

# Oberon High School Annual Report



2016



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## Introduction

The Annual Report for **2016** is provided to the community of **Oberon 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.

Ken Barwick

Principal

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### Message from the Principal

The start of the 2016 school year proved to be one of the most seamless in many years with our students picking up where they left off at the end of 2015 in their courses. Oberon High School implemented a new curriculum structure in the senior school known as a compressed curriculum. Our school welcomed many new students in 2016, including around 25 students from St. Joseph's school after the closure of their secondary section in 2015. School promotion through local radio, newsletters, newspapers, school app and school magazine has continued to provide our students and their family's up-to-date information, highlighting all that is great about Oberon High School. In February our school welcomed the new Director Public Schools NSW – Bathurst Network, Toni MacDonald to Oberon High School. Year 7 enjoyed their overnight camp to Western Plains Zoo and the Old Dubbo Goal, while our boys school captain Angus Fittler delivered many positive speeches within the community at major events. Again in 2016 we were very fortunate to have some very talented performing arts students who studied drama, music and dance at HSC level. These students, along with many junior drama and music students have impressed on assemblies and at performance evenings throughout the year. During the year our school welcomed Ms. Julie Thurgood in Geography, Mr. Peter O'Neill in science, Mrs. Rachel Sinclair as our Learning and Support Teacher and Mr. Steve Harper as Deputy Principal. I would especially like to acknowledge the exceptional work, dedication and commitment which Mr. Luccarda provided students, staff and the community over the past four years. He left our school achieving many positive outcomes for students. The Student Representative Council managed to raise a significant amount of money with mufti days, raffles and a successful trivia night. The SRC is a large group of hard working students who are all looking to improve aspects of school during 2016. To complement the introduction of our compressed curriculum model in our senior school in 2016, we also introduced an extra level of support for our senior students by employing a Support Teacher Senior School to assist all Stage 6 students with their subjects and assessments. Late in Term 2 our Year 10 students were supported with 'Future Careers Interviews'. Careers Advisor, Mrs. Cheryl Fitzpatrick held interviews with each Year 10 student and their parents helping with the difficult decision of subject selections as they enter our senior college phase 2. During Term 3 and 4 our school continued to provide a comprehensive Year 6 into Year 7 Transition Program for our partner schools. Students from Oberon Public, Black Springs Public, Burruga Public, O'Connell Public, Hampton Public and St. Joseph's are provided with multiple levels of transition support. Collaboration with industry partners and other external agencies has provided various levels of support for students and they are connected to their learning through programs which create positive and respectful relationships. Our strong connection with Verto has provided many positive outcomes for students in Years 10, 11 and 12. The implementation of an exciting online reward system called Vivo has allowed teachers a fast way to acknowledge students' good behaviour by giving out vivo credits to students. I am always delighted to recognise the efforts and achievements of our students both in the classroom and in the wider community. Many students have excelled in the classroom this year and have received academic excellence awards at our weekly assemblies. Several students were also rewarded with commitment and effort awards as well as commendation awards. I would like to thank and acknowledge my executive leadership team for their hard work to improve student learning in all areas of the school. I would like to thank all the staff, students and community for their ongoing support and efforts for the students of our school and I look forward to many school successes in 2017.

## School background

### School vision statement

At Oberon High School, we aim to work in partnership with all members of the school community to develop a learning culture where all students achieve success. We endeavour to support teachers professionally in creating a generation of confident, innovative, creative and inspired learners who are responsible and productive global citizens. Through the development of a school culture that values safe, respectful and responsible learners, we aim at 'Educating the whole person for the whole of life'.

### School context

Oberon High School (OHS) is a small comprehensive high school with increasing enrolments (currently 242 students) serving a picturesque rural community approximately two hours west of Sydney and half an hour from Bathurst. Oberon's major employing industry is the production of timber and timber products, the mills being supported by a variety of small metals and engineering enterprises. The rural surrounds comprise a significant variety of agricultural enterprises and the hospitality sector is a smaller contributor to the local economy.

The school is a member of Bathurst School Education Network with four feeder schools consisting of Oberon Public School (approximately 225 students), Black Springs Public School (13 students), Hampton Public School (23 students) and O'Connell Public School. OHS is one of seven secondary schools in the Bathurst Network—Lithgow High School, Denison College (Bathurst High Campus and Kelso High Campus), Blayney High School, Kandos High School and Portland Central School.

Collaboration within the group is supporting development of curriculum extension and the implementation of technology through a shared BYOD program. Oberon High School is part of the Eastern Tablelands Trade Centre and has a strong focus on vocational education with new metals and engineering and hospitality facilities to complement the schools excellent primary industry facilities.

Average student performance in external examinations is currently below state average, although remarkable growth between tests has been achieved in most areas. In 2014 School Growth for Numeracy was 9.8, greater than state average, while school growth in spelling and grammar was above state average. Trend Data indicates the school performance is at the highest point in five years.

Performance in the HSC is improving with many courses matching state averages, while technical and applied courses perform exceptionally well. School attendance continues to remain 5% above state average at 93.6% and senior retention rates have improved by 30% in recent years. Rates of acceptance to university are very high (almost all students receiving an ATAR, which is approximately 55%).

Staff comprise both experienced and early career teachers with 35% in their first 5 years. Current school priorities include quality teaching and increased use of technology as well as further development of high expectations in all aspects of school life. The school conducts extensive and successful welfare, sporting and leadership programs, along with a multi-categorical support class. A growing performing arts curriculum, combined with improved results in all benchmark tests have led to improved student sense of belonging.

We are committed to improving student learning outcomes in literacy and numeracy, the HSC, and increasing the level of student engagement through curriculum and structures. We aim to encourage all students to attend regularly and engage enthusiastically with their learning, which will be reflected by data in discipline measures, retention and examination results showing positive trends.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

#### **For all schools (except those participating in external validation processes):**

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 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.

Throughout 2016, Oberon High School focused on school improvement against all elements of the school excellence framework as a result of our inclusion in the 2015 trial validation process. All members of the school community aimed to continue excelling in Learning Culture, Wellbeing, Curriculum and Learning for the Learning Domain. The implementation of various school based programs to support student wellbeing and learning in 2016 have allowed students to thrive, succeed and connect to all aspects of learning to build a positive learning culture. Further attention on Assessment and Reporting and Student Performance Measures were built into the 2016 milestones to effectively track student learning against set benchmarks, along with the literacy and numeracy continuums. Our teaching staff collectively decided to focus on improving student performance measures through improved teaching practices through the Performance and Development Framework. A considerable amount of time and school resources were allocated to improvement in all elements of the Teaching Domain. All staff actively engaged in a collaborative process of informal and formal observations closely linked to improvement in areas highlighted in their Performance and Development Plans – PDPs. This collaborative observation and feedback process proved to be highly successful and worthwhile for teachers at all stages of the career. As a result, staff are excelling in the collaborative practice element of the teaching domain. Oberon High School continues to excel against the elements of the Leading Domain. Through the strategic distribution of leadership across our school to aspiring leaders and experienced staff we have been able to create a shared vision and collaboratively work towards a common goal. Teachers as leaders continues to remain a major focus area in our school planning processes. Building leadership capacity supports both new and existing teachers to improve against the Professional Teaching Standards, which also builds a positive school culture for improved student outcomes.

Our self–assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

**For schools participating in external validation processes:**

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 and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated [insert a narrative of the progress achieved by the school across the domains of Learning, Teaching, and Leading. Schools may choose to use the information from their executive summary and the panel report to inform their narrative.]

Our self–assessment and the external validation process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>



## Strategic Direction 1

### Achieving Quality Teaching, Learning and Assessment Practices

#### Purpose

To build commitment in teaching, learning and assessment practices, where every teacher is actively reflecting on learning outcomes and maintains high expectations of excellence in student learning.

To provide quality teaching, learning and assessment practices that foster and develop every student as a global citizen.

Through the implementation of whole school focused literacy and numeracy programs in all key learning areas.

Through effective and targeted staff professional learning with real world connections to personalise learning that encourages students to take ownership of their world of learning.

The development and delivery of dynamic programs, effective and differentiated assessment tracking and student analysis linked to literacy and numeracy targets.

#### Overall summary of progress

In 2016, teaching staff were engaged in a variety of processes aimed at improving the quality of teaching, learning and assessment practices. All staff completed their professional development plans with a consistent focus on improvement against the elements of the teaching domain of the School Excellence Framework. Professional learning requests from all PDP's were considered against the school plan and a calendar of staff lead PL sessions were designed. Over the course of 2016, all teaching staff presented professional learning to their colleagues at KLA, whole staff meeting or at school development days. Using teachers as trainers proved to be highly successful in 2016.

Teaching staff continued their professional learning journey to develop and implement quality digital learning resources on our school's Google platform. The ongoing support from the network Head Teacher BYOD – Geoff Childs supported all staff teaching a compressed course in Stage 6, along with upskilling teachers in the use of online teaching tools. A 2016 highlight was that all teachers incorporated digital technologies into their teaching, while the HSIE staff were using a digital suite for assessment tasks.

Teachers continue to access and use all types of student data and information to profile their classes and inform teaching programs. Smart data analysis at KLA meetings and at whole school level to inform teaching and learning programs assisted teachers with the differentiation of the curriculum required for specific individuals. Shared professional learning with our partner primary schools on the literacy and numeracy continuum assisted our secondary teachers to determine where students sat on the continuum.

Teaching staff developed Professional Development Plans (PDPs) goals which directly relate to the school management plan and its strategic directions. This enabled staff to take ownership of their plan and how it directly impacts on achieving set school improvement measures. The implementation of a successful observation and feedback program to support teacher development allowed teachers the opportunity to be observed four times by peers, supervisors and senior executive with quality written feedback provided. Teachers also observed their teaching colleagues up to four times throughout the year. Teachers continued to work beyond the school attending aspiring leaders meetings and hence relieving in higher positions.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Average school growth in all areas of NAPLAN to match or exceed state average.	All staff engaged in professional learning to improve student learning through technology. All staff presented a technology lesson to other staff at KLA, whole staff meeting, SDD or within the network at EdTech Conference.  2016 school growth exceeded the state average in Numeracy (+2.4), Reading (+10.1) and Spelling (+2.5), however in Grammar & Punctuation (-9.0) we were below state average. No growth data was provided for writing in 2016.	Equitable use of RAM and school funds to improve student outcomes.

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Improved trend data in Writing and Spelling in Year 9 NAPLAN.	<p>Staff use data collected in KLAs at staff meeting to produce class profiles for the following year to support students in Writing and Spelling.</p> <p>School growth and trends in writing over the past three years have continued to improve with the average scaled scores growing from 501.6 (2014), 490.9 (2015) to 511.6 (2016). Writing trends are heading in the right direction. School growth and trends in spelling over the past three years have continued to improve with the average scaled scores growing from 541.3 (2014), 545.9 (2015) to 553.1 (2016). Spelling trends continues to head in the right direction.</p>	Equitable use of RAM and school funds to improve student outcomes.
50% of students achieving Band 4+ in external HSC examinations and to improve course trends towards the state average.	<p>A consistent set of resources and structures decided upon to ensure students can navigate our Stage 6 Google platform. Effective use of this platform will assist students at HSC level.</p> <p>A close analysis of all courses at HSC level, approximately 63.2% of our students on average are achieving Band 4 or higher based on course statistics. However, only 42% of our students are achieving Band 4 or higher based on individual student statistics in each class.</p>	BYOD HT employed for PL from RAM Equity  <b>\$13 500.00</b>
60% of all students achieving NAPLAN benchmark results better than National Minimum Standard.	<p>Professional learning provided by Head Teachers on using data within KLAs highlighted the percentages of students below MNS. Teachers subsequently used this data to inform teaching programs.</p> <p>Approximately 37% of our students are at or below minimum national standard across all areas of NAPLAN. Therefore 63% of all students are achieving above NMS.</p>	Lit/Num PL and teacher support funded from RAM  <b>\$35 000.00</b>
Increase the number of students at proficiency in all areas of NAPLAN by 8%.	After a close analysis of all results in Year 7 and Year 9, the number of students in the top two bands (proficiency) was 6% higher in 2016 compared with 2015. These results indicated our school is heading in the right direction.	Equitable use of RAM and school funds to improve student outcomes.
Increase the number of staff aspiring into leadership positions.	All staff are provided with ongoing feedback through lesson observations and PDP interview sessions. At the end of the year all staff will have received four formal and four informal observations. Also a review of their leadership outcomes.	RAM leadership funds to support PL sharing  <b>\$ 5000.00</b>

## Next Steps

A refocus on Grammar & Punctuation and writing programs which have been running now for a few years is needed to ensure we match or exceed state average in all areas of NAPLAN. In 2017 there will be intense focus placed on the five elements of the teaching domain to improve teaching and learning processes. Improving student learning outcomes in all areas of external benchmark testing will be enhanced through higher levels of engagement as a result of improved teaching practice. To build on the success of 2016, our school will ensure that all staff continue to play a significant role in designing and presenting professional learning through the PDP process. Teachers will continue to be upskilled in the effective use of technology in the classroom. Data will be used as a driving force to inform teaching and learning and the classroom observation process will be strengthened to include more peer learning opportunities.



## Strategic Direction 2

### Creating Positive School Culture and Values

#### Purpose

To foster and develop a positive school culture and values which focus on providing opportunities for everyone and a set of shared educational beliefs and values.

To create and perpetuate a school community culture which values academic success, goal-setting and achievement, partnerships and life-long learning.

To work across the school community to embed a positive culture and a set of values based on the three expectations of being safe, respectful and responsible school community members.

To develop processes where every student receives support and recognition from teachers and parents which enables them to feel connected and engaged.

Through positive school promotion where everyone can achieve success which is valued with a shared set of educational beliefs and values that will be upheld by all in the school community.

#### Overall summary of progress

In 2016 the schools welfare team developed and implemented a student wellbeing document, introduced a new online student recognition system called Vivo and again increased student commendation awards and positive behaviour for learning (PBL) activities. There were many opportunities for our students to showcase their talents to the community at drama, musical and showcase events. Students were also provided many gifted and talented learning opportunities throughout the year. A continued focus on school promotion and recognising positive student achievement was highlight through radio, newspaper, newsletters and online platforms to create a positive school image. In 2016, both millennium and Vivo data indicates a significant increase in student recognition against aspects of student wellbeing and our schools PBL theme. Further SRC involvement in the community through leadership opportunities added to the building of a shared set of school and community expectations. A administration staff re-structure allowed for the creation of a media liaison officer which significantly improved the promotion of our school through the development of school banners and other promotional documents.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Reduce the number of behaviour referrals to school executive on by 15%.	Referrals have reduced as student work, both academic and practical are highlighted in newsletters, newspapers, at school assemblies, within the community and on the radio. Student successes are published in the Oberon Review and students receive a school congratulations letter for their portfolio.	PBL training and support funded by PL and RAM to reduce behaviour referrals.
Increase the number of students receiving recognition through PBL rewards from 15% to 30%.	PBL structure regularly promoted to the community in newsletter, radio and letters. Students surveyed about Vivo system and PBL structure in the school. Community businesses have supported the reward systems.  The number of students receiving recognition of any type increased from around 25% to 55% based on Millennium entries, commendation certificates and Vivo entries on the new recognition system.	PBL training and support funded by PL and RAM  <b>\$10 000.00</b>
Maintain attendance above 90% across the school and improve individually case management of students. Reduce unexplained absences to less than 20%.	Students across all year groups have been provided multiple internal and external academic opportunities and excursions to extend themselves and to maintain attendance levels.	School banners funded by community funding to promotion school attendance



## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Maintain attendance above 90% across the school and improve individually case management of students. Reduce unexplained absences to less than 20%.	Attendance rates continue to exceed state average at 92.1%. This remains 4% above state average, however our UAR increased to 55%. A refocus in this area is important.	<b>\$ 3500.00</b>
Reduce the number of formal school suspensions by 25%.	Welfare team analysing suspension data regularly to strategically plan for changing school culture and to build high academic expectations. Suspension rates have fallen significantly over the past three years – 134 in 2014, 90 in 2015 to 44 in 2016. This is a 67% reduction over three years.	Welfare funds to support transition from suspension and excursions in 2016  <b>\$ 5000.00</b>
Increase parent and community school involvement in celebrating success and parent feedback by 10%.	Final wellbeing document published and discussed with the community at parent teacher night and presentation night to gain immediate feedback.	School promotion activities funded by RAM and Global  <b>\$ 4000.00</b>

## Next Steps

In 2017 needs to remain a continued focus on the collection of student, staff and school community feedback through various surveys and other sources to evaluate recent curriculum changes and recognition implementation. Building the capacity of students and their parents to engage in recognition systems and changing school culture will be needed in 2017. Positive recognition for students will again be a high priority. To work towards meeting set improvement measures by the end of the planning cycle our school will ensure that all students are provided with opportunities to extend their academic achievement. A focus on the new PBL structure called Vivo will ensure student successes are published and recognised. A continuation of the school media liaison position to promote all aspects of Oberon High School is important.



## Strategic Direction 3

### Developing Leadership Capacity

#### Purpose

To develop whole school organisational structures which enable students and staff to be highly engaged in the teaching and learning process.

To create a positive learning environment through organisational structures to support all aspects of the learner.

Continue to develop positive and effective partnerships with families and the broader community.

To improve and enhance curriculum and technology structures to develop technologically competent staff and students.

To develop clear and consistent school management procedures and policies that supports the learning process through effective communication.

To enhance and perpetuate transition procedures and structures for all students.

#### Overall summary of progress

Throughout 2016 our school has continually engaged parents, staff and students in the transition to the new senior compressed curriculum in Stage 6. Regular parent meetings, future careers interviews and taster lessons for senior school have all supported students and their families as they decide on their pattern of study in senior school. Phase 2 of the compressed curriculum offering highlighted a 40% increase in available options for students in Years 11 and 12. Providing both learning and relieving opportunities for aspiring leaders has led to almost all staff taking on a leadership role beyond the classroom. Teachers regularly support other staff with peer observations against the professional teaching standards. The transition to a new Senior compressed curriculum allowed the opportunity to connect more often with the parent community to build positive partnerships. Our school continued to ensure that technology was accessible in every classroom for staff and students. Our BYOD laptop program supports both teaching through professional learning and learning through subsidized laptops. All staff developed and presented a technology professional learning session to their colleagues at KLA, whole staff or school development days throughout the year. All teachers engaged in 4 formal and 4 informal PDP classroom observations where teachers were critiqued against the professional teaching standards. This has been a highly successful program.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increased number of subject selections available to Stage 6 through a compressed model.	Phase 2 of the compressed senior curriculum implemented and started Monday 14th November 2016.  Subjects available to students in Years 11 and 12 in phase 2 increased by 40% due to the compressed structure.	B&E Stage 6 Grant funds to support evaluation of 3x3structure  <b>\$ 4500.00</b>
All Stage 6 teachers have developed and use resources on the school's Google platform.	The ongoing success of the HT BYOD has improved teacher capacity and confidence using technology in the classroom.  All teachers who are delivering courses in the stage 6 compressed curriculum have uploaded course documents, lesson outlines and resources to the Google platform.	Ongoing digital learning PL for staff from RAM / PL funds  <b>\$15 000.00</b>
All teachers are actively engaged in a strategic PL program designed to improve teaching with technology.	Throughout 2016, all staff engaged in professional learning with the HT BYOD Geoff Childs. All staff presented a technology lesson to other staff at KLA, whole staff meeting, SDD or within the network at EdTech Conference.	IT Teacher employed to support staff with technology by RAM  <b>\$26 000.00</b>

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Develop aspiring leaders within the school creating 25% of staff who mentor others in teaching and learning.	Multiple teachers relieved in leadership positions throughout 2016 and a further 25% of staff attended the Leaders of Learning – Simon Breakspear conferences with Denison College.	School PL funds used to support further leadership courses  <b>\$ 5 000.00</b>
Improve parent and community feedback from 10% to 25% in school surveys.	Community consultation funds used to employ SASS support to undertake surveys.  Data from surveys and student successes highlighted in school newsletters and newspaper. Community feedback used for B&E6 Project and for future school planning.	Community consultation funds
Improve student enrolment numbers beyond expected numbers.	Community consultation funds used to start a school and community Facebook page to promote our school to grow enrolments. Enrolment numbers have consolidated despite smaller cohorts coming from partner schools.	Community consultation funds  <b>\$ 7000.00</b>

## Next Steps

In 2017 a complete evaluation of our Stage 6 Compressed Curriculum implementation will be carried out as part of the Broadening and Enriching Stage 6 DoE Project. Further flexibility will be investigated within the compressed structure to support student learning. A continued focus on building teachers capacity through providing school leadership opportunities will ensure a consistent staff approach to all students. Building teacher skills in using technology effectively in the classroom will remain a professional learning focus. The development of an effective school community feedback and data collection process using the schools media liaison officer will help to engage the community in further school decision making. An increase in peer observations in classrooms with productive feedback will be used to support teachers at all stages of their career. A focus on improved community consultation and distribution of information about the compressed curriculum is needed to improve industry understanding to ensure our students are not disadvantaged.



Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	All ATSI students have engaged in a variety of support programs throughout 2016 and many have achieved some outstanding academic results and awards throughout Western Region.	Employ qualified Norta Norta Tutor.
<b>English language proficiency</b>	Learning and support teacher provided a sessions at the final SDD evening.	SLSO support.
<b>Low level adjustment for disability</b>	Evidence of adjustments kept within KLAs and checked by Head Teachers.	Targeted SLSO programs to support.
<b>Socio-economic background</b>	The strategic use of RAM funds to support many areas across the school ensures equity for students from low socio-economic backgrounds. Access to technology and learning, combined with teacher professional learning to improve teaching of literacy and numeracy are all aimed at providing all students access to learning.	Targeted Student Welfare Programs. • Socio-economic background (\$32 577.00)
<b>Support for beginning teachers</b>	Deputy provided an overview of the new teacher induction process and where all staff where at in the journey and / or maintenance cycle.	BT release 1 period per week, 4 x 2 periods for the year.





## Student information

### Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	117	127	131	125
Girls	102	106	105	102

Oberon High School commenced 2016 anticipating an enrolment of 229 students, the actual enrolments were stable as we started with 227 students. Enrolment numbers over the next few years are expected to slowly decline as a result of smaller cohorts transitioning from partner schools.

### Student attendance profile

School				
Year	2013	2014	2015	2016
7	96.9	94.7	97	95.7
8	94.2	93.7	95	94.8
9	93.1	93.1	92.2	92
10	92.6	93	90.6	91.5
11	92.5	93.5	94.1	92.9
12	95.1	95.2	96	92.4
All Years	93.8	93.7	94.1	93.1
State DoE				
Year	2013	2014	2015	2016
7	93.2	93.3	92.7	92.8
8	90.9	91.1	90.6	90.5
9	89.4	89.7	89.3	89.1
10	87.7	88.1	87.7	87.6
11	88.3	88.8	88.2	88.2
12	90.1	90.3	89.9	90.1
All Years	89.9	90.2	89.7	89.7

### Management of non-attendance

Student attendance continues to remain well above state average over the past 4 years. Attendance is monitored regularly, class by class and parents are notified immediately if their child is absent from school. The return of absence notes needs to be a continued focus in 2017 as the unexplained absence rate remains high. Our set improvement measure over a three year period is to reduce the UAR to 25%. Year Advisors continue to support students where attendance rates are slipping below our schools expectation of

90%. Over the past few years our school has averaged an overall attendance of around 93.75%. Attendance is monitored class by class through an online roll marking system called Millennium. An attendance team consisting of Head Teachers, Year Advisors and office staff meet regularly to discuss attendance issues and develop plans for individual students. Students who fail to attend for extended periods of time, where contact cannot be made are placed on the mobility tracker and referred to the Home School Liaison Officer.

### Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	2.4	0	12.5
Employment	14.7	19.4	50
TAFE entry	2.4	6.5	12.5
University Entry	0	0	20
Other	0	9.7	5
Unknown	2.4	3.2	0

Retention rates continue to increase despite many opportunities for employment in and around the Oberon area. The change in DoE policies for school leaving age has assisted retention rates for most schools. The introduction of an in-school VERTO worker has provided successful support for students in the 17+ age bracket. Transition to other educational institutions such as TAFE and work has increased as a result. In 2016, all but one of Year 12 students received a Higher School Certificate and 90% of the students who applied for university entry were successful through early entry schemes. Many students have been successful in gaining early entry to two or more universities which is testament to their commitment and the support provided by our careers advisor, Mrs. Cheryl Fitzpatrick.

### Year 12 students undertaking vocational or trade training

Oberon High School has an extensive vocational education program offering a wide range of framework courses. Many students at our school gain employment as a result of work placement through their VET courses. Around 85% of all senior students undertake a vocational course in Years 11 and 12 with many taking more than one course. The numbers of students selecting VET courses continue to grow at Oberon High School. VET Courses at Oberon High School for Year 12 students in 2016 follow – Construction, Metals & Engineering, Hospitality, Primary Industries, VET at TAFE, TVET BEC Courses.

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

All students, with the exception of one in Year 12 at Oberon High School attained a Higher School Certificate or equivalent vocational educational qualification in 2016.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Head Teacher(s)	4
Classroom Teacher(s)	13.3
Learning and Support Teacher(s)	0.8
Teacher Librarian	1
School Administration & Support Staff	6.78
Other Positions	4.7

\*Full Time Equivalent

Oberon High School's staffing entitlement decreased to 25.8 teaching staff during 2016 as a result of decreased enrolments. A number of part-time and temporary teachers were also employed through other funding to maintain a broad curriculum offering for students.

Two indigenous casual teachers were employed throughout 2016 to work with indigenous students in a variety of programs. These staff members essentially worked across all year groups in a variety of key learning areas to ensure that Aboriginal aspects were embedded within the curriculum. One of these teachers implemented the senior mentoring program, continuing our strong connection with the Bathurst AECG, assisting students with applications to programs such as ASSETS and Aboriginal school based traineeships. In 2016, our Aboriginal teachers also planned two successful school cultural days and supported indigenous families of students in our school.

### Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	45

### Professional learning and teacher accreditation

In 2016 all teaching staff were involved in professional learning. Professional learning during 2016 was centred around the school's strategic directions which formed the framework of the School Management Plan (SMP). PL focused on improving the quality of teaching and learning as well as supporting a curriculum change which altered the way we delivered Stage 6 courses. Staff continued to integrate technology into classroom practice with professional learning integrated into the PDP process. All teachers set professional learning goals on their PDPs using the following structure to ensure a consistent and focused approach across all staff – At least one goal related to improving teaching quality and the learning environment, one goal negotiated by the supervisor to build teacher capacity, one personal educational goal, all goals were linked to the school's strategic directions and any further goals relate to leadership, student wellbeing and technology. The changes to curriculum structure in Stage 6 which moved our school from a traditional delivery method to a compressed curriculum delivery format necessitated changes to program structure, assessment structure, class delivery and the way that we have approached Vocational Education work placement.

A continuation of the implementation of technology into classrooms provided a central focus for Oberon High School staff during school development days both internally and across the network. Upskilling of teachers and improving knowledge around classroom BYOD platforms has helped with the development of our schools Google platform.

Beyond these school priorities staff were also involved in professional development in key DoE priority areas such as leadership, wellbeing and effective system management. Teaching staff participated in Staff Development days and fortnightly staff meetings that covered a broad range of areas that included sessions on the Code of Conduct, mandatory update in Child Protection, and differentiation of curriculum as well as teacher accreditation. All teaching staff participated in these activities with registration through MyPL.

New teachers in their first two years continued to access funds provided for their professional development. These funds assisted course registration, teacher relief needs and resource purchases that all combine to provide a package to help these teachers achieve goals set out in their professional learning plans as well as achieving their accreditation through NSEA. New teacher development accounted for small proportion of our overall professional learning expenditure. This is in line with DoE strategies to support new teachers through a program called Great Teaching Inspired Learning.

# Financial information (for schools using OASIS for the whole year)

## Financial information

This summary financial information covers funds for operating costs to 30th November 2017 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
<b>Balance brought forward</b>	<b>381 635.73</b>
Global funds	310 529.64
Tied funds	454 578.78
School & community sources	99 022.83
Interest	8 688.09
Trust receipts	45 657.28
Canteen	0.00
<b>Total income</b>	<b>1 300 112.35</b>
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	52 172.35
Excursions	32 271.47
Extracurricular dissections	34 931.34
Library	7 504.70
Training & development	976.67
Tied funds	446 122.35
Short term relief	67 716.48
Administration & office	85 904.61
School-operated canteen	0.00
Utilities	73 362.62
Maintenance	63 637.36
Trust accounts	27 169.89
Capital programs	0.00
<b>Total expenditure</b>	<b>891 769.84</b>
<b>Balance carried forward</b>	<b>408 342.51</b>

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

## School performance

### NAPLAN

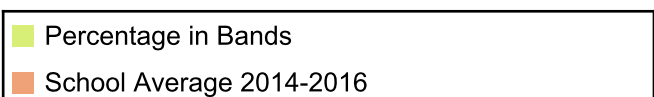
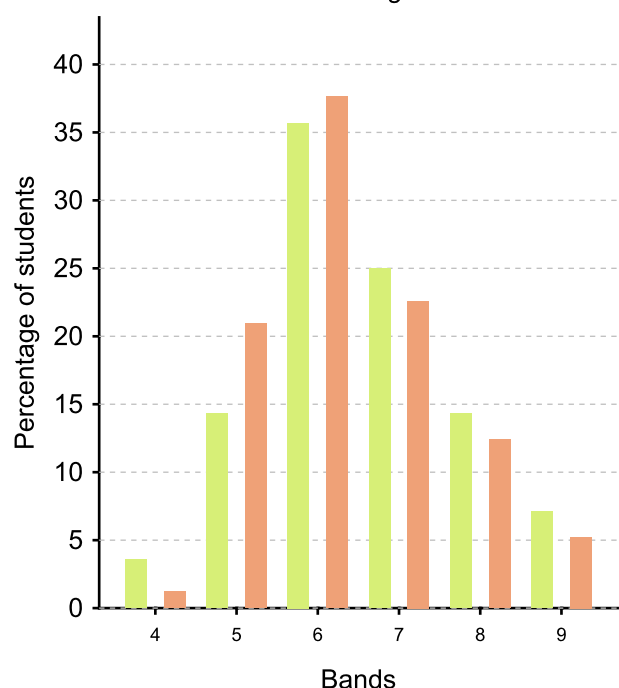
In the National Assessment Program, the results across the Years 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

In 2016 school growth exceeded the state average for our Year 9 cohort in Reading (+10.1) and Spelling (+2.5), however in Grammar & Punctuation (-9.0) we were below state average. No growth data was provided for writing in 2016. A refocus on Grammar & Punctuation and writing programs which have been running now for a few years is needed to ensure we match or exceed state average in all areas. School growth and trends in writing over the past three years have continued to improve with the average scaled scores growing from 501.6 (2014), 490.9 (2015) to 511.6 (2016). Writing trends are heading in the right direction. School growth and trends in spelling over the past three years have continued to improve with the average scaled scores growing from 541.3 (2014), 545.9 (2015) to 553.1 (2016). Spelling trends continues to head in the right direction.

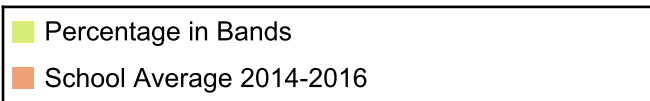
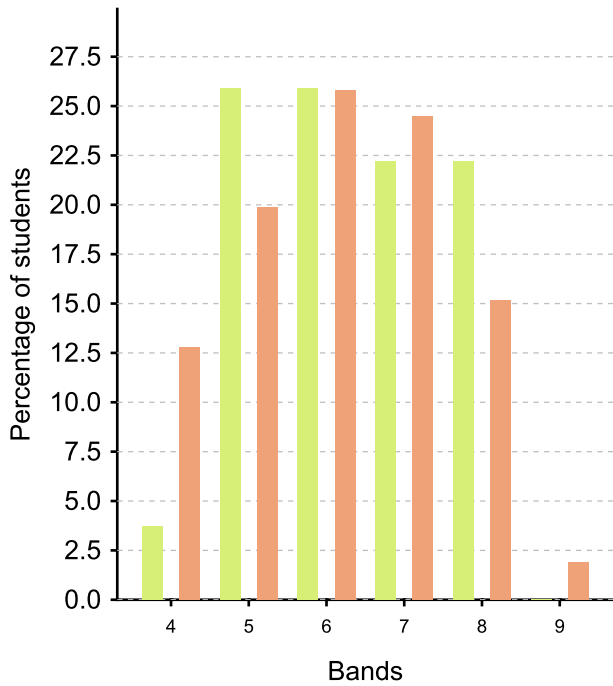
After a close analysis of all results in Year 7 and Year 9, approximately 37% of our students are at or below national minimum standard across all areas of NAPLAN. Therefore 63% of our students are achieving NAPLAN benchmark results better than National Minimum Standards.

After a close analysis of all results in Year 7 and Year 9, the number of students in the top two bands (proficiency) was 6% higher in 2016 compared with 2015. These results indicated our school is heading in the right direction.

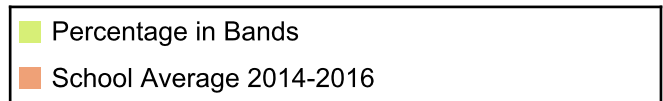
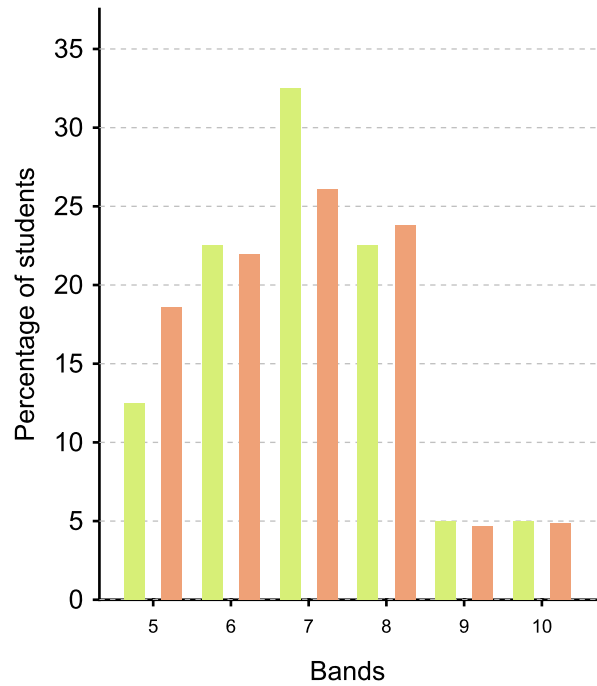
**Percentage in bands:  
Year 7 Reading**



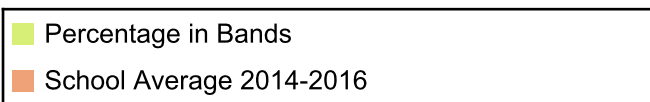
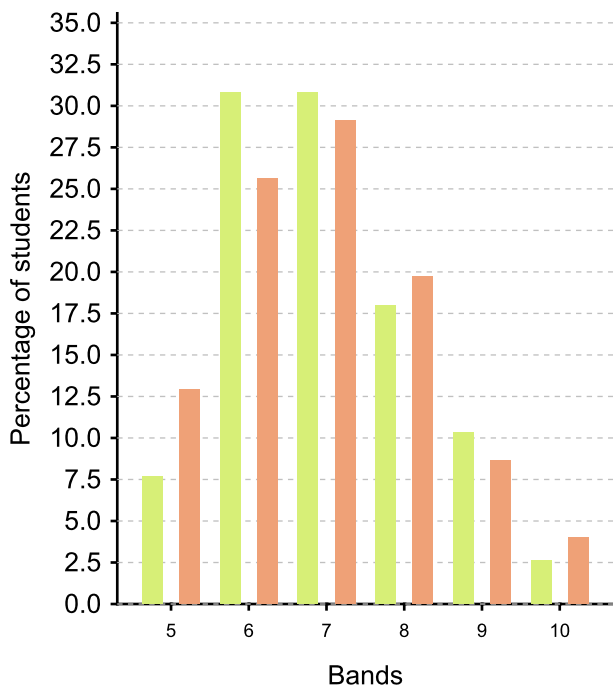
**Percentage in bands:**  
Year 7 Spelling



**Percentage in bands:**  
Year 9 Spelling



**Percentage in bands:**  
Year 9 Reading



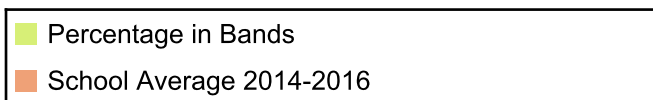
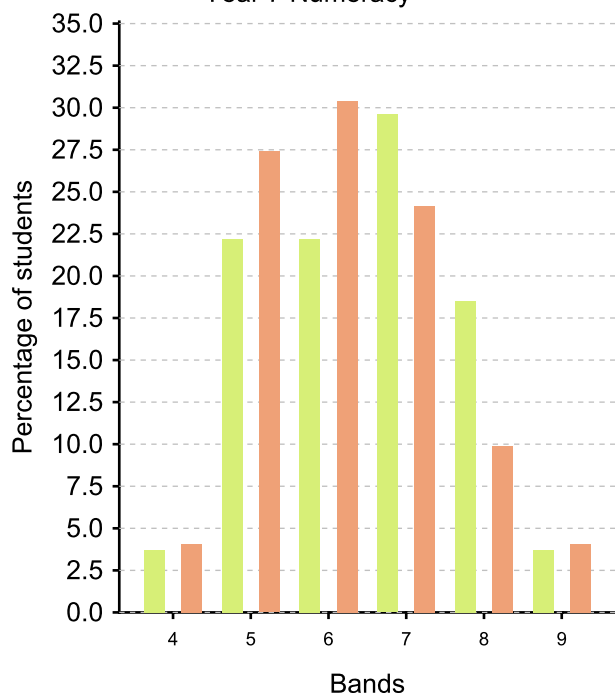
In 2016 school growth exceeded the state average in Numeracy (+2.4) for our Year 9 cohort. Our school has highlighted the issue that greater than 50% of our students do not meet the expected growth from Year 7 to Year 9 in Numeracy. A particular focus must be concentrated on students in the middle to top bands as our results in the lower two bands show significant growth.

After a close analysis of all results in Year 7 and Year 9, approximately 37% of our students are at or below national minimum standard across all areas of NAPLAN. Therefore 63% of our students are achieving NAPLAN benchmark results better than National Minimum Standards.

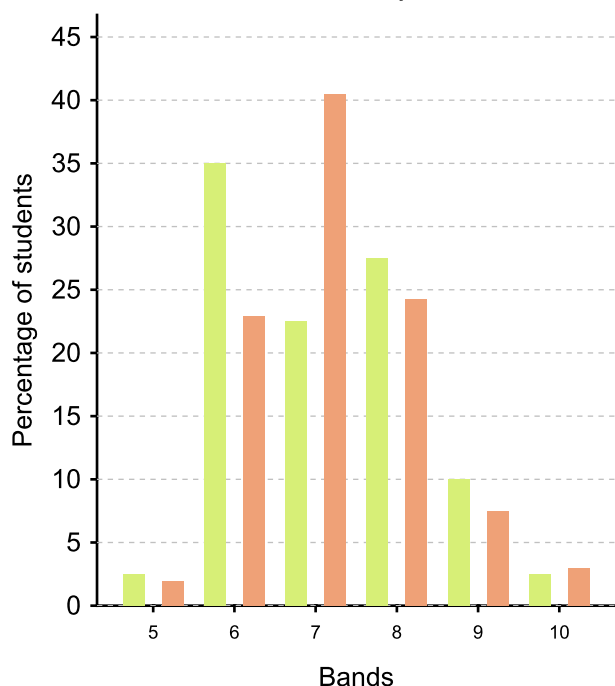
After a close analysis of all results in Year 7 and Year 9, the number of students in the top two bands (proficiency) was 6% higher in 2016 compared with 2015. These results indicated our school is heading in the right direction.



**Percentage in bands:**  
Year 7 Numeracy



**Percentage in bands:**  
Year 9 Numeracy



The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

## Year 7 Aboriginal Students

Overall growth for Year 7 Aboriginal students across all areas of NAPLAN was 18.7 scaled marks higher than non-Aboriginal students. No Year 7 Aboriginal students managed to achieve results in the top two bands, however all three indigenous students achieved results in the middle two bands in reading, grammar and numeracy.

## Year 9 Aboriginal Students

Overall growth for Year 9 Aboriginal students across all areas of NAPLAN was 13.9 scaled marks lower non-Aboriginal students. The single Year 9 Aboriginal student managed to achieve results in the top two bands for reading and numeracy. The student achieved results in the middle two bands in spelling, however in writing and grammar they were below minimum national standard.

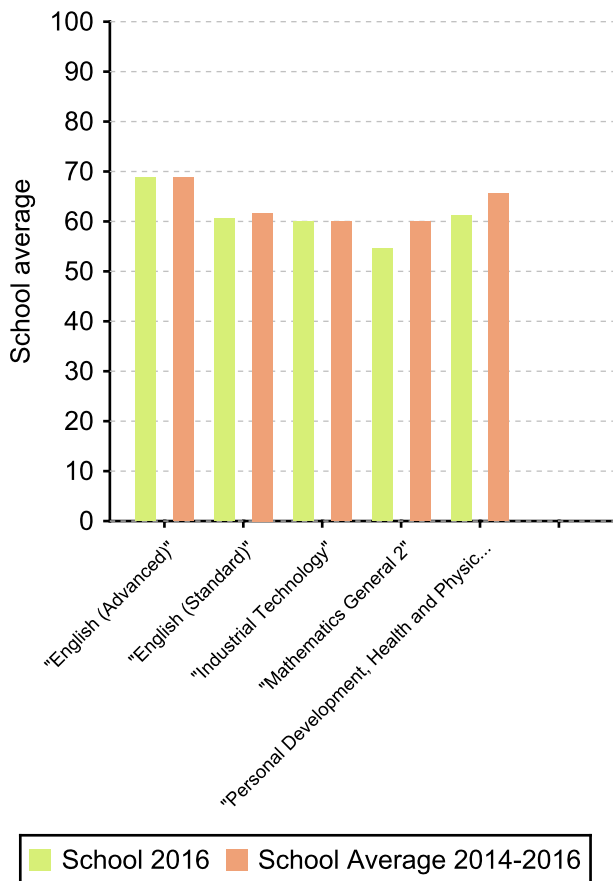


## Higher School Certificate (HSC)

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

After a close analysis of courses studied at HSC level at Oberon High School in 2016, approximately 63.2% of our students on average achieved a Band 4 or higher based on course statistics. However, only 42% of our students are achieving Band 4 or higher based on individual student statistics in each class. In 2016 the HSC class consisted of 63 students from Year 11 and 12 as part of the compressed curriculum structure which was implemented at the end of 2015. This was the first time that both years sat examinations together. Five subjects out of 24 achieved an average mark above the state mean and these were Chemistry, Dance, Music 1, Construction and Metals & Engineering. There were significant improvements in Chemistry, Dance and Mathematics.

One student received a Great Teaching, Inspired Learning (GTIL) Rural and Remote Scholarship, along with a GTIL Cadetship. The student was accepted into Newcastle University to do a Mathematics Honours degree. The highest ATAR achieved in the 2016 HSC was **93.3**, which was impressive compared with many other secondary school within the network. This was also the highest individual results in the past 15 years. The student will attend Wollongong University where they will be studying for a double degree in Computer Science and Science with a Physics major.



## Parent/caregiver, student, teacher satisfaction

Each year our school seeks the opinions of parents, students and teachers about all aspects of our school. In 2016, surveys were conducted with all stakeholders in the Oberon Learning community –students, teachers and parents to collect multiple sources of data to compare with information collected in the student survey from the year before.

The Focus on Learning Survey is a self-evaluation tool for teachers and schools based on the effective schools research and the dimensions of classroom and school practices. This teacher survey focuses on the eight drivers of student learning – leadership, collaboration, learning culture, technology, teaching strategies, data, inclusive schools and parent involvement. Some of these results follow –

**Learning Culture** – Increasing learning culture and positive school values are an important component in our school plan, therefore collecting data in this area will help us set further goals and milestones. The average score from a variety of learning culture questions was 8.1 out of 10. 'I set high expectations for student learning' scored a high of 8.8, while 'students become fully engaged in class activities' received the lowest score of 7.1.

**Teaching Strategies** –Improving teaching and engagement in the classroom is a major school focus in the 2015–2017 school plan. The average score from a variety of questions about teaching strategies was 8.0 out of 10. 'When I present a new concept I try to link it

to previously mastered skills and knowledge' scored a high of 8.8, while 'students receive written feedback on their work at least once every week' received the lowest score of 5.0.

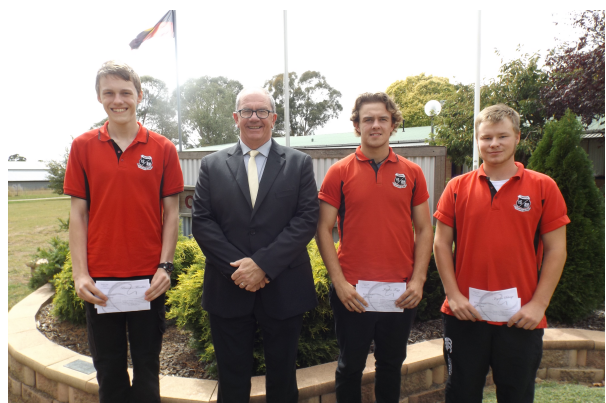
**Inclusive School** – The average score from a variety of questions about individual learning in the classroom was 8.5 out of 10. 'Establish clear expectations for classroom behaviour and make an effort to include students with special learning needs in class activities' scored a high of 8.9, while 'I use individual education plans to set goals for students with special learning needs' received the lowest score of 7.9. These results indicate we still require further work on the differentiation for individual student learning.

Parent satisfaction with the school and its educational programs was high again during 2016. Parents were surveyed in September 2016 as our school approached the end of the first year of the new senior compressed curriculum change. We will continue to do parent surveys annually to determine whether the compressed curriculum model is meeting the learning needs of our students. Through the Broadening & Enriching Stage 6 project, Oberon High School received funding in 2016 to evaluate the compressed curriculum structural change effectively. Parent survey results follow –

**Parents are informed at Oberon High School** – The average score from a variety of questions about whether parents are kept informed about their child's progress was 7.2 out of 10. 'Reports on my child's progress are written in terms I understand' scored a high 8.1, while 'I am informed about my child's social and emotional development' received the lowest score of 6.4.

**Support for positive behaviour at Oberon High** – The average score from a variety of questions about whether teachers support positive behaviour at school was 7.4 out of 10. 'My child is clear about the rules for school behaviour' rated a high 8.8, while 'Teachers maintain control of their classes' received the lowest score of 6.2.

**School Supports Learning** – The average score from a variety of questions about whether the school supports student learning was 7.1 out of 10. 'Teachers show an interest in my child's learning' rated a high 7.4, while 'Teachers take account of my child's needs, abilities, and interests' received the lowest score of 6.9.



# Policy requirements

## Aboriginal education

Raising the profile of Aboriginal education at Oberon High School has been a central focus over the past five years. Cultural awareness and implementing various indigenous programs across our school continues to gain momentum and many Aboriginal students are more connected to their learning as a result. The majority of the work in 2016 was done by Mr Matthew Leven, (indigenous casual teacher) and Miss Shannon Marshall (Permanent Aboriginal Support Teacher) as well as the indigenous students.

A continued increase in time allocation, resources and RAM funding has allowed our school to essentially appoint an aboriginal teacher to support students, educate teachers and to work with community members in organising cultural activities and student support.

Personalised Learning Plans are tailored to suit the needs of every individual Aboriginal student. With their personal, social, schooling and career goals in mind, students along with parents aim to achieve. The employment of a temporary Aboriginal teacher to mentor and provide support in all areas of schooling ensured continual growth in terms of academic achievement, attendance rates and promoting a positive school culture.

**Role of the Aboriginal Support Teacher –** To work closely with teachers to develop culturally appropriate resources and programs. To work closely with teachers and all indigenous students to assist Aboriginal students achieve their potential and keep the Aboriginal community informed of students' progress and achievements, organised parent meetings, school activities, new programs and other changes. Work with students and parents to develop personal learning plans in conjunction with the school's Learning and Support Team. Facilitate discussions between parents, students and teachers where there are communication difficulties and provides a point of contact within the school for the Aboriginal community.

**Program highlights in 2016 –** Norta Norta Stage 6 Sponsorship program; Study Hubs, In-class Assistance/support, mentoring, tutoring, NAIDOC week/day celebrations, successfully assisting students in applying for the ASSETS program (Aboriginal Summer School for Excellence in Technology and Science), monitors and assisting students with AEST traineeships. University Western Sydney accepted students through their early entry schemes and three Aboriginal students won Western Region major leadership awards in 2016. It became our most successful year for extra curriculum success for Aboriginal students.



## Multicultural and anti-racism education

Oberon High School promotes inclusion and is anti-racist. To help concrete and promote acceptance of multiculturalism, all students of Oberon High School are involved in a cultural days and other inclusive activities. In 2016 the day consisted of traditional Indigenous games, writing story lines, face painting, mural painting etc. The day promoted acceptance and was well received by the school and local community.

In 2016 our school continued to promote respect for people from other cultural and ethnic backgrounds. The school celebrated multicultural day and focused on sessions with students on acceptance and inclusion. All teaching programs encourage our students to appreciate the valuable contributions made to our community by people from diverse cultural backgrounds. We continued to engage in the 100 year celebrations of the Great War within the local community.