

Baulkham Hills High School

Annual Report



8464

Introduction

The Annual Report for **2018** 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.

Dr Jeanne Bathgate – Principal

School contact details

Baulkham Hills High School

Windsor Rd

Baulkham Hills, 2153

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

baulkham-h.school@det.nsw.edu.au

9639 8699

Message from the Principal

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.

2018 was another year of significant success in so many ways. Our school population remained around the 1200 mark and we have no plans to change that. We continue to bring in new students at Year 9 level so that they can be nurtured according to our ethos and this helps them to develop strong attachments to the school as soon as possible.

2018 saw many changes in the school. 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. There was significant generational change with the retirement of one teacher and the resignation or transfer of another seven teachers during the year. We welcomed many new, younger teachers and the future looks good: however we need to take time to prepare these new staff for the challenges of the future. Many of the new staff are already stepping up to leadership roles in the school.

Our main building projects throughout 2018 involved the continued remodeling and landscaping of the entrance to the school and the Administration building. Thanks to working bees we have increased the plantings in the front of the school. Our front fence has been completed and the bus bay has been rendered safer with the addition of a safety fence near the main gates. Unfortunately we have lost several trees and endured some building damage because of severe storms late last year. Our long awaited refurbishment of two Science laboratories really only got underway during the Christmas holidays but has been planned for more than a year. It is progressing well and we should be occupying these labs in Term 2.

A highlight of our year was our exciting participation in the Invictus Games in October. Unfortunately Year 12 were doing their HSC exams and missed out but we took all other students to at least one day of competition. We were the only school to take over 1000 students to the games, all wearing their special Baulko Invictus shirts and we raised over \$20,000 for the Games. Thank you to Mr Simmons and Mr Alex for their determination and leadership of this initiative.

The school presented 206 Year 12 students for the 2018 HSC plus numerous younger students doing accelerated subjects. They gained a total of 646 individual course results in excess of 90%. In addition, 50 students appeared in the top all-rounders list for gaining over 90% in all their courses.

We placed first, second and fifth in Japanese Continuers, first in Engineering Studies, second in Music Extension, third in Software Design and Development, fourth in Korean Beginners, fifth in Chemistry, Japanese Extension and Tamil Continuers, seventh in Engineering Studies, ninth in Geography, 14th in Chemistry and 20th in Biology.

The top ATAR of 99.95 was shared by three students. One other student was a touch away on 99.9.

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, cadets and socially. They have chaired whole school assemblies as well as their own communication assembly every week. They again succeeded in winning the McMaster's Shield, a sporting challenge against other support units. 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 2018 was the fourth annual multicultural evening which brought together even more people from all backgrounds and celebrated our diversity through food and cultural performances. It was a great success. The P&C donated \$200,000 towards the refurbishment of the Science laboratories. I thank them and I commend the P&C committee and its leader, Jyothi Sanker, for all their efforts in 2018.

Dr Jeanne Bathgate – Principal

Presidents Report – Baulkham Hills High School P&C 2018

BHHS Parents and Citizens Association had a great year in 2018. We have continued to foster positive relationships between the school community 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 2018 was our 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 with us. We had close to 2000 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 our children in mind.

In 2017 the P&C gave the school \$100,000 funds to upgrade one of the old science labs. We were able to allocate another \$100,000 towards this bringing our contribution to \$200,000 out of the total \$450,000 needed so that this upgrade to the science lab could be completed in 2018.

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

- Maintenance of the school environment with two Working Bees, 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 for year 12 students and their guests catering for over 800 people
- Hosting the Teachers Thank You Morning Tea
- Hosting external and internal Guest Speakers at monthly P&C meetings
- Maintaining the P&C Planning Calendar
- Providing P&C Committee members for school projects
- Providing panel members for teacher and head teacher interview panels
- Continued to support the debating and public speaking extracurricular classes through Masters Academy
- Providing Support to our Volleyball players
- Offering financial assistance to our talented Chemistry Olympiad team member

Another role of the P&C is to run the uniform shop. This year we continued to make improvements to the running of the uniform shop. These efforts undertaken this year have seen a significant increase in profits over the coming years which the P&C could use to further support the school. Hong Chen and Irish Lewis were appointed to help run the shop and together have created a happy, friendly environment for our parents and students to come and buy uniforms. Irish has left her position leaving Hong in charge but her efforts during the first half of the year were greatly appreciated and she will be missed by both the students and the parent community. The P&C wishes her the best of luck. I also want to thank the many volunteers who come and help out. Thank you so much for your time and hard work. We would not be able to operate the uniform shop without our wonderful volunteers.

I would like to thank the following members of the P&C executive for all their hard work and support in 2018:

- Vice President – Nag, for his work for the Food Fair, Year 12 Graduation and Teacher's Morning Tea among many other things he did. His enthusiasm, good humour and can-do attitude made the hours spent planning and prepping events absolute fun.
- Vice President – Doreen, for being so reliable and being the main channel of communication for many of the parents in our community. She was present at every event and made sure everything ran smoothly.
- Secretary – Sau Wan, for providing invaluable secretarial support
- Assistant Secretary – Murthy, for his ever-smiling presence and for organising the teacher's morning tea.
- Treasurer – Thiru, for being reliable and responsible and being instrumental in getting all the accounts sorted, bills paid and squirreling the P&C money away so well.
- Assistant Treasurer – Ria, for being a helping hand front and centre
- Uniform Shop Committee Chair – Michelle, for her excellent support in helping smooth out issues with the Uniform Shop and helping with the fittings
- Working Bee Committee Chair – Kevin for smooth running of the two working bees. Special mention to Mike and Dan for their efforts
- Exec Member – Cherry Chan, for organising the English Workshop

- Exec Member – Sekhar, for helping with several events

All the other Exec members for all your help, ideas and suggestions to help run the P&C successfully last year.

We want to thank Mr Iaconis and Mrs Greenlees for running the Italian stall and Australian at the food fair again this year. We would like to thank Dr Bathgate, Mr Humphreys, Ms Clarke, Bronwyn McNichol, Gail Cooper and all administration staff for their time and support in 2018 and we look forward to continuing to work closely with the school this year. I would like to specially thank Mr Humphreys and Mrs Greenlees when she took over in his absence 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. Our Baulko students are growing into accomplished young people. We believe this is due to the ongoing encouragement from parents and the positive partnership between the parents, students and staff. We strive to continue working cooperatively with the school in 2018.

Jyothi Sanker

Message from the students

2018 was most definitely, a very memorable and significant year for the SRC of Baulkham Hills High School. It marked the last year of Ms Hann's time in the SRC, and the school as a whole, and it is an understatement to say that she is missed. With the introduction of the new SRC Planning Camp in place of the planning day, the success of the yearly events, and the greater involvement in school initiatives, it is clear to see that 2018 was a fantastic year for us and set a high standard to be topped this year.

The year began with one of the SRC's signature events, Valentine's Day. It was yet another wonderful February 14th, where we aimed to share the love through the selling of cards, roses and the decorating of the school, not to mention the photo booth.

The planning camp was definitely one of the most important additions to the SRC in recent times. Not only did it allow the SRC body to bond and develop the 'family' mentality crucial to its success, but it also gave more time and a more favourable environment to organise the events of the upcoming year. The ample time paired with the camp setting allowed the SRC to develop ideas and reflect on the past year to improve the events and initiatives that are run. This meant the SRC could also go beyond these yearly events and try to find new ways to represent the student body effectively and liven up the school through our input into the community. We had the time of our lives and most definitely made many cherished memories to keep with us.

SRC was involved in new initiatives, which clearly made an impact on the school community in positive ways. The Canteen Initiative, as well as the Year 9 Elective Day, showed that the SRC was capable of taking on larger responsibilities beyond the annually run events. One of the primary goals of the SRC was to conduct a school-wide survey which helped to truly understand what our peers wanted. The communication of this to the school Executive, as well as to canteen management, highlighted our role as a gateway for the students to voice their opinions.

Furthermore, we saw more students voicing their opinions and helping their peers at the Year 9 Elective Day. This was the first time an event like this had been run. At the crux of school life lies the sharing of experiences and ideas between students and this initiative allowed for the communication between the older students and the younger students who are often unsure in subject selection. The Years 9–10 students gave a clear picture of the possible subjects as well as their personal experiences with them to those in years 7–8, allowing the junior grades to make better decisions about their electives..

The SRC continued to run charitable events such as Bandanna Day and the World's Greatest Shave, which had a great reception and TWELVE brave shavers. These events raised money for great causes while lifting school spirit. The annual Trivia Night helped to do this as the Year 12 SRC members ran a very entertaining, enjoyable and uniting event where students could gather to dress up and show their wits. School spirit was further boosted by the annual Streetball and Futsal competitions. Streetball was run smoothly and the turnout was similar to other years; however, in 2018 the Futsal competition really shone. Not only did we have overwhelming attendance numbers and great student participation, a teacher team was debuted for the first time in Baulko Futsal history. This event really brought the school community together. The school spirit at the competition seemed to match the fiery passion of the World Cup.

The last event of the year was the SRC's signature event, Spirit Week. The theme for this year was "fantasy" and it was truly a magical week to say the least. The carnival on Tuesday was largely successful as always, with a magic show performed by an ex-Baulko student gaining a large crowd on the Thursday. On Friday, the finale of the week and one of the biggest nights of the year, which included our annual fireworks display. Spring Fling was yet again a huge hit, with many students buying tickets to attend to have fun with their friends.

We capped off the year with the yearly SRC dinner where we could reflect on the year and just have a treat for the hard work that was put in throughout the year. As great of a night as it was, as the year came to a close we had to wave our goodbyes to a true legend of the SRC, Ms Hann, as well as the Yr 11 and Yr 12 SRCs at the time. They were the ones who were behind the amazing year that we had and we are forever in debt to them for the hard work, dedication and passion which they always showed. Overall 2018 was a year where the SRC took several huge leaps, whether it be strengthening the bonds between us or voicing the opinions of the student body that much louder and we hope that 2019 would be just as good, if not better.

From the SRC Presidents.

School background

School vision statement

Baulkham Hills High School is a diverse and dedicated learning community, where students are encouraged to be creative and innovative learners who are challenged to achieve their academic potential.

Our school motto is **Persevere**. We value, integrity, respect, tolerance, 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.

"Everyday's a great day at Baulko".

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 Department of Education.

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

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.

Each domain of the SEF was investigated to determine the school's progress in achieving each element of each domain. A summary of the school's progress is detailed below.

Learning: Learning Culture – In schools that excel, the school culture is strongly focused on learning, the building of educational aspiration and ongoing performance improvement throughout the school community. The school's on-balance judgement for this element is: **Excelling**.

Learning: Wellbeing – In schools that excel, there is a strategic and planned approach to develop whole school wellbeing processes that support the wellbeing of all students so they can connect, succeed, thrive and learn. The school's on-balance judgement for this element is: **Excelling**.

Learning: Curriculum – In schools that excel, an integrated approach to quality teaching, curriculum planning and delivery, and assessment promotes learning excellence and responsiveness in meeting the needs of all students. The school's on-balance judgement for this element is: **Excelling**.

Learning: Assessment – In schools that excel, consistent school-wide practices for assessment are used to monitor, plan and report on student learning across the curriculum. Formative assessment is integrated into teaching practice in every classroom, confirming that students learn what is taught. The school's on-balance judgement for this element is: **Excelling**.

Learning: Reporting – In schools that excel, reporting that is clear, timely and accurate provides information that supports further progress and achievement for all student learning across the curriculum. The school's on-balance

judgement for this element is: **Excelling**.

Learning: Student performance measures – In schools that excel, students consistently perform at high levels on external and internal school performance measures and equity gaps are closing. The school's on-balance judgement for this element is: **Excelling**.

Teaching: Effective classroom practice – In schools that excel, all teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies. The school's on-balance judgement for this element is: **Sustaining and Growing**.

The descriptors chosen are:

Theme: Lesson planning

Delivering

- *Teachers regularly review and revise lesson plans and sequences, ensuring that the content is based on the curriculum and the teaching practices are effective.*
- *Teachers regularly use student progress and achievement data to inform lesson planning.*

Sustaining and Growing

- *Teachers collaborate across faculties/stages/teams to share curriculum knowledge, data, feedback and other information about student progress and achievement, to inform the development of evidence-based programs and lessons, which meet the needs of all students.*

Theme: Explicit teaching

Delivering

- *Explicit teaching is the main practice used in the school, reflecting the current evidence base. Teachers routinely and explicitly review previous content and preview the learning planned with students in each class.*

Sustaining and Growing

- *Teachers are skilled at explicit teaching techniques such as questioning and assessing to identify students' learning needs, and use a range of explicit strategies to explain and break down knowledge.*

Theme: Feedback

Delivering

- *Teachers respond promptly to student work. They check that students understand the feedback received and the expectations for how to improve.*

Sustaining and Growing

- *Teachers provide explicit, specific and timely formative feedback related to defined success criteria. Teachers' feedback supports improved student learning.*

Theme: Classroom management Delivering

- *Teachers maintain orderly classrooms and manage challenging behaviour to create a positive environment for learning.*

Sustaining and Growing

- *A school-wide approach to effective and positive classroom management is evident. Support is provided to teachers where needed, ensuring optimum learning.*

Teaching: Data skills and use – In schools that excel, student assessment data is regularly used school-wide to identify student achievements and progress, in order to reflect on teaching effectiveness and inform future school directions. The school's on-balance judgement for this element is: **Excelling**.

Teaching: Professional standards – In schools that excel, all staff demonstrate personal responsibility for maintaining and developing their professional standards. Professional Standards are a reference point for whole school reflection and improvement. The school's on-balance judgement for this element is: **Excelling**.

Teaching: Learning and development – In schools that excel, professional learning is aligned with the school plan, and its impact on the quality of teaching and student learning outcomes is evaluated. There are explicit systems for collaboration and feedback to sustain quality teaching practice. The school's on-balance judgement for this element is: **Sustaining and Growing**.

The descriptors chosen are:

Theme: Collaborative practice and feedback

Delivering

- *Executive, staff, faculty/stage, team and other meetings are used to review the curriculum and to revise teaching practices and learning programs to meet the needs of learners, based on evidence of student progress and achievement.*

Sustaining and Growing

- *Teachers engage in professional discussion and collaborate to improve teaching and learning in their classes, year groups, stages, faculties, or for particular student groups. This includes negotiated observations of classroom teaching practice, with feedback, to improve professional knowledge and practice.*

Excelling

- *The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers. This drives ongoing, school-wide improvement in teaching practice and student results.*

Theme: Coaching and mentoring

Delivering

- *The school's structure and organisation ensure that direct support is available to new staff members from experienced teachers, and beginning teachers are mentored.*

Theme: Professional learning

Delivering

- *Teachers engage in professional learning targeted to school priorities, the needs of their students, and the achievement of their professional goals.*

Theme: Expertise and innovation

Delivering

- *Teachers demonstrate currency of content knowledge and evidence-based teaching practice in all their teaching areas. Technology and learning spaces are utilised to enhance student learning.*

Sustaining and Growing

- *The school identifies expertise within its staff and draws on this to further develop its professional learning community. Areas for development in teacher expertise are identified and addressed. Teachers are supported to trial innovative or evidence based, future-focused practices.*

Leading: Educational leadership – In schools that excel, the principal is the primary instructional leader in the school. The principal and school leadership team model instructional leadership and support a culture of high expectations and community engagement, resulting in sustained and measureable whole school improvement. The school's on-balance judgement for this element is: **Excelling**.

Leading: School planning, implementation and reporting – In schools that excel, the school plan is at the core of continuous improvement efforts, with the school's vision and strategic directions evident in its activities. The plan is well-conceived, effectively implemented and effects improvement.

The school's on-balance judgement for this element is: **Sustaining and Growing**.

The descriptors chosen are:

Theme: Continuous improvement

Delivering

- *The leadership team engages in a process of planning, implementation, monitoring and self-assessment, and leads the collaborative development of evidence-based school plans.*

Sustaining and Growing

- *The leadership team actively supports change that leads to improvement, creating opportunities where feedback about the impact of change can be shared and monitored.*

Theme: School plan

Delivering

- *The school plan aligns to student and system priorities and ensures responsiveness to emerging needs.*
- *Staff, students, parents and the broader school community are welcomed and engaged, where possible, in the development of the vision, values and priorities of the school.*

Sustaining and Growing

- *The leadership team embeds clear processes, with accompanying timelines and milestones, to direct school activity towards effective implementation of the school plan.*
- *Staff understand what they need to do to help address the school plan's strategic directions and meet the school's improvement measures.*

Theme: Annual report

Delivering

- *The school collects and analyses learning and wellbeing data to monitor the achievement of milestones and review, self-assess and report performance annually.*

Sustaining and Growing

- *In the annual report, the school reports on the alignment of resource allocation, professional learning, and the monitoring of student data with the plan's strategic priorities.*

Leading: School resources – In schools that excel, resources are strategically used to achieve improved student outcomes and high quality service delivery. The school's on-balance judgement for this element is: **Excelling**.

Leading: Management practices and processes – In schools that excel, administrative systems, structures and processes underpin ongoing school improvement and the professional effectiveness of all school members. The school's on-balance judgement for this element is: **Excelling**.

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

Excellence in Learning

Purpose

To ensure students are provided with a broad, challenging and differentiated curriculum. That students are provided with diverse opportunities to connect, succeed and thrive in a supportive environment where they can develop respectful relationships and become resilient lifelong learners and active informed citizens.

Overall summary of progress

In terms of Excellence in Learning, the focuses for 2018 have resulted in

- the continued refinement of the Wellbeing Framework through enhanced analysis of data to inform and implement practices around the case management model;
- every KLA moving towards implementation of high quality programs that demonstrate differentiation of the curriculum and teaching and assessment practices that embed the NESA requirements, with a particular focus on Gifted and Talented Education;
- provision of a broad range of curricular, co-curricular and leadership opportunities and challenges for students including those that require additional support to enable the development of life-long learning skills.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Maintain excellence in external student performance data (RAP and Scout); <ul style="list-style-type: none">• all-rounders 30% to 40%;• HSC Band 6 – 60% to 65%; and <ul style="list-style-type: none">• 20% to 25% of HSC students achieving 95% in all subjects.		<ul style="list-style-type: none">• All rounders at 25%• Band 6 at 51%• Final group at 12%
All Support students <ul style="list-style-type: none">• have IEPs; and• are working towards individual goals.		All completed
Additional reports to measure improvement; <ul style="list-style-type: none">• Scout data reports (e.g. Attendance);• Tell Them From Me Surveys; and <ul style="list-style-type: none">• Sentral Wellbeing reports		Ongoing

Next Steps

- Every KLA has high quality programs that demonstrate differentiation of the curriculum and teaching and assessment practices that embed the NESA requirements;
- All faculty programs demonstrate NESA requirements. Teaching and learning programs are dynamic, showing evidence of revisions based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement.

Strategic Direction 2

Excellence in Teaching

Purpose

To improve student learning through the use of best teaching practice, high levels of professionalism and commitment leading to engaging learning opportunities as a result of evidence-based teaching strategies.

Overall summary of progress

In terms of Excellence in Teaching, the focuses for 2018 have resulted in

- staff professional learning targeting current best practice research into supporting Gifted and Talented Education;
- staff professional learning targeting current best practice research into supporting students with learning disabilities;
- professional learning provided and support groups created to assist teachers maintaining and working towards various levels of accreditation;
- commencement of training of all teaching staff in the use and application of data analysis tools to inform teaching practice.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase professional learning of all staff with particular targeting/focus on <ul style="list-style-type: none">• Gifted and Talented Education;• Students with learning disabilities;• Support for beginning teachers.	<ul style="list-style-type: none">• TPL = \$89 206• Beginning teachers funds = \$36 936	Induction & mentoring programs in place
All staff access online recording software for accreditation (i.e. ETAMS) and record and evaluate their professional learning experiences to further develop excellent teaching practice.		Delayed progress due to eTAMS
Increased use of data analysis tools to improve student learning outcomes across all KLAs including literacy and numeracy goals.		<ul style="list-style-type: none">• All faculties use data – but not every teacher as yet• Literacy goals achieved• Numeracy goals achieved

Next Steps

- Focus on two key areas of SEF – TEACHING: Effective Classroom Practice and TEACHING: Learning and Development
- Training of all teaching staff in the use and application of data analysis tools to inform teaching practice;
- Development and broadening of professional learning provided and support groups created to assist teachers maintaining and working towards various levels of accreditation.

Strategic Direction 3

Excellence in Leading

Purpose

To sustain a school community that promotes a culture of high expectations, personal best and diverse community engagement opportunities, which will lead to measurable whole school improvement and enhanced citizenship.

Overall summary of progress

In terms of Excellence in Teaching, the focuses for 2018 have resulted in

- continued refinement and further development of a whole school approach to wellbeing using Growth Mindset, Mindfulness, and Positive Psychology as a foundation;
- evaluation of current merit system;
- consolidation of links between the school and community through improved communication via a range of media;
- evaluation and consolidation of administrative processes to streamline functions using Sentral.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Tell Them From Me surveys indicate improved student wellbeing and engagement.	Nil	Strong progress, especially with Year 9.
Increased involvement of wider school community in BHHS as indicated by participation rates in school functions and surveys.	Nil	Participation at working bees & multicultural night very strong.
Increased opportunities for staff leadership of co-curricular and whole school programs.	Nil	Generational change is bringing about changes in leadership of whole school programs.

Next Steps

- Focus on key area of SEF LEADING: School Planning, implementation and reporting
- Continued roll out of a whole school approach to wellbeing using Growth Mindset and mindfulness as a foundation.
- Implementation of new merit system;
- Launch of new BHHS website;
- Launch of Sentral for whole school roll call.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$1 289	
English language proficiency	\$23 416	Improved student learning outcomes in terms of language proficiency, particularly in Year 9
Low level adjustment for disability	\$94 753	Students with specific disabilities receiving support to enable them to improve learning outcomes
Socio-economic background	\$19 160	Students in need enabled to participate in all school activities
Support for beginning teachers	\$36 936	Induction and mentoring program in place – success in supporting beginning teachers
Bus Bay Improvements	\$45 000	<ul style="list-style-type: none"> • Safety barriers installed • Extended roofing installed in 2019
Refurbishment of 2 Science Labs	\$460 000	To be completed by start of Term 2, 2019



Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	691	685	696	694
Girls	515	521	514	518

Student attendance profile

School				
Year	2015	2016	2017	2018
7	98.4	98.2	98.3	97.6
8	97.8	97	97.7	97.4
9	96.7	96.7	96.9	96.6
10	97.5	95.3	96.5	95
11	96.9	96.2	95.6	95.7
12	96.3	93.1	95.3	94.7
All Years	97.2	96	96.7	96.1
State DoE				
Year	2015	2016	2017	2018
7	92.7	92.8	92.7	91.8
8	90.6	90.5	90.5	89.3
9	89.3	89.1	89.1	87.7
10	87.7	87.6	87.3	86.1
11	88.2	88.2	88.2	86.6
12	89.9	90.1	90.1	89
All Years	89.7	89.7	89.6	88.4

Management of non-attendance

At Baulkham Hills High School Non-Attendance is maintained electronically using Sentral (online software) for both roll call and period by period. Office staff generate a list of absences and this will then be used to send SMS Absence Alerts to parents/caregivers alerting them that their child was marked absent from school. The use of SMS Alerts enables the school to improve communication with parents/caregiver about their children's attendance.

In addition weekly checks are made on student attendance and letters are sent home and Year Advisers are notified of the names of those who have not attended three days or more without explanation for follow up. A fortnightly check is discussed and tabled at Executive meetings of students with non-attendance of 85% or less and this information is also discussed fortnightly with the Home School Liaison Officer who

conducts fortnightly meetings with the Head Teacher Administration. Any issues that arise are dealt with by interviewing students and letters and phone calls are made to parents/caregivers as a follow up. For students with continued attendance issues HSLO referrals are completed.

Overall student attendance of 97.3% is consistent with previous years. Programs designed to maintain high levels of student attendance include:

- students are informed of their responsibilities with regards to attendance and explaining their absences at assembly. This ensures that students are well informed of processes and procedures and this has resulted in a decrease in the number of unexplained absences;
- attendance is monitored for whole school events and classes as well as individual students with 100% attendance are rewarded at assembly and through the Merit system. Encouraging them to attend all school days.

These incentives emphasise to students the value of attendance.

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
Other	0	0	0
Unknown	0	0	1

NSW & ACT Universities

Universities Admissions Centre (UAC) NSW & ACT Offers 2019 Admissions – December Round 2: Main Round (20 December 2018) – most popular to least popular (note: *this data is supplied by UAC and is subject to the student enrolling in the course they were offered. Due to reasons of confidentiality, schools are not able to access university student enrolment data*).

Only 1 mainstream student in Year 11 left school in order to pursue TAFE qualifications. All students from the Year 12 cohort 2018 were offered places at university.

Humanities/Social Sciences/Commerce Courses

Commerce* 41

Law* 27

Arts* 8

Media & Communications 8

Psychology* 4

Business/Business Analytics* 4

Security Studies* 3

Economics 3

Design/Design Animation* 3

Teaching – Secondary* 2

Music 1

Project Management 1

Fine Arts 1

Early Childhood Education 1

International/Global Studies 1

TOTAL 108

Science, Maths & Applied Sciences

Engineering* 38

Advanced Science* 23

Actuarial Studies 14

Medical Science 10

Science* 7

Physiotherapy 6

Applied Science – Diagnostic Radiography 5

Data Science 5

Dentistry* 4

Exercise Physiology 3

Optometry/Vision Science 3

Medical Engineering/Biotechnology/Medical Technology 3

Advanced Maths* 2

IT/Advanced Computing 2

Clinical Science 2

Applied Science – Speech Pathology 2

Accounting 2

Pre-Med Science & Health 1

Medicine** 1

TOTAL 133

Key:

*includes combined Degrees (counted for both discipline areas)

** most Medicine offers are made subsequent to this main round (there were 7 offers made for Medicine degrees in later rounds)

NOTE: Some students may have been made more than 1 offer

Interstate Universities

A number of interstate universities made offers to Baulkham Hills High School students from the 2018 cohort. A total of 26 offers were made to students from various universities in Queensland via QTAC – Bond University (1), Griffith University (6), James Cook University (JCU) (3), and The University of Queensland (UQ) (13), in the areas of Health and Natural and Physical Sciences. 11 offers were made in the areas of Law, Dentistry, Medicine and Health Sciences from SATAC, which administers admissions processes for universities in South Australia and the Northern Territory. 1 student was made an offer for a university in Western Australia.

SCHOLARSHIPS & CADETSHIPS

Students at Baulkham Hills High School continued to perform highly in scholarship applications during 2018. Although no UNSW Co-op Program Scholarships were offered this year, students were successful in obtaining many other types of scholarships and cadetships. (Note that this data has been obtained from a student survey and is reliant upon students sharing this information with the school.)

Cadetships

- PCA ETCAD: 2 students were offered cadetships in Engineering & Technology with Cubic Transportation Systems as part of the ETCAD Program offered by PCA Cadetships (paid at market rates)
- UTS: 1 student was offered a UTS Bachelor of Accounting Co-op Scholarship (\$51,500), 1 student was offered a UTS Bachelor of IT Co-op (\$49,500) and the same student was also offered a Women in Engineering & Technology Co-op (\$66,000), a Boroughs Accounting Cadetship and a UTS Electrical Engineering Scholarship
- TfNSW: 1 student was offered a Transport for New South Wales Engineering & Environment Stream Scholarship (paid at NSW government employee rates as well as paying for the student's university fees)

Scholarships

- University of Sydney Dalyell Scholars (\$3000 +

- other incentives) (3 students)
- University of Sydney Sydney Scholars (\$10,000 p.a.) (5 students)
- University of Sydney Chancellor's Scholarship (\$10,000 p.a.) (2 students)
- University of Sydney Dean's Entry Scholarship (\$5,000) (2 students)
- UNSW Scientia Scholarship (\$10,000 p.a.) (2 students)
- MQ Uni Global Leadership Award (\$100 certificate, early entry) (1 student)
- WSU Vice-Chancellor's Leadership Scholarship (\$10,000 p.a.) (1 student)
- University of Melbourne Sports Scholarship (Volleyball) (\$1500 p.a. + other incentives) (1 student)

Year 12 students undertaking vocational or trade training

6 students from BHHS Support Unit undertook vocational or trade training during 2018.

Year 12 students attaining HSC or equivalent vocational education qualification

9 students attained HSC or equivalent vocational educational qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	13
Classroom Teacher(s)	63.8
Learning and Support Teacher(s)	0.4
Teacher Librarian	1.2
School Counsellor	1
School Administration and Support Staff	18.77
Other Positions	1

*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 BHHS School Plan and Milestones for 2018, and also had a particular focus on Growth Mindsets at BHHS. Head Teacher Administration Nigel Simmons lead a presentation on Analysis of HSC results from the previous year, leading to goal setting for 2018 and beyond in terms of student performance.

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 the Performance Development Plans (PDP) by all teaching staff.

The focuses for the second school development day included sessions on the BHHS School Plan and Milestones, a Growth Mindset Workshop, Faculty Workshops with particular focus on implementing Gifted and Talented student teaching strategies and Growth Mindset pedagogy into new syllabus scope and sequence preparation. There were also sessions on the new BHOPE student wellbeing program and staff superannuation.

The school development day at the start of term three included updates on HR and Literacy programs at BHHS. Staff well-being workshops were also led by staff members to support staff wellbeing – workshops included scrap-booking, Mini MasterChef, Circuit Training in Weights Room, Volleyball for Beginners, Zumba and Yoga, Knitting and "How does the ATAR work?".

Eighteen staff undertook 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 Certificate in Gifted Education from UNSW School of Education.

The new and expanded process of faculty evaluation continued in 2018. The LBOTE (Language backgrounds other than English) and Social Science faculties were evaluated, with panels consisting of staff from both BHHS and external high schools. The process and outcomes were explained, discussed and disseminated to staff. Key focus areas included Teaching Practices, Teaching Programs, Student Attitudes and Resources.

Sixty eight teachers participated in Professional Learning activities in 2018 comprising courses based on school wellbeing, technology, accreditation, faculty specific, leadership and literacy. The total school expenditure on professional learning in 2018 was \$88114.

The Head Teacher Teaching and Learning refined the Induction Program for New and Beginning Teachers to include regular meetings on the accreditation process and how to collect and annotate documentation. Term 1 concentrated on introducing the process and procedures relevant to school systems such as Sentral and reporting. Terms 2 to 4 focused on the accreditation process and examined NESA requirements. The collegial nature of sharing ideas ensured that the staff feel supported.

Beginning teachers and their mentors attended an externally, specially designed professional learning event to help them establish their relationship and give support regarding system and policy requirements and support them in adapting to teaching.

Beginning teachers are further supported with a reduced teaching load to give them time to develop lessons, observe more experienced staff and spend time with their mentors. During 2019 it is expected that they will be able to finalise their accreditation report supported by the Head Teacher Teaching and Learning. Teacher feedback has been positive regarding the process and support although the workload and expectations of the teaching profession have been exhausting.

Pre-2004 staff have been supported with help in access NESA and information about requirements regarding expectations of professional learning and maintenance. Maintenance procedures have now changed and all staff are required to log and evaluate professional learning to attain the registered hours mandated.

All staff completed their PDPs with a renewed focus on specific goals aligned with the school plan. 2018 saw most staff include the understanding and use of Growth Mindset. With specific professional learning given aligned with this goal language in the classroom and reports are reflecting a growth mindset dialogue.

Observation of teacher practice as part of the PDP process has created a greater depth of sharing and expertise across the school. In house experts are being

used across faculties to improve understanding and skill acquisition, particularly with technology.

Workshops were conducted for interested staff on the requirements of HAT and Lead accreditation. After the first workshop staff were encouraged to complete the self-reflection survey to access their readiness before attending another workshop presented by an accreditation assessor. Interested staff are now working toward showing how they could collect evidence for each of the standard descriptors in the ASFT.

The Head Teacher Teaching and Learning identified and coordinated an improvement program for Year 7 after the half yearly examinations. Students worked with appropriate mentors on literacy, numeracy and well-being strategies. There was significant improvement in their results and thought this program could move to other years.

All teachers at BHHS are accredited or working towards accreditation under NESA (NSW Education Standards Authority) and the Australian Professional Standards for Teachers. Four staff are working towards accreditation currently at Conditional level.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	1,739,000
Revenue	14,738,862
Appropriation	11,938,524
Sale of Goods and Services	337,604
Grants and Contributions	2,427,769
Gain and Loss	0
Other Revenue	0
Investment Income	34,965
Expenses	-14,321,676
Recurrent Expenses	-14,321,676
Employee Related	-11,113,784
Operating Expenses	-3,207,892
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	417,186
Balance Carried Forward	2,156,185

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

The BHHS financial process is overseen by the Principal, who leads the school's Finance Committee. The school employs a bursar, who, along with key SASS employees, monitor the day to day finances of the school in liaison with senior executive. In 2018, the school commenced the upgrade of two original Science labs, due for completion in early 2019. This was achieved with the significant financial assistance of school's P & C Association.

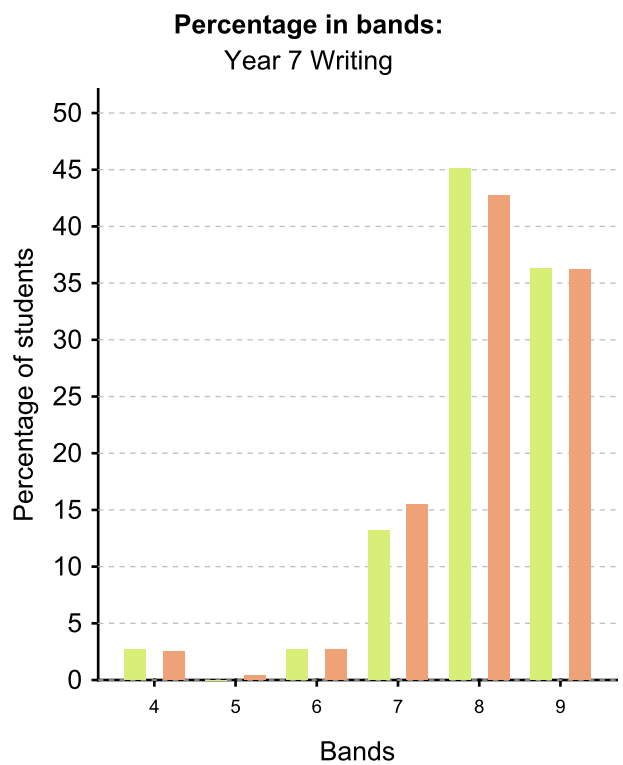
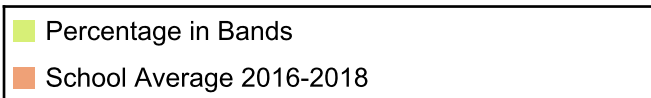
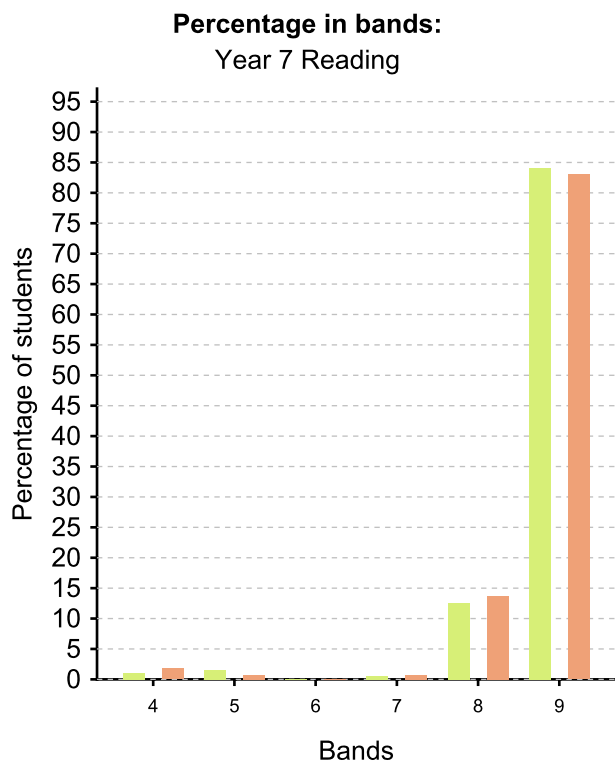
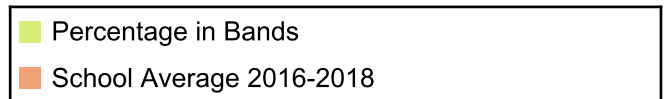
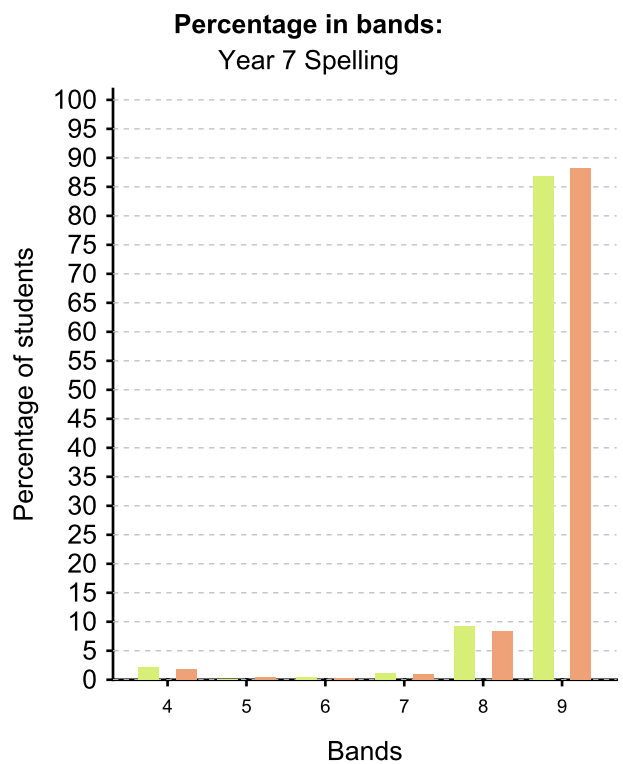
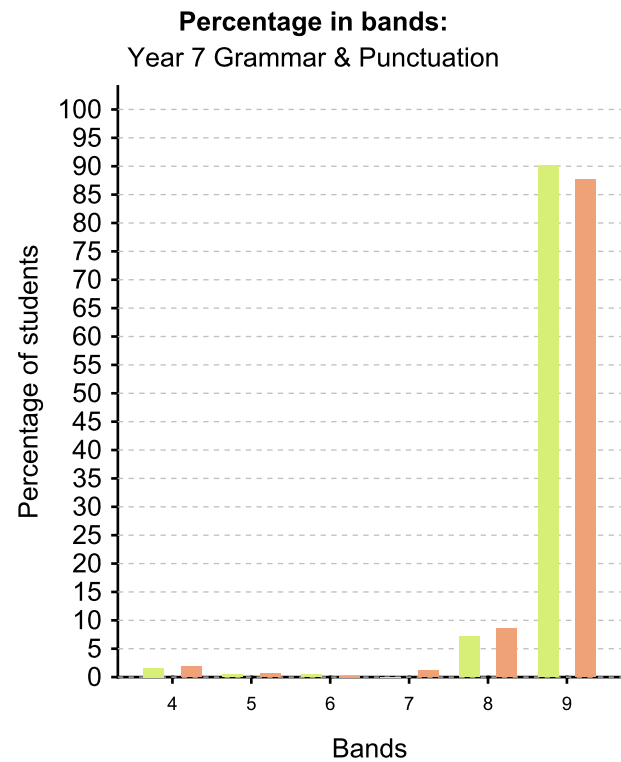
Financial summary equity funding

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

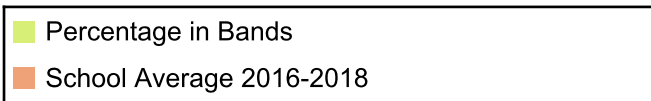
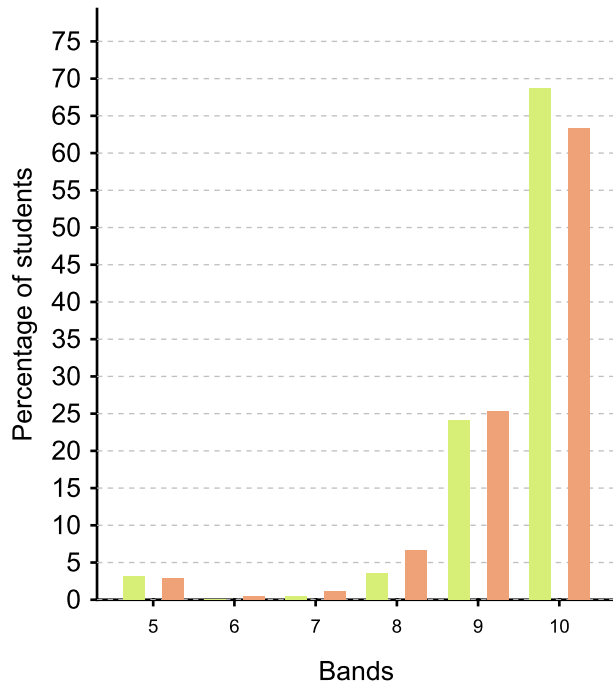
	2018 Actual (\$)
Base Total	10,255,228
Base Per Capita	242,733
Base Location	0
Other Base	10,012,495
Equity Total	138,617
Equity Aboriginal	1,289
Equity Socio economic	19,160
Equity Language	23,416
Equity Disability	94,753
Targeted Total	1,086,730
Other Total	110,133
Grand Total	11,590,707

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.

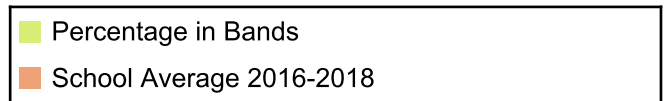
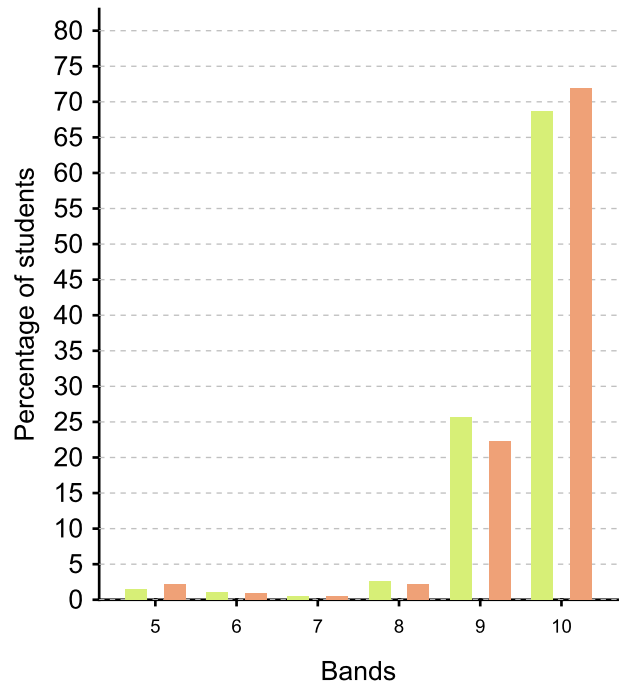
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.



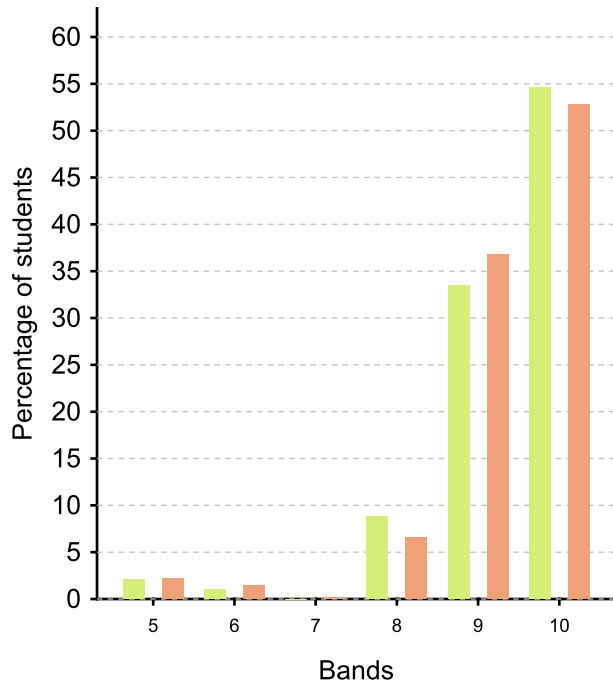
Percentage in bands:
Year 9 Grammar & Punctuation



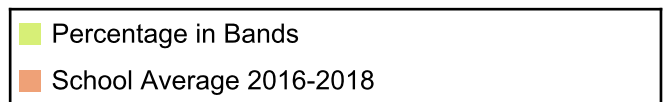
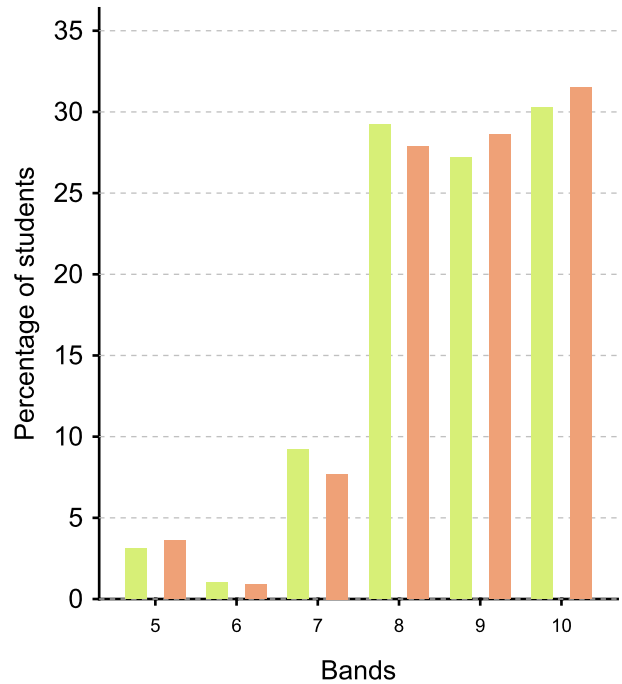
Percentage in bands:
Year 9 Spelling

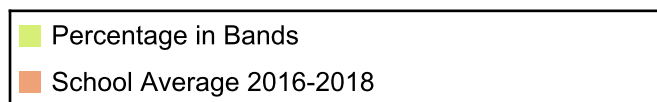
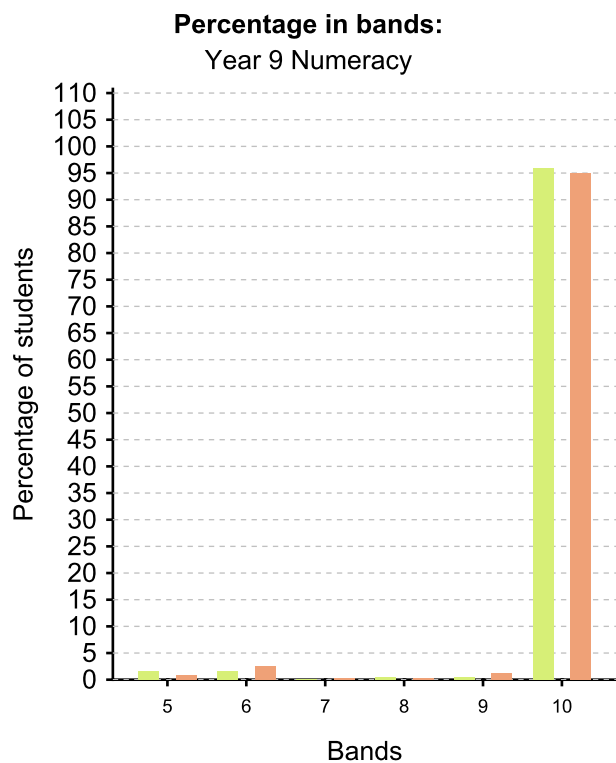
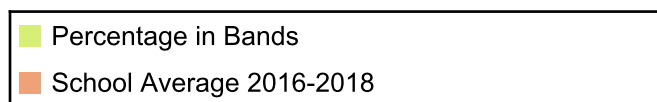
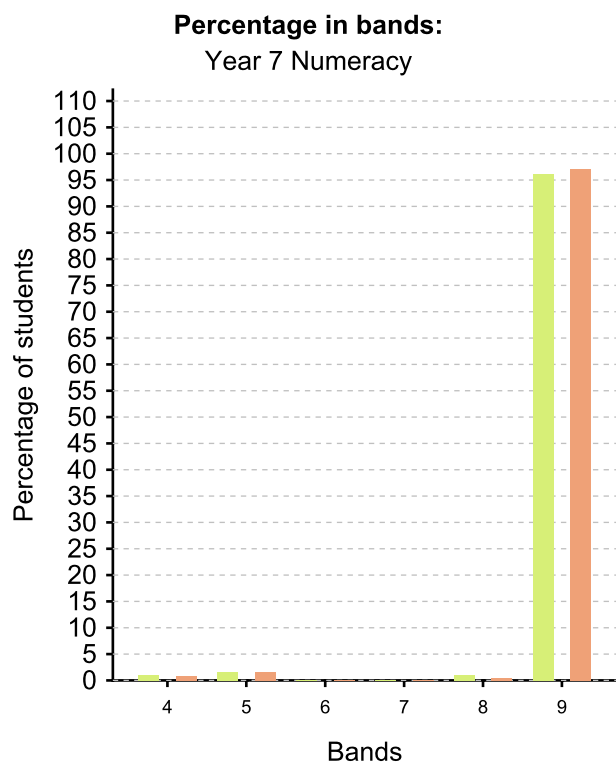


Percentage in bands:
Year 9 Reading



Percentage in bands:
Year 9 Writing





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.

Note – BHHS support student data who completed NAPLAN are included in whole school results. One

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 2018	SSSG	State	School Average 2014-2018
Ancient History	88.1	85.5	69.5	88.6
Biology	87.6	84.7	70.7	89.2
Business Studies	86.2	84.3	69.3	88.5
Chemistry	85.6	82.8	71.8	86.9
Economics	86.0	84.1	74.7	87.8
Engineering Studies	91.8	85.5	75.3	91.1
English (Advanced)	87.5	83.9	77.5	88.9
English Extension 1	88.2	87.3	85.8	88.4
English Extension 2	80.0	80.1	77.4	81.5
Geography	86.0	86.7	70.6	85.4
History Extension	90.7	86.0	84.2	90.9
Japanese Continuers	95.8	87.9	85.6	94.8
Japanese Extension	94.0	0.0	94.0	94.0
Legal Studies	88.9	87.3	71.2	89.6
Mathematics	90.4	86.9	74.8	92.2
Mathematics Extension 1	90.1	87.0	78.7	92.4
Mathematics Extension 2	90.2	85.8	83.3	90.8
Modern History	85.1	85.8	69.5	87.3
Music 2	90.1	88.6	89.5	90.7
Personal Development, Health and Physical Education	84.8	83.9	69.5	84.8
Physics	85.0	80.9	70.6	86.6
Software Design and Development	88.0	85.2	72.9	88.0

Careers Education

Careers Education is an integral part of the school's commitment to the *Career Development Continuum K-12* of the Department of Education and as such works within the framework created by the School Plan. Careers Education at Baulkham Hills High School has been benchmarked in 2018 using the Career Industry Council of Australia (CICA) School Career Development Service Benchmarking Resource and future improvements to the program will be in alignment with this framework. Elements of the program have been mapped against the Professional Standards for Career Development Practitioners as set out by CICA.

Vision Statement – The role of the Careers Advisor at Baulkham Hills High School is to provide a nurturing and inspirational space in which to support students in the following areas of their career and professional development (in alignment with the three Strategic Directions of the 2018–2020 School Plan):

1. **Foster self-sufficiency in the complex world of tertiary study and work** by teaching research, problem-solving and resource-acquisition skills to enhance adaptive capabilities within the changing labour market context (*alignment with Strategic Direction 1: Excellence in Learning*)
2. **Connect students to a breadth and depth of opportunities in study and work** through strategic contact with universities and industry representatives, in order to make informed decisions and career choices that have the best possible alignment with self (*alignment with Strategic Direction 2: Excellence in Teaching*)
3. **Enhance confidence and resilience in navigating university and the workforce** through information provision, guidance, mentoring, subject selection and application support and careers testing in both individual and group settings (*alignment with Strategic Direction 3: Excellence in Leadership*)

The process of career exploration and development at Baulkham Hills High School is a holistic approach which works closely with the aims of the Wellbeing Program and Growth Mindsets Team in order to support students to make choices based on their individual personal strengths and key interest areas as well as their academic capabilities. For this purpose it is essential that the Careers Advisor work closely with the Head Teacher Welfare, Counsellors, Year Advisors and Executive to ensure alignment of goals and outcomes for the students in undertaking their tertiary study and professional careers.

Connection to Higher Education & the Workforce

University Speaker Program – Speakers from various universities in Sydney and interstate are invited to attend the school at lunchtimes in Terms 1 and 2. All Year 10, 11 and 12 students and any interested Year 9 students are encouraged to attend.

School to Work Program – The School to Work (STW) program uses grant funds to support senior students in their transition to higher education and the

workforce by investing in the advice of knowledge experts in various areas. Programs will differ each year and will include aspects such as entrepreneurship, scholarship assistance, skill development and management of study stress.

Year 10 Careers classes – The Year 10 Careers Program has been designed to mirror the timeline for Year 12 students by giving Year 10 students exposure to the key elements of Careers Education in order for them to be best prepared for the future. This follows a logical sequence from self-exploration and reflection of strengths and skills via online profiling, preparation for a work experience placement later in the year, collating and describing achievements through building a cv, an awareness of strengths and skills required in the future workforce leading into subject selection, exposure to the university environment through knowledge of and attendance at Open Days, learning some of the key application processes required in Year 12 such as interviews and scholarship applications, and finally preparation for the world of work including networking, internships, joining professional organisations and applying for jobs.

Faculty Areas

English

Students continue to perform strongly in Advanced English with 45% of our students gaining a band 6 result compared with 13.7% across the state; the school mean being 6.6% above the State's. In the Extension 1 course, 52% of students achieved a result in the highest band as compared with a state result of 38%; the school mean being 1.6% above that of the state. In Extension 2, 90% of students gained a mark in the top two bands.

History

History students in the 2018 HSC continued to achieve outstanding results. In Ancient History, 99% of the cohort achieved the top bands while the State was 62%. In Modern History 95% of the cohort achieved top bands while the State was 71% and in Extension History 100% of our students achieved the top bands.

In Studies of Religion, an accelerated course, all students gained excellent results with in 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 once again enjoyed success in the range of modern and classical language courses offered by the school. In 2018, our students sat the HSC in French, Japanese, Japanese Extension, Korean Beginners, Latin and Latin Extension. Both Classical Greek and Classical Greek Extension students will be completing the HSC course in 2019.

Languages students at Baulkham Hills excelled in the 2018 HSC with a number of students achieving state rankings. All students of Japanese and Korean, including those in the acceleration program, achieved Band 6/E4 results. Our students were awarded first, second and fifth places in the state in Japanese Continuers, fifth place in Japanese Extension and fourth place in Korean Beginners. 75% of students in French achieved Band 5 results, and Latin Extension had a successful year with 100% of students achieving the top band.

Our students have continued to benefit from the range of extra-curricular opportunities provided by the Languages department. Students of Japanese experienced traditional workshops such as Taiko drumming, calligraphy and making *wagashi* (Japanese sweets). French students made delicious crepes and students studying Korean visited the Korean Culture Centre where they wore *hanbok* and made traditional games. The annual OzCLO linguistics competition also entered a record number of sixteen teams and is continually growing in popularity.

Visits to the school from Konosu City (Saitama) and Meiwa High School (Nagoya) encouraged cultural exchange through home-stay with hosting students. Visitors integrated into classes at Baulkham Hills and developed cultural bonds with our students. Year 10 and Year 11 students were also able to participate in the bi-annual Japan Study Tour over the September break, where students immersed in Japanese culture and practiced their skills of independency.

Mathematics

Mathematics students in all courses achieved excellent results. Overall these results are the best we have ever received with 66% of our students achieving a merit mention (above 90% in the course). In Mathematics Extension 2, the mean examination mark for our students was 90%. From a total of 101 students who sat the course, 66% of them achieved the highest band of E4 (compared to 33% of the state) with all 100% of our students achieving in the two highest bands.

Students who sat for Mathematics Extension 1 also achieved excellent results. The mean examination mark for Extension 1 was also 90%. The percentage of our students that achieved the highest band (E4) was also 66% compared to the state percentage of 33%. Furthermore, 86% of all students received a result that was in the top two bands.

In 2 Unit Mathematics, 66% of all candidates achieved a band 6, compared to only 22% of the state. The percentage of students who achieved a band 5 or 6, was 85% compared to only 52% of the state candidature.

Music and Visual Arts

Music and Visual Arts courses at the school continue to enrich the cultural and academic experiences of students across all years.

The 2018 HSC results saw excellent and consistent outcomes in the Creative and Performing Arts department. In Visual Arts, 89% of students achieved a Band 5 or 6. Music had a successful year with 92% of students achieving Bands 5 or 6 in Music 2, and all students in Music Extension excelled at the top band level. These results include a number of accelerated students completing the HSC Music 2 course in Year 10.

A number of students were selected for consideration for Encore, representing the best of HSC Music performances each year. Two students were successful in gaining entry into the 2018 National Art School's HSC Intensive Studio Practice program, with both receiving outstanding results to be recorded on their Record of School Achievement. Two students were also selected for the Dobell Drawing School at the NAS.

Community involvement has continued to be a great strength of the department with Music students performing at a variety of events for the council, schools and local community groups. The extensive band program continues to enhance the musical education of students across all years. At the 2018 NSW School Band Festival, silver awards were presented to Junior, Senior, Concert and Stage bands.

The HSC Visual Arts class proved to showcase a large array of technical skill and ability in their Body of Works. Year 12 artworks were once again displayed at the annual Art Exhibition, and other year groups' compositions from both Visual Arts and Photography and Digital Media were also celebrated throughout the year. Students also engaged in a number of excursions throughout the year to venues including the Opera House, Art Gallery of NSW and MCA to support their studies.

PDHPE

Students in PDHPE continued to do exceptionally well across aspects of the subject area.

In the 2018 HSC, students in PDHPE continued to achieve outstanding results, with the majority of our students scoring either a Band 6 or band 5, with 40% of students in band 6, compared with the state average band 6 of 7%. Our results achieved 14% higher than the state average.

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. All students actively participated and demonstrated their swimming 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. All students participated in several lessons and all successfully learnt the basics to

a very high standard.

Our other annual excursion is for Year 9 PASS students to the RAW Challenge at Doyalson to experience a combat course, after weeks of physical training during their classes. The conditions were fantastic for the trip, and all students got the chance to experience new surroundings, as well as learn new skills, which made the trip unforgettable.

Science

Results in Biology, Chemistry and Physics remained strong with three students attaining State Rank (Chemistry 5 and 14, Biology 20). 91% of students studying Biology achieved a Band 5 or 6; 85% in Chemistry and 80% in Physics.

Student candidature in Physics (132) and Chemistry (140) and Biology (47), an increase of 47 students overall studying Science, reflects continued strong interest in these subjects throughout the cohort.

Students also excelled in Olympiad competitions gaining gold, silver and bronze medals, and representing Australia at international levels across a number of disciplines.

2018 also saw the continuation of The Future's Project for the fifth consecutive year 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. Students were highly commended for their commitment and research skills which was highlighted at the annual presentation held at The King's School late in 2018.

Social Science

The standard maintained across all the Social Sciences courses in the Higher School Certificate remains impressive. In Geography, an accelerated Year 10 student performed exceptionally well and made the 2018 HSC Top Achievers list in Geography. This student achieved a State rank of 9th out of 4504 students studying HSC Geography in NSW. All of the BHHS students completing the HSC Geography course in 2018 were Year 10 Accelerants and together they achieved a fine result with 90% achieving Band 5 or 6 compared to the State average of 43% in the top 2 bands. 40% of students, who completed the Economics course, including Year 11 accelerated students, achieved an outstanding Band 6 compared to the State's average of 13%. The 2018, HSC Legal Studies students also achieved exceptional results, with 58% of the candidates attaining a Band 6 compared to the State's average of 12%. The results of our Business Studies students were also very strong with 90% achieving a Band 5 or 6 result compared to the State average of 37% achieving in the top two bands.

Students participated in a range of enrichment activities such as the Law Societies Mock Trial competition, Mock Mediation competition, Western University Kirby Cup Mooting competition, University of New South

Wales Economics and Business Studies competition, WeSSSTA Year 8 Geography Challenge and the Australian Geography competition.

In 2018, our academically gifted and talented students' learning experiences were further supplemented and enhanced with excursions and fieldwork. The places visited included Barangaroo, Sydney CBD & Pyrmont, Darling Harbour, Sydney Institute of Marine Sciences – Chowder Bay, Justice and Police Museum, Parliament of NSW, Taronga Zoo, Cabramatta, Featherdale Wildlife Park, Bankstown Culture Tour, HSC Geography Enrichment Day, ELC HSC Economics Conference, ELC Business Studies Conference, Young Justice Program – Supreme Court of NSW, Society and Culture PIP Day, Sydney Northern Beaches, Penrith Lakes, Sydney Tower, Eastwood, Blacktown and Luna Park.

Students also participated in incursions involving presentations by speakers from Parramatta Legal Aid, Castle Hill Police and the StartSmart Commerce program.

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 2018, ten students graduated from the Support Unit.

Four students were successful in gaining NDIS funding for post school support. One student was successful in gaining employment at Endeavour Industries after completing two years of work experience in their Castle Hill setting. Six students from years 9 to 12 undertook a range of TAFE YES program course in term 4. In addition six students were successful in gaining TVET qualifications in a range of courses in the Construction, Automotive, Retail, Business Administration and Electrotechnology. One student has been successful in gaining employment in the American Summer camp system, where he will apply the skills learnt in the Baulkham Hills High School Cadet unit.

Technology

The HSC results for 2018 in all three Technology subjects were outstanding. The majority of students gained Band 6 results and all three courses performed well above the state mean.

80% of the students in Engineering Studies achieved Band 6 results with the class obtaining an overall exam mean of 92%, this being 17% higher than the state mean. On a state v's school variation Engineering Studies ranked 1st amongst all the subjects in our school. It is particularly pleasing to report that one student was ranked 1st in the state while another student achieved the 7th highest state rank.

The Software Design and Development students performed at a high standard achieving an exam mean of 88% which was well over 13% above the state mean.

42% of the students gained a Band 6 while 10 of the 12 students achieved a HSC mark above 87%. The students were highly engaged in this subject, participating in many extra-curricular programming activities and their overall results placed SDD 5th amongst all subjects within our school based on the state versus school exam mean. It is also very pleasing to report that one student achieved the 3rd highest rank in the state.

The 2018 HSC class in Design and Technology was a combined class of Year 12 and Year 10 Accelerated students. Their exam mean was quite pleasing being over 85% and was 8% above the state's mean. One student was rewarded for his exceptional design project by being invited to display his work at the Powerhouse Museum exhibiting the finest works of the 2018 Design & Technology HSC Major Projects.

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:

LOTE Faculty Evaluation

Terms of reference for the LOTE Faculty Evaluation were

- Teaching Programs
- Teaching Practice, and
- Resources.

The Evaluation Panel consisted of a Deputy Principal, a Head Teacher Language from another 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.

Social Sciences Faculty Evaluation

Terms of reference for the Social Sciences Faculty Evaluation were

- Teaching Programs
- Organisation, and
- Student Attitudes.

Tell Them From Me Survey

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 2018 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. 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 features multicultural food stalls. Recognition

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 2018.

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

Jeanne Bathgate Principal

Megan Clarke Deputy Principal

Monica Craft Head Teacher Social Sciences

Terryanne Fletcher Head Teacher Welfare

Lisa Greenlees Head Teacher Teaching and Learning

Lara Hardy Careers Adviser

Wayne Humphreys Deputy Principal

Lance Hopper Head Teacher Visual Arts/Music/LBOTE

Zara Khan SRC Coordinator

Marijan Maricic Head Teacher Technology

Ronish Mudaliar SRC Coordinator

Brett McDonell Head Teacher PDHPE

Jyothi Sanker P & C President

Jason Ribbans Head Teacher Mathematics

Ian Scollay Head Teacher Science

Nigel Simmons Head Teacher Administration

Keely Simpson Head Teacher Support

Gordana Srnic Head Teacher English

Lynne-Adele Treanor Head Teacher History

Sara Yassa Head Teacher Administration (Relieving)

Julia Zhu Head Teacher Visual Arts/Music/LBOTE (Relieving)