

# 2022 Annual Report

## Baulkham Hills High School



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# Introduction

The Annual Report for 2022 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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## Message from the principal

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After the challenges of 2021, 2022 was a little more "normal" in terms of the educational challenges for young people in the midst of COVID-19. I am looking forward with "hope" that 2023 will be an even more normal year. Our students, staff and community have demonstrated resilience, grit and determination in their management and support of themselves and each other over this extended period. I look forward to this continuing to develop this year. Once again, I would like to pay particular tribute to all staff at Baulkham Hills High, for continuing to go "above and beyond" in their work and ensuring the wellbeing and education of our students.

The achievements of our student body are exceptional and worthy of celebration. The school presented 206 Year 12 students for the HSC, plus approximately 70 students completing accelerated subjects. The school was listed as third place across the state in the Sydney Morning Herald. They gained a total of 659 Band 6 results, this meaning a score of above 90% in an individual course. 62 students (30%) appeared in the top all-rounders list for gaining over 90% in all of their courses. Our students achieved outstanding results in many subjects. The school placed

- 18th in Chemistry
- 1st and 5th in Economics
- 5th in Japanese Continuers
- 2nd and 4th in Engineering Studies
- 1st in Software Design and Development
- Equal 1st and 3rd in Korean Beginners
- 2nd in Latin Beginners
- 1st in Tamil Continuers
- 4th in French Continuers, and
- Equal 1st in Mathematics Advanced.

The top ATAR of 99.95 was achieved by one student. One student achieved 99.90, and 8 students achieved 99.85. Overall, 59 students achieving ATARs over 99 - that is 29% of the cohort. 68% achieved ATARs over 95 and 85% achieved ATARs over 90. Other highlights of 2022 included

- The CAPA Showcase being held at Parramatta Riverside Theatre for the first time
- Drama students performing the Greek Mythology "Olympiaganza" performance
- Six support students performing in the Schools Spectacular - Rianna, Jessica, Skye, Harley, Sarah and Jonathan
- Two students being selected to be included in ARTEXPRESS as part of the 2023 HSC Showcase Season. They are William Zheng (his work is titled Megalophilia and will be displayed at The Armory, Sydney Olympic Park SOPA) and Mengqi Sun (her work is titled Duplexity and will be displayed at Hazelhurst Arts Centre)
- Aaron Taylor (Year 12) being awarded a NSW Blue. Blues are awarded to nominated students who achieved outstanding representation in their chosen sports, and who have displayed exemplary sportsmanship. Aaron has represented Baulkham Hills High School, Hills Zone Hyenas and Sydney West in Basketball and Volleyball from 2018-2022
- Three students representing Metropolitan North, including Danuli Kankanamge, joining their peers from across New South Wales for the DOVES (Department of Student Voices in Education and Schools) Symposium
- Cloris Xu (Year 10) achieving a certificate of high distinction and Iris Xu (Year 10) being invited to the Australian

- Mathematics Olympiad School of Excellence. Only 25 students from around Australia are invited
- BHHS Band who performed in the Australian School Band and Orchestra Festival at the Conservatorium of Music. The Junior Band achieved gold and the Senior Band silver
- 20 students performing at the "In Concert - Secondary Choral Festival" at the Sydney Opera House with over 1000 musicians and vocalists from NSW public schools featuring guest artist Lior
- Students represented BHHS at the National MUNA (Model United Nations Assembly) in Canberra - Dulya Heiyanthuduwege, James Lee and Harry Xie (Year 11)
- Krystal Jessen (Year 10) competed in Brisbane at the School Sport Swimming Championships. She competed in 11 different events and won 8 medals
- Cloris Xu (Year 10) was selected as a reserve Australian team member for the International Mathematical Olympiad
- Daniel Wang (Year 12) was one of 21 young science Olympians selected to represent Australia at the UNESCO-sanctioned International Science Olympiads
- The school hosted the Channel 7 Sunrise program on Monday 16 May in support of the Push Up Challenge
- The upgraded Science labs (E1, E3, E11 and E12) were completed
- Cloris and Iris Xu (Year 10) competed as two of the four member Australian team for the European Girls Mathematical Olympiad
- Shivam Pant (Year 11) won the minor division of the Doeberl Cup for Chess. This tournament is one of the largest chess tournaments in Australia
- Munira Ahmed (Year 12) was awarded the 2022 Kat Muscat Fellowship. This award offers professional development for an editorial project or work of writing
- Ali Shahmoradi (Year 8) won the UN International Day of Forests student writing competition.

Our school aligns all we do with the Alice Springs (Mparntwe) Education Declaration of December 2019 in that we encourage and support every student to be the best they can be, no matter what kind of learning challenges they may face. We promote excellence and equity. We nurture confident and creative individuals who are successful lifelong learners, and active and informed members of the community. We ensure that the wellbeing of our students underpin our school culture, in order for students to connect, succeed and thrive both as students of Baulkham Hills High, and as they move from our school into the next stages of their lives.

I would like to recognise the achievements of our Support Unit. The increase in size of our Support Unit has presented certain challenges for students and staff. These challenges have been handled with energy, passion and care. Our Support students are important members of the Baulkham Hills High community, and I am glad that they continue to be an intrinsic part of our rich, diverse educational environment. Further development and support of the learning and wellbeing of our support unit students remains a priority for our school. Of particular note was the dedication of staff to ensure the successful involvement of support students at both the Schools Spectacular and the CAPA Showcase.

Thank you to all the staff of BHHS for their support, advice, passion and dedication in enabling students to make it through 2022. The "perseverance" of all school staff continues to be clearly evident in their work across a myriad of learning experiences for students.

Our BHHS P & C has continued to be a strong support of the school. It has been terrific for P & C to raise its profile after the challenges of lockdown. Working bees commenced again - and in 2023, we look forward to a redeveloped school library funded by the P & C, and the return of the P & C Multicultural Night in November.

Wayne Humphreys - Principal

## 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 the 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 2 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 comprises 13 head teachers. 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	2022 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

**Professional learning:** \$17,000.00

**Socio-economic background:** \$3,334.00

### Summary of progress

There was a delay in implementing the use of the High Impact Professional Learning School self-assessment tool in 2022. This has required the work to be postponed to 2023.

In 2022, our support faculty undertook workshops (full day) in CPI Safety Intervention and MAPA Training to learn and refine best practice strategies in working with support students. Most faculty members participated in these workshops, which were completed during school hours. The strategies have been implemented both in the classroom and playground areas to proactive support and manage challenging behavioural situations.

In 2022, the Head Teacher - Teaching and Learning led the Learning Support team. Students were identified via analysis of academic and wellbeing data, as well as anecdotal evidence from key staff, including members of the wellbeing team. The HT T & L oversaw staff released who provided one to one tutoring for students in targeted areas of need (including literacy skills and subject specific areas), coordinated handwriting workshops with an occupational therapist for identified students, and led the analysis of data (pre- and post-testing for academic performance and handwriting clarity) to track student performance and impact of these 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>HSC Achievement</b> - Uplift the percentage of HSC students course results in the top two bands to be at or above the lower bound system negotiated target.	91.04% of HSC students attained results in the top two bands demonstrating progress yet to be seen toward the lower bound target of 94.0%.
<b>NAPLAN Reading</b>  Percentage of students in the top 2 bands for NAPLAN reading to be at or above the lower band system negotiated target.  Maintain the percentage of students achieving in the top 2 bands to be above the school's upper bound system-negotiated target in reading of 94.2%.	93.88% of students achieved in the top two bands in NAPLAN <b>reading</b> indicating achievement of the lower-bound target.

<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 59%.	Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available for 2022.
<b>Aboriginal student HSC attainment</b> - Increase the proportion of Aboriginal students attaining the HSC whilst maintaining their cultural identity to be trending towards the system-negotiated lower bound target.	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 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>Aboriginal student achievement</b> - Increase the percentage of Aboriginal students achieving top 3 NAPLAN bands in numeracy to be above the school's lower bound system-negotiated target.	2 Aboriginal students in Year 9 did not complete the Numeracy section on NAPLAN in 2022.
<b>Expected Growth</b> - Improvement in the percentage of students achieving expected growth in NAPLAN numeracy to be above the school's baseline system-negotiated target of 61%.	Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available for 2022.

## 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

**Professional learning:** \$6,500.00

**Beginning teacher support:** \$1,000.00

**English language proficiency:** \$2,000.00

### Summary of progress

In 2022, professional learning of staff continued, working towards 100% training of all current teaching staff in High Potential and Gifted Education pedagogy strategies. This has included the UNSW mini-COGE course, and also courses available from the NSW DoE HPGE Professional Learning and Resource Hub (<https://schoolsnsw.sharepoint.com/sites/HPGEHub>). Professional learning will continue across teaching staff in HGPE. Fundamental to BHHS PL is all staff completing the UNSW mini-COGE. Completion of this comprehensive PL will be assisted through the restructuring of PL at BHHS in 2023.

Professional learning of staff in supporting students with autism has been delayed due to time constraints, COVID and access to casual relief staff. An audit of staff training needs (in terms of supporting students, both diagnosed and not, with autism) is to be completed in Term 1, 2023. Targeted professional learning will then be provided for support staff, mainstream teachers of support students, and mainstream teachers of non-diagnosed students with autism.

Analysis of student data, specifically targeting literacy and RAP has continued. Data is collected from KLA head teachers following completion of RAP analysis at start of year. This data has been used at both KLA and classroom level to inform pedagogy of teaching staff. This is to be repeated as an annual task to ensure classroom teachers "know" their students. Strategies are implemented as a result of data drawn from the RAP analysis and used to inform next action in terms of "knowing" students in specific classes, and then implementing targeted teaching strategies to cater for the needs of these students. Extended, broader, deeper, high impact professional learning of the Executive Team and all staff in RAP analysis to refine and target teacher pedagogy will remain a focus into 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
The number of teaching staff completing qualifications in the <b>UNSW mini-CoGE</b> course is increased to 25%.	Over 25% of teaching staff have gained qualifications in the UNSW mini-Certificate of Gifted Education.
50% teaching staff implement the 8 themes of the What Works Best: 2020 Update into classroom practice to support school improvement and enhance learning activities.	Teaching staff are continuing to work towards implementation of the principals in the WWB:2020 Update. This will be a key focus of professional learning of teaching staff in 2023.
All staff complete professional learning	The vast majority of teaching staff have successfully completed the HP & G



in <b>HP &amp; G Education Policy canape series - guiding principals.</b>	Education Policy canape series - guiding principals.
<ul style="list-style-type: none"> <li>• 100% of teaching staff (non-Exec) complete <b>Scout Introduction</b> course via MyPL.</li> <li>• Sentral reports implemented across school.</li> </ul>	100% of teaching staff have completed the Scout Introduction course. The Sentral report system has been implemented across the whole school for Semester 1. Processes continue to be refined and improved in Semester 2.

## 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:** \$52,750.00

**Professional learning:** \$2,000.00

**School support allocation (principal support):** \$1,199.40

### Summary of progress

The pilot program "Learning Support for Support" (i.e. HT Support released from face to face) for 2021 and 2022 has concluded. The HT Support will return to a usual HT teaching load in 2023. A third DP will be employed (as a pilot program, above establishment, on merit, from BHHS staff) to oversee Support and Learning Support.

Data shows that the Peer Support and Transition programs have a positive effect in supporting both transition of new students to BHHS. These programs can (and are) adjusted as required, dependent on student need as assessed by student survey data.

Communication processes continue to be improved. This includes refinements to the weekly newsletter, emails with key information to parents and carers, website updates. The BHHS school app will no longer be used 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
<b>Attendance</b> - Proportion of students attending >90% of the time is uplifted by 2.8%.	Attendance data for 2022 reveals that the proportion of students attending >90% of the time is significantly lower than in the previous year. This is attributed to the NSW DoE guidelines as regards management of COVID-19 cases requiring students being placed in isolation for an extended period of time should they report a positive test.  The attendance data for 2022 reports an Indicative Attendance Rate of 92.3%. This data covers scholastic years 1 to 10. It is the year to date data up to mid-Term 4 2022.
<b>Wellbeing</b> - Proportion of students reporting <ul style="list-style-type: none"><li>• Expectations for Success (trend increasing by 0.5% per annum)</li><li>• Advocacy (remains consistent or above the 5 year average), and</li><li>• Sense of Belonging at School (remains consistent or above the 5 year average).</li></ul>	Student data reveals that there is an increasing trend for ' <i>expectations for success</i> ' and a steady trend for ' <i>advocacy</i> ' and ' <i>sense of belonging</i> '. The relationship between sense of belonging (a measure of student wellbeing) and academic expectation of students, at 71%, is above the state average. <ul style="list-style-type: none"><li>• Expectations of Success - decrease by 2% to 86%; general trend remains consistent</li><li>• Advocacy - remains generally consistent over 5 years (up by 3% from 2020 to 58%)</li><li>• Sense of belonging - general trend remains consistent</li></ul>
Increase use of recording and management systems by staff for	Staff use of Sentral to record and refer wellbeing and learning support matters has (again) increased in 2023.

student wellbeing and learning support	
20% reduction of reported incidents of serious behavioural referrals as a result of Head Teacher Support pilot program (support students).	<p>The Head Teacher - Support was released from face to face teaching in 2021 and 2022 at school's cost as a pilot program. Totals of support Sentral entries (under "negative behaviour") are</p> <ul style="list-style-type: none"> <li>• 2020 - 270 entries</li> <li>• 2021 - 224 entries</li> <li>• 2022 - 325 entries (misbehaviour and serious misbehaviour - focused on a small number of students). Reasons for this increase include that there are four very serious, complex student cases involving a myriad of services. HT Support will return to class in 2023. 3rd DP will be installed with focus on Support and Learning Support.</li> </ul>

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$18,349.90</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>• Literacy</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>• providing students without economic support for educational materials, uniform, equipment and other items.</li> <li>• supporting literacy learning needs of students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Students have been assisted with socio-economic needs on a case by case basis.</p> <p><b>After evaluation, the next steps to support our students will be:</b> This process will continue as usual practice in 2023.</p>
<p>Aboriginal background</p> <p>\$1,929.00</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>• 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>• staffing release to support development and implementation of Personalised Learning Plans</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> learning outcomes and socio-economic need being supported, and technology requirements for improved learning outcomes catered for.</p> <p><b>After evaluation, the next steps to support our students will be:</b> School continuing to work with cares of Aboriginal students, especially in OOHHC setting, to ensure best wellbeing and learning outcomes are achieved.</p>
<p>English language proficiency</p> <p>\$127,083.63</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>• Evidence Informed Teacher Practice</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 additional staff to support delivery of targeted initiatives</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>\$127,083.63</p>	<p><b>The allocation of this funding has resulted in the following impact:</b> School invested allocation in 2022 to employ extra staff, including increased HT costs.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Further development and targeting of learning support funding to support student need.</p>
<p>Low level adjustment for disability</p> <p>\$103,694.84</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>• 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>• engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students</li> <li>• employment of an Occupational Therapist to provide intervention programs that support student needs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Targeted students' handwriting has improved. Support students behavioral issues were addressed proactively and supportively.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Handwriting program will continue in a targeted manner. HT Support returns to class, and 3rd DP role piloted.</p>
<p>Professional learning</p> <p>\$95,500.00</p>	<p>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 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> <li>• High Potential and Gifted Education</li> <li>• Supporting Student Wellbeing</li> <li>• Evidence Informed Teacher Practice</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Staff continue professional leaning in area of HPGE, including completion of UNSW mini-COGE</li> <li>• targeted staff continuing professional learning in area of explicit teaching and learning outcomes and visible learning and learning outcomes</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Professional learning of staff across a range of areas, including high potential and gifted education and students with disabilities, has been targeted. Staff skills have increased.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continued, targeted, bespoke professional learning will continue under a new BHHS PL structure in 2023.</p>
<p>COVID ILSP</p> <p>\$23,600.00</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 2022.</p>

<p>COVID ILSP</p> <p>\$23,600.00</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>• providing targeted, explicit instruction for student groups in literacy</li> <li>• development of resources and planning of small group tuition</li> <li>• small groups were run on a weekly cycle on a rotational basis in year groups. Students were selected each term based on school assessment, including NAPLAN and Valid. Students were pretested and post tested for each term.</li> <li>• Handwriting. Weekly sessions run by occupational therapist were conducted over 4 weeks where students were selected by staff or self-referred. Starting with Year 12, students were tested, instructed on improvement strategies and provided with aids to improve their handwriting.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <p>Post test results per term indicate that 80% of students that attended sessions improved and were released from the program. Students gained useful strategies and improved the fluency and legibility of their handwriting and staff noted the difference in their exam responses. Students response to the program was positive in post surveys and we have noted an increase in self referrals as students have talked about their experiences.</p> <p><b>After evaluation, the next steps to support our students will be:</b></p> <p>Continued program, with a decreased size of student groups, and an included referral by staff through Sentral and survey results. Pre- and post-testing will continue, staff will have access to the data to understand the needs of their students. Program to be renamed- FLIP (Focused Learning Improvement Program) and re-imaged to the students and community. Handwriting lessons will continue, but will occur on a rotational basis instead of the same lesson each week to minimise impact on student learning. Moving down through the other grades now.</p>
<p>Student support officer (SSO)</p> <p>\$96,058.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students 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>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this Staffing - Other funding include:</b></p> <ul style="list-style-type: none"> <li>• TMHFA training for Year 7 and Year 10</li> <li>• Senior Love Bites full day Workshops</li> <li>• The School has Study Without Stress Facilitator onsite</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>• The School has an accredited TMHFA instructor onsite.</li> <li>• The School has a Love Bites Facilitator onsite and new pathways to other Local Community Services that provide services to young people.</li> <li>• The School has Study Without Stress Facilitator onsite</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>• Year 7 and Year 10 will complete the TMHFA course in 2023 which provides information about different types of mental health problems and mental health crisis situations in young people, and the relationship between thoughts, feelings and behaviours. The course will help young people to develop skills on how to provide mental health first aid to their friends.</li> <li>• Year 10 completed the Senior Love Bites workshop on 22 November 2023 - a workshop designed to engage young people in conversations about respectful relationships and raise awareness about the prevalence of domestic violence while challenging gender stereotypes, attitudes, values and social institutions that perpetuate violence.</li> </ul>

<p>Student support officer (SSO)</p> <p>\$96,058.00</p>	<ul style="list-style-type: none"> <li>• SWoS sessions will be incorporated in the BHope curriculum for Year 8 students in Term 1 of 2023. The SWoS workshops are to designed to teach students skills to help them manage their daily tasks more efficiently by learning how to identify the connection between situations, thoughts, feelings and actions, how to set goals, how to create a study/life balance and how to challenge negative thoughts and adapt these skills to their personal circumstances.</li> </ul>
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## Student information

### Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	683	690	701	701
Girls	542	540	540	530

### Student attendance profile

School				
Year	2019	2020	2021	2022
7	98.0	96.5	97.0	94.0
8	96.1	96.7	96.4	91.1
9	96.3	95.2	95.8	91.6
10	94.1	94.9	95.0	92.5
11	95.9	95.1	95.3	92.8
12	94.5	95.1	91.8	87.8
All Years	95.8	95.6	95.2	91.6
State DoE				
Year	2019	2020	2021	2022
7	91.2	92.1	89.7	85.5
8	88.6	90.1	86.7	82.1
9	87.2	89.0	84.9	80.5
10	85.5	87.7	83.3	78.9
11	86.6	88.2	83.6	80.0
12	88.6	90.4	87.0	83.9
All Years	88.0	89.6	85.9	81.7

### 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

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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

## POST-SCHOOL DESTINATIONS

NSW & ACT Universities Universities Admissions Centre (UAC) NSW & ACT Offers 2022 Admissions - December Round 2 (22 December 2022).

Note - This data is supplied by the UAC Insights School Dashboard and is subject to the student enrolling in the course they were offered. Due to reasons of confidentiality, schools are not able to access university student enrolment data.

- Natural and Physical Sciences - 41
- Information Technology - 21
- Engineering and related technologies - 42
- Architecture - 8
- Agriculture, Environmental and related studies - 2
- Health - 63
- Management and Commerce - 85
- Society and Culture - 60
- Creative Arts - 6

Note - Some students may have been made more than 1 offer. A number of interstate universities made offers to Baulkham Hills High School students from the 2022 cohort in addition to those made by UAC.

## Year 12 students undertaking vocational or trade training

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0.95% of Year 12 students at Baulkham Hills High School undertook vocational education and training in 2022.

### **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 2022 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)	65.6
Learning and Support Teacher(s)	0.4
Teacher Librarian	1.2
Teacher ESL	0.6
School Counsellor	1
School Administration and Support Staff	20.77
Other Positions	1

\*Full Time Equivalent

### Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 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 <sup>1</sup>	2022 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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

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

## Professional learning and teacher accreditation

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

## 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 <b>Actual</b> (\$)
<b>Opening Balance</b>	2,789,087
<b>Revenue</b>	16,092,391
Appropriation	13,892,309
Sale of Goods and Services	515,333
Grants and contributions	1,633,089
Investment income	51,661
<b>Expenses</b>	-15,888,285
Employee related	-13,225,557
Operating expenses	-2,662,728
<b>Surplus / deficit for the year</b>	204,106
<b>Closing Balance</b>	2,993,193

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.

	2022 <b>SBAR Adjustments (\$)</b>
<b>Targeted Total</b>	0
<b>Equity Total</b>	249,830
Equity - Aboriginal	2,869
Equity - Socio-economic	18,283
Equity - Language	125,084
Equity - Disability	103,595
<b>Base Total</b>	12,636,801
Base - Per Capita	327,240
Base - Location	0
Base - Other	12,309,561
<b>Other Total</b>	662,589
<b>Grand Total</b>	13,549,220

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

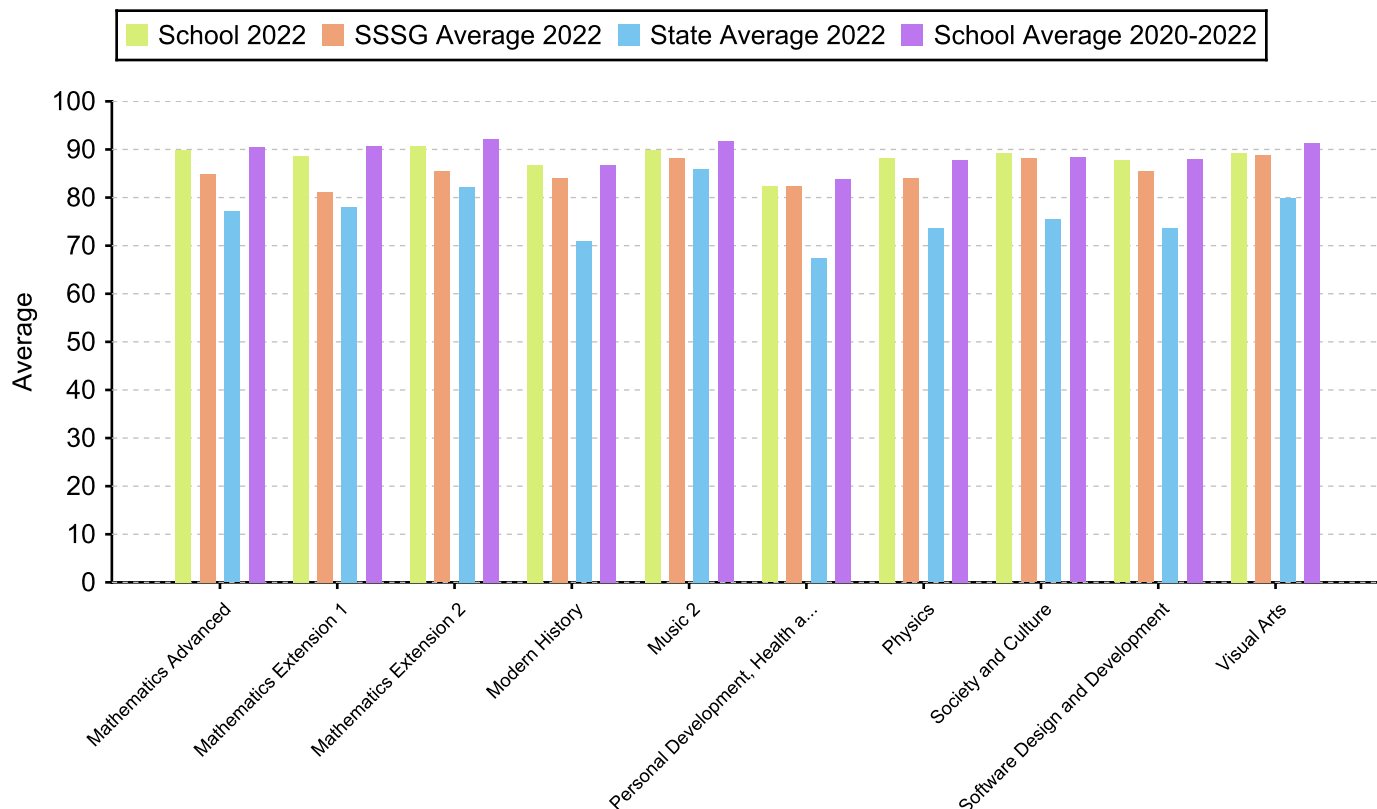
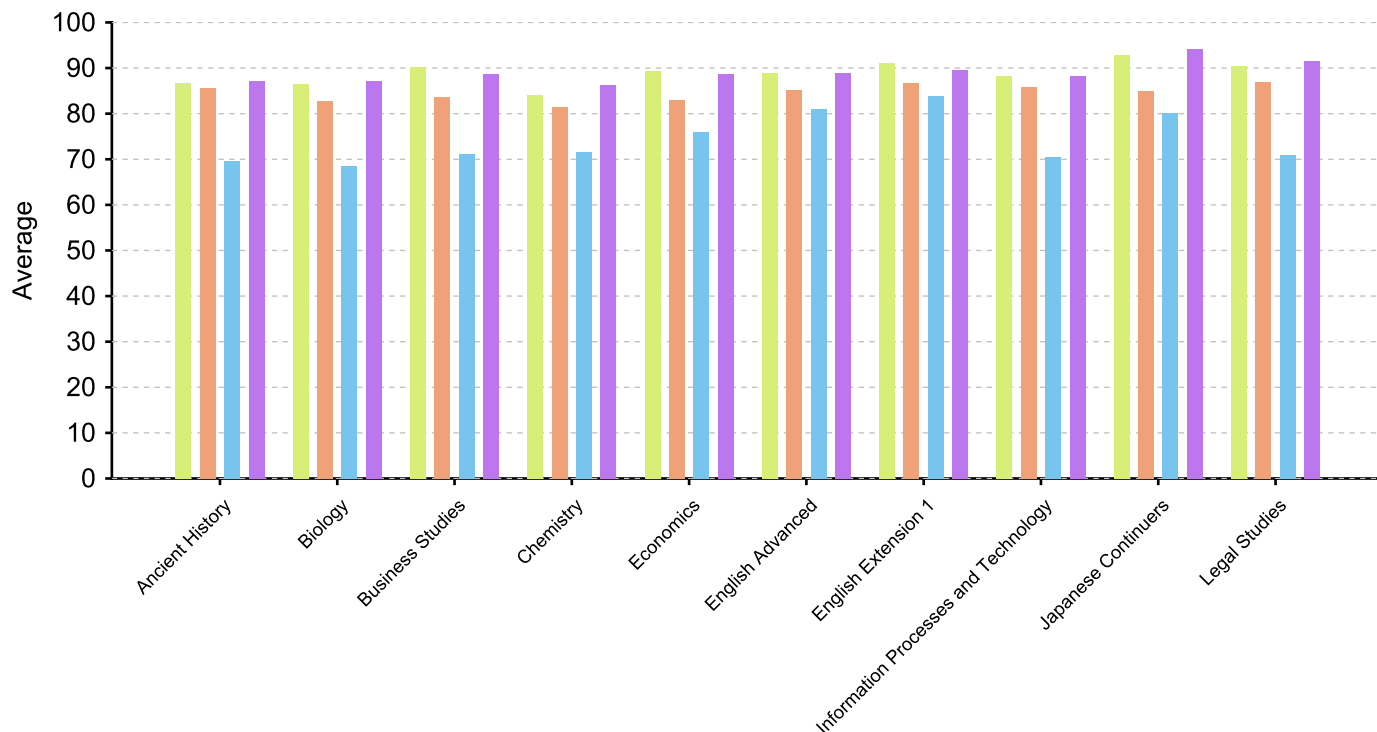
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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 2022</b>	<b>SSSG</b>	<b>State</b>	<b>School Average 2020-2022</b>
Ancient History	86.8	85.6	69.6	87.2
Biology	86.6	82.7	68.5	87.2
Business Studies	90.3	83.8	71.2	88.8
Chemistry	84.0	81.4	71.7	86.2
Economics	89.3	83.1	76.0	88.6
English Advanced	88.9	85.1	81.0	88.9
English Extension 1	91.0	86.7	83.9	89.6
Information Processes and Technology	88.3	85.8	70.5	88.3
Japanese Continuers	92.9	84.9	80.1	94.1
Legal Studies	90.5	87.0	70.8	91.5
Mathematics Advanced	89.9	84.9	77.1	90.4
Mathematics Extension 1	88.7	81.2	78.0	90.8
Mathematics Extension 2	90.7	85.4	82.2	92.2
Modern History	86.8	84.0	70.9	86.8
Music 2	89.9	88.3	86.0	91.7
Personal Development, Health and Physical Education	82.3	82.4	67.5	83.9
Physics	88.3	84.0	73.5	87.8
Society and Culture	89.3	88.2	75.5	88.3
Software Design and Development	87.7	85.4	73.7	88.1
Visual Arts	89.3	88.9	79.8	91.4

## Parent/caregiver, student, teacher satisfaction

The school collects a range of data from students, staff and the community to ensure that effective communication, teaching and learning, and other issues are being appropriately addressed. The school evaluates the effectiveness of current procedures that are in place and seeks feedback for improvement. Surveys conducted included

- Potential and Gifted Education - Student Attitudes
- Library Use survey
- School Band Program survey
- Lockdown drill evaluation
- School Diary survey
- Tell Them From Me (wellbeing) surveys
- Staff survey re extended staff meetings
- Nominations by staff for merit selection panels

# 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.