

2022 Annual Report

Barham High School



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Introduction

The Annual Report for 2022 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.

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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	2022 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Delivering

Strategic Direction 1: Student growth and attainment

Purpose

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

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

Socio-economic background: \$50,911.00

Integration funding support: \$12,976.00

Location: \$33,325.00

Professional learning: \$5,000.00

Low level adjustment for disability: \$57,460.00

Summary of progress

Effective Use of Data

The focus of this initiative was to use student data to support teachers to provide differentiated instruction in literacy and numeracy for all students in Year 7 and 8. Student assessment data was collated and presented to staff. Staff used this information within the school to identify student achievements and progress, in order to reflect on teaching effectiveness and inform future school directions.

To support the explicit instruction of literacy and numeracy in Year 7 and 8 students were given a literacy and numeracy period each fortnight. During these lessons they were provided with target instruction focused at their individual point of need. During Term 1 assessments were undertaken to support teachers in developing their understanding of the skills of each student. This information was then used to form student groups and to write programs to support the identified needs of the groups.

In 2023 the focus will be to expand on the processes developed in 2022, with a focus on school-wide structures to support a stronger understanding of data analysis. Once confidence in analysing of data has been developed, staff will then use these skills to target areas of improvement. To assist with the transition of the incoming Year 7 students of 2023, student transition and profile forms were distributed to partner schools to complete prior to students commencing.

Explicit Teaching

The focus of this initiative was for staff to identify, understand and implement the most effective explicit teaching methods, with the highest priority be given to evidence-based teaching strategies.

To support the effectiveness Year 7 and Year 8 Literacy and Numeracy (L&N) period each cycle, staff analysed student data and developed explicit teaching strategies with a focus on identifying the questions that the cohort needed further development on. Professional learning was aligned to develop teachers understanding of explicit literacy and numeracy strategies for specific KLA's, and its impact on the quality of teaching and student learning outcomes was evaluated. There are explicit systems in place for collaboration and feedback to sustain quality teaching practice.

All teachers understand the need to explicitly teach literacy and numeracy to students at all levels of achievement, in all subject areas, with success that can be measured by improved student progress and achievement data.

In 2023 the focus will be to increase the number of L&N periods for Year 7, with a focus on targeting areas for improvement from 2022 Year 6 Check In Assessment Data and 2023 NAPLAN results. Staff will be led by the LaST to develop literacy and numeracy strategies for their specific KLA.

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
Increase in the percentage of students achieving in the top two NAPLAN bands in numeracy by at least 5.6% .	2022 NAPLAN data indicates 5.56% of students are in the top two skill bands for numeracy indicating the school did not achieve the system negotiated target.
Increase in the percentage of students achieving in the top two NAPLAN bands in reading by at least 7.1%.	2022 NAPLAN data indicates 5.88% of students are in the top two skill bands for reading indicating the school did not achieve the system negotiated target.
Increase in percentage of HSC course results in top three bands by at least 3.8% .	2022 HSC data indicates 4.54% of HSC students are in the top three bands indicating the school did achieve the system negotiated target.
Increase the percentage of Aboriginal students across the Deniliquin network of schools attaining the HSC whilst maintaining their cultural identity by 10%	Barham High School did not have any students who identify as Aboriginal or Torres Strait Islander attaining HSC in previous years for comparable data.

Strategic Direction 2: Connecting Through Collaboration

Purpose

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

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

Socio-economic background: \$41,028.00

Beginning teacher support: \$30,000.00

Integration funding support: \$12,975.00

Professional learning: \$22,984.00

Location: \$27,025.00

Aboriginal background: \$1,129.00

Low level adjustment for disability: \$19,897.00

Summary of progress

Building Collaborative Practices

The focus of this initiative was supporting teachers to work collaboratively to develop their understanding of evidence based teaching practices and implement these into their practice. Integrated time was built into the timetable to allow for Professional Learning Communities to meet. This commenced successfully during term 1 where teachers were supported to look at assessment data to identify the strengths and weaknesses of cohorts they were teaching. This structure was effective however due to staffing changes and timetable constraints this was not implemented effectively for the remainder of the year. Providing extra release to teaching staff supported their participation in these meeting. The executive team collaboratively worked on reviewing the NSW DoE Behaviour Policy and the new suspension requirements. Staff commenced developing the Behaviour Support and Management Plan (BSaMP) to assist student learning and wellbeing.

The allocation of this time supported teachers in developing a stronger understanding of the needs of the students in each cohort and there was a consistency of understanding in the types of strategies that could be used to support students in their learning.

In 2023 the focus of this initiative will be for staff to work collaboratively to develop group norms and a school wide focus on for the Professional Learning Communities, this will support all teachers to contribute effectively and ensure their voice is heard. Executive staff will also create a structure and schedule to support the ongoing participation and development of staff throughout the year.

A Culture of High Expectations

The focus of this initiative was the development of consistent practices for all executive staff and developing staff understanding of high expectations to assist in leading teaching and learning. This commenced successfully during term 1 and term 2 where executive team members developed an understanding of the current cohort of students. An additional literacy and numeracy period was allocated to both year 7 and 8 to focus on strategies to increase their reading capacity. Initially staff reflected on their practice and shared strategies that were being implemented in the classrooms. The check in assessment data from term 4 indicated there were areas that the year 7 and 8 cohorts performed higher than the state average.

The allocation of the literacy and numeracy period allowed the flexibility for the LaST and English teachers to be allocated to the classes to focus on explicit reading strategies.

In 2023 the focus of this initiative will be for staff to work collaboratively to develop group norms and a school wide focus on explicitly teaching literacy and numeracy strategies in the classroom context. Students will be provided with feedback on their progress and the focus of every student and every teacher improves every year will be a strong emphasis for the

school community.

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
Increase in the percentage of students achieving expected growth in NAPLAN numeracy by at least 2.8% .	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
Uplift in percentage of students achieving expected growth in year 9 NAPLAN reading by at least 3.5%.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.

Strategic Direction 3: Structures to Enhance Wellbeing

Purpose

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

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

Integration funding support: \$12,975.00

Per capita: \$38,000.00

Student support officer (SSO): \$96,058.00

Aboriginal background: \$6,000.00

Location: \$14,000.00

Professional learning: \$17,000.00

Summary of progress

Whole school approach to student wellbeing

The focus of this initiative was supporting student wellbeing by implementing evidence based practices to increase students' sense of belonging and developing of staffs' understanding of behaviour strategies to support learning. Barham High School conducted professional learning in Restorative Practices to all staff for the term 3 Staff Development Day to develop a common language on reflective practices on behaviour with students. The Deputy Principal developed behaviour support classes for students to work on social skills, de-escalation techniques when in a heightened state, as well as learning practices for success. The school rewarded positive behaviour with a semester 1 rewards excursion and other wellbeing programs to target student self-confidence and awareness of the risks of vaping to students and the community. The recruitment of additional SLSO's to support student wellbeing in their classes also assisted students in completing achievable work.

The Student Support Officer (SSO) position was advertised and was unable to be filled multiple times in 2022, this impacted the ability to run a number of initiatives and programs. The SSO position was filled temporarily at the end of 2022 to commence in 2023.

In 2023 the focus of this initiative will be to continue to improve student sense of belonging and for student attendance to be a focus for improvement. Students will be supported to develop positive and respectful relationships among students and staff to ensure that optimum conditions for student learning can be achieved across the school.

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 Increase the percentage of students attending school 90% of the time increasing by 1.5%.	2022 Attendance data indicates the percentage of students attending school 90% of the time did not achieve the system negotiated target.
TTFM Student wellbeing data will increase in both advocacy and belonging by at least 2.5% as measured by the Tell Them From Me survey.	2022 TTFM surveys were not undertaken therefore data is unavailable for this progress measure.

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$91,939.00</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>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"> • Effective Use of Data • Building Collaborative Practices • A Culture of High Expectations • Explicit teaching <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • reducing the cost of extra-curricular activities and excursions to ensure whole school engagement. • employment of additional staff to support technology integration across the school. • employment of additional staff to support mathematics and numeracy program implementation. <p>The allocation of this funding has resulted in the following impact: BHS students were assisted to attend extracurricular activities and overcome rural isolation. The employment of the additional staff member assisted in the successful implementation of the Rural Access Gap technology initiative. Students were supported with the use of technology.</p> <p>After evaluation, the next steps to support our students will be: to utilise the funds to support and improve student learning, this will be achieved by using funds to employ an additional Head Teacher with a focus on Literacy and Numeracy. Funds will also be used to employ additional staff to implement Literacy and Numeracy classes additional to the English and Mathematics classes, to focus on student improvement to support our trajectory towards achieving targets.</p>
<p>Aboriginal background</p> <p>\$7,129.00</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>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"> • Building Collaborative Practices • Whole school approach to student wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional teacher to work as a full-time Literacy and Numeracy mentor with students performing below the expected stage level • staffing release to support development and implementation of Personalised Learning Plans • employment of additional staff to support literacy and numeracy programs <p>The allocation of this funding has resulted in the following impact: Year 7 & 8 Aboriginal students were supported with their Literacy and Numeracy within the L&N classes. The average attendance of Aboriginal students for 2022 was 78%. Initiatives to celebrate Aboriginal events were supported with Aboriginal background funding.</p> <p>After evaluation, the next steps to support our students will be:</p>

<p>Aboriginal background</p> <p>\$7,129.00</p>	<p>to further support the needs of Aboriginal students at Barham High School. Initiatives to increase the collaboration with Aboriginal students will be implemented, including the engagement in the development of the Aboriginal Outdoor Learning Space Yarning Circle, additional release to undertake PLP meetings and develop staff understanding of Aboriginal perspectives at SDD's and staff meetings.</p>
<p>Low level adjustment for disability</p> <p>\$77,357.00</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>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"> • A Culture of High Expectations • Explicit teaching <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • 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 <p>The allocation of this funding has resulted in the following impact: 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>After evaluation, the next steps to support our students will be: 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>\$74,350.00</p>	<p>The location funding allocation is provided to Barham High School to address school needs associated with remoteness and/or isolation.</p> <p>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"> • Effective Use of Data • Building Collaborative Practices • Whole school approach to student wellbeing • Explicit teaching <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • subsidising student excursions to enable all students to participate • technology resources to increase student engagement <p>The allocation of this funding has resulted in the following impact: increased subject opportunities and choices for students.</p> <p>After evaluation, the next steps to support our students will be: developing and delivering professional learning open to other schools, supporting the school to increase collaboration and overcome isolation.</p>
<p>Professional learning</p> <p>\$44,984.00</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>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"> • Building Collaborative Practices • Whole school approach to student wellbeing

<p>Professional learning</p> <p>\$44,984.00</p>	<ul style="list-style-type: none"> • Explicit teaching <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 capacity of all teachers to embed effective practices in the explicit teaching resulting in improved internal student results. increased capacity of all teachers to develop an understanding to support student wellbeing with the delivery of Restorative Practices.</p> <p>After evaluation, the next steps to support our students will be: personalised and targeted professional learning in the form of mentoring and co-teaching.</p>
<p>COVID ILSP</p> <p>\$75,520.00</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 • providing targeted, explicit instruction for student groups in literacy/numeracy - [focus area] • employing/releasing staff to coordinate the program • releasing staff to participate in professional learning <p>The allocation of this funding has resulted in the following impact: the majority of the students in the program achieving significant progress towards their personal learning goals</p> <p>After evaluation, the next steps to support our students will be: to continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. The school learning and support processes have been revised and will now involve regular monitoring of students as they transition back into classrooms. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority.</p>
<p>Integration funding support</p> <p>\$38,926.00</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>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"> • Effective Use of Data • Building Collaborative Practices • Whole school approach to student wellbeing <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of staff to provide additional support for students who have high-level learning needs <p>The allocation of this funding has resulted in the following impact: all eligible students demonstrating progress towards their personalised learning goals. All PLSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised</p>

<p>Integration funding support</p> <p>\$38,926.00</p>	<p>learning and support within their own classrooms.</p> <p>After evaluation, the next steps to support our students will be: the use of integration funding will be adjusted throughout the year in response to student PLSPs reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Student support officer (SSO)</p> <p>\$96,058.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Barham 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"> • Whole school approach to student wellbeing <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • Advertised for Employment of Student Support Officer <p>The allocation of this funding has resulted in the following impact: this position was unable to be filled during 2022.</p> <p>After evaluation, the next steps to support our students will be: to fill this position in 2023.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	79	75	78	76
Girls	77	74	70	51

Student enrolment data decreased due to a number of Year 10 and Year 11 students obtaining an apprenticeship. With the lower student enrolments, the school was still able to offer a very broad curriculum for the students.

Student attendance profile

School				
Year	2019	2020	2021	2022
7	92.0	89.2	89.8	89.3
8	82.8	85.5	86.7	80.3
9	89.6	85.1	80.4	82.0
10	84.2	78.5	79.8	75.3
11	88.7	77.2	75.2	81.4
12	92.2	85.1	83.3	82.5
All Years	88.0	84.0	83.2	81.4
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	0	0	0
Employment	0	12	40
TAFE entry	0	4	0
University Entry	0	0	60
Other	0	0	0
Unknown	0	0	0

Year 12 students undertaking vocational or trade training

85.71% of Year 12 students at Barham High School undertook vocational education and training in 2022.

Year 12 students attaining HSC or equivalent vocational education qualification

100% of all Year 12 students at Barham 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)	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	7.38
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 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.

The staff profile of BHS

Throughout 2022 there was a number of permanent appointments.

Barham High School is a 6 Point Incentive School, and in 2022 BHS successfully filled:

- Science Teacher (Permanent)
- PDHPE Teacher (Permanent)
- School Counsellor (Permanent)
- WIHN (Permanent)
- Multi-Categorical Teacher (Permanent)
- TAS Teacher (Permanent)
- Teacher Librarian (Permanent)
- School Administration Manager (Permanent)

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	385,605
Revenue	4,445,862
Appropriation	4,391,932
Sale of Goods and Services	409
Grants and contributions	46,940
Investment income	2,602
Other revenue	3,980
Expenses	-4,204,733
Employee related	-3,673,066
Operating expenses	-531,668
Surplus / deficit for the year	241,128
Closing Balance	626,733

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	38,927
Equity Total	176,499
Equity - Aboriginal	7,172
Equity - Socio-economic	91,970
Equity - Language	0
Equity - Disability	77,358
Base Total	3,403,693
Base - Per Capita	38,049
Base - Location	75,301
Base - Other	3,290,343
Other Total	506,917
Grand Total	4,126,036

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.

In 2022 Barham High School was able to offer and sustain 20 courses for the HSC students to assist them in meeting university pre-requisite requirements and courses to prepare them for work opportunities once completing their HSC. Of the 20 courses 5 of these were VET courses.

The post-school destination data indicates that these students have benefited from the broad curriculum to either achieve employment or university entry into their preferred courses.

The system negotiated target for the Increase in percentage of HSC course results in top three bands was to be at least 3.8% .

The 2022 HSC data indicates 4.54% of HSC students are in the top three bands indicating the school did achieve the system negotiated target.

Parent/caregiver, student, teacher satisfaction

During 2022, parent/caregiver feedback was sought from the community through questionnaires and P&C Meetings allowed parents/caregivers to have input into different aspects of the school. Parents/caregivers were given the opportunity to engage in a variety of school events, including school assemblies, sporting carnivals and parent teacher interviews. Participation in these events helped to develop positive relationships between the home and the school. In 2023 parents will be surveyed to assist in developing a clear vision for the future directions of the school and there will be emphasis for the school to continually increase parent engagement at events.

Student feedback and initiatives led by the SRC contributed to student voice and ideas being heard. Students participated in a number of curricular and extra-curricular events in 2022, including the student wellbeing day and colour run. In 2023 students will be surveyed to assist in the future directions of the school. The Student Support Officer will be the SRC coordinator in 2023 with a focus on developing student leadership skills, as well as assisting them in leading initiatives for the student body.

From the 2022 People Matters Employee Survey the results indicate that staff at Barham High School understand their role and what is expected of them to fulfill this role. In 2023 Barham High School will be working on initiatives to increase staff wellbeing.

The TTFM survey was not completed in 2022.

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.