

Baulkham Hills High School

Annual Report



2016



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Introduction

The Annual Report for 2016 is provided to the community of **Baulkham Hills** 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.

Jeanne Bathgate

Principal

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Message from the Principal

The Annual Report for 2016 is provided to the community of Baulkham Hills 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.

Baulkham Hills High School is an academically selective, co-educational high school situated in the north-western suburbs of Sydney. Entry into Year 7 is via an entrance examination which is conducted by the Selective High Schools and Opportunity Class Placement Unit of Department of Education. Entry into Year 8 to 12 is determined by the school and is based on evidence of consistent academic excellence at the applicant's former school. Placement into these years is dependent on a vacancy existing.

There are 83 members of the teaching staff at Baulkham Hills including the Principal, 2 Deputy Principals, 13 Head Teachers, Teacher Librarian, Careers Adviser, a Senior Psychologist, School Counsellor and 64 classroom teachers. Additionally there are 19 non-teaching School Administrative Officers. One staff member, Louise Wakeling, retired during the year. Nicole Macalpine achieved a merit promotion position in another school, and Brayden Dunlop left to train as a school counsellor. All teaching staff meet the professional requirements for teaching in NSW public schools.

2016 was another year of significant success in so many ways. We continue to bring in new students at Year 9 level so that they can be nurtured according to our ethos. This helps them to develop strong attachments to the school as soon as possible.

We welcomed many new, younger teachers throughout 2016 and the future looks good however we need to take time to prepare these new staff for the challenges of the future. I am glad to note that a group of 24 new teachers undertook the mini-Certificate of Gifted Education through UNSW in 2016 in preparation for their role at Baulko.

Our main building projects throughout 2016 involved the construction of numerous metal picnic tables around the school. These were mainly funded by a generous donation from our P&C. In addition, in Term 4 the work began on the construction of the new entry to the school. The project is funded by the school and the government under a scheme called 'Schools Renewal' and it is designed to improve the appearance of the entrance of the school but only extends to the point where members of the public first encounter our staff – hence the foyer and reception area improvements.

The school presented 204 Year 12 students for the 2016 HSC plus numerous younger students doing accelerated subjects. They gained a total of 767 individual course results in excess of 90%. In addition, 66 students (32%) appeared in the top all-rounders list for gaining over 90% in all their courses.

Our students achieved outstanding results in many subjects. We placed first in Mathematics, Korean Continuers and Japanese Extension. We were second and third in Classical Greek, and third in Japanese Continuers. We were fourth in Biology and History Extension, sixth and seventh in Physics, and seventh in Mathematics Extension 2. Our students excel across a broad curriculum.

The top ATAR of 99.95 was shared by five students who are recognised as equal Dux of the school. A further three students were a touch away on 99.9. All up we had 66 students (32%) achieving ranks over 99. Over 80% achieved ATARs over 95 and 94% achieved ATARs over 90. Great results.

I also warmly recognise the many achievements of our students in the Support Unit. They have met many personal challenges and succeeded in the sporting field, the workplace, the classroom and socially. They are a most important component of our school community.

Our P&C continues to strongly support the school by providing resources, hosting information evenings, enhancing the environment and developing a sense of community in our diverse school family. A stand out in 2016 was the second annual multicultural evening which brought together people from all backgrounds and celebrated our diversity through food and cultural performances. It was a great success. I commend the P&C committee and its leader, Shiran Rajaratnam, for all their efforts in 2016.

Dr Jeanne Bathgate – Principal

Message from the school community

BHHS Parents and Citizens Association had a great year in 2016. We have continued to foster positive relationships between the school students and parents, and the staff of the School. We have also supported and helped the school where needed to enhance the learning experience of our students. The P&C meets regularly on the fourth Tuesday of each month during the school term at 7:30pm in the school library. These meetings are a great forum for all interested members of our school community to receive information, contribute ideas, discuss concerns and give feedback to members of the school executive.

Once again, the highlight of the year was our second Multi Cultural Food Fair, held in November. This was a night of celebrating our cultural diversity, enjoying delicious food and being delighted by marvellous cultural performances. The school orchestra and the bands performed for us and many school students were able to showcase their talents on the night. It was wonderful to see the school community come together and celebrate. We had close to 1000 people come and join us in our celebrations.

The P&C would like to thank families for their ongoing support. Your payment of the P&C levy helped the P&C to give back to our wonderful school with the best interests of the students in mind.

In 2016 the P&C contributed \$50,000 for outdoor improvements around the school such as outdoor furniture, paving, stairs and to provide access improvements near the Houlston Exam Centre.

As well as this, the P&C continued to support the school in the following:

- Maintenance of the school environment with two Working Bees where we had over 150 people attend these working bees to help out
- Hosting the Year 7 Information Night
- Hosting the Year 12 Graduation Morning Tea
- Hosting the Teachers Thank You Breakfast
- Attending regional P&C meetings and collaborating with schools in our area
- Hosting external and internal Guest Speakers at monthly P&C meetings
- Maintaining the P&C Planning Calendar
- Providing P&C Committee members for the front of school Beautification Building Project panel
- Providing panel members for teacher and head teacher interviews

New initiatives launched this year include

- Organising the Dr. Carmel Harrington Sleep for HSC Success Seminar for current year 11 and 12 students
- Organising 2 weekend university entrance interview skills workshops for 2016 year 12 students
- Organising the debating and public speaking extracurricular classes through Masters Academy

I would like to thank the following members of the P&C executive for all their hard work in 2016

- Vice President – Winnie, who was the coordinator of the Food Fair among the many other things she was responsible for.
- Vice President – Isaac, who has helped in many ways especially setting up the Chinese WeChat group which helped bring many volunteers for events we ran such as the working bee.

- Secretary – Niroshni, quietly beaver away and getting all the minutes and emails done without me having to worry about it.
- Treasurer – Helen, again someone working in the background getting all the accounts sorted and bills paid.
- Exec Member – Chaminda, acting as a sounding board for me. Thank you to him and his wife Inoka who paid for and setup all the decorations for the teachers breakfast.
- All the other Exec members for all your help, ideas and suggestions to help run the P&C successfully last year – Deepika, Hongmei, Jatinder, Kit, Kumar, Liza, Lynn, Meera, Regina, Rosemary and Wencheng.
- I have left our past president, Maree, to the last to especially thank her for being a guide and assisting with advice when we needed it.

An additional role of the P&C is to run the uniform shop. I would like to thank Nalini for all her hard work in running the uniform shop. Thank you to Hong as well for being an able assistant to Nalini. This year we have seen an increased number of volunteers helping in the uniform shop. We would like to thank them for their time and hard work. The uniform shop made a profit of \$22,000 last year and this would not be possible without our many volunteers. We launched Munch Monitor as our online ordering gateway – this remains a work in progress and something for the Executive of 2017 to look at and work out how to move forward with it. Turn over for the second year running has exceeded \$150,000 as a result we have now had to register the BHHS P&C for GST.

We would like to thank Dr. Bathgate, Ms Clarke, Mr Rafton, Deb Lennox, Bronwyn McNichol, Gail Cooper and all administration staff for their time and support in 2016 and we look forward to continuing to work closely with the school in 2017. I would like to thank Andrew Lorbach, the IT coordinator, for his help in updating the website and helping with the uniform shop IT issues. Lastly, I would like to specially thank Mr Humphreys for always being willing to comply with the many requests we make of him and for his time in helping the P&C. The P&C are extremely proud of the achievements of all students over the past year. It was with great pleasure that I attended the Presentation Night on February 16 2017; to be involved in such an evening and to observe award after award being presented was a real privilege. Our Baulko students are growing into such accomplished young people. We believe this is due to the ongoing encouragement from parents, and our positive partnership between the parents, students and staff. We strive to continue working cooperatively with the school in 2017.

Shiran Rajaratnam – BHHS P&C President

Message from the students

2016 marked a slight departure from the function and role of the SRC body as we developed stronger ties with all facets of the school community.

At the beginning of the year, we tasked ourselves with creating a stronger sense of togetherness in the school body, by becoming the bridge between students, the parents, and the teachers. Overall, this was achieved, as the SRC grew closer to the students through the implementation and maintenance of the suggestion box system, which almost immediately ascended onto the intranet as the suggestion page on moodle. The SRC further built relationships with the parents through the P and C, by both attending and participating often in their meetings. The P and C generously sponsored the SRC on many occasions, including Spirit Week and the Spring Fling last year.

With the teachers, SRC managed to promote a healthier relationship between students and teachers through encouraging more active participation of teachers in school events and activities. These principles were woven in together along with a mental health mindset that we developed throughout the year, where we looked to both improve ourselves internally and externally as a school.

As the SRC, we coordinated many successful events beginning chronologically with the traditional Baulko Valentine's day, followed by the annual World's Greatest Shave and concluded term 1 with Easter celebrations. Term 2 saw the return of the popular streetball competition, as well as a 4th of May Star Wars day which proved to add some fun to the days of the busy and studious students. Furthermore, Trivia Night also returned this year, with the theme being "on the internet," and spots for the popular event rapidly filled. Term 3 saw our annual futsal competition return, with both it and the streetball competitions running smoothly and successfully, always attended by large audiences at lunch who went to support their friends. The conclusion of Term 3 saw the advent of Spirit Week, which was based around the theme of Movies, containing exciting activities from the Thursday Carnival, to the shirt design competition that was open to the entire school, ultimately won by Jerry Leung who was in year 10 (2016). The winning design was mass printed and sold to the school at lower prices than previous years. The primary goal for Spirit Week last year was not to make a profit, but to raise school spirit, where breaking even was a bonus, not a priority. The fruits of our labour became evident at the culmination of the week at the annual disco, "Spring Fling," where students from all grades danced the night away, even to our very own DJs from year 9!

Overall, 2016 was a bit of a different path for the SRC, but this deviation allowed us to reach out and expand more, and allowed us to serve and improve the school better than we could before.

Ernest Mo – on behalf of BHHS SRC

School background

School vision statement

We are a diverse and dedicated learning community, where students are encouraged to be creative and innovative learners who are challenged to achieve their academic potential. As a community, we value perseverance, integrity, respect, responsibility, cooperation and fairness. We are committed to the wellbeing of our community. Students and teachers are inspired to be successful, life-long learners who achieve their personal best.

School context

Baulkham Hills High School is an academically selective, co-educational high school situated in the north-western suburbs of Sydney. It has approximately 1200 students enrolled, including a support unit for students with autism/mild/moderate intellectual disabilities. 94% of students are from non-English speaking backgrounds.

Entry into Year 7 is via an entrance examination which is conducted by the Selective High Schools and Opportunity Class Placement Unit of DEC.

Entry into available places in Years 8 to 12 is determined by the school and is based on evidence of consistent academic excellence at the applicant's former school.

Staff are experienced and committed. A strong emphasis is placed on academic excellence within a broad curriculum. Other focus areas include an extensive co-curricula program and the development of social responsibility.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

For all schools (except those participating in external validation processes):

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.

In all of the School Excellence Framework reports, measures relating to Baulkham Hills High School are compared to a group of schools that are most similar to our school. This report compares our school to other fully selective schools.

Value Added

Value-added Year 7–Year 9

This provides an indication of the amount of growth being achieved by students from Year 7 to Year 9, after adjusting for the characteristics of the school and its students. The measure uses an average of Reading and Numeracy NAPLAN scores for each year. The measure at BHHS is 50.5 which places the school in the Excelling category.

Value-added Year 9–Year 12

This provides an indication of the scaled HSC score per unit achieved by students at our school, after adjusting for the characteristics of our school and its students, including Year 9 NAPLAN score. The measure uses an average of Reading and Numeracy NAPLAN scores for Year 9, and scaled HSC scores for Year 12. The measure at BHHS is 26.7 which places the school in the Excelling category.

Note: Data for this measure lags by one year.

Attainment of Equity Groups

Performance of low SES students (compared with high SES students) – NAPLAN Year 7 and 9

Data trends reveal students of BHHS to be significantly below performance when compared to similar schools in this area. This is due to the inclusion of NAPLAN results for students in our school's Support Unit in the whole school results.

Performance of Aboriginal students (compared with non-Aboriginal students) – NAPLAN Year 7 and 9

Due to the presence of only one student of Aboriginal background in Years 7 and 9 in total, this data is not representative and hence should be treated on an individual basis.

Student Attainment

Proportion of students in top two NAPLAN bands at Year 7 (Reading and Numeracy)

This measure (94%) represents the proportion of all students undertaking the NAPLAN Reading and Numeracy assessments at our school who received results in the top two bands in Year 7. This measure excludes absent, exempt, or withdrawn students. It does include Support Unit students. The school is excelling in this measure.

Proportion of students in top two NAPLAN bands at Year 9 (Reading and Numeracy)

This measure (94%) represents the proportion of all students undertaking the NAPLAN Reading and Numeracy assessments at our school who received results in the top two bands in Year 9. This measure excludes absent, exempt, or withdrawn students. It does include Support Unit students. The school is excelling in this measure.

Proportion of HSC students with at least two Band 5–6 results

This measure (96%) represents the proportion of Year 12 students undertaking the HSC at our school who had at least two results in the top two bands. The school is excelling in this measure.

Proportion at or above National Minimum Standard in Year 7 NAPLAN (Reading and Numeracy)

This measure (98%) represents the proportion of all students undertaking the NAPLAN Reading and Numeracy (in Year 7) assessments at our school who were at or above the National Minimum Standard. This measure excludes absent, exempt, or withdrawn students. Those students who are below the minimum standard are enrolled in the Support Unit. The school is significantly above delivering in this category.

Proportion at or above National Minimum Standard in Year 9 NAPLAN (Reading and Numeracy)

This measure (98%) represents the proportion of all students undertaking the NAPLAN Reading and Numeracy (in Year 9) assessments at your school who were at or above the National Minimum Standard. This measure excludes absent, exempt, or withdrawn students. Those students who are below the minimum standard are enrolled in the Support Unit.

Student Attendance

Attendance rate – Years 7 to 12

This measure (96%) represents the proportion of days attended by students in Years 7 to 12 at your school. The school is significantly above delivering in this category.

Student Retention

Retention from Year 10 to Year 12

This measure (92%) represents the proportion of Year 10 students at your school who completed Year 12 two years later. It is lower than similar schools due to some students seeking placement at alternate selective schools prior to commencing Stage 6, or students leaving Support Unit for further education.

HSC Curriculum

Proportion of HSC students eligible for an ATAR

ATAR eligibility influences the range of post-school options for students. This measure (94%) represents the proportion of Year 12 students at our school who undertook a course of studies that would make them eligible to receive an ATAR. It is important to note that our school's Support Unit students are included in this data, and that the Life Skills courses do not make them eligible for an ATAR.

Progress achieved across the domains of Learning, Teaching and Leading at Baulkham Hills High School.

LEARNING ELEMENTS

- **Learning Culture** – The school culture demonstrates the building of educational aspiration and ongoing performance improvement across the whole community. Students take responsibility for their ongoing learning. This is evident through the Naplan and HSC results and the value added measures that appear in Business Intelligence (Excelling).
- **Wellbeing** – The school has in place a comprehensive and inclusive framework to support the cognitive, emotional, social, physical and spiritual wellbeing of students, which measurably improves individual and collective wellbeing. This is evident through the results of the Tell Them From Me Survey. Individual learning is supported by the effective use of school, system and community expertise and resources through contextual decision-making and planning. This is evident through the effective participation of the P&C, the Learning and Support team and student mentoring. Students are self-aware, build positive relationships and actively contribute to the school, the community and the society in which they live. This is evident through the operation of the Prefects, the SRC, Cadets, various sporting and musical endeavours and Baulko Outreach (Excelling).
- **Curriculum and Learning** – The school establishes active partnerships and works collaboratively to ensure continuity of learning for students. This is particularly so with the links to universities and other selective schools. Curriculum programs and teaching practices effectively develop the knowledge, understanding and skills of all students, using evidence based teaching practices and innovative delivery mechanisms where appropriate. There is a breadth of curriculum and an emphasis on individual learning needs, particularly with the Support Unit students and those with learning disabilities in the mainstream. Extra-curricular learning opportunities are significant, support student development, and are strongly aligned with the schools vision, values and priorities. This is evident on the website which lists the vast array of extra-curricular activities with an emphasis on school and community service. It is also evident in the broad curriculum offered at the school (Excelling).
- **Assessment and Reporting** – The school excels with consistent, school-wide practices for assessment and reporting which is used to monitor, plan and report on student learning across the curriculum. This is evident through the use of external data such as Naplan and HSC results as well as data analysis in RAP and as generated by reports and HT Administration's detailed HSC analysis. In 2016 the school removed marks from junior reports and now uses grades only in order to minimise competition which may be harmful and unproductive (Excelling).
- **Student Performance Measures** – The school achieves excellent value-added results, and most of its students achieve at high levels of performance on external performance measures. The performance for equity groups is comparable to the performance of all students at the school (when Support Unit results are factored in). This is evident in the School Excellence Framework data and SMART data covering Naplan and HSC. In 2016 the HSC results ranked the school second in NSW (Excelling).

TEACHING ELEMENTS

- **Effective Classroom Practice** – As a school that excels our teachers are committed to identifying, understanding and implementing the most effective teaching methods, with a high priority given to evidence-based teaching strategies. This is demonstrated through the large number of staff who undertake HSC marking as well as the induction program and mentoring program. It is also evident through the links built up between the school and other selective schools which are mutually supportive (Excelling).
- **Data Skills and Use** – The school excels in the use of data to inform future school directions. Naplan and RAP data are used extensively to better target problem areas and drive the future direction of instruction. Tell Them from Me (student, parent and staff) surveys are also used to gauge satisfaction and mood in the school. School performance data is regularly shared with staff by HT Administration (Excelling).
- **Collaborative Practice** – Teachers collaborate within and across stages and faculties to ensure consistency of curriculum delivery, including strategies for differentiation and consistency of teacher judgement. The school has embedded and explicit systems for collaboration, classroom observation, the modelling of effective practice and feedback to drive and sustain ongoing, school-wide improvement in teaching practice and student outcomes. This is evident through the regular classroom observations and the development of PDPs for all staff. There is also a strong mentoring system in place for beginning teachers (Sustaining and Growing).
- **Learning and Development** – The school evaluates professional learning activities to identify and systematically promote the most effective strategies. Teachers draw on and implement evidence-based research to improve their performance and development. The school supports beginning and early career teachers through the provision of mentors and a HT Teaching and Learning. There is a full year professional learning plan utilising external and internal presenters with an emphasis on gifted and talented education and a train-the-trainer model. In 2016 25 staff members completed the 16 hour mini-COGE through UNSW (Excelling).
- **Professional Standards** – The teaching staff of the school demonstrate and share expertise, have very high levels of contemporary content knowledge and teaching practices, and rely on evidence-based teaching strategies. This is evident in the Professional Development Plans that all staff have and share with their colleagues. It is also evident in the classroom observations and mentoring for junior teachers. In 2016 numerous staff were completing the maintenance phase of accreditation and two staff were enrolled in Lead accreditation. A HT Teaching and Learning was employed to support the accreditation process (Excelling).

LEADING ELEMENTS

- **Leadership** – The school leadership team supports a culture of high expectations and community engagement,

resulting in sustained and measurable whole-school improvement. Staff have purposeful leadership roles based on professional expertise. This is demonstrated by school involvement in community functions such as Anzac Day, BUPA visiting and Presentation Night. It is also evident in the high number of staff who take on leadership roles throughout the school and beyond their faculty area – often self-started (Excelling).

- **School Planning, Implementation and Reporting** – The school plan is at the core of continuous improvement efforts, with the school's vision and strategic directions evident in its main activity. This is demonstrated through the regular contribution of staff and community to milestones in school plan and a readiness to respond to change as indicated by the whole school community (Excelling).
- **School Resources** – Succession planning, leadership development and workforce planning are designed to drive whole-school improvement. Longer-term financial planning is integrated with school planning and implementation processes. The use of school facilities is optimised within the local community, to best meet the needs of students and the local community. This is demonstrated by the number of staff who have been promoted to executive roles and the strong financial position the school is in. School facilities are used seven days a week for community purposes. Facilities are being constantly upgraded (Excelling).
- **Management Practices and Processes** – Practices and processes are responsive to school community feedback and administrative practices provide explicit information about the school's functioning to promote ongoing improvement. This is demonstrated by the continual refinement of administrative practices in response to community feedback – eg. Payment processes, attendance processes, uniform shop operation and the introduction of LMBR (Excelling).

Our self-assessment 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

Student Learning

Purpose

Students learning needs are catered for individually. They are provided with a broad, challenging curriculum – for both gifted and talented students, and those with special needs. Students are supported in learning life-long skills. As a consequence, students will be

- successful, dynamic and proactive learners, who are confident, critical and creative individuals, and who are active, informed citizens;
- provided inclusive opportunities to actively participate and challenge themselves in the broad range of experiences offered by the school.

Overall summary of progress

In terms of Student Learning, the focuses for 2016 have resulted in teachers designing programs using evidence based teaching practices and teachers developing learning experiences that specifically meet the learning needs of G & T students. This was exemplified by 20% of teaching staff completing Mini Certificate of Gifted Education through UNSW..

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increased use of internal student performance data (e.g. Faculty evaluations)	School Executive have been presented with extensive data analysis to inform future programming.	Nil cost.
Targeted support of lower academic 5% via mentoring program	Student identified and received one to one mentoring for academic and wellbeing support.	Timetable arranged to provide period allowance.
Increased use of external student performance data (E.g. RAP, NAPLAN, SMART) and BI data reports (e.g. Value-added, Attendance, Attainment of Equity Groups, HSC Curriculum Report)	RAP PL session for whole school and faculty. Increased percentage of teachers using RAP to inform teaching programs.	Nil cost.
Student uptake of BYOD increased by 20% annually.	50% of students are now using BYOD.	Nil cost.

Next Steps

- Every KLA has high quality programs and teaching and assessment practices that embed the QTF and the Australian Curriculum general capabilities.
- A focus on Gifted and Talented Education through PL and KLA programs.
- Targeted Literacy program to support students in Year 9.

Strategic Direction 2

Staff Learning

Purpose

All staff receive current, best practice professional learning and development to support and empower them to implement both challenging curriculum and quality learning environment appropriate to meet the needs of all students.

Overall summary of progress

In terms of Staff Learning, the focuses for 2016 have resulted in an increased use of technology in the classroom to promote positive student learning outcomes, and the implementation of the Professional and Development Plans for all teaching staff.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Professional learning evaluation data.	Feedback regularly collected following staff professional learning activities to inform future planning.	Nil cost.
An increase of 10% in staff accessing and participating in professional development (e.g. MyPL data)	Overall there has been an increase in professional learning over a number of platforms including onsite, via external providers, and accessing online learning.	Includes PL costs of \$71474.
Teacher Accreditation (e.g. % with lead accreditation)	An overall increase of 10% teacher accreditation.	Nil cost.
Induction programs and mentoring for beginning teachers.	Upgrade, improvement and implementation of new staff induction programs, both for beginning teachers, and for staff new to BHHS. Some staff receive mentoring one to one.	GTIL funding of \$42745.
Teacher professional development plans (e.g. PDPs and classroom observations)	All staff have developed their own PDPs. Their teaching has been observed by a supportive colleague twice during the year. They have completed a self-assessment and held a debriefing meeting with their supervisor.	Nil cost.

Next Steps

- Development and consistent use of professional learning plans across all teaching staff. PDPs developed for all SASS staff.
- Teachers participate in ongoing training to integrate technology into learning and assessment.
- Staff develop a deeper understanding of use of technology to support and enhance student learning.

Strategic Direction 3

School Culture and Community

Purpose

A school community working in a system of values, building school pride and a culture of success, with a clear focus on student and staff wellbeing and resilience.. As a consequence, students will

- develop a social conscience and gain an appreciation of global citizenship;
- be members of an active and consultative community which will contribute to decision making;

Overall summary of progress

In terms of School Culture and Community, the focuses for 2016 have resulted in the incidents of poor behaviour by Support Unit students reducing, and students feeling supported in Support; explicit student and staff wellbeing strategies being put in place throughout the school and the Welfare Team evaluating the new merit system across the school community.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Internal student surveys and Tell Them From Me surveys	Regular completion of these surveys goes towards informing future practice at BHHS.	Survey Monkey (online survey program) membership – approx \$200.
Student merit system evaluated	Staff, students and community surveyed, and focus groups established, to determine efficacy of merit system. New online data system to go live mid 2017.	Purchase of Sentral administration software program \$14750.
Extra-curricular activities (numbers offered and participation rates)	Over 300 variations to routine (excursions both for mandatory course work, and for various wellbeing activities – camps, etc) proceeded throughout the year. Approximately 30 "clubs" across a range of areas are in place at the school.	Nil cost.
Increased involvement of school community in BHHS.	Exemplified by increase breadth of activities coordinated by BHHS P & C. Key event was the P & C Multicultural Night in November.	Nil cost.

Next Steps

- Implementation of a whole school approach to wellbeing using Growth Mindset and Mindfulness as a foundation..
- Review of current system of awarding student's merits and the levels of awards. Consequent implementation of new system.
- Increased community involvement across school events.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	School timetable designed to support two students of Aboriginal background. Improved academic results by both students. Improved attendance by one student.	\$1315.41
Low level adjustment for disability	Funding used to provide release from face to face teaching for two staff members for 240 minutes per week to support targeted students in the areas of <ul style="list-style-type: none"> • mental health care; • literacy and numeracy; and • behaviour. 	\$90268.50
Socio-economic background	Students requiring socio-economic support are provided with financial assistance to enable them to participate in all learning experiences offered by BHHS.	\$18336.86
Support for beginning teachers	Beginning teachers developed high order pedagogy strategies using various means including <ul style="list-style-type: none"> • release from face to face teaching time, • receiving mentoring from experienced, expert professional colleagues, and • attendance at suitable professional learning activities. 	<ul style="list-style-type: none"> • GTIL funding \$42745 • LSLD funding \$42122



Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	715	707	692	685
Girls	488	505	516	523

Student attendance profile

School				
Year	2013	2014	2015	2016
7	98.6	98.3	98.4	98.2
8	98.4	97	97.8	97
9	97.1	98	96.7	96.7
10	96.6	96.2	97.5	95.3
11	96.6	96.3	96.9	96.2
12	94.5	96.8	96.3	93.1
All Years	96.9	97.1	97.2	96
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

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	99.99
Other	0	0	0
Unknown	0	0	0.01

In 2016 several students were accepted as cadets with major financial firms and began their employment and part time University studies in February. No mainstream students left the school to undertake full time employment, TAFE studies or courses at Private Study Institutions. A small number of students chose interstate universities for their studies.

Of the 200 students who graduated from Year 12 who were offered places in undergraduate university programs in NSW/ACT the most popular area of study continued to be combined degrees. These courses involve the study of two major areas of curriculum combined into a single degree, the most popular combinations of the 53 students involving the study of Law (21), Actuarial Studies (17) and Commerce (15). Just over 30 students also enrolled in double degrees, where students graduate with two qualifications, the most popular of which was Engineering (18).

Overall the greatest percentage of students elected to study the fields of Health Sciences/Medicine, Actuarial Studies, Commerce/Economics, and Engineering.

Health Sciences attracted a significant number of students undertaking studies in this field which includes Physiotherapy, Optometry, Dentistry and other Allied Health areas. The University of Sydney and University of New South Wales were the favoured venues for this area of study. Four students also went to Newcastle, four more to ACU and one to Charles Sturt in Bathurst.

The study of undergraduate Medicine was again significant within the cohort – 8 at UNSW, 5 at WSU and 1 at Wollongong. The applications to study Medicine were again very high, however the competitive nature of the programs (UNSW had almost 3,800 Australia wide applications for less than 200 places) and the compulsory UMAT exam, which is a psychometric profiling assessment, meant that many students were not successful. Several turned to other options in the field of Health Sciences, including Pharmacy, Physiotherapy and Optometry, which are perfectly viable alternatives.

The University of NSW and University of Sydney continue to attract the majority of our students, with UNSW enrolling 106 students across 10 curriculum areas and USYD 48 students across a similar breadth of study areas. The majority of the 13 places at Western Sydney University were in Medicine and Health Science. Macquarie University attracted 14 students over multiple curriculum areas including Commerce, International Studies, and Combined Actuarial Studies and Commerce Degrees.

A great number of scholarships were offered to our students to support their studies. At UNSW, where the highly valued Co-op Scholarship Programs allow students to begin their career development by integrating work placement into their university studies and engaging in leadership-based activities, one student gained a place. This is down from last year, however, gaining places is highly competitive; fewer than 15% of applicants, which are Australia-wide, gain a place.

USYD scholarships offer financial support to several students through their Merit Based Scholarships which are offered to those students who receive an exceptionally high ATAR of 99+ and who place Sydney University as a first preference. Macquarie University and UNSW offer similar incentive scholarships. These are mostly applied automatically and do not require a specific application from students.

Scholarship applications were consistent in 2016 with many students applying for a variety of scholarships offered within the University system. The value of making the effort to apply is not only financial assistance but the opportunity to gain valuable work experience and the essential 'soft skills' that so many future employers seek in the 21st Century.

Please note – the data used in this report is supplied by U.A.C. (University Admission Centre), and is subject to the student actually enrolling in the course they were offered. BHHS always attempts to keep in contact with students through professional social media sites such as LinkedIn.

Year 12 students undertaking vocational or trade training

3 students from BHHS Support Unit undertook vocational or trade training during 2016.

Year 12 students attaining HSC or equivalent vocational education qualification

6 students attained HSC or equivalent Vocational educational qualification.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Head Teacher(s)	13
Classroom Teacher(s)	61.5
Learning and Support Teacher(s)	0.4
Teacher Librarian	1.2
School Counsellor	1
School Administration & Support Staff	18.77
Other Positions	3

*Full Time Equivalent

The Australian Education Regulation, 2014 requires

schools to report on Aboriginal composition of their workforce. There are two members of staff that have identified as being of Indigenous background.

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	27

Professional learning and teacher accreditation

Staff development takes place on school professional learning days, staff and faculty meetings, and at additional times within and outside of school. All staff have been involved in professional learning activities throughout the year including mandatory training in Child Protection, Anaphylaxis, Emergency Care and CPR Training. All staff members are able to apply for professional learning funds to support individual professional learning plans as completed by all staff each year.

The first school development day focused on an overview of Professional Development for 2016. There were specific sessions for new teachers to BHHS and for staff who would be working with Support Unit students in various subject areas during the upcoming year. Faculty time focused upon preparation, planning and implementation of the new Australian Curriculum, and development of Performance Development Plans (PDP) by all teaching staff.

The focuses for the second school development day included sessions on Growth Mindsets, Technology training, and sharing of teacher best practice. Faculty PL focused on the areas of PDP development and understanding, Faculty Plan update and development, and Faculty Management.

The school development day at the start of term three included professional learning for staff as regards PDP Agreement Update. A session was allocated a presentation on "Tracking Students Across the Years @ BHHS". There was also a followup session on Growth Mindsets. An introductory session on Defibrillator Training was facilitated by Red Cross. Another session involved the updated PL process at BHHS to reflect the Australian Teaching Standards, and also a RAP Analysis Task. Faculty time focused on RAP analysis and faculty planning. The day concluded with a Team Building Activity.

Eighteen staff undertook sixteen hours of professional learning in the education of gifted and talented students in the context of Baulkham Hills High School. Teachers were given the skills to select and implement a variety

of teaching strategies that recognises and celebrates giftedness and talent, identify underachievement, and applying strategies in teaching programs. As a result of this professional learning staff gained a Mini Certificate in Gifted Education from UNSW School of Education.

The new and expanded process of faculty evaluation continued in 2016. The Support and Science Faculties were evaluated, with panels consisting of staff from both BHHS and external high schools. The process and outcomes were explained and discussed.

BHHS completed 4 extended staff meetings during the year in lieu of the final two days onsite. The focus for these meetings included Growth Mindsets (3 sessions, including a presentation by Dan Haesler), Learning Styles of Students, STEM Project presentation, Google Apps, Wellbeing Framework, Understanding Accreditation, Teaching and Supporting Students with Autism Workshop, Anaphylaxis Training, e-care training, CPR training, WHS Induction for Employees training, and Mindfulness workshops.

Forty eight teachers participated in additional Professional Learning activities in 2016 comprising courses based on school welfare, technology, accreditation, faculty specific, leadership and literacy. Average expenditure per teacher was approximately \$749. The total school expenditure on professional learning in 2016 was \$71 474. There are 28 teachers at BHHS accredited or working towards accreditation under Australian Professional Standards for Teachers. 5 staff are working towards accreditation (currently at Provisional level), and 23 are accredited at Proficient level.

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

The information provided in the financial summary includes reporting from 1 January to 31 December 2016.

	2016 Actual (\$)
Opening Balance	1 399 033.42
Revenue	13 379 627.16
(2a) Appropriation	11 220 680.23
(2b) Sale of Goods and Services	329 840.08
(2c) Grants and Contributions	1 798 581.89
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	30 524.96
Expenses	-13 176 508.60
Recurrent Expenses	-13 176 508.60
(3a) Employee Related	-10 689 391.57
(3b) Operating Expenses	-2 487 117.03
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	203 118.56
Balance Carried Forward	1 602 151.98

BHHS financial process is overseen by the Principal, who leads the school's Finance Committee. The school employees a bursar, who, along with key SASS employees, monitor the day to day finances of the school in liaison with senior executive.

In 2016, the school completed the upgrade of the top sporting field irrigation (including the installation of a 220 000 L water tank). The partial upgrade of the Administration building has commenced, and the planning for refurbishment of old Science labs continues to be planned for, with the cooperation of the school's P & C Association.

Financial summary equity funding

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

	2016 Actual (\$)
Base Total	9 762 318.45
Base Per Capita	84 224.34
Base Location	0.00
Other Base	9 678 094.10
Equity Total	109 920.77
Equity Aboriginal	1 315.41
Equity Socio economic	18 336.86
Equity Language	0.00
Equity Disability	90 268.50
Targeted Total	1 052 373.99
Other Total	108 174.88
Grand Total	11 032 788.08

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

School-based assessment

Careers

Careers Education is an integral part of the school's commitment to the Future Pathways policy of Department of Education and as such works within the framework created by the School Plan.

In Year 10, students undertake a weekly Career Education class. The curriculum of this course is based on making appropriate vocational choices and establishing an awareness of the necessity of making informed decisions based on valid information and personal planning.

Integral to career guidance is an online Personality Profile Assessment which BHHS subscribes to in order to assist Year 10 to develop an awareness of the role that their behaviour strategies play in assisting them to prepare for the future and the ever changing nature of work and the workplace. The website also offers parents an extensive range of support resources to enable a holistic approach to career guidance.

In 2016, Work Experience continued undertaking a directional change in line with the continuing demand on employers by Universities and TAFE to obtain work experience for their students as well as the demands of legislation related to work place safety and child protection. This meant that Year 10 was offered the chance to undertake an optional placement at a time that suited both the school and the potential employer. This allowed the school to determine the suitability of the work being observed as well as the employer being able to offer them a meaningful experience at a time

when they could give their full attention to achieving the best possible outcomes for all parties. Approximately 20 Year 10 students and 10 Year 11 students took up this opportunity and their week was both educationally and vocationally positive.

Students in Years 11 and 12 are given the opportunity to undertake Work Placement if they are able to find a position appropriate to their career plans and academic aspirations. Through this it is hoped that the information they gain from their experience will guide them towards suitable future choices both in subject selection for senior school or for University courses. Several students were able to attend placements in the private Medical, Legal and Financial sectors with positive outcomes in assisting with their future planning. Places in public Medical institutions were made off-limits by the Health Department due to poor funding and resourcing.

Senior students are offered individual counselling with the Careers Adviser to further assist them in preparing their post school options. All senior students are invited to attend both internal and external career planning activities which include guest speakers, university visits, leadership seminars, career information forums and consultation with former students and University Advisers.

Students are able to make use of the Careers Adviser to help them prepare a written CVs and resumes suitable for university scholarships and cadetships with the private sector.

Each year a Post School Destination survey is conducted to allow the Careers Adviser to relevant information to current students and their families on the various avenues that previous students have followed. This provides us with valuable information to inform us about our students' needs which assists in the planning of future events and programs.

The student intranet and school newsletter are used extensively to keep both students and their families familiar with current career opportunities, information days and websites appropriate to effective student planning for their post school destination. The daily notices sent out with the rolls are used as the most effective means to communicate with students for matters requiring immediate attention.

English

Students performed strongly in Advanced English with 58% of our students gaining a Band 6 result compared with 15.4% across the state; the school mean being 8.4% above the State's. Our highest achieving student came 8th in NSW in Advanced English receiving a mark of 98%.

In the Extension I course the results were outstanding, with 68% of students achieving result in the highest band as compared with a state result of 35%; the school mean being 4.4% above that of the State. Our highest achieving student in Extension 1 received a mark of 49/50.

In Extension 2, again our students achieved excellent results with 50% of them gaining a mark in the top band as compared to the State's 18% and our mean being 6.3% above that of the State.

History

History students continue to achieve outstanding results. In Ancient History, 100% of the cohort achieved the top bands while the State was 30%. In Modern History 100% of the cohort achieved top bands while the State was 40% and in Extension History 100% of our students achieved the top bands, one student being placed 4th in the State. The new course, Studies of Religion II (which is studied in Years 9 and 10 as an accelerated course) achieved excellent results. All the Year 10 and Year 12 students gained the top bands which is testimony to the ability of these students who were up against Year 12 students in the State. These excellent results prepare our students for the rigours of any tertiary studies and our Year 10 students have now completed one HSC course.

Languages

Students have enjoyed great success in the range of modern and classical languages offered by the school. 2016 saw students sitting the HSC in the newly introduced courses of Classical Greek (Continuers and Extension) and Korean Continuers (which was taught through Open HS) for the first time. French Continuers is being reintroduced for the Preliminary course study in 2017.

The 2016 HSC results in Languages were outstanding with students achieving first place in the state in both Korean Continuers and Japanese Extension. They also achieved second and third places in the state in Classical Greek Continuers and third in Japanese Continuers.

Languages students have excelled themselves in a range of extra-curricular activities. A small group won the right to represent Australia in the International Linguistics Olympiad held in Mysore, India and returned with one individual silver medal. Another student achieved first place in The Korean Writing Contest and a student studying German was awarded the Ehrenurkunde Award for Excellence in the German Language.

A large group of Japanese language students made a valuable cultural visit to Japan in October, visiting both Konosu (north of Tokyo) and Meiwa (in Nagoya) schools and participating in a home stay programme with Japanese students who had previously visited Baulkham Hills. At the beginning of the school year, Latin language students participated in the Latin Summer School, both hosted by the University of Sydney.

Mathematics

Students achieved outstanding results in all Mathematics courses. In Mathematics Extension 2, 100% of the students achieved one of the two highest bands. From our 2016 cohort, 74% achieved the

highest possible band (E4) compared to only 32% of the state. Michael Luan achieved 7th in the state in Mathematics Extension 2.

For Mathematics Extension 1, of the 178 students who sat the HSC, 100% of students achieved one of the top two bands with 81% receiving results in the highest band, compared with only 33% of the state. Six students achieved a HSC mark of 100%.

In Mathematics 2 Unit, 97% of students achieved a Band 5 or 6 (compared to 52% of the state) with almost 80% of students achieving 90% or more. Natalie Si-Yi Lee achieved equal first in the state for Mathematics 2 Unit.

Students have continued to achieve outstanding results in a wide variety of competitions and programs. These include the Australian Problem Solving Mathematical Olympiad, Australian Mathematics Competition, Mathematics Enrichment & Mathematics Challenge for Young Australians, and the Australian Intermediate Mathematics Olympiad.

Music and Visual Arts

The Music and Visual Arts curriculum area provide students with a variety of enriching and stimulating academic and cultural opportunities through to year 12.

Students enjoyed great success in their 2016 HSC results, the majority achieving Band 6 across the Visual Arts, Music 2 and Music Extension courses. Four Music students were selected for consideration for Encore, representing the best HSC Music submissions in the performance component of the exam. Accelerated year 10 students continue to enjoy success in the HSC Music course, affirming the value of this option in giving students broader curriculum choices.

Community involvement has continued to be strength of the department with Music students performing at a variety of events for the council, schools and local community groups. The band programme and choir group has continued to offer extracurricular opportunities for students at the school. The School Bands enjoyed outstanding success in 2016 with Gold Awards at the NSW Band Festival in Concert, Senior and Junior Band sections. This extensive programme continues to enhance the musical education of students across all years.

During 2016 a number Popup Art exhibitions were held, showcasing the talents of students in Visual Arts and Photographic and Digital Media in all years from 7 to 12. Visual Arts students also participated in the Dobell Art School held at the National Art School and were also selected for the HSC Intensive Studio Practice course.

The faculty also held a number of excursions across the year to venues including the Opera House, MCA, White Rabbit Gallery and the Art Gallery of NSW.

PDHPE

Students in PDHPE continued to do exceptionally well

across aspects of the subject area.

In the 2016 HSC, our students continued to achieve outstanding results, with 90% of students scored band 6 or band 5, with 50% of students in band 6, compared with the state average band 6 of 8%. Our results achieved 16% higher than the state average. This also included a fantastic result, where Gloria Ng achieved a state rank – finishing 12th overall in the state. This is our first state rank in over 6 years.

One of the highlights in PDHPE is for all Year 7 and 8 students to have the opportunity to participate in the BHHS Swim School, at Waves Aquatic Centre. All students underwent an enjoyable 2 day program to work on their swimming skill development and lifesaving techniques. This also incorporated Year 10 PASS students as their swimming instructors, where students actively participated and demonstrated their coaching ability by working with the Year 7 and 8 students.

The annual excursions for the PDHPE faculty include both the Year 11 PDHPE Ski Trip, where we again ventured to Perisher and Smiggins for three days of excitement on the slopes. Our other annual excursion is for Year 10 PASS students to Nelsons Bay to experience SCUBA diving. The conditions were fantastic for both trips, and all students got the chance to experience new surroundings, as well as learn new skills, which made both trips unforgettable.

We have also developed our resources, to include an upgrade of our weights room facilities, to ensure our students can use these during PE lessons to help achieve their best and enjoy all forms of physical activity.

We have also broadened our support for students to develop and enhance their skills in a variety of sports, with training sessions available for Junior Netball clinics, Runfit, use of the weights room before and after school hours, as well as our traditional sporting teams, such as Volleyball, Soccer, Cricket, Touch Football and Basketball.

Science

Results in Biology, Chemistry and Physics remained very strong with several students attaining State Rank, (Biology, 4th and 11th and in Physics 6th and 7th). There was an overall improvement in the number of students obtaining Bands 5 and 6 across all disciplines, with at least 83% of all candidates gaining a Band 5 or 6.

Student candidature in Physics (121) and Chemistry (132) and Biology (47), reflects continued strong interest in these subjects throughout the cohort.

Biology had an examination mean greater than 90 in the HSC and all students, (17 points above State average) attained a Band 5 or better. Chemistry and Physics had examination means of about 88, approximately 13 points above the State average.

2016 also saw the continuation of The Future's Project

was conducted in partnership with The King's School, Sydney University and local businesses. Several students were involved in this project, and were able to publish their findings in scientific journals. The number of students involved in 2016 has increased.

Social Science

The standard maintained across all the Social Sciences courses in the Higher School Certificate remains impressive. 62.5% of the students who sat for the Business Studies course achieved an outstanding Band 6 compared to the State's average of 8.81%. The 2016 HSC Legal Studies students also achieved exceptional results, with 89.65% of the candidates attaining a Band 6 compared to the State's average of 12.07%. The results of our Economics students, which includes accelerated students in Year 11, was also impressive with 51.51% achieving in the highest Band compared to the State average of 13.85%. Geography students, 66% being Year 10 Accelerants, also performed strongly, with 22.22% achieving Band 6 and 77.77% achieving Band 5 compared to the State averages of 8.3% and 32.58% respectively.

Students participated in the Law Societies Mock Trial competition, Western University Kirby Cup Mooting competition, the National Australia Bank and Foundation for Young Australians \$20 Boss Program for Young Entrepreneurs, University of New South Wales Economics and Business Studies Competition, Australian Geography Competition, the IUCN Asia-Pacific Global Skills Local Action Competition and the Asia Wise Geography Competition.

In 2016, our academically gifted and talented students' learning experiences were supplemented and enriched with excursions and fieldwork. The places visited included Penrith Lakes, Luna Park, Featherdale Wildlife Park, Parramatta Local and District Courts, the Police and Justice Museum, NSW Parliament House, Customs House, Pyrmont, ELC HSC Economics Conference, Long Reef, Bicentennial Park, Marriott Hotel Circular Quay, Cabramatta, Nan Tien Temple, Palm Beach, Rouse Hill, the Museum of Contemporary Art, the Art Gallery of NSW, and Eric Mobbs Reserve. Students also participated in incursions involving presentations by speakers from Parramatta Legal Aid, Castle Hill Police and the Commonwealth Bank.

Support

The Support Unit at Baulkham Hills High School has 63 places. It has two classes for students with Mild Intellectual Disabilities, two classes for students with Moderate Intellectual Disabilities and one class for students with Autism Spectrum Disorder. In 2016, six students graduated from the Support Unit.

One student was successful in gaining NDIS funding for post school support. Five students were successful in gaining TVET qualifications in a range of courses in the Retail, Automotive, Plumbing and Construction fields.

Technology

The Engineering Studies students achieved very good

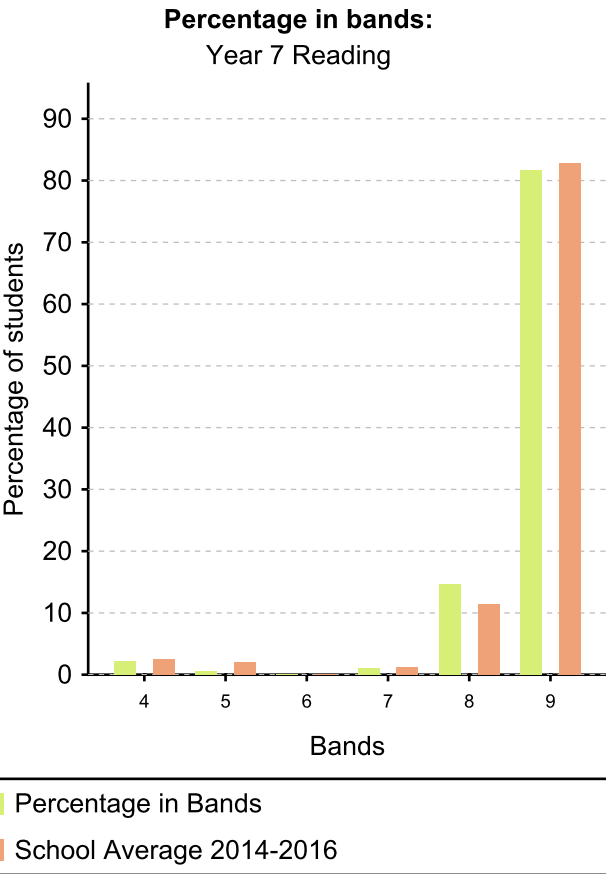
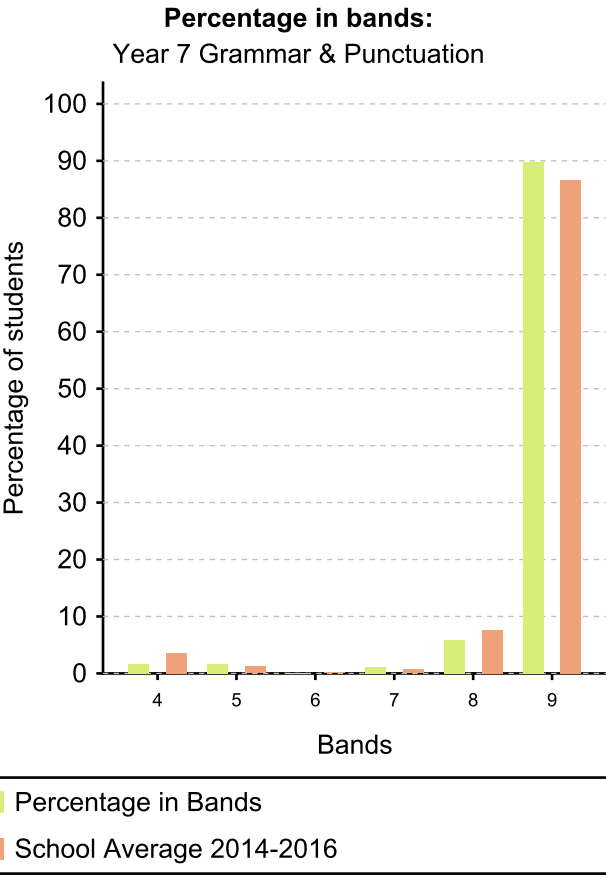
results in the 2016 HSC. The class obtained an overall exam mean of over 90% which was almost 15% higher than the state mean. It was pleasing to present the largest class in over a decade for this year's HSC with two thirds of the students gaining a Band 6 result and all students achieving a mark above 80%.

The students in Software Design and Development performed at a high standard achieving an exam mean of 90.26% which was almost 16% above the state mean. Over 70% of the students gained a Band 6 while all students achieved a HSC mark above 85%.The students were motivated, engaging in advanced programming tasks, and their overall results placed SDD 4th amongst all subjects within our school based on the state versus school exam mean.

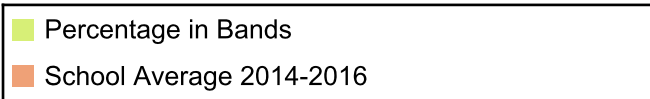
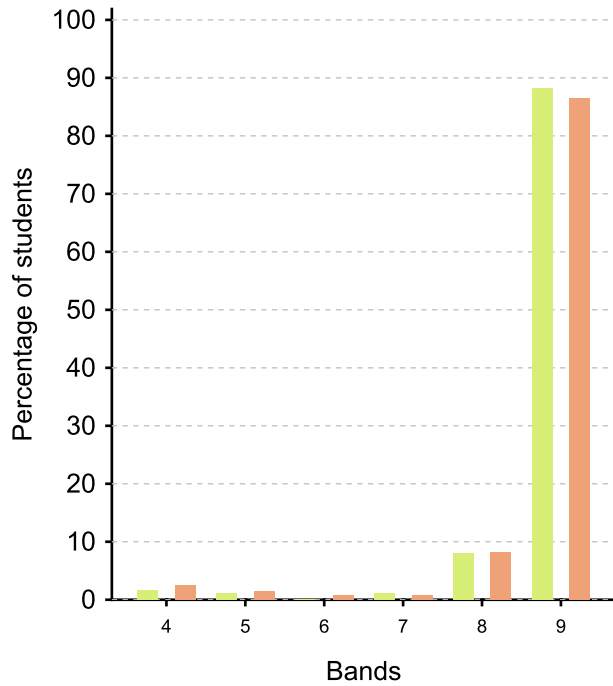
The first combined Year 12 and Year 10 accelerated class completed the Design and Technology course in 2016. While the students worked very hard on their Major Design Projects they found the course quite demanding and the overall results were below expectation. The class achieved an exam mean a little above the state exam mean with 40% of the senior students gaining a Band 6 and the Year 10 accelerated students all achieved a Band 4.

NAPLAN

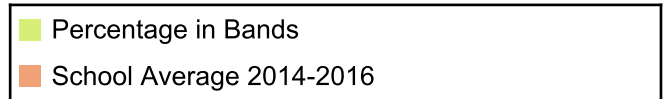
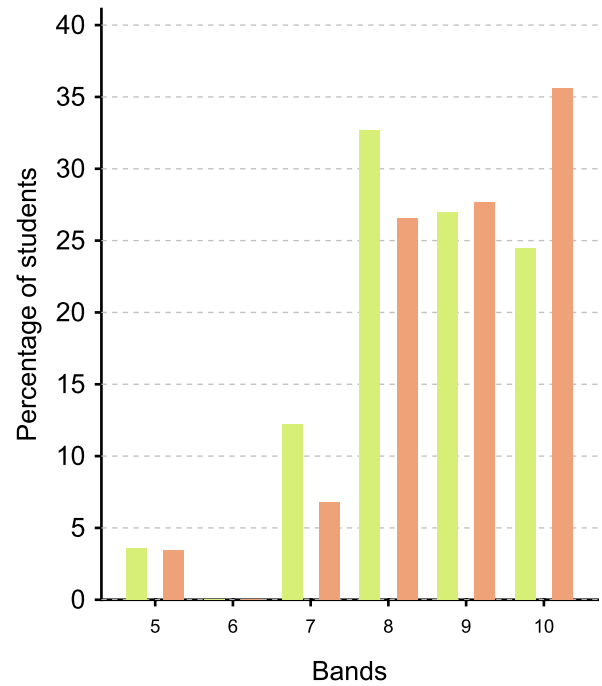
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.



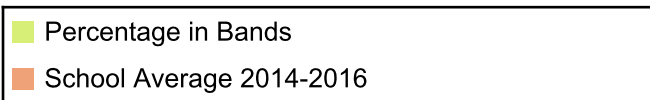
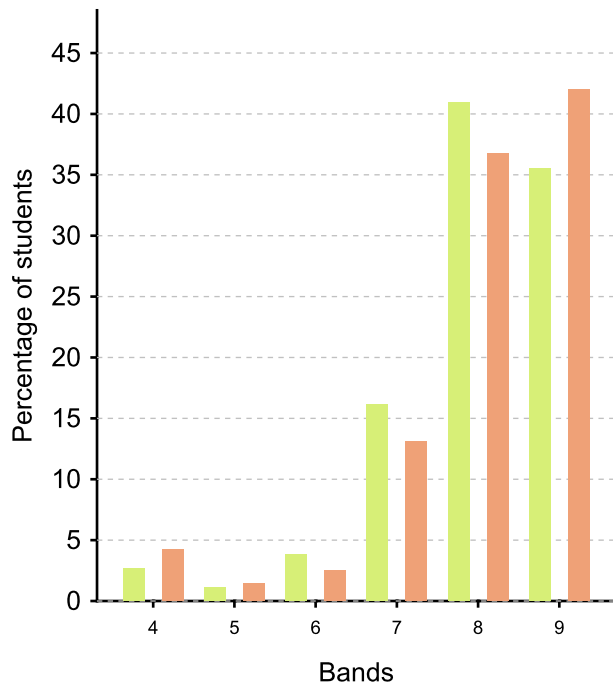
Percentage in bands:
Year 7 Spelling



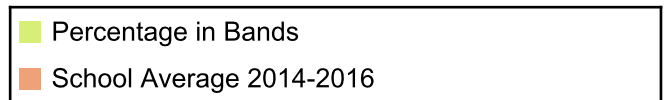
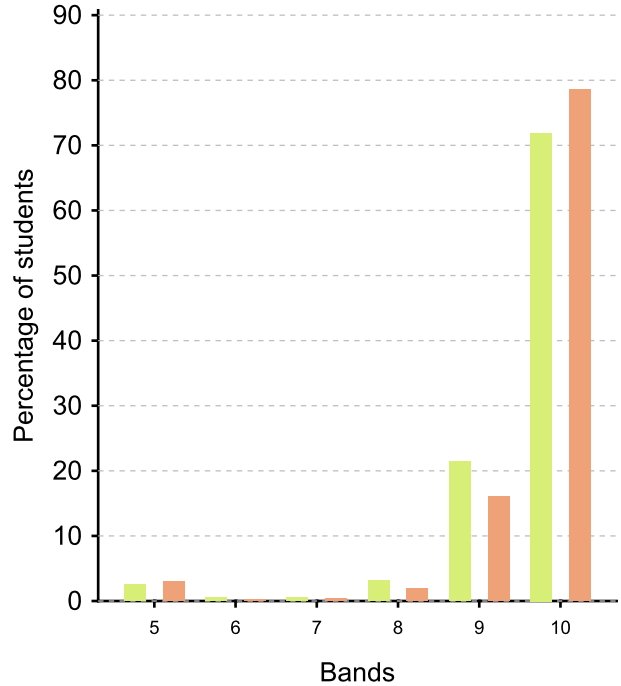
Percentage in bands:
Year 9 Writing



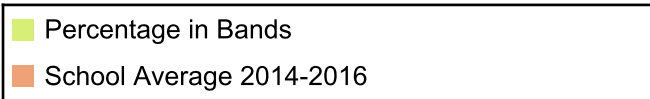
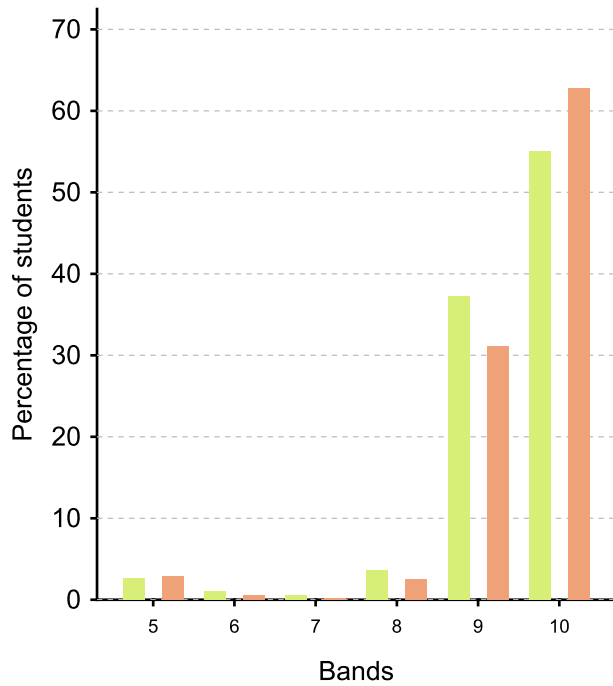
Percentage in bands:
Year 7 Writing



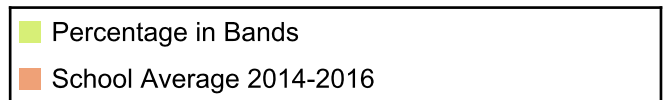
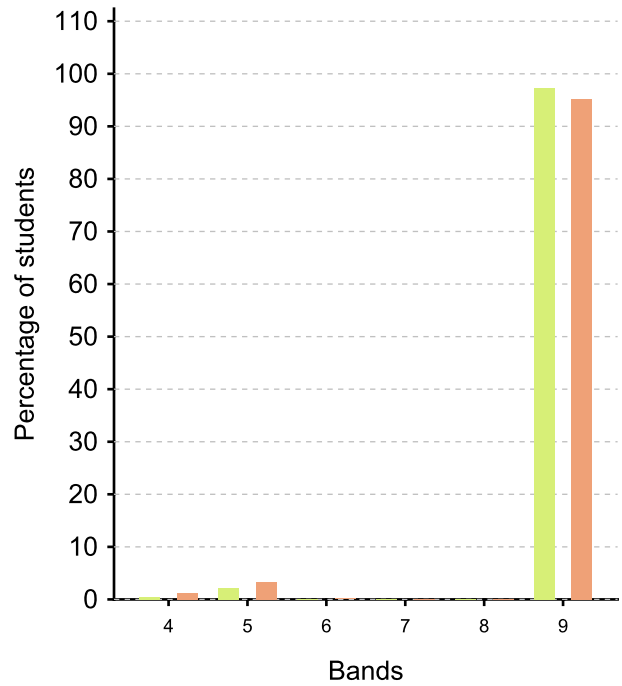
Percentage in bands:
Year 9 Spelling



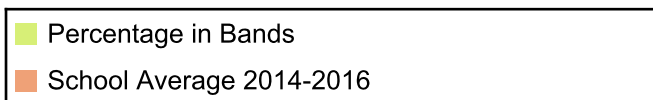
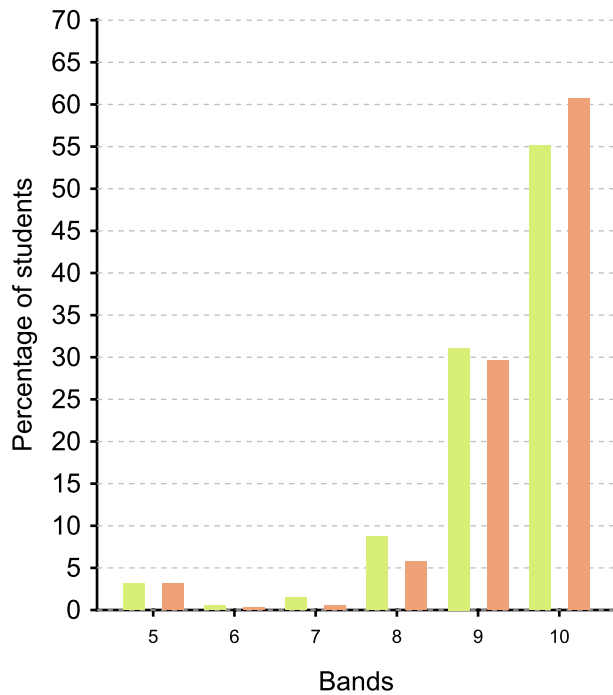
Percentage in bands:
Year 9 Reading



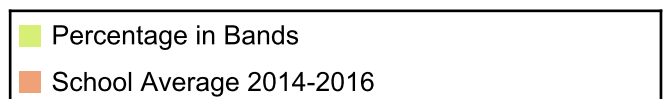
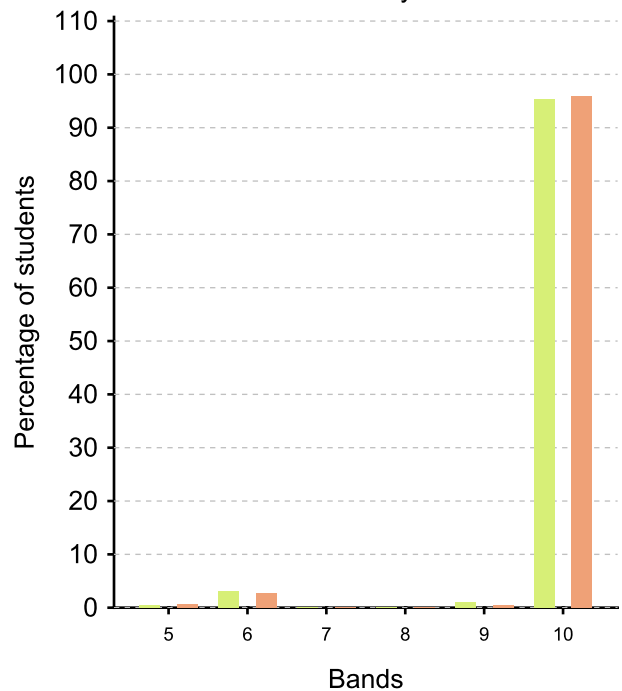
Percentage in bands:
Year 7 Numeracy



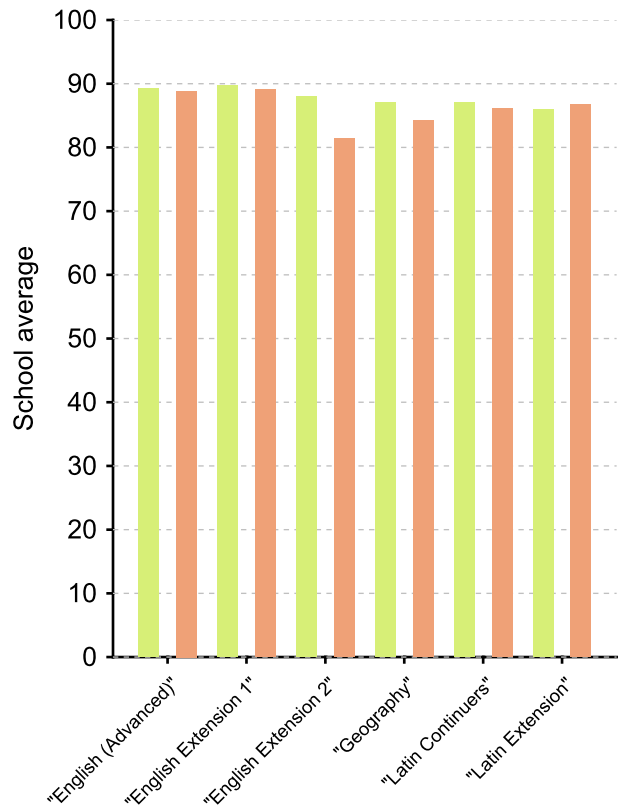
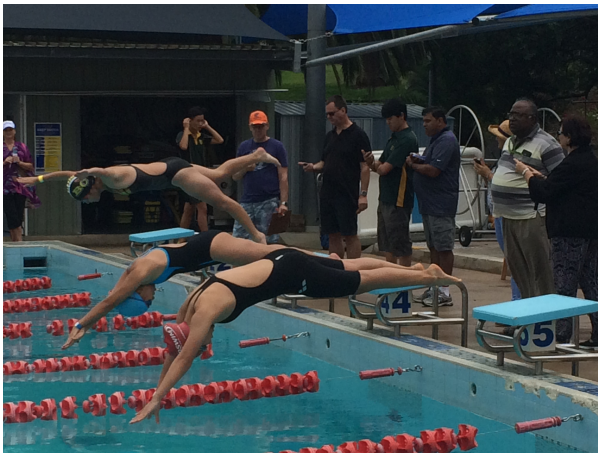
Percentage in bands:
Year 9 Grammar & Punctuation



Percentage in bands:
Year 9 Numeracy

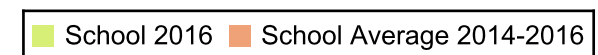
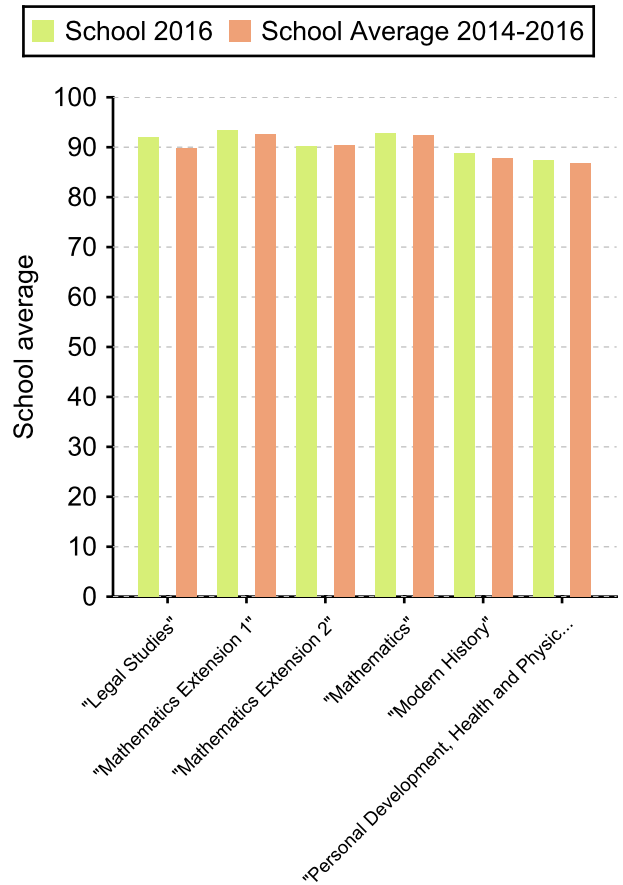
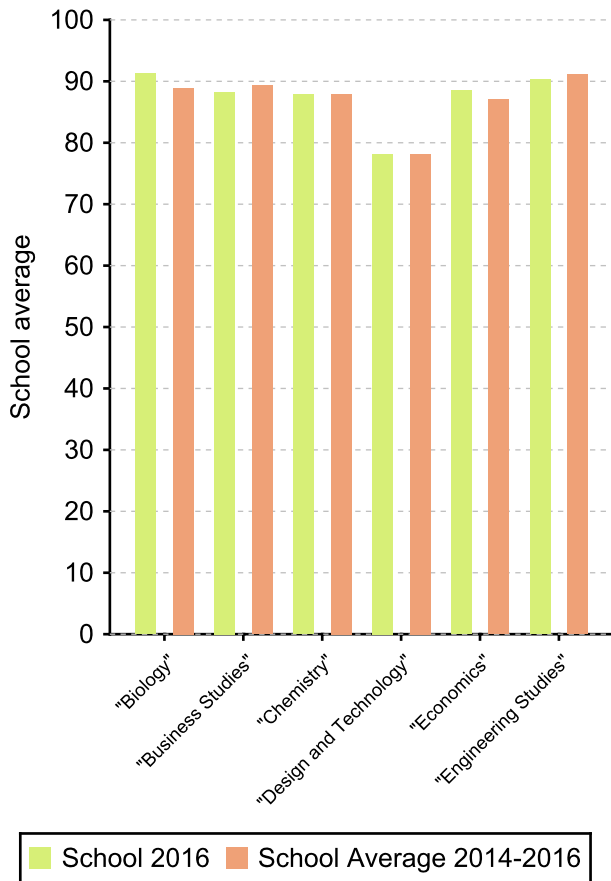


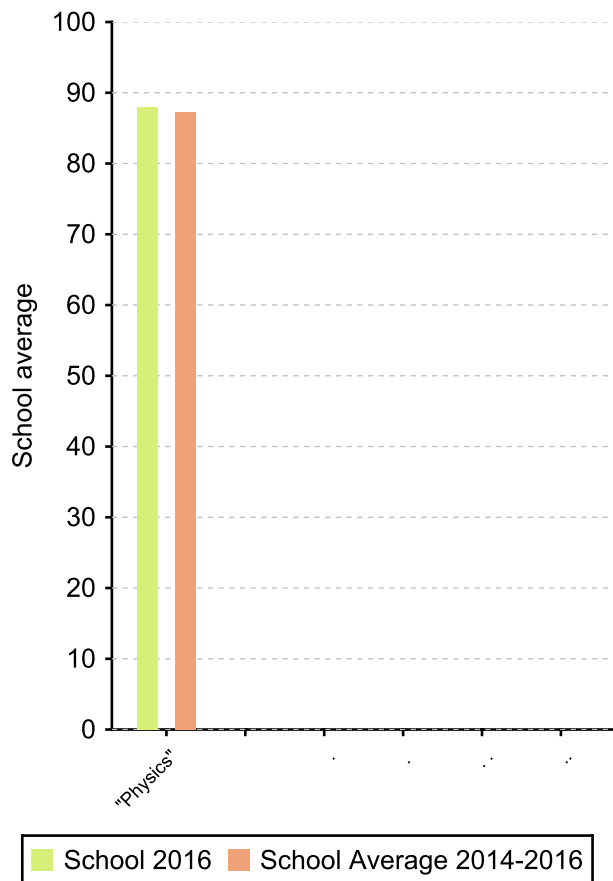
The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.



Higher School Certificate (HSC)

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





Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below.

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

Support Faculty Evaluation

Terms of reference for the Support Faculty Evaluation were

- *Teaching Programs, and*
- *Evaluation of Work Experience Program.*

The Evaluation Panel consisted of a Deputy Principal, two Head Teachers and another BHHS Head Teacher. Data was gathered via staff, parent, and student surveys and interviews. A broad range of findings were included in the final evaluation report, which included successes and recommendations in the two areas of the terms of reference.

Science Faculty Evaluation

Terms of reference for the Science Faculty Evaluation were

- *Teaching Programs,*
- *Student Attitudes, and*
- *Resources.*

The Evaluation Panel consisted of two Deputy Principals, a Head Teacher from another high school, and two other BHHS Head Teachers. Data was gathered via staff, parent, and student surveys and interviews. A broad range of findings were included in the final evaluation report, which included successes and recommendations in the three areas of the terms of reference.

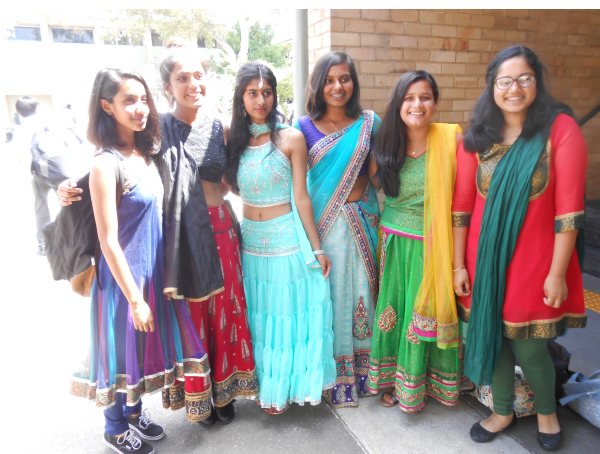
Tell Them From Me is an online survey system that assists schools capture the views of students, teachers and parents. The Tell Them From Me surveys provided insight into student engagement and wellbeing, and the impact of teaching practices at the school, from the perspective of students, teachers and parents. Data collected from the survey responses was compiled into reports for school leaders. The reports provide information that has assisted the school in the annual planning and reporting activities, by helping to identify emerging issues, and plan for improvement.



Policy requirements

Aboriginal education

The school is committed to educating the students who come from many different ethnic backgrounds about Aboriginal culture and heritage. The concept of reconciliation was raised at assembly and the importance of the apology discussed. On significant days in Aboriginal history the Aboriginal flag is flown and students are informed about these events by staff. Individual faculties such as English, History, Visual Arts and Food Technology have developed activities that focus on indigenous culture.



Multicultural and anti-racism education

In 2016 the LBOTE (language background other than English) population of the school was significant. The vast majority of students come from homes where a language other than English is regularly spoken. The school is keenly aware of the need to support students from such backgrounds. The ESL teacher assesses the literacy skills of incoming Year 7 students and works closely with class teachers to monitor their progress and improve their skills. Enrichment classes are offered to students to assist them to develop their language skills. Participation in activities such as the Premier's Reading Challenge, the English Competition and various writing competitions is actively encouraged.

Students are encouraged to celebrate the multicultural diversity of our school. We have students coming from over 50 language backgrounds. It is important to celebrate the harmony and tolerance we enjoy in this

environment. Various activities are held including the Acceptance Week with talks about acceptance regardless of race, sexuality or ability and multicultural food stalls. The dance groups performed in the Sydney West Dance Festival. Recognition assemblies for individual year groups also provide an avenue for students to perform items reflecting their cultural background. The school's P & C again led a successful and increasingly diverse Multicultural Food Fair in 2016.

Other school programs

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.

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