty will resonate long after they have gone. We welcome in 2018 Brandon Sohler and Sarah Neil from College of Fine Arts (COFA), University of NSW.

In Music our HSC results were successful for 2017 with 50% of students achieving Band 6 in Music 2 and 100% achieving the top band in Music Extension. Emma Leong was nominated on flute for Encore for her Music 2 and Extension performance programs. The HSC Music students were involved in a number of events throughout the year to help them prepare for the HSC. Students participated in fortnightly lunchtime concert practices in the hall which were open to all students and teachers. Many of the students also

preparation. The HSC students were also involved in composition workshops with Brendan Collins and Rosalind Carlson.

This year we turned Room 101 into a recording studio and brought in Joe Manton to professionally record the students' compositions so they could have a quality recording of their hard work. The students attended holiday workshops with Mrs Sholl to develop their aural and musicology skills. In August we held a Year 12 Music Performance Showcase where students all performed works from their performance programs and some of the students had their compositions played.

The Year 10 and 12 Music classes attended the Meet the Music Concert Series performed by the Sydney Symphony Orchestra at the Sydney Opera House. This was a series of four concerts which allowed students to see world and Australian premiere performances of works by Carl Vine and Nigel Westlake as well as numerous other performances by Australian and international composers.

International Women's Day was celebrated with a breakfast in the school hall to the background music of Melissa Linardy and Meher Mehta (Yr12), and a High Tea was organised for the Hornsby Women's Shelter where Kate Tarbotton and Rhea Datar (Yr9) performed background music for the duration of the event.

The House Choir competition was again a huge success which was won by the Year 12 Rainbow House. This is an excellent leadership opportunity for Year 11 house music captains and a huge undertaking.

Band and Orchestra Program

The Band and Orchestra Program continued to thrive in 2017 with the addition of a new ensemble, the Beginner Band taking the program to seven regular ensembles (Symphonic Band, Concert Band, String Orchestra, Jazz Band, Beginner Band, Junior Flute Ensemble and Advanced Flute Ensemble) as well as additional ensembles for the tours (Canberra Tour Ensemble and a String Ensemble, Wind Orchestra and Jazz Band for the 2018 Europe Tour). Mrs Lara Sholl has continued as the coordinator of the program in addition conducting the majority of the ensembles.

Miss Rachel Lee has commenced at the school as the conductor of the flute ensembles. The Band and Orchestra committee has continued to support the program led by Dr Christine Sadek. Christine concluded her time as President at the end of the year due to her daughter graduating, she has been a wonderful asset to the program. Student numbers have stayed fairly consistent with approximately 193 students in the program. Of particular note in 2017 was the large number of Year 12 students in the program. With 31 Year 12 students, many of whom were in leadership roles, they will leave a significant hole in the program in 2018.

There were a large number of performances and events in 2017. The ensembles performed for official assemblies and events throughout the school year. The String Orchestra provided the music for the SRC

Induction, the Concert Band performed for the Prefect Induction, the Sports Assembly and Orientation Day, the Jazz Band for the Year 12 Graduation and Multicultural Fair and the Symphonic Band Performed for Open Day. A full symphony orchestra of 74 students was created for Speech Day in which they performed repertoire as feature ensemble and to accompany the choir in a combined item.

A group of 62 students from Years 8–10 toured to Canberra from the 17th to 19th of March in a combined ensemble made up of students from all ensembles except the Beginner Band. The ensemble was involved in four concerts: two primary school concerts, a nursing home concert and a performance at Questacon.

The Autumn Concert was held at the Hornsby RSL on the 30th May. Nine ensembles performed made up of approximately 250 students; the Concert Band, Symphonic Band, String Orchestra, Jazz Band, Junior Choir, Senior Choir, Junior Flute Ensemble, Advanced Flute Ensemble and Beginner Band. It was the first time the Autumn Concert had been a joint venture with the choirs and instrumental ensembles and was successful in this format. The Spring Concert was also a great success with the same groups performing. It was a fitting farewell for the Year 12 students and Dr Christine Sadek.

The Symphonic Band and String Orchestra competed in the Sydney Eisteddfod held at the Chatswood Concourse in late May and early June. This was the first time that the ensembles had entered this eisteddfod. The Symphonic Band achieved a High Commended in the Premiere Concert Band Event and the String Orchestra scored well though did not place in the Premiere String Ensemble Event.

The Symphonic Band and Concert Band performed at the NSW School Band Festival. The Symphonic Band achieved a Bronze Award in the Percy Grainger Premiere Event and the Concert Band achieved a Gold Award in the Graham Lloyd Event.

75 students will be attending a music tour to Europe in 2018 to Italy, Slovenia, Croatia and Austria. A Wind Orchestra, Jazz Band and String Ensemble have been put together specifically for this tour. Students have commenced rehearsals in preparation for the tour and much of the planning has been completed for the tour.

The Junior Choir took part in the Ryde Eisteddfod in August. They sang particularly well under the excellent guidance of conductor Miss Libby Cooper and achieved a second place in the Open High Schools division. This was an excellent achievement as they were the first public school in the division. The HGHS choir program is continuing to grow under the wonderful direction of Mrs Suzanne Sutcliffe.

Ms Pozzolungo – Head Teacher Creative and Performing Arts

Summary of achievements across the school from a wide variety of programs

At Hornsby, 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 mindfulness, the importance of gratitude and kindness and, the importance of sustainability.

The following examples (academic, citizenship, leadership, school and community service, sport and the creative and performing arts) provide a snapshot of some of our extraordinary achievements.

In Aerobics 2017 we competed at State and National competitions throughout the year, culminating in the School Aerobics National Championships which were held on the Gold Coast in August with the team of Isabelle Parui, Cherie Pan and Kristen Tiong gaining 2nd place and in the individual event Isabelle Parui 7th place.

In Careers thirty students participated in the Royal Australian Air Force flight simulator held on the school grounds and many of these students have indicated an interest in the ADFA education award.

In Dance the Ballet and Contemporary groups performed at the Australian National Championships at the Gold Coast Convention Centre. Our Contemporary group placed 7th at Nationals and our Ballet group are the current National Champions for the second consecutive year.

In Debating our Year 11 team of Lauren Lancaster, Vanessa Recinos, Sophie Shead and Avan Daruwalla won the State Final to become state champions – the second consecutive year that we have won this prestigious competition. Sophie Shead was awarded the EG Whitlam Trophy for best speaker at the State Final. Sophie was also a finalist in the NSW Plain English Speaking Competition

The school held its first Interschool Diversity Conference with students and staff from eight public and private schools attending this event with guest speaker Dr Jacqueline Ullmann from Western Sydney University.

In English Damya Wijesekera Year 8 won the Junior Secondary section of the Dorothea Mackellar National Poetry Awards and she also won the 'Bendigo Bank Encouragement Award for Under 14s' in the Katharine Susannah Pritchard Writers' Centre writing competition for her poem 'Not Yet'.

Vishalini Uthayaseelan Year 8 won the NSW Premier's Reading Challenge Words and Art Competition

In the University of Canberra's 2017 Young Poets awards a competition open to students across all of NSW and the ACT, Hornsby Girls' High School achieved three places. Arushi Joshi (Year 11) won first place and Coco Huang (Year 12) and Varsha Krithivasan (Year 11) won equal third place. Coco has had a number of other creative writing successes in 2017 including her story 'Mr Takuma' which won the Laura Literary award for Young Adult Prose and was published in the 2017 collection, 'Award Winning Australian Writing'.

In HSIE Emily Weng was a finalist in the University of Newcastle's Business Plan Challenge. Hornsby Girls High was again in the finals of the Kirby Cup mooting Competition, with Year 11 students Sabrina Utharntharm, Abigail Ma, Emily Pope, Claire Zhou and Samantha Riezenkamp runners up in the competition. In Year 9 22 businesses took part in the \$20 Boss program across two different market days that were highly successful.

In Languages we hosted sixteen girls in March from our sister school, Shukutoku Yono for the 21st year running.

In Mathematics 544 students completed the Australian Mathematics Competition, with 23 High Distinctions and 180 Distinctions awarded.

In the Mathematics Challenge for Young Australians, 10 students undertook the Enrichment stage and 15 students undertook the Challenge stage. They achieved excellent results with four Distinctions and three High Distinctions.

Two problem solving teams from Year 7 and 8 competed against other teams from Australia and Asia in the Australian Mathematics Problem Solving Olympiad and achieved excellent results.

A small group of Year 8 students undertook a gruelling four hour Australian Intermediate Mathematics Olympiad, with Natalie Storrie and Rachel Zhang achieving Credits.

In Music nearly 300 students participated in our instrumental and vocal ensembles with performances for the Autumn and Spring concerts held at Hornsby RSL and they continue to gain many awards at Festivals and competitions across the state.

In Science Nishka Tapaswi representing Australia competed in the Physics Olympiad held in Indonesia. She achieved a Silver Medal placing her in the top 8 per cent of the competitors from around the world. With this achievement Nishka is the first female competitor from Australia to achieve a Silver Medal since the inception of the Physics Olympiads in 1970.

In the qualifying exams for the Science Olympiads in Year 11 Sara Lui received a Credit for Physics, and a Distinction in Chemistry; Arushi Joshi received a Distinction in Biology. In Year 10 Katherine Tran received a Credit in Chemistry and a Credit in Physics; Nan Yan received a Credit in Physics; Swara Tapaswi received a Distinction in Physics and a Distinction in Chemistry.

In TAS during September 33 students from Year 9, 10 and 11 attended a 15 day STEM tour to the west coast of America organised and supervised by Mrs McGuire (TAS department) and Mrs McClure (Head Teacher Computing). Hornsby Girls High School was the first NSW school to participate in this specialised tour focusing on Science, Technology, Engineering, and Mathematics. The students had presentations by many very successful women studying and working in STEM

based careers and the tour provided students with an insight into the possibilities of pursuing careers and studies in STEM related areas.

The Year 9 Food Technology class entered the McCormick's Challenge a national competition to develop three original and innovative recipes. Hornsby Girls High School has a history of achieving phenomenal results since the competition started in 2013, and this was proven yet again by achieving a Highly Commended Award due to their innovation, creativity and practical skills.

In Textiles and Design two students, Karen Cheng and Rachel Yamamoto, had their HSC Major Textile Projects selected for inclusion in *Textstyle*, the annual exhibition of outstanding Major Textile Projects. Both students were also nominated for the Shape 2017, which showcases highly innovative and creative projects. Rachel Yamamoto's work was one of twelve Major Textile Projects selected across the State for display at Shape 2017, at the Powerhouse Museum.

The first Accelerated Food Technology class completed their HSC. The results were outstanding. A cohort of thirteen Year 11 students achieved ten band six (with marks ranging from 97–90) and three band five results (these students achieving a mark of 89). Nikki Choa achieved a State ranking of 9th in the state. The girls were thrilled with their results and feel more confident and equipped to continue to achieve at this high level in their HSC exams in 2018.

In Robotics our combined Hornsby and Normanhurst First Tech Challenge team was ranked 15 out of 33 teams for the Connect Award in the FTC national tournament. Several students are part of the Macquarie University First Robotics Challenge team which competed in Sydney and the Hawaii regional and qualified for championships in Houston where they won the most prestigious award the Championship's Chairman Award. The team is officially the first team outside of North America to be in the FIRST Robotics Hall of Fame.

In the Tournament of Minds Regional Final, 21 enthusiastic students from Years 7 to 10, competed in three teams. They displayed innovation, collaboration, creativity and excellent communication skills as they competed in the STEM challenges. Our Engineering/Mathematics team won the Regional competition and competed at the State Final.

In Sport the school won Zone Swimming and the Zone Cross Country Carnivals.

Our 18 Years Cross Country Team were State champions and our school became overall Zone Champions for the first time in over twenty years due to the great efforts of the students who were inspired to do their best by the PDHPE Faculty.

In Sport Laura Wunderlich Year 10 participated in the NSW Tennis Team and as part of the team and won the Australian National Tennis Title.

In Social Justice the school participated in a large

toiletry donation drive for the (N)galluwal Aboriginal Centre at Doonside, the school donated 371 bras for the Uplift Bras charity –these second hand bras are sent to women in developing countries. Staff and students supported the Hamlin High Tea raising \$1200 to support the Hamlin Fistula Foundation and over a hundred items were collected for the Toys 'n' Tucker program.

In Visual Arts Amanda Fang of Year 11 participated in the Intensive Studio Practice course at the National Art School. In Year 10 Tina Yip and Josephine Collins were both short listed and selected for exhibition in the 2017 Joy Ewart Scholarship exhibition. Stephanie Chen participated in the Nagoya International Art Exchange Exhibition. A number of Year 8 and Year 9 students participated in the Castle Hill Orange Blossom Festival photography Exhibition. Stella Lee won second place in her category.

In Women's Leadership the school held its first International Women's Day breakfast with inspirational speeches given by Sophie Shead Year 11 on Young Women in leadership and Daphne Wang Year 12 on her charity work in South Africa. Daphne also won the Zonta Young Women in Public Affairs Award for her international charity work.

These amazing examples demonstrate the diversity and range of opportunities at our school and the wonderful achievements of our students.

I commend these extraordinary achievements to you.