

# Barham High School

## Annual Report



8461

## Introduction

The Annual Report for **2018** 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.

Glenn Buchanan

Principal

### School contact details

Barham High School

Gonn St

Barham, 2732

[www.barham-h.schools.nsw.edu.au](http://www.barham-h.schools.nsw.edu.au)

[barham-h.school@det.nsw.edu.au](mailto:barham-h.school@det.nsw.edu.au)

03 5453 2322

### Message from the Principal

It is with great pride that I present this report to our community.

Barham High School has enjoyed a great deal of success across a multitude of areas in 2018 due mainly to the incredible expertise of our teaching staff and the aptitude and dedication of our exceptional students.

Debating has been a strength of Barham High School, this year we were rewarded for our efforts by making the state finals. This is an incredible feat, our students competing against schools with significantly larger student populations, their attitude and willingness to place their best foot forward was very evident in their level of success.

After many years of applying for entry into the prestigious Riverina Dance Festival, we were successful this year, allowing our students to participate in the event held in Albury. Their performance was outstanding and reflected the many hours of rehearsal as well as showcasing the skill and talent these young dancers possess.

I offer a huge amount of congratulations to the staff of Barham High School as they have integrated and assimilated a massive amount of change within their working environment over the last few years. Change is difficult within any organisation and it is a testament to the dedication and forbearance of our staff that these changes have been so willingly accommodated.

The Learning Management and Business Reform project has been amongst the largest reform projects undertaken within the department. Administrative practices and procedures along with the operating software have been totally overhauled at Barham High School over the last 18 months. The massive amount of new learning that our admin staff have undertaken is truly inspirational and reflects that learning is paramount and evident throughout our entire school community.

Every faculty within the school have been faced with the challenge of adapting to new syllabuses, mostly in the senior school, over the last couple of years. This has necessitated completely new approaches to course content, teaching styles and methods along with complete re-writes of teaching programs. Significant professional learning has taken place to allow staff to understand new requirements and demand of their respective subject areas.

Explicit teaching strategies such as "A Learning and Response Matrix" and literacy strategies underpinning the Secondary Learning Strategy were implemented to increase student achievement. These strategies have been successful as student growth is evident and the use of ALARM in the junior school has been successful in setting higher standards.

We continue to be committed to setting high expectations for all on our students in their social, academic cultural, sporting and personal lives. We have been focused on creating a strong culture of learning where students are

supported to achieve their personal best.

It is increasingly apparent that our students are acquiring the ability to think critically, apply knowledge to new challenging situations, analyse information, comprehend new ideas, communicate, collaborate, solve problems, and make informed decisions. High academic and vocational aspirations for our students to continue to drive our school's vision and underpin all aspects of our school plan.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

### **Message from the school community**

The Barham High School P&C is proud to support student learning and community partnerships. Barham High School P&C are quiet achievers, working behind the scenes to support the education and wellbeing of the students.

The P&C fundraise and take part in initiatives throughout the year to support the Barham High School and the community. The canteen staff continues to provide a service for the Barham Public and High School students.

The Barham High School P&C raise funds from funeral reception cleaning, catering, the sale of second hand uniforms in the P&C Uniform Shop, raffles and the school canteen.

The Barham High School P&C assists students financially to enhance learning opportunities by contributing towards student representation in State Representation, purchase of student diaries, donation of awards at Presentation Night, and purchasing student insurance.

This year we were pleased to support the trial of navy blue shorts at the request of the Student Representative Council. There were only minimal students taking up the opportunity to wear the shorts so the SRC opted to remain with the current uniform. Changes to the Department of Education School Uniform Policies will result in the need to continue to review the Barham High School uniform policy.

The P&C executive committee would like to thank Mrs Tania Peters for being the Barham High School P&C President for the past three years. Tania's dedication and determination in her role as P&C President is commendable.

We look forward to continuing and building on our close relationship with staff and families of the Barham High School and welcome anyone who would like to become involved with the Barham High School P&C.

## School background

### School vision statement

Barham High School inspires students to become lifelong learners who pursue personal excellence through a dynamic, engaging, safe inclusive and effective learning environment. We facilitate the development of talents of students and teachers, empowering them to become leaders in our future focused world. Consistent and sustainable processes and systems build a culture of high expectations and quality teaching practices in order to develop positive and respectful relationships enabling students to connect, succeed, thrive and learn.

### 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 155 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 has a diverse cross-section of beginning and highly experienced teachers. There are six administrative and support staff and the executive staff is comprised of three 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.

Collaborative, reflective practices led by the executive team have allowed all staff to gather evidence and contribute to the judgement of Barham High School improvement against "School Excellence Framework Self-assessment Survey". This has allowed us to determine that in most instances, Barham High School continues to be either Delivering or Sustaining and Growing in its work to meet all elements of the School Excellence Framework.

In the *Domain of Learning*,

We have continued to have a strong focus on quality teaching and learning principles with all staff expecting to achieve the best educational outcome for each student. Our successful tutorial program continues to provide peer assistance to junior students in need in Literacy and Numeracy. This program also provides a vehicle for student leadership and student wellbeing through peer interactions as well as providing an opportunity for students to participate in the premier's volunteering challenge.

The staff have worked to implement explicit teaching strategies that are evidence based and support specific student need. This approach has been scaffolded by frameworks such as ALARM, ready to learn and the Quality Teaching Framework. Students have been well supported by the Learning support team and we continue to use Equity funding support to ensure student need is met.

Across the Learning domain, we have assessed Barham High School to be Sustaining and Growing across all elements.

In the *Domain of Teaching*,

Staff at Barham High School have been focusing on effective classroom practice and are beginning to use data to inform lesson delivery.

Teachers throughout the school have focused on refining and reviewing teaching and learning programs in light of the introduction of a range of new syllabuses. Inclusive and differentiated teaching practices have enabled students to

engage with meaningful and accessible learning experiences. Targeted professional learning has been accomplished through a robust professional planning process utilising the Performance and Development Framework.

Across the Teaching Domain, we have assessed Barham High School is performing mainly at the Sustaining and Growing level, with some elements assessed at the Delivering level.

In the Domain of Leading,

BHS has continued to progress leadership and management practices and processes throughout the school. We are moving to a distributed leadership model where opportunities are provided for staff to build leadership skills in areas of interest. We have continued to augment school resources and have dedicated funds to improving the TAS area to cater for student need. All teaching staff completed their professional development plans and classroom observations, with in-depth discussions with supervisors to lead staff through improvements and effective feedback.

In the Leadership Domain, we have assessed Barham High School at the Delivery level with some areas, including school resources and school planning at Sustaining and Growing.

Our self-assessment process will 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, Inspired Learning

### Purpose

To create a stimulating, engaging, dynamic, inclusive and effective learning environment underpinned by effective, explicit and data driven pedagogy aimed at differentiation, optimising learning for all students across the school delivered with high expectations through quality teaching practices.

### Overall summary of progress

In 2018 Barham High School staff participated with professional learning to enhance data skills analysis and use. This included completion of SCOUT training and the analysis of SMART data and the results analysis package for the HSC. Data analysis results and trends were discussed in KLA faculties to determine future direction of teaching and learning programs. As a result, Barham High School staff are now becoming more confident in using data analysis to inform teaching practice.

Staff at Barham High School participated in professional learning to utilise formative assessment data to inform and direct their teaching practices to enhance student learning. The professional learning included whole school immersion at staff meetings where professional content was shared and discussed, formative assessment techniques were explored and developed with emphasis placed on continuous, informal judgements of student understanding.

We had a greater focus on ALARM as a strategy for structured scaffolding to interpret text. By the end of 2018, we were expecting to see students throughout the whole school regularly and spontaneously utilising coloured highlighters and ALARM scaffolds when engaging with given texts and when preparing responses to given questions. In every classroom, ALARM boards were used as an explicit teaching tool to facilitate the integration of the ALARM process. In 2018 NAPLAN results in Writing showed a dramatic increase, especially with the year 9 cohort. This suggests that the structured, systematic approach that the "ready-to-learn" program, with embedded ALARM strategies are having an impact on student performance. Students work samples are displaying an increasingly sophisticated approach to analysing given texts.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased use of data-informed pedagogy by all teachers.	Teacher professional learning funds \$1000	In 2018 Barham High School staff participated with professional learning to enhance data skills analysis and use. This included completion of SCOUT training and the analysis of SMART data and the results analysis package for the HSC.  Barham High School staff are now becoming more confident in using data analysis to inform teaching practice.
Increased average NAPLAN scores in numeracy to be at or above state average.  Increased average NAPLAN scores in writing to be at or above Similar School Average		In 2018 NAPLAN results in Writing showed a dramatic increase, especially with the year 9 cohort. This suggests that the structured, systematic approach that the "ready-to-learn" program, with embedded ALARM strategies are having an impact on student performance. Students work samples are displaying an increasingly sophisticated approach to analysing given texts.
Increased percentage of students achieving in the top 2 bands for Literacy and Numeracy in the NAPLAN assessment.		Percentage of students in top 2 bands for Literacy and Numeracy did not increase significantly in 2018.
All teachers use the Literacy / Numeracy progressions to develop and implement plans to	Teacher Professional Learning funds \$2000	The Literacy/Numeracy progressions were not utilised in 2018. Significant professional learning was distributed in the first part of the year due to

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
personalise student learning.		support packages not being implemented in a timely fashion, integration has been held over to 2019.

## Next Steps

In 2019 at Barham High School, teachers will review external and internal student assessment data to build consistent and comparable judgement of student learning. Data will be systematically collected and analysed to inform teaching programs.

Staff will engage with professional learning designed by Dylan William where learning communities will be established across faculties. This will enhance the use of formative assessment as a dynamic and embedded strategy to inform teaching across the school.

An increased emphasis will be placed on teachers developing explicit teaching techniques to identify student learning needs. Effective use of explicit, specific and timely formative feedback will be provide the basis of faculty based professional learning.

## Strategic Direction 2

### Highly Effective School Leadership

#### Purpose

To recognise, enlist and guide the talents of students and teachers; building their skills and capacity, empowering them to become leaders in our future focused world.

#### Overall summary of progress

In 2018 Barham High School provided opportunities for staff to be involved with lesson observations, PDP reflection interviews and formative assessment sessions. The PDP process for 2018 was successfully implemented with staff negotiating goals with their supervisors to lead improvement of practice. Staff have investigated options to undertake Growth Coaching courses in 2018, however these options were not suitable for training. The training in 2019 will occur during the first semester with an outlook to implement growth coaching strategies in Semester 2. This will be leveraged through small group work associated with the Dylan William Formative Assessment Professional Learning Package.

In 2018 BHS has supported leadership opportunities for staff with a number applying for leadership training and positions. Feedback from executive has highlighted a need to develop a whole school approach to leadership opportunities to have distributed and shared leadership opportunities.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Professional learning is mapped and coordinated, building staff capacity in a systematic manner.		While school PDP processes are constantly being refined, linking improvement measures against teaching standards and using evidence to inform progress.
Internal and external validations show a positive impact of professional learning on teacher capacity and student outcomes.		Engagement with the SEF–Sas internal validation process validated the school position and has suggested areas for improvement.
An explicit system of collaboration and feedback against the Australian National Teaching Standards exists to drive individual performance improvement. Staff demonstrate growth against the Australian National Teaching Standards.		The PDP process for 2018 was successfully implemented with staff negotiating goals with their supervisors to lead improvement of practice.

#### Next Steps

In 2019 BHS will provide opportunities for staff to be involved with Growth Coaching to implement a whole–school approach to mentoring, teaching practices and lesson observations to have a consistent approach school–wide resulting in high performing teaching staff which will be measured against the Australian Professional Standards to ensure every student experiences high quality teaching.

Professional Learning Communities will be developed and supported throughout the school with the aim to develop staff capacities for targeted themes. Significant staff time allowances will be provided to ensure success. Groups will initially be formed for the delivery of "Understanding Autism Spectrum Disorders" professional learning and then augmented for Dylan William Formative Assessment training.



## Strategic Direction 3

### Resilience & Wellbeing

#### Purpose

To create a safe, inclusive and effective learning environment where all members of the school community work together to build a culture of high expectations and to develop positive, respectful relationships enabling everyone to connect, succeed, thrive and learn.

#### Overall summary of progress

In 2018 the BHS Care/Welfare team coordinated a number of welfare programs including a whole school wellbeing day, information sessions for students and parents from the Police Liaison Officer, Northern District Community Health, and the Odyssey Program. Leadership opportunities were provided for students in organising a wellbeing event for the school community. From surveys of the students the Wellbeing day held in Term 2 was a great success with students indicating the sessions they attended were informative, relevant and enlightening. Feedback from staff and students suggests that we hold a structured approach to wellbeing days in the future with common themes. We expect students to positively engage with our rewards programs and BHS to be recognised as an environment that supports the wellbeing of all students so they can connect, succeed, thrive and learn.

In 2018 BHS engaged and worked with a number of external providers including NDCH, Vinnies Re-connect, Youth Engagement Program (YEP), Odyssey Program, Headspace, Murray River Council, Barham Anglican Church, Barham community members and Police Liaison Officers. This led to a number of wellbeing programs being implemented for students, staff and parents, providing a consistent school-wide approach to wellbeing, which needs to be monitored evaluated throughout the process. The school regularly solicits and addresses feedback on school performance from students, staff, parents and the broader school community.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased number of students demonstrating resilience when facing adversity in their leaning and as part of their daily lives.		Counselor referrals and wellbeing data indicate majority of students exhibiting resilience at school.
Increased number of community based agencies providing support services to the school.	\$8000	Barham High School engaged and worked with a number of external providers including NDCH, Vinnies Re-connect, Youth Engagement Program (YEP), Odyssey Program, Headspace, Murray River Council, Barham Anglican Church, Barham community members and Police Liaison Officers.
School engagement data from the "Tell Them From Me" survey will compare favourably with state data.		Student data indicates that a high percentage of students appreciate forming positive relationships with their peers and teachers. Their level of engagement with their school environment is high and they feel safe.

#### Next Steps

In 2019 BHS will have a structured program once a term to build on the Week Gr8 theme, with a shared responsibility of staff, students and parents to develop a positive school environment.

In 2019 BHS will look at innovative ways to have a structured approach to student wellbeing, drawing on local expertise and local agencies to address the needs of the school community.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$5000	Unfortunately, our major anticipated event for increasing cultural engagement did not progress. It is anticipated that the program will still go ahead in 2019. This training will allow staff to engage with local Aboriginal culture to incorporate cultural elements into teaching and learning programs.  Aboriginal student support and assistance.
<b>Low level adjustment for disability</b>	\$20000	Learning Support Team implementation of Individual Learning plans and designing learning adjustments.
<b>Socio-economic background</b>	\$120000 Additional staffing \$12000 Excursion subsidy	Additional staffing was provided to allow continued provision of high quality breadth of curriculum offering, despite falling student numbers.  Subsidies to support school excursions and allow students experience opposites not available in our local environment.
<b>Support for beginning teachers</b>	\$13000	Beginning teachers are provided a reduced allocation to allow for preparation and organisation. Professional learning opportunities are targeted to individual teachers needs. Time allowance also provided to mentors.



## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	81	74	72	71
Girls	84	81	78	68

### Student attendance profile

School				
Year	2015	2016	2017	2018
7	92.9	92.3	91.7	89.6
8	86.9	91.3	90.8	88.3
9	93.7	91.1	89.8	89
10	92	93.9	84.4	85.8
11	93.3	93.4	93.1	89.6
12	94.6	89.4	94.3	94.2
All Years	92.1	92	90.3	89.2
State DoE				
Year	2015	2016	2017	2018
7	92.7	92.8	92.7	91.8
8	90.6	90.5	90.5	89.3
9	89.3	89.1	89.1	87.7
10	87.7	87.6	87.3	86.1
11	88.2	88.2	88.2	86.6
12	89.9	90.1	90.1	89
All Years	89.7	89.7	89.6	88.4

### Management of non-attendance

Attendance figures for Barham High School continue to exceed state averages and it continues to be an important focus. We communicate with families via phone calls and letters home for absentee explanation and work closely with the Home School Liaison Officer and other agencies to improve school attendance. Students' attendance is also communicated via end of semester reports.

## Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	0
Employment	0	0	22.2
TAFE entry	14.8	22.7	11.2
University Entry	0	0	66.7
Other	0	0	0
Unknown	0	0	0

Students moved to TAFE as part of the requirements of entering trade based apprenticeships..

### Year 12 students undertaking vocational or trade training

We had 8 students achieve a statement of attainment towards their specific qualification in either or two certificate II in Construction pathways, Primary Industries and hospitality. These qualifications allow students to continue their studies in their chosen field post school. They have also received a valuable qualification to enhance future employment opportunities.

### Year 12 students attaining HSC or equivalent vocational education qualification

Of our final Year 12 cohort of 18 students, all were successful in attaining their Higher School Certificate. Four students gained employment, two students entered into an apprenticeship and twelve students were accepted and entered University courses.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Head Teacher(s)	3
Classroom Teacher(s)	10.5
Learning and Support Teacher(s)	0.5
Teacher Librarian	1
School Administration and Support Staff	5.38
Other Positions	1

\*Full Time Equivalent

During 2018, two members of the teaching staff identified as Aboriginal.

### 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	23

### Professional learning and teacher accreditation

During 2018, \$36238 was spent on targeted professional learning across the school across a number of priority areas:

- LMBR training
- Student Wellbeing
- Implementation of new syllabuses in English, mathematics, science, technology mandatory, and hospitality
- Learning Progression training
- Participation in HSC marking
- Attendance at Rural and Remote conferences

Teaching staff were also involved in a range of activities held during School Development Days, after school TPL sessions and online learning,

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 <b>Actual</b> (\$)
<b>Opening Balance</b>	265,113
<b>Revenue</b>	3,058,286
Appropriation	2,942,354
Sale of Goods and Services	638
Grants and Contributions	108,876
Gain and Loss	0
Other Revenue	4,480
Investment Income	1,937
<b>Expenses</b>	-3,048,227
Recurrent Expenses	-3,048,227
Employee Related	-2,636,503
Operating Expenses	-411,724
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	10,059
<b>Balance Carried Forward</b>	275,171

Significant allocation of funds went towards maintaining a stable and effective executive structure in 2018 through the maintenance of a Head Teacher position. Other staffing positions were also augmented to ensure quality teaching and breadth of curriculum choice in the senior school.

Financial management processes were followed according to departmental guidelines to ensure fiscally responsible practices.

### Financial summary equity funding

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

	2018 <b>Actual</b> (\$)
<b>Base Total</b>	2,672,835
Base Per Capita	29,005
Base Location	63,936
Other Base	2,579,893
<b>Equity Total</b>	134,013
Equity Aboriginal	7,481
Equity Socio economic	52,603
Equity Language	0
Equity Disability	73,928
<b>Targeted Total</b>	16,654
<b>Other Total</b>	41,871
<b>Grand Total</b>	2,865,372

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

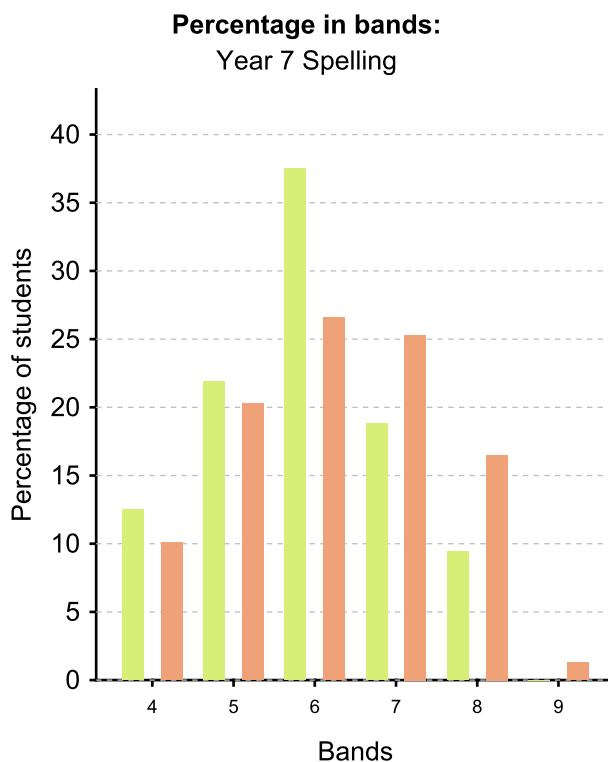
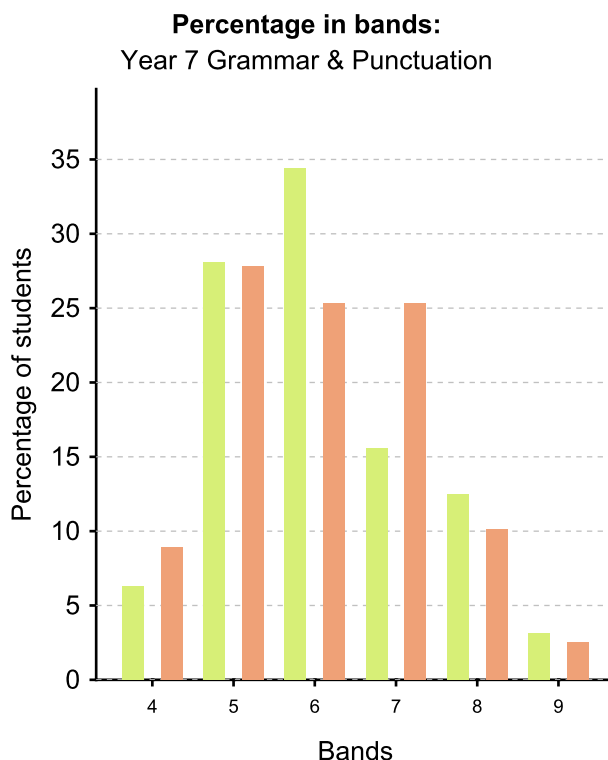
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

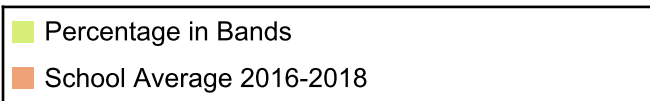
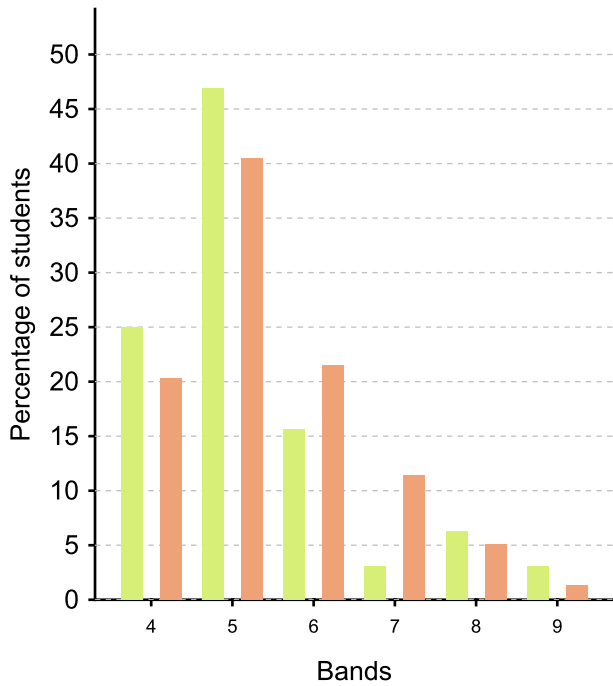
Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

NAPLAN results from 2018 were very positive overall. In the year 7 cohort, we saw improvement in Literacy, especially with respect to Grammar and Punctuation which produced average results as high or higher than results since 2014. Both reading and writing saw an increase this year. Spelling has been identified as an area for improvement.

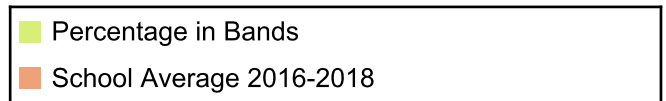
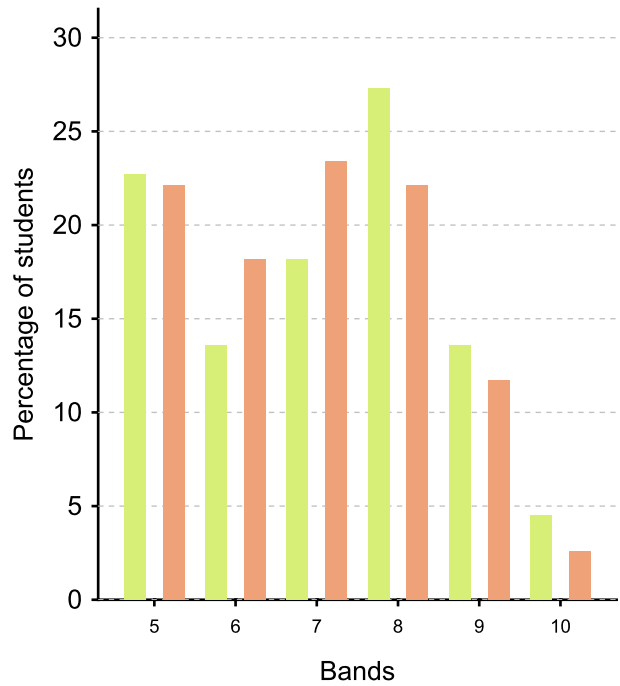
The year 9 cohort also showed a significant improvement in Grammar and Punctuation and demonstrated strengths in Spelling. We are especially impressed with the improvement shown in Writing which has been and area of concentration. Reading has been identified as an area for growth.



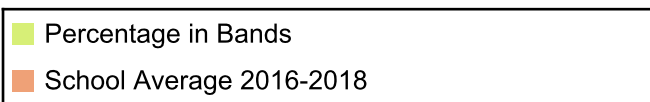
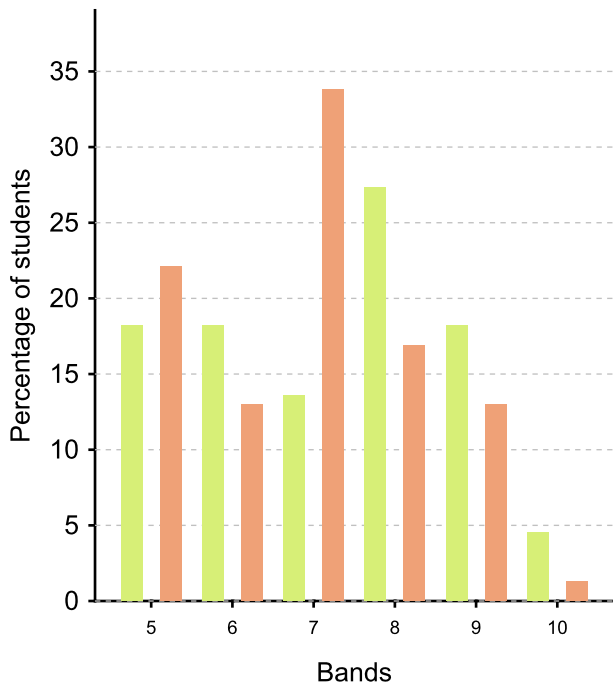
**Percentage in bands:**  
Year 7 Writing



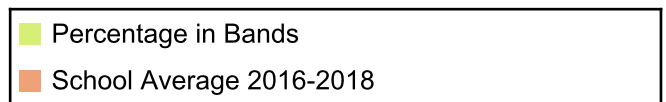
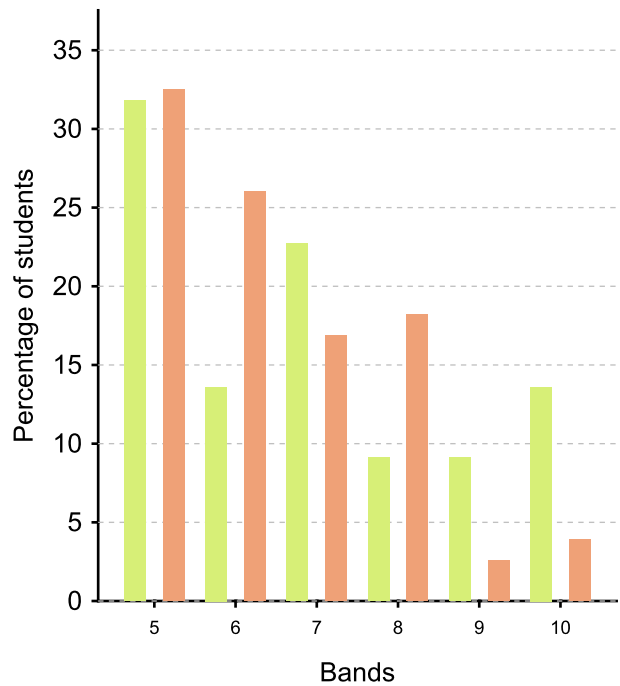
**Percentage in bands:**  
Year 9 Spelling



**Percentage in bands:**  
Year 9 Grammar & Punctuation



**Percentage in bands:**  
Year 9 Writing

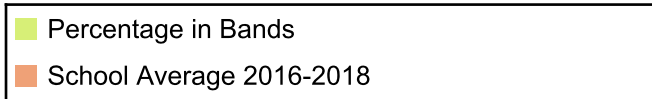
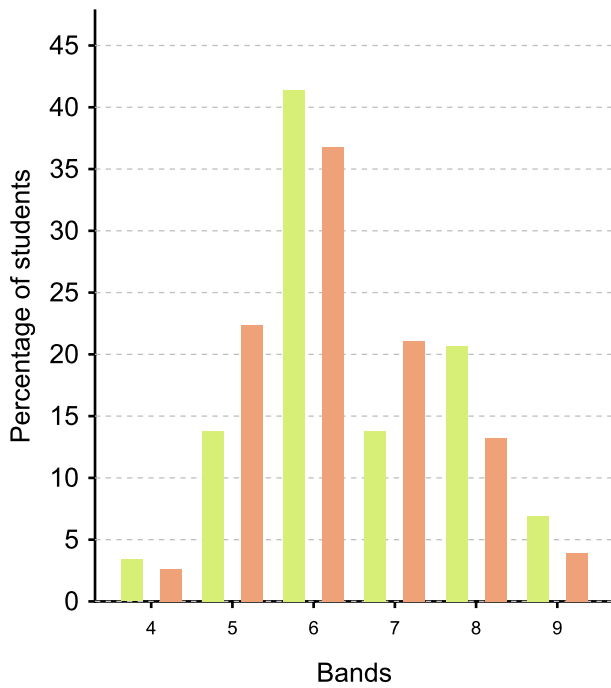


Numeracy results have shown an increase in results with the year 7 cohort above Statistically Similar School Groups.

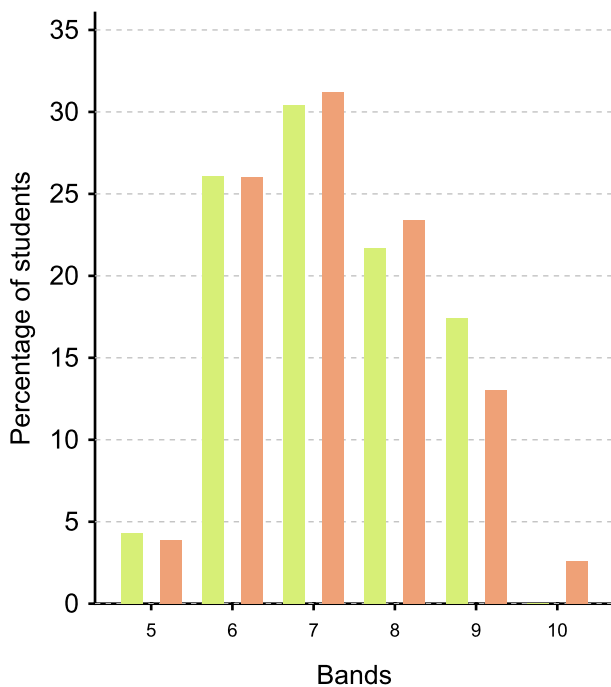
Year 9 have also performed well in their Numeracy results.



**Percentage in bands:**  
Year 7 Numeracy



**Percentage in bands:**  
Year 9 Numeracy



continues to be an area of concentration with 10% of year 7 students and 5% of year 9 students achieving in the top 2 bands.

### Higher School Certificate (HSC)

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

Due to the small candidature of each HSC subject, no comment can be made on the relative performance as this would impact on the validity of data analysis and interpretation in some cases.

### Parent/caregiver, student, teacher satisfaction

In 2018, the school sought feedback through a variety of formal and informal means.

Parents have felt that our school supported positive behaviour and they appreciated the volume of opportunities we provide to our students. The breadth of subject choice in the junior and senior school continues to be appreciated. Parents felt welcome when attending school grounds and they have appreciated the change in feedback on student performance with parent/teacher interviews and reports occurring in alternative school terms.

Students, on the whole, are satisfied with their school environment and the SRC has continued to champion student opinion and change within the school. Students are able to identify and engage in positive relationships and feel supported in a caring and safe environment. They feel appropriately challenged in class where they receive quality instruction in a positive learning environment.

Staff feel supported in an inclusive environment and feel that important decisions are made in a more collaborative manner, with heavy involvement in the development of the 2018 – 2020 school plan. Increased leadership opportunities, especially for female members of staff will be an area of attention in the future.

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.

28% of students in year 7 and 18% of students in year 9 achieved in the top 2 bands in Numeracy. Reading



## Policy requirements

### Aboriginal education

In term one our ATSI students travelled to Deniliquin to participate in dance workshops by the Bengarra Dance Group. Our students performed well with one student being selected to partake in further workshops in Sydney.

Barham High School students participated in week-long NAIDOC celebrations. The focus was on the contribution of indigenous women in areas such as arts, politics and sport. Our students all completed a booklet that focused on the NAIDOC theme for 2018 'Because of Her, We Can.' Activities focused on texts relating to personal stories, historical and geographical information, local languages, culture and tradition. The students then handed in their booklets with three winners claiming the coveted prize of an indigenous round AFL Guernsey in their chosen team colours. Our ARCO addressed the students at assembly about her indigenous heritage and, in particular, the strong role her grandmother played in her life.

ATSI perspectives are integrated in all Key Learning Areas at all stages in Barham High School in line with cross-curriculum priorities. As an explicit example our Year 7 students all study a unit called 'Australian Vision and Voices' which includes a novels and poetry composed by indigenous authors.



### Multicultural and anti-racism education

In 2018 we were informed that our long serving ARCO was granted an incentive transfer for 2019. Training for a new ARCO took place in Term 3 and 4 to ensure that a replacement was trained by the beginning of the 2019 year.

Barham High School integrated multicultural perspectives into all Key Learning Areas across the school in line with Cross-curricula priorities. The 'Australia's Engagement with Asia' priority is incorporated into units of work across the school. Our Stage 4 students learned Indonesian for their mandatory LOTE studies.

Towards the end of the year plans were made for 2019 such as re-introducing Harmony Day celebrations across the school. Performance poet and anti-racism advocate Zohab Khan was booked to perform and work with students at Barham High School in 2019.