

Barham High School

2019 Annual Report



8461

Introduction

The Annual Report for 2019 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.

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Message from the principal

BHS has again had successful curriculum excursions which have complemented the learning being conducted in classes by relating to real life contexts, with a number of exciting excursions being planned for 2020. In 2017, we commenced building up our technology resources within the school. In 2019 BHS purchased an additional 70 laptops and 15 iPads to bring our total of laptops up to 100, which when included with our 50 desktop computers caters for the 160 students who attend Barham High School. Our staff also received new laptops to assist in delivering 21st Century skills to our students.

With our technology upgrade, we also improved our learning environments for students with a number of classrooms receiving new desks that allow for collaboration and group work, as well as data projectors in every learning space. The completion of the COLA within the school quadrangle has provided much needed shade and shelter for the students over the warmer and colder weather this year and into the future.

Our school is able to offer a wide and varied curriculum for our students. In 2019 we were able to offer 44 subjects across our senior school for the 40 students in Years 11 and 12, as well as expanding our stage 5 elective opportunities for our students. This was done to target student aspirations post-school.

Barham High School had a number of staffing changes through 2019. We were joined by Ms Arieta Taiao as a permanent staff member as well as welcoming Ms Caitlyn Boland and Mr Michael Wenman to our temporary teaching staff. Mr Glenn Buchanan was successful in his application for the Principal Learning Coach with the EDConnect team to assist in developing principal understanding of the school services from Term 2 2019, and he will be enjoying a year break in 2020. Mr Brendan Yu relieved the principal position from Term 2 2019 for the remainder of the year.

Ms Megan Bond joined our teaching staff as Head Teacher Transition as part of the Rural Experience Program, which was designed to allow permanent teaching staff in metropolitan areas to experience time within a rural teaching context. Ms Bond relieved the Deputy Principal position from Semester 2 2019 and was successful in receiving a permanent Deputy Principal position at Cobar HS at the end of the year. BHS was successful in our application to host a 2020 Rural Experience Program candidate, and we are looking forward to welcoming Mr Martin Shevels as our Head Teacher Teaching and Learning in 2020.

In 2019 I was appointed to the permanent Deputy Principal position in Term 4, and I will be relieving the principal position in 2020 in Mr Buchanan's absence. I look forward to the challenges and successes that the coming year will bring. Our school also performed extremely well in external assessment, with our HSC students receiving some amazing results. Our 2019 Dux Matthew Hird receiving an ATAR of 95.60. Our 2019 Year 9 Numeracy NAPLAN results demonstrated the positive impact that Barham High School has on our student's growth from Year 7 and 9, with a high percentage achieving higher than expected growth. Our VALID-10 results were also pleasing, indicating the positive impact of our science program.

Mr Brendan Yu

Relieving Principal

Message from the school community

2019 has been an exciting year for Barham High School with the P&C supporting initiatives to help our students to have the most positive schooling experience.

The beginning of the year saw the P&C assist with the Barham High School SLR triathlon, the first event of its kind to be hosted by our school. We look forward to lending a hand for another successful day in 2020.

After many weeks of planning, our school canteen was awarded the Healthy Schools Canteen seal of approval, and we now have healthier options available for our students to purchase at lunch times.

We listened to our school community and undertook extensive research to develop a new school uniform for all students which will see more economical and climate friendly options being phased in over the next three years. Our new additions to the uniform ensure that we are meeting requirements set by the NSW DoE.

A huge thank you to all who donated time, goods and money in support of our P&C this year. Special thanks to our committee and in particular Sharon McInnes who has continued to work tirelessly to support us through the year with the P&C secondhand uniform shop.

We look forward to what the new year brings and meeting new friends at our 2020 P&C meetings.

Emma Wren

President BHS P&C

Message from the students

It's been another huge year for the SRC at Barham High School. We have collectively been working hard to make BHS an even better place for our students, but we have built our leadership skills and enjoyed every opportunity in 2019. Highlights of SRC initiatives include an Easter egg hunt, Week Gr8, Sport activities including limbo and bingo, bake sales, wellbeing days including an RUOK free lunch day provided to our students, and leadership opportunities hosted in Kerang. In 2020 we look forward to continuing to build our leadership skills.



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 the talents of both 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, which 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

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Excelling
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Excelling
LEADING: Management practices and processes	Sustaining and Growing

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.

Improvement Measures

Increased use of data-informed pedagogy by all teachers.

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

Increased percentage of students achieving in the top 2 bands for Literacy and Numeracy in the NAPLAN assessment.

All teachers use the Literacy / Numeracy progressions to develop and implement plans to personalise student learning.

Overall summary of progress

Barham High School has been making steady progress towards Strategic Direction 1: Quality Teaching, Inspired Learning which has allowed us to see some terrific gains in our improvement measures. Throughout 2019 BHS teaching staff have developed a sound understanding of strategies of interpreting data to lead improvement in classroom practice, with staff completing training in data analysis of internal and external data sources as well as school designed and led identification of student needs.

We have seen staff school-wide developing confidence in their ability to analyse assessment data including NAPLAN, PAT and HSC.

We have been recognised for our 2019 Numeracy NAPLAN value added growth data as a leading example of professional practice across the state, where 93% of students achieved above expected growth. Our 2019 value added data was above the state average. We also had 69% of our students in Year 9 achieving above their expected growth prediction in their NAPLAN writing test.

We have seen an increase in the percentage of students achieving in the top two bands for reading, writing and numeracy by 7% since the introduction of the current school plan.

Barham High School has had a number of staff trained in Best Start Year 7 to engage with the Literacy & Numeracy Progressions in 2020 to assist with mapping and analysing student progress.

Progress towards achieving improvement measures

Process 1: Data Skills and Use

Develop staff skills in the collection, analysis and use of data to differentiate student learning and inform future focused learning and assessment practices for all students. Put in place structures and processes for the collection, analysis and use of data across the school.

Evaluation	Funds Expended (Resources)
Overall Barham High School made strong progress with its Data Skills and Use analysing internal and external student assessment data in preparation for 2020. Students completed PAT testing to create a data start point for 2020. Staff capabilities were developed at staff meetings and on SDD's.	PAT Testing Suite \$1,390 Funding Sources: • Low level adjustment for disability (\$1390.00)

Process 2: Curriculum and assessment

Progress towards achieving improvement measures

Process 2:

Implement a collaborative approach to quality teaching, curriculum planning and delivery and formative assessment which is timely, meaningful and responsive to the learning needs of all students, to inform future direction.

Evaluation	Funds Expended (Resources)
<p>In 2019, staff engaged in professional discussions to ensure that school assessment tasks are designed to meet mandatory requirements. Senior executive staff engaged with professional learning designed by Dylan William where learning communities will be established across faculties in 2020. This will enhance the use of formative assessment as a dynamic and embedded strategy to inform teaching across the school.</p> <p>Overall positive progress has been made for this school process. 2019 saw collaboration across the school to design a common assessment task format to be used. Planning for 2020 has been completed to ensure professional growth is happening across the school.</p>	

Process 3: Reflective practices for learning

Implement, review and embed a whole school, systematic approach to develop student capacity to be self directed learners using reflective practices and scaffolding support systems.

Evaluation	Funds Expended (Resources)
<p>Overall the professional learning completed with QTR and Growth Coaching will be continually built on in 2020 to have a school-wide approach to teacher quality. Professional Learning Communities will be developed in 2020 to increase collaboration, data analysis and teacher quality.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Professional Learning (\$6000.00)

Next Steps

The next step is to continually build on our 2019 progress in this strategic direction by developing staff capacity school-wide in Growth Coaching skills. We will be implementing a systematic approach to student data analysis through a collaborative Professional Learning Communities initiative.

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.

Improvement Measures

Professional learning is mapped and coordinated, building staff capacity in a systematic manner.

Internal and external validations show a positive impact of professional learning on teacher capacity and student outcomes.

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.

Overall summary of progress

Highly Effective School Leadership has been a large focus of school improvement within our school plan. 2019 has seen gains in leadership school-wide with a number of staff relieving in leadership positions from Principal, Deputy Principal and Head Teacher. This has developed sustainable leadership within the school to assist in building the capacity of future leaders.

The senior executive members saw an opportunity to train staff in growth coaching, with one member completing the GCI Coaching Accreditation Program and four members completing the Coaching for Leadership training. Barham High School also committed to Quality Teaching Rounds training of two staff members.

Staff PDPs were at the centre of professional growth in negotiating targets, with staff training being designed around a combination of Staff PDP goals.

The SEF S-AS has seen staff having stronger confidence in their practice, with high results in NAPLAN and HSC tests for 2019. Staff believe that the school is excelling in supporting the professional learning of staff at Barham High School.

The coaching training has been established and a focus for 2020 will be to see more staff being trained in growth coaching to develop a systematic approach to the PDP process.

Progress towards achieving improvement measures

Process 1: Professional Development Framework

Develop and implement a professional development framework across the school using mentoring, coaching, collaboration and evidence based research to improve practice, based on a rigorous PDP process.

Evaluation	Funds Expended (Resources)
Overall the progress made in staff developing the capacity in growth coaching and QTR will be instrumental in fulfilling the overall goal of having Professional Learning Communities across the school, which will develop collaboration and a systematic approach to professional learning in 2020.	Funding Sources: <ul style="list-style-type: none">• Professional Learning (\$6000.00)

Process 2: Dynamic Leadership

Provide dynamic leadership opportunities and support to up-skill and recognise and target strengths, facilitating leadership growth in staff and students.

Evaluation	Funds Expended (Resources)
Overall Dynamic Leadership has been a successful process in 2019, with a	

Progress towards achieving improvement measures

number of initiatives being led by staff to increase leadership capacity school-wide.	
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Next Steps

The next steps towards continually improving on this Strategic Direction in 2020 will be to develop PLC's across the school to meet on a regular basis to discuss student data, teaching practice and developing an understanding of high quality teaching practices.

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.

Improvement Measures

Increased number of students demonstrating resilience when facing adversity in their learning and as part of their daily lives.

Increased number of community based agencies providing support services to the school.

School engagement data from the "Tell Them From Me" survey will compare favourably with state data.

Overall summary of progress

In 2019 Barham High School excelled in the Wellbeing opportunities that we were able to offer our students, staff and school community. We held our annual Week Gr8 initiatives each term as well as our annual Mothers and Fathers Day breakfasts. Our Semester 1 Rewards Excursion was an all expenses paid excursion to the MCG to see Essendon vs Hawthorn and the Semester 2 Rewards Excursion was an all expenses paid excursion to Moama to attend the water park. Students had to qualify to attend and we had a high percentage of students being eligible to attend. In 2019 we also engaged with Enlighten Education to run programs for our students with the Butterfly Effect Girls program and Goodfellas Boys program.

Progress towards achieving improvement measures

Process 1: Wellbeing for Success

Develop and source a range of opportunities and activities to design a whole school, integrated approach to wellbeing where all members of the school community can connect, succeed and thrive.

Evaluation	Funds Expended (Resources)
Overall the wellbeing initiatives conducted in 2019 had a positive impact on student engagement, with a higher percentage of students eligible for the Semester 2 Rewards Excursion.	Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$10000.00)

Process 2: Community Connections

Implement a whole-school approach whereby the school actively engages with the wider school community to strengthen school and community partnerships to enhance effective resilience and wellbeing programs within the school.

Evaluation	Funds Expended (Resources)
Overall in 2019, Barham High School reinforced our positive reputation within the community, with our engagement with external providers for wellbeing programs to ensure our students could connect, succeed and thrive.	

Process 3: Systems and Structures

Evaluate current programs and policies using the wellbeing self-assessment tool and update processes in line with the framework.

Evaluation	Funds Expended (Resources)

Progress towards achieving improvement measures

In 2019 Barham High School staff evaluated the school's progress against the Wellbeing Framework. The evaluation indicated that Barham High School was meeting a high number of objectives within the framework, indicating the success of our 2019 Wellbeing programs.

Next Steps

In 2020 we will be engaging with the Resilience Project's online platform, allowing our students and staff to access these resources on a regular basis to continually develop the whole student. We want to continually build on our communication with our school community and will be looking at a number of platforms to engage with them.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: • Aboriginal background loading (\$544.00)	This allowed our Indigenous students to attend curriculum school excursions to assist students in developing a stronger understanding of the content.
Low level adjustment for disability	Funding Sources: • Low level adjustment for disability (\$77 800.00)	Overall The Low level adjustment for disability funding support was used to employ additional staffing to cater for our student needs. This included additional teaching and support staff within classes.
Socio-economic background	Funding Sources: • Socio-economic background (\$142 279.00)	The socio-economic funding was expended to build up ICT resources within the school to provide our students access to resources. Funds were also used to assist student learning school-wide.
Support for beginning teachers	Funding Sources: • Support for beginning teachers (\$2 140.00)	The beginning teacher funding was used to assist beginning teachers to achieve accreditation as well as to cover costs for professional learning opportunities.



Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	74	72	71	79
Girls	81	78	68	77

Student attendance profile

School				
Year	2016	2017	2018	2019
7	92.3	91.7	89.6	92
8	91.3	90.8	88.3	82.8
9	91.1	89.8	89	89.6
10	93.9	84.4	85.8	84.2
11	93.4	93.1	89.6	88.7
12	89.4	94.3	94.2	92.2
All Years	92	90.3	89.2	88
State DoE				
Year	2016	2017	2018	2019
7	92.8	92.7	91.8	91.2
8	90.5	90.5	89.3	88.6
9	89.1	89.1	87.7	87.2
10	87.6	87.3	86.1	85.5
11	88.2	88.2	86.6	86.6
12	90.1	90.1	89	88.6
All Years	89.7	89.6	88.4	88

Barham High School worked extensively with our Home School Liaison Officer Sarah Campbell to assist in improving student attendance. Students were rewarded for their positive engagement in attending school, with each term students receiving canteen vouchers for high percentage or significant improvement of school attendance.

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	0
Employment	8	0	6
TAFE entry	4	10	0
University Entry	0	0	94
Other	0	0	0
Unknown	0	0	0

2019 was a highly successful year for our Year 12 class which had outstanding results and all students who applied for university entry received offers. We are proud of our students who have gained employment at the end of 2019 with a number of students receiving apprenticeships which is included in the TAFE entry data.

Year 12 students undertaking vocational or trade training

15.00% of Year 12 students at Barham High School undertook vocational education and training in 2019.

Year 12 students attaining HSC or equivalent vocational education qualification

33% of our HSC VET students received a qualification in their chosen course.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Head Teacher(s)	3
Classroom Teacher(s)	11.4
Learning and Support Teacher(s)	0.5
Teacher Librarian	1
School Administration and Support Staff	5.38
Other Positions	1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

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

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

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

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	275,171
Revenue	3,354,722
Appropriation	3,280,431
Sale of Goods and Services	531
Grants and contributions	65,993
Investment income	1,731
Other revenue	6,035
Expenses	-3,427,708
Employee related	-2,911,888
Operating expenses	-515,820
Surplus / deficit for the year	-72,986

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.

Whilst the figures within the table are indicating a deficit for year end of 2019, there were additional payments to offset this at the conclusion of the calendar year, which were not included prior to this pre-populated amount. Barham High School had an opening balance of \$202,186 in 2020 and received additional reimbursement payments of \$92,129 resulting in an actual balance of \$294,315.00

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	66,270
Equity Total	138,497
Equity - Aboriginal	5,611
Equity - Socio-economic	55,025
Equity - Language	0
Equity - Disability	77,860
Base Total	2,791,302
Base - Per Capita	32,615
Base - Location	62,084
Base - Other	2,696,604
Other Total	126,251
Grand Total	3,122,320

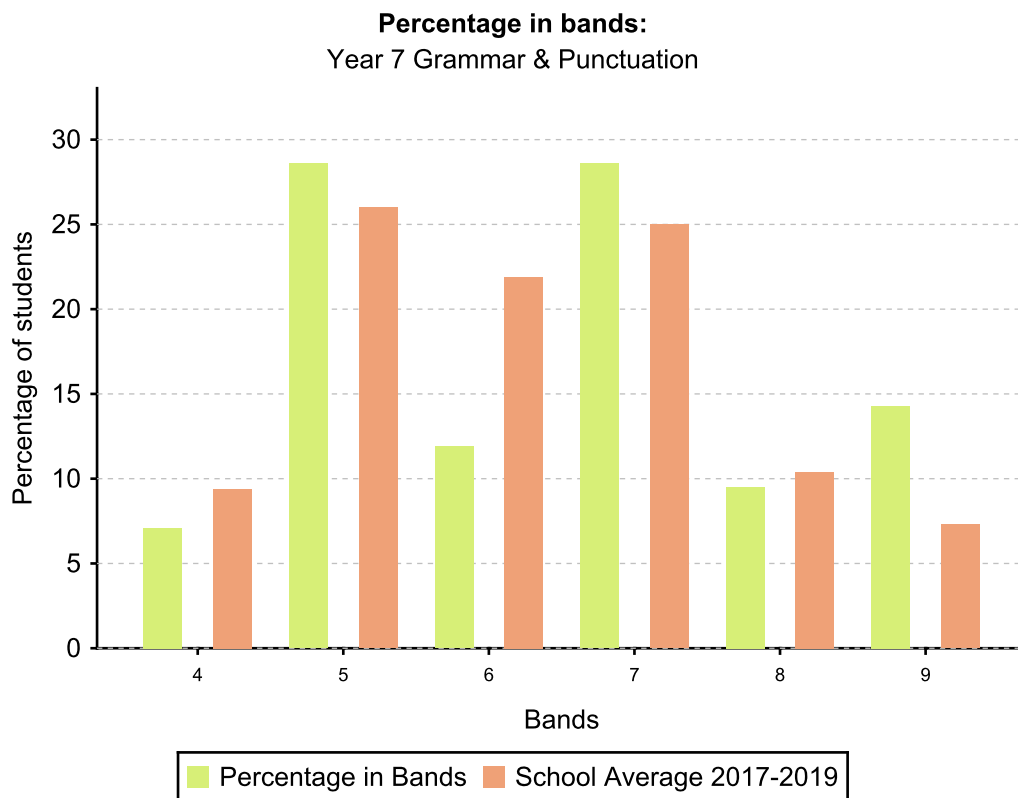
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

School performance - NAPLAN

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

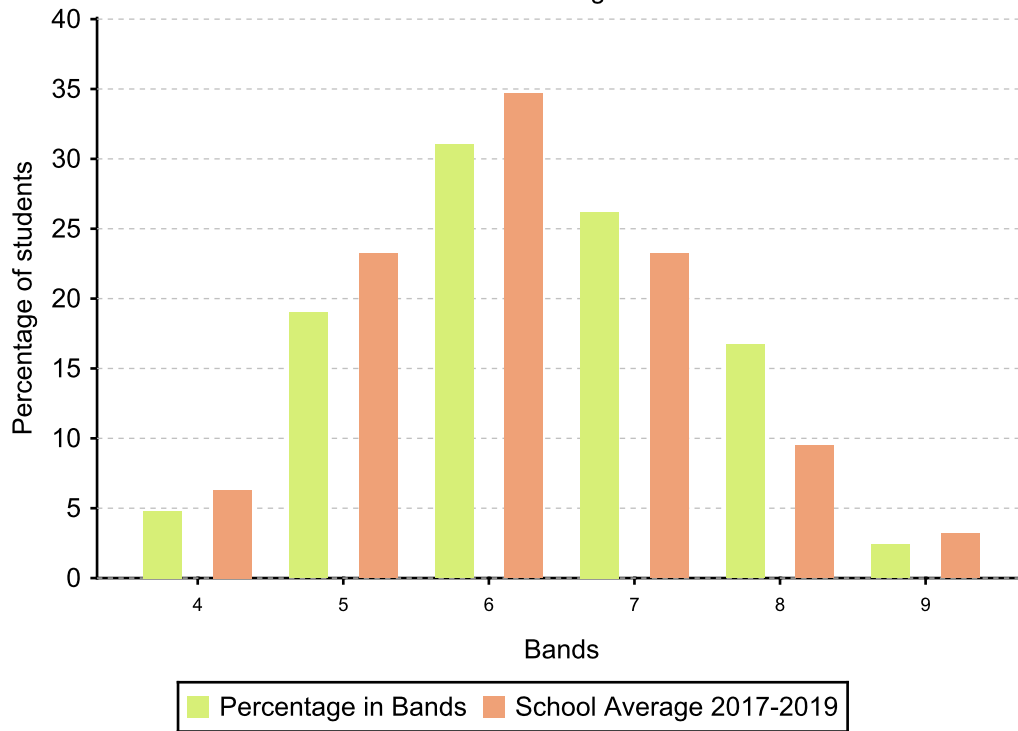
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should be treated with care.

Literacy and Numeracy Graphs



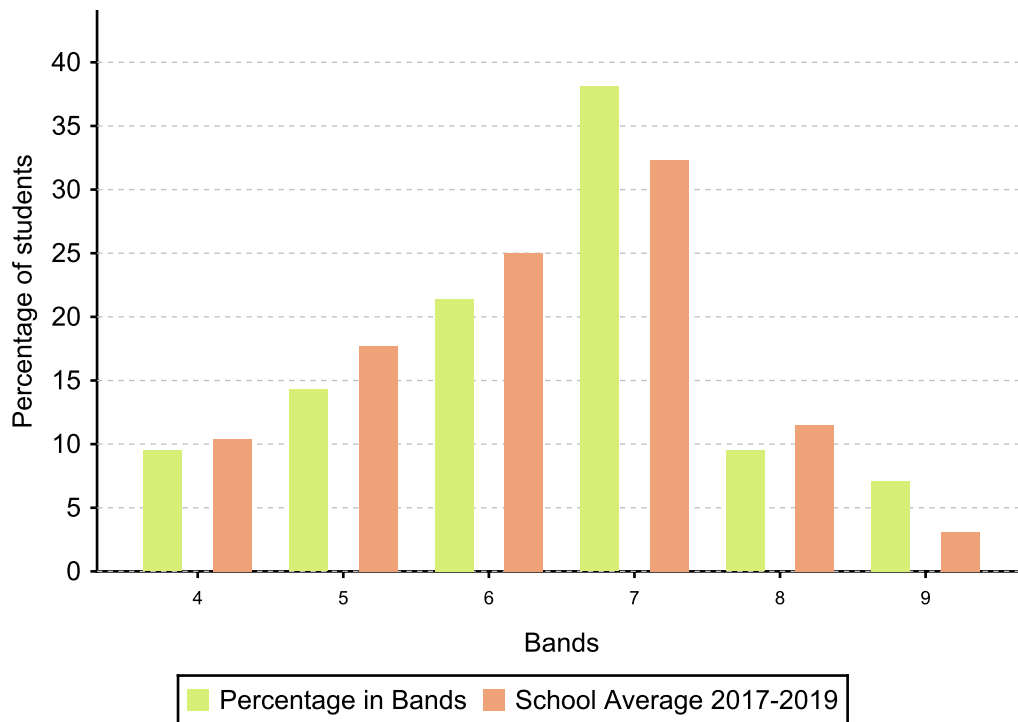
Band	4	5	6	7	8	9
Percentage of students	7.1	28.6	11.9	28.6	9.5	14.3
School avg 2017-2019	9.4	26	21.9	25	10.4	7.3

**Percentage in bands:
Year 7 Reading**



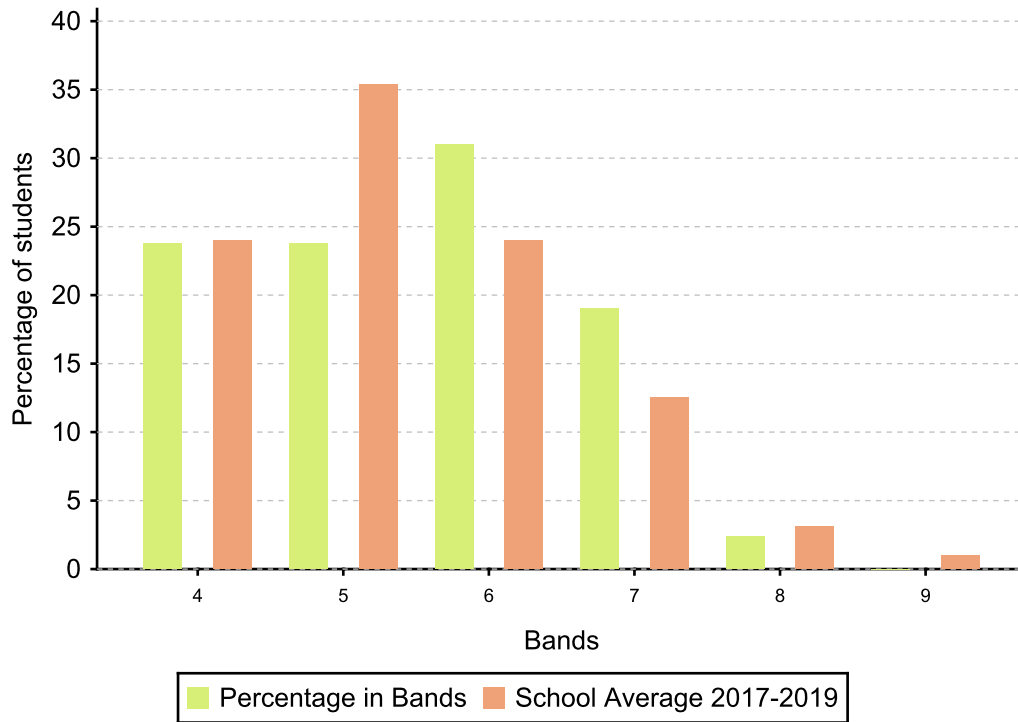
Band	4	5	6	7	8	9
Percentage of students	4.8	19.0	31.0	26.2	16.7	2.4
School avg 2017-2019	6.3	23.2	34.7	23.2	9.5	3.2

**Percentage in bands:
Year 7 Spelling**



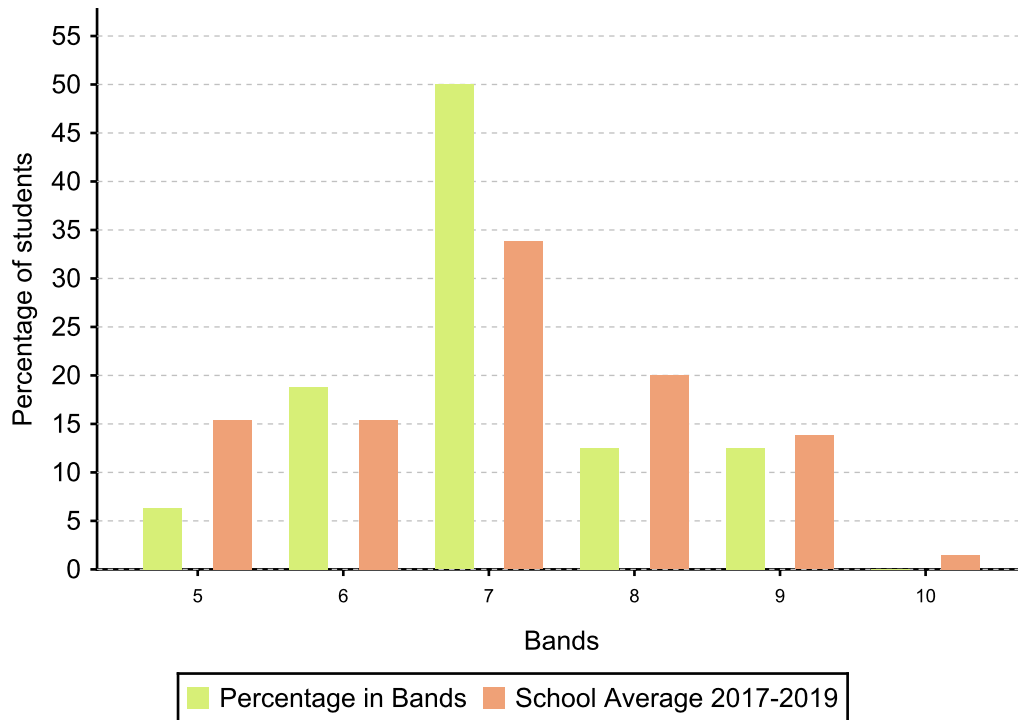
Band	4	5	6	7	8	9
Percentage of students	9.5	14.3	21.4	38.1	9.5	7.1
School avg 2017-2019	10.4	17.7	25	32.3	11.5	3.1

Percentage in bands:
Year 7 Writing



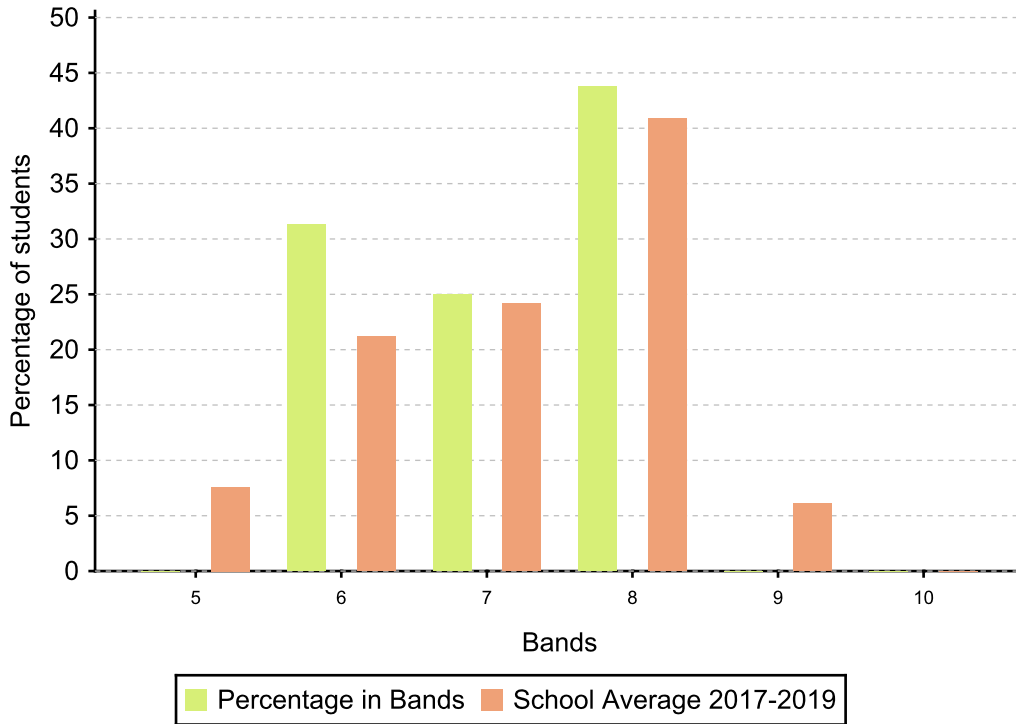
Band	4	5	6	7	8	9
Percentage of students	23.8	23.8	31.0	19.0	2.4	0.0
School avg 2017-2019	24	35.4	24	12.5	3.1	1

Percentage in bands:
Year 9 Grammar & Punctuation



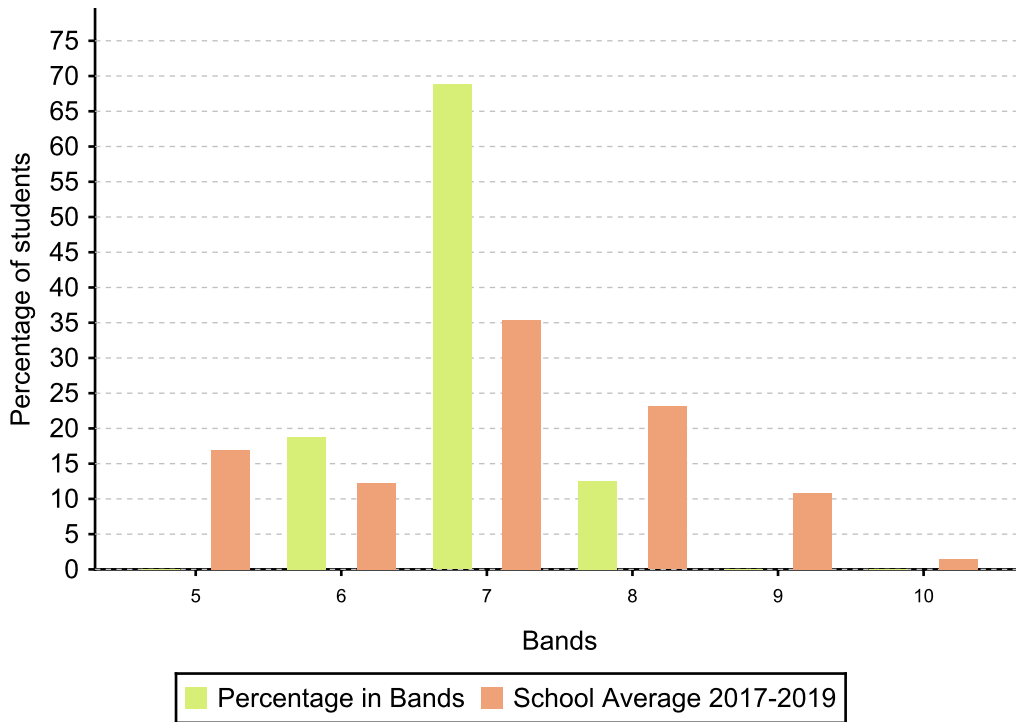
Band	5	6	7	8	9	10
Percentage of students	6.3	18.8	50.0	12.5	12.5	0.0
School avg 2017-2019	15.4	15.4	33.8	20	13.8	1.5

Percentage in bands:
Year 9 Reading



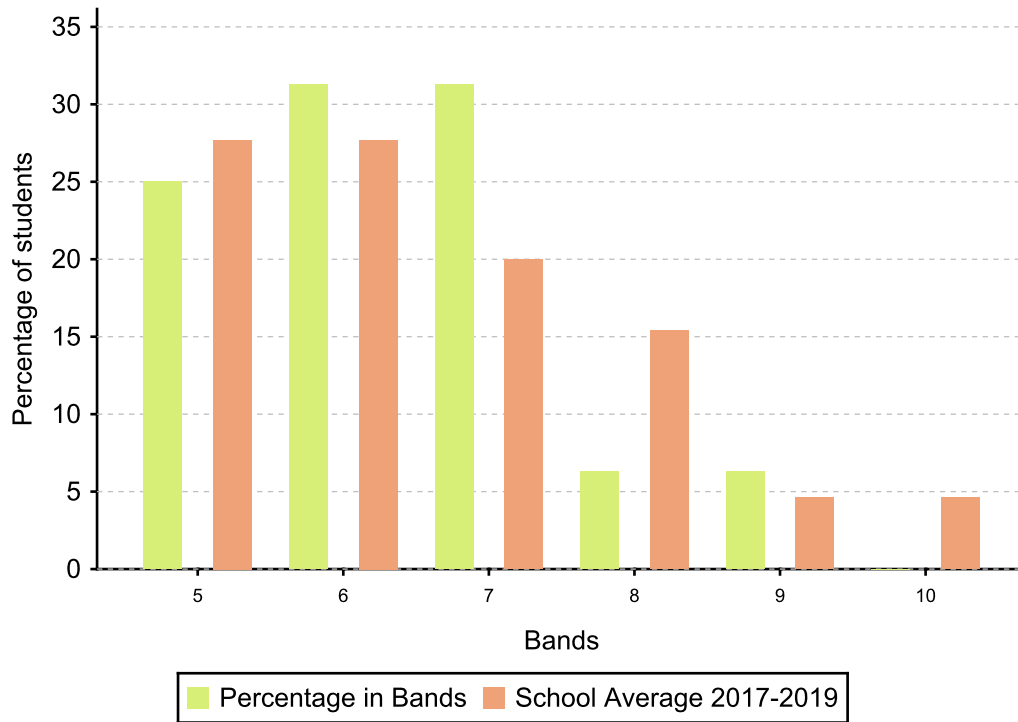
Band	5	6	7	8	9	10
Percentage of students	0.0	31.3	25.0	43.8	0.0	0.0
School avg 2017-2019	7.6	21.2	24.2	40.9	6.1	0

Percentage in bands:
Year 9 Spelling



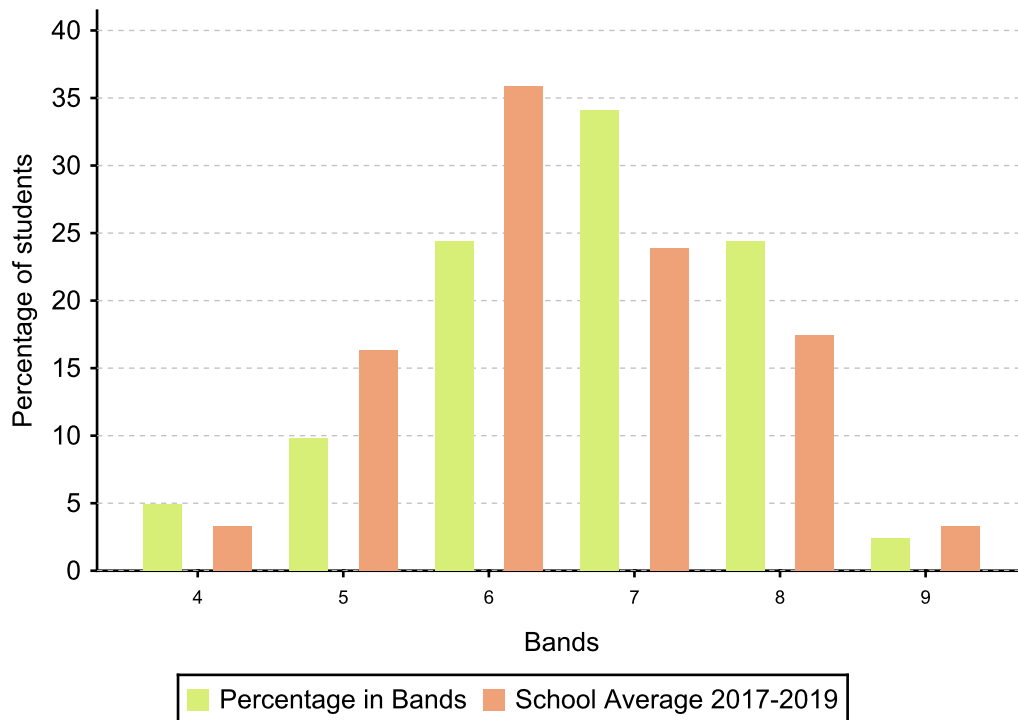
Band	5	6	7	8	9	10
Percentage of students	0.0	18.8	68.8	12.5	0.0	0.0
School avg 2017-2019	16.9	12.3	35.4	23.1	10.8	1.5

Percentage in bands:
Year 9 Writing



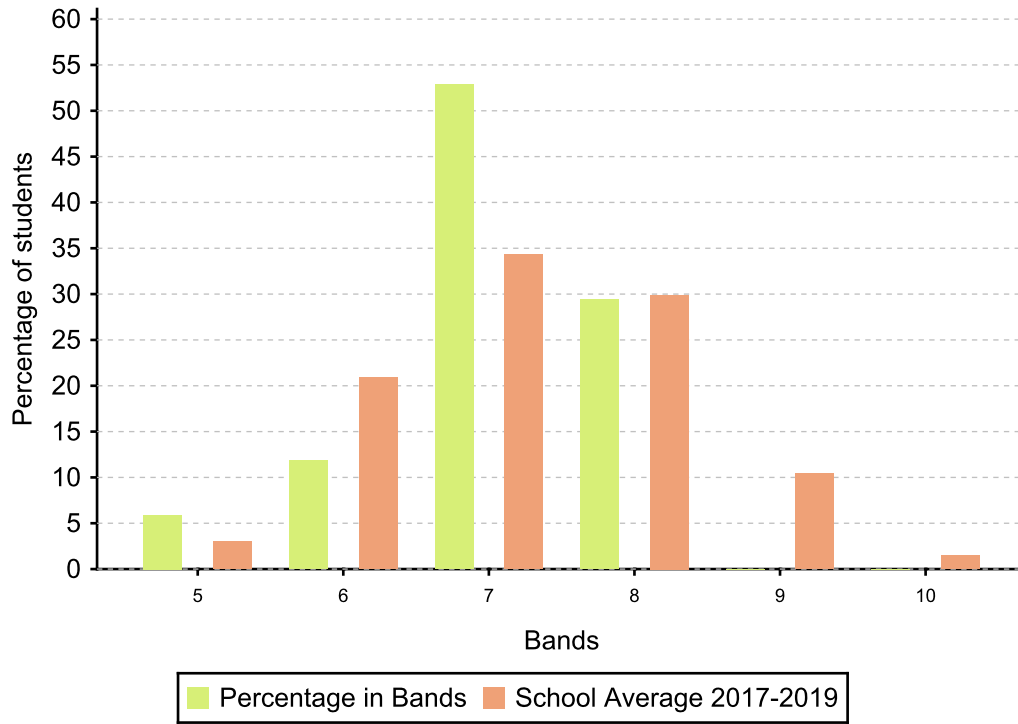
Band	5	6	7	8	9	10
Percentage of students	25.0	31.3	31.3	6.3	6.3	0.0
School avg 2017-2019	27.7	27.7	20	15.4	4.6	4.6

Percentage in bands:
Year 7 Numeracy



Band	4	5	6	7	8	9
Percentage of students	4.9	9.8	24.4	34.1	24.4	2.4
School avg 2017-2019	3.3	16.3	35.9	23.9	17.4	3.3

**Percentage in bands:
Year 9 Numeracy**



Band	5	6	7	8	9	10
Percentage of students	5.9	11.8	52.9	29.4	0.0	0.0
School avg 2017-2019	3	20.9	34.3	29.9	10.4	1.5

Barham High School was very pleased with our 2019 NAPLAN data which represent 2 or more years growth for 2 years of schooling for the majority of students. This is indicative of the positive impact that our school has on Literacy and Numeracy across the school.



School performance - HSC

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

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.

2019 was one of our most successful group of HSC students for several years.

Hard work and high expectations on students continually helped our HSC students grow and improve over time. Our 2019 HSC students had tremendous success as a result of their diligent work and cohesion to work together. The class of 2019 had 2 students achieve band 6 results in two of their subjects.

We had 73 out of 85 individual subject results studied this year in the HSC achieving a result in the top 3 bands, with no results in the bottom band at all.

This wasn't an easy feat for our class of 2019 and they have proven that with consistently working to the best of their abilities they will be rewarded.

We had two students achieve ATAR's in the 90's with Matthew Hird achieving an ATAR of 95.60 and Sophie Disher with 90.90

We are so very proud of each and every student at Barham High School, and for our 2019 HSC students, it is a result of their schooling in public education at one of the smallest high schools in NSW.

in 2019 we were able to offer our students. 44 courses for our 40 students in Year 11 and 12, which is enviable of much larger schools.



Parent/caregiver, student, teacher satisfaction

In 2019 BHS completed the Tell Them From Me (TTFM) parent and student survey to gather the perception of the school's progress. The data gathered from the parent survey indicated the following:

- Parents had been involved in conversations with classroom teachers
- Parents believed the school resources were of a pleasing standard
- Social media and text messages are the preferred means of communication
- 92% of parents surveyed believed their child would complete Yr 12
- 77% of parents surveyed believed the school offered a wide and varied curriculum

The data gathered from the student survey indicated:

- 85% of students felt that their behaviour was positive
- Students felt that the skills they will require in the future are communication, working in a team and problem-solving

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.

Other School Programs (optional)

Wellbeing Programs

Student wellbeing is a core focus for staff at Barham High. Wellbeing initiatives in place include:

- One specific Year advisor to act as a mentor teacher.
- Numerous orientation days to assist with a smooth transition to the high school environment
- The Merit & Award program at BHS acknowledges the achievements of the students
- A safe, secure and caring learning environment
- Rewards Excursions
- Drug and Alcohol awareness workshops
- Sexual education awareness workshops
- Peer Tutoring Program
- Anti-bullying workshops
- School Spectacular
- Student/Parent/Teacher 3 way interviews
- Fortnightly year meetings and whole school assemblies
- Anti-racism policy
- Recognition assemblies
- BHS Ready2Learn program ensures students are equipped with the necessary skills to allow them to begin learning
- BHS Extend & Exceed Program
- LoveBites Domestic Violence Awareness workshop
- Boys & Girls programs e.g Butterfly Program & Good Fellas
- Safe Driver Education Program

- Study skills days
- HSC study days
- Book Week
- Zohab Zee Khan Performance
- Reading Hour
- Science Week
- Get That Job Day
- 10% on top mentoring program for students in year 12

Extra Curricular Activities

BHS offers numerous extra curricular activities for our students, enabling them to develop as well rounded individuals. Examples include:

- Athletics, Cross Country and Swimming Carnivals
- Sporting teams in Australian Rules, Netball, Basketball, Soccer, Tennis, Clay Target shooting, cricket
- Riverina Dance Festival
- School Spectacular
- Great Victorian Bike Ride
- Tertiary Tours
- Work Experience
- VET Work Placement
- Fairfax Drama Program & Bell Shakespeare workshops
- Show Cattle parading
- Lunch-time sport competitions
- Maths@Work Program
- NSW Premier Student Volunteering Program
- NSW Premier Sports Challenge
- School leadership programs including Student Representative Council, Grip Leadership Conference, Youth Parliament.
- Debating
- Chess
- Dance
- Footy Colours Day
- Drama & Music Camps
- Work readiness programs eg; Get that Job Day, Mock Interviews and WHS White Card.

