

# 2021 Annual Report

## Baulkham Hills High School



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## Introduction

The Annual Report for 2021 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 Strategic Improvement 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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## School vision

Baulkham Hills High School is a diverse and inclusive learning community where students are supported and challenged to develop their talent to the highest level. Our students are provided opportunities to be extended beyond their current level of mastery in the curriculum. Differentiated practice is implemented to cater for each individual student's educational needs.

Quality teaching strategies, including high expectations and explicit teaching, are used to ensure that every student and every teacher will be challenged to continue to learn and improve their performance every year.

Our school is focused on building individual and collective wellbeing of the whole Baulkham Hills High community through a climate of care and positivity. Our dynamic wellbeing programs are integrated across the school to enable students to connect, succeed, thrive and become active members of the community.

## School context

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 six classes composed of four classes of students with a mild or moderate disability and two classes of students with autism. Our school community is culturally and linguistically diverse. 96% of our students have a speaking background that is not English, and 4 students identify as having an Aboriginal background.

Our school's staffing entitlement is approximately 85 teaching staff and 20 non-teaching staff. Our Executive team is composed of 13 head teachers, the majority having been in the role at the school for more than 5 years. There is a turnover of approximately 8% of staff each year.

Students participate in a wide range of learning experiences focusing on high potential and gifted education and talent development in the pursuit of academic improvement and excellence. We enjoy the strong support of our culturally and linguistically diverse community. We have fostered strong partnerships with universities and community groups. Our P & C has a high-profile role. This is exemplified by their leadership of the school's annual Multicultural Night and Annual Working Bees, and their proactive assistance to and support of the staff of our school.

There is a strong focus on co-curricular activities. Our students are encouraged to participate in a range of experiences to assist them in becoming well-rounded members of the community. Students represent the school in a broad range of areas including creative and performing arts, cadets, leadership, academic, public speaking and sport. This representation takes place at regional, state, national and international levels.

A comprehensive situational analysis has been conducted which resulted in the development of the 2021-2024 Strategic Improvement Plan, both of which involved authentic consultation with students, staff, parents and carers.

Baulkham Hills High School is committed to improving student learning outcomes, particularly in the area of **literacy**. Targeted professional learning, **data use**, interpretation, extrapolation and monitoring of student progress and reflection upon teaching pedagogy will further assist staff in supporting student literacy. This will ensure that literacy levels will be further enhanced.

Our school is committed to research-based, whole school approaches to the refinement of **effective teaching** through staff professional learning. Teaching and learning programs will continue to focus on evidenced-based teaching practices. This will ensure ongoing student engagement, progress and achievement.

Further development of teaching pedagogy to align with the **High Potential and Gifted Education** policy will enable staff to enhance their teaching practices. Staff will use data and assessment flexibly and responsively as an integral part of daily classroom instruction, and analyse student progress and achievement data to respond to trends in student achievement at an individual, group and whole school level.

Planning for **learning and wellbeing** is informed by the use of reliable, holistic data about student wellbeing and learning needs. Students are actively connected to their learning through meaningful, engaging and rewarding personalised learning experiences. Evidence-based, dynamic, wellbeing programs are integrated into whole school practice to ensure optimal conditions in creating a supportive learning environment.

## 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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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	2021 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Excelling
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: Student growth and attainment

### Purpose

Our purpose is to ensure that students maximise their learning outcomes through research-informed, highly effective teaching practices. Professional learning will focus upon evidence-based strategies to build teacher capacity and student literacy.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Highly Effective Teaching Practices
- Literacy

### Resources allocated to this strategic direction

**Low level adjustment for disability:** \$46,870.20

**Professional learning:** \$20,000.00

**English language proficiency:** \$34,072.00

**Aboriginal background:** \$2,799.00

### Summary of progress

During 2021 all staff have engaged in professional learning to support further development in the targeted areas the use of explicit teaching strategies and the provision of effective feedback, and also in the deepening and understanding of working with students with autism.

In 2021 the Literacy Team led professional learning for all staff to support the implementation of the **whole school writing strategy**. Some KLAs have fully implemented the principles of the strategy. Others will focus on this initiative in 2022. A program employing an occupational therapist was implemented to support targeted students who experienced difficulties handwriting during timed-response tasks. This strategy was successful, and will continue to be incorporated into the writing strategy initiative. The Social Science Faculty have led and modeled the integration of specific writing strategies into teaching and learning programs. Their examples have been instrumental in demonstrating best practice for all teaching staff. Social Science teachers have been involved in RAP data analysis with a focus on PEEL strategies to lift marks into higher bands.

All support students have an **IEP (individualised education plan)** written in collaboration with parents which can be accessed by all staff online. Due to the challenges of remote learning, some courses required redesign and adaptation to ensure effective course delivery occurred. Remote learning presented challenges for the learning of students. Strategies were implemented to support the particular needs of support students in their learning and wellbeing during this time.

IEPs are systematically assessed and adjusted in consultation with key stakeholders. IEPs have been developed in collaboration with parents and carers. They are in place for all support students. Each IEP is highly individualised to reflect the individual needs of each student. PLPs have been developed and implemented for every Aboriginal student at BHHS.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<b>HSC Achievement</b>  Uplift the percentage of HSC students course results in the top two bands to be moving towards the lower bound system negotiated target.	93.31% of students attained results in the top two bands demonstrating progress yet to be seen toward the lower bound target of 94%.
<b>Reading</b> - Improvement in the percentage of students achieving in the	94.33% of students have achieved expected growth in reading, exceeding the upper bound system-negotiated target.

top 2 bands to be above the school's lower bound system-negotiated target in reading (of 91.20%).	
<b>Expected Growth</b> - Improvement in the percentage of students achieving expected growth in NAPLAN to be progressing towards the system negotiated lower bound target of 55%.	54.88% of students achieved expected growth in reading, indicating progress towards the system negotiated lower bound target.
Preparation and support of all Aboriginal students through Personalised Learning Plans and targeted support.	All Aboriginal students have engaged in their personalised learning plans, and have been supported by their classroom teacher and Aboriginal support personnel.
<b>Aboriginal student achievement</b> - Increase the percentage of Aboriginal students achieving top 3 NAPLAN bands in reading and numeracy to be above the school's lower bound system-negotiated target	100% of Aboriginal students who completed NAPLAN made progress towards learning goals in reading and numeracy.
<b>Expected Growth</b> - The percentage of students achieving expected growth in NAPLAN numeracy to be progressing towards the system negotiated lower bound target of 58%.	69.77% of students achieved in the top 2 bands of numeracy, exceeding the system-negotiated upper bound target of 67.20%.

## Strategic Direction 2: Quality Classroom Practice

### Purpose

The BHHS situational analysis identified the need to refine and enhance teacher practice to support high potential and gifted students and students with learning needs. Our teachers will evaluate their effectiveness and reflectively adapt their practices through high quality, targeted professional learning and the use of data to inform their own teaching and learning.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- High Potential and Gifted Education
- Evidence Informed Teacher Practice

### Resources allocated to this strategic direction

### Summary of progress

During 2021 all staff have engaged in professional learning to support the targeted areas of high potential and gifted education and the use of evidence-based data to inform teacher practice.

Professional learning continued to be implemented for all staff. Under **High Impact Professional Learning (HIPL) & Evidence Informed Teacher Practice**, foundational professional learning has been completed by both deputy principals and all staff. The **High Potential and Gifted Education (HPGE)** policy and associated professional learning and implementation to positively effect classroom pedagogy will be the focus for mainstream teachers professional learning in 2022.

Professional learning in the area of **autism education** was delivered and completed. This was directed towards teachers, both mainstream and support, who will be working with support students in 2022.

Preliminary professional learning in use the of Scout and data analysis has occurred leading to the establishment of a Data Team for 2022. This Data Team will commence with a Learning Support focus. Steps will include a broad collection of data (including Best Start, Check in and NAPLAN) and the analysis of data in a selective school context for our mainstream students. This will lead to targeted support for those students most in need.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
The number of teaching staff completing qualifications in the UNSW mini-CoGE course is increased to 10%.	Delayed initiative in 2021 has required this work to be postponed to 2022.
25% teaching staff implement the 8 themes of the What Works Best: 2020 Update into classroom practice to support school improvement and enhance learning activities.	In 2021 staff have participated in preliminary familiarisation of What Works Best. This will continue to be incorporated into the whole school professional learning program for 2022.
50% of staff complete professional learning in <b>HP&amp;G Education Policy canape series - guiding principles</b> .	50% of staff completed this professional learning in 2021. All other staff will complete this professional learning in 2022.
100% of Executive staff complete <b>Scout Introduction</b> course via MyPL.	100% of executive staff completed this professional learning in 2021, providing members with a common language and understanding of key data skills for effective data analysis.

Years 7 to 10 reports developed and generated through the Sentral management system

All year 7 to 10 were developed, generated and published using Sentral software via the school's portal. In 2022, Year 11 and 12 reports will be published through Sentral.



## Strategic Direction 3: Connectedness

### Purpose

To ensure that all our students, staff and community are able to connect, succeed, thrive and learn, there will be a planned approach to developing whole school wellbeing processes that support high levels of wellbeing and engagement.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Supporting Student Wellbeing
- Community Engagement

### Resources allocated to this strategic direction

**Low level adjustment for disability:** \$53,322.08

**Professional learning:** \$4,000.00

### Summary of progress

During 2021, evidence-based programs have been implemented to **improve wellbeing and engagement to support learning**. The plan and strategies implemented across the school have effected positive change for students.

Community engagement has remained high with the implementation of virtual meetings and workshops. Parent/teacher evenings were highly attended and successful in ensuring strong community links were maintained.

The **Head Teacher Support was released from face to face teaching** during 2021 under a pilot program to provide proactive interventions for students and additional support for staff. Students and staff report a positive change in the learning environment with increased engagement.

The **BHOPE Program**, timetabled for Years 7 & 8, was very successful in proactively addressing broad mental health and wellbeing education. The impact of this initiative will be further investigated in 2022 with a view to expanding the program in years 9 and 10. Further programs will be implemented to target specific student wellbeing needs. Continued data collection and analysis will be used to make informed, long-term, proactive decisions for future programs.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<b>Attendance</b> - Proportion of students attending school 90% of the time or more increases to toward the system negotiated lower bound target.	91.39% of students attended school 90% or more of the time, indicating progress towards the system-negotiated lower-bound target.
<b>Wellbeing</b> - The data reported by students in the areas of Expectations of Success, Advocacy and Sense of Belonging remain at a consistent level over an extended period of time.	Student data reveals that there is an increasing trend for ' <i>expectations for success</i> ' and ' <i>sense of belonging</i> ' and a steady trend for ' <i>advocacy</i> '.  The relationship between sense of belonging (a measure of student wellbeing) and academic expectation of students is above the state average.
Increase use of recording and management systems by staff for student wellbeing and learning support	The quality and quantity of useful data has increased. The improved use of bespoke software has enabled the Wellbeing Team, and the additional of extra staffing allocation for the position of SSO and a learning support allowance, to broaden and deepen their strategic follow up of students. 2022 will see development of a more targeted learning support program, and the investigation of the possible employment of school-based psychologist.

10% reduction in reported incidents of behavioural referrals.

Incidents of reported behavioural concerns have reduced by 17% from the previous year.

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$19,296.25</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Baulkham Hills High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• resourcing to increase equitability of resources and services</li> </ul> <p><b>The allocation of this funding has resulted in:</b> identified students making progress towards their learning goal with the support of allocated resources and equipment.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to continue to ensure the provision of equitable access to resources, equipment and services to support student learning.</p>
<p>Aboriginal background</p> <p>\$2,799.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Baulkham Hills High School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Highly Effective Teaching Practices</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• staffing release to support development and implementation of Personalised Learning Plans</li> </ul> <p><b>The allocation of this funding has resulted in:</b> all Aboriginal students have a PLP in place targeting specific areas of focus. This has supported identified students to make progress toward their learning goals.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to continue to build the profile of Aboriginal students at BHHS, ensuring specific learning needs are supported.</p>
<p>English language proficiency</p> <p>\$34,072.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Baulkham Hills High School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Highly Effective Teaching Practices</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to implement Individual Educational Plans for all EAL/D students</li> <li>• additional teacher time to provide targeted support for EAL/D students and for development of programs</li> </ul>

<p>English language proficiency</p> <p>\$34,072.00</p>	<p><b>The allocation of this funding has resulted in:</b> release from face to face teaching time for two head teachers, providing time for data analysis and the development of targeted intervention programs. This has supported identified students to make progress toward their personalised learning goals.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to continue to provide release from face to face for two teachers to provide ongoing support.</p>
<p>Low level adjustment for disability</p> <p>\$103,792.28</p>	<p>Low level adjustment for disability equity loading provides support for students at Baulkham Hills High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Highly Effective Teaching Practices</li> <li>• Supporting Student Wellbeing</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of an Occupational Therapist to provide intervention programs that support student needs</li> <li>• development of a needs-based learning and support program in which specialist staff (Head Teacher - Support) collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students</li> </ul> <p><b>The allocation of this funding has resulted in:</b> decrease in negative behavioural incident and an increase in student engagement. Early intervention and targeted support for student needs has been prioritised. Identified students have demonstrated positive improvement in student handwriting legibility and hand stamina.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> further develop Head Teacher Support release program for pre- and post-testing of students to accurately collect improvement data; ongoing targeting of students to improve all aspects of handwriting; ongoing wellbeing programs to continue.</p>
<p>COVID ILSP</p> <p>\$29,500.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> <li>• releasing staff to analyse school and student data to identify students for small group tuition groups and monitor progress of these student groups.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> targeted students literacy and numeracy needs being supported in small group settings. Identified students have made progress toward their learning goals.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to continue to employ addition staff and provide release time for staff to</p>

COVID ILSP \$29,500.00	conduct ongoing analysis of data (including best start year 7) and implement targeted literacy strategies according to students need.
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## Student information

### Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	694	683	690	701
Girls	518	542	540	540

### Student attendance profile

School				
Year	2018	2019	2020	2021
7	97.6	98	96.5	97
8	97.4	96.1	96.7	96.4
9	96.6	96.3	95.2	95.8
10	95	94.1	94.9	95
11	95.7	95.9	95.1	95.3
12	94.7	94.5	95.1	91.8
All Years	96.1	95.8	95.6	95.2
State DoE				
Year	2018	2019	2020	2021
7	91.8	91.2	92.1	89.7
8	89.3	88.6	90.1	86.7
9	87.7	87.2	89	84.9
10	86.1	85.5	87.7	83.3
11	86.6	86.6	88.2	83.6
12	89	88.6	90.4	87
All Years	88.4	88	89.6	85.9

### Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability

with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

## Management of non-attendance

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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

## Humanities/Social Sciences Courses

- Commerce\* 28
- Law\* 27
- Psychology/Psychological Science\* 11
- Architecture/Architectural Design\* 7
- Arts\* 5
- Business\* 5
- Cognitive & Brain Science/Psychology (Hons)\* 2
- Economics\* 2
- Linguistics & Language Science/Marketing &
- Media\* 2
- Media Arts/Media Communications\* 2

## Science, Maths & Applied Sciences Courses

- Actuarial Studies\* 47
- Engineering\* 34
- Science\* 24
- Medicine\* 19
- Applied Science (Physiotherapy)\* 16
- Computer Science/Advanced Computing\* 11
- Medical Science\* 9
- Information Technology\* 8
- Maths/Advanced Maths\* 6
- Advanced Science/Advanced Science (Hons)\* 5
- Pharmacy 5
- Oral Health/Dentistry\* 3
- Vet Science/Taronga\* 3
- Nursing 2
- Health Science 2
- Clinical Science 2
- Data Science 2
- Cyber Security 2
- Applied Science (Exercise Physiology) 2
- Economics\* 2

- Criminology\* 2
- Arts/Education (Secondary)\* 2
- Arts/Education (Primary)\* 1
- Design - Fashion & Textiles/International
- Studies\* 1
- Design (Media) (PR & Ad)\* 1
- Music 1
- Applied Science (Speech Pathology) 1
- Nutrition & Dietetics\* 1
- Radiography 1
- Optometry 1
- Forensic Science 1
- Applied Finance/Accounting\* 1
- Applied Finance/Law\* 1

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

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

### **Scholarships and Cadetships**

Students at Baulkham Hills High School continued to perform highly in scholarship applications during 2021. 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 academic scholarships were obtained in addition to the industry-based scholarships & cadetships below:

Industry Scholarships/Cadetships (professional + financial components)

- 3 students were offered places in the Professional Cadetships Australia (PCA) Business & Technology Cadetships (1 in Technology at UBS; 1 in Finance at UBS; and 1 in Finance at Barrenjoey Capital);
- 2 students were offered places in the UNSW Co-op Program in Actuarial Studies and Commerce (Honours).

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

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0.71% of Year 12 students at Baulkham Hills High School undertook vocational education and training in 2021.

### **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 2021 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)	66.4
Learning and Support Teacher(s)	0.4
Teacher Librarian	1.4
School Counsellor	1
School Administration and Support Staff	20.17
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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2021 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 <b>Actual</b> (\$)
<b>Opening Balance</b>	2,744,999
<b>Revenue</b>	15,182,262
Appropriation	13,526,096
Sale of Goods and Services	487,308
Grants and contributions	1,154,111
Investment income	4,748
Other revenue	10,000
<b>Expenses</b>	-15,138,174
Employee related	-12,669,082
Operating expenses	-2,469,092
<b>Surplus / deficit for the year</b>	44,088
<b>Closing Balance</b>	2,789,087

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.

	2021 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	0
<b>Equity Total</b>	159,960
Equity - Aboriginal	2,799
Equity - Socio-economic	19,297
Equity - Language	34,072
Equity - Disability	103,792
<b>Base Total</b>	12,492,140
Base - Per Capita	315,374
Base - Location	0
Base - Other	12,176,766
<b>Other Total</b>	541,557
<b>Grand Total</b>	13,193,656

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

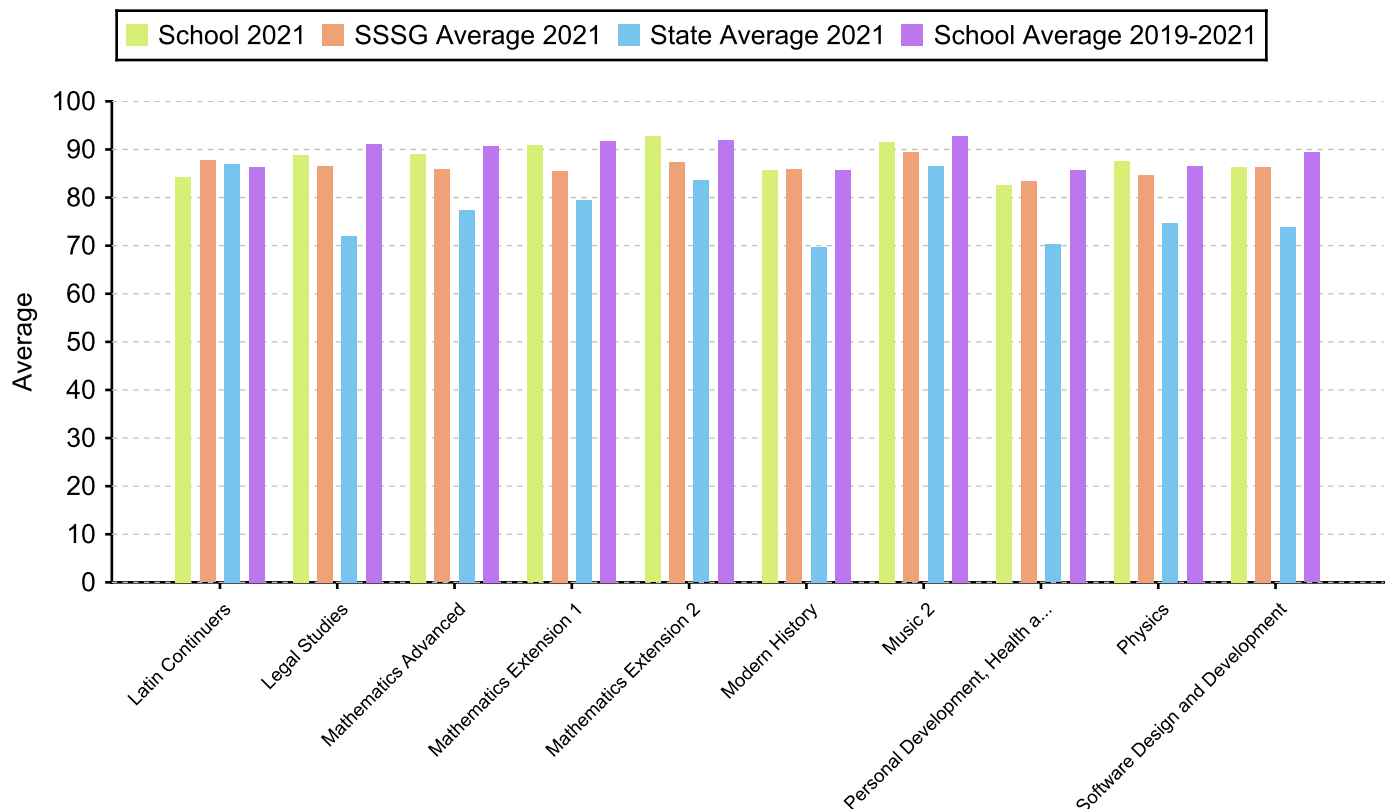
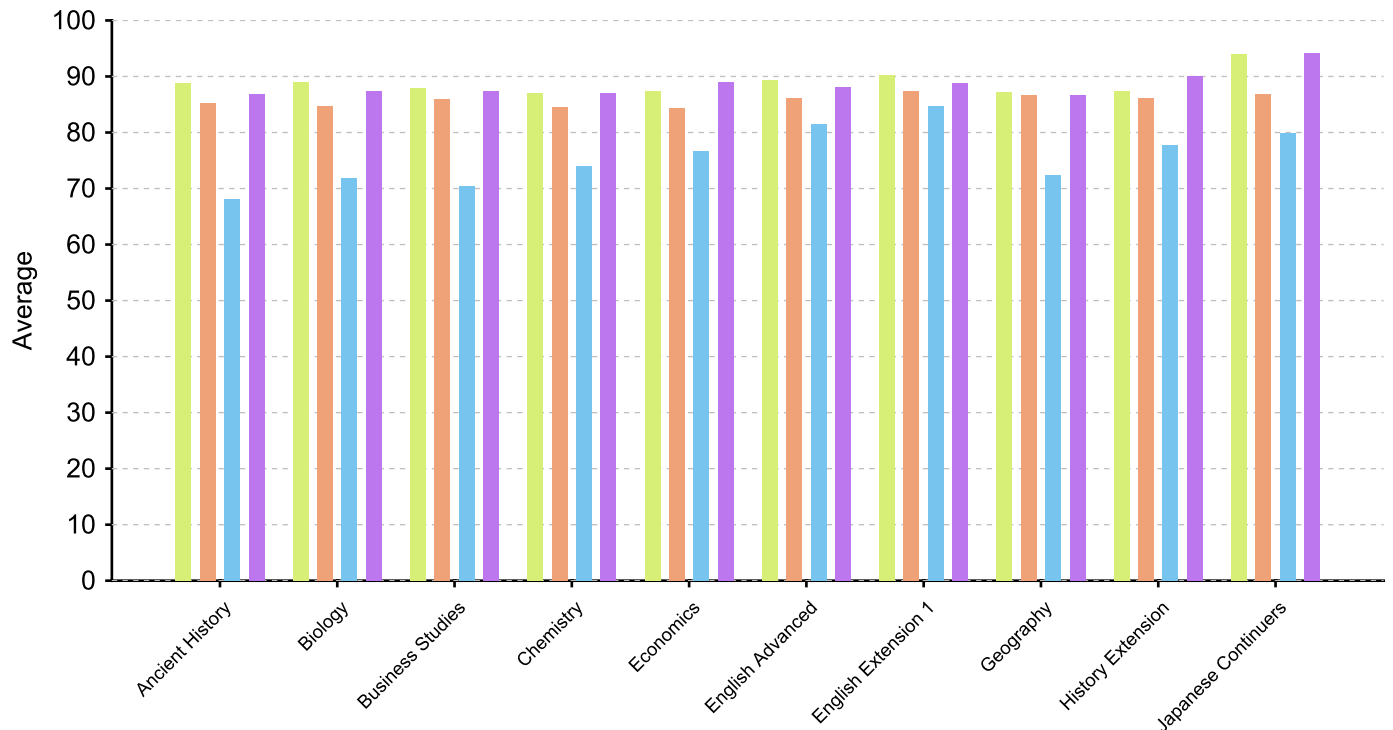
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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.

## 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.



<b>Subject</b>	<b>School 2021</b>	<b>SSSG</b>	<b>State</b>	<b>School Average 2019-2021</b>
Ancient History	88.8	85.2	68.1	86.8
Biology	89.0	84.7	71.9	87.3
Business Studies	87.9	86.0	70.4	87.5
Chemistry	87.1	84.5	74.1	87.0
Economics	87.3	84.3	76.7	88.9
English Advanced	89.4	86.1	81.4	88.1
English Extension 1	90.3	87.4	84.8	88.8
Geography	87.2	86.7	72.4	86.7
History Extension	87.4	86.1	77.7	90.1
Japanese Continuers	94.0	86.9	79.9	94.2
Latin Continuers	84.3	87.7	87.1	86.3
Legal Studies	88.8	86.6	72.0	91.1
Mathematics Advanced	89.1	85.8	77.4	90.7
Mathematics Extension 1	90.8	85.6	79.5	91.8
Mathematics Extension 2	92.7	87.4	83.5	92.0
Modern History	85.8	85.9	69.7	85.8
Music 2	91.5	89.3	86.6	92.7
Personal Development, Health and Physical Education	82.6	83.5	70.3	85.8
Physics	87.6	84.8	74.8	86.6
Software Design and Development	86.3	86.3	74.0	89.3

## Parent/caregiver, student, teacher satisfaction

The school collects a range of data from students, staff and the community to ensure that effective communication is occurring between the school and the community. The school evaluates the effectiveness of current procedures that are in place and seeks feedback for improvement. Surveys conducted included

- Year 12 Term 4 - Survey about Year 12 "returning to school".
- Year 12 and HSC Student Survey (Term 4 2021).
- Remote Learning Parent/Carer Feedback Survey 1 (Week 6 Term 3 2021).
- Remote Learning Parent/Carer Feedback Survey 2 (Week 10 Term 3 2021).
- BHHS Remote Learning Student Feedback Survey 1 (18 July 2021).
- BHHS Remote Learning Student Feedback Survey 2 (Week 6 Term 3 2021).
- Year 11 & 12 Parent Teacher Nights - June 2021.
- A survey to measure the reach of the school newsletter.

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

## Multicultural Education Policy

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Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.