

Barham High School Annual Report



2016



8461

Introduction

The Annual Report for **2016** is provided to the community of Barham High School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Brendan Yu

Relieving Principal

School contact details

Barham High School

Gonn St

Barham, 2732

www.barham-h.schools.nsw.edu.au

barham-h.School@det.nsw.edu.au

03 5453 2322

Message from the Principal

It is with a great sense of achievement that I present the 2016 Annual School Report. As the relieving Principal of Barham High School, I understand the great achievements, efforts and growth that went into the 2016 school year and how privileged I am to be a part of the future journey at Barham High School. 2016 was an enormously busy and productive year. We continued to engage with our community in events such as the ANZAC day ceremony, as well as many students volunteering in community events. We had a student receive the Victor Chang Science Award for her effort and dedication to the field of science in her senior years.

Students had a plethora of opportunities to develop their skills and knowledge in academic, cultural, civic and sporting endeavours, attending curriculum based excursions for Science, Technology, History, Mathematics, English and PDHPE.

The 2015–2017 School Plan for Barham High School moved from the development to the implementation stage. The 3 strategic directions were:

1. Quality Teaching & Learning
2. Wellbeing for Success
3. Leadership & Change Management

These strategic directions allowed the school community to commit to key areas for improvement, with school staff developing their ability to make positive changes for student learning. Staff displayed strong commitment to making positive changes. We will continue to see changes throughout the school as we strive towards the achievement of the Strategic Directions and evaluating our successes in 2017. Change was also seen in personnel movements with Miss Lisa Radley accepting an incentive transfer to Kyogle High School. We thank her for her contribution to BHS.

I certify that the information provided in this report is the result of a rigorous school self-assessment and review process undertaken with staff, parent and student leaders and provides a balanced and genuine account of the school's achievements and areas for development. I acknowledge the outstanding leadership provided by Mr Glenn Buchanan who was appointed to the Principal Position in Term 1 of 2016, and Mr Ian McConnell who was appointed to the Deputy Principal position in Term 4. They along with great efforts by students, staff and our school community, have enabled BHS to be in a strong position for growth. I thank BHS staff for their assistance in the compilation of this report.

Brendan Yu

Relieving Principal

Message from the school community

The Barham High School P&C is proud to support student learning and community partnerships.

We thank the Barham High School staff for their continual support and dedication to the education of the students.

The P&C fundraise and take part in initiatives throughout the year to support the Barham High School and Barham community at large. Canteen staff continue to provide an excellent service for the Barham Public and High School students and continue to provide a positive educational workplace for our hospitality students.

We are a small P&C always looking for new faces to bring new ideas and knowledge to the group.

Funds raised by the P&C are used to enhance student learning and support student opportunities.

The Barham High School P&C raise funds from funeral reception cleaning, catering, sale of student ID cards, laptop covers, the second hand uniform shop, raffles and our major fundraiser, the school canteen.

The Barham High School P&C assists students financially to enhance learning opportunities by contributing towards student representation in State Carnivals, purchase of student diaries, donating awards at presentation night, and purchasing student insurance.

Being involved with the High School P&C is one way, for want of a better phrase, "to be kept in the loop". The principal and teachers attend meetings to provide information on the happenings at the school. Attendance at P&C meetings provides a terrific opportunity to ask questions, raise concerns and put forward ideas and be part of a group that is working to support your children's education.

At the end of 2016 we farewelled Susan O'Neill from the Barham High School P&C. Susan has held executive positions and been a tireless contributor to our P&C. We sincerely thank her for her valuable input and dedication over many years.

We look forward to continuing and building on our close relationship with staff and families of Barham High School in 2017.

Tania Peters

Barham High School P&C President.

Message from the students

In 2016 there were 20 Student Representative Council (SRC) members who were actively engaged in a number of initiatives, both in and outside school. We continued with some of our historical programs including fundraising for Barham High School students at risk, Easter egg hunt, lunch at the Athletics Carnival, Red Food Days and Mufti days for external charities eg Beanies for Brain Cancer. We again successfully implemented 'Week GR8'. This week focused on raising awareness about youth mental health and mindfulness. Our main aim was to encourage our students to feel good about themselves and their learning environment. We gave our students strategies to assist them in becoming positive and confident young people who support each other and accept the diversity that exists within our school community. Each day had a different theme and students were engaged in activities at lunchtime, including a raffle where over 40 students received a donated prize for their random act of kindness. The SRC ran a basketball competition at lunch times during Term 4 in a round robin competition, which got a lot of support from the school community.

Again, the SRC also assisted with ensuring Barham High was represented on the Gannawarra Youth Council. In 2016 we had 5 members attend with one who was elected Mayor of the Youth Council for 2016. With the help of the Gannawarra Youth Council we had another four students become part of the Gannawarra Shire Youth Parliament team. We also had three of our SRC members represent the school at the Wagga Wagga Operational Directorate SRC conference, with one student fortunate enough to be elected as a leader for this conference in 2017.

Another leadership opportunity our SRC students participated in for 2016 was the Leaders lunch in Moulamein.

Our SRC accomplished an SRC planning day and the running of the SRC school survey. The survey was emailed to all the students to get their opinions on what they'd like to see changed and continued in our school. The results are being compiled and will be presented and used to evaluate school processes next year.

Raelene Farrant

SRC Coordinator

School background

School vision statement

Barham High School endeavours to work with the wider school community to enable our students to reach their highest possible potential.

We provide a safe, caring learning environment that is inclusive of diversity, disadvantage and disability. We foster the potential for students to become effective contributors and valued citizens who respect themselves and their community. We strive to impart the necessary skills for our students to adapt to the challenges and thrive in a dynamic and complex world.

School context

Barham High School is a comprehensive, co-educational secondary school located in the South-West of the Riverina on the Murray River. The school is host to approximately 160 students who come from a number of feeder schools both in New South Wales and Victoria and have a diverse range of interests and abilities.

The school has a dedicated staff that ranges from beginning to highly experienced teachers. There are six administrative and support staff and the executive staff is comprised of four Head Teachers and two Senior Executive.

The local community plays a significant role in supporting the delivery of a diverse and comprehensive curriculum and the Rural and Remote strategy is integral to supporting our students in overcoming the impact of rural isolation. Many of the school's extra-curricular activities require our students to travel significant distances and our local community plays a major role in supporting these activities.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

For all schools (except those participating in external validation processes):

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 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**.

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

Aligning the Framework with our school plan has allowed us to engage in strategically identifying and gathering evidence to support our agreed position for each element within the framework. In-depth analysis of the school plan has also allowed us to clearly identify aspects of the School Excellence Framework that Barham High School is clearly addressing in conjunction with areas to strengthen. The School Excellence Framework identifies three levels of delivery across the three domains of Learning, Teaching and Leading.

These levels of delivery are:

- Delivering
- Sustaining and Growing
- Excelling

Collaborative, reflective practice between the executive leaders of the School, completed the School Excellence Framework "School Self-Assessment Survey" and gathered evidence to allowed us to determine that in most instances Barham High School is either Sustaining and Growing or Excelling in its work to meet all elements of the School Excellence Framework.

In the:

Domain of Learning It was reflected that Barham High School has a strong focus on quality teaching and learning principles supported by the Quality Teaching Framework, remedial programs and tutoring to assist students experiencing learning needs as well as the differentiation of curriculum. Students have been well supported in transition activities through the Year 6 Transition Program. A large range of extra-curricular, sporting and wellbeing activities throughout the year further strengthened student connections to school, leading to improvements in behaviour with a reduction in suspension occurrences and length.

Domain of Teaching We have focused on collaborative practice of staff members. All staff have been allocated to teams, with particular focus areas of teaching and learning discussed each fortnightly meeting. This was further supported by the implementation of the Professional Development Framework and associated classroom observation protocols, allowing staff to discuss areas of development, providing explicit feedback for improvements. Further knowledge and skills were also developed about the ALARM (A Learning And Responding Matrix) process, signalling an area of development into the future. As a continuation of our professional learning in 2LS and How2Learn, we further developed the knowledge skills and understanding of staff.

Domain of Leading Our priorities have been to progress leadership and management practices and processes. Two of the six executive positions were held by people in a relieving capacity. Consequently, executive leaders were enthusiastic about leadership opportunities, wanting to learn and improve their skills, as well as realising the need to identify and develop other leaders across the school. There was an improvement in administrative organisation, with the full implementation of the Sentral computer system, improving student reporting, wellbeing and roll marking. School resources were also reviewed, with specific plans in place to improve teaching and learning facilities, in addition to the school grounds.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Quality Teaching and Learning

Purpose

To provide an environment that enables our students to develop into motivated, creative, independent, reflective learners who exhibit responsibility, resilience and adaptability in their learning

Overall summary of progress

Our continued focus on Teacher Professional Learning has been directed through the development of teacher Performance & Development Plans whereby staff identify areas of professional growth, and as a school the TPL committee design and implement opportunities to address those needs. This has seen an increase of the amount of TPL being engaged in within the school, which is locally identified and delivered.

Learning and support teams processes have led to an enhanced focus on Literacy and Numeracy. Early identification has enabled intervention processes to provide more effective and focussed support to students at need. The further development of the peer mentoring program has provided a strong support mechanism amongst the students where targeted, explicit and individualised assistance is provided. The introduction of the ALARM process within the school has provided the vehicle for teachers to address the identified need for our students to apply more comprehensive and detailed thought processes to situations requiring higher order thinking procedures. The ALARM process has been adapted for use in the junior school and has already resulted in students being able to demonstrate a deeper level of knowledge and provide more sophisticated answers to questions.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increased growth in external assessment, i.e. NAPLAN and HSC	Overall in 2016, BHS had outstanding success in our NAPLAN results. We were identified as a school which has had substantially above average growth in our NAPLAN results in both reading and numeracy. We had <ul style="list-style-type: none">• an overall gain that exceeded the national average by more than one standard deviation unit; and• an overall gain higher than schools with similar ICSEA levels• an overall gain higher than that shown by students with the same NAPLAN starting score.	Maths @ Work \$3675.00 HSC Study Day \$535.00 Mathletics \$2272.73
Students involved with the development of Individual Education Plans (IEP's)	Overall, students who required an IEP were identified. However, this process was not completed with enough detail. More emphasis needs to be put on this in 2017.	Release time \$2260.00
Demonstrable improvement in mapping student achievement against the continuums	Overall, a high percentage of students were mapped on the Literacy and Numeracy continuums, and we were able to analyse the middle students from their NAPLAN data to focus more explicit teaching of concepts.	Release time \$2260.00
Increased attendance rate	Overall attendance for students within the school was 92%. This is quite high for similar sized schools. We are quite proud of our data as this demonstrates that students feel safe and supported at BHS.	Rewards Excursions \$2598.03
Student post school destinations reflecting individual first preference	100% of students received their first preference when applying for University or TAFE.	

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increased positive feedback to parents	We have used a number of communication mediums in 2016 to report student success, from the School website, Facebook, Newsletters, Newspaper articles, Student reports, Parent Teacher interviews, School magazine, phone calls and letters. We will introduce Work Audit letters for all students in 2017 and have 2 parent teacher interview nights.	Software • Sentral \$4125.00
Consistent school processes with student assessment, with collaborative units across faculties	Overall we have reviewed and streamlined our assessment handbooks to have consistent format and information for the Stage 5 and Preliminary Assessment Handbooks.	Release time

Next Steps

We have had a successful year in regards to Quality Teaching and Learning, with a number of areas to focus on for 2017 and beyond.

Our fantastic Year 9 NAPLAN results are a true reflection of a students' growth in Literacy & Numeracy within the high school context.

The mapping of student data is an area we will be investing time in 2017 with staff having training in data analysis and creating a consistent approach to mapping students on the Literacy and Numeracy continuums.

In 2017, we will increase feedback to parents on student progress, especially positive behaviour, as communicating early and frequently with parents/caregivers will encourage students to continue to improve as well as ensure suggestions for improvement can be communicated. We will hold Parent-Teacher interviews in Terms 1 & 3 and issue written reports on student progress in terms 2 & 4.

In 2017, we will continue to improve and create consistent formats of information for students and parents. We hope to improve the feedback for assessment tasks, as well as continue to improve our formative assessment processes.



Strategic Direction 2

Wellbeing for Success

Purpose

To promote the intellectual, physical, social, emotional, moral, spiritual, and aesthetic development of all members of the Barham High School learning community

Overall summary of progress

Overall, 2016 was a progressive year for Barham High School with a focus on developing consistent approaches of student expectations. All staff undertook a review of Professional Behaviour Learning (PBL) to determine whether this would be a program that would suit BHS. The staff decided that a different approach would be more beneficial by reviewing our current practices, and we were able to develop and implement the Barham High School Culture of Consistency. We saw improvements in our targets almost instantaneously, as students and staff had a consistent framework to work from.

Barham High School has a very active Care/Welfare Team who are actively engaged in a number of school initiatives with the students' wellbeing at the forefront of all decisions, as well as our very active Learning Support Team (LST) who identify students with gaps in performance to target these for future development.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increase in attendance rate	Overall attendance for students within the school was 92%. This is quite high for similar sized schools. We are quite proud of our data as this demonstrates that students feel safe and supported at BHS.	Rewards Excursion \$2598.03
Purposeful student referrals to Learning Support Team and school counsellor	Students were identified by staff and referred to the LST, who then developed Learning Plans for these students with a large range of varied teaching strategies to assist staff.	Release time \$2260.35
Increase in students displaying positive behaviours for effective learning	This was progressive throughout the year, and staff had a purposeful buy-in to the Culture of Consistency. Once it was established and implemented, student behaviour improved, which had a positive impact within the classroom.	Rewards Excursion \$2598.03
Increase positive feedback to parents	We have used a number of communication mediums in 2016 to report student success, from the School website, Facebook, Newsletters, Newspaper articles, Student reports, Parent Teacher interviews, School magazine, phone calls and letters. We will introduce Work Audit letters for all students in 2017 and have 2 parent teacher interview nights.	Software \$4125.00
Increase usage of Sentral for recording critical student data	All staff are actively engaged with the use of Sentral as our main Student Management Program. This increased communication of incidents to executive and Year Advisors has allowed staff to analyse data to see when behaviour issues were occurring during the day.	Software \$4125.00

Next Steps

Our next steps for Wellbeing for Success will be to continue to implement the Barham High School Culture of Consistency. We will continue to ensure staff have a strong understanding and that there are consistent approaches in every classroom.

We will look at introducing a program to assist students' understanding of school practices with a focus on developing their general capabilities as 21st century learners.

We will look at assisting the LST to continue to develop strategies and practices to assist students, targeting all ability levels. The LST were very productive in 2016 and we look forward to their continued active approaches in 2017.

We will develop the students' understanding of the Culture of Consistency to assist them in having positive attitudes towards their learning, and to increase student engagement.

We will look at utilising more modules on Sentral to assist in managing school processes. Staff will be actively engaged with training in analysing data throughout 2017 to assist in developing strategies.



Strategic Direction 3

Leadership and Change Management

Purpose

To sustain a quality learning environment that fosters practices which ensure that staff engage professionally and collaboratively to build expertise and capacity

Overall summary of progress

Overall by the end of 2016, Barham High School was able to create stability in our Senior Executive with the appointment of our Principal Mr Glenn Buchanan and Deputy Principal Mr Ian McConnell.

BHS staff members actively engaged in their Professional Development Plans (PDP) which aligned with the school plan. They were able to identify areas for their own development and targeted Professional Learning to meet their goals. Throughout the year, staff reviewed their goals and practices.

Executive staff members held after-school TPL sessions for staff to allow them to have access to real and meaningful TPL which had a targeted school focus. Sessions included: Timetable development, ALARM implementation, Sentral Reporting, Moodle, Numeracy Across the Curriculum.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All staff members have high level professional growth plans in place by the end of 2017 focusing on attainment of professional goals that reflect State and National professional standards.	All staff had a fully developed and implement PDP by the end of 2016, with staff identifying, acting on and reviewing their goals throughout the year. TPL was targeted and meaningful with high attendance on Professional Learning Days.	Staff release time.
All staff aligned to the goals within the school plan and actively supporting the successful implementation of the plan	Staff actively engaged with their PDPs and successfully implemented them throughout 2016.	Staff release time.

Next Steps

We will look at continually increasing staff engagement with their PDPs in 2017 and increase awareness of goals.

Executive staff members and any other staff will be encouraged to hold after-school TPL sessions, which will develop staff engagement and professional understanding of school focused programs.



Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	An Indigenous tutoring group was established in 2016 where Indigenous students were offered the opportunity to be at school to work on assessment tasks as well work on improving their Literacy & Numeracy levels. The group of students also were empowered to know that there was an opportunity for them to meet all together to identify and celebrate their Indigenous heritage.	\$1,900.00
Low level adjustment for disability	In 2016, we were able to utilise our low level adjustment for disability to fund teacher relief and resources to assist student growth.	\$3531.00
Socio-economic background	In 2016, we were able to assist a number of students with our equity funding, which was used to subsidise the Stewart House initiative, subsidise excursions, hiring facilities, assisting students with technology, purchasing Indigenous teaching resources, and employing staff to offer a wider curriculum.	\$18,428.00
Support for beginning teachers	In 2016 we had one permanent beginning teacher employed at Barham High School. This teacher was given a 4 period allocation for a beginning teacher program which allowed her release time for lesson preparation, teacher accreditation and mentoring. Funds were also allocated to assist beginning teachers to attend Teacher Professional Learning.	\$18,009.01



Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	82	87	81	74
Girls	101	91	85	82

In 2016, we have had a decline in student numbers, however we are still able to offer a wide and diverse curriculum.

Student attendance profile

School				
Year	2013	2014	2015	2016
7	94.6	91.5	92.9	92.3
8	89.1	96.4	86.9	91.3
9	84.4	89	93.7	91.1
10	92.1	79.9	92	93.9
11	87.9	90.9	93.3	93.4
12	88.6	89.7	94.6	89.4
All Years	89.7	89.9	92.1	92
State DoE				
Year	2013	2014	2015	2016
7	93.2	93.3	92.7	92.8
8	90.9	91.1	90.6	90.5
9	89.4	89.7	89.3	89.1
10	87.7	88.1	87.7	87.6
11	88.3	88.8	88.2	88.2
12	90.1	90.3	89.9	90.1
All Years	89.9	90.2	89.7	89.7

Management of non-attendance

We pride ourselves on our positive attendance records, as this is a clear indication of our students feeling safe and supported about attending school.

Structure of classes

Barham High School, in consultation with the school community, has secondary classes in Years 7 to 10 organised into Stage 4 and Stage 5 classes, with 3 classes in each stage. Stage 5 students are able to select 3 electives from a range of 14 possible class subject choices. Year 11 students are able to select at least 12 units for Year 11 Preliminary classes from a range of 22 possible class subject choices. Students also have the possibility of completing School-Based Apprenticeships/ Traineeships. Year 12 students are able to continue subjects in at least 10 units for Year 12 HSC classes from a range of 22 possible class subject choices. Students also have the possibility of completing School-Based Apprenticeships/ Traineeships.

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	18.51	45.45
TAFE entry	0	0	0
University Entry	0	0	36.36
Other	3.45	0	4.54
Unknown	3.45	3.7	4.54

Year 12 students undertaking vocational or trade training

In 2016, we had 4 of the 16 Year 12 students who undertook one or more VET courses, two of whom also completed a School Based Traineeship.

Year 12 students attaining HSC or equivalent vocational education qualification

In 2016, we had 16 students who attained their HSC (100%), and two of these students achieved their VET qualification. One achieved Certificate II Construction Pathways and one Certificate II Rural Operations. Both of these students also completed their School Based Traineeship.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Head Teacher(s)	4
Classroom Teacher(s)	8
Learning and Support Teacher(s)	0.7
Teacher Librarian	1
School Administration & Support Staff	5.38
Other Positions	3.6

*Full Time Equivalent

The Aboriginal composition of Barham High School's workforce comprises of one permanent staff member who is of Aboriginal descent.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	30

Professional learning and teacher accreditation

Significant amounts of professional learning were undertaken by Barham High School staff in 2016. With the release of a different funding model, the continuation of an explicit teaching ALARM initiative formed the basis of the majority of TPL in the school.

In 2016, teaching staff were involved in a range of professional learning activities. From School Development Days, after-school TPL sessions, Professional Learning Groups, In-service meetings with teachers from across the Deniliquin network, Riverina area or NSW through to online courses and Video conferences. The main focus areas for Professional Learning were: Updating syllabus implementation, ALARM, Numeracy Across the curriculum, Quality Teaching, welfare and equity; beginning teachers, use of ICT for both teaching/learning and administrative tasks (Sentral), and literacy and numeracy.

In 2016 our School Development Days professional learning included:

- Updating staff emergency care, anaphylaxis, Code of Conduct and CPR qualifications,
- Further development of ALARM and the Literacy Continuum
- Behavability with the Deniliquin school network.
- Sentral

Financial information (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for operating costs to 30th of November 2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

Income	\$
Balance brought forward	187 128.16
Global funds	298 392.99
Tied funds	148 280.72
School & community sources	144 353.96
Interest	4 388.72
Trust receipts	27 295.23
Canteen	0.00
Total income	809 839.78
Expenditure	
Teaching & learning	
Key learning areas	92 566.54
Excursions	22 285.35
Extracurricular dissections	65 906.24
Library	7 951.58
Training & development	3 522.61
Tied funds	122 649.96
Short term relief	20 656.97
Administration & office	89 112.97
School-operated canteen	0.00
Utilities	68 706.36
Maintenance	11 246.85
Trust accounts	43 595.51
Capital programs	1 139.27
Total expenditure	549 340.21
Balance carried forward	260 499.57

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.

Overall in 2016 BHS had outstanding success in our NAPLAN results. We were identified as a school which has had substantially above average growth in our NAPLAN results in both reading and numeracy for our Year 9 students.

We had

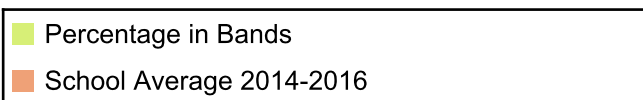
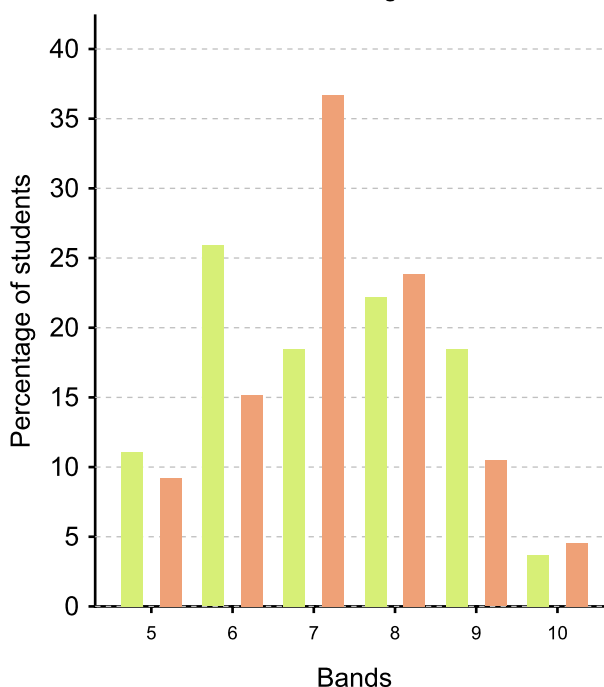
- an overall gain that exceeded the national average by more than one standard deviation unit; and
- an overall gain higher than schools with similar ICSEA levels; and
- an overall gain higher than that shown by students with the same NAPLAN starting score.

This demonstrates that we are doing an excellent job at bridging the gap for the lower achieving students, as well as extending the middle and top. BHS staff will continue to aim for similar successes in the future with a targeted Literacy and Numeracy focus being embedded consistently across the school. These excellent results can be attributed to the introduction of ALARM in 2015, as well as the staff who have focused targeted learning for our students.

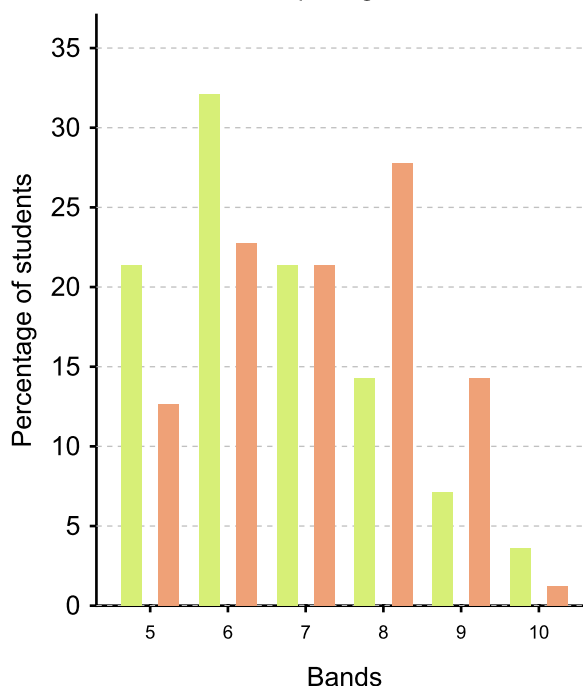
The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <https://www.myschool.edu.au/SchoolProfile/Index/106077/BarhamHighSchool/42710/2016>

NAPLAN – Literacy (including Reading, Spelling, Grammar & Punctuation and Writing)

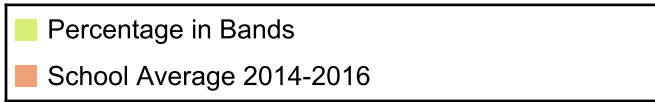
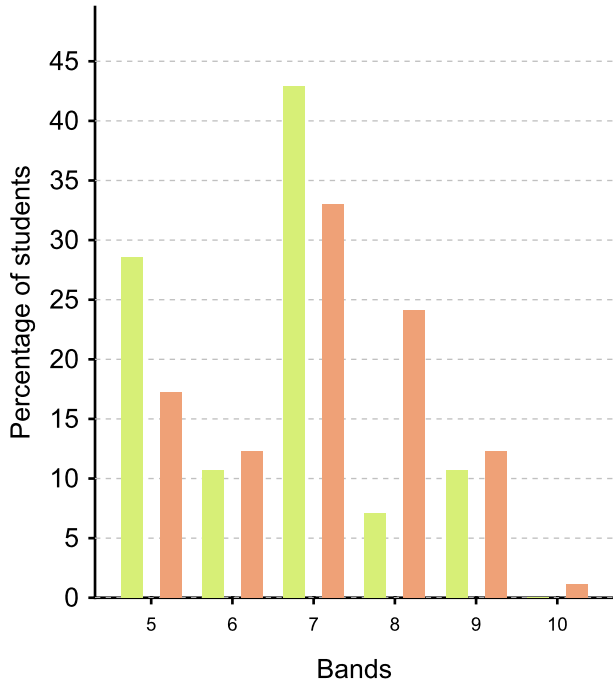
Percentage in bands:
Year 9 Reading



Percentage in bands:
Year 9 Spelling

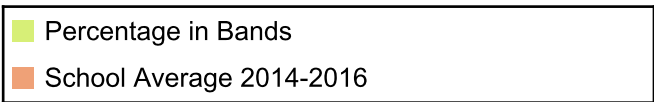
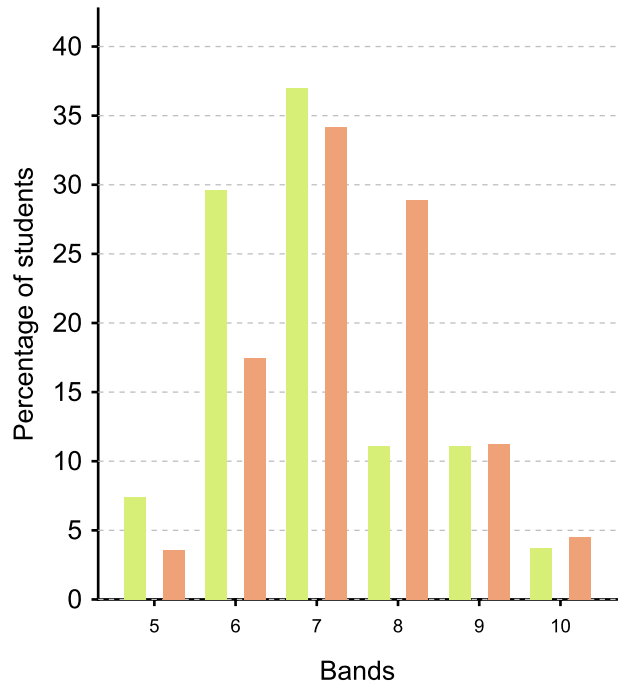


Percentage in bands:
Year 9 Grammar & Punctuation

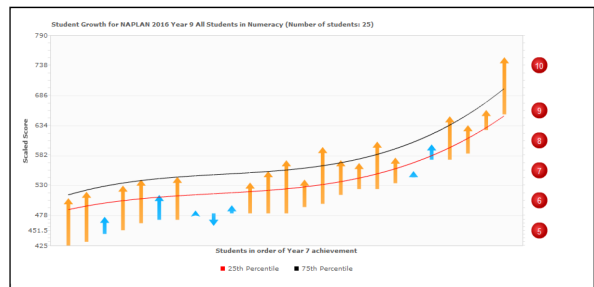
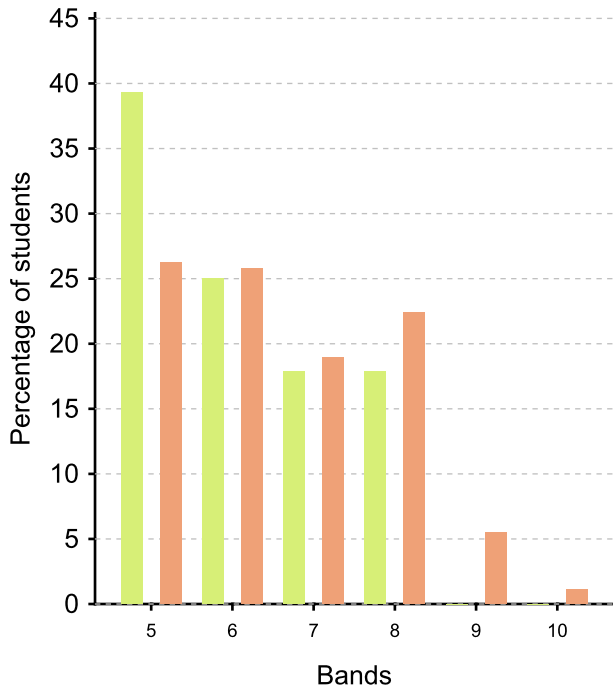


NAPLAN – Numeracy

Percentage in bands:
Year 9 Numeracy



Percentage in bands:
Year 9 Writing

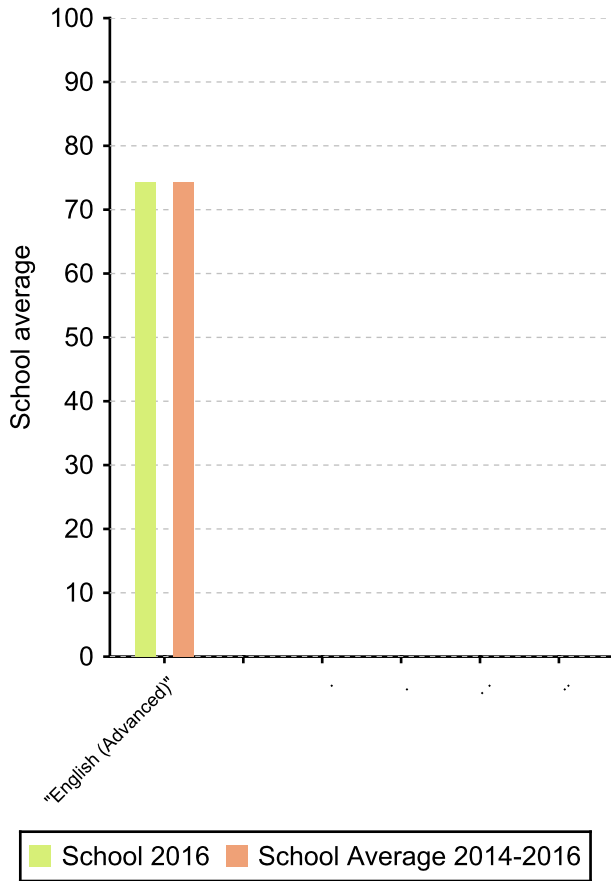


Growth Data

Higher School Certificate (HSC)

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

The results are displayed for subjects that had a statistically significant number of students.



Parent/caregiver, student, teacher satisfaction

A high percentage of parents commented that students at Barham High School enjoy attending school, particularly if they do well at school, with a high number of parents and students very satisfied with wide and diverse subjects that are offered in Stage 5 electives and a range of Stage 6 courses. A number of parents communicated at the end of 2016 they would like more open communication on the progress of their children and we will address this with the strategies to increase communication.

When staff were asked their opinion of the school, they always comment about how we do incredibly well at offering the large number of subjects, and our excellent NAPLAN and post school data. They are very satisfied that we offer our students a friendly and supportive environment which encourages deep and rich learning.

Staff would like the school to continue to offer students the best education possible. They are keen for high standards to be achieved at all levels. A more effective use of technology to enhance education opportunities for students and to support teachers would be valuable.

Considerable attention is directed towards the continuation of offering a rich diversity of curriculum, especially in the senior school. It is generally accepted that the school is a safe, nurturing environment that offers great opportunities for students. The students offered a wide range of suggestions for improvement including some playground enhancements.

There were several comments about improving the activities in the classroom – making them more interesting, more challenging and more fun.



Policy requirements

Aboriginal education

Barham High School aimed at increasing the awareness of our Indigenous students of their culture and history. We offered our Indigenous students an after-school tutoring program, which increased Aboriginal students' attendance, participation and engagement in learning by providing targeted and focussed experiences, such as Literacy and Numeracy strategies and assisting students with work

The success of this program was a reflection of the dedication of the tutor, and the willingness of the students to engage with him. It is anticipated that this will grow in 2017.

Aboriginal education in some specific KLAs:

- Geography:– Land and water usage– Human rights
- Society and Culture:– Intercultural Communication– Social inclusion and exclusion
- Food Technology:– Native foods
- PDHPE:– Family structures and kinships– Aboriginal health status and specific health promotion campaigns for Aboriginal and Torres Strait Islander people.

Three of our Aboriginal students were awarded “Proud and Deadly” awards in recognition of their academic, leadership and sporting abilities.



Multicultural and anti-racism education

Barham High continues to support a range of student exchange programs with the school hosting an exchange student from Hungary in year 11.

Teaching programs have been developed to promote cross cultural understanding and skills. Ms Carmen Barry was our Anti-Racism Contact Officer appointed within the school to address any issues of racism. The school has a clear policy where racism is not tolerated and which promotes a very inclusive school community. There continues to be an explicit teaching of tolerance across all Key Learning Areas and discrimination of any description is not accepted.

Barham High School recognises the importance of multicultural educational opportunities by:

- ensuring that multicultural perspectives are included in all KLA curriculum content and programming
- the re-introduction of Japanese into the LOTE curriculum. This allowed students to learn about different cultures, languages, traditions and experiences, fostering tolerance and understanding.

Other school programs

Barham High School offers a wide and various programs to assist students in development of their educational, social and cultural understanding. We have

- a structured Vertical Reading Group which focuses on increasing student literacy skills by offering them the opportunity to have uninterrupted reading for a period of 20 minutes. Students also complete comprehension questions to ensure they are understanding the content to develop their knowledge further.
- Week Gr8 which was initiated by the student body through the SRC. It is a week where students who display random acts of kindness will be recognised and could receive prizes donated by our local businesses.
- Year 11/12 interviews with our students seeking support with subject and tertiary decisions. These are one on one opportunities with our careers advisor to clarify their career planning ideas, with parents encouraged to attend and be involved. The meetings are held either during school time or after school.
- Lunch time chess competitions, which allow students the opportunity to build on their knowledge and understanding in an environment during lunch.
- Fairfax Drama Program, which allows our students to participate in workshops, leads to developing the students' skills in drama performances. The students perform their piece at the Fairfax Drama Festival.
- Year 6 Transition program, which allows our future students to adapt and develop a familiarity with the high school. This eases anxiety of the unknown for our students and gives them taster lessons. We also conduct numeracy exams during this time to determine student ability.
- NSW and Australian Competitions, which are held each year and we encourage our students to participate in these competitions to challenge them to excel or succeed.
- the Science Week Program, offers our students a range of exciting and engaging activities to celebrate the wonderful world of all things intriguing. We host our Science Open Night, combining with Art, to celebrate Drones, Droids and Robots. All community members are welcome to take part in a range of activities as we celebrate National Science Week.
- Agricultural programs, which are offered to all students to engage them as well as provide leadership opportunities for. In 2016, we had students represent the school in the Royal Melbourne Show, Deniliquin Sheep show and Barham show parading steers and sheep that they have prepared. It is a fantastic opportunity for students to build confidence by having experiences in breaking in and leading a 500kg steer around a show ring.
- Literacy programs, which are widely spread throughout the year with students participating in events such as Bendigo Writers Festival and the Youth Week–ly contributions. The Youth Week–ly contributions is a publication of a compact collection of opinions, creative pieces, stories and reviews from some of our students to celebrate the theme of 2016 Youth Week: **“It starts with us”**. It is a great platform to get their opinion or work heard and seen; the choice of topic is their own and it gets distributed within our local newspaper.
- Lunch time Basketball competitions ran by our sport co–ordinator and students, to allows students to be active during lunch time.
- an HSC extension program, which allows our students to adjust to the demands of HSC. We ran for our students a structured day off site, which covered topics like time management, study skills and addressing assessment task criteria. We also encourage and attend numerous HSC study days, which allows our students to have access to senior markers from the Board of Studies, as well as other curriculum experts, provided advice and assistance in preparing for the HSC examinations. These very valuable experiences are extremely useful in providing an insight to the expectations and rigours of the courses they are studying.
- VALID10 Validation of Assessment 4 Learning and Individual Development, which is an online end –of–stage assessment for the Science KLA. Our Year 10 cohort sat the test with 30% of our students received band 5 and 6 results (top two bands) and over 80% of our students achieved band 4, 5 and 6 results. We had no students in the bottom two bands. UTS (University of Technology Sydney) were so impressed by our results in ESSA and VALID over a number of years, that they are researching Barham High School as a model of best practice in NSW.
- a Tutorial Program for students held during our VRG time for students to read aloud to other students. This develops their literacy skills in a comfortable environment, as well as allowing our Year 10 students to volunteer their time.
- Maths@Work Program, where the students developed and applied the mathematical skills that they had learnt in a practical application,
- the Duke of Edinburgh (DoE) program, where students develop their leadership skills and assessed against the national framework. In 2016 we had one student receive their Gold DoE.
- NSW Premier Student Volunteering Program, which is open to any student in Year 9 or 10 who volunteers their time to others in the community such as unpaid work, coaching, refereeing sports, helping at an animal shelter, working with meals on wheels, visiting people in aged care or helping younger students at school.
- School Leadership programs such as the Gannawarra Youth Council, Grip Leadership Conference, Youth Parliament.