

Barham High School Annual Report



2017



8461

Introduction

The Annual Report for 2017 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 2017

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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

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.

Across the three domains of Learning, Teaching and Leading we have determined that on-balance Barham High School is Sustaining and Growing.

Barham High School has a strong focus on quality teaching and learning principles that enhance students learning outcomes by understanding individual learning needs to produce a differentiated curriculum. Transition programs have been successful, allowing students to integrate into the high school environment more effectively, allowing them to experience more success.

A focused professional learning implementation based on the Professional Development Framework and associated classroom observation protocols have allowed staff to discuss areas of development, providing explicit feedback for improvements.

We have utilised the School Excellence Framework as the scaffold to drive our 2018 – 2020 school plan development using identified areas to improve.

Our self-assessment process will continue to assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

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

The provision of a quality learning environment has been supported by several factors.

The directed nature of teacher professional learning within the school through the collaborative and supportive Teacher Performance and Development Planning process has allowed professional learning to be directed efficiently and effectively at identified areas of need. This has had a direct impact on the provision of quality learning environments for our students.

Our Learning and Support team has had an increased impact on the learning outcome in the area of Literacy and Numeracy. Early identification has enabled intervention processes to provide more effective and focused 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 further integration 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.

In 2017 Barham High School introduced the Ready2Learn Program for our students which equipped the students with the essential skills and organisation to participate in quality learning. The program was successful that one of our feeder schools also implemented a similar program.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased growth in external assessment, i.e. NAPLAN and HSC	\$3500 Maths @ Work \$1327 PAT testing resources \$10000 Teacher TPL	Overall in 2017, BHS had outstanding success in the NAPLAN results. We were again identified as a school that has produced substantially above average growth in our NAPLAN results in both reading and numeracy. For the second consecutive year 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.
Students involved with the development of Individual Education Plans (IEP's)	\$1800 Release time allocated to producing IEP's	Significant amounts of time were allocated to the further development of IEP's within the school and they have been assembled within the Sentral record keeping system, allowing immediate access by all teachers.
Demonstrable improvement in mapping student achievement against the continuums	\$1800 Release time allocated to initially assess students and map against the continuums	Students have been mapped against the literacy and numeracy continuum which has provided an identification of areas of need to be addressed..
Increased attendance rate		Attendance rate continued to maintain a higher

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased attendance rate		percentage compared to Similar School Groups, demonstrating that students feel safe and supported whilst at school.
Student post school destinations reflecting individual first preference	\$2000 School to work \$1600 Career Expo	Barham High School students continue to experience success when transitioning to post school destinations. All students leaving year 12 were successful in gaining employment, traineeships/apprenticeships or entry into tertiary education.
Increased positive feedback to parents	Sentral Software \$4125	We have used a number of communication mediums in 2017 to report student success, from the School website, Facebook, Newsletters, Newspaper articles, Student reports, Parent Teacher interviews, School magazine, phone calls and letters, School information nights, 50th Celebrations of the school site opening.
Consistent school processes with student assessment, with collaborative units across faculties		All handbooks and newsletters have been converted to the new – easy to read – format. Processes have been reviewed and streamlined including our policy documents, newsletters and information for the Stage 5 and Preliminary Assessment Handbooks

Next Steps

To build on the foundation of assessing our students against the Literacy and Numeracy progressions and identifying areas of need for growth and development, 2018 will see further professional learning and implementation of expanding our use of data to drive informed and directed pedagogy. Formative assessment will provide the vehicle to further advance the application of a differentiated curriculum



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

The Barham High School "Culture of Consistency" was further developed and implemented in 2017 to provide a uniform approach to addressing behaviour management with the school. This approach provided the advantage of both a consistent and reliable scaffold for teachers to utilise within their classroom management and a vehicle for students to have consistent expectations as they travelled from subject to subject.

Barham High School has a very active Care/Welfare Team who is 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)	Funds Expended (Resources)	Progress achieved this year
Increase in attendance rate		Attendance rate continued to maintain a higher percentage compared to Similar School Groups, demonstrating that students feel safe and supported whilst at school.
Purposeful student referrals to Learning Support Team and school counsellor		Learning Support Team continued to be augmented and provided a vehicle for identifying students at need and designing individual programs to cater for improvement.
Increase in students displaying positive behaviours for effective learning		Student behaviour was supported by the "Culture of Consistency" throughout the school allowing for positive impact within classrooms.
Increase positive feedback to parents	\$4125 Sentral Software	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.
Increase usage of Sentral for recording critical student data	\$4125 Sentral Software	Consistent use of the Sentral Wellbeing module allows for more efficient communication of behaviour incidents within the school. Analysis of the accumulated data allows for identification and planning to introduce mediation measures.

Next Steps

There is an increased need to support student's wellbeing through increasing resilience whilst nurturing mental health. In 2018 we will forge new relationships with Headspace and other providers and continue to strengthen existing relationships with current providers to provide opportunities for our learning community. Our Care/Welfare team will continue to provide student support and provide early identification of students in need.

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

BHS teaching staff members actively engaged in their Professional Development Plans (PDP) which aligned with the school plan and the Australian National Teaching Standards. 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.

Progress towards achieving improvement measures

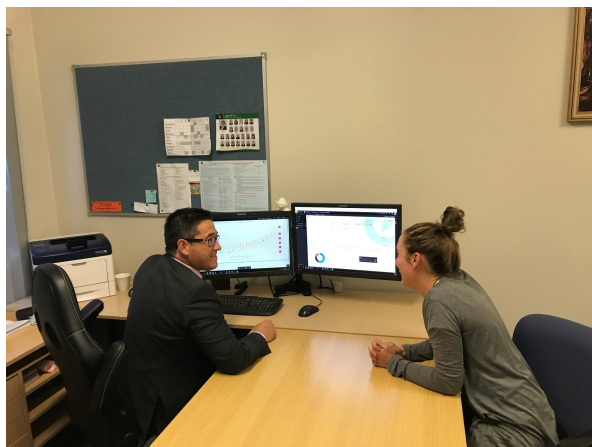
Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All staff members have high level professional growth plans in place by the end of 2017 focusing on attainment of professional goals that reflect State and National professional standards.	\$2000 TPL	All teaching staff engaged with the PDP process in conjunction with their identified supervisor in a collaborative process. Areas of professional learning were identified and observations were conducted to facilitate the consolidation of
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 2017

Next Steps

Teaching staff will continue to engage with the PDP process and the identified areas of need will continue to drive professional learning within the school. The PDP process will be expanded to include non-teaching members of staff in 2018.

School Professional Learning will be designed around staff PDP's to ensure staff are given opportunity to develop their goals.

Leadership opportunities will be identified and supported by the school community, including leadership opportunities for students.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$1700 Aboriginal Tutoring \$3500 Project 101. \$250 Aboriginal Flag and Flag Pole \$400 NAIDOC Resources	Throughout 2017 we utilised the Aboriginal background loading funding for: <ul style="list-style-type: none"> • an after-school tutorial program for our 11 Indigenous students • Indigenous student project • Project 101 • Installation of Indigenous Flag • NAIDOC Week resources
Low level adjustment for disability	\$2000 Support teacher \$1327 PAT test	Throughout 2017 we utilised the Low-level adjustment for disability funding for: <ul style="list-style-type: none"> • employment of additional teaching staff to focus on Literacy and Numeracy strategies
Socio-economic background	\$16000 laptop purchase \$30000 additional staffing \$16000 excursion subsidy	Throughout 2017 we utilised the Socio-economic background funding for: <ul style="list-style-type: none"> • Allow our students to access technology with the purchase of additional laptops • Subsidising excursions to allow all students access to excursions
Support for beginning teachers	\$10000 staffing \$3000 TPL	Beginning teachers are provided a reduced allocation to allow for preparation and organisation. Mentors are also provided with a time allowance. Addition TPL funds are also allocated.



Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	86	81	74	72
Girls	91	84	81	78

In 2017, our student enrollments were steady, allowing us to be able to offer a wide and diverse curriculum.

Student attendance profile

School				
Year	2014	2015	2016	2017
7	91.5	92.9	92.3	91.7
8	96.4	86.9	91.3	90.8
9	89	93.7	91.1	89.8
10	79.9	92	93.9	84.4
11	90.9	93.3	93.4	93.1
12	89.7	94.6	89.4	94.3
All Years	89.9	92.1	92	90.3
State DoE				
Year	2014	2015	2016	2017
7	93.3	92.7	92.8	92.7
8	91.1	90.6	90.5	90.5
9	89.7	89.3	89.1	89.1
10	88.1	87.7	87.6	87.3
11	88.8	88.2	88.2	88.2
12	90.3	89.9	90.1	90.1
All Years	90.2	89.7	89.7	89.6

Management of non-attendance

We pride ourselves on our positive attendance records, as this is a clear indication that our students feel safe and supported to attend school. We encourage our students to attend school on a regular basis, and follow up on absenteeism by closely monitoring student attendance data. In 2017 we worked constructively with the Home School Liaison Officer (HSLO), Sarah Campbell, to assist students with their attendance, putting into place strategies and attendance plans.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	3.7	0
Employment	3.2	0	28.6
TAFE entry	0	7.5	14.3
University Entry	0	0	47.6
Other	6.2	7.4	9.5
Unknown	0	0	0

Year 12 students undertaking vocational or trade training

In 2017, we had 11 of the 20 Year 12 students who undertook a VET courses, three of whom also completed more than one VET course. The VET Construction and VET Engineering courses were successfully delivered in partnership with Deniliquin TAFE.

Year 12 students attaining HSC or equivalent vocational education qualification

In 2017 we had 4 out of 7 students achieved a Certificate II Hospitality and 1 of the 2 Primary Industries students achieved a Certificate II Rural Operations.

The remaining students achieved a Statement of Attainment towards their qualifications in Certificate II Construction Pathways, Certificate I Engineering, Certificate II Hospitality and Certificate II Rural Operations.

These qualifications allow our students to continue their studies in these fields post-school, but they have also received a valuable qualification which can be used for employment.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	0
Head Teacher(s)	4
Classroom Teacher(s)	10.2
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.7
Teacher Librarian	1
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	5.38
Other Positions	1

*Full Time Equivalent

The Aboriginal composition of Barham High School's workforce in 2017 comprised of one permanent staff member who is of Aboriginal descent, belonging to Wirradjuri country.

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 2017. With the release of the new school management initiative LMBR and a major focus on implementing Literacy and Numeracy strategies into all classroom areas formed the basis of the majority of TPL in the school.

In 2017, 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:

- LMBR
- New syllabus implementation,
- 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 2017 our School Development Days professional learning included:

- Mindfulness
- Literacy and Numeracy across the curriculums
- Updating staff emergency care, anaphylaxis,Code of Conduct and CPR qualifications,
- New syllabus implementation

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Receipts	\$
Balance brought forward	248,244
Global funds	176,377
Tied funds	120,750
School & community sources	49,881
Interest	2,875
Trust receipts	16,954
Canteen	0
Total Receipts	366,837
Payments	
Teaching & learning	
Key Learning Areas	68,951
Excursions	21,012
Extracurricular dissections	16,295
Library	7,787
Training & Development	2,776
Tied Funds Payments	77,711
Short Term Relief	30,416
Administration & Office	66,694
Canteen Payments	0
Utilities	39,443
Maintenance	14,498
Trust Payments	15,889
Capital Programs	143
Total Payments	361,616
Balance carried forward	253,466

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	0
Revenue	540,707
Appropriation	484,415
Sale of Goods and Services	1,538
Grants and Contributions	54,458
Gain and Loss	0
Other Revenue	0
Investment Income	296
Expenses	-275,594
Recurrent Expenses	-275,594
Employee Related	-44,140
Operating Expenses	-231,454
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	265,113
Balance Carried Forward	265,113

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

A fiscally responsible approach was taken during the transition of the OASIS financial system to the LMBR financial system. During this time care was taken to ensure that expenditure was mapped against existing budgeting constraints and structures were developed to track financial data.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 Actual (\$)
Base Total	2,733,622
Base Per Capita	23,749
Base Location	63,499
Other Base	2,646,373
Equity Total	147,276
Equity Aboriginal	5,346
Equity Socio economic	55,880
Equity Language	0
Equity Disability	86,049
Targeted Total	23,740
Other Total	40,404
Grand Total	2,945,042

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

School performance

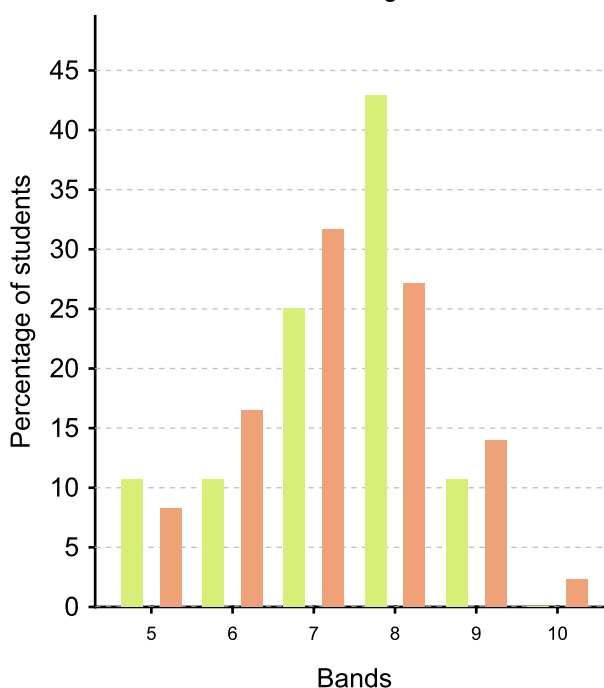
NAPLAN

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 2017 BHS had outstanding success in our NAPLAN results. We were especially proud of the Value-Added results from students in year 9 in both Literacy and Numeracy.

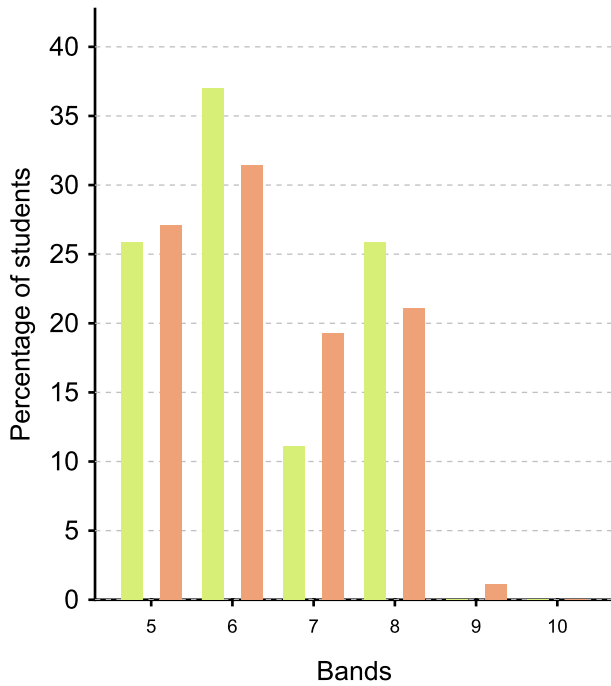
Barham High School made improvements in all areas of Literacy. Student growth data was outstanding for Reading, Spelling and Grammar/Punctuation.

Percentage in bands:
Year 9 Reading



Band	5	6	7	8	9	10
Percentage of students	10.7	10.7	25.0	42.9	10.7	0.0
School avg 2015-2017	8.3	16.5	31.7	27.1	14.0	2.3

Percentage in bands: Year 9 Writing



Band	5	6	7	8	9	10
Percentage of students	25.9	37.0	11.1	25.9	0.0	0.0
School avg 2015-2017	27.1	31.4	19.3	21.1	1.1	0.0

Numeracy growth data was outstanding for 2017. Barham High school was formally recognised by ACARA as producing growth, "value-added" data significantly higher than the state average. This is the second consecutive year that Barham high School has been recognised.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

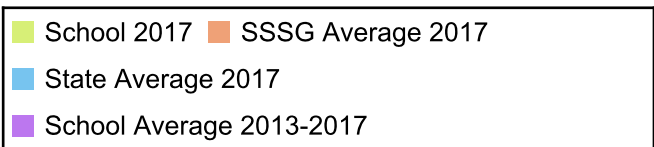
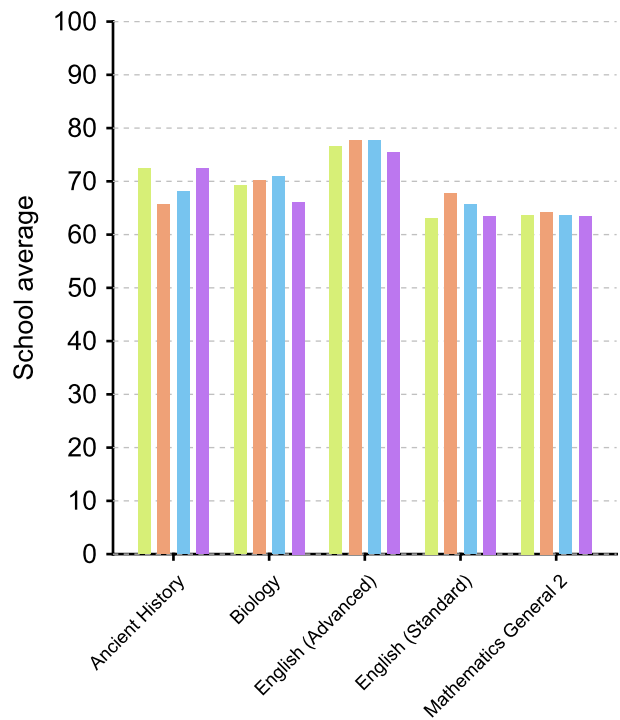
With our small cohort, it is difficult to definitively measure absolute percentage improvements. Whilst we have demonstrated an increase in the educational outcomes for our Aboriginal students, we are still working towards achieving the goal of 30% of our Aboriginal students in the top 2 bands in both Literacy and Numeracy.

We have made great strides in improving our students results and are working towards increasing the proportion of students achieving in the top 2 band.



Higher School Certificate (HSC)

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



In 2017 Barham High School students achieved Band 6 results in a number of subject areas. The ratio of band 6 results compared to student population was higher than the high schools in our surrounding area. Significant efforts have gone into HSC preparation and we are very pleased to see these efforts come to fruition.

Parent/caregiver, student, teacher satisfaction

Throughout 2017, Barham High School sought continual feedback from students, staff and parents as to the operation of the school. We conducted these surveys in paper form but also we asked students to complete Tell Them From Me (TTFM) surveys. Overall the responses were very positive as to the direction of the school and what we offer students at Barham High School.

Students and parents were satisfied with the variety of subjects that we offered for the Stage 5 electives as well as the course offerings for our Stage 6 students. We had identified to us at the end of 2016 that parents wanted more feedback opportunities, so in 2017 we addressed this by having Parent–Teacher interviews in Terms 1 and 3 with formal reports in Terms 2 and 4.

Feedback from staff has also been very positive for 2017, with staff identifying that they feel supported in an inclusive work environment as well as being very satisfied with the amount of curricular and extra–curricular activities for our students. Staff identified that the increase in access to technology for students is also very beneficial as it allows teachers to plan lessons involving the use of ICT. Staff also felt that communication of decisions has improved with staff being involved heavily with the planning of the 2018–2020 School Plan.

Feedback from students was also very positive with students identifying the need for beautification around the school grounds. This was addressed with new furnishings around the school including the updating of desks for future focused learning, garden beds, installation of basketball rings in the school COLA. As well as a number of student driven school beautification projects in and around the school grounds. Students were also initially very satisfied with the formation of the breakfast club for all students.

From the feedback we gathered we were able to utilise this to assist in the formation of the strategic directions with the 2018–2020 school plan.

Policy requirements

Aboriginal education

During 2017 Barham High School implemented a number of initiatives to increase Aboriginal Education outcomes. Our Anti–Racism Contact Officer Ms Jody Sullivan assisted in the planning and implementation of a number of our Aboriginal Education Initiatives.

Again we continued to have an after–school program for our indigenous students so that they had access to resources and with a focus on increasing their knowledge and enjoyment of school. We installed a second flag pole and unfurled the Aboriginal flag at the beginning of NAIDOC week, running a number of programs throughout the week.

Barham High School also ran a number of programs to engage our Aboriginal students including an outdoor Project Based Learning program where the students designed and installed an outdoor area. We ran an Indigenous Art mural where our students designed and created an art mural which was installed in our COLA.

Barham High School engaged with our local elder of the Barrapa Barrapa Ron Galway in the selection of the Proud and Deadly recipients for 2017 highlighting a number of the achievements the students had completed for 2017.



Multicultural and anti-racism education

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

- ensuring that multicultural perspectives are included in all–KLA curricular content and programming
- the introduction of Latin into the LOTE curriculum. This allowed students to learn about different cultures, languages, traditions and experiences, fostering tolerance and understanding.
- Barham HS has one staff member trained as the Anti–Racism Contact Officer. This staff member has promoted their role in assemblies and newsletters.