



# Annual Report 2002

## BAULKHAM HILLS HIGH SCHOOL

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## Section 1—The School and its Major Achievements

### 1.1 The School

Baulkham Hills High School is an academically selective, coeducational high school drawing students from over 100 suburbs of mainly western and northern Sydney. It provides an educationally enriched environment for academically gifted and talented students. The school is known in its community for its outstanding academic, sporting and cultural achievements and attracts the greatest number of applications for enrolment of the metropolitan selective schools. The school has a support unit for students with a mild or moderate intellectual delay.

Baulkham Hills High School believes strongly that a well-rounded education encompasses much more than those things that are measured in the examination room and strongly encourages student involvement in Shakespeare Competition, art exhibitions, the drama Night, music and variety nights and initiated a leadership, cultural and sporting activities.

### 1.2 The Arts

- The school conducted a highly successful creative and performing arts night featuring published poets.
- Students of the school performed in the Schools Spectacular and Public Schools Instrumental Ensemble.
- Dancers were selected from audition to perform in the Sydney West Dance Festival.
- The school formed a string ensemble during the year, to join the other established music groups.
- The 6<sup>th</sup> annual art exhibition opened to unprecedented large crowds.

- The new string group excelled in its public performances.
- The junior band won gold at the Yamaha Music Festival
- The annual school poetry competition produced work of a very high standard. The school provided winners in the District Poetry Competition, the Sydney Morning Herald Young Writer of the Year Competition and numerous very highly commended awards in the Dorothea Mackellar Poetry Awards.
- Jessica Chang won an Australian Youth Poetry and Young Poets Fellowship.
- Avleen Masaman was invited to read her poetry at the International Society of Poets Convention in California.
- The work of four students was published in *Youth Writes*, a national anthology of young Australians' writing.
- Broderick Wright was selected in the NSW public schools junior drama ensemble.

### 1.3 Sport

#### Major Carnivals

- Swimming: second place in the zone; Jacquelyn Gilbert was 16 years girls age champion; 13 students competed at the NSW Combined High Schools (CHS) Carnival.
- Cross-country: first place in zone and second place in area; Jason Brun was 17 years boys champion. Twelve students represented at the NSWCHS Carnival.
- Athletics: Zone - first place in area and 12 students represented in 22 events in the NSWCHS Carnival.

- Thirteen students attained Age Championships at Zone carnivals.

### **Sporting Representation:**

- Students represented the school each week in 23 summer and 23 winter grade teams in the Hills Zone Competition; twelve teams won their competitions.
- Boys' cricket were area champions and finished fourth in the finals. They were also quarter finalists in the Australian All Schools Carnival (the GHD Cup).
- The Australian Rules Football team won the area championship for the second year in a row.
- In volleyball, the boys team finished seventh in the finals, were area and champions and came fourth in the Australian championships. Four girls, Jennifer Baldwin, Amelia Barrett, Justin Foo and Nea Toivanen, gained selection in the NSWCHS Open team and four, Hayley French, Geraldine Chin, Louise Gates and Achinthy Vithanage, gained selection in the Under 16 all schools team.
- Amelia Barrett was awarded area Blues for her achievements in volleyball.
- Sheree Hart gained selection in the NSWCHS water polo team.
- Seven students, Kirsty Champion, Jacqueline Chang, Sue-Lynne Chok, Jodie Olivier, Anita Roediger, Ailsa Seaton and Stasia Tan, represented NSW in the Australian All Schools Athletics Championships in Hobart.
- A Baulkham Hills High School team of 10 students finished third in the Australian Schools Knock-out Athletics Championships in Launceston. This way was the only coeducational, non-sports state high school to qualify for the national finals.
- In cross-country, the 18 years girls team of Kirsty Champion, Anita Roediger, Jodie Oliver and Noni Austin won silver at the state championships.
- Two students, Jessica Lee and Alvin Liu, won their divisions at the NSW junior badminton tournament.

#### **1.4 General (including citizenship)**

- Students entered ten national academic competitions and gained a high percentage of prizes and the highest available awards.
- Shasheen Jayaweera won multiple awards for business at and national level of the Australian

Business Week competition. He also won the 2002 Excellence in Youth Business Award from Baulkham Hills Council.

- The school Student Representative Council (SRC) was active in representing students and in raising money for worthwhile causes, most notably \$1100 for the Jeans for Genes Day.
- Sweta Maira, Brendan Ratter, Jacky Poon and Lashika Medagoda were among 20 students selected nationwide to become Australian Science Olympiads Physics Scholars.
- Paul Mackay was one of twenty students in NSW awarded a Certificate of Commendation by the Governor, Prof Marie Bashir, for his significant community involvement.
- Brendan Ratter and Parth Shah were selected to participate in the National Youth Science Forum in Canberra.
- At time of writing, six students have won scholarships from universities for 2003.
- Ten students participated in the Mitchell Youth Leadership Forum.
- Deborah Kwan gained the highest result in NSW in Year 7 in the Australian Schools English Competition.
- Paul Mackay was invited to join the Commission for Children and Young People.
- Achinthy Vithanage gained an award from the Minister for excellence in student achievement for the study of Sinhalese.
- The Australian Mathematics Trust invited two students to join extension programs.
- Ben Watson won the Highly Commended award in the Hills School-Industry Partnership in Hospitality.
- Farah Irani won the prestigious Malcolm Chaikin Scholarship at UNSW in Commerce.
- Student HSC work was shortlisted for selection in Artexpress and Encore. School Programs

### **2.1 Educational and Management Practice Evaluation – Planning; Use of the Library**

#### **Background**

- Baulkham Hills has a population of academically talented students. The school library is therefore a critical resource used in teaching and learning on every school day.

- The library is relatively small and there was a need to evaluate usage to ensure that it increasingly met the needs students
- Temperature problems in the library is a long standing concern for the school community. During the summer months there were 25 periods during the week when the library catered for in excess of 100 students. Data was collected from 2001 on Library video room bookings.

### Findings

- Several classes in the junior and senior years were surveyed with three main concerns expressed. Students sometimes had difficulty accessing the computers; they wanted an open area in which to read; and they often could not find adequate resources to complete assignments
- On average the room was used only 10 per cent of total period time.
- A new policy of making purchases primarily on teacher and student request has resulted in purchases more appropriate to gifted and talented students being made. All books purchased have been amongst the most borrowed books in the library
- Upgrading of equipment, the networking of all library computers and the employment of a technician to work with the librarian have vastly improved reliability and resulted computers down time being cut to three days during 2002
- Two small rooms, used only 20 per cent of the time were removed and replaced by an open area. This area is now used extensively by students to undertake reading or as a discussion area.
- In consultation with the staff and the Parents and Citizens Association (P&C), plans have been put in place to investigate air conditioning the library.

### Future Directions

- Investigation will be undertaken to create a quiet working space elsewhere in the school in response to concerns by some staff about the changing nature of the library as an information centre
- Priority funding will continue to be targeted to high demand books based on teacher and student demand
- Plans are being devised to air-condition the library in 2003
- The video room will be replaced by a third computer network

## 2.2 Curriculum Evaluation—Year 7 Literacy

### Background

- Entry into Year 7 at Baulkham Hills High School is determined by student performance in the selective high school entrance examination. In recent years there has been a concern that the literacy skills of Year 7 students have been in a broader range than in the past.
- The school has a large and increasing in the Non-English Speaking Background (NESB) intake which has focussed greater attention on literacy levels. There is a belief by English teachers that the entrance examination should focus more on literacy skills. There is currently no written component in the Entrance Examination.

### Findings

- The English as a Second Language (ESL) teacher tested all Year 7 students, and during Term 1 work samples of identified student was analysed by the ESL teacher in consultation with the English staff. The results showed that 35 per cent of students required remediation in interpretation and understanding, in some areas of comprehension, and 20 per cent had difficulty following both written and verbal instructions. 33 per cent had difficulty with structure in creative writing
- Student attitudes toward reading showed that approximately one-third of students did not wish to read and undervalued the importance of reading
- The decision was made to implement the accelerated reader program. This required students to undertake intensive reading (5 books in 5 weeks) and to complete testing contained in the computer program. Follow-up enrichment written tasks based on the novel were also completed. All exercises were marked by the ESL teacher and marks of the comprehension exercises recorded
- By the end of the program there was a significant reduction in the number of students who did not want to read, from approximately one third down to 12 per cent. Year 7 feedback clearly showed that an enjoyment of reading had been fostered
- Library borrowings of fiction showed substantial growth throughout the year (up by 18 per cent) and necessitated the librarian increasing the purchase of novels suggested by students
- Student performance in testing saw a majority of students scoring maximum or close to maximum marks in comprehension exercises by the end of the program, although there were several students

in each class whose marks were inconsistent. There was a marked improvement in following written instructions, with only 9 per cent requiring special attention

### **Future Directions**

- Across the board testing will be undertaken by the ESL teacher during Term 1 2003, at which time further data will be available to target students with ongoing literacy concerns
- The accelerated reader program will be written into the Year 7 English program and reporting of student achievement in Year 7 will explicitly include reference to accelerated reader
- Computer bookings will be freed up to allow greater access for teachers to implement the program

## **2.3 Programs to Support Learning**

### **Technology**

Baulkham Hills High School is committed to increasing student access to technology in order to maximise learning outcomes for students. The school currently has two dedicated computer rooms and two networks in the library. In addition there are several small banks of computers in various locations.

Throughout 2002, significant enhancements were undertaken in technology infrastructure and hardware which served to provide greater learning opportunities for students. In 2002, every teaching and learning space and every administration space in the school was cabled. Funding was provided by parents through the building fund. Mobile computers were allocated to ten different locations in the school, thereby enabling access to relevant software programs from a central fileserver with the aid of data projectors, different pedagogies could be used in the classroom.

Security systems have been put in place to ensure computers are only used for valid educational purposes and to protect the work of students. All students and staff members have a password which is required to log onto the computers and to print to the new colour photocopier.

Following the trend of 2001, computer usage increased to the point where demand has outstripped access to computers. Bookings are running at close to full capacity. Early in 2003 an additional network of computers will help alleviate this problem.

As a result of training and development and greater access to computers, teachers are increasingly embracing their use in the classroom, but more particularly in the library setting. A number of faculties have incorporated assessment tasks into their

programs requiring the use of technology in the preparation and presentation of assignments.

In 2002, the school purchased additional data projectors and a digital movie camera. All have been extensively used in the classroom.

### **Literacy**

Literacy strategies are actively taught by all faculties as part of their learning programs. Particular attention is paid to features of text types relevant to different subject areas. Year 7 and 8 students have the text types from all subjects in the front of their workbooks. Students at Baulkham Hills High School continue to perform well above the average in both the English Language and Literacy Assessment (ELLA) and School Certificate (SC) tests.

In 2002, the ESL staff (Language Background Other than English) inserviced the whole staff on common weaknesses in expression experienced by ESL students, and suggested strategies for addressing these literacy needs.

Student literacy skills are continuously monitored by staff across all Key Learning Areas (KLA's). All students identified as requiring additional literacy support were referred to the literacy committee. Those students from non-English speaking backgrounds (ESL) were referred specifically to the ESL staff for additional literacy remediation.

Specialist terminology used in the Higher School Certificate (HSC) is being addressed in all KLA's. Lists of relevant words and their meaning were issued by the Board of Studies and have been given to all students. As well, they are displayed on noticeboards in all classrooms. In 2003 there will be continuous evaluation of the success of this strategy.

During 2001, 41 senior students provided reading assistance for Support Unit students in the reading tutor scheme for 1 period a week.

## **2.4 Equity Programs**

### **Aboriginal Education**

Following completion of three modules of the Aboriginal education policy, staff have identified program areas which already include, or could include, materials which assist the school to achieve the aims of the policy. School assemblies contained segments to mark National Aboriginal and Islander Day of Celebration (NAIDOC) Week.

### **Multicultural Education (NESB program)**

In 2002, the NESB population of Baulkham Hills High School was 71 percent. Current trends suggest that this should continue to rise. Testing of years 7 to 10 revealed that a number of students required

additional one-to-one and small group support. This enabled students to improve their extended writing skills, their critical literacy skills and vocabulary acquisition across the KLA's.

Particular focus was given to senior students as ongoing support for the new HSC English syllabus. Year 7 were assisted in acquiring improved vocabulary and critical literacy skills in an early intervention program. Students were either referred by individual teachers or by the ESL staff. Involvement in the program is voluntary, however students are encouraged to remain on the program until significant improvement has been achieved.

Areas of particular emphasis are, for the senior students, higher reasoning skills, extended analytical writing, and imaginative responses using creative and divergent thinking. For junior students, the focus was mainly on sentence structure, vocabulary enrichment, reading skills and creative writing strategies.

During 2002, two ESL teachers were responsible for devising, implementing and assessing strategies and programs for assessing the specialist needs of gifted ESL students at this school. The administration and return of surveys on ESL numbers and related information to District office is also the responsibility of the ESL teachers.

In 2002, staff continued to be inserviced on the particular needs of ESL students. Common grammatical, punctuation and expression errors and appropriate teaching strategies were regularly included in the weekly staff bulletin. ESL staff also inserviced new teachers in the school in 2002. Staff were made aware of the various ways in which the needs of our gifted ESL students were being addressed at the school, such as active team teaching, having a ESL support teacher in the classroom, and withdrawal in small groups or on a one-to-one basis.

In 2002, an Accelerated Reader Program was implemented for all Year 7 students. In 2003, after extensive evaluation, this very successful scheme will be continued, updated and expanded. It will also form 10 percent of the Year 7 yearly assessment. The program will be closely monitored and modified as the need arises.

## **2.5 Programs to Support Students**

### **Students with Disabilities**

There were 51 students in the support unit: all had an intellectual disability within the range of mild to severe. There were several students with multiple disabilities; the percentage of enrolling students with physical disabilities or sensory impairment is increasing each year. The unit has four classes with a

head teacher, three other class teachers, a part-time teacher and two teachers aides (special). An itinerant teacher (hearing) assisted one student who has hearing impairment. Speech pathology programming assistance was also available to another student. A specialist employment course was provided at school by Nova.

Curriculum renovation was a major focus for the year. A comprehensive citizenship and society outline was prepared so that this curriculum can meet the needs of students in two streams and in multi-year classes. 2002 was the first year for support students to graduate with a Lifeskills HSC. Five of the Year 12 class of 2002 gained a position with an ATLAS a vocational training program provider.

The support unit has consolidated its work experience program which included students from Crestwood High School. To the existing supported work environments in the retail, assembly, horticulture, cleaning, fast food and hospitality industry there was added a part-time retail supported work group which acts as an introduction to work sites; not only did the number of workplaces increase but there was also a wider range of work opportunities with more *hands on* experience. Participation in TAFE has increased with students having a choice between mainstream courses (there were students in hospitality, child care and animal care courses) and a course in office management specifically designed for support students. One student gained a Director General's award for her outstanding TAFE results.

The profile of the support unit has been lifted considerably by its involvement in local businesses and in the disability sector. Baulkham Hills Shire Council recognised that involvement with an award that commended the unit for its "outstanding contribution to the lives of people with disabilities". Kristin Mercer will travel to Ireland in March 2003 to represent Australia at the Special Olympics.

The support unit's business links has resulted in the donation of a considerable amount of computer equipment from Wyeth Pharmaceuticals. This has enabled the support unit to turn one of its classrooms into a computer room with each student having access to a computer. With such a facility, the unit has been able to introduce a computer-based logbook for all senior students to upgrade their Curriculum Vitae's and keep a record of the skills gained through the work experience program.

The unit continues to pursue a policy of inclusion. Each class participated in community access each week; two unit students are active members of the Student Representative Council (SRC); support students supported the school with a number of

service activities like paper recycling; a reading tutor scheme operates where, once a week, senior mainstream students assist support unit students with reading. In term 4 the support unit organised a four day transition program for incoming Year 7 students. The Unit remains a favoured high school destination for Year 6 support students. Parents usually cite individual attention and the supportive school environment as the reasons for their choice.

### **Student Welfare**

The school has developed an excellent network of care involving all staff and students and coordinated by: student advisers for all years; a school counsellor; a head teacher (welfare); a careers adviser; and a student learning support team. Assistant student advisers increased the services for students.

Student attendance was routinely monitored by the head teacher administration and by student advisers. Changes in attendance were identified and early intervention with students and parents prevented a pattern of poor attendance developing.

Each term teachers monitored and assessed the academic progress, study and homework habits and classroom behaviour of all students. The welfare team and, where necessary, the student learning support team, identified and monitored students in need of support and mentoring. This resulted in improved organization, attitude and application.

An underachievers program was introduced in 2002. Students were identified and involved in an individualised study skills/organization program for one period per week with the program coordinator. All students involved showed improved attitude, application and improved performance in formal assessments.

The welfare team organised seminars to increase student awareness and skills in a range of areas. Outside groups and speakers addressed issues such as goal setting, study skills and time management, career choices, driver and drug education, and anti-racism strategies.

In 2002 the merit award system was reviewed. A new merit scheme was developed to recognise and reward student effort and achievement in a broad range of school activities: academic; sporting; creative and performing arts; extra curricula and school service. The new merit scheme aims to encourage students to acquire skills and understandings beyond the classroom.

Leadership and decision-making opportunities were extended to all students. The Year 9 camp focussed on building group cooperation, problem solving and self-confidence. At the end of 2002 all Year 10 attended a camp that focussed on developing self-esteem and leadership qualities for the senior school. The peer

support scheme continued to benefit the Year 7 students while extending the skills of the leaders. The Duke of Edinburgh scheme continued to strengthen. In 2002, 36 Year 9 students achieved or were working towards the bronze award and 62 other students achieved or were working towards the silver award.

The prefect system recognises student leaders selected by their peers. These Year 12 students represent the school at all official functions both at the school and the wider community. The student representative council (SRC) has a strong profile within the school and promotes a school culture of active involvement in school activities and community initiatives. The SRC also provides for the mentoring of younger students by the older students. A strong sense of social responsibility among students is evidenced by the success of a number of initiatives: the student tutorial service where, at lunchtime, senior students tutor other students who need extra help; the support reading program where support unit students are paired with Year 11 students one period a week to improve their reading; and the peer mediation scheme where students are involved in conflict resolution strategies.

Under the auspices of the P&C a series of information evenings were organised for parents of Year 7, 9 and 11 students. These evenings aimed to strengthen the partnership between the school and the parent community. Guest speakers, parents and members of the Welfare team discussed a range of issues and strategies to support students in their learning. Attendance and feedback indicated the evenings were extremely well received.

### **Drug Education**

Drug education is a mandatory unit of the personal development, health and physical education (PDHPE) syllabus, to be taught in all years 7-10. HSC PDHPE students in both years 11 and 12 examine particular issues each year, with students studying in depth drug related topics in first aid and sports medicine. All senior students look at generic issues of lifestyle choices in seminar days.

All students are issued with their notebooks at the beginning of the year and encouraged to show their parents exactly what is to be covered each year. Parents are encouraged to make comment on all topics and to give feedback back to the PDHPE staff. Suggestions are brought back to staff and if it is appropriate to enhance our programs, changes are made.

A brief summary of topics include:

- Year 7 - tobacco;
- Year 8 - tobacco and alcohol;

- Year 9 - illicit drugs;
- Year 10 - illicit drugs and drugs in sport;
- Year 11 - alcohol; drink driving; illicit drugs
- Year 12 - drugs and social issues.

Please be assured that this school is declared a drug free zone and unsanctioned use of drugs is not tolerated, however, we teach our student skills to avoid harm and situations that will adversely effect their health and well being.

## 2.6 Vocational Education Program

Baulkham Hills High School is committed to providing students with the appropriate opportunities to pursue vocational educational experiences. However, numbers are small since the overwhelming majority of our students follow a university pathway.

One student successfully completed the Hospitality Vet course and four Year 12 students attended Baulkham Hills College of TAFE where they studied accounting. One Year 11 student is undertaking retail operations under the supervision of McDonalds. Nine students from the support unit attended TAFE VET courses.

Although the opportunity exists to undertake other courses, the majority of our selective students their needs are best met with a more traditional pattern of academic study.

## 2.7 Specific School Initiatives

### Parent Meetings

Following consultation with the P&C Association, the school initiated a series of parent evenings during 2002. The purpose of the meetings was twofold: to generate a greater sense of community in the school, bearing in mind that students come from approximately 100 different suburbs to attend the school, and to involve parents more in the education process.

Meetings were held under the auspices of the P&C, with parents of Year 7, Year 9 and Year 11. The meetings followed a forum-style format and allowed opportunities for parents to meet in a relaxed manner. Guest speakers joined staff members, former students and parents as presenters and explored issues such as how to get the most out of attendance at a selective high school, how to survive the HSC as a parent and protective behaviours for adolescents.

As a result parents of Year 11 students are in a better position to support them during the pressures of the

HSC. Parents of Year 9 students are able to work more closely with school initiatives and programs to ensure that the emotional and social needs of students are being addressed. Parents of Year 7 students are in a better position to help their child cope with the pressures of their first year selective high school.

Very large numbers of parents attended the evenings and asked that the initiative be continued into 2003. Added to the program will be an Roads and Traffic Authority (RTA) presentation for parents of Years 10 - 12 students on driver education

## 2.8 School Certificate Information

### Statewide examinations

Year 10 students sat for formal examinations in English-literacy, mathematics, science and history, geography and civics. School Certificate (SC) results showed students to be above the results expected from their Year 5 Basic Skills Test (BST) scores in 1997. A majority of students were placed at the top of the in the highest performance band. There was consistent performance across the four curriculum areas.

Results were reported in six bands, with Band 6 representing the highest achievement and Band 1 the lowest.

### English-Literacy

Student performance in English literacy was outstanding. Results were substantially above the state average. The overwhelming majority of students obtained marks in Band 6. Progress made since the Year 5 BST, on matched students, indicate that on average students showed substantial growth.

### Mathematics

Student performance in mathematics was outstanding. Results were substantially above the average. The overwhelming majority of students obtained marks in Band 6. Progress made since the Year 5 BST, on matched students, indicate that on average students showed substantial growth.

### Science

Student performance in science was outstanding. Results were substantially above the average. The overwhelming majority of students obtained marks in Band 6. There is an upward trend in performance compared with progress in 2000. Progress made since the Year 5 BST, on matched students, indicate that on average students showed substantial growth.

## **History, Geography and Civics**

Student performance in history, geography, civics and citizenship was outstanding. In both history and geography students achieved ten times the state average in Band 6. Progress made since the Year 5 BST, on matched students, indicate that on average students showed substantial growth.

The SC results were exceptional in both external examinations and in grades allocated internally in all subjects. A majority of students scored in the highest band in external examinations and this was mirrored in the allocation of grades for school-based assessment. Students performed at an equally good level in all external tests.

## **Implications of School Certificate Results**

There is evidence of a consistent high performance in SC external examinations over the past three years. These results, especially when compared with the Year 5 BST, indicate that faculty programs have been well tailored to meet the needs of the selective cohort. Results over the past four years clearly reflect the value of the continual refinement of teaching programs which is undertaken in all subjects.

## **2.9 Higher School Certificate Information**

### **English**

Students performed substantially above the average in English (advanced) and english extension 1. On a wide basis student performed best in English (advanced). Results in English extension show excellent positive growth compared to 2001.

### **Mathematics**

Students performed substantially above the average in mathematics, extension 1 mathematics, extension 2 mathematics. Students gained great value in studying all mathematics courses.

### **Human Society and its Environment (HSIE)**

Students performed substantially above the average in business studies, economics, geography, legal studies, modern history, ancient history and 1 Unit extension history. All HSIE subjects performed exceptionally well on a wide basis.

### **Science**

Students performed substantially above the average in biology, physics and chemistry. On a wide basis student performed best in biology.

### **PDHPE**

Students performed substantially above the average in PDHPE.

### **Creative Arts**

Students performed above the average in drama, music 1, music 2 and visual arts.

### **TAS**

Students performed substantially above the average in software design & development, information processes and technology and engineering studies. On a wide basis student performed best in information processes and technology.

### **Languages**

Students performed substantially above the average in Japanese continuers. All students undertaking this course achieved a result in Band 6.

## **Progress made since the School Certificate**

In an overwhelming majority of subjects, students performed better than their SC results predicted they would. Results were most enhanced in the English, Mathematics, Science, and HSIE Key Learning Areas (KLAs). The Extension History, Japanese Continuers and English Advanced courses revealed the most significant gains since the School Certificate. The Creative Performing Arts showed significant improvement from 2001.

## **Implications for the School**

Results in the 2002 Higher School Certificate (HSC), and feedback from teachers who marked the HSC, has provided the staff with important data from which teaching and assessment programs can be modified to further enhance outcomes. The importance of the terms used in questions and the rubric for each question require special attention. Focus needs to be placed on developing additional strategies to improve performance in the English extension 2 major works and the drama course. For the majority of subjects, refining programs and assessment tasks should see consolidation and further enhancement of the outstanding results achieved in the 2002 HSC.

# **Section 3—Targets**

## **3.1 Progress on 2002 targets**

### **Target 1: The effective integration of technology into teaching and learning**

- There has been a substantial increase in the use of technology in teaching and learning. This resulted

in the school computer networks being used to their maximum in 2002.

- Several faculties have explicitly included strategies for using technology in teaching programs, including the utilisation of technology in assignment work. Several major projects in the HSC in focused on the use of technology.
- A student web site is still under development and will be available for student use early in 2003.

#### **Target 2: Teacher training in gifted and talented strategies to meet the needs of our students**

- Seven teachers successfully completed the Baulkham Hills gifted and talented certificate.
- Teachers were inserviced on up to date research, acquainted with theoretical models, and encouraged to use innovative strategies to extend our students.
- Participants undertook an action research project. This involved implementing a project of their choosing with one of their classes and reporting the findings to staff.

#### **Target 3: The development of programs to assist under-achievers**

- In 2002, several initiatives were undertaken to assist students not performing to their potential. Six students from Years 7, 8 and 9 took part in a pilot project that focused on motivation, organisational skills and study skills. A majority of these students showed substantial improvement and graduated from the program.
- Study skills modules were developed for teachers to use at their discretion.
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#### **Target 4: To develop a sister school relationship with DaJing High School in China**

- A committee was set up to develop the link with DaJing High School. Correspondence has continued between the schools, with a student/teacher visit organised for early in 2003. At this time it is hoped that the link will be formalised.

### **3.2 Targets for 2003**

#### **Target 1: To improve student computer literacy in the junior school**

Strategies to achieve this target will include:

- planning the construction of the student intranet;

- providing students with webpages and opportunities in each subject to produce assignments using different information computer technologies(ICT) and software applications;
- providing, on the intranet, detailed information on assessment tasks and schedules to provide students with the data they require to plan their assignments and study pattern; and
- putting procedures in place to secure and protect student work, thereby encouraging use of the intranet.

Our success will be measured by:

- the number of students accessing the intranet on a daily basis;
- the number of faculties and teachers using the intranet as a teaching and learning tool;
- the number of opportunities provided for students to publish work on the intranet and designing a variety of assignments that challenge students to use ICT's more creatively;
- student assignments showing effective use of ICT's in both content and presentation
- the increased ability of students to plan assignments by being provided with appropriate dates for upcoming assignments in all subjects;
- surveys of students and parents on the success of this strategy

#### **Target 2: To implement more flexible delivery of the curriculum to Year 12 students**

Strategies to achieve this target will include:

- review the current program of Year 12 with seminars conducted in the last 10 days of Year 12
- better preparation of students for the HSC examinations by refining their approaches to HSC subject content and examinations;
- ensuring the identified needs of students are addressed in seminars; and
- timetabling seminars so that all HSC subjects are given an equitable allocation of time.

Our success will be measured by:

- improved student understanding of content and examination approaches as indicated by their evaluation and examination performance;
- improved Year 12 attendance in the last two weeks of school;

- teacher evaluation indicating that students were more fully engaged in learning in the latter days of Year 12
- a decision to embed seminars into the Year 12 timetable.

**Target 3: To better utilise school facilities to enhance learning outcomes for students involved in school productions and performances and Drama**

Strategies to achieve this target will include:

- utilising the new gymnasium to allow drama students the opportunity to practise and perform on stage;
- utilising the new gymnasium for band performances so that students are able to gain full acoustic value from their instruments;
- utilising the new gymnasium for drama productions so that students are able better able to express their character in personal performance;
- recognising the development of student skills through the school's merit system, thereby encouraging greater participation rates; and
- adjusting place timetabling structures that provide access to the facility.

Our success will be measured by:

- drama and whole school productions throughout 2003 which show improved quality of delivery
- a growth in band numbers
- a growth in the number of students volunteering for drama; and
- a greater number of students being recognised for the improvement they have demonstrated in performing and creative arts; and



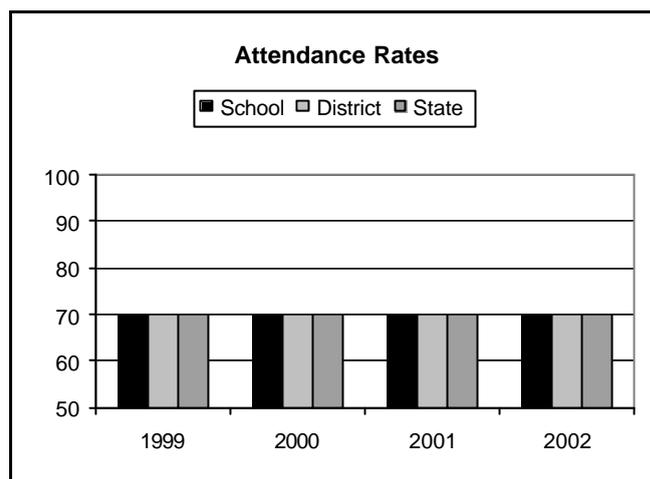
New Gymnasium under construction

## Section 4—School Features

### 4.1 School Enrolment and Attendance Profile

During 2002, the school enrolment stood at 1139 of whom 639 were male and 500 were female. There were 52 students in the support unit. The Year 7 intake is set by the Department of Education and Training at 180 students with entry being determined by the selective schools unit following completion of the selective schools examination. Recent years have shown a marked increase in the enrolment of students from a non-English speaking background, with the overall school total reaching 68 per cent in 2002. The school received over 600 applications for enrolment for possible vacancies in Years 8 - 12 during 2002.

School attendance continues to be high at approximately 95 per cent in Years 7 to 12 and 93 per cent in Years 11 and 12 during semester 1, 2002. Both figures are well above both District and attendance rates. The last two years have seen better attendance figures



### 4.2 Student Mobility

During the year, 18 students left the school for employment, to enrol in other institutions, or to go inter or overseas, while 20 students enrolled. These figures include students from the support unit, who make up the majority of students leaving the school.

### 4.3 Retention Rates

The school's retention rate from Year 10 to the end of Year 12 is 96 per cent, well above the district (71 per cent) and (57.7 per cent) rates.

### 4.4 Post-School Destinations

At the 2002 Higher School Certificate, 179 students attracted 118 offers for tertiary placement from five universities. The University of Sydney and the University of NSW continue to enrol the majority of students from the school, with Macquarie University and The University of Technology, Sydney attracting substantial numbers. One mainstream student left the school for employment during the year. Ten graduating students from the support unit are either in employment or participating in further vocational training.

#### 4.5 Curriculum Patterns

The curriculum pattern of the school caters for the needs of academically talented students. A broad curriculum in both the junior and senior school ensures a diversity of choice for students. The school teaching day comprises 8, 40 minute periods. Students in Years 8 - 12 attend either grade or home sport on Wednesday afternoons.

In Years 7 and 8, all students must study English, mathematics, science, history, geography (core subjects), commerce, music, visual arts, PDHPE, design and technology, a language chosen from French, German or Japanese and integrated sport.

In Years 9 and 10 all students study English, mathematics, science, history, geography, PDHPE and are required to study two electives, which include commerce, photography, visual arts, video and digital imaging, exercise and sport science, computing studies, music, drama, French, German, Japanese, electronics and wood technics. In 2003 Latin will be introduced as an elective.

In Years 11 and 12, courses are offered in English (advanced), extension English 1 and 2, mathematics, extension mathematics 1 and 2, ancient and modern history, extension history, music and extension music. Two unit courses are also offered in information processes and technology, software design and development, physics, chemistry, biology, economics, legal studies, business studies, visual arts, German, Japanese, French, PDHPE, and drama. For the first time society and culture is being studied for the Higher School Certificate. One unit in photography is offered. In addition, a few students choose to study Accounting at Baulkham Hills College of TAFE. This curriculum allows students to study courses leading to tertiary study at major universities.

Students are currently undertaking accelerated progression in commerce in Year 9 and economics in Years 10 and 11. The opportunity exists for students identified by teachers as being gifted in a particular subject to accelerate ahead of their cohort. Students

who accelerate in the HSC in one or more subjects are encouraged to consider undertaking a distinction course. In 2003, four students will study cosmology.

#### 4.6 Staffing

Principal	1
Deputy principals	2
Head teachers	12
Classroom teachers	55.4
Librarian	1
Careers teacher	1
Counsellor	1
Support unit teachers	4.6
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	76.8
Administrative staff	12.6
Teachers aide special	2
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Total Staff	91.6

#### 4.7 Parent and Caregiver Involvement and Participation

An active P&C Association provides for Parents and Caregivers to contribute to school life. The P&C meets monthly to discuss school issues and also organises a number of functions for parents during the year. The P&C donated approx.\$25,000 to the school to fund various initiatives, including air conditioning of classrooms. This provided for classrooms more conducive to learning.

Parents were represented on a number of teacher and pupil selection panels. The number of parents qualified to be involved in teacher selection increased during the year, which demonstrates a growing involvement in the school. In addition, parent representation on the gifted and talented committee provided valuable input. Parents were also involved in the establishment of a chess club for students, and ongoing support of the various school bands.

The building committee, with parent representation, has been actively involved in reviewing details of the construction of the new multi-purpose gymnasium facility, and made a number of recommendations to Public Works during the detailed design development which were subsequently adopted. Planning for upgrading of the existing gymnasium space also commenced during the year.

#### 4.8 Community Use of School Facilities

The Norwest Community College and Baulkham Hills TAFE continue to be our major community groups

using our school site during evenings and weekends. This is complemented by the talent camps that occur throughout the year enriching gifted and talented students of primary school age. Bookings for the new school gymnasium indicate the establishment of many new Baulkham Hills High School sporting clubs which will encourage further community use of facilities.

#### 4.9 Financial Statement Summary

This summary covers funds for operating costs and does not involve expenditure areas such as salaries, buildings and major maintenance.

<b>Income</b>	<b>\$</b>
Balance brought forward	265 288.90
Global funds	529 769.33
Tied funds	69 376.81
School & community sources	770 812.11
Interest	16 182.54
Trust receipts	216 951.58
Canteen	0.00
<i>Total Income</i>	<u>1 868 381.27</u>
<b>Expenditure</b>	
Teaching & learning	608 749.92
Library	24 050.10
Training & development	7 362.71
Tied funds	52 421.65
Casual relief teachers	89 849.59
Administration & office	298 848.41
School-operated canteen	0.00
Utilities	75 079.28
Maintenance	53 375.74
Trust accounts	238 335.73
Capital programs	92 548.64
<i>Total expenditure</i>	<u>1 540 621.77</u>
<b>Balance carried forward</b>	<u><u>327 759.50</u></u>

#### Voluntary School Contributions [0]

Year 7-10, per student: \$150

Year 11-12, per student: \$165

#### Principal's Comment

A full copy of the school's 2002 financial ment is available from the school.

The Principal would like to thank all those who made contributions to the school in 2002, either financially or by providing their time and expertise. The community should be aware that the Balance Carried Forward in the above table does not represent a surplus for the financial year, but a figure depleted by

unpaid forward orders and salaries for the period December-January

#### 4.10 About This Report

The self-evaluation committee has gathered information from evaluations conducted during the year, analysed other information about the school's practices and student learning outcomes and synthesised it in this report. Targets have been determined for the school's future development.

Members of the school self-evaluation committee included:

J A Fugaccia, Principal

J Elton, Deputy Principal

S Jones, Parent

K Rodger, Teacher

Stasia Tan, Student

Tristan Hardy, Student

#### Public Meeting

The school will hold a meeting to discuss the contents of this report at the school at Enter time on Enter Day and Date. You are encouraged to come to discuss the information contained in this report.

#### J.A.Fugaccia

#### Principal

The district Chief Education Officer provided guidance to the school during the self-evaluation process. The contents of the annual report have been validated by the Chief Education Officer.

#### Dave Wasson

#### Chief Education Officer

#### Parramatta

Targets contained in the report have been endorsed by the District Superintendent. The targets are used to facilitate district planning and allocation of district resources.

#### Robert Manwarring

#### District Superintendent

#### Parramatta

