

# 2021 Annual Report

## Barham High School



8461

# Introduction

The Annual Report for 2021 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 Strategic Improvement 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.

## School contact details

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Barham High School

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## School vision

At Barham High School we inspire students to become lifelong learners who pursue personal excellence through a dynamic, engaging, safe inclusive and effective learning environment. We utilise consistent and sustainable processes and systems to build a culture of high expectations and quality teaching practices. We foster and maintain an environment of inclusion in order to develop positive and respectful relationships, enabling students to connect, succeed, thrive and learn.

## School context

Barham High School is a small rural and remote school situated on the Murray River, and is on the land of the traditional custodians, the Barapa Barapa nation.

The school draws students from both NSW and Victoria from our community of feeder schools in Koondrook, Murrabit, Moulamein, Wakool/Burraboi and Bunaloo Primary Schools. The student population is approximately 150 which is projected to increase over the next 4 years.

Barham High School is well resourced with every learning space having technology available to display relevant content to the students. The school has three science laboratories with two receiving an upgrade in 2020 and 2021. Technology has been a major focus for the school, and it is readily available for our students with two computer labs with 50 desktop computers and over 100 laptops to be used for our students. We have modern facilities, including a large 5 acre, productive agricultural farm on campus.

The majority of the school's equity funding will be used to support initiatives developed in the 2021 - 2024 Strategic Improvement Plan. Some funds will be used to support other activities not embedded in this plan.

As a result of the school's situational analysis, it has been determined that a whole school approach is required to achieve improvement in student performance. The school is committed to continually improving effective classroom practices with staff collaboration and professional learning in data collection, analysis and use driving differentiated learning and support programs.

We will continue to augment processes and practices within the school to ensure that every student feels known, valued and cared for. We will forge positive relationships that allow our whole community feels a true sense of belonging. We will continue our relationship with external agencies who assist with developing a holistic approach to student learning. These services include: Murray River Council, Gannawarra Shire Council, CAHMS, Vinnies Reconnect, NDCH, HeadSpace. In 2021, we will establish a Multi-categorical support class which will assist in students with specific needs, being assisted to access the curriculum.

## 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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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>

### Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
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	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1: Student growth and attainment

### Purpose

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In order to enable student growth and attainment, we will use explicit, evidence informed teaching practices, utilising student assessment data and high impact professional learning to drive improvement.

### Initiatives

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This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Effective Use of Data
- Explicit teaching

### Resources allocated to this strategic direction

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**Socio-economic background:** \$22,424.00

**Professional learning:** \$15,000.00

**Low level adjustment for disability:** \$24,430.00

### Summary of progress

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#### Effective use of data.

The focus for 2021 was to increase student learning outcomes through the effective use of data. Initially this required a dual approach of firstly collecting and compiling student data from a range of internal and external sources and secondly increasing the understanding and capacity of staff to analyse the curated data and integrate the suggested outcomes into their teaching and learning programs. School resources were utilised to appoint a Head Teacher, Teaching and Learning who worked closely with Learning Support Team, Deputy Principal and school executive to analyse student achievement data. Teaching staff engaged in professional learning in a variety of formats including staff meetings, Professional Learning Communities (PLC) and targeted regional support program to analyse and interpret student data as well as utilise available resources to link to suggested teaching strategies and resources.

A student achievement handbook was published which outlined a synthesis of internal and external data for each student in the year 7 to year 9 cohort and was organised into achievement bands. This was made available to each teacher and was consistently updated throughout the year as more data emerged. Professional learning opportunities, delivered at a faculty, whole staff and regionally supported level as increased teachers' knowledge of data collection and evaluation to develop evidence based teaching strategies, with a specific focus on explicit teaching. The development of PLCs allowed the opportunity for regular feedback on teaching practices to enhance consistent and reliable student assessment and continuous tracking of student progress and achievement.

Next year the school will continue to develop student literacy skills, specially focusing on comprehension and inferencing as this has been determined as an area for improvement. HSC trend data will all be revisited and interpreted across the school to develop a shared understanding of improvement measures to be employed to increase student HSC outcomes.

#### Explicit Teaching

The focus for 2021 was an explicit approach to teaching practices to improve reading across all key learning areas. Barham High School was offered the opportunity to engage with the Strategic School Support program (SSS) which enabled regional support personnel to provide targeting professional learning to staff to increase the reading capacity of our students. The emergence of COVID in the later part of the year resulted in unexpected positive outcomes for teaching and learning, as staff adapted to online learning and the production of quality teaching resources. Explicit teaching methods combined with increasing use of technology allowed teachers to deliver specific and engaging content that was directed towards student need. School resources were also directed into learning support to directly assist students achieve learning outcomes.

Significant data collection and analysis of student achievement, combined with immersion through staff meetings and presentations from regional personnel at the commencement of the SSS program set the premise of improvement and gave a defined scaffold of the intended outcomes of the program. The SSS program demonstrated significant shift in the teaching of reading throughout the school, the regular professional learning events significantly increased staff capacity and to share and reflect on their learning. Unfortunately, COVID lockdowns hampered the momentum with a significant work-from-home period. During this time, BHS staff continued their engagement with regional personnel by participating in professional learning via video conference as well as continuing to participate in virtual Professional Learning

Communities (PLC) sessions. Once school returned, however, face to face meetings and classroom observations could not continue due to staff cohorting and social distancing requirements; this resulted in a suspension of the SSS program.

Next year the school intends to build on the success of the SSS program, leveraging the collegial professional learning and further exploring peer classroom observations and reflection. A need to reinvigorate the vertical reading period that occurs every morning was identified as a major focus area. Together staff will formulate consistency in our expectations and develop explicit strategies to engage students to build their reading capacity. The school will provide a tutorial group for students requiring extra help as well as providing an "extend and exceed" class to cater for gifted students.

### **Progress towards achieving improvement measures**

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The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

<b>Annual progress measure</b>	<b>Progress towards achievement</b>
Uplift in percentage of students achieving in the top two NAPLAN bands in numeracy by at least 2% .	NAPLAN scores indicate a decrease in the percentage of students in the top two skill bands for numeracy of 6% indicating progress yet to be seen toward of the annual progress measure.
Uplift in percentage of students achieving in the top two NAPLAN bands in reading by at least 2%.	NAPLAN scores indicate an increase in the percentage of students in the top two skill bands for reading by 6% indicating achievement the annual progress measure.
Uplift in percentage of HSC course results in top three bands by at least 1%	The percentage of students achieving HSC course results in top three bands decreased by 1% indicating progress yet to be seen toward the annual progress measure.
Increase the percentage of Aboriginal students across the Deniliquin network of schools attaining the HSC whilst maintaining their cultural identity by 5%	The percentage of Aboriginal students across the Deniliquin network of schools attaining the HSC whilst maintaining their cultural identity increased by 6.25% indicating achievement of the annual progress measure.

## Strategic Direction 2: Connecting Through Collaboration

### Purpose

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In order to sustain high quality teaching practices we will embed explicit systems and processes to facilitate collaboration. We will develop a culture of high expectations across all facets of the school to enable maximum growth in student learning.

### Initiatives

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This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Building Collaborative Practices
- A Culture of High Expectations

### Resources allocated to this strategic direction

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Low level adjustment for disability: \$56,059.00

### Summary of progress

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#### Building Collaboration

The focus in 2021 was to increase the level of staff collaboration across the school, concentrating on high impact professional learning to drive quality teaching. It was identified through the situational analysis that there was a desire for teachers to work with colleagues outside their faculty. As a result, Professional Learning Communities (PLC) were formed utilising time within the timetable to schedule common times for teachers to work together. Extra teaching allocation resources were generated within the existing timetable structure to allow an extra period allowance for each teacher to engage in the process.

During the early part of the year, professional dialogue was established within groups and the implementation of the School Strategic Support program allowed for focussed, collaborative professional learning to occur with a focus on reading strategies. Allocation of professional learning time within the school day achieved a much greater level of participation and commitment to the program by teaching staff. This commitment was further demonstrated by staff readily participating in remote professional learning whilst working from home during the COVID lock down. Staff were beginning to be comfortable within their PLC groups to share resources, classroom practice and were beginning to investigate learning walks and classroom observational visits. In the later part of the year, the PLC process was severely hampered by the requirement for teachers to "cohort" and were encouraged to remain within their own faculties in order to reduce the chance of COVID spread throughout the school.

Next year, a continuation of professional learning groups will leverage the connections across faculties to drive high expectations. PLC group activities will be used to drive professional learning for other strategic directions as well as providing a vehicle for further teaching and learning reflections.

#### Culture of High Expectations

The focus for 2021 was to leverage the emerging collaboration structures as a vehicle to develop a communal culture of high expectations across the school community. The school recognised that the previous two years of COVID related restrictions have had an impact on student motivation and engagement. Re-engagement of students to be responsible learners was identified as a mechanism in order to reach their full potential. Students and staff were surveyed on their understanding of high expectations and that related to their application in the teaching and learning cycle. Data was analysed and recorded as a baseline for further improvement. The school established a Multi Category (MC) support class along with additional classroom learning support which provided specific, targeted learning support for students with special needs.

The introduction of the PLC groups allowed for a greater collaboration within the school's professional learning environment. Staff collaborated on the analysis of student assessment data, reflected on classroom practice and the implementation of reading strategies and literacy initiatives. The school measured an increase in collaboration within and across faculties which was highlighted in collegial support with online learning with teachers displaying a rapid increase in their capacity to effectively use technology as an educational medium.

Next year the school will engage with the "What Works Best" resources aimed at increasing high expectations to further engage students in the urgency of becoming responsible learners in order to achieve to their potential. Increased collaboration across faculties will further enhance a communal understanding and development of high expectations

within the school. The "ready to learn" program will be reinvigorated with high expectations as the foundational cornerstone.

### **Progress towards achieving improvement measures**

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The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

<b>Annual progress measure</b>	<b>Progress towards achievement</b>
Uplift in percentage of students achieving expected growth in year 9 NAPLAN numeracy by at least 1% .	The percentage of students achieving expected growth in numeracy decreased by 15% indicating progress yet to be seen toward the lower bound target.
Uplift in percentage of students achieving expected growth in year 9 NAPLAN reading by at least 1.5%.	The percentage of students achieving expected growth in reading decreased by 20% indicating progress yet to be seen toward the lower bound target.



## Strategic Direction 3: Structures to Enhance Wellbeing

### Purpose

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In order for all students at Barham High School to connect, succeed, thrive and learn we will develop a strategic and planned approach to develop whole school wellbeing processes that support the wellbeing of all students.

### Initiatives

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This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Whole school approach to student wellbeing

### Resources allocated to this strategic direction

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**Professional learning:** \$15,000.00

**Location:** \$10,600.00

**Socio-economic background:** \$8,000.00

**Aboriginal background:** \$5,000.00

### Summary of progress

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#### Whole school approach to student wellbeing

The focus for 2021 was to determine the level of support needed for our students in light of a traumatic 2020 school year and to initiate sustainable mechanisms of support. Significant funds were allocated to the wellbeing team for program development and delivery, and time allocations were provided to year advisors to strategically design year meeting activities around anti-bullying, stress relief and anxiety. As a whole school, we engaged in the Berry Street Model professional learning to gain a universal understanding of needs of children who have experienced trauma. A Multi Category (MC) class was established in the school and structures were built and adapted to support student need. The school developed an anonymous reporting mechanism through the school website which gave students a voice regarding bullying within the school. QR codes were also posted around the school to link to the reporting tool on the website.

The school initially attracted a highly experienced and capable personnel to lead the establishment of the Multi-Categorical (MC) class within the school. Significant feedback from all stakeholders was considered to ensure that all parties understood the benefits and limitations of the MC resource. Unfortunately, the MC teacher relocated in the later part of the year. This position will be advertised and filled permanently in 2022.

The wellbeing team was provided with a significant budget to implement wellbeing programs for 2021 according to student need. Year advisors, along with the MC teacher conducted ongoing surveys of students in semester 1 to identify anti bullying, stress relief and anxiety as major areas of concern among students. Year Advisors were given a fortnightly period allowance built into the timetable in order to plan together and enabled the wellbeing programs to be implemented in a consistent manner across the school. This led to the collaborative production of the scope and sequence for wellbeing activities across the school. The wellbeing team were not able to completely expend their allocated budget as there was limited opportunity to complete some of the planned activities due to COVID. Eg Colour run, Motiv8, RAGE, Girl Strong. COVID restrictions limited completion of training of all staff in the Berry Street model; only completing one of the four days. The implementation of local antibullying and wellbeing resources has seen a reduction of wellbeing entries being lodged on our electronic wellbeing system as well as a reduction of self-reported bullying events. Local cultural excursions to significant indigenous sites led by local experts and elders provided an opportunity for students to become further immersed and appreciate local aboriginal culture.

Next year the school will continue to provide a time allowance for Year Advisors to collectively monitor and refine the wellbeing scope and sequence to plan and implement wellbeing activities for students. Further baseline data will be considered, including collecting and acting on student voice. Next year, the wellbeing team will provide more opportunities for students to become more connected to the school. It is anticipated a permanent MC teacher, a Student Support Officer, a permanent school councillor, school chaplain and wellbeing nurse will be appointed to the school.

### Progress towards achieving improvement measures

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The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Student wellbeing data will increase by at least 2% .	Tell Them From Me data shows an improvement of 6% of reported positive wellbeing, including a 11% increase in advocacy at school, 1% increase in sense of belonging and 7% increase in expectations of success.
Number of students attending school 90% of the time increasing by 2%.	The number of students attending school 90% of the time or more has decreased by 19%

Funding sources	Impact achieved this year
<p>Low level adjustment for disability</p> <p>\$80,489.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Barham High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Building Collaborative Practices</li> <li>• Explicit teaching</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• targeted students are provided with an evidence-based intervention to increase learning outcomes</li> <li>• engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students</li> </ul> <p><b>The allocation of this funding has resulted in:</b> the school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of trained SLSOs.</p>
<p>Location</p> <p>\$75,800.00</p>	<p>The location funding allocation is provided to Barham High School to address school needs associated with remoteness and/or isolation.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Whole school approach to student wellbeing</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• resources to increase student wellbeing and engagement</li> <li>• technology resources to increase student engagement</li> </ul> <p><b>The allocation of this funding has resulted in:</b> increased subject opportunities and choices for students, due to COVID restrictions a number of planned activities were unable to be conducted.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to continue to provide resources to support students to overcome isolation.</p>
<p>Professional learning</p> <p>\$40,000.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Barham High School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Whole school approach to student wellbeing</li> <li>• Explicit teaching</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p>

<p>Professional learning</p> <p>\$40,000.00</p>	<ul style="list-style-type: none"> <li>• engaging regional professional learning support to focus on explicit teaching of reading skills and strategies.</li> <li>• resources and structures to enable staff to access high quality professional learning.</li> <li>• engagement with the Berry Street Model professional learning across entire school staff to increase understanding youth crisis management.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> increased capacity of all teachers to embed effective practices in the explicit teaching of reading, resulting in improved internal student results. Professional learning was enabled equitably across the whole school staff addressing areas of need as identified in Performance Development Plans.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> personalised and targeted professional learning in the form of mentoring and co-teaching.</p>
<p>COVID ILSP</p> <p>\$98,389.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• providing targeted, explicit instruction for student groups in literacy/numeracy</li> <li>• employing Head Teacher allocation to support the administration of the program</li> </ul> <p><b>The allocation of this funding has resulted in:</b> the majority of the students in the program achieving significant progress towards their personal learning goals</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need, providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority.</p>
<p>Socio-economic background</p> <p>\$90,162.96</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Barham High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Whole school approach to student wellbeing</li> <li>• Effective Use of Data</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support data analysis across the school</li> <li>• engage with external providers to support student engagement and retention</li> <li>• equitable access to specialist resources</li> </ul> <p><b>The allocation of this funding has resulted in:</b> students being provided with extra resources to support their engagement in the classroom. This has supported students in achieving their learning</p>

<p>Socio-economic background</p> <p>\$90,162.96</p>	<p>goals.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> continue to engage the extra teacher to support data analysis across the school.</p>
<p>Aboriginal background</p> <p>\$8,000.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Barham High School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Whole school approach to student wellbeing</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• online culturally enhanced learning resources</li> <li>• subsidised excursion to local historical significant sites</li> <li>• targeted wellbeing support</li> </ul> <p><b>The allocation of this funding has resulted in:</b> all Aboriginal families engaging authentically in the PLP process, resulting in all students being supported across the school and an increase in immersion in local Aboriginal culture.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> the continuation of targeted support for Aboriginal students to support their engagement in school.</p>
<p>Integration funding support</p> <p>\$57,713.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Barham High School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of staff to provide additional support for students who have high-level learning needs</li> </ul> <p><b>The allocation of this funding has resulted in:</b> all Personalised Learning Support Plans were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> the use of integration funding will be adjusted throughout the year in response to student Personalised Learning Support Plans reviews to ensure funding is used to specifically address each student's support needs.</p>

# Student information

## Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	71	79	75	78
Girls	68	77	74	70

## Student attendance profile

School				
Year	2018	2019	2020	2021
7	89.6	92	89.2	89.8
8	88.3	82.8	85.5	86.7
9	89	89.6	85.1	80.4
10	85.8	84.2	78.5	79.8
11	89.6	88.7	77.2	75.2
12	94.2	92.2	85.1	83.3
All Years	89.2	88	84	83.2
State DoE				
Year	2018	2019	2020	2021
7	91.8	91.2	92.1	89.7
8	89.3	88.6	90.1	86.7
9	87.7	87.2	89	84.9
10	86.1	85.5	87.7	83.3
11	86.6	86.6	88.2	83.6
12	89	88.6	90.4	87
All Years	88.4	88	89.6	85.9

## Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability

with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

### Management of non-attendance

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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	N/A	N/A	N/A
Employment	N/A	21	N/A
TAFE entry	24	32	42
University Entry	N/A	N/A	50
Other	10	14	N/A
Unknown	N/A	N/A	8

### Year 12 students undertaking vocational or trade training

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38.46% of Year 12 students at Barham High School undertook vocational education and training in 2021.

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

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90% of all Year 12 students at Barham High School expected to complete Year 12 in 2021 received a Higher School Certificate or equivalent vocational education and training qualification.

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Head Teacher(s)	3
Classroom Teacher(s)	14.2
Learning and Support Teacher(s)	0.5
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	6.38
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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2021 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
<b>Opening Balance</b>	369,593
<b>Revenue</b>	4,258,233
Appropriation	4,208,612
Sale of Goods and Services	594
Grants and contributions	38,695
Investment income	278
Other revenue	10,055
<b>Expenses</b>	-3,926,620
Employee related	-3,471,417
Operating expenses	-455,203
<b>Surplus / deficit for the year</b>	331,613
<b>Closing Balance</b>	701,206

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.

## Financial summary - Equity loadings

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

	2021 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	57,713
<b>Equity Total</b>	176,913
Equity - Aboriginal	8,069
Equity - Socio-economic	90,163
Equity - Language	0
Equity - Disability	78,681
<b>Base Total</b>	3,323,200
Base - Per Capita	36,731
Base - Location	72,146
Base - Other	3,214,323
<b>Other Total</b>	384,979
<b>Grand Total</b>	3,942,806

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

## 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.

## Parent/caregiver, student, teacher satisfaction

Positive feedback has been received regarding the communication strategy during 2021 in light of the rapidly changing operating restraints caused through COVID regulations. Parents and carers appreciated regular updates from the school through electronic communication coordinated by the Sentral messaging system, which will be augmented in 2022 through the establishment of the Sentral Parent Portal. The school's Facebook communication strategy is reaching a significantly larger audience than school enrollment numbers would suggest and provides an excellent opportunity for the promotion of the benefits of receiving a Barham High School education to the wider community.

P&C membership increased during 2021. This has allowed for greater input from the parent body.

Student Tell Them From Me data indicates a steady increase in expectations for success as well as sense of belonging over the past three years with the level of advocacy also increasing. While there is continual overall improvement with Barham High School at state level and above statistically similar schools, the levels of students feeling they belong to the school still need to be further enhanced. This will be a focus area for the Wellbeing Team in 2022.

The staff satisfaction was measured through the People Matter survey where results indicated a generally high level of employee engagement, job satisfaction, role clarity and support, and inclusion. Wellbeing is an area that has been identified as an area for improvement.

# Policy requirements

## Aboriginal Education Policy

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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

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

## Multicultural Education Policy

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Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.