

# Baulkham Hills High School

## 2019 Annual Report



8464

## Introduction

The Annual Report for 2019 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.

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### 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.

In 2019, as a follow on to our involvement in the Invictus Games in 2018 and the connections we made at that time we were delighted to host Steve Smith, former Australian Cricket captain, for a media day focusing on men's mental health. The students were very excited to join him having a hit or seeking his autograph or a 'selfie'. The focus of the day was not lost on the students and their awareness of mental health was increased as a result.

A great source of achievement and joy for the school were the brilliant performances of 'Grease'. This was the first time in over 20 years that the school had held a musical. It was an enormous success and all involved are to be congratulated and are all waiting impatiently for the next opportunity to show their talents and skills.

The school presented 202 Year 12 students for the 2019 HSC plus numerous younger students doing accelerated subjects. They gained a total of 647 individual course results in excess of 90%. In addition, 40 students appeared in the top all-rounders list for gaining over 90% in all their courses.

We placed second in English Extension 1, Japanese Continuers, Korean Beginners and Legal Studies. We placed third in Tamil Continuers, Economics, Japanese Continuers and Korean Beginners. We placed fourth in Economics and Japanese Extension and fifth in Japanese Continuers. We also placed sixth in Legal Studies and 13th in English Advanced.

The top ATAR of 99.95 went to Patrick Nah who is Dux of the school. Two other students were 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 are a most important component of our school community.

Our P&C continues to strongly support the school by running the Uniform Shop, providing resources, feeding our Year 12 students and their families, hosting information evenings, enhancing the environment and developing a sense of community in our diverse school family. I thank them and I commend the P&C committee and its leader, Sau Wan Liew, for all their efforts in 2019.

Jeanne Bathgate – Principal

### President Report – Baulkham Hills High School P&C 2019

2019 was a great year for the BHHS Parents and Citizens Association. We have continued to build positive relationships between the school community and staff, as well as support and help the school improve our students' learning experience.

We at the P&C would like to thank families for their ongoing support. Your payment of our levy has helped us give back to our wonderful school with the best interests of our children in mind. In 2019, the P&C continued to raise funds to contribute to the refurbishment of another two science laboratories.

Once again, the highlight of 2019 was our Multicultural Food Fair, which was held in November. This was a night that celebrated our cultural diversity, with visitors enjoying delicious food and being delighted by cultural performances. The school orchestra and bands performed for us and students were able to showcase their talents on the night. It was wonderful to see the school community come together and celebrate with us. The Fair was opened by the Hon. David Elliot, MP, Member for Baulkham Hills, and we had almost 2000 people join us in our celebrations. Thanks to the contributions of all parents and the generosity of members of the public, the total funds raised by the 2019 Multicultural Food Fair was \$33,097.70 – the best result in 5 years, and a 65% increase from 2018.

The P&C has continued to support the school in the following;

- Maintaining the school environment with two Working Bees (in March and August), with over 150 people attending;
- Hosting the Year 7 Information Night;
- Hosting the Year 12 Graduation Morning Tea for Year 12 students and their guests, ultimately catering for over 800 people;
- Hosting the Teachers Thank You Breakfast;
- Attending regional P&C meetings and collaborating with other schools in our area;
- Hosting external and internal Guest Speakers at monthly P&C meetings;
- Maintaining the P&C Planning Calendar;
- Representing the P&C Committee during school projects;
- Representing the P&C on the teacher and head teacher interview panel;
- Organising the university entrance and interview skills workshops for 2019 year 12 students;
- Continuing to support the debating and public speaking extracurricular classes through Masters Academy.

Another one of the P&C's responsibilities is running the Uniform Shop, the operation of which relies mainly on volunteers. I want to thank our coordinator, Ms Hong Chen, for her dedication and tireless efforts to make sure the uniform shop runs smoothly. P&C Uniform Shop committee members Doreen, Louise and Jane have helped to organise volunteers and assist in all Uniform Shop activities such as Orientation Day, Senior Blazer fittings and new students' uniform fittings. The Uniform Shop has provided quality uniforms at a reasonable price and has brought in profits that are used to further support the school. I also want to thank the many volunteers who helped at the shop. Thank you so much for your time and hard work. We would not be able to operate the uniform shop without you.

In 2019, the school held a Volunteer Appreciation Morning Tea in December to thank all our wonderful volunteers. We look forward to getting more parents involved in future school activities.

I'd like to thank the following members of the P&C executive for all their hard work and support in 2019:

- Vice President – Kevin, for the tireless effort he put towards the Uniform Shop settlement with SIS Design, his invaluable support in structuring the Working Bee, his help in planning the layout of the new Uniform Shop and his involvement in the Y12 Graduation Morning Tea. He has always been a reliable member of the P&C who came in early to help set up every P&C meeting.
- Vice President – Doreen, for being a solid backbone of the P&C when it comes to organising volunteers and planning events. She would travel near and far to find quality food for good value to help control the catering budget. She was present at almost every event to make sure things ran smoothly. She has also spent much of her own time answering questions in the parents' group chat to help new parents adapt to the school.
- Secretaries – Raymund and Murthy, who quietly worked in the background to get all the minutes and emails done. Raymund has also helped administrate the P&C Facebook page. His up-to-date posts and photography skills allowed many parents to relive our Multicultural Food Fair.
- Treasurers – Helen and Kristine, yet another pair who were quietly working in the background. Credit goes to them for getting all the accounts sorted, paying the bills and squirrelling away the P&C money so well.
- Working Bee Committee – Mike and Dan, who were responsible for the success of both Working Bees. They accomplished many great tasks such as installing seats all along the bus bay. A special mention goes to Mike Chen for his coordination skills in getting all the tools ready and delegating jobs.
- Membership and Social Committee – Adam, Ria, Gaya and Judy, for their help in running numerous school



events. They worked tirelessly to secure sponsors for the Multicultural Food Fair. Thanks go Judy for contacting businesses and securing many raffle prizes for Multicultural Food Fair and Ria for organising raffles for the night. A special mention to Adam, for his invaluable help in pulling off a successful Food Fair even with the new challenges posed, such as using generators for the first time and having to follow new safety measures. He did an excellent job in making sure the Food Fair ran smoothly.

- Uniform Shop Committee – Thanks go to Doreen, Louise and Jane for their help in ensuring the smooth running of the uniform shop, including securing new suppliers and organising volunteers. In order to maintain the accuracy of our uniform stocks, two stock takes were carried out in 2019. The long and tedious hours were not easy, but our committee members – together with Helen, the Treasurers and our volunteers – have done an excellent job.

We want to thank Mr Iaconis and Mrs Greenlees for once again running the Italian and Australian stalls at the Food Fair, as well as Ms Sleight for coaching the Parents' Singing Group. We would also like to thank Dr Bathgate, Mr Humphreys, Ms Clarke, Bronwyn McNichol and all administration staff for their time and support in 2019; we look forward to continuing to work with the school this year. I would like to specially thank Mr Humphreys for always being willing to comply with the many requests we make of him and for all his help with the P&C.

We hope that 2020 will be just as successful as the year before.

Sau Wan Liew

### Message from the students

The year of 2019 was yet another successful and memorable year for the SRC of Baulkham Hills High School. As the new year settles, we would like to reflect on some of the year's highlights: from the wholesome to the unforgettable. Some honourable mentions include consolidating a change in the school canteen to reflect student preferences, rebranding the function of the SRC within the school and bringing together the school community through our annual smorgasbord of events. As a result, 2019 was incredibly significant in increasing student participation within the wider school community.

Just as students entered the new year, the SRC hosted one of our signature events: Valentine's Day. The unending amount of love spread on this day was reflected by the hundreds of roses that were addressed to students, by students. Compliment cards were shared and happy memories were captured at the photo-booth. The revamped scale of decoration around the school paralleled the pride the SRC had in our first event of the year.

2019 also marked the second annual SRC Camp, a crucial two days dedicated to planning and bonding. Once again, it was met with smiles from the SRC members, allowing for the students to learn about each other, build teamwork, share inside jokes and, most importantly, plan in detail our events for the year. During the camp, we were able to reflect on the success stories and not-so-successful stories of the previous year's events and initiatives, building from other's feedback to better the events in the upcoming year.

One of our proudest ongoing initiatives is the World's Greatest Shave, an international event started by the Leukaemia Foundation, which allows those with overflowing courage and altruism to raise money for shaving their hair. We had 11 students (and one teacher!) participate, bringing together students from all grades to support these brave shavers.

Additionally, our annual Easter festivities were received very well by those involved in the school-wide egg hunt with prizes, the week-long Egg Guessing competition and feasting on some classic hot cross buns. Congratulations to our Year 8 SRC members, who boosted junior involvement and flawlessly executed this event.

The final event of the year was the SRC's converging point, the main attraction: Spirit Week! 2019 welcomed the theme of "carnival", which took over the school for a week and prompted student's to celebrate school spirit. A combination of old trends (the return of the jelly cups!), alongside new activities, all contributed to a surge in overall student morale. We introduced a crowd favourite: a variation on the classic "Pin the Tail on the Donkey" to create "Pin the Orange on the Baulko Logo". Donut eating competitions, food stalls and other niche challenges resulted in greater intergrade interactions. To conclude the week on a high note, the SRC held their annual Spring Fling: a mixture of carnival games and music-bopping, topped with a stunning firework display.

Though it is impossible to capture the memories, gratitude and pride the SRC has in its 2019 happenings in paragraphs, we wish to express our appreciation to all our dedicated members, our truly unstoppable supervisors, Ms Khan and Mr Mudaliar, and all the students who enjoyed our events throughout the year!

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

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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 year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

### Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Excelling
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Excelling
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Excelling
TEACHING: Professional standards	Excelling
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

## 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.

#### Improvement Measures

Maintain excellence in external student performance data (RAP and Scout);

- all-rounders 30% to 40%;
- HSC Band 6 – 60% to 65%; and
- 20% to 25% of HSC students achieving 95% in all subjects.

All Support students

- have IEPs; and
- are working towards individual goals.

Additional reports to measure improvement;

- Scout data reports (e.g. Attendance);
- Tell Them From Me Surveys; and
- Sentral Wellbeing reports

#### Overall summary of progress

School data systematically analysed at both a whole school and faculty level reveals areas of strength and need. Targeted professional learning implemented to support moving students as per original targets. This is a long term, ongoing process, which will be built upon in 2020.

All Support students have IEPs. Individual goals being worked towards.

#### Progress towards achieving improvement measures

**Process 1:** Continued refinement of the Wellbeing Framework through enhanced analysis of data to inform and implement practices around the case management model.

Evaluation	Funds Expended (Resources)
New merit system introduced – recorded on Sentral. TPL for Wellbeing Team. Mentoring for senior students.	

**Process 2:** Every KLA has high quality programs that demonstrate differentiation of the curriculum and teaching and assessment practices that embed the NESA requirements. A focus on Gifted and Talented Education through KLA programs.

Evaluation	Funds Expended (Resources)
Several faculties had programming days. Four individual staff complete UNSW mini COGE (Certificate of Gifted Education).	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• TPL funds (\$9024.00)</li></ul>

**Process 3:** Provide 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.

Evaluation	Funds Expended (Resources)
Vast range of opportunities – Prefects, SRC, Outreach, Green Group, Cadets, Bands, Choir.	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Self funded from community (\$0.00)</li></ul>



## 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.

#### Improvement Measures

Increase professional learning of all staff with particular targeting/focus on

- Gifted and Talented Education;
- Students with learning disabilities;
- Support for beginning teachers.

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.

Increased use of data analysis tools to improve student learning outcomes across all KLAs including literacy and numeracy goals.

#### Overall summary of progress

PL has been completed on Gifted and Talented Education (new Department of Education policy for 2021 – High Potential and Gifted Education). PL focus on this new policy in preparation for 2021.

Targeted team completed ongoing PL project in developing targeted plans to support students with disabilities. All staff completed in PL on working with students with disabilities.

#### Progress towards achieving improvement measures

**Process 1:** Staff professional learning targets current best practice research into supporting Gifted and Talented Education.

Evaluation	Funds Expended (Resources)
Staff complete UNSW mini-COGE	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• TPL (\$95546.00)</li></ul>

**Process 2:** Staff professional learning targets current best practice research into supporting students with learning disabilities

Evaluation	Funds Expended (Resources)
TPL for mainstream teachers working with support students	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• TPL funds (\$5280.00)</li></ul>

**Process 3:** Professional learning is provided and support groups are created to assist teachers maintaining and working towards various levels of accreditation.

Evaluation	Funds Expended (Resources)
Head Teacher – Teaching & Learning supports teachers to gain accreditation. Beginning Teacher Program.	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• TPL (\$900.00)</li></ul>

**Process 4:** Training of all teaching staff in the use and application of data analysis tools to inform teaching practice.

Evaluation	Funds Expended (Resources)

## Progress towards achieving improvement measures

Continues to expand each year.	
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## 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.

#### Improvement Measures

Tell Them From Me surveys indicate improved student wellbeing and engagement.

Increased involvement of wider school community in BHHS as indicated by participation rates in school functions and surveys.

Increased opportunities for staff leadership of co-curricular and whole school programs.

#### Overall summary of progress

Data results from TTFM indicate overall positive school outcomes (above state mean) for all areas of survey.

Increase in community participation in Multicultural Night and Working Bees. Increase download on new school app.

#### Progress towards achieving improvement measures

**Process 1:** Continue to refine and further develop a whole school approach to wellbeing using Growth Mindset, Mindfulness, and Positive Psychology as a foundation.

Evaluation	Funds Expended (Resources)
Targeted staff attended conference in Melbourne, then led SDD Workshops	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• TPL funds (\$8000.00)</li></ul>

**Process 2:** Current merit systems evaluated.

Evaluation	Funds Expended (Resources)
New system introduced	

**Process 3:** Consolidate links between the school and community through improved communication via a range of media (e.g. website, newsletter, app, Moodle, Facebook, etc).

Evaluation	Funds Expended (Resources)
Achieved. New app rolled out to community.	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Whole school funding (\$1945.00)</li></ul>

**Process 4:** Evaluate and consolidate administrative processes to streamline functions using Sentral.

Evaluation	Funds Expended (Resources)
All school completing PxP roll marking via Sentral. Merit system and well-being recording on Sentral implemented.	

**Process 5:** Make available leadership opportunities in line with PDPs. Continue to encourage open classrooms and collaboration through PDP observations.

Evaluation	Funds Expended (Resources)



**Progress towards achieving improvement measures**

Ongoing. Back of library re-furnished as Technology hub.

**Funding Sources:**

- Whole school funding (\$3500.00)

**Process 6:** Update learning spaces and resources in response to syllabus directions.**Evaluation****Funds Expended  
(Resources)**

Ongoing.

**Process 7:** Increase vocational education and work experience opportunities for students studying Life Skills.**Evaluation****Funds Expended  
(Resources)**

Achieved. Teacher hired to coordinate &amp; visit worksites.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<b>Funding Sources:</b> • (\$1 322.00)	Funds used in Support Unit – SLISO employment
<b>English language proficiency</b>	<b>Funding Sources:</b> • (\$9 485.00)	Funds used for across school literacy program.
<b>Low level adjustment for disability</b>	<b>Funding Sources:</b> • (\$100 534.00)	Includes two days of staffing
<b>Socio-economic background</b>	<b>Funding Sources:</b> • (\$18 198.00)	Student financial assistance
<b>Support for beginning teachers</b>	<b>Funding Sources:</b> • (\$55 197.00)	Relief from face to face teaching for beginning teachers and mentors – also TPL
<b>Bus Bay Improvements</b>	<b>Funding Sources:</b> • (\$55 000.00)	Extended concrete, shelter and seating
<b>Refurbishment of 2 Science Labs</b>	<b>Funding Sources:</b> • (\$559 327.00)	2 labs in H block refurbished

## Student information

### Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	685	696	694	683
Girls	521	514	518	542

### Student attendance profile

School				
Year	2016	2017	2018	2019
7	98.2	98.3	97.6	98
8	97	97.7	97.4	96.1
9	96.7	96.9	96.6	96.3
10	95.3	96.5	95	94.1
11	96.2	95.6	95.7	95.9
12	93.1	95.3	94.7	94.5
All Years	96	96.7	96.1	95.8
State DoE				
Year	2016	2017	2018	2019
7	92.8	92.7	91.8	91.2
8	90.5	90.5	89.3	88.6
9	89.1	89.1	87.7	87.2
10	87.6	87.3	86.1	85.5
11	88.2	88.2	86.6	86.6
12	90.1	90.1	89	88.6
All Years	89.7	89.6	88.4	88

### Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-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 2020 Admissions – December Round 2: Main Round (23 December 2019) – 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).

### Humanities/Social Sciences Courses

Commerce\* 29

Law\* 13

Psychology\* 11

Arts\* 4

Architecture\* 3

Business/Business Analytics\* 2

Linguistics 1

Teaching – Secondary\* 1

International/Global Studies 1

Media & Communications 1

TOTAL 66

### Science, Maths & Applied Sciences Courses

Science\* 33

Engineering\* 32

Actuarial Studies\* 18

Medicine\*\* (January Round 1 & 2 offers) 18

Medical Science\* 16

IT/Advanced Computing\* 15

Physiotherapy 13

Maths\* 7

Advanced Science 6

Applied Science – Diagnostic Radiography 5

Applied Science – Speech Pathology 4

Occupational Therapy 4

Optometry/Vision Science\* 4

Medical Engineering/Biotechnology/Medical Technology 3

Dentistry\* 3

Data Science 3

Information Systems 2

Advanced Maths 2

Pharmacy 2

Nursing 2

Marine Science 1

Cyber Security 1

Nutrition & Dietetics\* 1

Exercise Physiology 1

Clinical Science 1

Accounting\* 1

Pre-Med Science & Health 1

Podiatric Medicine (\*\*January Round 1 offer) 1

TOTAL 200

Key: \*includes combined Degrees (counted for both discipline areas)

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 2019 cohort. Institutions via VTAC (Victoria) made 14 offers to our students in the areas of biomedicine, psychology, physiotherapy, occupational therapy, optometry, law, commerce, engineering and science. 15 offers were made in the areas of medicine, medical science, pharmacy, optometry, physiotherapy, psychology and law from SATAC, which administers admissions processes for universities in South Australia and the Northern Territory. No offers were made to students from the University of Tasmania (UTAS) (via direct application to the university) or from universities in Queensland (via QTAC). Due to privacy reasons, Western Australian universities (via TISC) do not currently disclose offer information to schools.

### **SCHOLARSHIPS & CADETSHIPS**

Students at Baulkham Hills High School continued to perform highly in scholarship applications during 2019. Note that this data has been obtained from a student survey and is reliant upon students sharing this information with the school.

#### **Industry Scholarships/Cadetships (professional + financial components)**

\* 4 students were offered places in the UNSW Co-op Program (\$19 600 yr + 2 industry placements) [note: correction from Annual Report 2018 data – 2 students were offered places from the 2018 cohort but declined to take up the offers. The published version of this report did not note these offers]

\* 1 student was made an offer in the UTS Bachelor of Accounting Co-op Program (\$17,166/yr + 2 industry placements)

\* 1 student was made an offer in the Macquarie University Accounting Co-op Program (paid at industry rates + 3

industry placements)

\* 1 student was made an offer in the Macquarie University Actuarial Studies Co-op Program (\$18,200/yr + 3 industry placements)

### **General Scholarships**

\* USyd Sydney Scholars (\$6000–\$10,000/yr) – 2 students

\* USyd Engineering & IT Leadership Scholarship – 1 student

\* UNSW Scientia Scholarship (\$10,000/yr) – 1 student

\* UNSW Women in Engineering Scholarship (\$10,000/yr) – 1 student

\* MQ Uni Business School Dean's Academic Excellence Scholarship (\$10,000/yr) – 1 student

\* WSU Academic Excellence Scholarship in Medicine (\$5000/yr) – 1 student

\* WSU Academy Scholarship (\$20,000) – 1 student

### **Financial Assistance Scholarships**

\* USyd E12 Scheme (3 students)

### **Year 12 students undertaking vocational or trade training**

1.33% of Year 12 students at Baulkham Hills High School undertook vocational education and training in 2019.

### **Year 12 students attaining HSC or equivalent vocational education qualification**

100% of all Year 12 students at Baulkham Hills High School expected to complete Year 12 in 2019 received a Higher School Certificate or equivalent vocational education and training 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)	64.6
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

### Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

### Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2019 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

### Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

### Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

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 2019. Head Teacher Administration lead a presentation on Analysis of HSC results from the previous year. The IT Manager led the process of using Sentral for school attendance. The Head Teacher Wellbeing presented on using the new merit system. There were specific sessions for new teachers to BHHS. Faculty time focused upon preparation, planning and implementation of teaching and learning programs, and development of the Performance Development Plans (PDP) by all teaching staff.

The focuses for the second school development day included sessions on SEF Self-evaluation feedback, Whole School Curriculum Monitoring and Assessment and Growth Mindsets. The Wellbeing team completed the "Lifeline: Accidental Counselling" course.

The focuses for the third school development day included professional learning for staff around Autism designed to strengthen awareness and understanding of Autism. There was also a follow up session on Growth Mindsets and HSC monitoring update during faculty sessions.

Four 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.

Eighty teachers participated in Professional Learning activities in 2019 comprising courses based on Wellbeing, Growth Mindset, Technology, Accreditation, Faculty specific, new syllabus implementation, legal requirements, Youth Mental first Aid, leadership and literacy.

Average expenditure per teacher was approximately \$1106. The total school expenditure on professional learning in 2019 was \$112802.

All teachers at BHHS are accredited or working towards accreditation under Australian Professional Standards for Teachers. 1 staff member is working towards accreditation (currently at Provisional level).

The Head Teacher Teaching and Learning has established a successful induction program to work with new staff to the school and introduce them to BHHS through a program to ensure that they quickly become familiar to school processes such as Sentral, student wellbeing and Growth Mindset. Staff reported back that they felt supported and quickly adjusted to school processes and requirements.

Beginning teachers continued to be supported through the accreditation process with individual meetings, experienced mentors and reduced teaching load. They quickly adapted to teaching and have been a great asset to their individual faculty areas. 6 new staff were able to finalise their accreditation documentation with annotated evidence of their experience with HT T & L support. They were happy to be acknowledged with their certificates and welcomed to the teaching profession by the whole staff.

Pre-2004 staff have also been supported individually and through SDDs to continue working towards Maintenance of their accreditation through professional learning which will be due in December 2022. They have chosen regular registered professional learning to suit school and own professional learning goals. They have been recording and evaluating their individual conclusions from staff meetings, faculty meetings and professional reading. They are taking responsibility for improving their professional understanding and expertise as required by the new accreditation process required by the DoE.

Many staff developed their skills with the use of technology with the planning of SDDs to enable time to learn and share. They planned their learning and accessed courses and learnt from more experienced staff that were willing to share. This has benefited the students as they have seen an increase of the use of Google classroom as a platform to share resources, submit work and work collaboratively to ensure improved outcomes for the students.

Observation of teacher expertise across the school continues to be of great benefit to all staff. As part of the Professional Development Framework staff are expected to observe and be observed and this has enabled expertise to be shared. Technology skills have improved and the expansion of the use of the growth mindset theory has allowed staff to see how and where it can be used to benefit the students particularly in valuing feedback about tasks from staff.

Changes in the syllabus have enabled staff to reflect on the creation of new resources and to think about the ways content can be taught in the 21st Century. Time has been allocated during SDDs to enable faculties to work together to share ideas and create resources and learning tasks creating a more collegial staff.

HT T & L has coordinated a successful pre-service teacher program to support university students in gaining experience in the classroom. Carefully selected staff are chosen to mentor and support these students in developing their skills to be able to eventually plan, program and teach independently. Mentors are supported with professional learning and meetings with the HT T & L. Pre-Service teachers have reported that the induction program and staff including HT T & L

have been highly supportive and the experience gained at BHHS invaluable. 4 of these pre-service teachers have been subsequently hired once they completed their studies to continue working at BHHS. Others have emailed to update HT T & L on their employment status and thank the school for the experience they have gained.

Parent-Teacher nights were particularly well attended and response was positive in gaining insight into student capacity and how they could be supported at home to improve. Parents and staff reported that this meeting time is important and valuable in exchanging information on how to best support their students. HT T & L has continued to identify students that need support in Years 7 & 8 and this program has increased to include the use of the Baulko Study Centre. Students selected have worked with staff specialised in numeracy and literacy strategies to help develop their skills. Specially selected senior students have also been incorporated into the program to provide additional support over 2 lunch times and 2 morning sessions. The access to support has increased and students have reported that the senior mentors are beneficial. All teachers at BHHS are accredited or working towards proficient accreditation under NESA (NSW Education Standards Authority) and the Australian Professional Standards for Teachers.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 <b>Actual</b> (\$)
<b>Opening Balance</b>	2,156,185
<b>Revenue</b>	14,635,858
Appropriation	12,421,973
Sale of Goods and Services	429,919
Grants and contributions	1,751,431
Investment income	32,534
<b>Expenses</b>	-14,008,635
Employee related	-11,574,913
Operating expenses	-2,433,722
<b>Surplus / deficit for the year</b>	627,223

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.

## Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	1,109,224
<b>Equity Total</b>	129,540
Equity - Aboriginal	1,322
Equity - Socio-economic	18,198
Equity - Language	9,485
Equity - Disability	100,534
<b>Base Total</b>	10,531,127
Base - Per Capita	296,085
Base - Location	0
Base - Other	10,235,042
<b>Other Total</b>	473,258
<b>Grand Total</b>	12,243,150

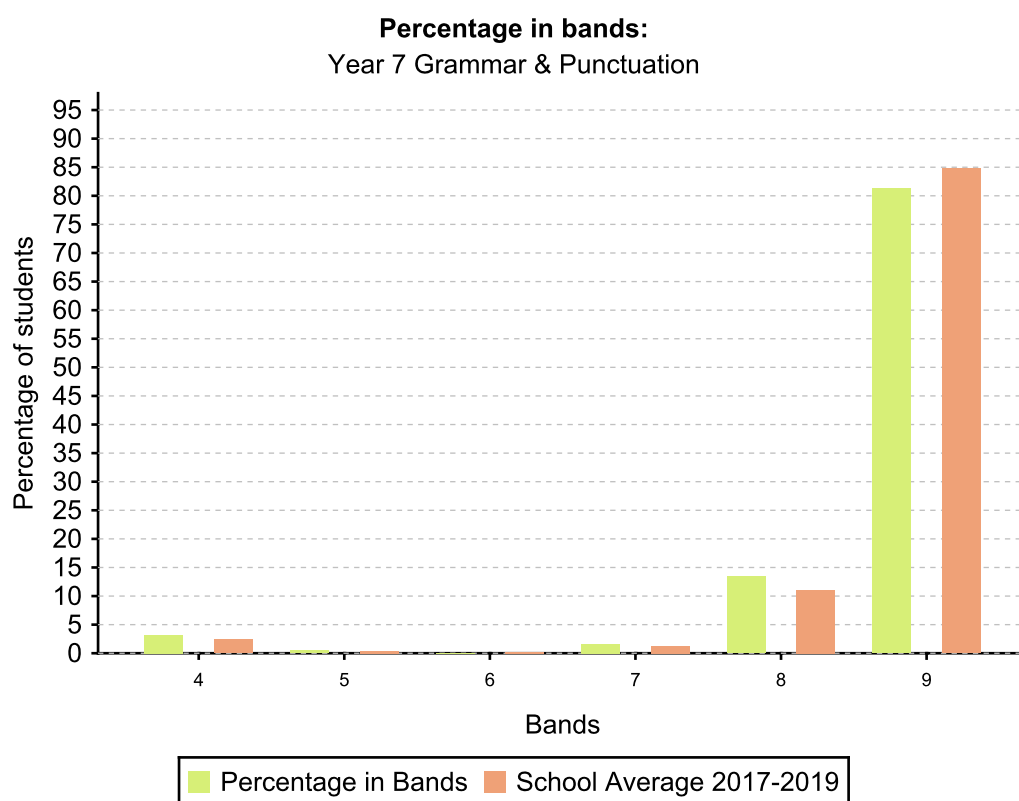
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

## 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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

### Literacy and Numeracy Graphs

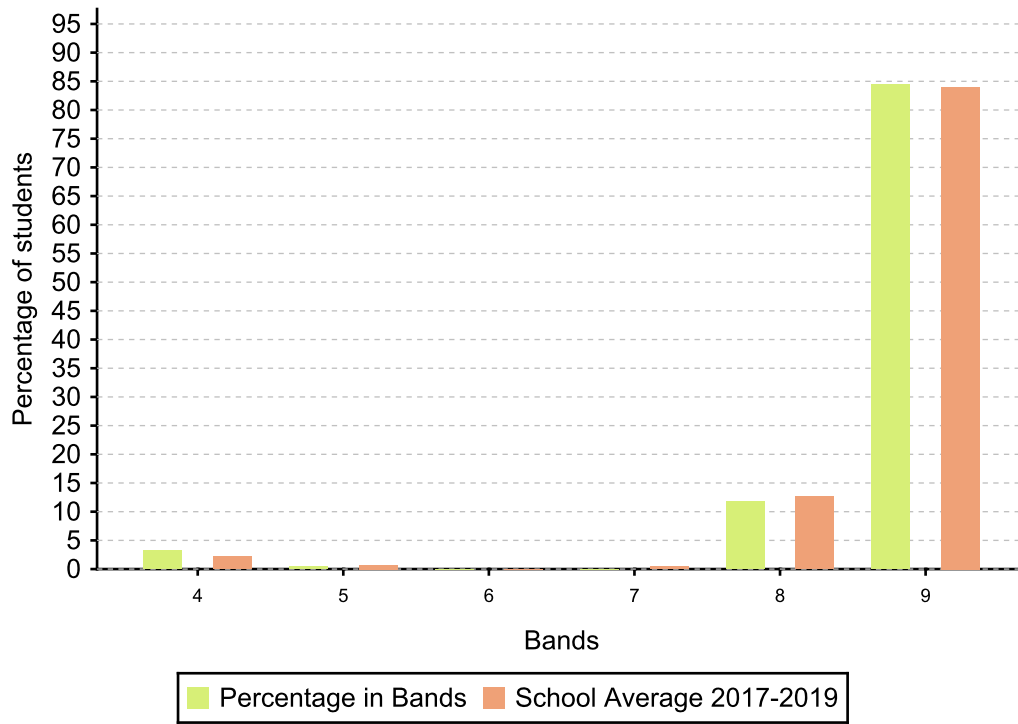


Band	4	5	6	7	8	9
Percentage of students	3.2	0.5	0.0	1.6	13.4	81.3
School avg 2017-2019	2.4	0.4	0.2	1.3	11.1	84.8



### Percentage in bands:

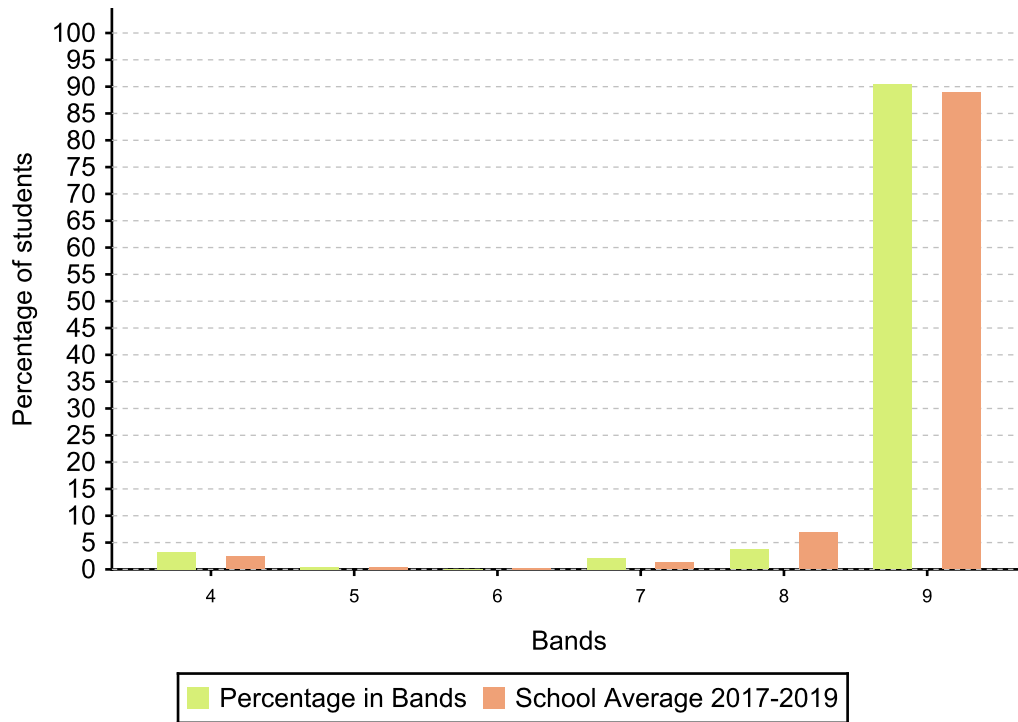
#### Year 7 Reading



Band	4	5	6	7	8	9
Percentage of students	3.2	0.5	0.0	0.0	11.8	84.5
School avg 2017-2019	2.2	0.7	0	0.4	12.7	84

### Percentage in bands:

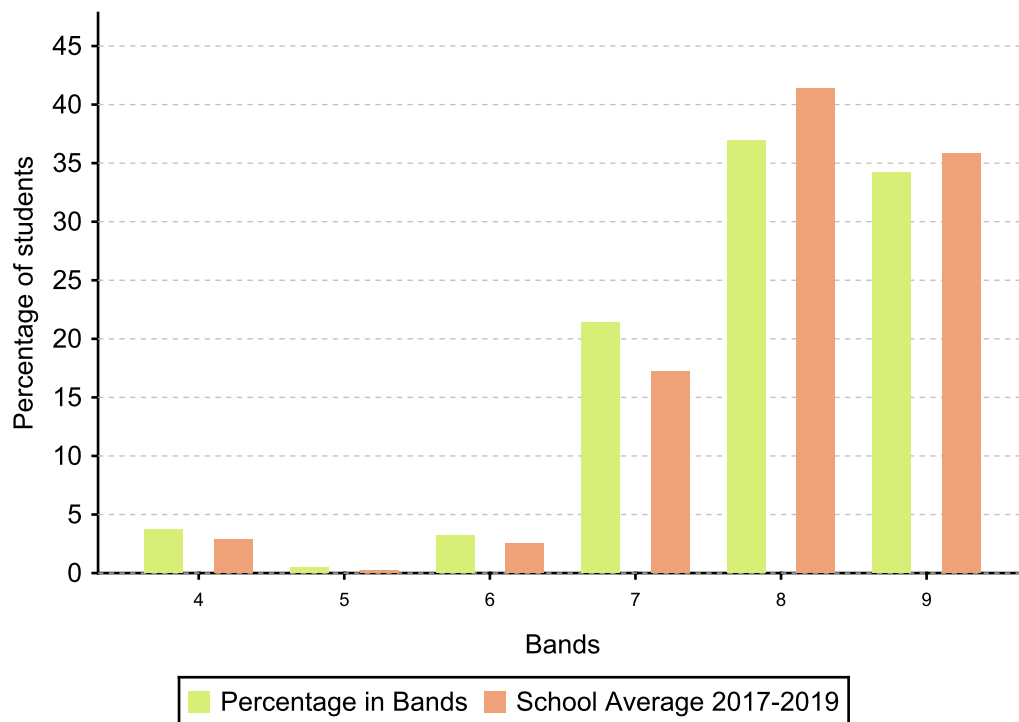
#### Year 7 Spelling



Band	4	5	6	7	8	9
Percentage of students	3.2	0.5	0.0	2.1	3.7	90.4
School avg 2017-2019	2.4	0.4	0.2	1.3	6.9	88.9

### Percentage in bands:

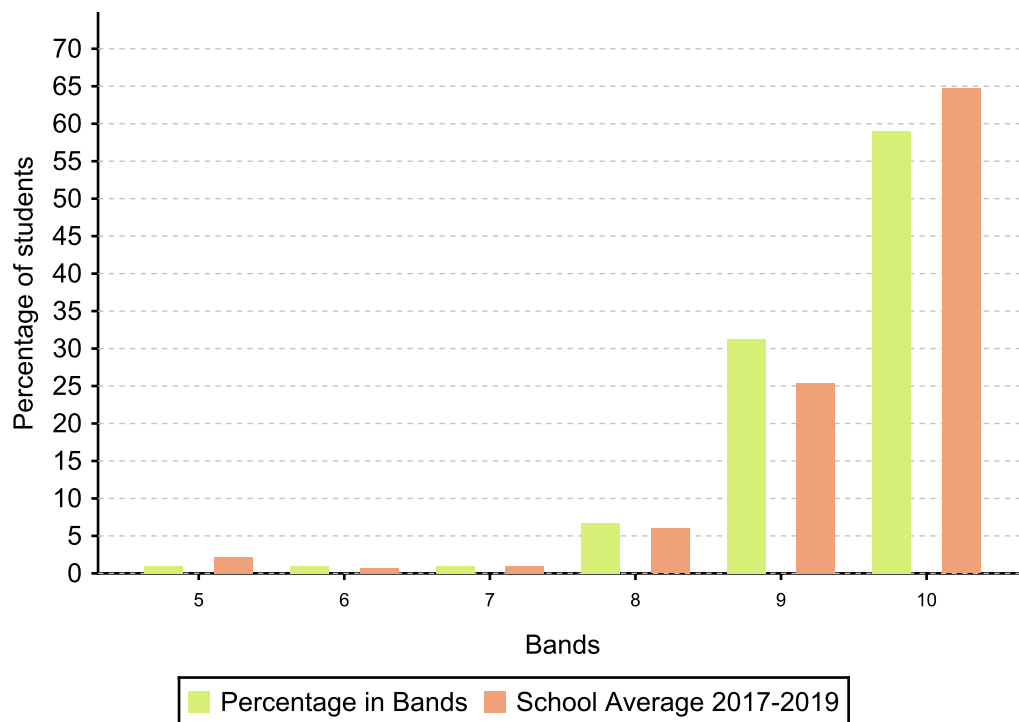
#### Year 7 Writing



Band	4	5	6	7	8	9
Percentage of students	3.7	0.5	3.2	21.4	36.9	34.2
School avg 2017-2019	2.9	0.2	2.5	17.2	41.4	35.8

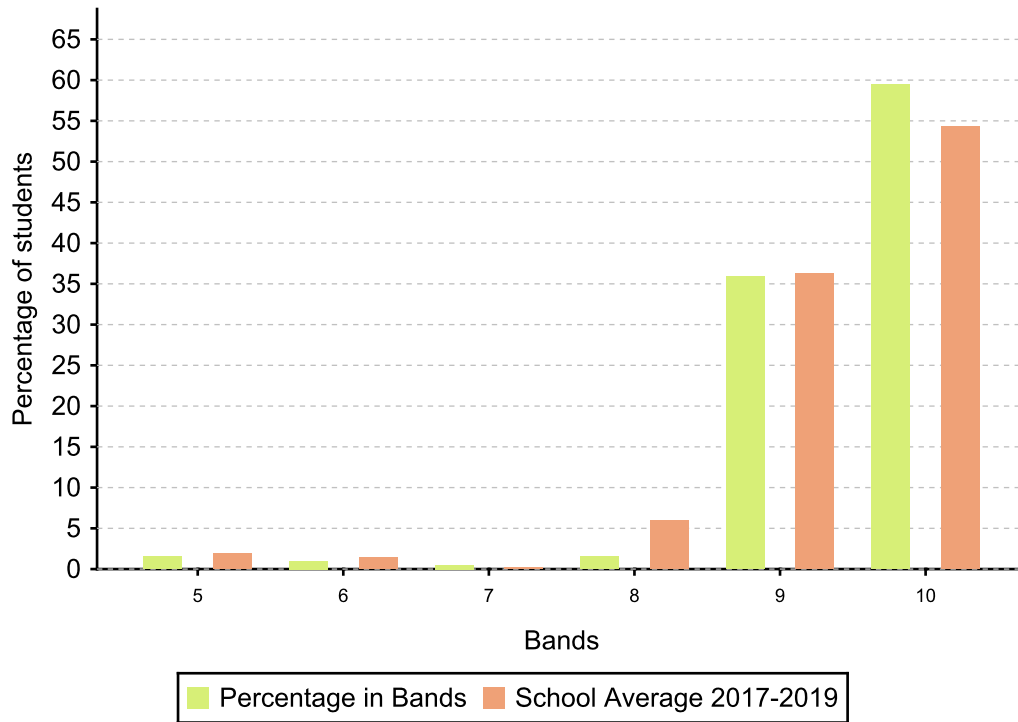
### Percentage in bands:

#### Year 9 Grammar & Punctuation



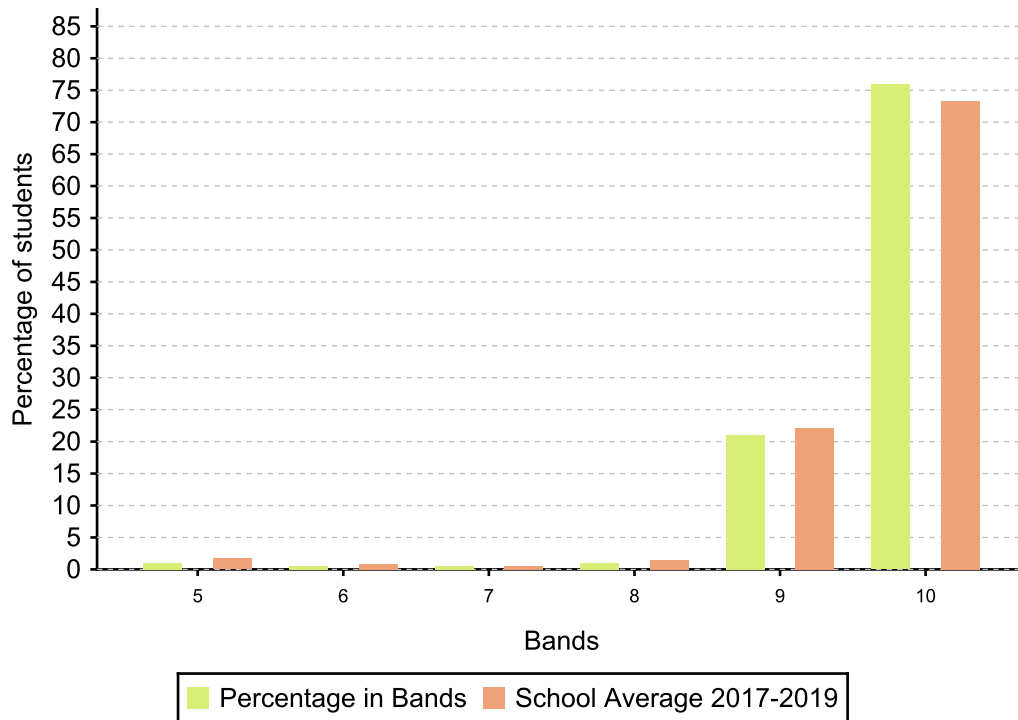
Band	5	6	7	8	9	10
Percentage of students	1.0	1.0	1.0	6.7	31.3	59.0
School avg 2017-2019	2.2	0.7	1	6	25.4	64.7

**Percentage in bands:**  
Year 9 Reading



Band	5	6	7	8	9	10
Percentage of students	1.5	1.0	0.5	1.5	35.9	59.5
School avg 2017-2019	1.9	1.4	0.2	6	36.3	54.3

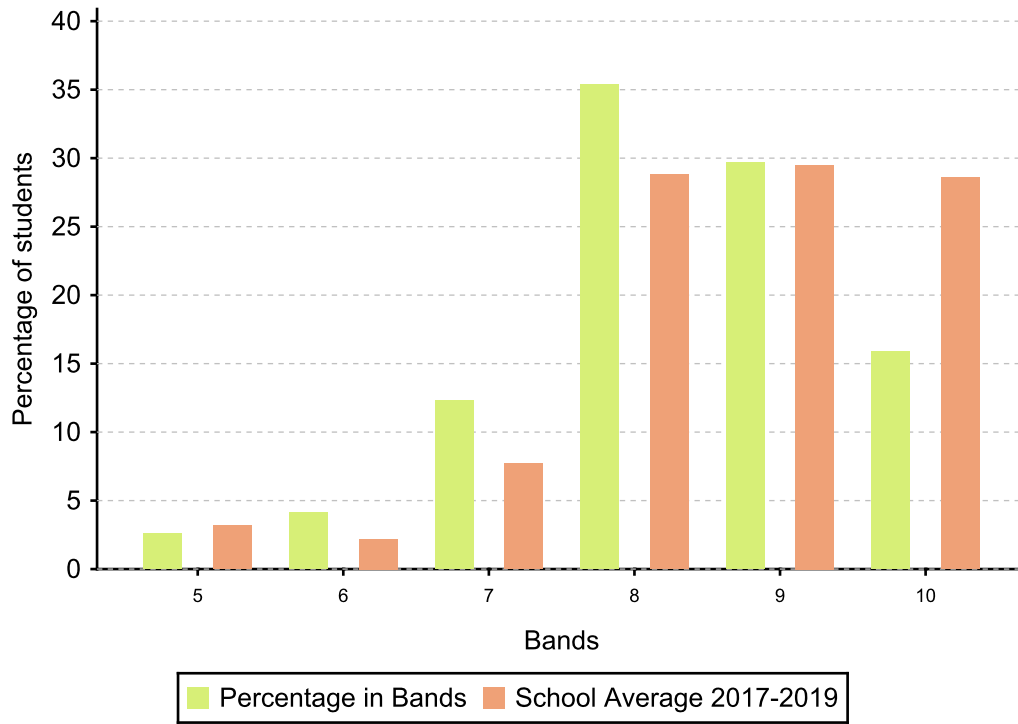
**Percentage in bands:**  
Year 9 Spelling



Band	5	6	7	8	9	10
Percentage of students	1.0	0.5	0.5	1.0	21.0	75.9
School avg 2017-2019	1.7	0.9	0.5	1.5	22.1	73.3

### Percentage in bands:

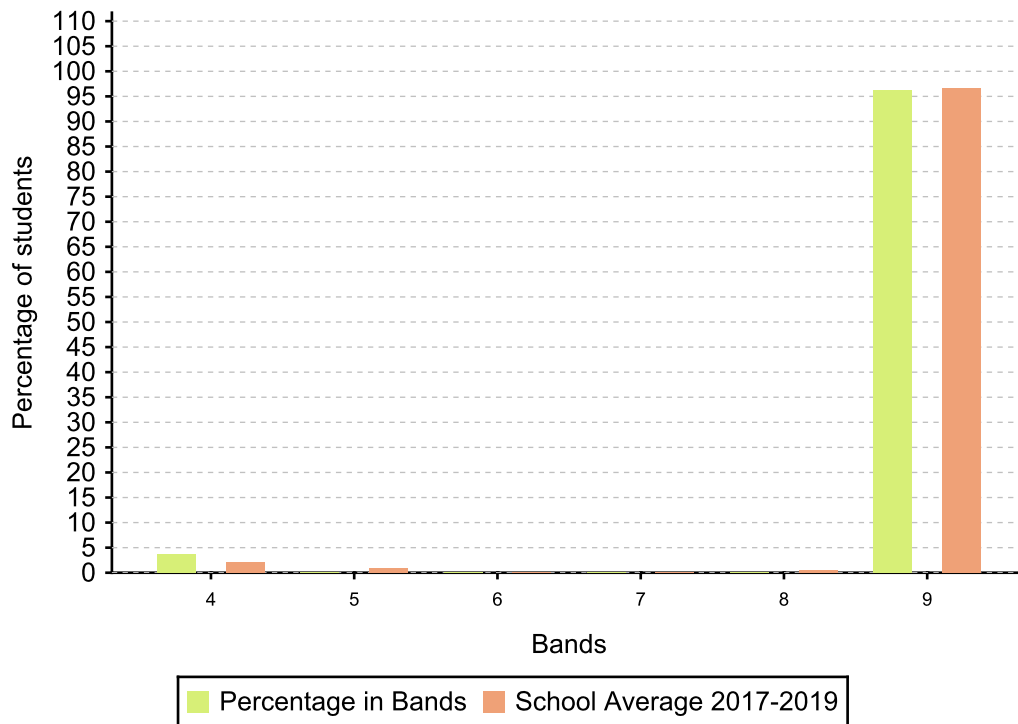
#### Year 9 Writing



Band	5	6	7	8	9	10
Percentage of students	2.6	4.1	12.3	35.4	29.7	15.9
School avg 2017-2019	3.2	2.2	7.7	28.8	29.5	28.6

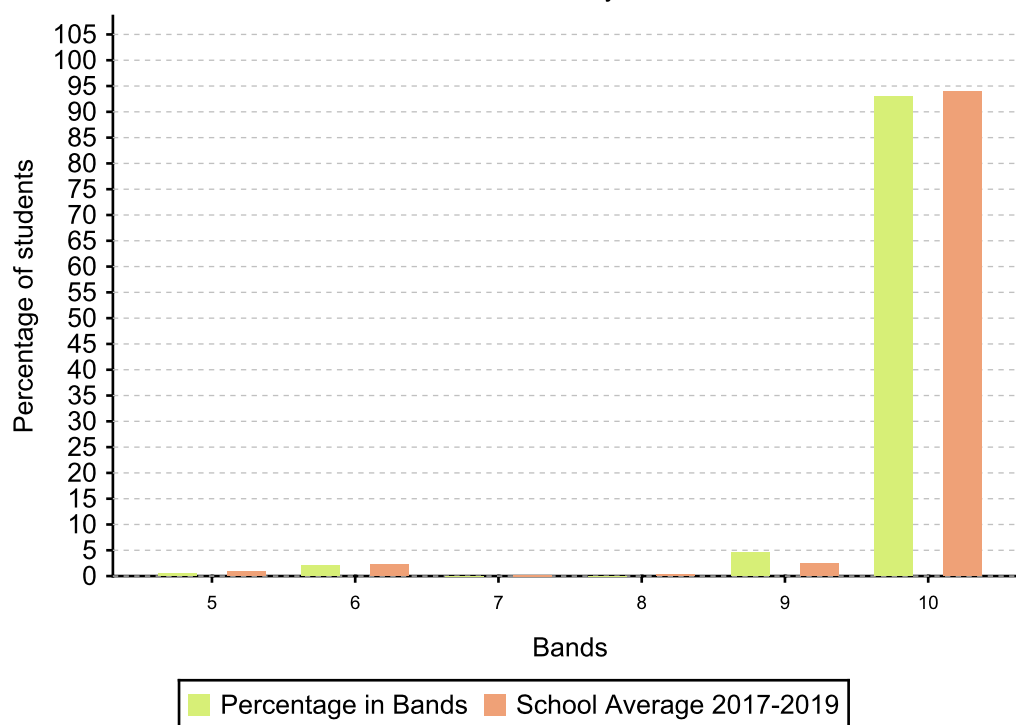
### Percentage in bands:

#### Year 7 Numeracy



Band	4	5	6	7	8	9
Percentage of students	3.7	0.0	0.0	0.0	0.0	96.3
School avg 2017-2019	2	0.9	0	0	0.4	96.7

**Percentage in bands:**  
Year 9 Numeracy



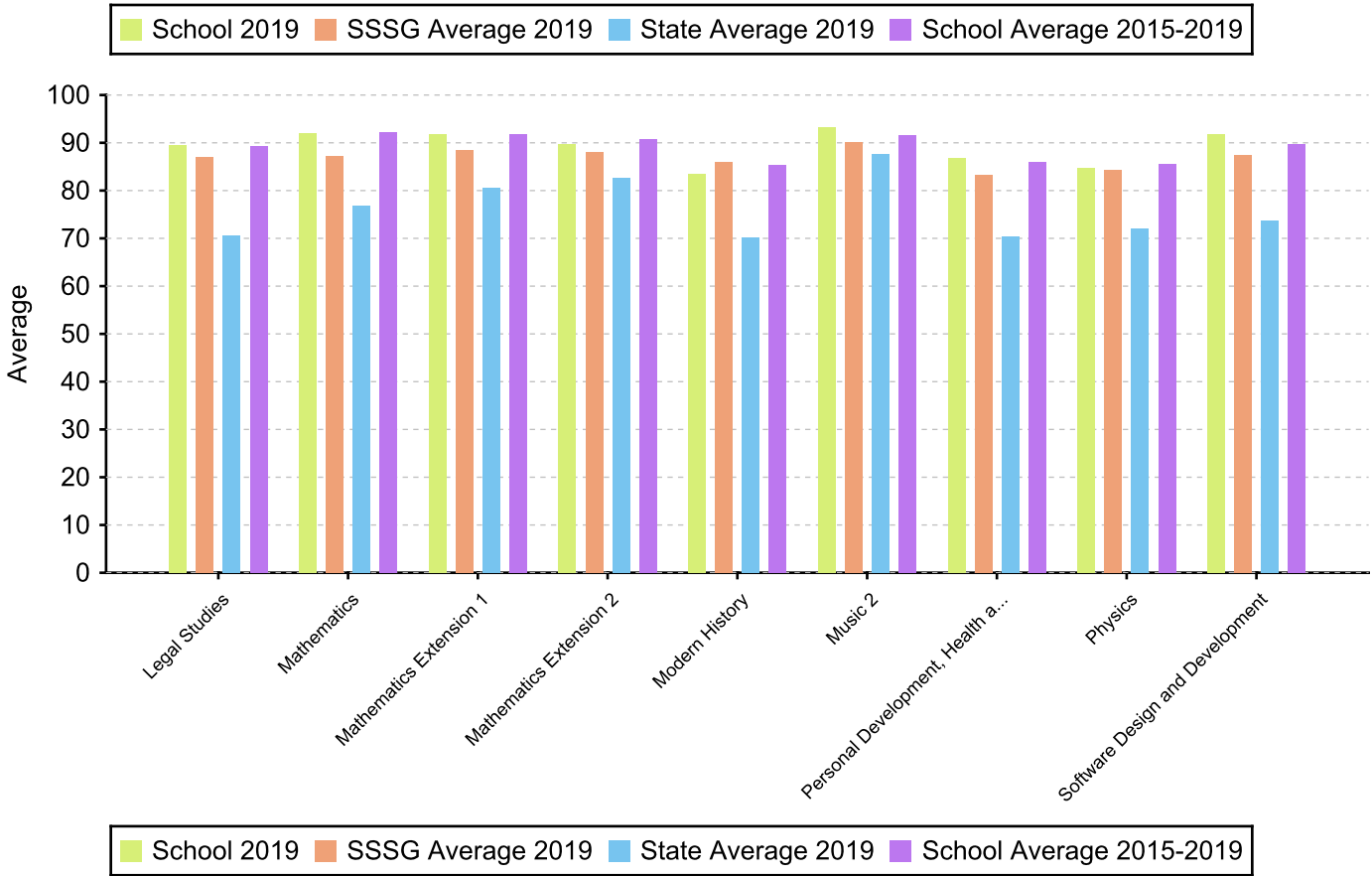
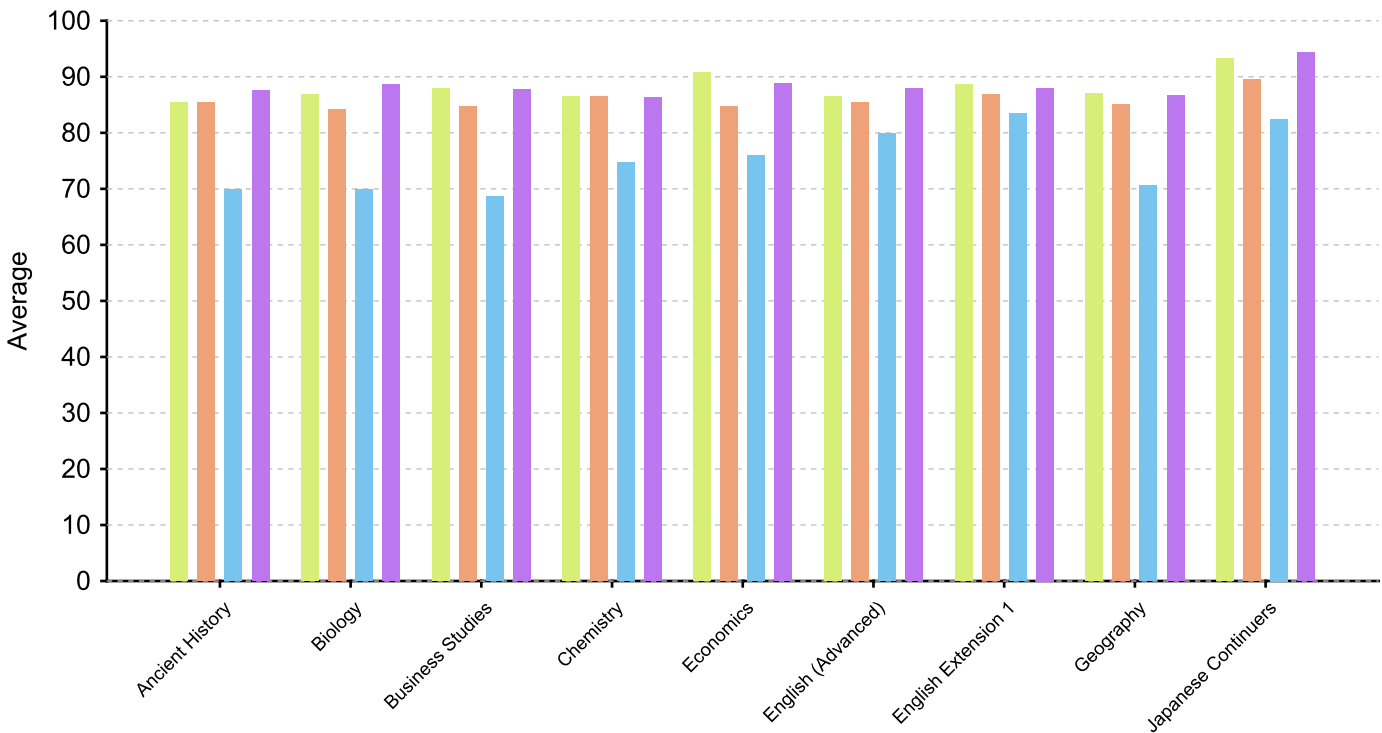
Band	5	6	7	8	9	10
Percentage of students	0.5	2.0	0.0	0.0	4.6	92.9
School avg 2017-2019	0.9	2.2	0.2	0.3	2.4	94

Note – BHHS Support Unit students are also included in school NAPLAN data.

School performance - HSC

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

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.





Subject	School 2019	SSSG	State	School Average 2015-2019
Ancient History	85.4	85.4	69.9	87.6
Biology	86.9	84.1	69.9	88.6
Business Studies	87.9	84.8	68.6	87.7
Chemistry	86.4	86.5	74.7	86.4
Economics	90.7	84.6	75.9	88.7
English (Advanced)	86.5	85.4	80.0	87.9
English Extension 1	88.7	86.9	83.4	88.0
Geography	87.0	85.1	70.6	86.7
Japanese Continuers	93.3	89.6	82.5	94.4
Legal Studies	89.4	86.9	70.6	89.4
Mathematics	91.9	87.2	76.9	92.2
Mathematics Extension 1	91.8	88.5	80.6	91.8
Mathematics Extension 2	89.8	88.1	82.7	90.8
Modern History	83.5	86.0	70.2	85.3
Music 2	93.3	90.2	87.5	91.5
Personal Development, Health and Physical Education	86.8	83.3	70.5	86.0
Physics	84.8	84.3	72.1	85.6
Software Design and Development	91.8	87.5	73.8	89.7

## Creative and Performing Arts

The Creative and Performing Arts faculty in 2019 continued to provide boundless opportunities and enriching experiences for CAPA students both inside and outside the classroom. The CAPA faculty teaches multiple syllabi including Music, Music 2, Music Extension, Visual Arts, Photographic and Digital Media, Visual Design and Drama.

The 2019 HSC results saw excellent and consistent outcomes in the Creative and Performing Arts department. The successes in 2019 for Visual Arts HSC Course, that most students achieved their highest results or equal highest band in the Visual Arts course. Five out of 8 students achieved Band 6.

Students demonstrated successful refinement of artmaking practices, especially in the paintings. Students used a variety of artmaking practices that showcase the diverse range of artmaking capabilities in teaching and learning – printmaking, photography, painting etc. The highest mark in the practical component was 49/50 which is impressive and this student was accepted to have her work exhibited at Art Express. 3 students were nominated for Art Express and 1 student was successful.

The successes for 2019 in the Music HSC Course is:

- 90% of students achieved band 6. The marks are evenly spread over the band 6 range (91 to 98), which was an improvement from 2018.
- Students achieved well in the extended response component. (40% achieved full marks = 10/10, 40% achieved 9/10)
- 5 Performance Encore Nominations, 2 Composition Encore Nominations, 1 Selected to perform at the Encore concert. Bradley Howard (SAX) Music Extension.

In 2019, the CAPA faculty students and staff were involved in the highly popular and entertaining musical Grease. The first musical held at Baulkham Hills High School in 25 years. Many of our performers, musicians and actors played key roles in this performance led by CAPA staff. The CAPA faculty provided many opportunities for the parents, friends and wider community to observe our students perform and exhibit their skills and talent. CAPA students performed or exhibited artworks in the following events in 2019:

- Music Night 2019
- Schools Spectacular
- HSC Visual Arts Exhibition
- Band Camp

All CAPA students were celebrated and had an opportunity to 'show off' their skills in the first Annual Creative and Performing Arts Showcase. Students performed their pieces or plays and exhibited artworks from throughout 2019. This evening also congratulated students on their diligence, commitment and love of the Arts in a special ceremony where students were given awards and trophies. A very well attended evening that was enjoyed by staff, students and the community. 2019 saw the introduction of the Baulkobald Prize which involves two categories and highly sort after prizes.

All Year 8 participate in the BaulkoBald Teacher Portrait Prize. Any student 7–12 can participate in the second Open BaulkoBald Prize for Portraiture. A special guest judge decided this winner and people's choice is also awarded. A very well entered competition that created excitement and interest at the event.

Students also engaged in a number of excursions throughout the year to venues including the Opera House, Art Gallery of NSW, Taronga Zoo, The Art Fair and MCA to support and inspire their future studies.

## English

The standard maintained across all the English courses in the Higher School Certificate remains strong. In Extension 1 English, a student achieved a State rank of 2nd out of 3499 students studying this course in NSW. All of the BHHS students completing the HSC English Extension 1 course achieved exceptional results with 56% of students gaining a band 6 compared to the state average of 34% with 100% of the students in this course gaining marks in the two top bands. In the Advanced English Course we had a student who achieved an outstanding result being ranked 13th in the state out of 25,277 students. Overall, the students in this course achieved a commendable result with 91% of them gaining marks in the two top bands, compared with the state average of 62% in bands 5 and 6. The Extension 2 English course had 100% of students in the two top bands. Students participated in a range of enrichment activities such as the Year 12 Trial Workshop, Extension 1 Study day at Newington, English Extension 2 Workshop at the State Library and attending the Sydney Writers' Festival. We also participated in the Sydney Metro Debating competition where our Year 11 team reached the State Semi Finals, our year 9 student won the Dorothea MacKellar Poetry Competition as well as one of our year 11 students being selected as a feature performance poet at the School Spectacular. Members from the English faculty initiated the return of the school musical resulting in a highly successful production of the musical Grease, with many English staff taking part in its realisation.

## History

The HSC results of the History faculty are once again reflective of solid student performance in stage 6 History, to whom the faculty deliver outstanding teaching and learning as passionate and committed teachers to every student. The faculty delivered all levels of Stage 6 Ancient History, Modern History and History Extension.

In 2019 fantastic student achievement is evident through the significant growth in accelerated students studying History Extension with 100% of the cohort achieving in the top 2 bands. In Modern History students continued to achieve pleasing results with 97% of students achieving a Band 5 or Band 6. In Ancient History, student achievement was also pleasing with 95% achieving in the top two bands, and with 95% of the class comprised of Year 10 accelerated students performing 12% above state average makes their achievement all the more outstanding, and suggesting a positive trend in academic growth in these courses compared with previous years.

Collegial networking and collaboration with other selective schools allowed for the creation of tasks that reflected a deeper understanding of the content and assessment requirements as well as strategies and exploration of new approaches to engage and support student learning.

2019 continued to see the History faculty organising incursions and excursions to enhance and enrich student's learning experiences with opportunities for year 7 to participate in an interactive Ancient show and year 8 in a Medieval show. All stage 6 History courses also provided for students to broaden their knowledge and understanding with students attending organised study days and the faculty inviting subject experts and text book writers such Ken Webb to provide students with HSC focused skill and knowledge.

## Languages

We have once again experienced great success across the range of modern and classical language courses offered by the school. In 2019, our students sat the HSC in Japanese, Japanese Extension, Korean Beginners, Latin and Latin Extension. Languages students excelled in the 2019 HSC with a number of students achieving state rankings.

All students of Japanese Continuers and Japanese Extension, including those in the acceleration program, achieved a Band 5 or Band 6/E4. Our students were awarded second, third and fifth places in the state in Japanese Continuers,

fourth place in Japanese Extension and second and third places in Korean Beginners. Latin Extension also had a successful year with 100% of students achieving the top band (E4).

Our students have continued to benefit from the range of extra-curricular opportunities provided by the Languages department. Students of Japanese gathered with other schools to enjoy the Japanese Film Festival and experience an authentic *bento* lunch. French students also made delicious crepes and explored French culture through film. Students studying Korean visited the Korean Culture Centre where they wore *hanbok*, made traditional games and ate Korean food. The annual OzCLO linguistics competition also entered a record number of twenty-five teams and one of the teams was invited to the International Linguistics Olympiad in South Korea. Visits to the school from Konosu City (Saitama) also encouraged cultural exchange through homestays. Visitors integrated into classes at Baulkham Hills and developed cultural bonds with our students.

## Mathematics

Mathematics students in all courses achieved some excellent results. There was a significant improvement in the percentage of students achieving a Band 6 (a result over 90) in the Mathematics course. In excess of 75% of students achieved a mark of 90 or more, compared to 66% for the 2018 cohort. The percentage of students that achieved a Band 5 or 6 (a result over 80) was 95%. Meanwhile, only 24% of the state achieved a Band 6 and under 50% achieved a Band 5 or 6.

For Mathematics Extension 1, 76% of students achieved the highest possible band of E4, compared to only 39% of the state, which was an improvement from 66% in 2018. Furthermore, 99% of students achieved one of the two top bands (E3 or E4).

In Mathematics Extension 2, the results were consistent with the high standard set in 2018, with 66% of students achieving the highest possible band of E4 in both 2019 and 2018. This was in contrast to only 36% of the state achieving a band E4. An impressive 98% of students achieved a result placing them in one of the two highest bands in comparison to 85% of the state.

Students continued to achieve some outstanding results in external competitions as well. Of particular note is James Bang of Year 12 being selected as a member of the Australian Mathematical Olympiad team. James travelled to Bath in the United Kingdom and received a silver medal for Australia.

## PDHPE

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

In the 2019 HSC, students in PDHPE continued to achieve outstanding results, with the majority of our students scoring either a Band 6 or band 5, with 35% of students in band 6, compared with the state average band 6 of 6%. Our results achieved 14% higher than the state average.

One of the highlights in PDHPE is for all Year 7 and 8 students, as well as students from our Support unit, 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.

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 and on-par with the previous year's result.

- 85% of students studying Biology achieved a Band 5 or 6 compared to 91% in 2018;
- 83% in Chemistry compared to 85% in 2018 and
- 82% in Physics compared to 80% in 2018.

There was a slight increase in the total number of Band 6 awarded to students in Science (124 compared with 118 in 2018).

Student candidature in Physics (104) and Chemistry (147) and Biology (54), 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.

2019 also saw the continuation of The Future's Project for the sixth 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 2019.

## Social Sciences

The standard maintained across all of the Social Sciences courses in the Higher School Certificate remains impressive. In both Legal Studies and Economics, four students performed exceptionally well and made the *2019 HSC Top Achievers in Course* list, achieving one of the highest places in an HSC course. In Legal Studies, two students achieved a State rank of 2nd and 6th out of 10,782 Legal Studies students in NSW. Two students achieved a State rank of 3rd and 4th out of 5,162 students studying the HSC Economics course across NSW. One of these students was a Year 11 Economics accelerant.

HSC results across all of our courses were excellent:

- Business Studies – 33% achieved a Band 6 and 67% achieved a Band 5 result, compared to the State averages of 9% and 24% respectively;
- Economics – 60% achieved a Band 6 and 40% a Band 5 result, compared to the State averages of 15% and 37% respectively. 37% of BHHS students completing the HSC course were Year 11 Economics accelerants;
- Geography – 32% achieved a Band 6 and 68% achieved a Band 5 result, compared to the State averages of 10% and 33% respectively. 90% of BHHS students completing the HSC course were Year 10 Geography accelerants;
- Legal Studies – 66% achieved a Band 6 and 27% achieved a Band 5 result, compared to the State averages of 13% and 28% respectively;
- Society & Culture – 33% achieved a Band 6 and 50% a Band 5 result, compared to the State averages of 12% and 32% respectively.

One of our students also achieved Equal First Place in Year 9 in the Australian Geography Competition.

Students participated in a range of enrichment activities such as the Law Societies Mock Trial competition, Mock Mediation competition, WSU Kirby Cup Mooting competition, the Australian Geography competition and the WeSSSTA Year 8 Geography Challenge.

In 2019, our students' learning experiences were further supplemented and enhanced with excursions, incursions and fieldwork. These 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, HSC Geography Enrichment Day, ELC HSC Economics Conference, ELC Business Studies Conference, SCA Annual Society & Culture PIP Day, WSU Geography HSC Enrichment Day, Young Justice Program – Supreme Court of NSW, Society and Culture PIP Day, Korean Cultural Centre, Sydney Northern Beaches, Penrith Lakes and the SmartStart 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 2019, nine students graduated from the Support Unit. 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 courses. In addition, eleven students were successful in gaining TVET qualifications in a range of courses including Retail, Horticulture, and ICT.

## Technology

The HSC results for 2019 in both Technology subjects were outstanding. The majority of students gained Band 6 results and for both courses the school's exam mean was well above the state mean.

Almost 86% of the students in Engineering Studies achieved Band 6 results with the class obtained an overall exam mean of 92%, this being almost 18% higher than the state mean. On a state v's school variation Engineering Studies was ranked 1st amongst all the subjects in the school.

The students in Software Design and Development performed at a high standard achieving an exam mean over 91% which was almost 16% above the state mean. 70% of the students gained a Band 6 while all students achieved a HSC mark above 86%. The students were motivated, highly engaging in advanced programming tasks, and their overall results placed SD&D 2nd amongst all subjects within our school.

Although the number of students studying Technology subjects is quite low compared to other faculties, the students in their Technology subjects gained unique experiences and achieved results that ranked the Technology Faculty 1st

amongst all the faculties in our school on the state v's. school exam mean variation.

## Parent/caregiver, student, teacher satisfaction

### Tell Them From Me Survey

The TTFM Student Survey is designed to provide the school with insight to guide our school planning and help you to identify school improvement initiatives. The report highlights our school's results on survey measures that are based on the most recent research on school and classroom effectiveness.

#### Drivers of Student Outcomes

- Positive learning climate – Students understand there are clear rules and expectations for classroom behaviour – School mean 6.8 (state 5.6)
- Expectations for success – School staff emphasise academic skills and hold high expectations for all students to succeed – School mean 7.7 (state 7.0)
- Advocacy Outside of School – Students have someone at home or community who consistently provides encouragement and can be turned to for advice – School mean 6.0 (state 4.5)

**Student optimism levels** – The extent to which students feel hopeful and have positive expectations for the future – School medium and high 86% (state 82%).

**Student academic self-concept** – The extent to which students feel they can do well in their school work – School mean 97% (state 92%).

**Student perseverance levels** – The extent to which students can pursue their goals to completion, even when faced with obstacles – Medium and high – 89% (state 84%)

**Students with a positive growth orientation** – Students set challenging goals for themselves in their schoolwork and aim to do their best – School mean – 70 % (state 68%)

**Student academic buoyancy levels** – Students can overcome setbacks and challenges that are typical of the ordinary course of school life – School mean 5.5 (same as state mean – males 6.1 and females 4.9)



# Policy requirements

## Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

## Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

## Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.

In 2019 the LBOTE (language background other than English) population of the school remained 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. Students come from over 50 language backgrounds. It is important to celebrate the harmony and tolerance our school enjoys in this environment. Various activities are held including the Acceptance, Awareness and Anti-discrimination Week with talks about acceptance regardless of race, sexuality or ability and features multicultural food stalls. Recognition assemblies for individual year groups also provide an avenue for students to perform items reflecting their cultural background. The school's P & C again led a successful and increasingly diverse Multicultural Food Fair in 2018, with over 2000 people attending, and over 200 members of the community contributing in some way to the success of the evening..

## Other School Programs (optional)

### About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development

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