

# 2020 Annual Report

## Beverly Hills Girls High School



8255

# Introduction

The Annual Report for 2020 is provided to the community of Beverly Hills Girls High School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

## School contact details

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### 2020 NSW INTERNATIONAL STUDENT AWARDS



**Tung Linh Ha**

Winner - NSW International Student of the Year Award  
Schools



2020 NSW International Student of the Year

## School vision

Our VISION:

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

Our COMMITMENT:

We are a school community committed to:

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

## School context

Beverly Hills Girls High School (BHGHS) is a comprehensive high school with a consistent enrolment trend of 1000 female students. The adjoining co-educational Beverly Hills Intensive English Centre (BHIEC) contains a further 130 - 160 students.

The Intensive English Centre is a system-wide resource drawing enrolments from a wide demographic area. The IEC Curriculum is referenced to NESAs syllabus outcomes.

Our school serves a community that is diverse in terms of ethnicity, culture and socio-economic background, with around 94% of students from a language background other than English.

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

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

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

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



## 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 and participated in an external validation. 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. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

During our external validation in 2020, the external panel found that the school was excelling in reporting, school resources and management practices and processes.

The school has identified the need for a more consistent approach to the gathering of evidence and analysis of impact to drive continuous improvement. We have identified the need for the school to develop further expertise in ways to measure student impact against programs. We need to develop a clearer method of establishing baseline data and establishing concise success criteria. This will be supported by a clearer understanding of the qualitative and quantitative data sources that will be used to measure impact and report on success. We will achieve this through:

- Developing a team approach to implementation and progress monitoring towards improvement measures;
- Establishing and implementing internal processes to collect and organise data more effectively and efficiently;
- Professionally develop staff in data analysis and effective evaluative practices.

## Strategic Direction 1

### Future Ready Learning

#### Purpose

To ensure our learners can understand, articulate and develop the skills and attributes of learning for meaningful global citizenship. Their school and post-school outcomes are developed through access to engaging and authentic learning opportunities. Every learner is known, valued and cared for in our school.

#### Improvement Measures

- 1 (a) Increase in the level of student understanding and development of future-ready learning attributes. (In 2018 a survey was conducted to determine baseline data.)
- 1 (b) Effectiveness of Quality Learning Framework as a reflection and planning tool to map student acquisition of future-ready learning attributes. (Phased implementation and feedback commenced in 2018.)
2. Increase in proportion of students meeting or exceeding expected levels of growth in literacy and numeracy. (2017 NAPLAN baseline data used as a measure.)
3. Baseline data in use of current "merit ward" system to gauge the effectiveness of a revised system. (2018 data was used as a measure.)

#### Progress towards achieving improvement measures

##### Process 1: 1. Reflective and adaptive learners

The Quality Learning Framework is understood and supported by stakeholders and is implemented as a reflection and planning tool for future-ready learning skills.

Evaluation	Funds Expended (Resources)
<p><b>Data:</b> Internal - Sentral, reports and google forms</p> <p><b>External:</b> TTFM and People Matters Survey</p> <p><b>Q:</b> What has been the impact of QLF and positive psychology on the QLF?</p> <p>A need for an evaluation of the QLF is required in 2021.</p> <p><b>Q:</b> What has been an impact of the Wellbeing structure on student referrals?</p> <p>An evaluation of those processes are required in 2021.</p> <p><b>Q:</b> Is the Professional Development meeting the needs of our staff?</p> <p>An evaluation of PL is required in 2021.</p>	Teacher planning time

##### Process 2: 2. Strong foundation of literacy and numeracy skills

Targeted whole-school literacy and numeracy programs are developed and implemented, supported by professional learning associated with literacy and numeracy progressions.

Programs such as Writing for the HSC, LearNing Matters and Renaissance have been introduced to improve student's numeracy, writing and reading.

Students are also supported in meeting the Minimum Standards in Year 10 and Year 11 through intensive workshops aimed at lifting numeracy and literacy skills in both Year 10 and Year 11.

IEC students develop independent learning and second language acquisition skills through programs incorporating personalised learning criteria referenced and formalised assessment.

## Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
<p><b>KIS:</b> Internal data suggest that teachers need more training in the delivery of numeracy to meet the needs of our students. They also felt that a whole school numeracy program required to target students who are most requiring support in numeracy.</p> <p><b>ALARM:</b> Faculties using the ALARM scaffold felt supported and saw the relevance in its use. Internal data from surveys suggested this.</p> <p><b>Minimum Standards class:</b> All students in Year 12 2020 and Year 11 2020 met the minimum standards. The class was a success.</p> <p><b>Analysis:</b> A whole school approach to numeracy is required in 2021 to support meeting the targets set.</p> <p>ALARM needs to be embraced by the whole school and encourage all KLAs to use it.</p> <p><b>Implications:</b> Students and teachers will benefit from a whole school approach that is embedded holistically and supported by all stakeholders.</p> <p>The use of ALARM by all KLAs will see a lift in the quality of writing in the HSC.</p> <p>Minimum Standards Class was a success.</p> <p><b>External Data:</b> Scout used and RAP</p>	<p>Teacher relief time</p> <p>3 casuals for 3 days</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>Professional Learning (\$1650.00)</li> </ul>

### Process 3: 3. Every learner is known, valued, and cared for in our school

Development and implementation of a system for recognition and acknowledgment of student achievement and effort that builds a sense of value and confidence in students. A review of Student Management Policy and Procedures will be undertaken in addition to a revamping of the Merit System.

Evaluation	Funds Expended (Resources)
<p><b>Q:</b> Do the merit assemblies, merit awards and QLF ensure that every learner is known, valued and cared for in our school?</p> <p><b>Q:</b> Have these activities made a significant impact to our learners?</p> <p><b>D:</b> Internal - Sentral, surveys</p> <p><b>D:</b> External: TTFM and People Matters Survey</p> <p><b>Analysis:</b> More professional learning around the QLF is required</p> <p><b>Merit Awards System</b> is not working electronically- another form is required to acknowledge our learners</p> <p><b>Merit Assemblies:</b> Stakeholders value these. A more celebratory system, such as a token (ice-creams, pizza day, sausage sizzle day) is requested for quality learners to be celebrated and recognised further. The Wellbeing Team will work on this in 2021.</p> <p><b>Implications:</b> Stakeholders in our school feel satisfied that every learner is known, valued and cared for. Work will develop in 2021 to ensure this continues.</p>	<p>Teacher release time</p> <p>3 casuals for 2 days</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>Professional Learning (\$3300.00)</li> </ul>

## Strategic Direction 2

### Future Focused Teaching

#### Purpose

To ensure our teachers are confident, valued and effective future focused practitioners through engagement in leadership of professional learning. Embed a collaborative culture that includes a commitment to reflection, feedback and sharing of expertise. Through supportive practices teachers and staff strive for excellence in their performance and professional growth.

#### Improvement Measures

- 1 (a) Increased level of engagement in professional learning workshops
- 1 (b) Evidence of revised teaching and learning programs that include literacy, numeracy, and future-focused pedagogy perspectives.
2. Increase in proportion of teachers who commence and attain leadership at higher levels of accreditation.
3. Increase in proportion of staff who lead formal or informal ("drop-in") professional learning sessions. (Baseline data in 2018.)

#### Overall summary of progress

- Implemented a meeting structure for Executive and KLA meetings that allowed for explicit professional dialogue, collaboration and learning.
- Whole staff professional learning in data analysis using NESA's Results Analysis Package (RAP) and the NSW Department of Education SCOUT platform. All staff are registered users of these platforms
- The Technology for Learning Team professionally developed staff in the implementation of home school learning
- Leadership professional learning was completed through the 'Three River's Program' resulting in the implementation of an action learning project involving the BHGHS Quality Learning Program.
- School resources were strategically used to target teacher professional learning relating to evidence-based practices outline in CESE's What Works Best research
- The Literacy Team were professionally developed as facilitators in the Writing for the HSC modules which were delivered to the staff at BHGHS

#### Progress towards achieving improvement measures

##### Process 1: 1. Future-focused pedagogy

Develop and strengthen staff understanding and implementation of future-focused pedagogy, including the addition of a 3D Printer and Google Cardboard Classroom to enhance pedagogy.

Explicit embedding of future-focused teaching strategies in teaching and learning programs (phased revision of programs across stages). This includes formalised assessments.

Classroom-based action research into effective ESL Pedagogy through "Translanguaging" in conjunction with Macquarie University researcher.

Evaluation	Funds Expended (Resources)
The school's external validation and situational analysis revealed an overall positive result but we need to focus more on literacy and numeracy to improve student outcomes. Further work is required on improving HSC results in the top two bands and high potential learners. The school will also need to develop effective programs in the area of wellbeing and engagement. Our attendance rate needs to increase above 90% and we need to enhance our sense of belonging and school advocacy.	Allocated teacher planning time <b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Professional learning (\$10000.00)</li></ul>

## Progress towards achieving improvement measures

### Process 2: 2. Teacher strive for excellence and professional growth

Strengthen existing programs that encourage and support teacher accreditation at higher levels of APST.

Evaluation	Funds Expended (Resources)
The impact of Beverly Hills Girls High School performance and development planning has been significant with the quality of the planning process improving. The school has put in place explicit school procedures to support staff with the accreditation process and developing a deeper understanding of the Australian Professional Standards for Teachers. Partnership with the University of New South Wales has allowed the school to be leaders in accreditation through the Hub School Program.	Teacher allocation <b>Funding Sources:</b> <ul style="list-style-type: none"><li>• GTIL (\$50000.00)</li></ul>

### Process 3: 3. A collaborative culture to share expertise

Develop and implement a program for regular teacher-led professional learning "drop in " sessions to collegially share best practice. Evaluate, for 2019, the viability of extending the program to include staff from Beverly Hills Network schools.

Implement systems for identifying, documenting, and making accessible online resources of best practice in EALD pedagogy in conjunction with UNSW researcher.

Evaluation	Funds Expended (Resources)
The Beverly Hills Girls High School Learning Walks program has been implemented and given an annual timetable. Home learning was successfully implemented during the COVID19 lockdown. Executive meetings and KLA meetings allow for professional learning to take place.	Teacher planning <b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Professional learning (\$10000.00)</li></ul>

## Next Steps

In 2021 the focus will continue to be on build teacher capabilities. The situational analysis identified the need for further literacy and numeracy professional growth as well as growth in the area of high potential learning. We will also continue on our journey to maximise our use of the Australian Professional Standards for Teachers.



Respectful relationships

## Strategic Direction 3

Future Confident School

### Purpose

To ensure leadership, management and resourcing of the school complements and encourage excellence in future focused teaching and learning. The performance, achievement and wellbeing of all students and staff are supported through systems and programs that are responsive and effective. Connections between the school and the wider community are strengthened.

### Improvement Measures

1. Improvements to learning spaces in terms of future focused learning and teaching capacity.
- 2 (a) Increased number of visits to school communication platforms. (Facebook page, school app).
- 2 (b) Level of satisfaction (students and parents) with revised assessment reports.
3. Participation and involvement of staff from network schools in professional learning workshops delivered at BHGHS.

### Progress towards achieving improvement measures

#### Process 1: 1. Ensuring school structures and spaces support excellence in future focused learning and teaching

Complete and make recommendations for action from evaluation of learning spaces including classrooms, library and grounds. Technology Plan developed and implemented.

Evaluation	Funds Expended (Resources)
<p><b>Question:</b> What has been the impact on the school's learning culture by the improvement of the school's environment?</p> <p><b>Data:</b> Internal surveying of staff and students. Tell It From Me survey. Usage of the revamped spaces.</p> <p><b>Analysis:</b> Ongoing. Considerable increase of staff and student use of learning spaces.</p> <p><b>Implications:</b> Reduced vandalism of school structures. Students demonstrate higher levels of respect and connection to the school, the school community and their learning.</p>	<p>Payments for works in planning and construction.</p> <p>Payment for refurbishment items.</p>

#### Process 2: 2. Responsive and effective communication processes

Review and refine (as required) current practices and policies including school communication strategy and assessment and reporting of student learning through the SENTRAL Platform.

Evaluation	Funds Expended (Resources)
<p><b>Question:</b> Has the development and use of various communication platforms between students, teachers and parents. Is it efficient and effective?</p> <p><b>Data:</b> Internal usage data, SCOUT data, Portal usage data, feedback, survey</p> <p><b>Analysis:</b> Increased awareness of the Portal and its features. Greater levels of communication and connection between school and parents.</p> <p><b>Implications:</b> The school is able to move towards using the virtual world in communicating with all stakeholders.</p>	<p>Teacher/s release to create virtual tours, videos and multimedia presentations.</p> <p>Purchase of computer software/apps etc to enable the production of virtual tours</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• (\$5000.00)</li></ul>

**Process 3: 3. Connections between school and wider community**

Utilise opportunities arising from new operational networks (from Term 2 2018) to strengthen connections and profile of the school within the local and wider education Community. This will occur through our newly revamped Primary Links Program.

Evaluation	Funds Expended (Resources)
<p><b>Question:</b> With the allocation of resources to developing a range of digital tours can the school create positive connections with the wider community?</p> <p><b>Data:</b> Socail Media useage, feedback internal and external</p> <p><b>Analysis:</b> With the provision of time and the commitment to the development, the quaility of our digital resources is having a positive impact both within the school and with the wider community.</p> <p><b>Implications:</b> More frequent and positive connections with families and the community has and will continue to enhance the school's image and create a stronger sense of pride within the school community.</p>	<p>Purchase of computer hardware.</p> <p>Allocation of funds for 3rd party to complete the Virtual tour.</p> <p>Teacher release to complete the filming and production.</p>



Contemporary learning spaces

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<p>Allocated teacher planning time</p> <p>Purchase of Aboriginal content</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>Aboriginal background loading (\$7 222.00)</li> </ul>	<p>Aboriginal funds were used as teacher allocation planning time to design and implement relevant meaningful individual education plans.</p> <p>Students were engaged in programs that were culturally significant.</p> <p>Programming time allocated to ensure ATSI content and perspective.</p> <p>Staff capacity in the area of Aboriginal learners enhanced by the Aboriginal Education support team.</p>
<b>Low level adjustment for disability</b>	<p>Timetabled staffing</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>Low level adjustment for disability (\$90 000.00)</li> </ul>	<p>All students with an identified learning need have a personalised learning plan.</p> <p>The employment of two learning and support teachers and one support learning officer.</p> <p>Classroom teachers are support by the learning support team.</p>
<b>Socio-economic background</b>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>Socio-economic background (\$80 000.00)</li> </ul>	<p>The school used funds to run a homework centre to support students in need. 20% of our students are also supported through the student assistance program that provided uniforms, school supplies, learning fees extra-curricular and sporting costs.</p>
<b>Targeted student support for refugees and new arrivals</b>	<p>Allocated teacher planning</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>Targeted support for refugees and new arrivals (\$13 699.00)</li> </ul>	<p>The school employed additional specialised teachers to support the learning and wellbeing needs of newly arrived refugee and refugee-like students. The school also provided a homework centre to support student learning.</p>



Students participating in the Belonging Program

# Student information

## Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	74	42	39	33
Girls	1094	1051	1057	989

## Student attendance profile

School				
Year	2017	2018	2019	2020
7	92.4	92.9	91.1	91.4
8	89.8	89.1	89.4	84.3
9	90.3	89.2	88.5	88.2
10	86.9	88.1	87.8	87.2
11	92.9	88.5	87	89.1
12	87.8	89.5	86.2	89.7
All Years	90	89.5	88.4	88.2
State DoE				
Year	2017	2018	2019	2020
7	92.7	91.8	91.2	92.1
8	90.5	89.3	88.6	90.1
9	89.1	87.7	87.2	89
10	87.3	86.1	85.5	87.7
11	88.2	86.6	86.6	88.2
12	90.1	89	88.6	90.4
All Years	89.6	88.4	88	89.6

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

## 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	2.5
Employment	0	0	1
TAFE entry	0	1	6
University Entry	0	0	84
Other	0	1	2.5
Unknown	0	0	4

## Year 12 students undertaking vocational or trade training

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45.88% of Year 12 students at Beverly Hills Girls High School undertook vocational education and training in 2020.

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

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95.6% of all Year 12 students at Beverly Hills Girls High School expected to complete Year 12 in 2020 received a Higher School Certificate or equivalent vocational education and training qualification.



STEAM education

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	3
Head Teacher(s)	12
Classroom Teacher(s)	47.1
Learning and Support Teacher(s)	1.7
Teacher Librarian	1
Teacher ESL	2.8
School Counsellor	2
School Administration and Support Staff	15.99
Other Positions	9.4

\*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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2020 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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

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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

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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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The focus on professional learning in 2020 was on formative assessment with guided support from the NSW Department of Education. Teacher capacity was enhanced to embed formative assessment strategies incorporating all five modules including learning intentions and success criteria, effective questioning, explicit feedback, and self-assessment across all KLAs. Evidence-informed formative assessment practices based on current research of Dylan Wiliam, John Hattie, Helen Timperley with reference to CESEs What Works Best research. An evaluation of the program was conducted through our learning walks, teacher observation, quality learning framework, and surveys. The school also employed 'Evaluative Approaches to innovation - The Most Significant Change' developed by Futures Learning (SLEC) to conduct student focus groups.

# Financial information

## Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
<b>Opening Balance</b>	3,306,208
<b>Revenue</b>	14,045,156
Appropriation	13,696,494
Sale of Goods and Services	66,475
Grants and contributions	197,368
Investment income	7,062
Other revenue	77,758
<b>Expenses</b>	-14,014,700
Employee related	-12,017,459
Operating expenses	-1,997,241
<b>Surplus / deficit for the year</b>	30,456
<b>Closing Balance</b>	3,336,665

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

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

	2020 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	64,157
<b>Equity Total</b>	1,210,685
Equity - Aboriginal	7,760
Equity - Socio-economic	545,383
Equity - Language	347,170
Equity - Disability	310,372
<b>Base Total</b>	9,337,682
Base - Per Capita	279,995
Base - Location	0
Base - Other	9,057,687
<b>Other Total</b>	1,948,112
<b>Grand Total</b>	12,560,637

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

## 2020 NAPLAN

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As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

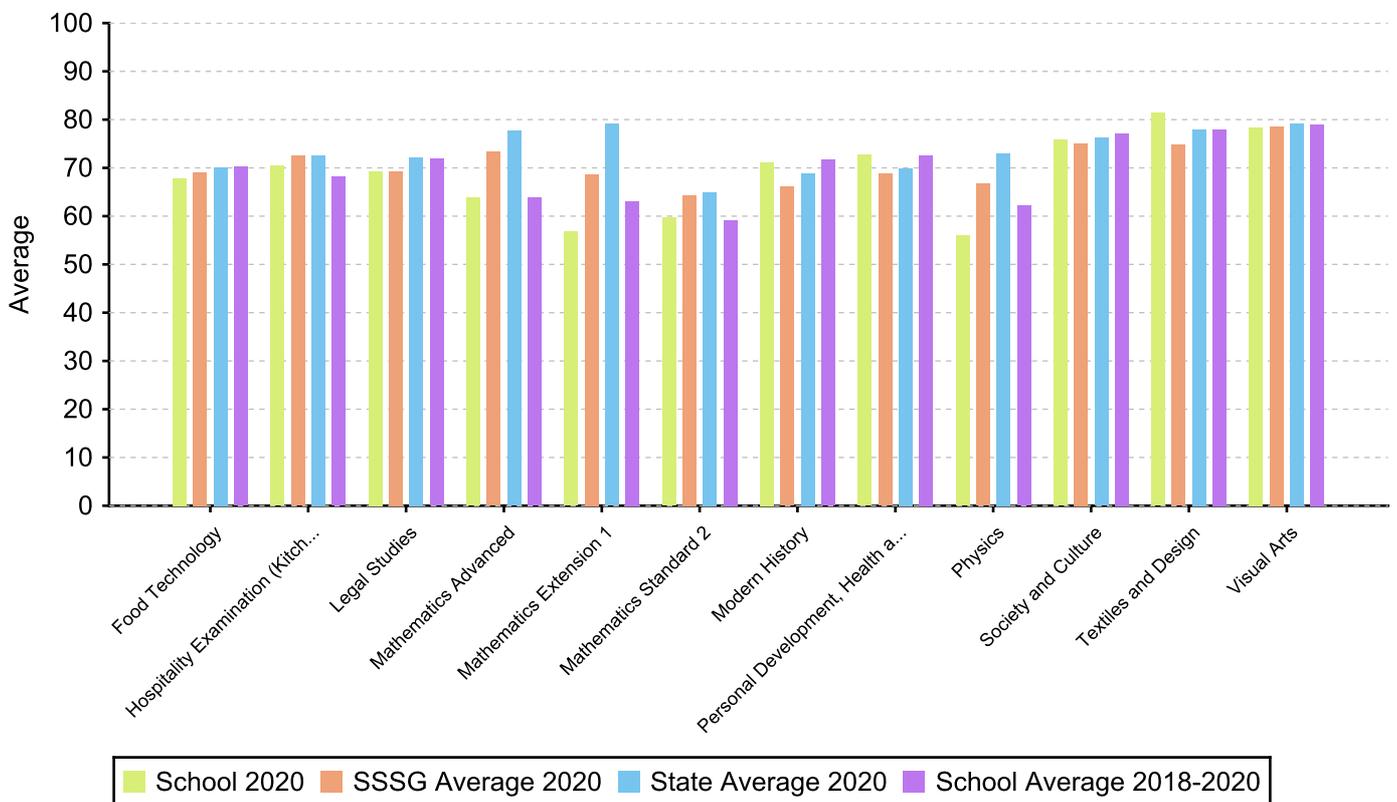
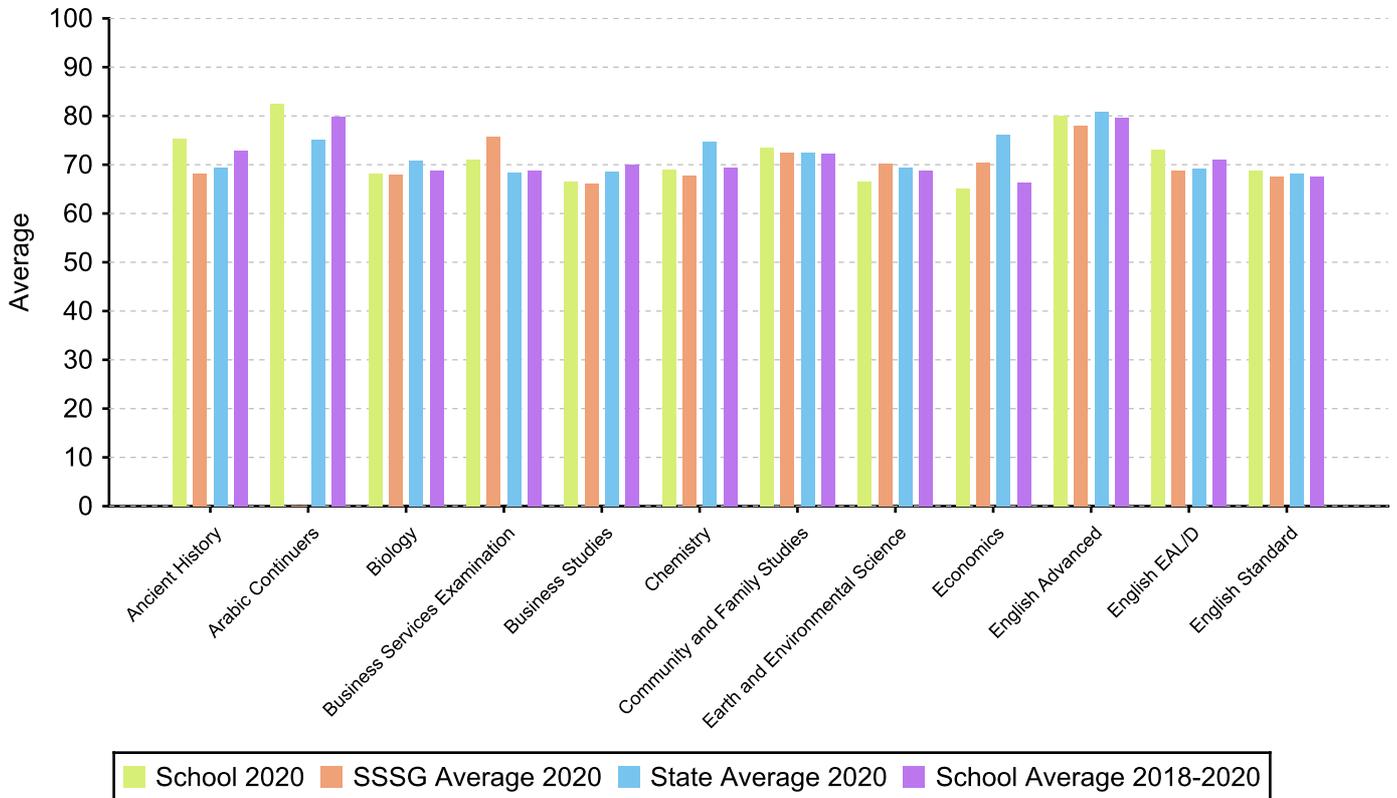


Be Somebody

# 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 2020	SSSG	State	School Average 2018-2020
Ancient History	75.4	68.3	69.4	72.8
Arabic Continuers	82.6	0.0	75.2	79.9
Biology	68.1	67.9	70.8	68.8
Business Services Examination	71.1	75.8	68.5	68.7
Business Studies	66.6	66.2	68.6	69.9
Chemistry	69.1	67.9	74.8	69.4
Community and Family Studies	73.6	72.5	72.4	72.3
Earth and Environmental Science	66.5	70.2	69.5	68.9
Economics	65.2	70.5	76.1	66.4
English Advanced	80.1	78.0	80.8	79.6
English EAL/D	73.2	68.8	69.3	71.1
English Standard	68.9	67.5	68.1	67.7
Food Technology	67.9	69.1	70.2	70.2
Hospitality Examination (Kitchen Operations and Cookery)	70.4	72.5	72.5	68.2
Legal Studies	69.3	69.3	72.1	71.9
Mathematics Advanced	63.8	73.3	77.7	63.8
Mathematics Extension 1	56.8	68.7	79.1	63.0
Mathematics Standard 2	59.7	64.3	64.9	59.2
Modern History	71.2	66.1	68.9	71.7
Personal Development, Health and Physical Education	72.7	68.8	69.9	72.5
Physics	56.0	66.7	73.0	62.1
Society and Culture	75.8	75.0	76.2	77.1
Textiles and Design	81.4	74.8	77.9	77.9
Visual Arts	78.4	78.6	79.2	79.0



Our high achievers HSC 2020

## Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students, and teachers about the school through the Tell Them From Me Survey. Students' responses are taken twice a year, with parents and teachers being surveyed annually. In the 2020 survey, teachers reported high levels of teacher collaboration, positive learning culture, data informing practice, and an inclusive school. Students' responses from the TTFM survey were overall very positive. With 70% of students valuing schooling outcomes and above state average numbers for drivers of school outcomes in effective learning time, relevance, positive teacher-student relations and expectations for success. Beverly Hills Girls High students report 2.4 points higher than the state average for 'Advocacy Outside of School' reflecting the strength of our ongoing relationships with external agencies and Universities. The results from the parent TTFM survey were very positive. Parents report a higher than average result in Beverly Hills Girls High School being an Inclusive School and one where they feel well informed.



Celebrating World Teachers Day

# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.



Our music program