

# 2020 Annual Report

## Baulkham Hills High School



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## Introduction

The Annual Report for 2020 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.

### School contact details

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Baulkham Hills High School

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## Message from the principal

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Baulkham Hills High School is an academically selective, co-educational, secondary school located in the north-west of Greater Sydney. The student population is maintained at over 1200, including a Support Unit which has five classes composed of four classes of students with a mild or moderate disability and one class of students with autism. Our school community is culturally and linguistically diverse. 94% of our students have a speaking background that is not English, and 4 students identify as having an Aboriginal background.

2020 was a year like no other. It will be remembered for many reasons - COVID-19, black lives matter and bushfires being at the top of the list. Yet through all of the challenges of 2020, the care by staff and the members of the Baulkham Hills community for our students remained unwavering. I would like to thank the extended community of Baulkham Hills High for their support and trust of the school during 2020, particularly in light of the challenges of COVID-19.

The school presented 206 Year 12 students for the 2020 HSC, plus approximately 87 students completing accelerated subjects. In subject cohorts, BHHS students were officially ranked 2nd in Mathematics Advanced, Extension 1 & Extension 2, and ranked 10th in English Advanced, Extension 1 & Extension 2. They gained a total of 800 Band 6 results, this meaning a score of above 90% in an individual course. 72 students (35%) appeared in the top all-rounders list for gaining over 90% in all of their courses.

Students achieved outstanding results in many subjects. The school placed 3rd and 20th in Biology, 2nd and 20th in Chemistry, 8th in Economics, 9th in History Extension, 4th in Japanese Extension, 3rd in Japanese in Context, 3rd and 4th in Korean Beginners, 2nd, 4th, 3 at equal 5th, 9th, 14th and 18th in Legal Studies, 5th in Mathematics Extension 1, and 2nd in Software Design and Development.

The top ATAR of 99.95 was shared by two students - Caleb Hsiung and Tahia Mujtaba. A further six students achieved 99.90. Overall, 75 students achieved ATARs over 99 - that is 36% of the cohort. Over 75% achieved ATARs over 95 and 89% achieved ATARs over 90.

I would like to recognise the achievements of our Support Unit. Students in Support have a diverse range of backgrounds. They, supported by a caring, nurturing, professional teaching staff, have worked towards improving and achieving their personal best in the classroom, on the sporting field, in the workplace, and in building social networks. Our Support students are important members of the Baulkham Hills High community, and I am glad that they are part of our rich, diverse educational environment.

The BHHS P & C continues to strongly support the school, especially in the context of a COVID-19 world. For example, the P & C provided individual faculty morning teas on a number of occasions for school staff - what a wonderful initiative! At the start of the first lockdown, the school had a working bee organised - with 200 plants ready to put into the ground already on site. An SOS message saw the P & C Executive come to school on a Saturday, pick up shovels, and plant plant plant!! The P & C continues to contribute financially to the school environment, which was especially relevant in their funding of the construction of two temporary walls in our examination centre to ensure that Year 12 HSC students were COVID-19 compliant and also minimally disrupted during their examinations. Thank you to Mrs Sau Wan Lieu - P & C President, the P & C Executive Team, and all members of our dedicated P & C for their tireless work and dedication in support of the staff and students of Baulkham Hills High.

Wayne Humphreys

Principal

## Message from the school community

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### President Report - Baulkham Hills High School P&C 2020

2020 was a challenging year. Both the P&C and the school faced a great number of challenges, most notably the lockdown that began on March 24. Restrictions throughout the year have forced us to hold meetings online, cancel events, and set aside funding for things such as PPE. However, as always, we managed to persevere.

### P&C Activities

The P&C AGM was held on 25 February, and the first Executive Meeting was held on 10 March. However, just two weeks later, the school was closed due to the lockdown. The Working Bee that was planned to take place on 28 March had to be cancelled. As the school had already ordered plants, the P&C Executives worked together with the school senior Executives to hold a Garden Planting day on 28 March instead, and make sure that the plants were not wasted.

During the lockdown, we held Zoom meetings with the Senior Executives to discuss issues raised by parents. The Principal answered these questions either via video recording or through the Newsletter. No in-person meetings were conducted after March. When virtual meetings became the new norm, parents were invited into virtual meetings. We had virtual P&C Meetings involving parents in both Term 3 (Sept 8) and Term 4 (Nov 10).

Apart from two annual Working Bees that were cancelled, we had to cancel the Year 12 Graduation Morning Tea (September) and the Multicultural Food Fair (November), one of the school's most popular events. We hope to bring the Food Fair back in 2021.

### **P&C Supporting the school**

During the pandemic, despite the school already receiving PPE from the Department of Education, the P&C still delivered 120 bottles of hand sanitisers to school in May 19 - just in time for students to return to school full-time in Term 2.

The P&C also funded the fitting of dividing walls in the Houlston Exam Centre, making it COVID-safe for our HSC students.

We also delivered supportive morning tea to thank our teachers and staff for their efforts during this challenging time. On 30 October, we arranged the Morning Tea to be delivered in separate boxes to each faculty, celebrating World Teachers' Day with our teachers in a COVID-safe way.

### **Selection panel representatives**

In 2020, the P&C represented the school's community and participated in the selection panels for the following positions:

- Head Teacher - TAS (Technological and Applied Studies)
- New Canteen Tender
- New School Principal (carry on to Term 1 2021)
- Head Teacher PDHPE (carry on to Term 1 2021)

The representatives need to go through strict Department of Education's selection guidelines and read through all candidates' resumes and references. We thanked all members that contributed their time and effort to help select the best candidate for the role.

### **Uniform Shop**

The Uniform Shop has been able to operate in a COVID-safe way during the pandemic. Parents could order online only, and no fittings were allowed until restrictions eased. We were eligible to receive Job Keeper payments for our staff, which was a great relief. A huge thank you goes to our employee Mrs Hong Chen. No volunteers or helpers were allowed due to COVID-19 restrictions, and she worked alone for most of the year. Nevertheless, we still managed to keep the Uniform Shop open twice a week and conducted two proper stock counts and uniform fittings for all incoming students.

We look forward to moving the Uniform Shop to a new venue in 2021.

2020 was by no means an ordinary year for the P&C. We were faced with many challenges when the pandemic hit, but we were still able to find ways to support the school. Even with restrictions that prevented us being there in person, we continued to build positive relationships between the school community and staff, as well as 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.

On August 24, 2020, we mourned the loss of one of our committee members: Mr Jeyakanthan Kulasekaram. He left behind his wife and three children, two of whom attend Baulko. May he rest in peace.

Last but not least, I would like to thank the following members of the P&C executive for all their hard work and support in 2020:

- Secretaries - Raymund and Shasi. Thanks goes out to Raymund for all his help in setting up all virtual meetings, including sending out meeting links, reminders and being the moderator of the meetings. He also helped work with the school's IT team to upgrade the Uniform Shop computer system. Thanks goes to Shasi for getting all the minutes done.
- Treasurers - Vonny and Kristine, yet another pair who were quietly working in the background. Credit goes to them for sorting all the accounts, paying the bills and squirrelling away the P&C money so well. Vonny had an enormous workload this year as the paperwork to apply for the government's Job Keeper payment was no easy task.
- Uniform Shop Committee - Doreen for her dedication and tireless efforts in ensuring the smooth running of the uniform shop, including communicating with suppliers (which was extremely difficult with limited shipments arriving



in 2020) and assisting in all Uniform Shop activities such as Orientation Day, Senior Blazer fittings and new students' uniform fittings. In order to maintain the accuracy of our uniform stocks, two stock takes were carried out in 2020. The long and tedious hours were not easy, but our committee members - together with our Treasurers and volunteers - did an excellent job.

- We extend our appreciation to all other committee members: Ria, Maninder, Suresh, Louise, Jane, Adam, Andrew, Jing, Bindu, Gaya, Ravi, Shangeetha, Dan, Philip, Vasanth, Sekhar and Lakshmi.

We would like to thank Dr Bathgate (she is enjoying her retirement life now), Mr Humphreys, Ms Clarke, Bronwyn McNicholl, Debra Lennox, Andrew Lorbach and all administration staff for their time and support in 2020. We look forward to continuing to work with the school this year. I would like to especially 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 2021 will be a better year - and, with the vaccines now being available, it seems that things may already be looking up.

Sau Wan Liew

P&C President 2020

## Message from the students

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### SRC

The year of 2020 involved a variety of new challenges for the SRC due to the COVID-19 pandemic. However, that only made it a more memorable year as we channeled our creativity and adapted our events to suit the new circumstances. Before we delve too deeply into the new year, we would like to reflect back on the highlights, acknowledging the difficulties we overcame and the unforgettable memories we made.

To kick-start the year, in Term 1 SRC hosted one of our biggest events, Valentine's Day. It was a day filled with love and joy, which could be seen through the hundreds of roses and cards that were delivered that day, addressed to students, by students. SRC also brought back singing telegrams, lightening the mood through their surprise acapella performances for students. These blissful memories were captured throughout the day at the walking photobooths, and the decoration around the school enhanced the bright atmosphere, making SRC's first event one to be proud of.

After Valentine's Day, the SRC held its "Planning Day", where everyone was able to build new relationships, develop a teamwork attitude, and most importantly, plan out the events for the year. To finish off the day, the SRC also enjoyed an afternoon out at bowling and indoor golf, further strengthening the newly built relationships with the group.

2020 saw the continuation of the World's Greatest Shave, a powerful initiative started by the Leukemia Foundation, which allows people to show their support for cancer research towards Leukemia. Despite the effects of the COVID-19 pandemic beginning to hit us, both the student and teacher communities within Baulko showed their support once again, with over 20 students throughout all grades participating in the shave. In the end, we as a school were able to raise over \$20,000 in donations, making the event a huge success.

Due to the effects of the pandemic and the COVID-19 restrictions that were put in place, our events Trivia Night, Futsal and Streetball were unable to go ahead. However, SRC quickly adapted to the situation, running a gift bag initiative at the end of Term 2, handing out individually packaged lolly bags to students, making sure the rocky term concluded on a good note. Because these events are one of the most popular events in the school community, the SRC hope to plan out these events in the following year or two, to adapt with the COVID-19 restrictions that may be put in place in the future.

In 2020, the year of changes and challenges, SRC put a spin on our biggest event: the annual Spirit Week! The space-themed week-long event was certainly very different to previous years, but that only made it all the more interesting, resulting in a huge amount of student participation from all grades. The week involved compliment cards (delivered to everyone via SRC's own 'rocket ship'), a QR code scavenger hunt, and a student-designed black T-shirt (which could be worn throughout the whole week!). Spirit Week ended on a high with a space-themed mufti day and mobile food stalls (to avoid crowding). Despite the COVID-19 restrictions, which imposed many challenges, the SRC were able to work around and overcome them, doing our best to maintain the school spirit during those difficult times.

One of the last events the SRC held was Bandanna day, supporting the CANTEEN foundation, an organisation helping young people cope with cancer in their family. A smaller event to finish off the year, the SRC sold bandannas to the school community in order to support the great cause.

In spite of all the difficulties the SRC faced throughout one of the most unforeseen years that was 2020, we wouldn't have been able to run these events like we did without our cooperation as a unit. First and foremost, we want to extend our appreciation to our SRC supervisors, Mrs Khan and Mr Mudaliar, for pushing us on during our slowest times. We

also want to thank our SRC presidents, Vahin Ravi and Minha Kook, for leading the SRC team through the COVID-19 period with never-ending passion and determination, and the rest of the SRC, for quickly adapting to the times, and coming flawlessly executing these events. Finally, a big thank you to all of the students who enjoyed our events throughout the year! 2020 was surely a year to remember for the SRC!

*From the SRC Vice Presidents 2021*



## School vision

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 High Performing Students Team of the NSW 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.

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.



Year 12 Graduation 2020

## 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>

### Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
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	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
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	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

- Outstanding academic results achieved by mainstream students in 2020 HSC.
- Targeted support of students with learning needs being implemented.

#### 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)
<ul style="list-style-type: none"><li>• New merit system introduced - recorded on Sentral.</li><li>• Professional learning expanded for WellbeingTeam.</li><li>• Mentoring program for senior students as risk implemented.</li></ul>	NIL

**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)
<ul style="list-style-type: none"><li>• 2 staff completed UNSW mini-COGE (Certificate of Gifted Education)</li><li>• Staff have completed online training in preparation for NSW DoE High Potential and Gifted Education Policy (Term 1 2021)</li><li>• Several faculties have commenced embedding CESE WWB Strategies and HP&amp;GE policy into program.</li></ul>	\$2140

**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)

## Progress towards achieving improvement measures

- Broad range of leadership opportunities continue (being mindful of COVID-19 limitations)

Nil

## Next Steps

- Increase opportunities for student voice.
- Ensure student and community meaningful impact in development of BHHS Strategic Improvement Plan 2021-2024.
- Literacy to be a key focus in next SIP.



Swimming Carnival 2020

## 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

- COVID-19 requirements placed unprecedented pressures and challenges of students and staff of BHHS. The progress made, particularly in the online learning environment by staff, was outstanding.

#### 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)
<ul style="list-style-type: none"><li>• BHHS SIT completed in preparation for 2021-2024 SIP</li><li>• HP&amp;GE professional learning canapes completed by all staff in preparation for HP&amp;GE Policy Term 1 2021</li></ul>	Nil

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

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"><li>• TPL for mainstream teachers working with support students</li></ul>	<ul style="list-style-type: none"><li>• HT release from face to face teaching</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)
<ul style="list-style-type: none"><li>• Head Teacher - Teaching &amp; Learning supports teachers to gain accreditation.</li><li>• Beginning Teacher Program further developed to target HP &amp; GE policy</li></ul>	Nil

**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

- This area will be a focus for 2021-2024 SIP.

Nil

## Next Steps

- SIT reports data analysis and use to be a key area of development moving forward.
- SIT further provides evidence for highly effective teacher engagement as a priority.





### 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

- Community involvement during 2020 was curtailed due to the COVID-19 pandemic.
- Working Bees and Multicultural Night will resume in 2021 (in line with updated COVID-19 guidelines)

#### 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)
• Wellbeing Team increased professional learning, targeting broad strategies to support student's mental health and wellbeing	Professional learning funds

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

Evaluation	Funds Expended (Resources)
• New merit system via Sentral has been evaluated with positive results.	Nil

**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)
• community links to be rebuilt post-COVID (particularly with Year 7 2021 community) • meet teacher (by class) afternoons/evenings • meet new parents afternoons/evenings • parent/teacher virtual meetings	Nil

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

Evaluation	Funds Expended (Resources)
• further modules being used. Use of Markbook by individual KLAs being developed - professional learning of KLAs interested implemented	Costing of purchases of new software modules

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

## Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
• quality teacher round style professional learning postponed due to COVID-19 pandemic	Postponed due to COVID-19

**Process 6:** Update learning spaces and resources in response to syllabus directions.

Evaluation	Funds Expended (Resources)
Ongoing	<ul style="list-style-type: none"><li>• School to fund 40% of Science lab refurbishment</li><li>• Wellbeing space longer term project</li></ul>

**Process 7:** Increase vocational education and work experience opportunities for students studying Life Skills.

Evaluation	Funds Expended (Resources)
Support students engaged in voced programs as COVID-19 restrictions permit	Nil

## Next Steps

- Connectedness to be new Strategic Direction 3 in 2021-2024 SIP
- Further development of bespoke BHOPE program for Stage 4
- Quality teaching round style PL to be implemented



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	Nil  <b>Funding Sources:</b> • Aboriginal background loading (\$1 355.00)	• Support and improved engagement of 4 students with Aboriginal background in Support Unit.
<b>English language proficiency</b>	<b>Funding Sources:</b> • English language proficiency (\$11 732.00)	• Improved literacy skills assessed via assessment of targeted students.
<b>Low level adjustment for disability</b>	<b>Funding Sources:</b> • Low level adjustment for disability (\$102 699.00)	• Increased on-task involvement due to better supervision ration (extra SLSO)
<b>Socio-economic background</b>	<b>Funding Sources:</b> • Socio-economic background (\$19 194.00)	• No student missing out on learning experiences due to financial resourcing
<b>Support for beginning teachers</b>	• Approximately \$50000	• Beginning teachers were supported in programming and mentoring. • Production of quality lessons in beginning years of teaching.
<b>Bus Bay Improvements</b>	Nil	• Completed end of 2019.
<b>Refurbishment of 2 Science Labs</b>	• School funds to be approximately \$240000.	• To be constructed in 2021/2022



## Student information

### Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	696	694	683	690
Girls	514	518	542	540

### Student attendance profile

School				
Year	2017	2018	2019	2020
7	98.3	97.6	98	96.5
8	97.7	97.4	96.1	96.7
9	96.9	96.6	96.3	95.2
10	96.5	95	94.1	94.9
11	95.6	95.7	95.9	95.1
12	95.3	94.7	94.5	95.1
All Years	96.7	96.1	95.8	95.6
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	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 2020) - 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\* - 52
- Law\* - 47
- Arts\* - 17
- Psychology/Psychological Science\* - 16
- Teaching - Secondary\* - 7
- Architecture\* - 6
- Business/Business Analytics/Business Admin\* - 6
- International/Global Studies - 3
- Media & Communications - 2
- Economics - 2
- Design - Fashion & Textiles - 2
- Social Work/Criminology - 1
- Design - 1
- Design Animation - 1
- Landscape Architecture - 1

### Science, Maths & Applied Sciences Courses

- Engineering\* - 46
- Science\* - 40
- Actuarial Studies\* - 32
- IT/Advanced Computing\* - 23
- Medical Science\* - 16
- Applied Science - Diagnostic Radiography - 16
- Physiotherapy - 15
- Medicine\*\* (January Round 1 & 2 offers) - 14
- Optometry/Vision Science\* - 13
- Advanced Science - 8
- Advanced Maths - 8
- Dentistry\* - 6
- Medical Engineering/Biotechnology/Medical Technology - 5
- Information Systems - 5
- Vet Science/Vet Tech\* - 4
- Applied Finance - 4
- Data Science - 3
- Pharmacy - 3
- Nursing - 3
- Forensic Science - 3
- Software - 3
- Clinical Science - 3
- Coastal/Marine Science\* - 2
- Nutrition & Dietetics\* - 2
- Cognitive/Brain Science - 2
- Food Science - 1
- Pre-Med Science - 1
- Paramedicine/Health Science - 1
- Applied Science - Speech Pathology - 1
- Occupational Therapy - 1

- Medical Sonography - 1
- Exercise Physiology - 1

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 2020 cohort. Universities in Queensland made 39 offers to our students via QTAC. Institutions via VTAC (Victoria) made 30 offers to our students. 13 offers were made 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). Due to privacy reasons, Western Australian universities (via TISC) do not currently disclose offer information to schools.

### **Scholarships and Cadetships**

Students at Baulkham Hills High School continued to perform highly in scholarship applications during 2020. Note that this data has been obtained from a student survey and is reliant upon students sharing this information with the school. A number of general scholarships were obtained (e.g. Sydney Scholars, UNSW Scientia, E12 financial assistance scholarships) in addition to the industry-based scholarships & cadetships below:

Industry Scholarships/Cadetships (professional + financial components)

- 2 students were offered places in the Professional Cadetships Australia (PCA) Business Cadetships (1 in Group Technology - Information Systems - Market Data Systems; 1 in Quantitative Analysis - Global Markets)
- 3 students were offered places in the UNSW Co-op Program in Information Systems (Hons)

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

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1.29% of Year 12 students at Baulkham Hills High School undertook vocational education and training in 2020.

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

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100% of all Year 12 students at Baulkham Hills High School expected to complete Year 12 in 2020 received a Higher School Certificate or equivalent vocational education and training qualification.

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	13
Classroom Teacher(s)	64.8
Learning and Support Teacher(s)	0.4
Teacher Librarian	1.2
School Counsellor	1
School Administration and Support Staff	18.77
Other Positions	1

\*Full Time Equivalent

## 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

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.

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 first school development day focused on organisation for the year. It included the Head Teacher Administration presenting data and analysis of HSC results. Mandatory professional learning was conducted including child protection and school process and procedures. There were specific sessions for staff new to BHHS and faculty planning time to program for new syllabus changes.

The focus for the second school development day had a Zoom and interactive focus as staff were working from home due to COVID-19 restrictions. Staff undertook virtual learning and interacted with faculty teams remotely to coordinate programs and student work.

While on the third development day staff had the opportunity and time to reflect on data from the online learning from home time. Data on engagement and wellbeing supported staff in understanding the impact on students during this time. Work samples of successful lessons were shared and discussed to improve future practice.

The final two school development days of the year involved staff examining the data that had been collected from the Situational Analysis surveys and a reflection of the new HP & GE policy. All teaching staff had completed the canapes through MyPL to gain a deeper understanding of the policy throughout the year under staff meeting times. Some staff had the opportunity to complete Mandatory CPR training and Executive staff completed the Disability Standards. Faculty planning time enabled collaboration and reflection on programs for the year.

All teachers at BHHS are accredited or working towards accreditation under the Australian Professional Standards. 3 staff members currently working towards Proficient Accreditation (currently at Provisional level). 1 staff member working towards Lead Accreditation. The majority of staff are at Maintenance and are continuing to attend professional learning, log professional hours and incorporate it into best practice which will be due in December 2022.

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

Beginning teachers are supported individual through Faculty based mentors, reduced teaching load and meetings about accreditation requirements and processes. They have quickly adapted to BHHS. There have been 3 new staff in 2020 finalise their proficient documentation. They were supported by HT T & L in selecting and annotating evidence to showcase their teaching practice. They were happy to be acknowledged and welcomed to the teaching profession in front of staff when being awarded their certificates.

All staff set professional learning goals for the year in their PDPs. The staff have become practiced at using SMART techniques to ensure their goals are specific, measurable, achievable and in alignment with the school strategic goals. Professional learning has been aligned to goals specifically with new curriculum changes in Science, Maths and Social Science. Lesson observations are conducted with many being across faculty which is building collaboration across the school and using teacher expertise.

The large amount of change in new curriculum enabled the faculty to reflect on practice and resources that were being used in their areas. Technology skills have improved and the increase in the use of Google Classroom as a way of delivering teacher materials and for students to collaborate has increased student engagement. Staff time was allocated during SDDs for teachers to spend time working together to make changes to programs and activities for student benefit.

The Head Teacher - Teaching and Learning coordinated a large number of Preservice students through the school in the second half of the year. COVID-19 requirements prevented attendance at school in semester 1. Carefully selected staff mentor pre service students for a period of time giving them an opportunity to develop their skills and knowledge in a guided environment. Mentors are supported with specialist training and are supported in their role. All report a positive experience from being involved in the program at BHHS.

Parent/Teacher nights did not occur due to COVID-19. Online learning engaged students in a totally different way. Teachers increased their skill and use of Google classroom to upload work regularly and conduct online and face to face lessons in a different forum. Zoom became everybody's friend and allowed teachers to remain connected to BHHS students. The majority of students reported that it was a positive experience. Some students needed extra support and a casual teacher was hired to make contact with students and parents to ensure that help was provided. On return to school many staff continued to use google classroom for the submission and feedback of work.

Homework club thrived on return to school as students took up the opportunity for additional support. It was rebranded as Study Space and specifically talented students were chosen from Yr 12 as mentors. The Tuesday and Thursday lunch timeslots often have a large number of students ready for tuition. Prior to examinations it is particularly busy.



## 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 <b>Actual</b> (\$)
<b>Opening Balance</b>	2,783,409
<b>Revenue</b>	14,334,281
Appropriation	12,740,105
Sale of Goods and Services	509,708
Grants and contributions	1,072,560
Investment income	11,908
<b>Expenses</b>	-14,372,691
Employee related	-11,973,418
Operating expenses	-2,399,273
<b>Surplus / deficit for the year</b>	-38,410
<b>Closing Balance</b>	2,744,999

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>	0
<b>Equity Total</b>	134,979
Equity - Aboriginal	1,355
Equity - Socio-economic	19,194
Equity - Language	11,732
Equity - Disability	102,699
<b>Base Total</b>	12,030,553
Base - Per Capita	306,200
Base - Location	0
Base - Other	11,724,353
<b>Other Total</b>	426,611
<b>Grand Total</b>	12,592,143

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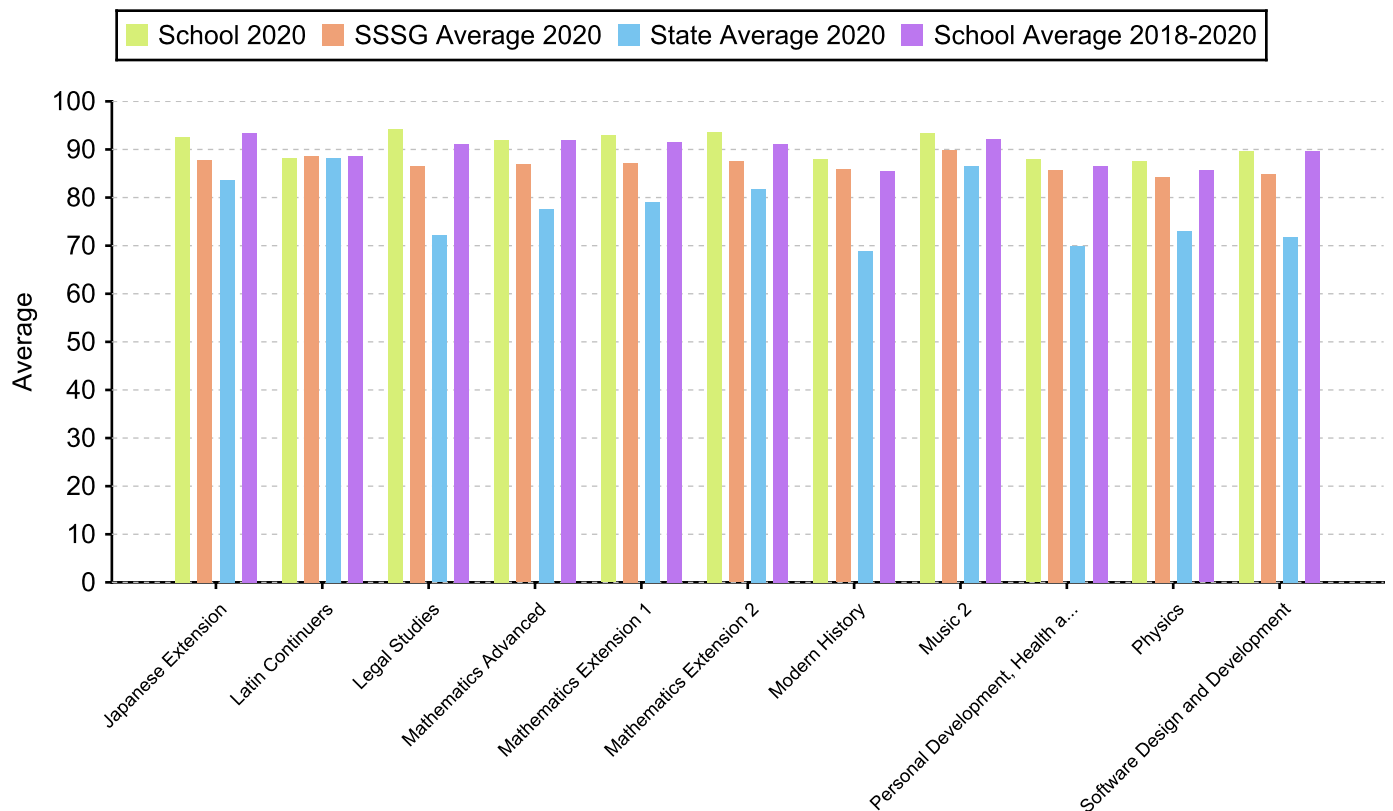
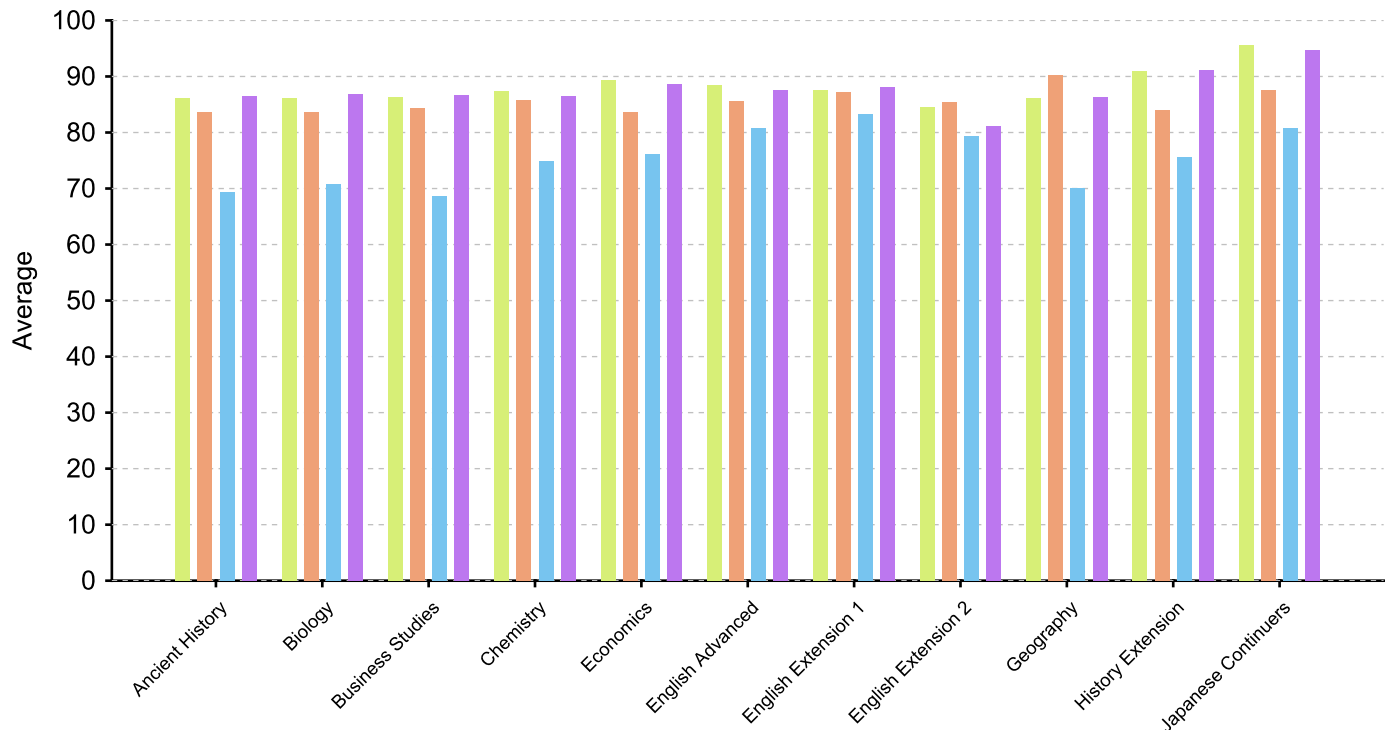
As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

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.

## 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	86.1	83.6	69.4	86.5
Biology	86.2	83.7	70.8	86.9
Business Studies	86.3	84.3	68.6	86.7
Chemistry	87.4	85.7	74.8	86.5
Economics	89.3	83.6	76.1	88.6
English Advanced	88.5	85.6	80.8	87.5
English Extension 1	87.5	87.2	83.4	88.1
English Extension 2	84.5	85.4	79.3	81.2
Geography	86.1	90.2	70.1	86.4
History Extension	91.0	84.0	75.7	91.2
Japanese Continuers	95.5	87.6	80.8	94.7
Japanese Extension	92.6	87.8	83.7	93.5
Latin Continuers	88.3	88.6	88.3	88.6
Legal Studies	94.3	86.5	72.1	91.2
Mathematics Advanced	92.0	86.9	77.7	92.0
Mathematics Extension 1	92.9	87.1	79.1	91.6
Mathematics Extension 2	93.7	87.5	81.8	91.1
Modern History	88.0	85.9	68.9	85.6
Music 2	93.4	89.9	86.6	92.2
Personal Development, Health and Physical Education	87.9	85.8	69.9	86.6
Physics	87.6	84.3	73.0	85.6
Software Design and Development	89.7	84.9	71.8	89.7

## Creative and Performing Arts

The Creative and Performing Arts Faculty in 2020, despite the challenges COVID-19 presented, continued to provide boundless opportunities and enriching experiences for CAPA students both inside and outside the classroom. Staff and students worked to strengthen their ICT skills to ensure they effectively communicated, and the courses were delivered in new and innovative ways. The CAPA Faculty teaches multiple syllabi including Music, Music 2, Music Extension, Visual Arts, Photographic and Digital Media, Visual Design and Drama.

The 2020 HSC results reflected exemplary results and consistent outcomes in the Creative and Performing Arts department.

In Music 2, 100% of students achieved Band 6. The marks are evenly spread over the Band 6 range (91 to 98), which was an improvement from last year. Music students achieved well in the extended response component which demonstrates growth in this area from previous cohort. All students in Music Extension excelled at the top band level. These results include several accelerated students completing the HSC Music 2 course in Year 10. Exceptional results in receiving 7 Performance Encore nominations in 2020.

In Visual Arts HSC Course, 5 of 7 students achieved Band 6 and the remaining students achieved Band 5. Students demonstrated successful refinement of artmaking practices, especially in drawing and painting and in 2020 extending to graphic design. Year 12 student Linda Ye was successful with her nomination in ArtExpress and her artwork was on display at the Armory Gallery as an integral part of the ArtExpress 2020 exhibition even having her artwork used on the promotional material around Olympic Park.

The extensive band program continues to enhance the musical education of students across all years.

The CAPA faculty in 2020 was limited in the extra-curricular activities that students could engage in due to the restrictions of COVID-19. However, CAPA students still had the opportunity to be involved in the Annual CAPA Showcase which moved to an online platform. This online exhibition allowed the community to witness and exhibit their skills and talent, despite the challenges that 2020 provided.

## Careers Education

Careers Education is an integral part of the school's commitment to the *Career Development Continuum K-12* and *Careers Education Quality Framework* of the Department of Education and as such works within the framework created by the School Plan.

### Resources

- **Google Site - Create Your Career** - In 2020 a Google Site (Create Your Career) was developed in response to the increasing volume and changing information for Careers. As well as content on Careers Classes, Transition to Uni and the Workforce, students have easy access to useful tools:
  - Book a Careers appointment spreadsheet
  - Careers Checklists
  - Uni speakers at BHHS
  - Year 12 Deadlines
- **Google Classroom Resources** - The website has a corresponding Google Classroom which students can access to obtain regular updates via their BHHS emails. Resources for Year 10 Careers Classes, Online Competitions, Scholarships & Cadetships, UAC Updates, University Updates and University Updates are regularly posted here.

### Connection to Higher Education and the Workforce.

- **University Speaker Program & School to Work Program** - Speakers from various universities in Sydney and interstate are invited to attend the school at lunchtimes in the TLC and Upper TLC in Terms 1 & 2. All Year 10, 11 and 12 students and any interested Year 9 students are encouraged to attend. Students are also encouraged to attend university Open Days. In 2020 Term 1, speakers from ANU, Macquarie University, Professional Cadetships Australia (PCA), UNSW and The University of Sydney presented to students. Unfortunately, due to the challenges of 2020, all further planned speakers were not able to attend the school however these presentations were replaced by online presentations including both live and recorded presentations from alumni, during lunchtimes and after school. Students were also provided with links to attend events in their own time with universities and industry.
- The **School to Work Program** uses grant funds to support senior students in their transition to higher education and the workforce by investing in the advice of knowledge experts in various areas. Programs will differ each year and will include aspects such as entrepreneurship, scholarship assistance, skill development and management of study stress. Funding in 2020 was allocated to a Year 11 Career Resilience Session for Wellbeing Day, Year 11 Future Planning Session (recorded and live online), Year 12 Scholarships Seminar (recorded and live online), Generation Entrepreneur Start Up+ Online Course & Competition (Year 10 & 11 students), MentorMe UNSW Uni Student Panel (Year 11 students), Study Work Grow subscription and The Careers Department Premium subscription including virtual work experience (Year 10 & 11 students),

**Careers Excursions and Incursions** - Careers Excursions and Incursions are organised for Year 10 students, usually in Term 4, depending on areas of student interest and industry opportunities. Unfortunately planned excursions in 2020 were cancelled based on the lack of availability for students for these opportunities from industry as many workplaces still had staff working from home even in Term 4.

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

### Support for Career Development

- **Online Careers Testing** - Students undertake the **Morrisby Online** Careers testing as part of their Year 10 Careers classes. A parent information brochure and sample report are available via the link above. Students also undertake Motivational Mapping via the Youth Maps online profiling report in Term 4 which assists with the career development process.
- **Subject Selection** - Year 10 students are given support for the Subject Selection process via Year 10 Careers Classes and resources on Google Classroom including UAC's Steps to Uni for Year 10 Students and Subject Compass. This year as the Subject Selection process took place during the period of online learning, a



presentation was recorded for students and an additional presentation was recorded for parents including content about skills for the future and the Careers Program.

- **Work Experience** - Year 10 students are given support for finding and securing work experience placements in Careers classes. It is not compulsory and they are able to undertake it at any time during the year (except for holidays due to insurance requirements) with assessments and exams taken into consideration. Year 11 and 12 students are also given support for work experience placements and can undertake it during the holiday periods (except for summer holidays). In 2020, only 2 Year 11 students undertook work experience at physical workplaces in Term 1 due to the cancellation of work experience. 2 Year 12 students, 13 Year 11 students and 15 Year 10 students completed virtual work experience in their own time via The Careers Department and Inside Sherpa (now called Forage) platforms. 2 Year 11 students and 5 Year 10 students attended live workshops online for virtual work experience via GoIT Girls and Monash Hands on Health.
- **Individual support** - The Careers Advisor is available to support senior school students with their career development including applications for university (NSW, interstate and overseas), scholarship and cadetship writing assistance, mock interviews, pathways, entry and equity/access schemes, as well as general career exploration. Students are able to make bookings via the Google Sheets schedule in Google Classroom which is located on the Google Site Create Your Career via a tile on the homepage.

## English

Students achieved excellent results in Advanced English, with 53% of students obtaining a Band 6 result compared to 14% across the state, with the school mean being 7% above the state's. In the Extension I course 54% of students achieved a result in the highest band as compared with a state result of 39%, and in Extension 2, 33% of the students gained a mark in the highest band. English faculty is still actively promoting extra curricular activities and our students received some impressive results in Public Speaking by reaching both State and Regional finals.

## History

The History faculty is comprised of a dynamic group of teachers that work passionately to ensure that the enhancement of student knowledge and skill development, is the priority of everyday classroom practice.

The HSC results of the History faculty once again are reflective of solid student performance in stage 6 History, and the faculty's delivery of 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.

2020 saw periods of students learning from home and the History faculty staff rose to the challenge using online platforms to continue to extend and engage students and ensure that learning was ongoing. 2020 HSC results reflect pleasing student achievement with 100% of students studying History Extension 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 a class comprised largely of Year 10 accelerants, was also pleasing with 90% achieving in the top two bands, and with 99% of the class comprised of Year 10 accelerated students performing 14% above state average makes their achievement all the more outstanding.

To add to our success and student achievement was the announcement that Jay Jeong of Year 11 was named state winner in the National History Challenge for 2020 receiving a special medal at a ceremony at the Anzac Memorial in Hyde Park. His entry has been deemed best in New South Wales in the Year Level 11-12 category. The competition focus was on Contested Histories and Jay chose to focus on the contested history of mining in Australia (including Aboriginal and environmental impacts). An awesome and amazing achievement by Jay, demonstrating tenacity and dedicated effort towards achieving success. Congratulations Jay, truly an inspiration to others, proving that hard work is rewarded.

The faculty continued to offer History Elective and Critical Thinking as elective choices for year 9 and 10 students. Both courses teach skills such as - critical analysis and thinking, research skills, communication skills and developing confidence to make clear, supported judgements. They use the intellectual tools that critical thinking offers - concepts and principles that enable them to analyse, assess, and improve thinking promoting the requirements essential for the 21st century learner.

Collegial networking and collaboration with other selective schools continued in 2020 and has 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.

2020 continued to see the History faculty organising incursions 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. Unfortunately, due to COVID-19 many of our senior and elective Variations to Routine had to be cancelled. We look forward to be able to have our student's experiences enhanced in 2021.

## Languages

The Languages faculty were successful in maintaining a high level of achievement across the modern and classical language courses offered by the school. In 2020, our students sat the HSC in Japanese, Japanese Extension, Japanese in Context, Korean Beginners, Latin and Latin Extension. Languages students excelled in the 2020 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/E3 or Band 6/E4. Our students were awarded fourth place in Japanese Extension, third place in Japanese in Context, and third and fourth places in Korean Beginners. The majority of Latin Continuers students achieved Band 5 or Band 6, while Latin Extension had a highly successful year with 100% of students achieving the top band (E4).

Due to the pandemic, the Languages department was not able to provide the usual range of extra-curricular opportunities for students. The Japanese homestay program and overseas study tour were not able to proceed in 2020 as planned, however a close relationship with our sister city has been maintained for any future endeavours. French and Japanese language students did however, engage in virtual events such as language-immersion speaking workshops and virtual pen-pal sessions. The Australian Computational and Linguistics Olympiad (OzClo) was also held early in 2020, with a record of 88 students participating from our school.

## **Mathematics**

Mathematics students in all courses achieved exceptional results. As a cohort, 82% of our students achieved a merit mention (above 90% in the course). Furthermore almost 50% of students achieved a mark of at least 95%.

In Mathematics Extension 2, the mean HSC mark for our students was 93%. From our total of 118 students who sat the course, 92% of them achieved the highest band of E4 (compared to 36% of the state) with all 100% of our students achieving in the two highest bands.

Students who sat for Mathematics Extension 1 also achieved an excellent set of results. The mean examination mark for Extension 1 was also 92%. The percentage of our students that achieved the highest band (E4) was 80% compared to the state percentage of 38%. Furthermore, 99% of students received a result that was in the top two bands.

In Advanced Mathematics, 75% of all candidates achieved a Band 6, compared to only 23% of the state. 93% of students achieved a Band 5 or 6, compared to only 52% of the state candidature.

## **PDHPE**

Students studying PDHPE at BHHS continue to do exceptionally well across all aspects of the subject area.

In the 2020 HSC, students in PDHPE continued to achieve outstanding results, with ALL of our students scoring either a Band 6 or Band 5. 35% of students achieved Band 6, compared with the State average of 9% achieving Band 6. Our results were 15% 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. Our Year 10 PASS students were also able to use Waves facilities, in order to gain either their Bronze Star or Bronze Medallion, in lifesaving, as part of their course. Most were successful in meeting the lifesaving and swimming skills required, to gain these awards. We were very lucky to get both groups through these activities, before Waves Aquatic Centre closed for refurbishment, and COVID-19 interrupted our schooling in late Term 1.

Unfortunately, due to COVID-19, many of our planned highlights had to be abandoned in 2020. We were unable to pursue the Year 11 Ski excursion to Perisher, or complete the Year 9 PASS Raw Challenge at Doyalson, where students experience an outdoor combat course, after weeks of physical training during their classes. However, our 10 PASS classes did get to enjoy a day of Surfing at Manly beach, before we went into lockdown, many of our students enjoying success standing on the boards. Also, our 9 PASS classes were able to venture to the Baulkham Hills Squash Courts, during lessons, developing and refining their skills playing Squash, a game that many had not played before, and thoroughly enjoyed.

## **Science**

Results in Biology, Chemistry and Physics showed an overall improvement when compared to 2019: 81% of students studying Biology achieved a Band 5 or 6 compared to 85% in 2019; 88% in Chemistry compared to 83% in 2019 and 89% in Physics compared to 82% in 2019. There was a slight increase in the total number of Band 6 awarded to students in Science (135 compared with 124 in 2019).

Student candidature in Physics (92) and Chemistry (142) and Biology (52), reflects continued strong interest in these subjects throughout the cohort. Students achieved state rank in both Biology (2 students) and Chemistry (2 students)

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

## Social Science

The standard maintained across all of the Social Sciences courses in the Higher School Certificate remains impressive. In both Legal Studies and Economics, nine students performed exceptionally well and made the *2020 HSC Top Achievers in Course* list, achieving one of the highest places in an HSC course. In Legal Studies, eight students achieved a State rank of 2nd, 4th, three equal 5th places, 9th, 14th and 18th out of 10,787 Legal Studies students in NSW. One student achieved a State rank of 8th out of 5,029 students studying the HSC Economics course across NSW.

HSC results across all of our courses were excellent:

- Business Studies - 45% achieved a Band 6 and 27% achieved a Band 5 result, compared to the State averages of 9% and 26% respectively.
- Economics - 59% achieved a Band 6 and 34% a Band 5 result, compared to the State averages of 13% and 38% respectively. 31% of BHHS students completing the HSC course were Year 11 Economics accelerants.
- Geography - 45% achieved a Band 6 and 35% achieved a Band 5 result, compared to the State averages of 12% and 29% respectively. 76% of BHHS students completing the HSC course were Year 10 Geography accelerants.
- Legal Studies - 84% achieved a Band 6 and 12% achieved a Band 5 result, compared to the State averages of 15% and 24% respectively.
- Society & Culture - 50% achieved a Band 6 and 17% a Band 5 result, compared to the State averages of 11% and 33% respectively.

A Year 9 and a Year 10 student also achieved Equal First Place in their Year group in the 2020 Australian Geography Competition, which had approximately 73,000 entrants from 780 schools across Australia.

Unfortunately, due to COVID-19 restrictions, our students in 2020 had limited opportunities to participate in the wide range of Social Sciences enrichment activities and excursions usually offered at BHHS. However, students did continue to participate in the Law Societies Mock Trial competition, the ELC Economics and Business Studies Student Conferences and some Senior Geography excursions.

## 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 2020, sixteen 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. Five students from years 10 and 11 undertook a range of TAFE YES program courses. In addition, five students were successful in gaining TVET qualifications in a range of courses including Retail, Screen and Media and Information and Digital Technology.

## Technology

The HSC results for 2021 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 83% of the students in Engineering Studies achieved Band 6 results with the class obtained an overall exam mean of 90%, this being almost 15% higher than the state mean. The students in Software Design and Development performed at a high standard achieving an exam mean of 90% which was almost 18% above the state mean. 65% of the students gained a Band 6. The students were motivated, highly engaging in advanced programming tasks, and their overall results placed SD&D 4th 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 outstanding results.

## Parent/caregiver, student, teacher satisfaction

The **Tell Them From Me** (TTFM) survey data is designed to provide the school with insight to guide our school planning and help 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 6%)

**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)

### The Wellbeing Team Reflect on 2020

Throughout 2020, the students of Baulko showed tremendous strength, resilience and flexibility in the face of new challenges. Committed to providing continued support for students, the Wellbeing Team ran some wonderful programs in 2020 to ensure students were exposed to the right skills and information to better support their own mental health and wellbeing.

Through the BHOPE Program, Years 7 and 8 students were provided with various strategies, resources and knowledge to develop positive peer relationships, support their own mental health and to become intrinsically motivated learners. As part of this program, students were invited to partake in the Videos For Change Competition, of which one of our Year 8 teams was selected as a National Finalist; a fantastic achievement. In BHOPE classes throughout the year, students were proactive and engaged in promoting positive messages of support for their peers and demonstrated an increased willingness to seek support when needed, which was very pleasing to see.

Various cohorts were also fortunate enough to be able to partake in camp - with Year 7, 8, 9 and 10 attending their annual camp. It was truly wonderful to see how the students interacted with each other on these camps, and the way in which they challenged themselves to push beyond their comfort zones and try new things. Be it flying on the giant swing, getting wet and dirty in the mud challenge course or engaging with new people in their cohort - students showed great resilience and pro-activity on these camps. Watching the students have a meaningful break was also a great benefit of camp!

One of the most memorable days of 2020 had to be R U OK? Day, held in Term 3. This day is designed to promote the importance of supporting both the mental health of those around us, and ourselves. An amazing group of students organised and led a range of activities on R U OK? Day to promote a positive message around the school. Students were shown a student-made video promoting awareness about the day and introducing the members of the Wellbeing Team during roll call. Students were also given cards with support services listed as well as an R U OK? Bracelet. Students also had the opportunity to engage in mindful colouring in during recess and lunch, as well as contribute to a whole school chalk mural in the quad - which looked amazing! The atmosphere of this day was truly moving, as you could feel just how invested the students were in engaging in the various activities, and a lot of students actually approached me to let me know how valuable they found this day. We certainly look forward to hosting this event again in 2021.

Students also took part in the Tell Them From Me Survey, which is an annual wellbeing survey issued to all schools in NSW. It is pleasing to report that BHHS continued to achieve improved outcomes in key wellbeing measures, recording increased percentages in the following measures: Student optimism levels, advocacy for students at school, positive peer relationships at school and student motivation levels. BHHS continues to be above the state average in all of these

key measures also. The Wellbeing Team is using this data to better inform the planning and implementation of wellbeing support programs, in the interest of continuing to provide quality support to our students and parent community.

Finally, a big thank you to the 12 passionate Year Advisers and 3 School Counsellors who make up the Wellbeing Team, as without their continued efforts to support the students, many of these initiatives would not be possible!

The Wellbeing Team looks forward to another great year supporting the students in their journey to build positive mental health and wellbeing.

Terryanne Fletcher - HT Wellbeing

# 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.

## Other School Programs (optional)

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### About this report.

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

Jeanne Bathgate Principal (Retired)

Megan Clarke Deputy Principal

Monica Craft Head Teacher Social Sciences

Terryanne Fletcher Head Teacher Welfare

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