

Beverly Hills Girls High School

Annual Report



2017



8255

Introduction

The Annual Report for **2017** is provided to the community of **Beverly Hills 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.

Colin Skene

Principal

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Message from the Principal

This 2017 Annual School Report (ASR) provides an overview of progress and achievements of our school across another complex yet rewarding school year.

Initiatives and developments over the year were strategically informed by projects embedded within the final year of our school plan, focusing on 21st Century Learning, 21st Century Teaching and 21st Century School.

2017 also represented the third year of the school's partnership as a Professional Experience Hub School with the University of New South Wales. Significant professional learning was undertaken by teaching staff of Beverly Hills Girls High school (BHGHS) and Beverly Hills Intensive English Centre (BHIEC) in effective mentoring of Teacher Education Students. The program was extended to include forty-three participants from the Canterbury Principal's Network of schools in 2017, building the capacity of leaders to ensure those who graduate as teachers are well prepared for the expectations, challenges and opportunities ahead within their careers.

The integration of the newly completed outdoor and administration spaces (officially opened in November 2016) was complemented with school-based expenditure on new changerooms for PDHPE students, additional seating and tables for junior students and additional banks of laptops for ICT integration as part of complementing innovation to make our school an inclusive and responsive learning and teaching environment.

Further in this report there will be comments on specific achievements of projects within our 2015 – 2017 School Plan and how the school used funding and resources to support high standards of student engagement and achievement.

In July 2017, the school began the implementation of a new finance and staff management platform as part of the Department of Education's *Learning Management and Business Reform (LMBR)* policy. School Administrative staff and Senior Executive staff participated in extensive professional learning and training workshops to embed the new systems associated with LMBR over the latter half of the year.

As part of a new Principal Network structure for introduction in 2018 the school will no longer have the support and leadership of our current Public Schools NSW Director, Christopher Charles. I wish to acknowledge the work of Chris in providing high level support for me as principal and his commitment to our school community. He takes the best wishes of us all in his new leadership role with schools.

I commend the 2017 ASR for your perusal.

School background

School vision statement

Our VISION:

We will strive to prepare young women who shape their future filled with confidence, resilience and a commitment to lifelong learning. They will respect themselves and others and be able to communicate effectively. They will be socially responsible and actively participate, with integrity and courage, in strengthening and preserving our democratic society. They will accept responsibility for their actions and decisions. They will believe in their capacity to Be Somebody.

Our COMMITMENT:

We are a school community committed to:

- a comprehensive, responsive and dynamic curriculum which is challenging and appropriate for the developmental needs of each student;
- a caring environment that encourages motivation, self-discipline and confidence through individual and cooperative endeavours;
- professional growth of staff to respond effectively to the challenges of education in the 21st Century;
- partnerships in learning with the parents/caregivers of our students and key community stakeholders; and
- effective and efficient school management that ensures equitable access to appropriate programs, resources and opportunities for all students.

School context

Beverly Hills Girls High School (BHGHS) is a comprehensive high school with a consistent enrolment trend in excess of 1000 female students. The adjoining co-educational Beverly Hills Intensive English Centre (BHIEC) contains a further 180 – 220 students.

Our school serves a community that is diverse in terms of ethnicity, culture and socio-economic background, with around 90% of students from a language background other than English.

Nurturing the talents and abilities of individual students and working within our core belief that “Women Can Do Anything” drives the curriculum, pedagogy, planning, leadership and management of our school.

The junior curriculum is offered in a unitised/semesterised system, allowing for breadth of subject choice and flexibility in class groupings, including acceleration for the most academically able students.

Experienced and dedicated teachers work within a culture of collegial support and high expectations for both their students' achievement and the quality of learning opportunities they provide.

Our school has a strong tradition of excellence in student achievement and high quality teaching and leadership for 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.

In the domain of *Learning* our school demonstrated strengths in:

- positive, respectful relationships between students and staff aimed at student wellbeing and optimised learning;
- effective processes and programs that address and monitor student learning needs;
- a positive learning environment providing students with opportunities to connect, succeed and develop skills as 21st century learners;
- students who show empathy and respect for and contribute to the wellbeing of others within the school and wider community;
- curriculum provision that supports effective student growth and transition with explicit student and parent involvement;
- assessment reports that contain detailed information about individual student learning achievements and areas for development;
- analysis of school performance data and other contextual information to identify trends and areas of strength and targeted intervention;
- building a learning partnership with parents to support student progression and development; and
- above state average growth (value adding) for students of all achievement groups from Year 9 NAPLAN to the completion of HSC studies.

In the domain of *Teaching* our school demonstrated strengths in;

- evaluation of effectiveness of teaching practice based on student performance data and teacher feedback/self reflection;
- processes in place to provide formal mentoring or coaching support to improve teaching practices and career development;
- a culture of teachers working together (faculties, year groups, cross-faculty groups) to improve teaching and learning for our students;
- a commitment to teacher development based on constructive feedback from peers and support for innovation and leadership development;
- ensuring our school remains a professional community modelling the highest standards in teaching and learning;
- sharing of learning from professional development programs with faculty peers and colleagues;
- consistent engagement of teachers in planning for their own professional development including evidence-based feedback and reflection;
- responsible and ethical practice in working towards achievement of personal and professional school goals; and
- a commitment of teachers to share expertise to support the development of content knowledge and pedagogical practice of self and others.

In the domain of *Leading* our school demonstrated strengths in:

- a school community commitment to achievement of school strategic direction priorities;
- effective engagement with the local and wider community including parents, families, business, training and wider educational organisations;
- strategic leadership focused on enriching the school's standing within the local and wider community;
- provision of planned and purposeful leadership development opportunities for school staff;
- understanding of, and support for, expectations and aspirations to improve learning for each individual student;
- longer term financial planning is integrated within school planning;
- use of school facilities for optimal use within the school and local community; and
- responsiveness of school practices and policies to school community feedback.

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

21st Century Learning

Purpose

Ensure our students can understand, articulate and develop the skills and attributes of learning within the context of an increasingly dynamic, connected and borderless world.

Build engagement of students through access to dynamic and authentic curriculum and learning opportunities that maximise their school and post-school outcomes.

Equip our students with the skills to become productive, successful, contributing and leading global citizens.

Overall summary of progress

21st Century Learning Attributes video produced and on school website to reinforce concept Quality Learning Framework (QLF) developed as a reflection tool for students to map acquisition of 21C Learning skills

Learning 2Learn (L2L) program revised and implemented to include strategies to develop understanding of key 21C Learning attributes

Learning and Support SharePoint site completed for staff to access specific learning (or other wellbeing) needs of students and to inform curriculum and lesson planning for individual students

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|--|--|---|
| <p>School-based survey or TTFM indicates increased student understanding of 21C skills and attributes, using 2015 data as baseline measure.</p> <p>ICT-based application is developed and implemented (by end of 2015) to enhance student self-reflection on their learning.</p> <p>Assessment practices of 21C skills and attributes developed and amended reports implemented by 2017</p> <p>Cyclic analysis of curriculum units shows evidence of A4L and other authentic assessment integrated</p> | <p>Digital camera and associated software</p> <p>Professional learning workshops at School Development Days and Extended PL Team Meetings</p> <p>Casual teacher employment to allow staff planning meetings</p> <ul style="list-style-type: none">• Socio-economic background (\$30000.00)• Low level adjustment for disability (\$9000.00) | <p>Completion of digital resources for promoting and raising staff and student awareness of 21C learning skills and attributes.</p> <p>Refinement of Quality Learning Framework for student reflection.</p> <p>Development of SharePoint site for sharing information on individual learning needs of students.</p> |

Next Steps

Future Ready Learning to be a Strategic Direction for 2018–2020 School Plan. Further professional learning for staff to embed authentic pedagogy and assessment practices that extend the learning and understanding achieved in this plan.

Quality Learning Framework implemented as a reflection tool in six classes in Semester 1 2018 with a view to implementation across Stage 4 and Stage 5 classes by the end of 2018.

Utilise Learning2Learn program with Stage 4 students in 2018

Continue to update Learning Support SharePoint site as a means to inform effective pedagogy and support for students with additional learning needs, including EALD students.



Strategic Direction 2

21st Century Teaching

Purpose

Develop, consolidate and embed a culture of effective and engaging teaching practices that best meets the needs of individual students.

Support the professional growth of staff through provision of, and access to, planned, informed and relevant professional learning, particularly in effective mentoring of pre-service teachers as described in Professional Experience Agreement (BHGHS/UNSW)

Build and embed a culture of innovation and collaboration among teachers that includes a commitment to personal reflection and feedback on performance.

Strengthen the capacity of our teachers to learn, accomplish and lead.

Overall summary of progress

Explicit professional learning undertaken to embed understanding of effective 21st Century pedagogy for all teaching staff.

Program of revision of teaching and learning programs commenced to ensure inclusion of 21st Century teaching and learning activities.

Support for teacher growth and development facilitated by executive re-structure to include Head Teacher, Teaching and Learning and Teacher Mentor roles.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|--|---|--|
| <ul style="list-style-type: none">All teachers complete the PLP as part of implementation of PDF. All teachers participate in workshops to focused on 21C pedagogy.Teachers nominate to lead or contribute to PL of themselves and colleagues within one Strategic Direction of the School Plan.All teachers complete three modules on Mentoring (2015/16) delivered by UNSW through Professional Experience Hub School (UNSW) programIncreased teacher understanding of accreditation processes and numbers of teachers accredited at higher levels of APTS. | <p>Workshop costs for Network PL – \$28400 from UNSW Hub School Program</p> <p>School-based and external professional learning of staff – \$30000 (from UNSW Hub School Program and School Budget)</p> <p>School-based Teacher Mentor (0.1 FTE) appointed to facilitate teachers undertaking accreditation – \$10000 from UNSW Hub School program</p> | <p>School Development Day and Extended Team Meeting workshops focused on deepening understanding of effective 21st Century pedagogy.</p> <p>Workshop held for staff across Canterbury Network to facilitate mentoring support for pre-service teachers.</p> <p>Methods for observation of practise refined as part of the PDP process.</p> <p>Program of support for teaching staff seeking higher levels of accreditation .</p> |

Next Steps

Future Focused Teaching as a Strategic Direction in 2018 – 2020 School Plan – \$30000 to support development of projects

Further professional learning on Instructional Rounds and Classroom Walkthroughs as a means to provide feedback that supports teacher development.

Ongoing funding for school-based Teacher Mentor to support teachers seeking or maintaining accreditation.

Investigate means to share best practice and expertise of staff – e.g. informal "drop in" sessions once per fortnight.



Strategic Direction 3

21st Century School

Purpose

Lead and manage for equitable access to and accountability for the development of all students and staff, both teaching and non-teaching.

Strengthen connections between our school and the local and wider community. Recognise and promote school and individual achievements.

Maintain a physical environment and level of resourcing that contributes to innovative and effective teaching and learning.

Continue to develop partnerships with parents, community, university and business groups to enrich the school experience and post-school options of students and staff

Overall summary of progress

ICT access/integration expanded and improved resource levels and facilities enhancement to support authentic 21st Century Teaching and Learning.

Communication Plan developed to promote school events and achievements with local and wider communities including website revision, Facebook site and school app.

Strategic use of the school facilities as a professional learning hub for staff of Canterbury/Strathfield network – Principal meetings, DP network, Teacher Mentoring workshops, Refugee Support workshops. Built learning links with local and network schools.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|--|--|--|
| <ul style="list-style-type: none">Increased student and teacher use of 21C resources such as ICT, specialist learning centres (from baseline data of 2015)Increase in parent/community participation in learning activities, using 2015 semester 2 as base line data.Increase in proportion of local students choosing BHGHS for Year 7 enrolment (as indicated by enrolment trends 2011 – 2104) | <p>\$162000 for ICT upgrade and maintenance of hardware and systems</p> <p>\$40000 for innovation as planned within the Strategic Direction.</p> | <p>Increased proportion of parents using online payment and booking systems (parent/teacher meetings).</p> <p>Additional laptop banks purchased and accessible from strategic positions across the school site. to support 21st Century teaching and learning.</p> <p>Culling of existing library stock and transition to e-learning platforms commenced. Investigation of future-focused libraries commenced with funding provided in 2018 budget to progress this initiative.</p> <p>Key messages of School Communication Strategy implemented and utilised.</p> <p>Policy audit commenced in preparation for future external validation of SEF Self Assessment or NESA registration inspection.</p> |

Next Steps

Embed findings of room and facilities audit to ensure equitable and effective use of spaces and resources to facilitate future-focused teaching and learning.

Review and implement findings of junior curriculum structure and Assessment Policy as a means to effectively support high quality teaching and learning.

Strategically develop professional learning links with schools of the (new in 2018) Beverly Hills Network of schools to enhance the profile and standing of the school in the local community.

Utilize the expertise of staff and strengths of programs to build effective links with students in local and network schools.

Develop and implement programs that support the sharing of best practice and expertise of BHGHS staff with colleagues to support PDP processes and professional learning programs.



| Key Initiatives | Resources (annual) | Impact achieved this year |
|---|---|---|
| Aboriginal background loading | <p>\$4496 in School Budget Allocation Report (SBAR)</p> <p>Additional funding (\$2400) from SBAR equity funding</p> | <p>Aboriginal Education mentor team established to meet individual needs of students.</p> <p>Student participation in cultural events relevant to interest and education plan.</p> <p>One HSC graduate and winner of prestigious School Award – Women Can Do Anything award at Annual Presentation Day assembly.</p> <p>Regular participation in homework support program.</p> |
| English language proficiency | <p>\$434232 in SBAR. Funds for salary of 4.0 (FTE) English as an Additional Language or Dialect (EALD) teachers plus flexible funding for resourcing of programs.</p> | <p>EALD teachers continue to offer parallel classes in some Stage 4 and 5 courses as well as team teach in Stage 6 ESL English.</p> |
| Low level adjustment for disability | <p>\$267495 in SBAR. Funds for salary of 1.8 (FTE) Learning and Support Teachers (LaST) plus flexible funding for additional salaries and resources</p> | <p>Flexible funding was used to employ an additional School Learning Support Officer (SLSO) as 0.6 (FTE) and an additional 0.2 (FTE) LaST.</p> <p>Flexible funding was also used for casual teacher salaries to extend the opening hours of the library for homework support and literacy support.</p> |
| Socio-economic background | <p>\$434232 in SBAR.</p> | <p>Funding in BHGHS was utilised flexibly to: support access to the curriculum for students in practical courses that attract course fees; participation in excursions and extra-curricula events; support for purchase of school uniform; salary payments to ensure extended opening hours of the school library and homework/classwork support; resource expansion in the school library in areas such as NAPLAN and HSC preparation; innovation within 21C Learning and Teaching in terms of resources that enrich the curriculum for all students, including those of a low socio-economic profile.</p> |
| Support for beginning teachers | <p>\$12189 in SBAR.</p> | <p>Funds were utilised to support beginning teachers employed at BHIEC.</p> |
| Targeted student support for refugees and new arrivals | <p>\$21463 in SBAR</p> | <p>The STAR Club, a group specifically for refugee and refugee-like students in the school, provided curriculum enrichment and mentor support programs for students. Funding was utilised to ensure access to enrichment and other activities for each STAR Club member.</p> <p>Students access additional support through EALD classes and participate in homework support through other funded programs offered by the school.</p> |

Student information

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2014 | 2015 | 2016 | 2017 |
| Boys | 104 | 105 | 79 | 74 |
| Girls | 1076 | 1093 | 1097 | 1094 |

The enrolment data contained in the table includes students, both girls and boys, from the Beverly Hills Intensive English Centre, which falls under the leadership and management of the Beverly Hills Girls High School (BHGHS) principal.

Enrolment trends in BHGHS are steady and sustaining at the 1000 – 1020 student level across Years 7 – 12.

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2014 | 2015 | 2016 | 2017 |
| 7 | 94.5 | 93.8 | 93.4 | 92.4 |
| 8 | 93.1 | 91.1 | 91.2 | 89.8 |
| 9 | 91 | 91.8 | 89 | 90.3 |
| 10 | 91.6 | 90.8 | 89.9 | 86.9 |
| 11 | 91.4 | 91.9 | 90.2 | 92.9 |
| 12 | 90.7 | 89.2 | 89.1 | 87.8 |
| All Years | 92 | 91.4 | 90.4 | 90 |
| 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

Student absences are reported to parents/carers using a text message system each day, with provision for a reply to cover absences. Meeting between Head Teacher Student Welfare and Student Advisers include analysis of weekly attendance data and contact with parents/carers to explain ongoing attendance issues. HSLO intervention is utilised when appropriate. The gradual decrease in average daily student attendance

over the last 4 years will be addressed through revised roles and procedures to be implemented in 2018.

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 | 22 |
| University Entry | 0 | 0 | 73 |
| Other | 0 | 1 | 3 |
| Unknown | 1 | 0 | 2 |

Since the end of 2017, all except two Year 10 students have continued their secondary school studies, with only 3 students opting to enrol for Stage 6 courses elsewhere. Two Year 11 students opted to leave school and pursue full-time work over 2017 with the remainder continuing their HSC studies in 2108. For the HSC class of 2017, 98% of students have successfully transitioned to tertiary studies, with 73% of them receiving offers from a range of prestigious universities, including all the major Sydney-based campuses as well as La Trobe (Victoria), the University of Canberra and the University of Wollongong.

University courses into which BHGHS 2017 graduates have enrolled include; Teaching (Secondary, Primary and Early Childhood), Accounting, Business, Hotel Management, Commerce, Economics, Mathematics and Finance, Law, Arts, International Studies, Social Science, Social Work, Media & Communication, Interior Design, Construction, Engineering, Visual Design, Music, Bio Medical Science, Forensic Science, Criminal and Community Justice, Mechatronics, Health Sciences, Nursing, Psychology, Pharmacy, Policing, Information Technology, Computing, and International & Global Studies.

Year 12 students undertaking vocational or trade training

In 2017, 72 students were enrolled in one or more vocational or trade training courses as part of their HSC curriculum pattern of study. This represents 39.5% of the cohort.

Courses undertaken included Hospitality, Business Services, Entertainment Industry, Human Services (Nursing), Information and Digital Technology,

Year 12 students attaining HSC or equivalent vocational education qualification

Of the 190 graduating students of Year 12 in 2017, 187 of them (98.5%) attained the award of a Higher School Certificate.

Workforce information

Workforce composition

| Position | FTE* |
|---------------------------------------|-------|
| Principal | 1 |
| Deputy Principal(s) | 3 |
| Assistant Principal(s) | 0 |
| Head Teacher(s) | 12 |
| Classroom Teacher(s) | 49.5 |
| Teacher of Reading Recovery | 0 |
| Learning & Support Teacher(s) | 1.8 |
| Teacher Librarian | 1 |
| Teacher of ESL | 4 |
| School Counsellor | 2 |
| School Administration & Support Staff | 20.39 |
| Other Positions | 19.2 |

*Full Time Equivalent

In 2017 there were no staff employed who identified as being of Aboriginal or Torres Strait Islander heritage.

The school uses flexible funding to employ an additional 1.6 (FTE) School Learning and Support Officers (SLSO) and an additional 0.2 (FTE) Learning and Support Teacher. The school utilises the expertise of BHIEC SLSO (Ethnic Community Aides) staff to assist with translation and interpreting support at times of need. A Computer Coordinator position (0.5 FTE) and an external provider for Technology Support (on-site one day per week and on call 24/7) are funded to ensure ICT network and facilities are functioning effectively and are maintained and resourced to appropriately high standards of functionality.

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 | 28 |

Professional learning and teacher accreditation

A newly created executive position in 2017, Head Teacher Teaching and Learning, has ensured structured and explicit support for teachers seeking or maintaining accreditation. Along with a Teacher Mentor position (0.1 FTE) to support Early Career Teachers, teaching staff are supported to engage in focused professional learning aligned with Australian Professional Standards for Teachers (APST) and individual Performance and Development Plans (PDP).

Professional learning is an integral component of school leadership, management and planning. In particular, all teaching staff elect to participate in professional learning associated with projects embedded within one of the school's Strategic Directions. This provided leadership opportunities for permanent and temporary staff to lead the learning of colleagues in areas of expertise and interest to them.

Professional learning (PL) funds are utilised by BHGHS and BHIEC staff to participate in professional learning opportunities that support their development, achievement and career development as teachers or leaders. This is facilitated in a range of ways including extended PL workshops (one per term, 2.30pm – 6pm), regular team meetings, School Development Days, staff meetings, KLA development workshops, utilising external courses and providers, and network and professional association conferences.

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 school transitioned from OASIS to SAP Finance in July 2017. This entailed significant professional learning time for both SASS staff and school leaders in both BHGHS and BHIEC. Information below indicates amounts to 21 July in the OASIS system and then from 24 July in the SAP finance system.

As part of its governance structure, the school has a School management Committee (SMC) to monitor and oversee financial and strategic management of the school. The SMC comprises members of the senior executive, executive, teaching staff, SASS staff, parents and students.

| Receipts | \$ |
|--------------------------------|------------------|
| Balance brought forward | 1,569,238 |
| Global funds | 577,989 |
| Tied funds | 500,849 |
| School & community sources | 521,246 |
| Interest | 17,530 |
| Trust receipts | 19,243 |
| Canteen | 0 |
| Total Receipts | 1,636,858 |
| Payments | |
| Teaching & learning | |
| Key Learning Areas | 236,225 |
| Excursions | 36,667 |
| Extracurricular dissections | 96,771 |
| Library | 5,597 |
| Training & Development | 68,943 |
| Tied Funds Payments | 411,768 |
| Short Term Relief | 123,616 |
| Administration & Office | 226,894 |
| Canteen Payments | 0 |
| Utilities | 72,208 |
| Maintenance | 63,086 |
| Trust Payments | 15,992 |
| Capital Programs | 116,511 |
| Total Payments | 1,474,279 |
| Balance carried forward | 1,731,817 |

| | 2017 Actual (\$) |
|---------------------------------------|-------------------------|
| Opening Balance | 0 |
| Revenue | 3,261,897 |
| Appropriation | 2,919,476 |
| Sale of Goods and Services | 203,203 |
| Grants and Contributions | 135,420 |
| Gain and Loss | 0 |
| Other Revenue | 0 |
| Investment Income | 3,797 |
| Expenses | -1,076,984 |
| Recurrent Expenses | -1,076,984 |
| Employee Related | -495,210 |
| Operating Expenses | -581,774 |
| Capital Expenses | 0 |
| Employee Related | 0 |
| Operating Expenses | 0 |
| SURPLUS / DEFICIT FOR THE YEAR | 2,184,913 |
| Balance Carried Forward | 2,184,913 |

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.

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 | 8,882,212 |
| Base Per Capita | 191,140 |
| Base Location | 0 |
| Other Base | 8,691,072 |
| Equity Total | 1,082,151 |
| Equity Aboriginal | 4,496 |
| Equity Socio economic | 375,928 |
| Equity Language | 434,232 |
| Equity Disability | 267,495 |
| Targeted Total | 82,593 |
| Other Total | 2,882,528 |
| Grand Total | 12,929,484 |

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.

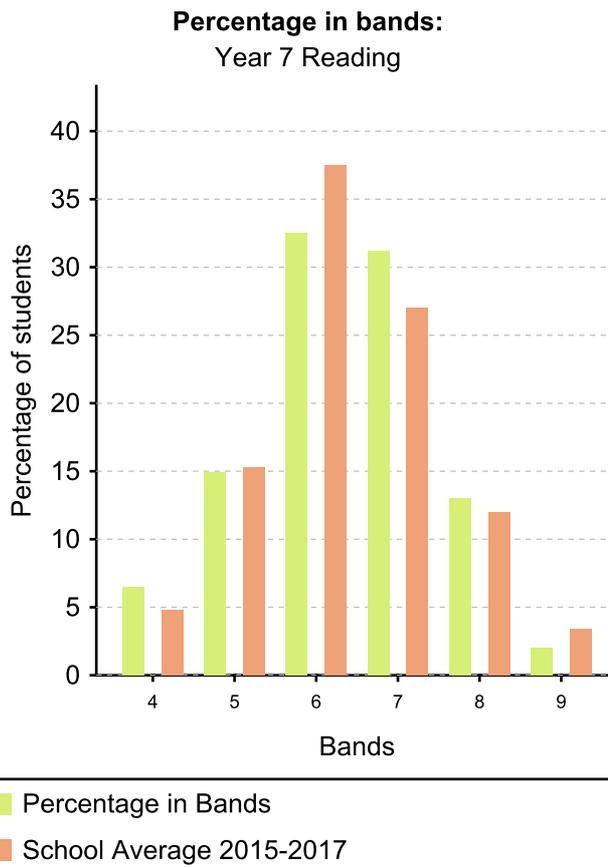
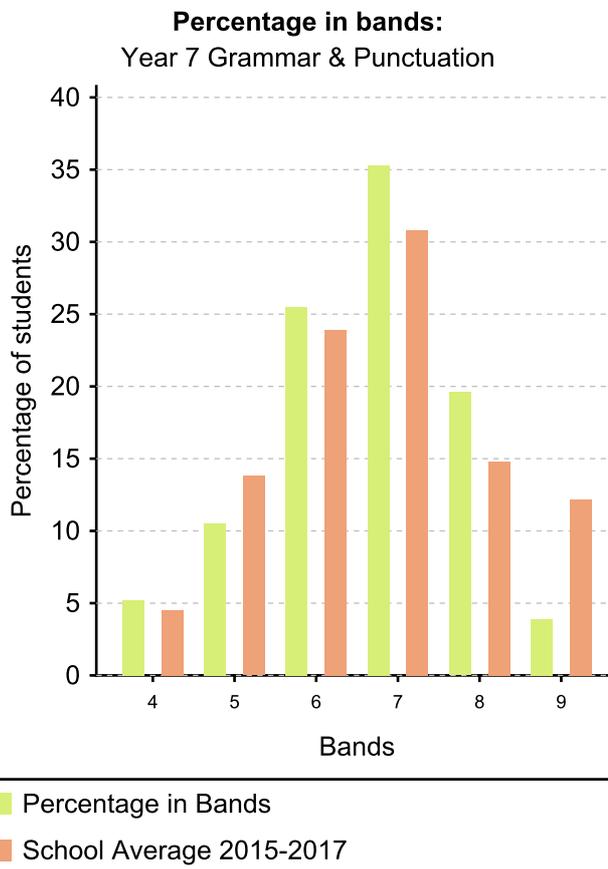
School performance

NAPLAN

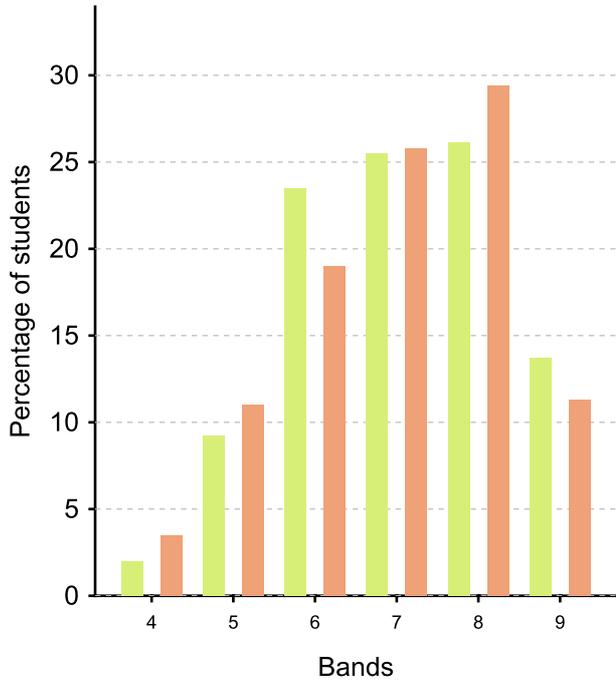
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

In Year 7: analysis of 2017 data revealed, when compared with expected levels (EL) of achievement growth between Year 5 and Year 7, 63% of students exceeded EL in Grammar and Punctuation, 63% in Spelling, 61.5% in Reading and 50% in Writing. A more detailed analysis of data by the Literacy Team will inform future directions in supporting students' literacy attainment, particularly in the area of Writing.

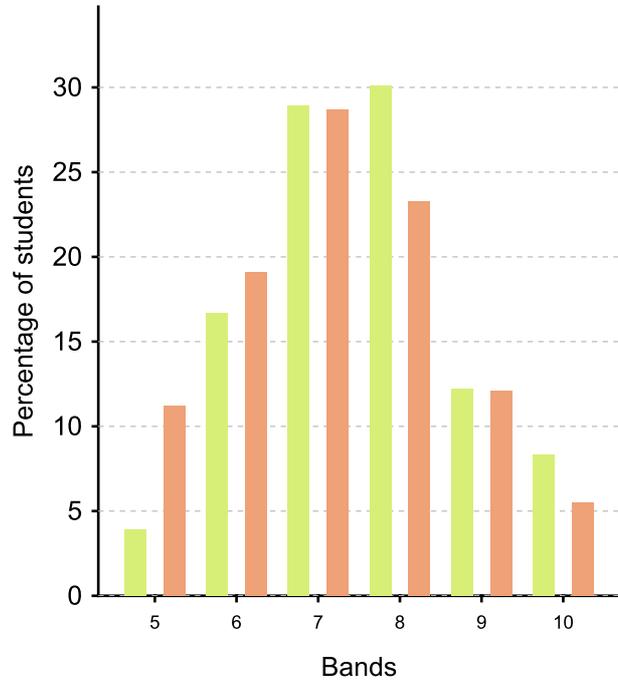
In Year 9: When compared with expected levels (EL) of achievement growth between Year 7 and Year 9, 62% of students exceeded the EL in Writing, 60% in both Reading and Spelling, and 59% in Grammar and Punctuation. Graphs show a greater proportion of students achieved at a Band 8, 9 or 10 level in both Reading and Writing by comparison to school average performance..



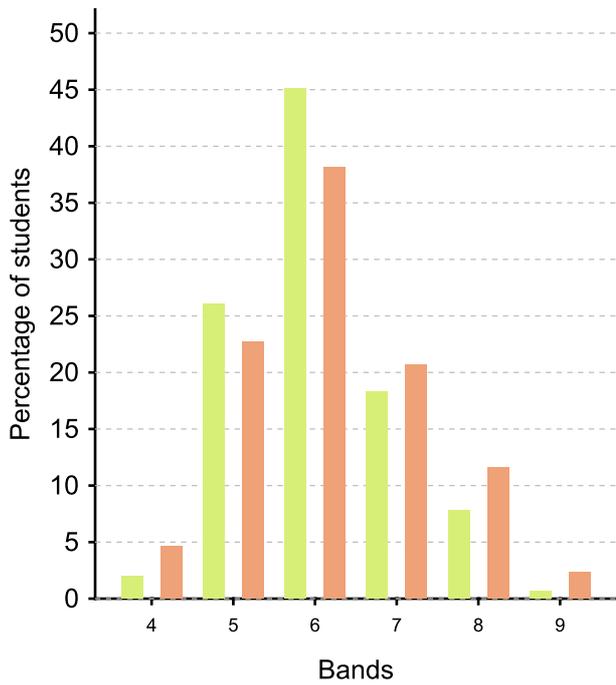
Percentage in bands:
Year 7 Spelling



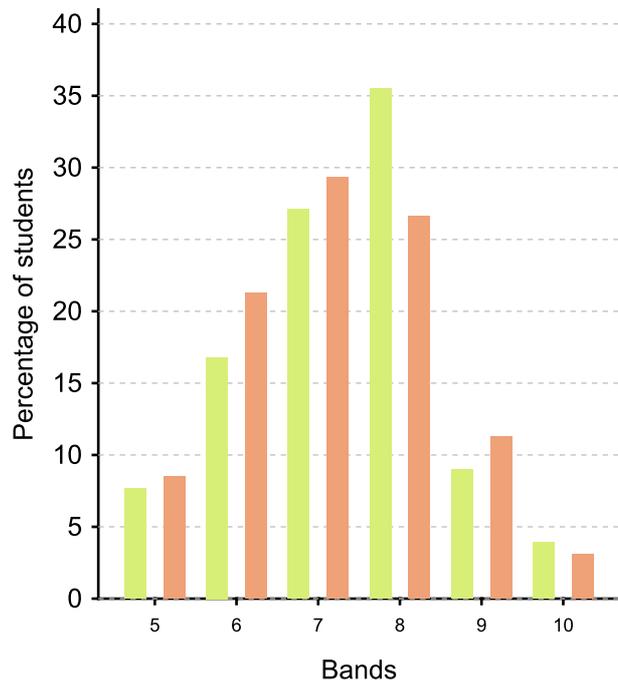
Percentage in bands:
Year 9 Grammar & Punctuation



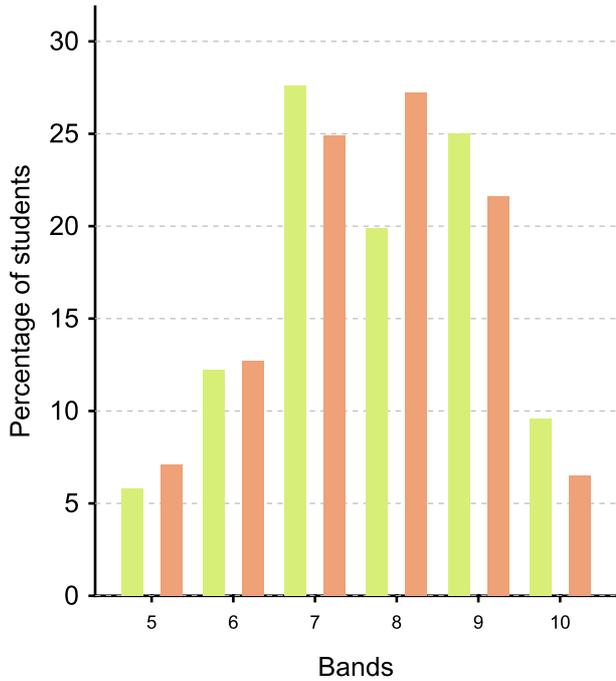
Percentage in bands:
Year 7 Writing



Percentage in bands:
Year 9 Reading

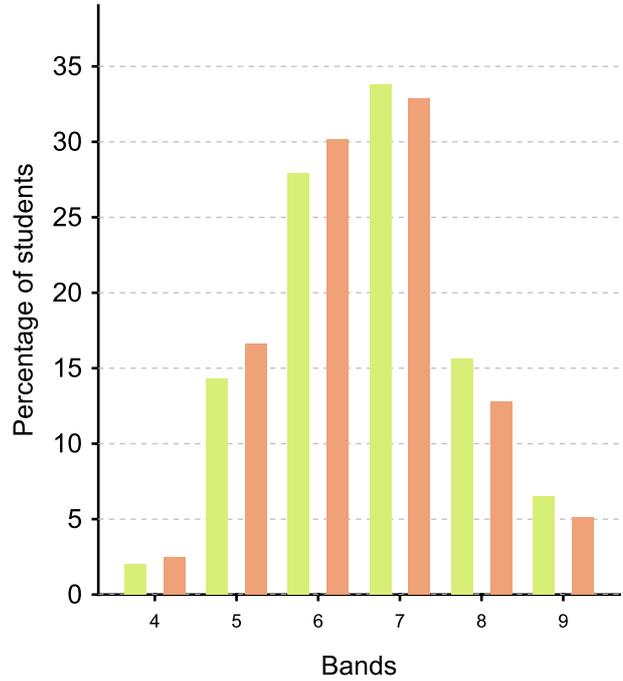


Percentage in bands:
Year 9 Spelling

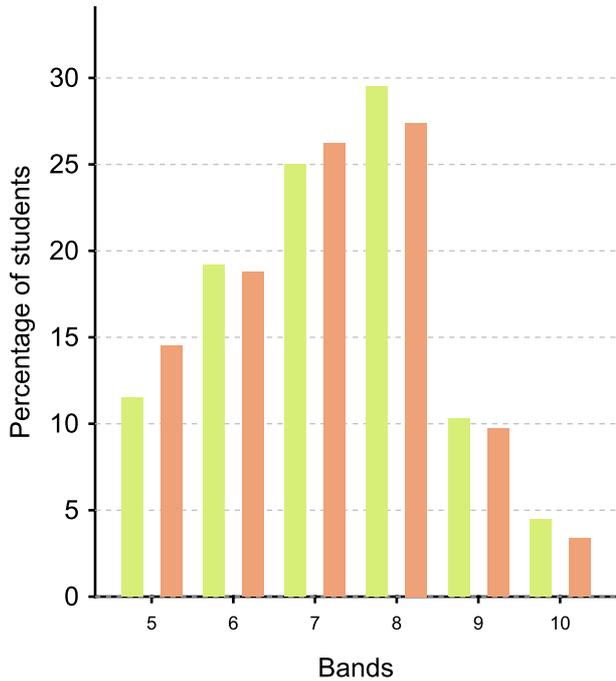


the 3 higher bands in Numeracy.

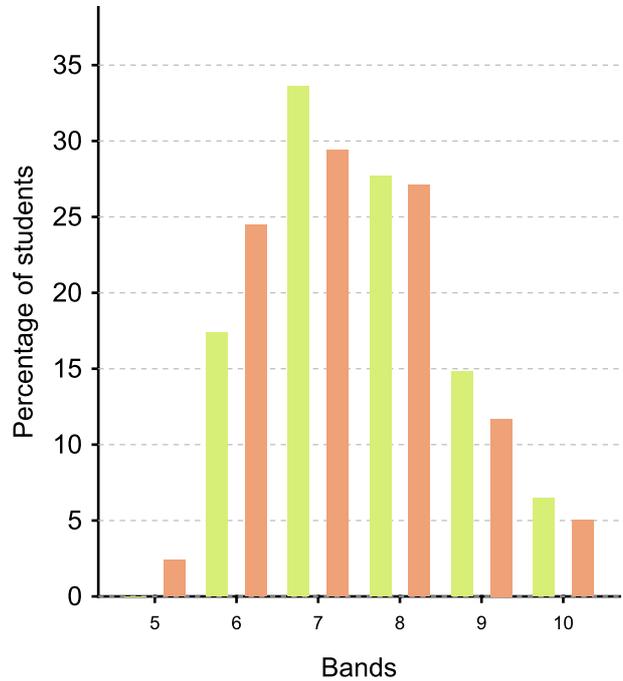
Percentage in bands:
Year 7 Numeracy



Percentage in bands:
Year 9 Writing



Percentage in bands:
Year 9 Numeracy



In Numeracy, the expected level (EL) of achievement growth (by comparison to State levels) was exceeded by 76% of Year 7 students and 80% of Year 9 students. These are commendable results.

By comparison to the average performance of students at the school, in both Year 7 and Year 9, there was an increased proportion of students achieving within

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.

The school provided targeted support for Year 7 and Year 9 students as part of our response to the Premier's Priorities.; *Improving education results* and State Priority; "better services – improving Aboriginal education outcomes". School funds have provided for increased levels of S:LSO support in classes, additional LaST staff above entitlement, extended library opening hours including homework/tutorial support on 2–days per week. School staff provided two whole–day workshops during the Term 1 school holidays for Year 9 students in preparation for the introduction of the HSC Minimum Standards policy (Band 8 or above in Year 9 NAPLAN Literacy and Numeracy). 2017 NAPLAN results in Year 9 Numeracy and Reading showed increased proportions of students achieving in the higher bands (Bands 8, 9 and 10) in both Reading and Numeracy. The implementation of the Literacy and Numeracy progressions in 2018m and the associated teacher professional learning, will further inform a focused and coordinated approach to literacy and numeracy development of all students. One of our seven Aboriginal students graduated with excellent HSC results and will continue tertiary studies at UTS in 2018. All other Aboriginal students successfully completed their assessment programs and have responded positively to the partnerships developed between school and home to better facilitate positive learning and career/life goal planning for them.

Higher School Certificate (HSC)

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

| Subject | School 2017 | SSSG | State |
|--|-------------|------|-------|
| Ancient History | 70.8 | 67.9 | 68.1 |
| Arabic Continuers | 84.6 | 0.0 | 80.0 |
| Biology | 71.0 | 69.8 | 70.9 |
| Business Services Examination | 64.0 | 0.0 | 73.9 |
| Business Studies | 73.0 | 67.0 | 68.2 |
| Chemistry | 71.6 | 69.3 | 72.1 |
| Chinese and Literature | 82.5 | 80.7 | 81.8 |
| Community and Family Studies | 76.1 | 72.4 | 70.7 |
| English (Advanced) | 81.1 | 77.7 | 77.6 |
| English (Standard) | 69.4 | 67.5 | 65.6 |
| English as a Second Language | 67.8 | 66.9 | 69.7 |
| Food Technology | 74.1 | 69.5 | 69.3 |
| French Beginners | 76.1 | 72.6 | 75.3 |
| Geography | 69.9 | 71.1 | 70.7 |
| Hospitality Examination (Kitchen Operations and Cookery) | 70.9 | 73.0 | 71.5 |
| Information Processes and Technology | 68.7 | 67.2 | 69.4 |
| Legal Studies | 74.6 | 69.9 | 72.1 |
| Mathematics | 65.7 | 70.4 | 73.2 |
| Mathematics Extension 1 | 82.1 | 77.7 | 81.0 |
| Mathematics General 2 | 63.2 | 65.0 | 63.6 |
| Modern History | 73.3 | 68.5 | 69.6 |
| Music 1 | 76.9 | 79.8 | 79.7 |
| Personal Development Health and Physical Education | 70.8 | 67.5 | 67.7 |
| Senior Science | 70.6 | 66.3 | 68.3 |
| Society and Culture | 74.6 | 74.8 | 76.4 |
| Textiles and Design | 74.1 | 69.6 | 75.2 |
| Visual Arts | 77.5 | 77.8 | 77.7 |

In another successful year of HSC performance, of the 27 courses detailed in the graphs and table above, in 16 of them the average score for BHGHS students exceeded the average score by comparison with both the Statistically Similar Schools Group (SSSG) and the average State level of achievement in 2017.

As a result of the strong academic performance in the 2017 HSC, the school achieved 56 entries on the

Distinguished Achievers list for achieving Band 6 (highest band) in one or more subjects.

in 2018 despite the discontinuation of Norta Norta funding.

Parent/caregiver, student, teacher satisfaction

More than 90% of teachers supported the use of after-hours Professional Learning workshops as a means to progress initiatives within our school plan and to provide for genuine professional growth in key areas. 4 x 3.5 hour workshops were scheduled and completed in 2017 with time-in-lieu accrued to replace the the scheduled Term 4 School Development Days.

Analysis of the Year 12 Exit survey highlighted perceived strengths of the school (at least 80% "agree" or "strongly agree") in the following areas: junior school curriculum breadth and subject choice; harmonious and inclusive school culture; extra-curricula programs including extended library hours for homework support; student leadership opportunities; CAPA showcase events; knock-out and grade sport competitions; careers and transition support including scholarship advice; student wellbeing programs and personnel; expertise of teaching staff; recreation spaces (senior playground and garden area).

Parents and community members are overwhelmingly positive and supportive of the school, as measured by feedback and comments at school organised events such as Open Night and Orientation Day (Year 6 – 7 transition), Parent/Teacher Interviews, CAPA Performance Evenings, Subject Selection workshops and in their daily interactions with office and administration staff. A small but committed group of parents participate in the School Management Committee and Parents and Citizens (P&C) committee to ensure parent input in school governance and planning is included and acknowledged.

Policy requirements

Aboriginal education

In 2017, seven students were identified as being of Aboriginal or Torres Strait Islander background and were supported to participate in school programs via targeted funding through specific funding provided in SBAR.

Mrs White (HT PDHPE) coordinated the school's Aboriginal Education Team who co-developed and implemented initiatives to support each Aboriginal student with their individual learning goals and post-school plans

Nikayla Brown (Year 12) was awarded the prestigious *Women Can Do Anything Award* at the school's Annual Presentation Day ceremony in December. Nikayla has commenced a tertiary course in Design at UTS in 2018.

Aboriginal students were among regular participants in after-school homework support programs and Stage 6 students will be provided with access to tutorial support

Multicultural and anti-racism education

The school fosters and commits to an inclusive, tolerant and harmonious environment where individuals are catered for as learners and young women of potential. We achieve this among a student population of more than 93% language background other than English, including a significant number of students of refugee background or for whom education has been disrupted. The school hosts a Refugee Support Leader who works across schools in the Strathfield and Canterbury Networks to plan for proactive and effective support for students, particularly at transition points such as first enrolment into NSW school system, primary to secondary school and Intensive English Centre (IEC) to mainstream secondary school or TAFE.

As in previous years, in 2017 the school celebrated Harmony Week through SRC initiatives that promote respect for cultural diversity and the importance of maintaining our inclusive and nurturing school culture.

In Term 2, a Multicultural Day was coordinated by SRC leaders to celebrate the multicultural nature of our school in events that highlighted a wide scope of cultural dress, foods and performances from within our community.

Student Wellbeing Team members are responsive to the needs of each student and are proactive in engaging community support services to better inform approaches or strategies to maximise student participation in learning and school life.

The school appointed Ms Gray (PDHPE) as our Anti-Racism Contact Officer (ARCO) and she completed formal training to fulfil duties associated with this important role.

School community to understanding of global issues is heightened by participation in World Vision 40-Hour Famine appeal and the Zonta Club's Birthing Kit program.