

2020 Annual Report

Barham High School



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Introduction

The Annual Report for 2020 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

It gives me great pleasure to write the principal report for the 2020 Annual School Report.

2020 was a year like no other school year we have ever experienced. Throughout the impact of COVID our school has done an outstanding job in ensuring that every student has had access to curriculum and continuity of learning. The school was well positioned and resourced to have devices to assist our students and is a result of the strategic resourcing of ICT over the last three years as part of the 2018-2020 School Plan. The staff were amazing in being able to produce materials on online platforms for every subject in every year group within two days, with no additional release or planning time. Our school worked very productively and successfully with the NSW DoE and NSW Police to ensure that our students and staff had minimal impact with the border restrictions.

BHS has had major upgrades and improvements again in 2020 with the completion of the Science Lab, courtesy of a Federal Grant and school contribution funding. We also improved a number of our learning environments for students with a number of classrooms receiving new desks which allow for collaboration and group work.

The first of a four year strategic resourcing of the Industrial Technology room saw a number of new metalwork and woodworking machines and replacement upgrades of others.

The Rural Experience Program (the program) is an initiative of Rural and Remote Education, a blueprint for action, and part of the Rural and Remote Human Resources Strategy 2017. In 2020 we hosted our second Rural Experience Program teacher in Mr Martin Shevels as our Head Teacher Teaching and Learning. This has been a successful program for participants with our last two participants taking up employment opportunities in rural schools the following year.

Even with the impact of COVID in 2020, I have thoroughly enjoyed the relieving Principal position in 2019 and 2020. We have seen significant gains in our external school performance data as well as a number of school led initiatives with classroom and resource upgrades. When I relieved in 2017 I led the school in the development of the 2018-2020 School Plan, and can honestly say we have achieved all that we set out to do.

We have again completed an extensive Situational Analysis which will shape the future directions of the 2021-2024 Strategic Improvement Plan. The External Validation of 2020 indicated that BHS was excelling in a number of areas of the School Excellence Framework, and we are striving to maintain and build on this.

I would like to thank the students, staff and the P&C for their continual support through a challenging year. I look forward to the progress that BHS will be making over the coming years and continuing to build on the high performing school that BHS is.

Mr Brendan Yu

2020 Relieving Principal

P&C Presidents Report:

The Barham High School P&C presidents report can usually be relatively consistent from year to year with only a few minor details changed but hopefully 2020 will not be repeated. The extenuating circumstances of the Global Pandemic resulted in a lot of changes within the Barham High School community but one of the most noticeable things, was that everyone pulled together as a team. Throughout the pandemic, the school families continued to donate second-hand uniforms to the P&C uniform shop. The recycled uniforms will play an important role throughout the 3-year transition into the new BHS uniform, donations of used uniforms are greatly appreciated. I would like to thank each and every one of you for your dedication to the care and education of our local students. Our P&C managed school canteen is an essential service and caters for students from Kindergarten to year 12. During the COVID-19 crisis this became even more apparent when locals experienced difficulty obtaining basic grocery items, that would normally be taken to school in lunchboxes. Moving to a cashless canteen transaction system allowed the BHS and BPS families to safely access quality food items for their children during school hours and assisted to relieve the families accumulating COVID related problems. So, some good has evolved from the initial hardships that we all felt during 2020 and it looks like the cashless system, the canteen sneeze guards and COVID-safe canteen practice are here to stay.

Written by Sharon McInnes

BHS P&C President 2020

School vision

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.



Front of BHS

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 and participated in an external validation. 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. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
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	Excelling

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.

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)
<p>Overall there has been a structured approach to data analysis of student performance. We have identified our students to target for areas of growth in reading and numeracy and will be implementing individual targeted approaches for them in 2021. We have analysed student achievement in internal (PAT) and external (NAPLAN) tests, which indicate student growth in numeracy and writing has been positive.</p> <p>Differentiated learning in Year 8 Mathematics and English will be tracked in 2021 external testing data (NAPLAN)</p>	<p>Professional Learning Communities (0.4 staffing release)</p>

Process 2: Curriculum and assessment

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>Staff have developed a shared vision for improvement within the school and we will again be incorporating PLC's into our allocations for 2021 This will allow us to develop teacher capacity in quality teaching and a structured approach to individual learning needs of our students. Whilst the PLC's were effective when implemented, the COVID restrictions limited the success of this for 2020.</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.

Progress towards achieving improvement measures

Evaluation

Funds Expended (Resources)

Students reflected on their effort and application post-COVID and were given the opportunity to reflect on the progress that they have made since returning to fulltime classes. Students have had mixed responses to their progress and application to their studies.

Next Steps

In 2021 we will be utilising the ISLP post COVID funding to develop an ILP for each student which will be used to assist them in developing a stronger understanding of their progress. Staff will also have a 1 period allocation to develop teacher capacity and collaboration in Professional Learning Communities.



School Planning

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.

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)
Staff have developed a stronger approach to collaboration throughout 2020, with the sharing of ideas and resources within their PLC's and throughout the approach to which BHS tackled the impacts of COVID-19. We have seen growth in teacher capacity in this area, and with a structured approach and implementation of the PLC's in 2021, we are confident to continue to see the improvements and growth in staff.	

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)
The growth coaching model professional learning undertaken in term 1 2020, assisted staff in collaborating and coaching each other to approach the online learning from home program.	Funding Sources: <ul style="list-style-type: none">• Professional learning (\$5000.00)

Next Steps

In 2021 we will be developing leadership within school, with two staff members sharing Head Teacher responsibilities. Staff will utilise the PLC time to work on developing a shared vision for improving Literacy and Numeracy in a collaborative format.

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.

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 students re-engaged after the learning from home program at varying levels. A post-COVID transition class was developed to assist students to re-engage.	

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)
Throughout the COVID restrictions it was difficult to engage with external providers to deliver wellbeing programs for our students. We increased communication with our parents in carers in the format of Vlogs and SMS to keep them informed.	

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)
Overall the Wellbeing Self Assessment Tool allowed the school to reflect on the progress made, and what we can do to continually support students to learn.	

Next Steps

In 2021 BHS will focus on improving student attendance to ensure that every student has the opportunity to engage with learning and achieve success. We will be utilising the assistance of external providers in Motov8 and Headspace.



Happy students with their timber projects

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: <ul style="list-style-type: none"> Aboriginal background loading (\$8 871.00) 	<p>In 2020 Barham High School commenced work on an Indigenous outdoor learning area and yarning circle for classes to be held outdoors. This project will continue to be developed in 2021.</p> <p>Funds were also used for supporting Indigenous students at BHS with accessing learning opportunities.</p>
Low level adjustment for disability	0.7 staffing for LaST Funding Sources: <ul style="list-style-type: none"> Low level adjustment for disability (\$76 568.00) 	<p>Through the employment of the LaST we have been able to support our students and identify support required for them to adjust the school. The staff member has been instrumental in the approach post-COVID. The staff member has completed a number of initiatives including numerous Access Requests to assist in providing support for our students.</p> <p>The review of student Personalised Student Learning Plans and coordinating a Transition class for 3 weeks at the easing of COVID restrictions allowed students to adjust to returning to school.</p>
Socio-economic background	SLSO Funding Sources: <ul style="list-style-type: none"> Socio-economic background (\$82 859.00) 	<p>In 2020 BHS ensured that every student was supported to have continuity of learning. This allowed the school to focus this funding on purchasing technology equipment to support the school's learning from home program.</p> <p>The school had a strong focus on ensuring student wellbeing was supported throughout the COVID pandemic and once students returned to face to face learning there were a number of wellbeing initiatives which were run by the school.</p> <p>The Socioeconomic funding was also utilised to employ additional SLSO support to support students with varying learning capabilities.</p>
Support for beginning teachers	0.1 release time for beginning teacher. Funding Sources: <ul style="list-style-type: none"> Support for beginning teachers (\$14 481.00) 	<p>Overall this teacher benefitted from the 1:1 mentoring by the experienced teacher with the delivery of HSC Chemistry. The students also benefitted from the tuition of the experienced teacher and beginning teacher in a team-teaching approach. The teacher was able to identify growth in teaching practice and has assisted them on their professional development.</p>



Yr 8 South Coast Excursion

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	72	71	79	75
Girls	78	68	77	74

Enrolments have remained constant over the last few years with students numbers projected to increase over the next three years.

Student attendance profile

Year	School			
	2017	2018	2019	2020
7	91.7	89.6	92	89.2
8	90.8	88.3	82.8	85.5
9	89.8	89	89.6	85.1
10	84.4	85.8	84.2	78.5
11	93.1	89.6	88.7	77.2
12	94.3	94.2	92.2	85.1
All Years	90.3	89.2	88	84
Year	State DoE			
	2017	2018	2019	2020
7	92.7	91.8	91.2	92.1
8	90.5	89.3	88.6	90.1
9	89.1	87.7	87.2	89
10	87.3	86.1	85.5	87.7
11	88.2	86.6	86.6	88.2
12	90.1	89	88.6	90.4
All Years	89.6	88.4	88	89.6

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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	5	0
Employment	3	32	31
TAFE entry	0	5	0
University Entry	0	0	69
Other	0	5	0
Unknown	0	0	0

Year 12 students undertaking vocational or trade training

52.63% of Year 12 students at Barham High School undertook vocational education and training in 2020.

Year 12 students attaining HSC or equivalent vocational education qualification

92.9% of all Year 12 students at Barham High School expected to complete Year 12 in 2020 received a Higher School Certificate or equivalent vocational education and training qualification.



Strawberry Field Planting

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Head Teacher(s)	3
Classroom Teacher(s)	11.6
Learning and Support Teacher(s)	0.5
Teacher Librarian	1
School Counsellor	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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

During 2020 we had two teachers complete their evidence for proficient teacher accreditation as well as Mr Don Taylor receiving his 40 years of service certificate.



Mr Don Taylor 40 Years of Service

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	202,186
Revenue	3,750,672
Appropriation	3,692,747
Sale of Goods and Services	564
Grants and contributions	47,008
Investment income	582
Other revenue	9,771
Expenses	-3,583,265
Employee related	-3,093,188
Operating expenses	-490,077
Surplus / deficit for the year	167,407
Closing Balance	369,593

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.

In 2020 the school completed a number of improvements within the learning spaces.

- Science Laboratory upgrade: \$55,000 with \$20,000 from Federal Funds grant
- Workshop Machinery upgrade: \$25,000
- Storage shed, blinds, furniture.



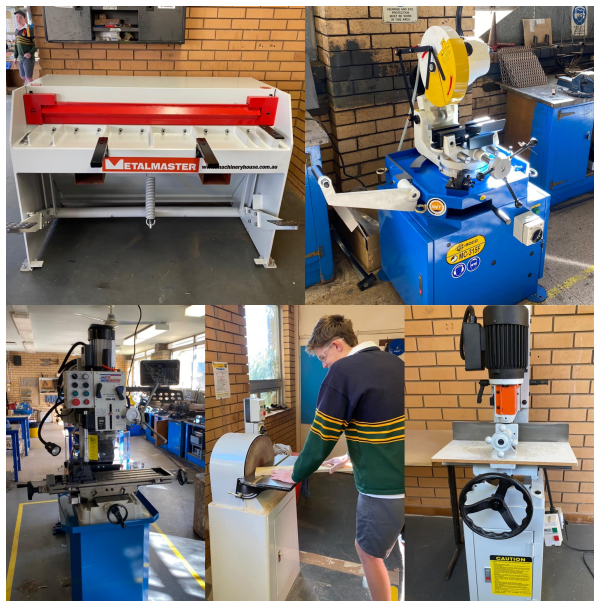
Science Lab upgrade

Financial summary - Equity loadings

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

	2020 Approved SBA (\$)
Targeted Total	56,293
Equity Total	169,044
Equity - Aboriginal	8,871
Equity - Socio-economic	82,859
Equity - Language	0
Equity - Disability	77,314
Base Total	2,929,719
Base - Per Capita	37,447
Base - Location	72,007
Base - Other	2,820,266
Other Total	331,508
Grand Total	3,486,565

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.



New machines in the workshop

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

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.



Subject	School 2020	SSSG	State	School Average 2018-2020
Biology	68.6	67.1	70.8	73.6

Parent/caregiver, student, teacher satisfaction

In 2020 BHS completed the Tell Them From Me Survey for students and teachers. This was used to evaluate our progress and assist the school as we completed the External Validation in 2020. The results from these surveys were also used for the school situational analysis in the development of the 2021-2024 Strategic Improvement Plan.



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.