

2020 Annual Report

Barrenjoey High School



8454

Introduction

The Annual Report for 2020 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 school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

School contact details

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School vision

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

School context

Barrenjoey is a proud community, comprehensive high school with an exceptional geographic position, which influences the character of the school.

Barrenjoey 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 and Citizens of Barrenjoey are highly involved with the school, forming an important link between all members of the Barrenjoey community, underpinning the value 'relationships' hold in an area with such a strong sense of identity.

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 school plan and annual report.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Excelling
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Excelling
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

Strategic Direction 1

COMMUNITY

Purpose

To grow and sustain an inclusive and active relationship with the local community that fosters collegiality and shared success. To further develop a communal ownership of the physical environment that nurtures pride in the school and wider Barrenjoey culture.

To provide dynamic and creative opportunities that support student achievement and their quest for personal best. To create an inspiring and stimulating learning environment that embraces positivity and responsibility.

Improvement Measures

PHYSICAL ENVIRONMENT:

BCPS Stage 1 completed.

Internally - creative and performing subjects will be using the space to teach and perform.

Externally - community groups will be customers.

Completed learning spaces.

100% of faculties accessing the flexible spaces to deliver innovative lessons and variety in learning opportunities.

Improved student engagement for all students.

100% of faculties incorporating the physical surroundings into learning opportunities.

All students and staff utilizing the established recycling processes.

Students in relevant learning areas learning specifically of the benefits of both the recycling processes and solar generation.

SCHOOL PRIDE:

100% of school community to embrace and understand the merit system.

100% of faculties meaningfully participating in the awarding of positive entries.

100% of students could receive an academic award.

All students recognized with awards throughout the year to be featured in the Peninsula Press.

100% of students in Years 7 to 10 and 50% of Years 11 and 12 to participate.

Increase percentage of students completing service hours by 5% across all year groups.

100% of the faculties to be represented in an edition of the Peninsula Press each term.

10% of students from each year group to be part of the SRC.

Progress towards achieving improvement measures

Process 1: PHYSICAL ENVIRONMENT: To enrich the learning environment by providing real-world and stimulating learning spaces and opportunities that cater specifically for BHS's unique setting.

Evaluation	Funds Expended (Resources)
A procedure for the management, promotion and marketing of the BCPS so that it is a sustainable and self funded addition to the schools resource, as well as the need to have lights and CCTV installed to make the area safe.	Combined resources for BCPS project. \$1.73M.

Progress towards achieving improvement measures

Process 2: SCHOOL PRIDE: To develop and maintain a school wide merit and leadership system that encourages and promotes students in their quest for personal best.

Evaluation	Funds Expended (Resources)
SRC review was conducted and it had a great year at raising its profile and successfully rewriting its constitution as well gaining a greater presentation across the school, an initiative that will increase further in 2021.	Staff release \$1000

Strategic Direction 2

LEARNING

Purpose

To provide a personal approach that promotes a love of learning and teaching where expectations are high for both students and staff. To deliver academically rigorous and meaningful learning programs to drive creative, engaging and productive learning.

To maximise the opportunities for our students by providing them with the necessary skills, attitudes, dispositions and behaviours to ready them for work, life and future learning.

Improvement Measures

HABITS OF MIND:

100% student ownership of learning results as seen in student created learning goals.

Incremental growth over time of all student's GPA.

Identified 'at risk' students who have not achieved incremental growth.

Updated student evaluation sheets to complete when reports are distributed.

100% parent / carer / student attendance at report interviews.

Decrease in % of N-awards and Stage 5 warning letters.

100% of all faculties using a grade only system to report on student learning.

New system to archive student work year 7 ICT.

All students are utilising flexi day time for study/school work.

Students attend at least one flexi day activity/term

TEACHER SUPPORT:

100% of staff observe others (twice) and are observed by members of their learning group and faculty area (twice).

100% of staff provide meaningful feedback on lesson observations.

100% of staff complete and evaluate personal development plan.

100% of HT's are to nominate 2IC.

Encourage staff to seek roles that include whole school responsibility.

HT Tand L to provide support and infrastructure to facilitate management of professional learning hours for accreditation.

Budget equally amongst all areas of the school for teacher professional learning.

100% of exam supervision for trial HSC examination period to be outsourced.

Progress towards achieving improvement measures

Process 1: HABITS OF MIND:

To establish and maintain positive relationships between teachers and learners.

Evaluation

Funds Expended (Resources)

Progress towards achieving improvement measures

GPA tracking incorporated to monitor progress throughout the year and used for the Academic Improvement Award. In future years this technology may be used to focus on students who have experienced significant negative growth in Semester 2 GPA's.

Administrative resources \$250

Process 2: TEACHER SUPPORT:

To recognize and support staff throughout all stages of their career, as well as grow school succession planning and support for new and established school leaders.

Evaluation	Funds Expended (Resources)
A relatively successful introduction to the mid-term subcommittees that allowed staff to become involved in initiatives of interest and use this time to address that need rather than on other occasions. This greatly assisted the Wellbeing team, LST, Google groups and interested groups in Enrichment and Sustainability	Staff release time and professional learning \$5000

Strategic Direction 3

EMPOWERMENT

Purpose

To create a cooperative and collaborative learning environment that empowers students with a range of opportunities. To foster a culture in which students willingly embrace challenges and celebrate success.

To empower the school community to actively nurture excellence, inspire others and lead change.

Improvement Measures

EMOTIONAL HEALTH AND WELLBEING:

100% of students have received training on the website.

100% parents are knowledgeable about the website.

100% of students in years 7-12 completing the workshops and evaluating.

100% agree that BHS is supportive of student emotional health.

100% of students agree that they have a person in school they could go to for help.

100% of students in years 7, 8 & 9 students to complete bullying workshop.

Increase number of peer mediation to 10 per year by 2020.

Year 10 students engaged in the big brother/sister program.

CLASSROOM EXPECTATIONS:

100% of rolls being marked accurately through Sentral PxP.

Induction program for new staff includes training on the use of Sentral.

100% of staff to have access to a device for electronic role marking.

100% of classes have a seating plan, with 100% of students knowing their place in the class seating plan. 100% of classrooms and teaching spaces display REC signage.

Complete the revised technology policy and publish for parents, students and staff to acknowledge.

A decrease in Sentral negative issues around the inappropriate use of technology.

Progress towards achieving improvement measures

Process 1: EMOTIONAL HEALTH & WELLBEING:

To nurture and support all students to achieve emotional wellbeing, positive mental health and to embed a culture of inclusivity, where all students feel safe in the community.

Evaluation	Funds Expended (Resources)
Due to COVID-19 pandemic, the investigation for a Big Brother/Sister student wellbeing program was not conducted. This will be re-evaluated for 2021.	

Process 2: CLASSROOM EXPECTATIONS:

To embed students and staff with a shared responsibility to conduct themselves in a manner consistent with BHS values and principles in order to maintain a safe and productive learning environment.

Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
<p>The focus on data being used (through SCOUT and local sources) by all teachers in a structured and planned method, e.g. at SDD's and in faculty meetings but managed and lead by Head Teachers, was completed. This allowed teachers to have a deeper knowledge of the learning capacity and profile of all students. This will continue to be a focus in the next school plan.</p>	<p>Staff meeting time; faculty, staff and executive meetings.</p>

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	6,404	Educational Learning Plan developed for all Aboriginal background students. Successful celebration of Harmony Day One on one support for Aboriginal students through Aboriginal Liaison Officer Showcase of student work throughout the PCS. Evaluation of student plans, work toward goal setting and improvement for 2021.
English language proficiency	17,995	Provide assistance to students in order to enhance their learning experience and fulfill their academic potential.
Low level adjustment for disability	118,045	Additional teaching and non-teaching staff to support students to improve learning outcomes.
Socio-economic background	27,864	Assist identified students to improve learning outcomes.
Support for beginning teachers	57,924	Beginning teachers indicated a feeling of support and preparedness. They valued the collegiality and the opportunity to have input into their professional development. Mentor support also provided.

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	368	359	376	426
Girls	333	346	380	384

Student attendance profile

School				
Year	2017	2018	2019	2020
7	95.9	94.1	94.3	95
8	92.9	92	90.8	92.7
9	93.1	89.3	90.9	92.9
10	91.9	89.7	90	92.4
11	92.2	91.5	91.6	93.8
12	95.5	92.6	93.7	94
All Years	93.5	91.5	91.9	93.4
State DoE				
Year	2017	2018	2019	2020
7	92.7	91.8	91.2	92.1
8	90.5	89.3	88.6	90.1
9	89.1	87.7	87.2	89
10	87.3	86.1	85.5	87.7
11	88.2	86.6	86.6	88.2
12	90.1	89	88.6	90.4
All Years	89.6	88.4	88	89.6

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

Management of non-attendance

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

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

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	0
Employment	0	0	28
TAFE entry	0	0	5
University Entry	0	0	61
Other	0	0	3
Unknown	0	0	3

Year 12 students undertaking vocational or trade training

21.77% of Year 12 students at Barrenjoey High School undertook vocational education and training in 2020.

Year 12 students attaining HSC or equivalent vocational education qualification

100% of all Year 12 students at Barrenjoey High School expected to complete Year 12 in 2020 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)	8
Classroom Teacher(s)	41.3
Learning and Support Teacher(s)	0.6
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	10.48
Other Positions	1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

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

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2014-17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 - Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice. Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and Departmental priorities.

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

Financial information

Financial summary

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

	2020 Actual (\$)
Opening Balance	282,393
Revenue	9,470,755
Appropriation	8,560,709
Sale of Goods and Services	24,823
Grants and contributions	864,631
Investment income	1,020
Other revenue	19,571
Expenses	-9,356,844
Employee related	-7,945,461
Operating expenses	-1,411,383
Surplus / deficit for the year	113,911
Closing Balance	396,303

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.

	2020 Approved SBA (\$)
Targeted Total	98,691
Equity Total	170,309
Equity - Aboriginal	6,404
Equity - Socio-economic	27,864
Equity - Language	17,995
Equity - Disability	118,045
Base Total	7,795,668
Base - Per Capita	181,821
Base - Location	0
Base - Other	7,613,847
Other Total	324,427
Grand Total	8,389,094

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.

2020 NAPLAN

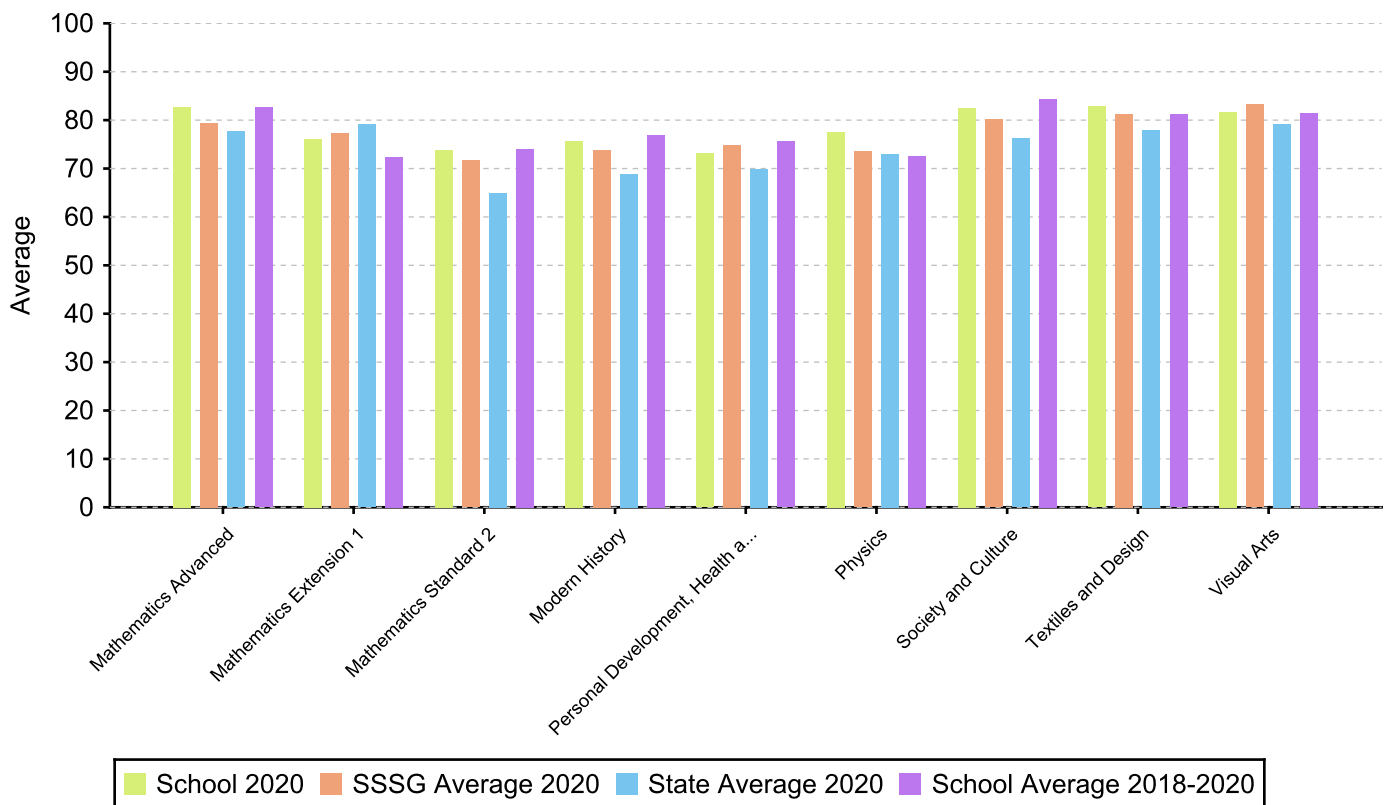
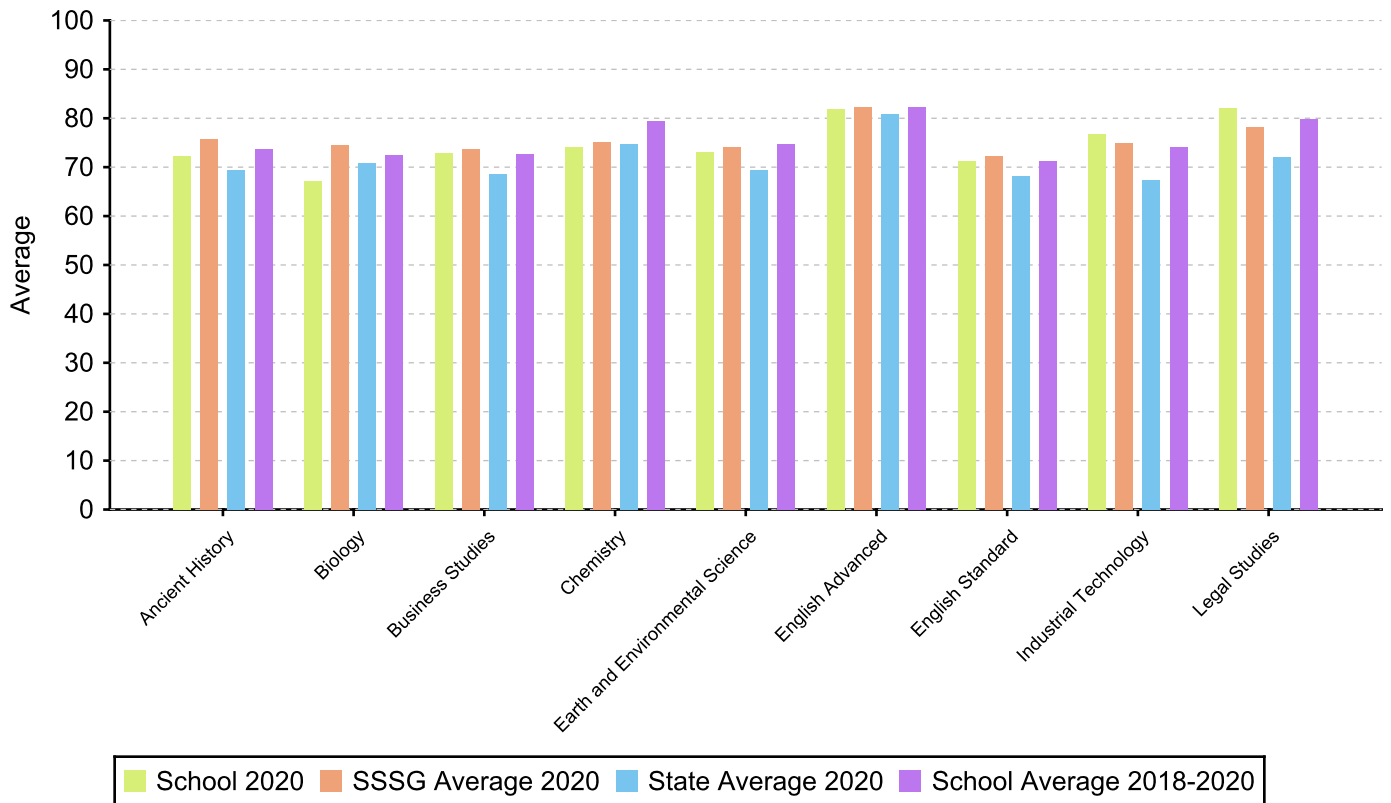
As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

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

School performance - HSC

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

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



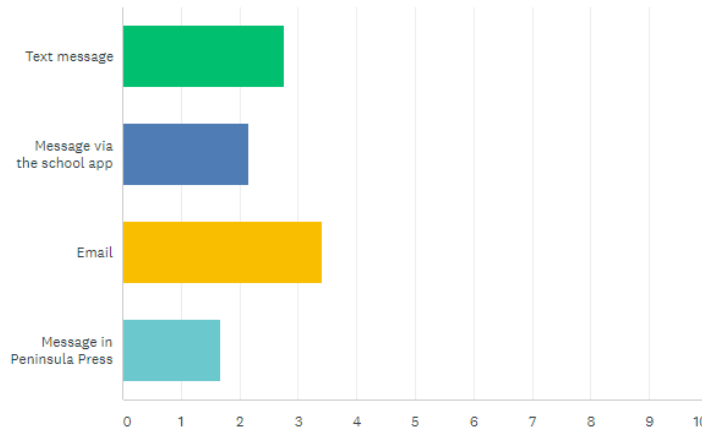
Subject	School 2020	SSSG	State	School Average 2018-2020
Ancient History	72.3	75.8	69.4	73.6
Biology	67.1	74.6	70.8	72.4
Business Studies	72.8	73.7	68.6	72.8
Chemistry	74.1	75.1	74.8	79.4
Earth and Environmental Science	73.0	74.1	69.5	74.6
English Advanced	81.8	82.3	80.8	82.3
English Standard	71.3	72.2	68.1	71.3
Industrial Technology	76.7	74.9	67.5	74.1
Legal Studies	82.1	78.3	72.1	79.9
Mathematics Advanced	82.7	79.4	77.7	82.7
Mathematics Extension 1	76.1	77.4	79.1	72.4
Mathematics Standard 2	73.8	71.7	64.9	74.1
Modern History	75.7	73.8	68.9	76.9
Personal Development, Health and Physical Education	73.1	74.8	69.9	75.6
Physics	77.6	73.5	73.0	72.6
Society and Culture	82.5	80.1	76.2	84.4
Textiles and Design	82.8	81.3	77.9	81.2
Visual Arts	81.7	83.2	79.2	81.5

Parent/caregiver, student, teacher satisfaction

Throughout 2020, Barrenjoey sent surveys to our student, teacher and parent/caregiver population. The surveys provided us with insight into student engagements, wellbeing and the impact of teaching practices at Barrenjoey High School. Participation in the surveys included 437 students, 84 parents/carers and 43 staff. The graphs below provide an example of questions from three surveys sent out to our staff, students and parent/caregivers. The information gained from these surveys helped guide our practices and procedures for 2020.

The way that we communicate to parents and the community is very important to us. Please list in order your preferred method of communication (for a non-emergency situation).

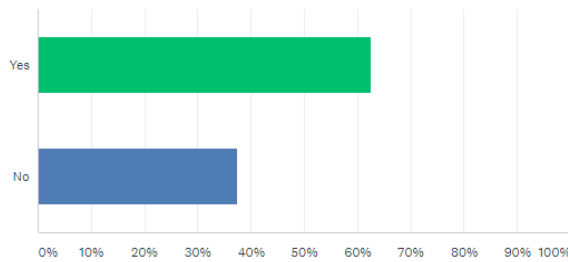
Answered: 40 Skipped: 0



Communicating with Parents

We are very aware of the wide variety of occupations and the high level of expertise held by our parental body. Would you be willing to provide the school with information relating to your occupation/background/knowledge set, knowing that a member of the Barrenjoey staff could draw on that information when planning lesson content/delivery?

Answered: 40 Skipped: 0

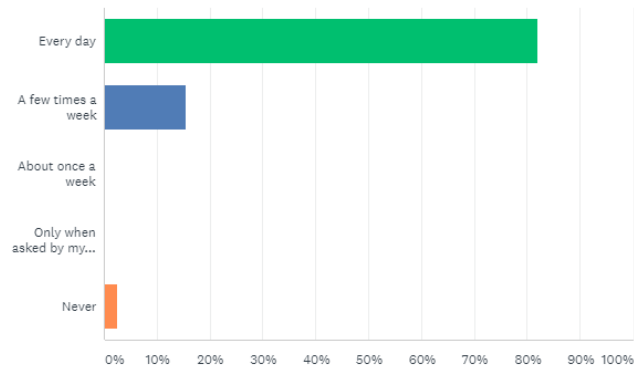


ANSWER CHOICES	RESPONSES	
Yes	62.50%	25
No	37.50%	15
TOTAL		40

Parents and Caregivers involvement

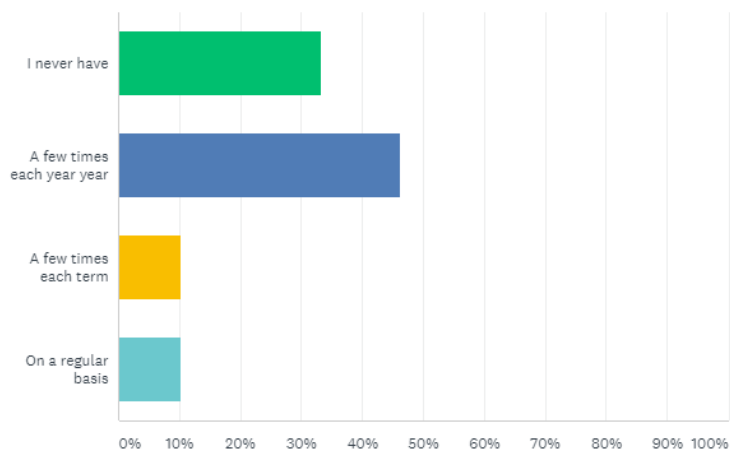
Think about how often you bring a device (laptop) to school, then answer the following. In a normal school week, I would bring my own device....

Answered: 39 Skipped: 1



How often do you contribute to the "Peninsula Press"?

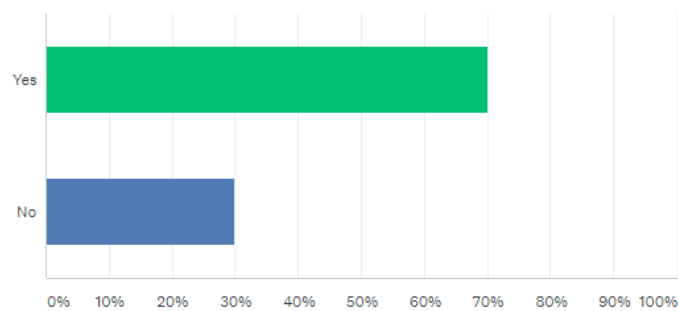
Answered: 39 Skipped: 1



Newsletters read by students

Are you proud of Barrenjoey High School?

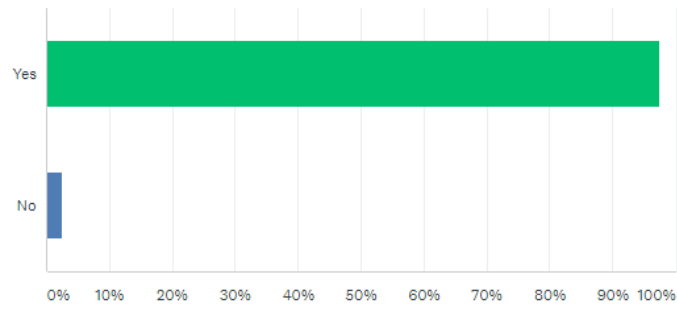
Answered: 40 Skipped: 0



Students and Pride in School

Would you recommend Barrenjoey High School to others?

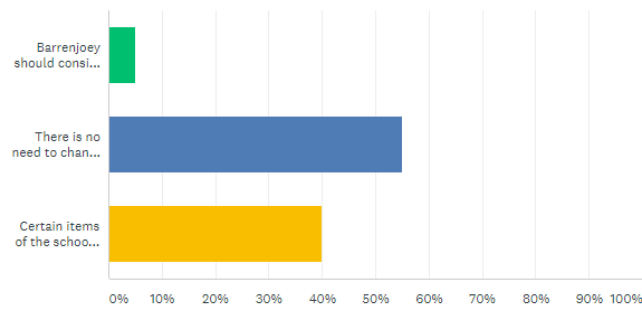
Answered: 40 Skipped: 0



Teachers and recommendations

Select the statement that best reflects your opinion about the school uniform.

Answered: 40 Skipped: 0



ANSWER CHOICES	RESPONSES
▼ Barrenjoey should consider a "no uniform" policy	5.00% 2
▼ There is no need to change the school uniform	55.00% 22
▼ Certain items of the school uniform should be revised	40.00% 16
TOTAL	40

Students opinion of the school uniform

Policy requirements

Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

Anti-Racism Policy

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

Multicultural Education Policy

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