

2022 Annual Report

Barrenjoey High School



8454

Introduction

The Annual Report for 2022 is provided to the community of Barrenjoey 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.

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Message from the principal

Barrenjoey High School continues to mature as a highly respected, functioning and supportive community secondary school. The results contained in this document highlight the successes of just one year - 2022. However, it would be incorrect to believe that what happened throughout 2022 was solely the result of just one year's work. Our success is due to the ever-increasing belief by our learning community of what is possible with hard work, commitment and dedication across the six years students are in our care. The 2022 School Year continued to be a challenging environment for the education system with schools returning to some form of 'normality', whilst still managing the tail end of the Covid Pandemic.

Yet, despite the absence, due to Covid restrictions, of some whole school activities such as assemblies and community events driven by our P&C, the core values of our school remain the same - strong respect for individuality, high expectations driven by a pursuit for our personal best and a culture of support and growth.

I am very proud of our school community. Importantly, I would like to acknowledge our Year 12 class of 2022 who have had a disrupted last few years of schooling. Despite their frustrations of working under some Covid practices, they held a wonderful graduation and end of year formal to celebrate their success as graduates of Barrenjoey. I have been incredibly impressed by their resilience, and importantly the care and concern that they have shown for each other. Student HSC success has been summarised on the School Performance - HSC section of this Annual Report.

At the completion of our External Validation at the end of 2021, our staff had the opportunity to modify our Strategic Improvement Plan for 2022-2026. Our school created a number of key strategic teams to continue to support data analysis, improve student assessment outcomes, a focus on environmental sustainability, whilst still ensuring that Literacy and Numeracy were core sections of our plan. The dedication, hard work and optimism of the administration and teaching team at Barrenjoey during 2022, made the work we do as a team satisfying. Our goal of looking after our students' needs - academic and wellbeing - continued throughout 2022. Our teachers performed superbly, delivering an array of programs that met student needs. We all learned about what is possible, how to look after our mental health and to focus on what was important - the people around us. This we did by working together, supporting each other, and making Barrenjoey a better school than ever.

Our school facilities were also further enhanced by the completion of our Covered Outdoor Learning Area (COLA) and refurbished Science Labs.

Finally, I would like to congratulate all students who have demonstrated their success in a multitude of school areas and recognise the efforts of all school staff, both teaching and non-teaching, who have supported and encouraged students throughout the year. Likewise, the P&C and the broader parent and community body, are to be acknowledged for their ongoing commitment to developing opportunities and supporting achievement at our school.

Message from the school community

P&C and the wider school community continued to be strong supporters and advocates of Barrenjoey. Connection with the school on a personal basis was certainly still limited throughout 2022 due to some Covid restrictions during the first half of the year. The P&C continued to support many facets of the school, however, through its funding of the Artist in Residence program, Wellbeing Programs and key curriculum areas. Parents and students returned back to face-to-face Parent, Teacher and Student Information Evenings, which provided families valuable insights into the progress of their child's learning outcomes. A number of our parents have continued their important support for the school by volunteering to be on merit selection panels for the selection of new staff.

Message from the students

This year has been a wild ride for Barrenjoey's Student Representative Council (SRC). It saw the introductory trial run for our new senior leaders, as well as the saddening farewell of our previous Year 12s. The primary initiative-focus for Term four was our 'Goodooga Student Visit'; where money was raised to fund an excursion of 12 Aboriginal children from Years 7-9, coming down from rural New South Wales to experience our local beachside culture. This was very a very exciting opportunity as many of the incoming students had not seen the ocean before; therefore, upon visiting the Northern Beaches, representatives from the SRC had planned to meet the children and their accompanying supervisors at Palm Beach during November for a day of fun activities, consisting of light housewalks, barbeques, and games.

It was therefore to the SRC's utmost disappointment that the initiative was postponed, only days before the students were set to start driving down, as a result of the devastating flooding occurring across the state. The date of the trip has been rescheduled to May of 2023.

At the request of the P&C, the SRC is currently in the process of trialled a 'Fone Free Friday' program during Term 4 of 2022. At both lunches 1 and 2 students were prompted to put down their phones and instead physically interact with one another, encouraged with the provision of sporting equipment such as basketballs, handballs, and footballs. Week 8's trial ran successfully, with many games of footy and basketball seen across the playground. In Week 9 we will be working with the music faculty to additionally have live music performances in the quad, on top of such sporting activities, ultimately creating a more socially active environment for our Barrenjoey community.

The SRC looks forward until then, and is excited for all the promising new activities waiting for us in the coming year.



On a Sunday afternoon, our Principal attends the Barley Ki Giballee, You and Me Come Together, Art Exhibition proudly admiring student work from Barrenjoey HS.

School vision

Barrenjoey High School's vision is to consistently deliver quality education within a safe and nurturing environment where we foster opportunities for students to excel in their individual areas of interest.

Through community collaboration and partnership, Barrenjoey High School aims to develop respectful future citizens, leaders and lifelong learners with self-awareness, pride, confidence and resilience. We aim to provide an individually tailored school experience that is created from consistent processes, innovative strategies that are enriched with dynamic teaching practices. Barrenjoey High School supports the wellbeing of all students while consistently rewarding student effort, setting high expectations and promoting academic rigour. Barrenjoey High School is a comprehensive centre for academic and creative excellence.

Barrenjoey High School continues to promote our vision of providing a school experience where *Respect, Effort and Challenge* is highly valued. Students *respect* the subjects they study, the content, teachers, environment and themselves, where *effort* is expected, valued, recognised and celebrated and where students see the worth in *challenging* themselves to 'be the best they can be'.

School context

Barrenjoey High School is a proud, comprehensive high school with strong links to its local and wider learning communities.

Barrenjoey High School is an integral part of a cohesive, artistic and creative community. As a progressive high school, we have developed a unique balance between creative excellence, academic achievement and social awareness. Barrenjoey is a school that recognises and celebrates excellence. Success is experienced in many pursuits and we are proud of the variety of opportunities provided for all students. Programs are developed that genuinely strengthen the partnerships between students, parents, staff, local schools and the wider community. The parents, citizens and carers of Barrenjoey High School are highly involved with the school, forming an important link between all members of the Barrenjoey High School community, underpinning the value 'relationships' hold in an area with such a strong sense of identity.

A proportion of the school's equity funding will be used to support initiatives developed in the 2022-2025 Strategic Improvement Plan (SIP). The school is committed to continually improving effective classroom practices with high impact staff professional learning being the key to ensuring this. Staff professional learning will ensure that both literacy and numeracy skills can be enhanced through improved data collection, analysis and use. This underpins our belief in individualised and differentiated learning.

There will also be a focus on NAPLAN and Higher School Certificate performance, including staff professional learning around deeper analysis and use of data to develop both individual and group support programs. Each faculty will develop ways of deepening the student knowledge.



Barrenjoey prides itself on Inclusive Education.

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	2022 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
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	Delivering
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is to ensure individual student growth and attainment is achieved through the delivery of data informed, evidence-based and collaborative teaching strategies. This will be achieved through consistent implementation of pedagogy that focuses on high impact and explicit teaching strategies. These will be informed by an understanding of student needs through effective analysis of student data, and the seamless integration of literacy, numeracy, high potential and gifted education and learning support strategies.

Research has shown that students who set their own growth goals are more likely to experience gains in aspirations and perseverance. Across all year groups, students will be empowered to create and evaluate their own growth to support student achievement and engagement. In Stages Five and Six, students will be supported to select the most appropriate subjects that best support their achievement and help them to meet their own growth goals.

Initiatives

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.

- 1.1 Literacy and Numeracy
- 1.2 HSC Achievement
- 1.3 Data-Driven Practice

Resources allocated to this strategic direction

Professional learning: \$17,000.00

Socio-economic background: \$28,500.00

Low level adjustment for disability: \$130,000.00

Aboriginal background: \$3,213.00

English language proficiency: \$7,000.00

Integration funding support: \$150,000.00

Summary of progress

Literacy and Numeracy

- Staff have participated in multiple Professional Learning (PL) sessions throughout the year to strengthen understanding of core literacy skills identified through NAPLAN data to support student growth. This includes analysis of NAPLAN data exploring the Reading & Numeracy Guided Data Package.
- Following our Term 2 analysis of Check In and Best Start data, the Literacy team resumed professional learning with a focus on developing explicit teaching skills in Spelling and Writing, linking to the Creating Texts Writing Progressions. Following this, teachers are embedding strategies into their 2022/3 teaching and learning programs.
- The NAPLAN data was analysed and presented to staff and school community. This has informed professional learning workshops and Numeracy and Literacy data will continue to be triangulated for each cohort and target areas of need and will be addressed for each year group in 2023.
- Year 7 Teams continue to use Best Start data to inform teaching and learning practices in the classroom.

HSC Achievement

- Faculties' analysis of HSC datasets at individual, class and cohort levels resulted in the identification of trends and gaps in student learning and achievement. This analysis led to the development and implementation of faculty action plans, and modified teaching and learning programs, to respond to these identified areas for further improvement. As a result of targeted and collaborative professional learning, all HSC Year 12 programs were effectively evaluated and given feedback. This led to enhanced, differentiated and more explicit teaching practices. Analysis of internal faculty data and evidence has also revealed improvements in student performance as a result of this program evaluation initiative.

Data-Driven Practice

- Barrenjoey continues to effectively use resources to support the learning needs of all students based on a range of achievement and other contextual data. Tied and flexible equity funding, along with additional funding provided by the school, has supported a number of initiatives, including the modification of Stage 4 programs, Quicksmart Numeracy, to support student growth and attainment in Literacy and Numeracy. This funding has also been used to provide targeted, specialist teachers, such as the COVID Intensive Learning Support teachers, to ensure all students are challenged to engage in their learning and that they achieve one year's growth for each year of learning and meet the National Minimum Standards for Literacy and Numeracy. These staff prioritise targeted students and allocate specialist support across KLAs. Explicit teaching strategies are employed to provide

differentiated content. Additionally, these specialist teachers used enhanced communication strategies and longitudinal data to support student learning at home.

- Professional learning sessions provided teachers with information about students requiring Individual Learning Plans (ILPs) and Personalised Learning Plans (PLPs) to enhance their understanding of the specific learning needs of identified students in their classes. Teachers continually modified both lessons and assessment tasks to adjust to the learning needs of identified students. In addition, teachers developed an improved understanding of NCCD following Professional Learning. Teachers implemented learning adjustments for identified students, with evidence recorded and used to evaluate the impact of differentiated practice on student outcomes.

Progress towards achieving improvement measures

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
Reading: 7% increase in the number of students achieving in the top two NAPLAN bands to be equal to the school's system-negotiated target in reading of 31.5%.	NAPLAN scores demonstrate that 32% of students are in the Top 2 Bands for Reading, indicating achievement above the system negotiated lower bound target of 31.5%.
Numeracy: 7.6% increase in the number of students achieving in the top two NAPLAN bands to be equal to the school's system-negotiated target in numeracy of 38%.	NAPLAN scores demonstrate that 31% of students are in the Top 2 Bands for Numeracy, indicating progress towards the lower bound target of 38%.
HSC Achievement 4.1% increase in the number of students achieving in the top two bands in HSC courses to be equal to the school's system-negotiated target of 54.7%.	HSC scores demonstrate that 44.33% of students are in the Top 2 Bands for HSC achievement, indicating progress towards the lower bound target of 54.7%.
Reading: 1.3% increase in the percentage of students achieving expected NAPLAN reading growth.	Progress towards expected NAPLAN reading growth is unavailable due to the absence of 2020 NAPLAN results.
Numeracy: 1.3 increase in the percentage of students achieving expected NAPLAN numeracy growth.	Progress towards expected NAPLAN numeracy growth is unavailable due to the absence of 2020 NAPLAN results.



Strategic Direction 2: Teaching and learning excellence

Purpose

Our purpose is to enhance student engagement and outcomes by building a culture of excellence in teaching and learning. Barrenjoey High School aims to foster best practice to be shared collegially across the school in the areas of differentiation, assessment and evidence-based, high impact teaching strategies.

All staff contribute to a culture of continuous improvement. Whole school and subject-specific professional learning will build upon existing teacher knowledge and experience to further enhance teaching practices and impact positively on student learning experiences and outcomes. Professional growth and development opportunities allow aspiring staff to build leadership capacity that further strengthens the development and implementation of teaching and learning excellence across the school.

Initiatives

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.

- 2.1 Quality Assessment Practices
- 2.2 Quality Differentiation
- 2.3 Educational Leadership

Resources allocated to this strategic direction

Professional learning: \$6,500.00

Summary of progress

Quality Assessment Practices

- With a deepening teacher understanding and competence in the use of data analysis the school is seeing a stronger use of data to inform teaching and learning. The next key area of professional learning will focus on strategies from Visible Learning in each lesson to make explicit to students what is required for growth and attainment. Stronger school structures that focus on student growth and attainment will continue to be implemented including having the LaSTs and Covid Learning Support Staff work with identified students on system negotiated targeted programs and using student data to direct priorities.

Quality Differentiation

- HP&GE Team worked continuously throughout the year to review all Key Learning Area Teaching Programs to identify evidence of HP&GE implementation. This resulted in a review and modification of Stage 4 Teaching Programs where it was identified for improvement. During 2023, a review of how each KLA identifies the key HP&GE Domains and the identification of students would be further explored.

Educational Leadership

- During 2022, Barrenjoey conducted an evaluation into existing PL processes using HIPL model, and restructured a full calendar of professional learning within whole staff meetings and executive meetings, using the HIPL model. 2022 also saw the establishment of an internal HALT group and program to support teachers moving towards higher levels of accreditation. This also included the development of an Early Career Teacher program and support teachers attaining proficient accreditation.

Progress towards achieving improvement measures

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
The school promotes and demonstrates professional learning in data concepts, analysis and use of student assessment data and related tools. Teachers use data effectively to	<ul style="list-style-type: none">• Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of data skills and use. To improve on this level of self-assessment, the school has created a revised structure of whole staff meetings to have planned high impact professional learning on all meeting agendas.

evaluate student understanding of lesson content.	
Assessments are developed/sourced and used regularly across stages/year levels/subject areas or the whole school to help promote consistent and comparable judgement of student learning, monitor student learning progress, and identify skill gaps for improvement and areas for extension.	Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of data skills and use. To improve on this level of self-assessment, the school has created a revised structure in its SIP implementation team structure, SIP Formative Assessment Team and SIP Data Analytics Team to support staff in identifying and evaluating student learning data for 2023.

Strategic Direction 3: Community, collaboration and connection

Purpose

Barrenjoey High School understands that strong community connections and collaboration enhance learning outcomes for all students. Effective communication and collaboration between all stakeholders allows for transparency and integration between school and community to foster supportive relationships within the learning environment. Reflective of community values, Barrenjoey High School aims to embed a philosophy of sustainability that connects across syllabi and key learning areas.

A strong sense of belonging and connection is associated with positive outcomes for students' academic achievement and wellbeing. Research suggests that students with a positive sense of belonging are more likely to stay in school longer, have improved attendance and attain higher academic outcomes. Students who have a high sense of belonging in school generally put in more effort and are more motivated at school.

Barrenjoey High School will implement programs to encourage a love of learning and school pride to enable students to feel a strong sense of belonging at school. A focus on real world connections and relevance of learning will be supported by a foundation of positive wellbeing, with refined initiatives that will enhance student attendance, resilience, self-efficacy and connectedness to, and engagement in, their school community.

Initiatives

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.

- 3. 1 Community Engagement and Collaboration
- 3. 2 Enhancing Connection & Wellbeing
- 3. 3 Relevance of Learning

Resources allocated to this strategic direction

Professional learning: \$6,000.00

Summary of progress

Community Engagement and Collaboration

- Barrenjoey Facebook and Instagram accounts were created and have been highly successful in engaging the wider school community. P&C also have the opportunity to share posts and stay connected with the school. The school newsletter was converted to a bi-monthly distribution and re-branded as the Barrenjoey Bulletin, which includes items from all Key Learning Areas, students and the wider school community.

Enhancing Connection & Wellbeing

- The Wellbeing Team surveyed all students and created school calendar year of wellbeing activities that could be conducted with each Year group's wellbeing period. The program is to be evaluated by staff 12 month following its period of operation.

Relevance of learning

- A SIP Sustainability Team was created. This team reviewed Key Learning Area syllabi to identify areas that contain reference to environmental sustainability. The team completed a SINSW sustainability grant and was successful in obtaining \$14000.

Progress towards achieving improvement measures

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
Attendance: 7.4% increase of students attending greater than 90% of the time.	Due to the Covid pandemic, attendance rates continued to fluctuate through the 2022 school year. Student attendance data showed that there was a 49% decline of students attending more than 90% of the time or more.

Wellbeing: 2.7% increase in the proportion of student reporting Expectations for Success, Advocacy, and Sense of Belonging at School.

Progress towards achievement is unable to be reported due to data not being aggregated with Department of Education wellbeing platforms.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$150,000.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Barrenjoey High School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • 1.1 Literacy and Numeracy <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for targeted professional learning • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • staffing release to build teacher capacity around curriculum adjustments • employment of staff to provide additional support for students who have high-level learning needs • implementation of targeted programs to differentiate teaching and learning programs • intensive learning and behaviour support for funded students <p>The allocation of this funding has resulted in the following impact: Greater support across all Key Learning Areas for students. Greater support for teaching staff with differentiation of units of work, assessment and programming.</p> <p>After evaluation, the next steps to support our students will be: Continue with current model of support and increase number of SLSOs within the school.</p>
<p>Socio-economic background</p> <p>\$28,500.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Barrenjoey High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • 1.1 Literacy and Numeracy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff through numeracy to support student learning. • employment of additional staff to support Numeracy and Literacy program implementation. • resourcing to increase equitability of resources and services • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in the following impact: Increased professional development of staff through numeracy to support student learning. Employment of additional staff to support Numeracy and Literacy program implementation, therefore increasing the equitability of resources and services for all students.</p> <p>After evaluation, the next steps to support our students will be: Continue with current level of support for all students and staff. Evaluate Numeracy Action plan to ensure continued improvement.</p>
<p>Aboriginal background</p> <p>\$3,213.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Barrenjoey 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</p>

<p>Aboriginal background</p> <p>\$3,213.00</p>	<p>educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • 1.1 Literacy and Numeracy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students • community consultation and engagement to support the development of cultural competency • staffing release to support development and implementation of Personalised Learning Plans • engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process <p>The allocation of this funding has resulted in the following impact: Employment of additional staff to deliver personalised support for Aboriginal students and engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process.</p> <p>After evaluation, the next steps to support our students will be: Aboriginal students at Barrenjoey are supported in their learning by the creation of a personalised learning pathway. In addition staff at Barrenjoey are supported in their teaching and administration of Aboriginal Education by liaising and working with our local Aboriginal Education Officer.</p>
<p>English language proficiency</p> <p>\$7,000.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Barrenjoey High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • 1.1 Literacy and Numeracy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional teacher time to provide targeted support for EAL/D students and for development of programs <p>The allocation of this funding has resulted in the following impact: provided for additional teacher time to provide targeted support for EAL/D students and for development of programs.</p> <p>After evaluation, the next steps to support our students will be: Students from LBOTE or EAL/D have received additional support in assistance in all Key Learning Areas. Staff have received professional learning in the EAL/D phases to best support students where required. External agencies have also been utilised to support staff professional learning.</p>
<p>Low level adjustment for disability</p> <p>\$130,000.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Barrenjoey High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • 1.1 Literacy and Numeracy

<p>Low level adjustment for disability</p> <p>\$130,000.00</p>	<p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • support for students in Life Skills, Individual Learning Plans/Profiles and HSC Disability Provisions <p>The allocation of this funding has resulted in the following impact: Specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students, therefore students have benefited by having more accessibility to the curriculum of Key Learning Areas.</p> <p>After evaluation, the next steps to support our students will be: Continue with model of support currently in our school setting and review possible increases in student support, pending budget outcomes in 2023.</p>
<p>Professional learning</p> <p>\$29,500.00</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 Barrenjoey High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • 1.1 Literacy and Numeracy • 1.2 HSC Achievement • 2.2 Quality Differentiation • 3. 2 Enhancing Connection & Wellbeing • 1.3 Data-Driven Practice • 2.3 Educational Leadership • 3. 3 Relevance of Learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing <p>The allocation of this funding has resulted in the following impact: Increased confidence and competence in staff implementing higher levels of teaching resulting in higher level of student impact, such as improving content delivery and assessment of Stage 6 courses.</p> <p>After evaluation, the next steps to support our students will be: Continue with school strategic goals of improvement in Stage 4 and 5 Numeracy and Literacy levels, and continue to develop a whole school literacy and numeracy plan to support senior student outcomes.</p>
<p>COVID ILSP</p> <p>\$70,000.00</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 2022.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • releasing staff to analyse school and student data to [identify students for

<p>COVID ILSP</p> <p>\$70,000.00</p>	<p>small group tuition groups/monitor progress of student groups]</p> <ul style="list-style-type: none"> • providing targeted, explicit instruction for student groups in literacy/numeracy - [focus area] <p>The allocation of this funding has resulted in the following impact: Increased in students level of confidence with numeracy and higher levels of numeracy Stage 3 and 4 student learning outcomes.</p> <p>After evaluation, the next steps to support our students will be: Continue with Quicksmart Numeracy program to support learning gaps impacted by the Covid learning disruptions.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	376	426	433	430
Girls	380	384	414	400

Student attendance profile

School				
Year	2019	2020	2021	2022
7	94.3	95.0	90.9	87.5
8	90.8	92.7	88.7	79.8
9	90.9	92.9	86.8	81.7
10	90.0	92.4	87.7	80.2
11	91.6	93.8	89.2	84.9
12	93.7	94.0	89.6	87.3
All Years	91.9	93.4	88.8	83.1
State DoE				
Year	2019	2020	2021	2022
7	91.2	92.1	89.7	85.5
8	88.6	90.1	86.7	82.1
9	87.2	89.0	84.9	80.5
10	85.5	87.7	83.3	78.9
11	86.6	88.2	83.6	80.0
12	88.6	90.4	87.0	83.9
All Years	88.0	89.6	85.9	81.7

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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	N/A	N/A	9
Employment	N/A	5	N/A
TAFE entry	5	5	12
University Entry	N/A	N/A	51
Other	N/A	N/A	10
Unknown	N/A	N/A	13

Year 12 students undertaking vocational or trade training

19.05% of Year 12 students at Barrenjoey High School undertook vocational education and training in 2022.

Year 12 students attaining HSC or equivalent vocational education qualification

99% of all Year 12 students at Barrenjoey High School expected to complete Year 12 in 2022 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	9
Classroom Teacher(s)	42.5
Learning and Support Teacher(s)	0.6
Teacher Librarian	1
School Counsellor	1.4
School Administration and Support Staff	10.88
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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	230,107
Revenue	10,807,942
Appropriation	9,608,524
Sale of Goods and Services	16,599
Grants and contributions	1,166,339
Investment income	6,926
Other revenue	9,555
Expenses	-10,348,228
Employee related	-9,026,707
Operating expenses	-1,321,520
Surplus / deficit for the year	459,715
Closing Balance	689,822

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

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

	2022 SBAR Adjustments (\$)
Targeted Total	203,282
Equity Total	171,178
Equity - Aboriginal	3,213
Equity - Socio-economic	29,583
Equity - Language	7,633
Equity - Disability	130,748
Base Total	8,456,186
Base - Per Capita	214,146
Base - Location	0
Base - Other	8,242,040
Other Total	514,018
Grand Total	9,344,663

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.

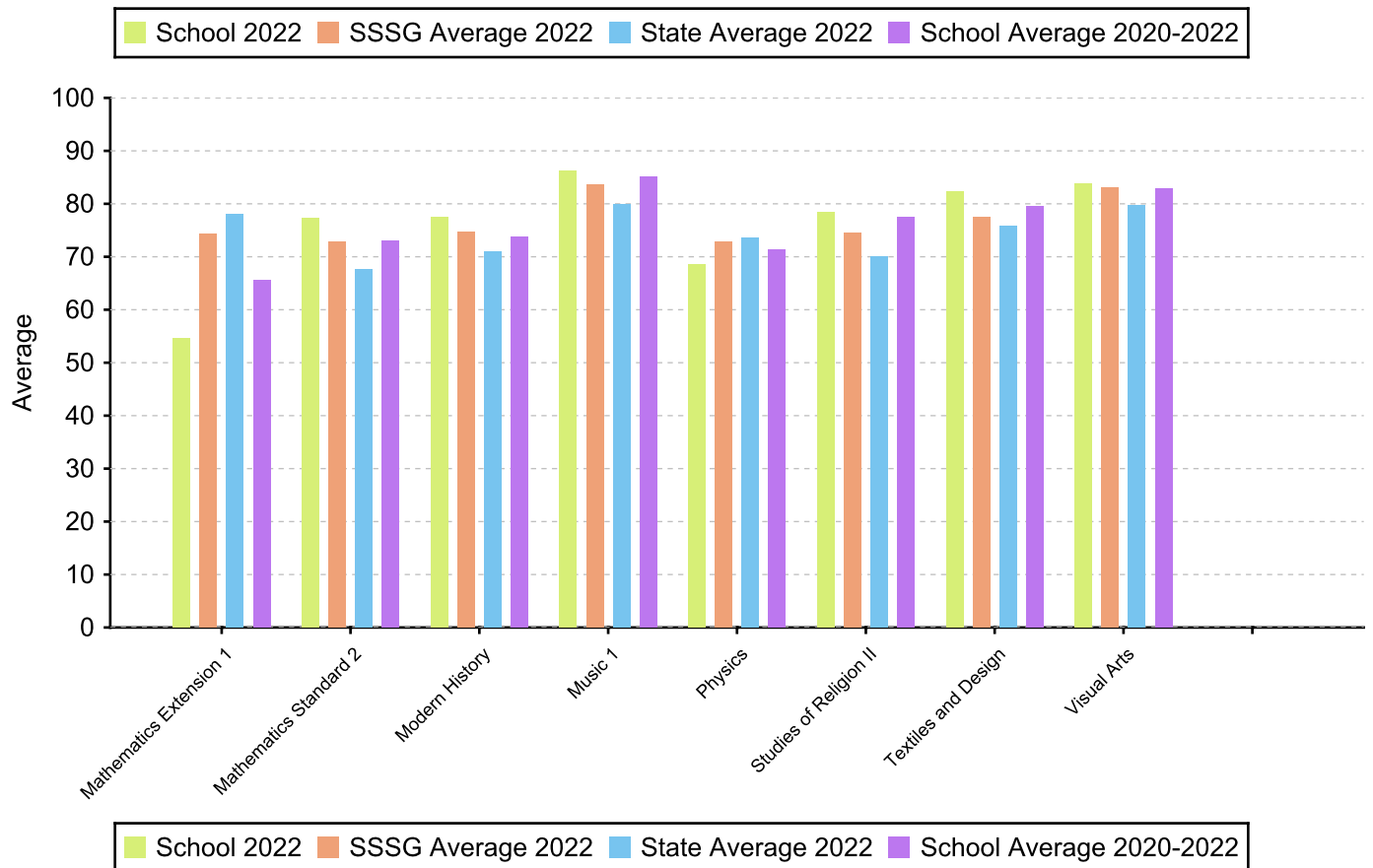
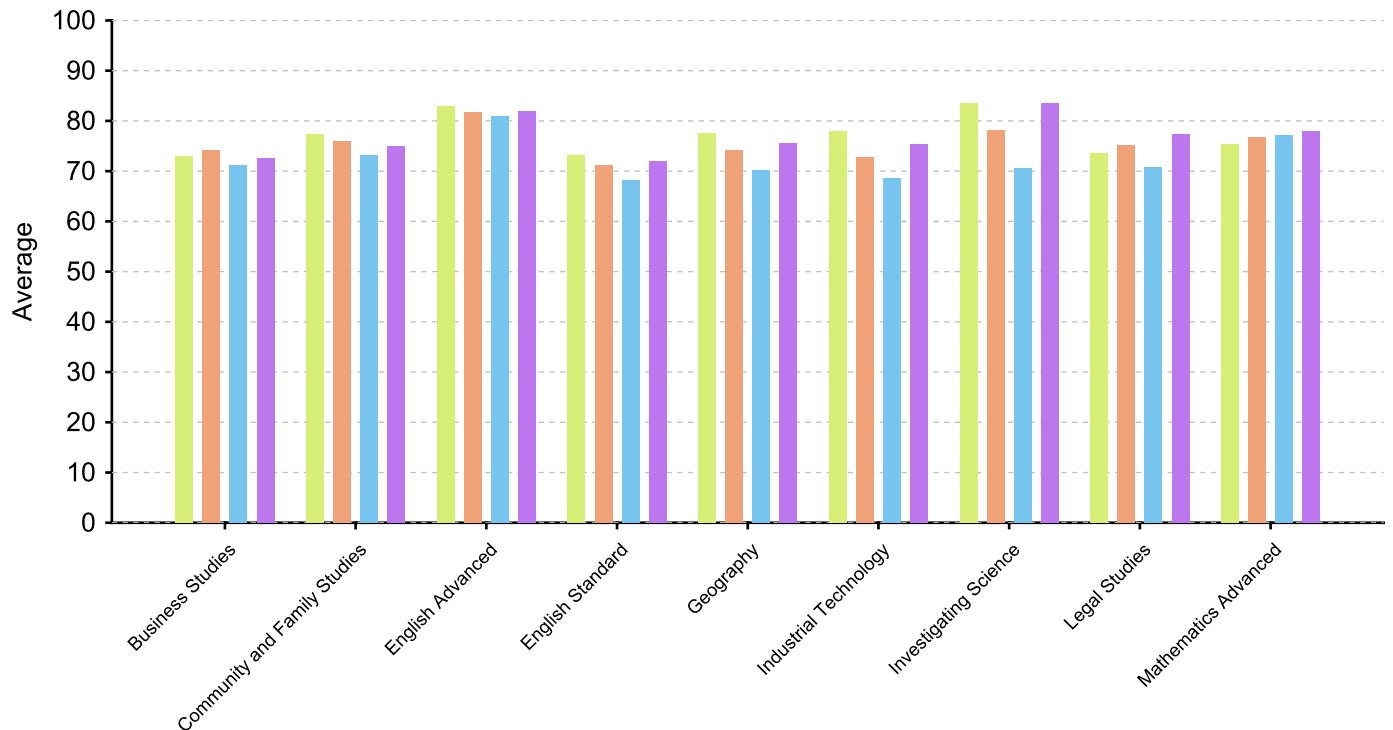
The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.



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.



Subject	School 2022	SSSG	State	School Average 2020-2022
Business Studies	72.9	74.1	71.2	72.7
Community and Family Studies	77.4	76.0	73.2	74.9
English Advanced	83.0	81.7	81.0	82.0
English Standard	73.1	71.1	68.1	71.9
Geography	77.5	74.2	70.2	75.5
Industrial Technology	77.9	72.8	68.6	75.3
Investigating Science	83.6	78.1	70.6	83.6
Legal Studies	73.5	75.2	70.8	77.3
Mathematics Advanced	75.4	76.7	77.1	78.0
Mathematics Extension 1	54.6	74.4	78.0	65.6
Mathematics Standard 2	77.3	72.8	67.6	73.1
Modern History	77.5	74.6	70.9	73.9
Music 1	86.3	83.6	79.9	85.0
Physics	68.5	72.8	73.5	71.4
Studies of Religion II	78.5	74.5	70.1	77.4
Textiles and Design	82.4	77.5	75.7	79.5
Visual Arts	83.9	83.1	79.8	83.0



Parent/caregiver, student, teacher satisfaction

Parent and caregiver feedback: Staff at Barrenjoey really care about our children. They are great mentors and really teach our students to be lifelong learners and enable them to be 'future ready' when they graduate. The Learning Support Team is wonderful, very supportive of all students, and, in particular, students that require additional adjustments to their learning and disability provisions. Staff at Barrenjoey instill a confidence in our children to allow them to succeed. We would like the school to consider further subjects and support that have an keen interest or future in information technology.

Student feedback: Barrenjoey is a progressive school that values creativity and allows students to feel welcome and respected as individuals and support all levels of students with their learning outcomes. Staff are readily available for help and support if we need them and the school and staff are knowledgeable in their subject areas and really care about student learning. We made enduring friendships whilst attending Barrenjoey.



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 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

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.