

# 2023 Annual Report

## Barham High School



8461

# Introduction

The Annual Report for 2023 is provided to the community of Barham High School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the Strategic Improvement Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

## School contact details

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## 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	2023 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student growth and performance	Sustaining and Growing
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	Delivering
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

Professional learning  
Low level adjustment for disability  
Integration funding support

### Summary of progress

#### Effective Use of Data

The focus of Strategic Direction 1 was to gather data from HSC results and reading and numeracy results from Check-in Assessments to provide an overview of how students were performing.

Teaching staff were provided with an analysis package of HSC results for each course. They then reflected on whether trends were evident to assist them in developing strategies within their teaching programs to continually improve their teaching and student learning. Head Teachers were delivered professional learning to lead this analysis and planning at faculty level with teaching staff.

#### Explicit Teaching

In the Year 7 and Year 8 Literacy & Numeracy periods, staff used data from check in assessments to plan, modify and deliver lessons to meet the learning strengths and needs of students, and to monitor and evaluate the effectiveness of lessons. There were clear and precise explanations so students could meet the success criteria and further develop their learning outcomes.

Staff provided opportunities for guided and independent practices so students could gain proficiency and understanding of concepts. Next steps for this initiative will be to implement a whole-school core literacy and numeracy program.

In 2024, the focus of this strategic direction will be to utilise the data to inform teaching practice, so that teaching staff have the capacity to target students at their level of need by making necessary adjustments and modifications for student content and delivery. Peer observation and feedback will be integrated into teaching practices to promote explicit and effective teaching practices 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
Increase in percentage of HSC course results in top three bands by at least 3.8% .	The percentage of students achieving HSC results in the top 3 bands declined by 5.6% in 2023.
Increase the percentage of Aboriginal students across the Deniliquin network	The percentage of Aboriginal students attaining HSC across the Deniliquin Network, whilst maintaining their cultural identity has decreased.

<p>of schools attaining the HSC whilst maintaining their cultural identity by 20%</p>	
<p>An improvement in the theme of 'Data Use in Teaching' to the level of Sustaining and Growing as measured by the School Excellence Framework.</p>	<p>Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the theme of Date Use in Teaching.</p>
<p>An improvement in the theme of 'Explicit Teaching' to the level of Excelling as measured by the School Excellence Framework.</p>	<p>Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the theme of explicit Teaching.</p>

## Strategic Direction 2: Connecting Through Collaboration

### Purpose

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

### Initiatives

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

- Building Collaborative Practices
- A Culture of High Expectations

### Resources allocated to this strategic direction

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#### Professional learning

### Summary of progress

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#### 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. This commenced successfully during term 1 where teachers were supported to look at RAP data for HSC at faculty level to identify the strengths and deficiencies of exam responses. The Wellbeing Team also collaboratively worked on implementing a number of initiatives throughout the year with a focus of implementing strategies in classes around growth mindset.

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 2024, the focus of this initiative will be for staff to work collaboratively to develop a school wide focus on literacy and numeracy strategies in their classroom teaching. Executive staff will model practice and 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. A review of the literacy and numeracy periods allocated to both year 7 and 8 was completed, which resulted in Year 7 having additional periods allocated to their curriculum to focus on strategies to increase their capacity. 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 Year 9 cohort's NAPLAN results showed significant improvement in students achieving the minimum standards in both Reading and Numeracy.

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 2024, 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

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

Annual progress measure	Progress towards achievement

<p>An increase in Check-in Assessment mean scaled score for reading in Year 9 for 2024 compared with Year 8 in 2023.</p>	<p>The Check-in Assessment mean scale score indicates the percentage of students achieving growth in reading has increased by 4.2%.</p>
<p>An increase in Check-in Assessment mean scaled score for numeracy in Year 7 and 9 for 2023 compared with Year 7 and 9 in 2022.</p>	<p>The Check-in Assessment mean scale score indicates the percentage of students achieving growth in numeracy has increased by 5.8%.</p>



## 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

Socio-economic background

Aboriginal background

Low level adjustment for disability

### Summary of progress

#### Whole school approach to student wellbeing.

The school's focus was on improving the sense of belonging felt by the student body by providing students in Years Seven to Ten with a school uniform (shirt and jersey). By the end of Week Four, Term 1 all students had received a school jersey and families had access to credit at the local distributor of uniform to purchase a school polo shirts. New enrolments were given a jersey and information on how to access a polo as a part of the enrolment process at the school. As a result, data taken from Sentral showed a decrease in negative behaviour entries compared to the first four weeks of the term.

Barham High School utilised the Resilience Project student planners which had wellbeing activities within. These were utilised in year meetings to enhance student's sense of belonging. The Wellbeing team analysed the data, and decided the next steps for this initiative was to have an implemented weekly program, as well as utilising the Resilience Project Staff Planners to also enhance staff wellbeing.

In 2024, the focus of this initiative will be a whole-school review of wellbeing practices at BHS, with the development of a wellbeing plan which will assist students to have a focus on developing a stronger sense of belonging and higher advocacy within the school. The school will be designing and implementing a positive reward program for students.

### 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
Student wellbeing data will increase by at least 10% or the reset target baseline.	Tell Them From Me data shows 66% of students reported reported positive wellbeing, including a 4% increase in advocacy at school and a 3% decrease in sense of belonging.
Proportion of students attending >90% of the time	The proportion of students attending 90% of the time has decreased.

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$97,952.75</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Barham High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Whole school approach to student wellbeing</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• providing students with economic support for educational materials, uniform, equipment and other items</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> an increase in the student responses for a stronger sense of belonging.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to investigate other options to support students at school, and continue to develop a stronger sense of belonging.</p>
<p>Aboriginal background</p> <p>\$7,647.24</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Barham High School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Whole school approach to student wellbeing</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of specialist additional staff (LaST) to support Aboriginal students</li> <li>• assisting Aboriginal students to attend excursions, uniforms, resources</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> 100% of Aboriginal students attended curriculum excursions. Implementation of BHS Yarning Circle</p> <p><b>After evaluation, the next steps to support our students will be:</b> to deliver whole-school professional learning on Aboriginal Cultures and Histories.</p>
<p>Low level adjustment for disability</p> <p>\$92,249.11</p>	<p>Low level adjustment for disability equity loading provides support for students at Barham High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Effective Use of Data</li> <li>• Whole school approach to student wellbeing</li> <li>• Explicit teaching</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> <li>• providing support for targeted students within the classroom through the</li> </ul>

<p>Low level adjustment for disability</p> <p>\$92,249.11</p>	<p>employment of School Learning and Support Officers</p> <p><b>The allocation of this funding has resulted in the following impact:</b> an increase in teaching time for the explicit teaching of literacy and numeracy strategies for students.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to further develop the whole school implementation of literacy and numeracy strategies in 2024.</p>
<p>Location</p> <p>\$68,487.28</p>	<p>The location funding allocation is provided to Barham High School to address school needs associated with remoteness and/or isolation.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• technology resources to increase student engagement</li> <li>• technology resources to increase student engagement</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> TTFM results indicated an improvement in advocacy for the school at the end of 2023.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to continue to support and implement a number of strategies to assist students to overcome the school's rural and remote location.</p>
<p>Professional learning</p> <p>\$47,063.44</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Barham High School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Effective Use of Data</li> <li>• Building Collaborative Practices</li> <li>• Explicit teaching</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• course costs for staff undertaking recognised courses</li> <li>• teacher relief for staff engaging in professional learning</li> <li>• other methods of learning designed to improve student outcomes.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> 39% increase in the PMES for staff who believed there was support and opportunities to further improve their practice.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to continue to look at opportunities for whole-school and individualised professional learning options for staff.</p>
<p>COVID ILSP</p> <p>\$56,639.95</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 2023.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted</b></p>

<p>COVID ILSP</p> <p>\$56,639.95</p>	<p><b>funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> <li>• providing targeted, explicit instruction for student groups in literacy/numeracy - [focus area]</li> <li>• providing intensive small group tuition for identified students who were...</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> check-in assessment data indicated Year 7 and 9 students outperformed SSSG and the state.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to continue to support small class tuition of literacy and numeracy classes.</p>
<p>Integration funding support</p>	<p>Integration funding support (IFS) allocations support eligible students at Barham High School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Explicit teaching</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> <li>• employment of staff to provide additional support for students who have high-level learning needs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> TTFM data indicated that students had stronger advocacy for the school.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to continue to support targeted students.</p>
<p>Student Support Officer</p> <p>\$99,516.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Barham High School</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this Staffing - Other include:</b></p> <ul style="list-style-type: none"> <li>• Improve the wellbeing, resilience, and pro-social behaviours of students by working in partnership with the wellbeing team and the school counselling service to prioritise and deliver individual, small group and whole-school evidence-based programs and strategies.</li> <li>• working collaboratively with external and other government agencies in their support of students and their families.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> TTFM data indicated an increase in advocacy for the school</p> <p><b>After evaluation, the next steps to support our students will be:</b> to have a sequential plan for utilising the SSO at BHS.</p>

# Student information

## Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	75	78	76	85
Girls	74	70	51	65

In 2023 Barham High School has had an increase in enrolments. The new enrolments have come from new families to the Barham community, as well as from neighbouring areas.

## Student attendance profile

School				
Year	2020	2021	2022	2023
7	89.2	89.8	89.3	88.2
8	85.5	86.7	80.3	84.0
9	85.1	80.4	82.0	76.1
10	78.5	79.8	75.3	73.0
11	77.2	75.2	81.4	73.4
12	85.1	83.3	82.5	88.6
All Years	84.0	83.2	81.4	80.5
State DoE				
Year	2020	2021	2022	2023
7	92.1	89.7	85.5	87.9
8	90.1	86.7	82.1	84.6
9	89.0	84.9	80.5	82.8
10	87.7	83.3	78.9	81.1
11	88.2	83.6	80.0	81.7
12	90.4	87.0	83.9	86.0
All Years	89.6	85.9	81.7	83.9

## Attendance

NSW student attendance data in 2020 is not comparable to other 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.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See <https://education.nsw.gov.au/schooling/covid-19/advice-for-families> for advice).

## Management of non-attendance

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

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

## Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	0
Employment	5	0	40
TAFE entry	0	0	0
University Entry	0	0	60
Other	0	0	0
Unknown	0	0	0

## Year 12 students undertaking vocational or trade training

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52.63% of Year 12 students at Barham High School undertook vocational education and training in 2023.

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

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93.8% of all Year 12 students at Barham High School expected to complete Year 12 in 2023 received a Higher School Certificate or equivalent vocational education and training qualification.

During 2023 BHS delivered VET Construction for a neighbouring school as they did not have a VET trainer for 2023.

# 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)	0.6
Teacher Librarian	1
School Counsellor	2
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 2023, 2.5% 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 <sup>1</sup>	2023 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

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 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 Actual (\$)
<b>Opening Balance</b>	492,801.24
<b>Revenue</b>	4,747,202.36
Appropriation	4,672,206.26
Sale of Goods and Services	1,030.35
Grants and contributions	63,327.51
Investment income	7,486.00
Other revenue	3,152.24
<b>Expenses</b>	-4,613,974.70
Employee related	-3,874,000.67
Operating expenses	-739,974.03
<b>Surplus / deficit for the year</b>	133,227.66
<b>Closing Balance</b>	626,028.90

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

## Financial summary - Equity loadings

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

	2023 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	40,106
<b>Equity Total</b>	197,849
Equity - Aboriginal	7,647
Equity - Socio-economic	97,953
Equity - Language	0
Equity - Disability	92,249
<b>Base Total</b>	3,486,711
Base - Per Capita	33,948
Base - Location	68,487
Base - Other	3,384,276
<b>Other Total</b>	651,382
<b>Grand Total</b>	4,376,048

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

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (<https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions>). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

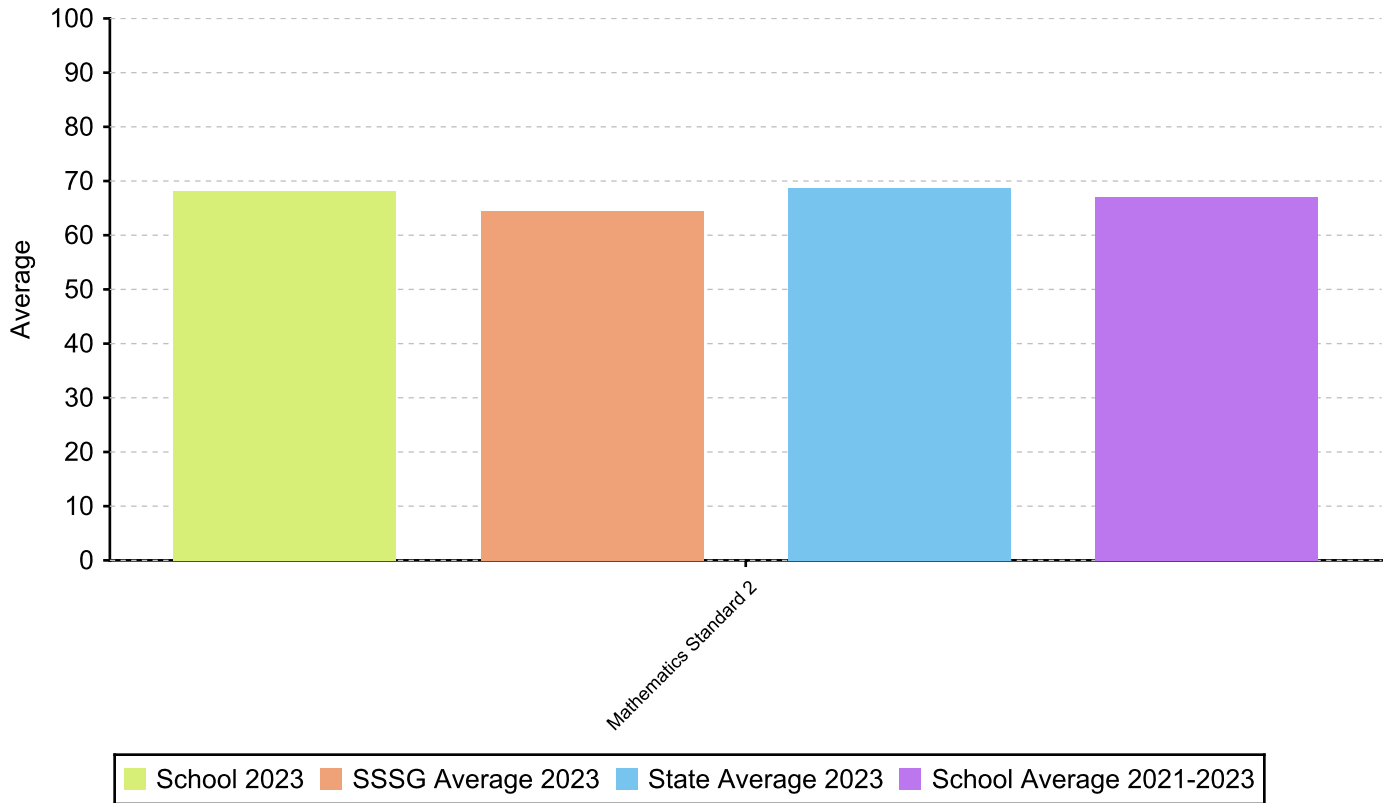
In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

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

# School performance - HSC

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

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



Subject	School 2023	SSSG	State	School Average 2021-2023
Mathematics Standard 2	68.2	64.5	68.7	67.0

## Parent/caregiver, student, teacher satisfaction

**Parent/caregiver feedback** was sought from the community through questionnaires and P&C Meetings, which 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 2024 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 2023, including the student wellbeing day and colour run. The Student Support Officer was 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. In 2024 students will be surveyed to assist in the future directions of the school.

**Staff feedback** was sought via surveys and PMES. From the 2023 People Matters Employee Survey the results indicate that staff at Barham High School are thoroughly enjoying the opportunities to teach in a supportive environment, with all areas of the survey indicating improvements from 2022.

# Policy requirements

## Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

## Anti-Racism Policy

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

## Multicultural Education Policy

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