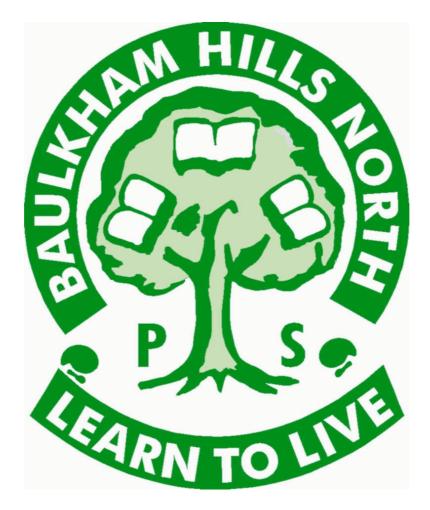# 2022 Annual Report

Baulkham Hills North Public School

4377

Introduction

The Annual Report for 2022 is provided to the community of Baulkham Hills North Public 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.

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School vision

The Baulkham Hills North school community is committed to the full development of the unique qualities, abilities and talents of all students, equipping them with the necessary skills and knowledge that will allow them to succeed at school and in the wider community in the 21st century. It is our aim to have this occur inside a safe learning community that is vibrant and responsive and hallmarked by an aesthetically appealing environment, respectful relationships between staff and students, tolerance and understanding of difference and diversity, broad community involvement, and high expectations on student learning. At Baulkham Hills North Public School we value: **Spirited, Successful Students; Creative, Connected Citizens and Inspired, Innovative Individuals.**

School context

Baulkham Hills North Public School is a large primary school, located in The Hills district of North Western Sydney. Baulkham Hills North Public School has a strong academic focus with a significant emphasis on literacy and numeracy development. The school's core values TRUTH, RESPECT, RESPONSIBILITY, KINDNESS, EFFORT and LOYALTY are explicitly taught with Choice Theory principles of internal psychology underpinning the student wellbeing and behaviour policies, programs and practices.

The current enrolment of 925 students is comprised of many nationalities with 61% being from language backgrounds other than English. There are 60 different language groups representing 47 countries. The main cultural groups are those from the Indian Sub Continent Community (18.5%), the Chinese community (18.9%) and then the Korean Community (6%). Aboriginal students make up 1.5% of the overall student enrolment. There are highly experienced EAL/D educators who successfully support the development of those students coming from backgrounds where English is not their family's first language.

The Baulkham Hills North staff is enthusiastic, dedicated and caring. All students benefit enormously from the teaching expertise of highly experienced educators who uphold high expectations and share a collective responsibility for the optimal performance of every student at our school. There is a strong culture of collaboration when planning and implementing teaching and learning programs. Grade teaching teams are led by instructional leaders who work to support teachers to develop and improve their teaching capacities, uplifting student performance.

The families of Baulkham Hills North Public School are highly aspirational and actively work in a positive partnership with the school to support and participate in the range of activities that enhance educational opportunity for all students. These strong collaborative partnerships assist families in developing their child's understanding, skills and character. Programs and information sessions are delivered by the school throughout each year to increase every family's capacity to actively support, reinforce and enable the aspirations of every student.

There are extensive offerings for students beyond the classroom where an increasing range of extra-curricular activities are available to enhance their educational experiences and support their holistic development. Dance, sport, public speaking, music, drama, chess, robotics, choir, strings and clarinet ensemble are just some of the opportunities delivered by our talented teachers to the students each year.

Performance opportunities are plentiful with students each year enjoying their participation in the Annual Schools Spectacular, The Festival of Instrumental Music at the Opera House, The Primary Proms at Sydney Town Hall, The Hills Performing Arts Evening and at many school performance events.

Community providers overlay and enrich these offerings with students being able to participate in performance bands, string ensembles, dance, guitar, language, keyboards and other activities after school. Primary OoSH Care also provide quality program experiences for the many students who are in their care before and after school every day and through the school vacation periods.

The school has a strong ability to use resources strategically and flexibly, responding to the learning needs of all students. Resources allocated by the NSW Government are enhanced through the financial contributions made by families and through the fund raising efforts of the school's P&C. Beyond ensuring that all classrooms are well resourced there is a whole community commitment to upgrading the playground facilities for students and this will be ongoing over next several years.

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	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Excelling
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

Strategic Direction 1: Student growth and attainment

Purpose

To optimise learning through the creative provision of a flexible, relevant and inclusive curriculum which meets the needs of diverse learners, characterised by highly effective, explicit, evidence-based teaching practices being delivered in high quality learning environments. A school wide culture of high expectations focusing on literacy and numeracy development. Assessment practices will be rich and effective, engendering the critical analysis of quality data to identify students' learning needs and to use this information to underpin the regular and timely communication of learning progress with families.

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.

- Explicit Teaching of Literacy and Numeracy

Resources allocated to this strategic direction

Literacy and numeracy: $71,870.42
Literacy and numeracy intervention: $48,267.00
Per capita: $10,661.00

Summary of progress

Our focus for 2022 was to continue to lift student attainments in literacy and numeracy through a sharpened focus on identified areas of English and Mathematics, an enhancement of teachers' understanding of the evidence-base underpinning the new English and mathematics syllabuses to prepare for their successful implementation and a sustained emphasis on explicit teaching strategies to promote student agency and attainment. Our Theory of Action to enhance the use of explicit teaching strategies was: "When we harness learning intentions, narrative and pace, students become more secure about their learning and more willing to take risks, increasing understanding and achievement and enhancing curiosity".

External and internal longitudinal student performance literacy and numeracy data was analysed to identify trends, develop targets and determine areas of focus. English data indicated the need for a particular focus on the way in which vocabulary is assessed and taught. Mathematics data indicated the need for a different focus area for each stage: Additive Strategies in ES1; Number and Place Value in Stage 1; Measurement and Geometry in Stage 2 and Stage 3. Grade teaching teams discussed focus area targets and devised implementation plans to support and monitor student progress. Assessment practices were improved as evidenced by detailed grade assessment plans featuring a direct connection between the identified improvement measures and the data to be gathered and analysed.

K-2 teachers participated enthusiastically in facilitated professional learning to prepare for the 2023 implementation of the new English and mathematics syllabuses. In Semester 2, K-2 English units of work were devised aligned to the new syllabus, embedding the professional learning and aligned with DoE's scope and sequence documents. Years 3-6 teachers explored the draft English and mathematics syllabuses and participated in the "Have Your Say" opportunities, providing feedback on the draft documents and identifying their 2023 professional learning needs to confidently implement the syllabuses in 2024.

In 2023 in this initiative we will further strengthen teacher understanding and application of the feedback component of explicit teaching and focus on professional learning to support the effective, evidence-based teaching of areas of mathematics identified by situational analyses and the BHNPS Numeracy review. Planning for, and development of, an enhanced, efficient, centralised system for recording and analysing external and internal performance data to inform strategic decisions about student learning, aligned with improvement measures, will be a priority in 2023.

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
Uplift in the percentage of students achieving in the top two NAPLAN	72% of students achieved in the top two bands in NAPLAN reading indicating achievement of the lower bound target.

bands to be at or above 70.5% in Reading by 2022.	
Increase the percentage of students achieving in the top two NAPLAN bands to be at or above 60.4% in Numeracy by 2022.	51% of students achieved in the top two bands in NAPLAN numeracy indicating progress to be seen toward the lower bound target.
Increase percentage of students achieving at or above expected growth in NAPLAN Reading to 71.3%	Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available.
Increase percentage of students achieving at or above expected growth in NAPLAN Numeracy to 69.5%	Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available.
To uplift the percentage of students who feel challenged and confident of their skills in their English and Mathematics classes to be 55% of students by 2022 on TTFM Student Survey.	33% of students reported feeling challenged and confident of their skills in their English and mathematics classes indicating progress towards the target from 2021.
75% of students receiving a score of 30 or more on the Phonics Screening Check by 2022	88% of Year 1 students achieved a score of 30 or more in the Phonics Screening Check in 2022.
Progress measure Improvement by 2022 as measured by the School Excellence Framework: **Learning Domain** **Element:** Curriculum - Sustaining and Growing **Focus Themes:** • Curriculum provision - Sustaining & Growing • Teaching and learning programs - Excelling • Differentiation - Sustaining & Growing	Self-assessment against the School Excellence Framework shows the school currently performing at **sustaining and growing** in the element of **Curriculum**. Teaching and learning programs have become increasingly responsive to student learning needs, showing evidence of teacher reflection and revision in response to student data and feedback. Self assessment against the School Excellence Framework shows the school currently performing at **sustaining and growing** in the focus area of **curriculum provision**. The school's curriculum provision and evidence-based teaching practices have been enhanced through the support provided to grade teams by instructional leaders whose collaborative development and implementation of grade improvement plans supported all students effectively to develop their knowledge, understanding and skills. The school monitors and responsively reviews its curriculum provision to meet changing requirements of the students. Self assessment against the School Excellence Framework shows the school currently performing at **sustaining and growing** in the focus area of **teaching and learning programs.** Improved quality of internal assessments and data analysis has led to increased responsiveness of teaching and learning programs. Consistent expectations regarding program annotations have resulted in greater reflection on the effectiveness of lessons and enhanced evaluations of teaching and learning programs. Self assessment against the School Excellence Framework shows the school currently performing at **sustaining and growing** in the focus area of **differentiation**. Teachers differentiate curriculum delivery to meet the needs of students at different levels of achievement, including adjustments to support learning or increase challenge. Most students can articulate their learning goals, understand what they need to learn next to enable continuous improvement and describe how they know their goals have been achieved.
Progress measure Improvement by 2022 as measured by the School Excellence Framework: **Learning Domain** **Element:** Student Performance Measures - Sustaining & Growing	Self-assessment against the School Excellence Framework shows the school currently performing at **sustaining and growing** in the element of **Student performance measures**. Students consistently and increasingly perform at high levels on external and internal school performance measures. Self assessment against the School Excellence Framework shows the school currently performing at **delivering** in the focus area of **Value-add**.

Focus Themes:	Self assessment against the School Excellence Framework shows the school currently performing at **excelling** in the focus area of **NAPLAN**. Most students achieve in the top two bands for NAPLAN reading, writing and numeracy.
• Value-add - Sustaining & Growing • NAPLAN - Excelling • Student growth - Sustaining & Growing • Internal and external measures against syllabus standards - Excelling	
	Self assessment against the School Excellence Framework shows the school currently performing at **sustaining and growing** in the focus area of **Student growth**. Students are aware of - and most are showing - expected growth on internal school progress and achievement data.
	Self assessment against the School Excellence Framework shows the school currently performing at **sustaining and growing** in the focus area of **Internal and external measures against syllabus standards**. School data shows that student progress and achievement on external measures is consistent with progress and achievement on internal assessments. Progress and achievement of equity groups within a school is equivalent to the progress and achievement of all students in the school.

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Strategic Direction 2: Dynamic leadership inspiring a culture of excellence, high performance and innovation in teaching and learning

Purpose

To uplift and inspire highly professional, well-resourced teachers who are effective leaders of learning, demonstrating a deep commitment to ongoing multi-modal professional learning and the exploration of ways to improve professional practice. Our teachers will operate in a dynamic, high performance, learning culture where evidence based practices prevail. Teachers take shared responsibility for student improvement and contribute to a transparent collaborative learning culture where teachers evaluate the effectiveness of their teaching practices, undertake sophisticated analysis of student engagement, learning growth and outcomes and plan for the ongoing learning of each student in their care . Student learning is underpinned by high quality teaching where there is a unbending commitment to nurture, guide, inspire and challenge students - to find the joy in learning, to build their skills and understanding, and to make sense of their world. In our school, learning opportunities are engaging and students will develop the ability to learn, adapt and be responsible citizens.

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.

- Excellence in Professional Practice
- Excellence in Curriculum Innovation and Learning Design

Resources allocated to this strategic direction

Professional learning: $56,469.00
QTSS release: $180,885.65
Per capita: $219,384.69

Summary of progress

Excellence in Professional Practice: In 2022 the model of distributed leadership was strengthened across the school where an off-class assistant principal/instructional leader for each grade worked in collaboration with their grade teams to deepen and sustain a culture of effective, evidence based teaching and ongoing improvement in identified areas so that every student made measurable learning progress in literacy and numeracy. The team of instructional leaders participated in capacity development programs throughout the year and led the design and implementation of grade improvement plans identifying key improvement areas in literacy and numeracy. Some grade leaders also identified areas of improvement in student well-being and incorporated this into their planning. In the implementation of their plans, all instructional leaders led professional learning and embedded explicit systems that facilitated a strengthening of a collaborative culture where professional dialogue, classroom observations and demonstrating and modelling of professional practice has led to the development of pedagogical expertise across the school. Staff professional learning was designed and delivered in identified improvement areas determined through the situational analysis undertaken by each instructional leader in Term 1. These leaders implemented principles of evaluative thinking to continually monitor the impact of programs and approaches being relied upon to secure improvements in student learning. There is a now a strong culture where teachers strive to improve practice and engage willingly with student performance data to plan for future teaching and learning experiences for their students. This has ensured that in each grade there is a responsive learning program where teacher learning is aligned closely to the learning outcomes of their students.

In 2022 the school also engaged with the Curiosity and Powerful Learning school improvement initiative led by Professor David Hopkins. This saw the school commence the journey of incorporating the concept of theories of action as a basis to undertake inquiry and reflect on what outstanding teaching looks like. The six theories of action are deeply rooted in current research and are shown to have significant effect in enriching students' curiosity, developing their learning skills and creating a spirit of inquiry. Professional learning teams called Learning Hives, worked together to the refine and improve their practice in the application of the first theory of action on Learning Intentions, Narrative and Pace. In doing this, teachers developed mastery where in every lesson all teachers set clear learning intentions and planned lessons that engage students through the lesson narrative which allowed students to set an effective pace of learning.

Excellence in Curriculum Innovation and Learning Design: - In 2022 the school was selected to become a Microsoft Showcase School being one of only a few primary schools across Australia to be part of this prestigious initiative. With this selection the school received 200 hours of high-level professional learning for teachers on the Microsoft learning platforms. Hewlett Packard Australia provided the school 42 high end laptops for student use in the new innovation program delivered in our new Dr Jordan Nguyen innovation centre, designed and built through the year. The strategic focus of this initiative was to further develop teacher capacity in effectively using technology as a driver of student learning and to design and deliver a whole school innovation program that allowed deep learning experiences for

students. The United Nations Sustainable Living Goals for 2030 were investigated by Stage 3 students which resulted in them demonstrating their solutions to big world problems during the Innovation Symposium in Term 4.   Members of the digital culture team participated in the Microsoft Transformation professional learning program and from this implemented systems and platforms to strengthen online collaboration between staff and increase workflow processes between students and teachers. The uptake of One Note and Teams has been notable with grade teams utilising both platforms for organisation, collaborative planning and the sharing of teaching and learning ideas and resources. Stage 3 teachers commenced utilising these platforms for the issuing and submission of student work. Curriculum time was allocated to allow for the delivery of a STEM program during Semester 2. Teachers are supported to trial innovative or evidence-based, future-focused practices with BYODD classrooms in particular continuing to investigate the use of technology to modify and transform learning using the student owned iPad devices.

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
Increase the number of students who report that they are interested and motivated in their learning from the October 2021 level of 73% to 78% or more by October 2022 (TTFM: Student Survey)	Tell Them From Me Survey data result for October of 60% has been below the expected target level. This result has largely been attributed to the ongoing disruption caused by the impact of Covid 19. This trend has been notable across all schools. However, in the context of a significantly disrupted year, 6 out of 10 students continued to demonstrate a high level of engagement in their learning and reported that they are interested and motivated in their learning program.
To increase leadership as a driver of student learning from the 2021 level of 7.7/10 to a level of 8.2/10 or higher in the TTFM Teacher survey in October 2022.	The Tell Them from Me survey data showed that teachers reported leadership as a driver of student learning to have increased to a level of 8.3/10. This was above expected target level with this result being attributed to the instructional leadership model implemented in 2022. In this model teachers felt strongly supported in their attempts to improve their teaching capabilities, provided with guidance for monitoring student progress and helped to create new learning opportunities for students. They also reported that they felt very well supported during stressful times.
To increase technology as a driver of student learning from the 2021 level of 7.4/10 to a level of 7.9/10 or higher in the TTFM Teacher survey in 2022.	Tell Them From Me data shows the level teachers reported technology as being a driver of student learning to be at 7.2 in the October 2022 survey. This being 0.7 below the anticipated target for 2022. This lower than expected result was due to teachers not yet relying on the use of technology to support students in tracking progress towards their learning goals. In all other areas teachers reported at a very high level that students in our school have the opportunity to use digital devices to analyse, organise and present their work (8.2) and utilise technology to describe relationships among ideas or concepts (7.9).
Improvement in the following areas as measured by the School Excellence Framework 2022: **Learning Domain** **Element:** Learning Culture **Focus Theme:** • High Expectations - Excelling **Element:** Curriculum **Focus Themes:** • Curriculum Provision - Sustaining & Growing • Teaching and Learning Programs - Sustaining & Growing	Self-assessment against the School Excellence Framework shows the school currently performing at **sustaining and growing** in the focus area of **high expectations**. There is demonstrated commitment within the school community that all students make learning progress. Partnerships with parents and students support clear improvement aims and planning for learning. Self-assessment against the School Excellence Framework shows the school currently performing at **sustaining and growing** in the focus area of **curriculum provision**. The school's curriculum provision and evidence-based teaching practices provide a high expectations framework, within which all students effectively develop their knowledge, understanding and skills. The school monitors and reviews its curriculum provision to meet changing requirements of the students. Self-assessment against the School Excellence Framework shows the school currently performing at **sustaining and growing** in the focus area of **teaching and learning programs.** Teaching and learning programs are dynamic, showing evidence of revisions based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement.

Improvement in the following areas as measured by the School Excellence Framework 2022: **Teaching Domain** **Element:** Learning and Development **Focus Themes:** • Coaching and Mentoring - Excelling • Expertise and Innovation - Sustaining & Growing	Self-assessment against the School Excellence Framework shows the school currently performing at **sustaining and growing** in the focus area of **coaching and mentoring**. Whole school and/or inter-school relationships provide mentoring and coaching support to ensure the ongoing development and improvement of all teachers, by expert teachers such as those accredited at Highly Accomplished or Lead. Self-assessment against the School Excellence Framework shows the school currently performing at **excelling** in the focus area of **expertise and innovation**. The school identifies expertise within its staff and draws on this to further develop its professional learning community. Areas for development in teacher expertise are identified and addressed. Teachers are supported to trial innovative or evidence based, future-focused practices.
Element: Professional Standards - Sustaining & Growing	Self-assessment against the School Excellence Framework shows the school currently performing at **sustaining and growing** in the element of **professional standards.** The school monitors the accreditation status of all staff and encourages the pursuit of higher levels of accreditation. All teachers use professional standards and PDPs to identify and monitor specific areas for development or continual improvement.

Strategic Direction 3: An inclusive, connected and engaged school community where every student is known, valued and cared for

Purpose

To ensure a safe, inclusive, student centred learning environment that nurtures, guides, challenges and inspires every student to become successful learners, confident and creative individuals and active and informed citizens. Equipping students with the required knowledge, skills, understandings and values to allow them to embrace opportunities and to face the challenges of our modern society with great confidence. Our dynamic, high performing school will build and maintain strong connections with the wider community to enhance learning outcomes and the quality of the learning environment. We will utilise resources strategically whilst proactively engaging with all community stakeholders, ensuring a proud, cohesive, reputable school with a sustained legacy of excellence.

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.

- Connected, Succeeding, Thriving Students
- Involved, Connected and Engaged Community

Resources allocated to this strategic direction

Low level adjustment for disability: $71,830.86
Refugee Student Support: $688.68
Per capita: $10,000.00

Summary of progress

Connected, Succeeding, Thriving Students

The pandemic created significant challenges for our students, and this was reflected in much of the wellbeing data for 2022. The school maintained a strong focus on student attendance and continued to promote good attendance practices.. The '*You're on a Roll'* attendance intervention program which relies on a phone intervention strategy to lift the attendance of students whose attendance at school was below 90% was continued in 2022. This initiative was accompanied by promoting the importance of regular school attendance at parent information evenings and in the school newsletter. Despite these efforts the school saw a decline in student attendance which was particularly impacted by the number of families travelling overseas for extended periods to see family. The Dr. William Glasser, Choice Theory and Reality Therapy (CTRT) philosophy continued to inform our student management and social support systems. Teachers undertook training during the School Development Day program and were upskilled in the application of Choice Theory in developing quality classroom environments and were oriented to the positive outcome process in responding to incidences of unacceptable behaviour. This process is based on psycho-dynamic theory where students are required to participate in a substantive planning conversation with their teacher. During the year, teachers also received additional training on The Get Happier program, a whole school social and emotional program aligned to CTRT and the implementation of the program was strengthened across the school. The program aims to explicitly teach skills and support students in their ongoing social and emotional development as they move through the school. It is now a strong feature of our PDHPE program for our students. A very successful initiative in 2022 in achieving a whole school consistent approach in managing student behaviour was the implementation of the Incredible 5-point Scale. This simple tool has led to a more consistent management of student behaviour and an increase in student self-regulation. By teaching students what numbers correspond to a type of behaviour, they are taught how to reflect on their behaviour and how to make adjustments, if required, according to the context and the situation they are in. Teachers have reported that this system is easy to use and find it a useful way to teach students about acceptable behaviour levels and to reflect and adjust as required. Classrooms have posters and displays of the scale which are frequently referred to by classroom teachers. Its success has seen it be merged into the plan development section of the pit stop process. The whole school behaviour system flowchart detailing was again reviewed, and adjustments made to ensure that all teachers were consistently following the process described. Prosocial programs such as Seasons for Growth and the Girl Wise program were introduced to targeted groups of students with great success. Consultations on a new whole school merit system led to the design of a system based on CTRT and the school's core values with an emphasis on student voice. The new system is predicated on students being motivated to demonstrate positive behaviours through intrinsic motivations rather than through the current system of being motivated extrinsically. The new award system was designed incorporating feedback from students, teachers and parents and is planned to be implemented in some form in 2023.

Involved, Connected and Engaged Community

Despite the pandemic disruption teachers, parents, students and community members have worked in partnership to

participate in and support the range of school activities that enhance educational opportunity for all students. This included continuing our highly regarded Parents Undertaking Partnership In Learning (PUPIL) program targeting our families new to the school system to provide them with critical information about how to support the development of strong learning skills and attributes in the home environment. Each strategic team has representation from one parent rep chosen through a P&C nomination process. This representation provides opportunity for a parent voice in our ongoing school improvement endeavours. With COVID restrictions easing, community events such as Education Week, Innovation centre opening, Grandparent's Day and cultural celebrations were celebrated by the community, through open days and classrooms, marking the first time for large scale, onsite events to take place in 2 years. Student-led conferences were held in Term 3, with over 320 parents attending the conferences and 87% of survey respondents indicating the conference helped them understand their child's learning goals.

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
Increase the percentage of students who attend school 90% of the time or more to be at or above 92.5% by 2022.	The number of students attending greater than 90% of the time or more has decreased by 17.98%. However, this data has been heavily impacted by the Public Health Orders in place at the beginning of 2022 in relation to COVID 19 when this data was harvested.
Increase the percentage of students with positive wellbeing to be at or above 90.1% by 2022.	• Tell Them From Me data shows an improvement of 1.29% of reported positive wellbeing, including a 2.44% increase in advocacy at school, .5% increase in sense of belonging and 0.84% increase in expectations of success.
To increase the score in the aspect of parents supporting learning in the home in the TTFM parent survey from the Oct 2020 level of 7.2/10 to a level of 7.8/10 or higher by 2022.	• Tell Them From Me parent survey data shows a decrease of 0.4/10 from the baseline of 6.6/10 in 2020 to 6.2/10 in 2022. This is 1.6/10 below the target for 2022. This decline was reflective of the impact of the Covid pandemic.
Progress measure Improvement 2022 as measured by the School Excellence Framework: **Learning Domain** **Element:** Wellbeing - Excelling **Focus Themes:** • Caring for Students - Sustaining & Growing • A Planned Approach to Wellbeing - Excelling • Individual Learning Needs - Sustaining & Growing • Behaviour - Sustaining & Growing	Self-assessment against the School Excellence Framework shows the school currently performing at **sustaining and growing** in the focus area of **caring for students.** Every student can identify a staff member to whom they can confidently turn for advice and assistance at school. Self-assessment against the School Excellence Framework shows the school currently performing at **sustaining and growing** in the focus area of **a planned approach to wellbeing.** The school collects, analyses and uses data including valid and reliable student, parent and staff surveys/feedback to monitor and refine a whole school approach to wellbeing and engagement, to improve learning. Self-assessment against the School Excellence Framework shows the school currently performing at **sustaining and growing** in the focus area of **individual learning needs.** There is school-wide, collective responsibility for student learning and success, which is shared by parents and students. Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers. Self-assessment against the School Excellence Framework shows the school currently performing at **excelling** in the focus area of **behaviour**. Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school.
Progress measure Improvement 2022 as measured by the School Excellence Framework: **Teaching Domain** **Element:** Effective Classroom Practice - Sustaining & Growing	Self-assessment against the School Excellence framework shows the school currently performing at **sustaining and growing** in the theme of **lesson planning.** Teachers collaborate across faculties/stages/teams to share curriculum knowledge, data, feedback and other information about student progress and achievement, to inform the development of evidence-based programs and lessons, which meet the needs of all students. Self-assessment against the School Excellence framework shows the

Focus Themes: • Lesson Planning - Excelling • Explicit Teaching - Excelling • Feedback - Excelling • Classroom Management - Sustaining & Growing	school currently performing at **sustaining and growing** in the theme of **explicit teaching.** Teachers are skilled at explicit teaching techniques such as questioning and assessing to identify students' learning needs and use a range of explicit strategies to explain and break down knowledge. Self-assessment against the School Excellence framework shows the school currently performing at **sustaining and growing** in the theme of **feedback.** Teachers respond promptly to student work. They check that students understand the feedback received and the expectations for how to improve. Self-assessment against the School Excellence framework shows the school currently performing at **sustaining and growing** in the theme of **classroom management.** A school-wide approach to effective and positive classroom management is evident. Support is provided to teachers where needed, ensuring optimum learning.

Funding sources	Impact achieved this year
Refugee Student Support $688.68	Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Connected, Succeeding, Thriving Students **Overview of activities partially or fully funded with this targeted funding include:** • intensive English language and learning support to increase educational outcomes for students • professional development for staff around impact of trauma, learning and wellbeing needs of refugee students • additional staffing for targeted interventions to support student learning **The allocation of this funding has resulted in the following impact:** The school's two refugee students having the added support of an SLSO Ethnic to clarify learning concepts. The funds were also used to support the purchase of materials, uniforms and assistive technology, a family wellbeing support program and in class language support. The students also participated in the New Arrival Program (NAP). **After evaluation, the next steps to support our students will be:** to provide consistent communication to the family in the home language and ongoing interpreter service and in-class EAL/D specialist support.
Integration funding support $221,295.00	Integration funding support (IFS) allocations support eligible students at Baulkham Hills North Public School in mainstream classes who require moderate to high levels of adjustment. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this targeted funding include:** • additional staffing to assist students with additional learning needs • staffing release for targeted professional learning around students with autism • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • consultation with external providers for the implementation of behaviour strategies • employment of staff to provide additional support for students who have high-level learning needs • intensive learning and behaviour support for funded students • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) **The allocation of this funding has resulted in the following impact:** All eligible students have demonstrated progress towards the achievement of their personalised learning goals. All PLSPs were regularly updated and adjusted responsively to student learning needs and progress, ensuring eligible students received personalised learning support. **After evaluation, the next steps to support our students will be:** * to enhance the range of differentiation strategies implemented by teachers for high potential and gifted students as well as those needing learning support * to enhance the co-ordination of the support provided by the members of the BHNPS Learning Engagement Team, the school counsellor and external

Integration funding support $221,295.00	providers to maximise outcomes for eligible students * to continue quality and targeted professional learning for the members of the BHNPS Learning Engagement Team to enhance understanding and support for the individual learning and wellbeing needs of students
Socio-economic background $19,724.29	Socio-economic background equity loading is used to meet the additional learning needs of students at Baulkham Hills North Public School who may be experiencing educational disadvantage as a result of their socio-economic background. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this equity loading include:** • Grade leaders identified low SES students in their grade cohort monitoring and supporting their learning to ensure successful engagement with their learning program. • On each grade team a professional lead for learning support was identified who worked with classroom teachers to oversee learning needs of low level learners, ensuring suitable adjustments and accommodation were being implemented for identified students. • providing students without economic support for educational materials, uniform, equipment and other items **The allocation of this funding has resulted in the following impact:** * Identified students achieved improved performance in literacy and numeracy attainments. * Year 3 NAPLAN Literacy and Numeracy results were above state and statistically similar school groups * 88% of Year 1 students achieved a score of 30 or more on the Phonics Screening Check compared with the NSW State level of 55% **After evaluation, the next steps to support our students will be:** * to continue to provide commensurate levels of support in 2023, expand the analysis of rich assessment data and further enhance the collaborative and strategic decision-making to ensure literacy and numeracy support is provided to students in highly efficient, effective, targeted interventions.
Aboriginal background $8,212.96	Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Baulkham Hills North Public 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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this equity loading include:** • employment of specialist additional staff (LaST) to support Aboriginal students • employment of specialist additional staff (SLSO) to support Aboriginal students • staffing release to support development and implementation of Personalised Learning Plans • students participating in literacy interventions **The allocation of this funding has resulted in the following impact:** * Aboriginal students have made measurable progress in literacy and numeracy attainments, reducing the gap between their reading attainments and those of their cohort. * Personalised Learning Pathways (PLPs) for Aboriginal students have been

Aboriginal background $8,212.96	significantly enhanced, resulting in greater connection for students to their cultural background and a more authentic process in which families have participated. * Aboriginal students achieved their personalised learning goals in 2022 **After evaluation, the next steps to support our students will be:** * further support for Aboriginal students in literacy to ensure their learning growth is maintained so that a minimum of a year's growth is achieved in one year * to provide numeracy support for Aboriginal students to achieve grade level numeracy attainments
English language proficiency $312,286.07	English language proficiency equity loading provides support for students at all four phases of English language learning at Baulkham Hills North Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this equity loading include:** • employment of additional bilingual staff to support communication • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • withdrawal lessons for small group (developing) and individual (emerging) support • additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds **The allocation of this funding has resulted in the following impact:** * the provision of EAL/D professional learning input to seven AP ILs in order for the AP ILs to lead their grade teaching teams to incorporate strategies that meet the needs of EAL/D learners * the provision of an EAL/D perspective on the professional learning focus on best practice in assessing and teaching vocabulary as part of lifting students' attainments in reading comprehension * the EAL/D team (teachers and SLSOs), as part of the Learning Engagement Team, working with BHN teachers and students to ensure that inclusive teaching practices recognise and value the students' cultural backgrounds * collaboration between EAL/D teachers and classroom teachers to support the assessment and reporting process so that parents/carers of EAL/D students received specific information regarding their child's progress against the EAL/D Learning Progressions **After evaluation, the next steps to support our students will be:** * ongoing professional learning for BHNPS EAL/D teachers to support their knowledge of the new English and mathematics syllabus documents, enabling them to contribute to, and collaboratively adjust, DoE English and mathematics units of work * enhanced data analysis processes to identify EAL/D learners requiring support, to develop appropriate interventions and to monitor their progress towards specific learning goals * ongoing professional learning for beginning teachers in the EAL/D Progressions and pedagogical approaches that are supportive of EAL/D learners
Low level adjustment for disability $152,275.56	Low level adjustment for disability equity loading provides support for students at Baulkham Hills North Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Connected, Succeeding, Thriving Students

Low level adjustment for disability $152,275.56	• Other funded activities
	Overview of activities partially or fully funded with this equity loading include:
	• providing support for targeted students within the classroom through the employment of School Learning and Support Officers
	• targeted students are provided with an evidence-based intervention [MiniLit] to increase learning outcomes
	• development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students
	• grade AP ILs support the development and implementation of strategies and initiatives designed to ensure students with emerging or functional difficulties are supported to fully access their curriculum program
	• engaging a learning and support teacher to work collaboratively in a case management role with each grade instructional leader
	The allocation of this funding has resulted in the following impact:
	* There was a very significant improvement in the number of Year 1 students who achieved a score of 30 or more on the Phonics Screening Check at the end of the year compared with the mid-year result (which was COVID-impacted). This result of 88% of Yr 1 students scoring 30 or more on the PSC in December was achieved through the collaborative efforts of the Learning Engagement Team teachers and the Year 1 classroom teachers, ensuring Year 1 students progressed to Year 2 having established foundational literacy skills.
	* An enhanced use of internal literacy assessment data to identify students needing support and to design and implement short, sharp targeted interventions, using a co-ordinated approach, that has been successful in lifting student attainments.
	After evaluation, the next steps to support our students will be:
	* to increase the co-ordination and impact of the Learning Engagement Team to provide focused support to identified students through enhanced data analysis and explicit teaching strategies.
Professional learning $56,469.00	Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Baulkham Hills North Public School.
	Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:
	• Excellence in Professional Practice
	Overview of activities partially or fully funded with this initiative funding include:
	• the allocation of funds to grade and learning engagement teams to deliver professional learning to team members to secure improvements identified through the grade improvement plans.
	• instructional leaders leading their teams to use data with expertise and confidence in making informed decisions about future teaching strategies and interventions using evidence based teaching approaches
	• professional learning teams (Hives) collaborated to develop mastery in the theory of action - Learning Intentions, Narrative and Pace.
	• whole staff training in Microsoft 365 platforms to increase online collaboration and develop workflow systems between teacher and students.
	The allocation of this funding has resulted in the following impact:
	* identified improvement measures being achieved in every grade K-6.
	* instructional leaders building significant knowledge and expertise in key school improvement areas and supporting their teams through upskilling and development to achieve identified improvements. in literacy and numeracy.
	* all classrooms are now using learning intentions, narrative and pace at a mastery level leading to an increase in achievement and understanding and an enhancement in student curiosity in learning.

Professional learning $56,469.00	* a significant uptake of Microsoft Teams and One Note has occurred with teachers now using the one note platform for planning and the Teams platform for two-way workflow with students in Stage 2 and 3. **After evaluation, the next steps to support our students will be:** In 2023 all professional learning funds will be allocated to support the implementation of the new English and mathematics syllabuses in K-2 and familiarisation with these syllabuses in Years 3 -6. The Hives initiative will continue with the next theory of action - Connecting Feedback to Data - being integrated into pedagogical practice as the new syllabuses are being implemented.
Literacy and numeracy $71,870.42	The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Baulkham Hills North Public School from Kindergarten to Year 6. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Explicit Teaching of Literacy and Numeracy **Overview of activities partially or fully funded with this initiative funding include:** • staff training and support in literacy and numeracy • targeted professional learning in vocabulary to improve reading comprehension • resources to support the quality teaching of literacy and numeracy • updating reading resources to meet the needs of students • teacher release to engage staff in phonics and phonological awareness professional learning • employment of an additional Learning and Support intervention teacher • combined with the literacy and numeracy intervention funds, release one DP to undertake instructional leader role to support literacy and numeracy learning needs of students across K-6 **The allocation of this funding has resulted in the following impact:** • a consistent and persistent focus on evidence-based, explicit approaches to the teaching of literacy and numeracy across all grades as evidenced by the K-6 Grade Improvement Plans. • an improvement use of data to support responsive programming and targeted interventions. • an increase from 70% (2021) to 88% (Term 4, 2022) of Year 1 students scoring 30 or more on the Phonics Screening Check. • 72% of all students achieving in the top two NAPLAN bands (Reading) and an increase of 6.4% of student achieving in the top two bands in Year 3 numeracy from the previous year. • an increase of 12.8 % of students achieving in the top two bands in Year 5 Writing from the previous year. **After evaluation, the next steps to support our students will be:** • a focus on the explicit teaching of reading comprehension K-6 • a focus on the embedding of connecting feedback to data as a theory of action leading to improved student literacy and numeracy outcomes through a peer observation and coaching approach to professional learning • provision of opportunities for student voice and agency in the reading process to enhance student engagement • purchase of high-quality decodable readers to ensure teachers have ready access to the resources that are suitable to their students' point of learning need • an audit of K-6 mathematics resources to ensure teachers have access to the equipment needed to support "hands-on" measurement and geometry teaching
QTSS release $180,885.65	The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Baulkham Hills North Public School. **Funds have been targeted to provide additional support to students**

QTSS release $180,885.65	**enabling initiatives in the school's strategic improvement plan including:** • Excellence in Professional Practice **Overview of activities partially or fully funded with this initiative funding include:** • staffing release for Assistant Principals to align professional learning to the Strategic Improvement Plan and develop the capacity of staff • additional staffing to support staff collaboration in the implementation of high-quality curriculum • the teacher supervision and support policy fully implemented to support all teachers K-6. • supporting the model of instructional leadership to allow Assistant Principals to expertly guide and support the delivery of identified improvements in literacy and numeracy levels • Teachers are learning to strengthen the instructional core through involvement in practitioner inquiry triad processes and instructional rounds using the first theory of action - Harnessing Learning Intentions, Narrative and Pace **The allocation of this funding has resulted in the following impact:** *improved literacy and numeracy performance for all students. *increased collaboration in the design, implementation and delivery of literacy and numeracy programs K-6. *greater use of data by teachers to inform future teaching interventions and the use of evidence-based practices. **After evaluation, the next steps to support our students will be:** * continuing the Instructional leadership model in 2023 with grade teams continuing to secure improvements in identified areas. * increasing the allocation of the Assistant Principal Curriculum and Instruction from two days per week to a full time position. * utilising the 'Theories of Action' professional learning tools and strategies to support the improvement in teacher pedagogy and create greater consistency in teaching protocols across the school.
Literacy and numeracy intervention $48,267.00	The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Baulkham Hills North Public School who may be at risk of not meeting minimum standards. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Explicit Teaching of Literacy and Numeracy **Overview of activities partially or fully funded with this initiative funding include:** • employment of interventionist (Deputy Principal) to support the delivery of evidence-based literacy and numeracy programs and data driven practices • implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the Strategic Improvement Plan **The allocation of this funding has resulted in the following impact:** • a consistent and persistent focus on evidence-based, explicit approaches to the teaching of literacy and numeracy across all grades as evidenced by the K-6 Grade Improvement Plans. • an improvement use of data to support responsive programming and targeted interventions. • an increase from 70% (2021) to 88% (Term 4, 2022) of Year 1 students scoring 30 or more on the Phonics Screening Check. • 72% of all students achieving in the top two NAPLAN bands (Reading) and an increase of 6.4% of student achieving in the top two bands in Year 3 numeracy from the previous year. • an increase of 12.8 % of students achieving in the top two bands in Year 5 Writing from the previous year.

Literacy and numeracy intervention $48,267.00	**After evaluation, the next steps to support our students will be:** • a focus on the explicit teaching of reading comprehension K-6. • a focus on the embedding of connecting feedback to data as a theory of action leading to improved student literacy and numeracy outcomes through a peer observation and coaching approach to professional learning. • provision of opportunities for student voice and agency in the reading process to enhance student engagement. • purchase of high-quality decodable readers to ensure teachers have ready access to the resources that are suitable to their students' point of learning need. • an audit of K-6 mathematics resources to ensure teachers have access to the equipment needed to support "hands-on" measurement and geometry teaching.
COVID ILSP $17,939.00	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 2022. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this targeted funding include:** • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy - focus area phonics **The allocation of this funding has resulted in the following impact:** Student's entry into the COVID program for Semester 2 was based primarily on their Year 1 Phonics Screening Assessment (PSC) result at the end of Semester 1. A total of nine students, comprising of two groups participated in the COVID program. The program focussed on explicit instruction in phonics and phonemic awareness strategies. Students were assessed every five weeks using three types of assessments: • Year 1 Phonics Screening Assessment • Wheldell Assessment of Non-Words (WARN) - a measure of students' ability to use their phonemic strategies to decode unfamiliar words. The assessment has 50 words and is timed for one minute. Non-Words become incrementally difficult with each assessment. • Wheldell Assessment of Reading Lists (WARL) - a measure of how many sight and familiar words students can read in one minute out of 100 words. Words become incrementally difficult with each assessment. Both WARN and WARL are an indication of fluency and accuracy. Students steadily improved their decoding of non-words and familiar and sight words during Semester 2 measured by the WARN and WARL results. By the end of the semester, there was 173% improvement in decoding non-words and a 216% improvement in reading familiar and sight words. Once a student reached 30 in their PSC, they exited the COVID program as shown by the highlighted marks in the Phonic Screening Assessment table in figure 1. By the end of Semester 2, 99% of the students (8 out of the 9) students reached 30 in their PSC and were eligible to exit the program, indicating that the students had reached or were close to reaching grade level in their phonemic awareness strategies. **After evaluation, the next steps to support our students will be:** Continuation of the COVID ILSP program.

Student information

Student enrolment profile

	Enrolments			
Students	**2019**	**2020**	**2021**	**2022**
Boys	487	489	496	479
Girls	462	469	454	444

Student attendance profile

School				
Year	**2019**	**2020**	**2021**	**2022**
K	95.7	94.7	95.4	92.9
1	95.2	94.2	96.2	91.8
2	95.4	94.2	96.3	93.1
3	95.5	95.9	95.3	91.9
4	95.5	94.4	95.9	92.6
5	95.4	94.4	95.7	91.5
6	94.3	94.5	94.9	91.7
All Years	95.3	94.6	95.7	92.2
State DoE				
Year	**2019**	**2020**	**2021**	**2022**
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:
- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Assistant Principal(s)	4
Classroom Teacher(s)	35.67
Literacy and Numeracy Intervent	0.42
Learning and Support Teacher(s)	0.7
Teacher Librarian	1.4
Teacher ESL	2.2
School Counsellor	1
School Administration and Support Staff	5.87

*Full Time Equivalent

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark[1]	2022 Aboriginal and/or Torres Strait Islander representation[2]
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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.

Baulkham Hills North Public School 4377 (2022)

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 **Actual** ($)
Opening Balance	602,077
Revenue	8,421,720
Appropriation	7,834,818
Sale of Goods and Services	37,263
Grants and contributions	542,623
Investment income	9,081
Other revenue	-2,066
Expenses	-8,600,568
Employee related	-7,756,116
Operating expenses	-844,452
Surplus / deficit for the year	-178,848
Closing Balance	423,229

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.

Retained funds will be utilised to support the following initiatives in 2023:

- a teacher will be employed to create an additional class above establishment reducing overall class numbers.
- new photocopiers will be purchased to replace the current copiers that have reached the end of their life cycle.
- continue to expand and develop the school's technology program.
- expand budgets in literacy and numeracy to ensure that adequate and appropriate resources are supporting learning programs K-6

Financial summary - Equity loadings

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

	2022 **SBAR Adjustments** ($)
Targeted Total	221,983
Equity Total	492,499
Equity - Aboriginal	8,213
Equity - Socio-economic	19,724
Equity - Language	312,286
Equity - Disability	152,276
Base Total	6,366,159
Base - Per Capita	240,046
Base - Location	0
Base - Other	6,126,113
Other Total	581,029
Grand Total	7,661,669

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 to access the school data.

Parent/caregiver, student, teacher satisfaction

Parent/Caregiver

During 2022, 112 parents participated in the "Partners in Learning" Parent Survey, a comprehensive questionnaire covering aspects of parents' perceptions of their children's experiences at home and school. The survey includes seven separate measures, which are scored on a ten-point scale. On five of the seven measures, Baulkham Hills North parents reported higher levels of satisfaction with the school than state norms.

In particular, parents indicated that:
- they feel welcome in the school, can easily speak with their child's teacher, are well informed about the school activities and the school's administrative staff are helpful when they have a question or problem
- they are well informed and reports on their children's progress were clear and readily understood
- parents support learning at home, encourage their children to do well at school, praise them willingly when they do and discuss with them their feelings towards other children at school
- teachers encouraged their child to do his or her best work
- their child is clear about the rules for positive behaviour
- their children felt safe at school and travelling to and from school
- the school is inclusive with staff taking an active role to include students in activities and teachers help students develop positive friendships

87% of parents reported that the school was their first choice of public school with 98% of parents reporting that they believed the school is a culturally safe place for all students. In 2022 the school sought input and feedback about the school across a number of areas with 45% of respondents reporting that they had been consulted about school planning. 95% of parents had attended meetings at the school and 94% had talked with a teacher about their child's behaviour or learning..

More Baulkham Hills North parents than parents across the state expressed a view that teachers encouraged students to do their best work and contacted parents in a timely manner if they had any concerns about a student. Fewer than state average numbers of parents indicated that they talked to their children about the importance of schoolwork and any challenges their child might have at school. Many parents reported that they never volunteered to assist in their child's classroom, a trend that was exacerbated by the COVID pandemic. In response to this data, in 2023 the Classroom Connector Program will be implemented. with the aim of assisting in the development of effective home/school relationships and facilitating greater involvement of families in their child's education. Additionally, grades' term newsletters, which inform parents of the learning content in each of the Key Learning Areas, will include specific suggestions of the ways in which parents can support the learning.

Teachers

Baulkham Hills North teachers completed the Tell Them From Me "Focus on Learning" survey during 2022, rating and providing feedback against eight drivers of student learning. In this, teachers reported the school to be at or above the State norm in all of the eight areas, with the highest score (8.6/10) being Collaboration where teachers are working closely with each other in developing learning opportunities for students. In each area scores were well above the average score of 5 out of a possible 10, with all but one driver being well over a score of 8, placing the responses in the strongly agree range. The leadership driver had the greatest uplift moving from 7.1 in 2021 to 8.3 in 2022.

In their responses, teachers said that they:
- worked closely with school leaders to create a safe and orderly school environment.
- felt strongly supported by the school leaders during stressful times.
- collaborate extensively in sharing learning plans and materials and discuss learning problems with other teachers.
- set high expectations for student learning and monitor individual student progress closely.
- use assessments to inform future learning and to identify students having difficulty.
- provide clarity for students in what they are expected to learn and use varied teaching strategies.
- assist students to use computers or other interactive technology to analyse, organise, and present subject matter.
- establish clear expectations for classroom behaviour
- work with parents to help solve problems interfering with their child's progress and
- share students' learning goals with their parents and use strategies to engage parents in their child's learning.

Although BHN teachers expressed a view that school leaders helped to create a safe and orderly learning environment and new learning opportunities for students and supported them in stressful times, they indicated a desire for more feedback from school leaders about their teaching. In relation to data informing practice, BHN teachers reported that they strive to understand the learning needs of all their students and set clear behavioural expectations at levels exceeding their state peers, although acknowledged the desirability of increased goal setting within individual education plans for students with special needs.

In 2022 the needs identified by teachers are:

- for school leaders to increase their observation of classroom practice to provide teachers with feedback that enhances performance.
- for teachers to provide students with written feedback more regularly and encourage parents to review and comment on their child's work.
- for teachers to increase use of interactive technology to track progress towards student learning goals; and
- a greater focus on lifting the attainment levels of high-performing students.
- to make greater effort to engage parents in their child's learning.

Students

Three hundred Baulkham Hills North students from Years 4, 5 and 6 completed the "Tell Them From Me" (TTFM) survey between 14 October 2022 and 21 October 2022, revealing the students' views on a range of social-emotional and learning outcomes. 2022 TTFM student results reflect the impact of COVID-19 across academic and social aspects of schooling. This is evident in the downward trend in student responses towards participation in sports and extracurricular activities, students feeling interested and motivated and positive sense of belonging. Students, however, reported greater pride in their school. 82% students felt proud of their school in 2022 as compared to 78% in 2021. In 2023 strategies to enhance positive student experiences will focus on student voice, well-being support and social and emotional programs.

Policy requirements

Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

Anti-Racism Policy

All teachers are responsible for 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

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.