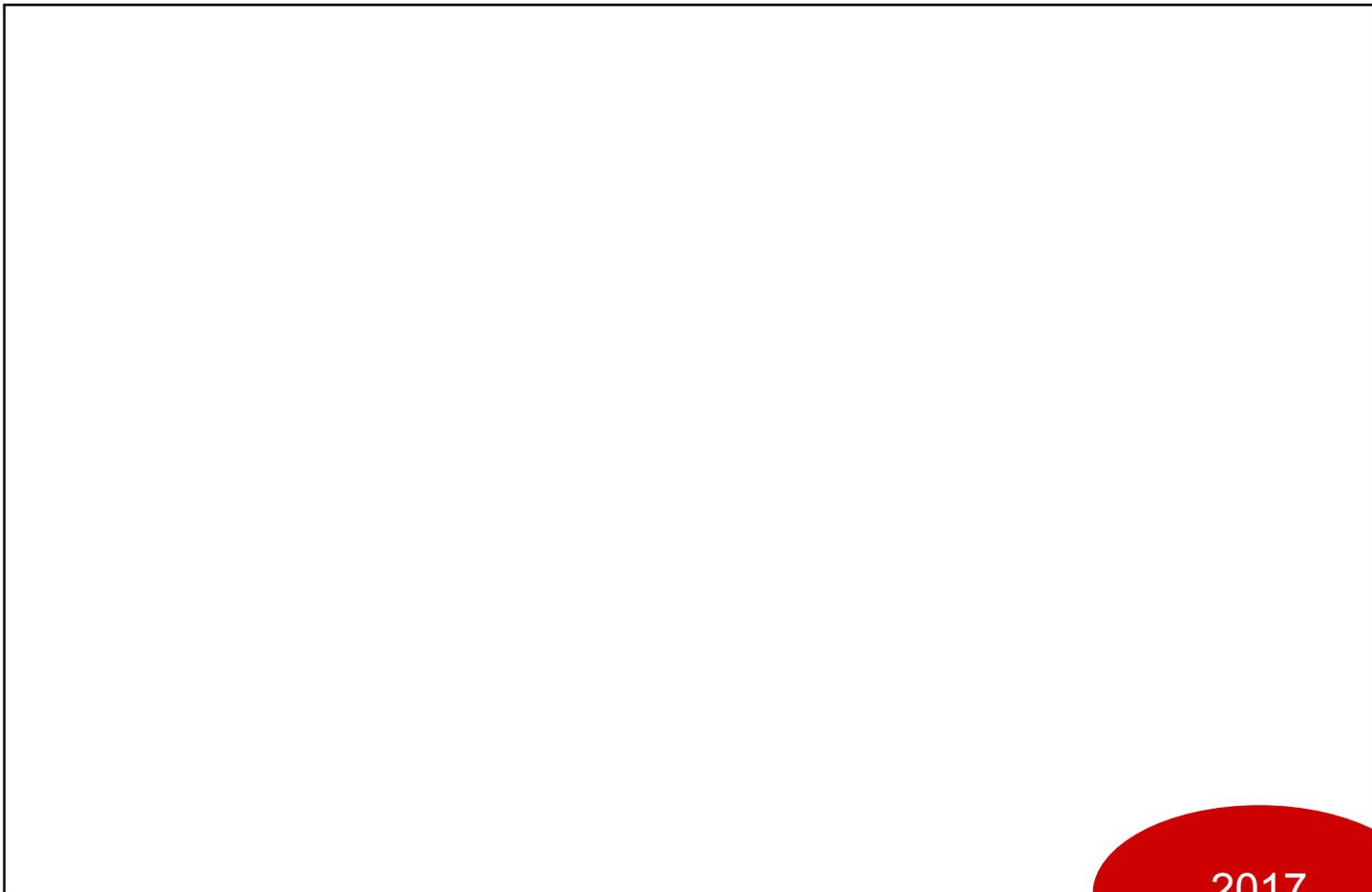


# Oxley High School Annual Report



2017



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## Introduction

The Annual Report for **2017** is provided to the community of **Oxley 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.

Simon Bartlett–Taylor

Principal

### School contact details

Oxley High School

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## School background

### School vision statement

Oxley High School will strive to challenge children of all abilities to achieve excellence in a wide range of academic, cultural and sporting pursuits.

It will seek to equip children for the demands and opportunities of the twenty-first century through a differentiated, effective and rigorous curriculum as an entitlement to every student enrolled in this school.

The staff of Oxley High School will be professional and highly motivated and, in partnership with parents will encourage each child to achieve to their full potential.

In a disciplined and caring environment, based on mutual respect, each child at Oxley High School will be appreciated as an individual in his/her own right and valued as an important member of the collective student body and taught positive personal values.

Each student will be encouraged in their moral purpose to complete their education at Oxley High School ready to take on the challenges of adulthood with success and integrity.

### School context

Oxley High School is characterised by personal achievement and high expectations. It is characterised by a culture of commitment to excellence between students, teachers and parents in every aspect of school life. Oxley is recognised as a Centre for Excellence (enrolment 950, including 170 Aboriginal students). It is a coeducational comprehensive high school that prides itself on academic, vocational, the creative and performing arts, sport and student leadership. The school has a dedicated, experienced staff, an extremely supportive school community and an active Parents and Citizens' Association. The school's priorities are a focus on Quality Teaching and Learning, personal growth and, academic, sporting and social achievement. Students at Oxley are supported by a highly effective student welfare system and a strong transition programme with its partner primary schools. The school is characterised by a Middle (years 7, 8, 9) and Senior (years 10, 11, 12) School structure. We at Oxley believe that this best caters to the academic, social and emotional of all our students and, enables students to form positive relationships with their peers and teaching staff alike. Our core values are Respect, Tolerance, Personal Best and Commitment to Community. We are a school that values the wearing of uniform, high behavioural and learning expectations, resilience and effective interpersonal relationships. Student academic, social and sporting achievement is very strong at Oxley and is characteristically across years, genders, races and abilities. Student achievement at the HSC regularly sees ATARS above 90 with strong indications of student learning improvement in the HSC results in the remainder of the cohort. Our NAPLAN results indicate effective educational growth in teaching and learning from Years 7–9. There is always a strong expectation that the students, staff and parents will see all students achieve their personal learning goals. Oxley has “state of the art” facilities including a Drama and Dance studio, Library, English, Music, Science, Computing, Metalwork, Woodwork, PDHPE classrooms and Weights Room. Our advanced facilities allow Oxley High School to develop the most comprehensive face-to-face curriculum in the region to enhance the learning opportunities for all of our students.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

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.

[Insert a narrative of the progress achieved across the domains of Learning, Teaching, and Leading]

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:



## Strategic Direction 1

Successful Learners

### Purpose

To equip all students to learn and achieve

### Overall summary of progress

Overall the students of Oxley High School have demonstrated above average performance against similar school groups.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"><li>An increase from 0% to 100% of teaching programs demonstrating differentiation. As a result there is an increase of engagement in learning from students identified for specific differentiated support evidenced in a 10% reduction of in-school disengaged behaviour.</li></ul>	Nil funds used. This has been a focus of Head Teacher evaluations.	All programs have demonstrated differentiation. The numbers of students demonstrating disengaged behaviour has increased slightly. The school leadership team continued to investigate opportunities to improve overall school performance.
<ul style="list-style-type: none"><li>A reduction from 10% to 5% of HSC Band 1 results.</li></ul>	Nil funds used. This has been a focus of Head Teacher evaluations.	HSC Band 1 results have only changed slightly. The school leadership team continued to investigate opportunities to improve overall school performance.

### Next Steps

The 2018–2020 School Plan will focus on less focus areas to better implement strategies to enhance student performance.

## Strategic Direction 2

Successful Teachers

### Purpose

To build the capacity of teachers to teach and students to learn in a rewarding environment

### Overall summary of progress

The teachers of Oxley High School have engaged in strategies to improve their performance in the classroom and across the school. The school will further implement strategies to assess teacher performance and link Professional Learning to career development.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"><li>• 100% of Teacher PDP's constructed using the language of the Teaching Standards with learning goals embedded around the School Plan with a focus on enhancing the skills of teachers.</li></ul>	Nil funds used. This has been a focus of Head Teacher evaluations.	The full implementation of PDP's was achieved within the 3 year timeframe.
<ul style="list-style-type: none"><li>• Literacy and Numeracy NAPLAN data demonstrates positive growth of 20 marks across all external assessment from years 7–9.</li></ul>	Nil funds used. This has been a focus of Head Teacher evaluations.	The staff at Oxley High School continue to investigate methods to enhance NAPLAN results. NAPLAN results continued to be within similar school groups.

### Next Steps

A focus on the literacy continuum, ALARM and assessing data has been implemented for the next 3 year planning cycle.

## Strategic Direction 3

### Lifelong Learners

#### Purpose

To connect all student academic, social–emotional and cultural learning outcomes with trends in learning in the global context such as; Putting the big picture into the real world; Understanding the curriculum in the real world context; Thinking dynamically; Acquiring skills as needed

#### Overall summary of progress

Student leavers at Oxley High School continue to demonstrate effective workplace skills. We have seen cohorts as high as 85% achieve university enrolment, workplaces seeking Oxley students for apprenticeships and employment and, consistent numbers of students qualifying for Certificate II frameworks or TAFE entry.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"><li>• 60% of HSC school leavers gain entry to Tertiary study.</li></ul>	Nil funds used. This has been a focus of Head Teacher evaluations.	85% of students achieved University entrance in 2017. This outstripped the school goal by 25%. Furthermore, the school saw a dramatic improvement in HSC results for 2017, with 9 students achieving ATAR's 90.
<ul style="list-style-type: none"><li>• A reduction from 5%–3% of school leavers are unemployed and not engaged in further tertiary study.</li></ul>	Nil funds used. This has been a focus of Head Teacher evaluations.	School leavers continue to gain employment or further engage in further training. The percentage of school leavers who are unemployed after schooling remains minimal and within range of 3–5%.

#### Next Steps

The next school planning cycle will continue to implement future focus and will bring as many learning elements together to ensure that school leavers have the skills to engage in the workplace as possible.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$174,225	The Aboriginal Boys Clontarf Academy continues to successfully engage the Aboriginal Community and Oxley High School Aboriginal Boys in educational initiatives and lifelong learning. Aboriginal student NAPLAN results lie above state averages in the Top 2 Bands. There has been a stabilisation of Aboriginal students completing the HSC and Aboriginal student attendance lies above regional attendances.
<b>English language proficiency</b>	\$37,135	Students who attend Oxley High School for whom English as a second language accessed resources and a qualified English Additional Language or Dialect (EAL/D) teacher. Through collaborative process between the Learning support Team, the EAL/D teacher, Learning and Support Teachers and mainstream teachers, students were able to access the curriculum through enhanced English language and written skills.
<b>Low level adjustment for disability</b>	\$283,485	Students with additional educational needs continue to be supported in mainstream classrooms through the provision of teacher's aides, additional resources and specialist equipment such as technology. These initiatives have ensured that students are best catered for in the mainstream classroom environment.
<b>Socio-economic background</b>	\$322,056	The school has continued to implement strategies to support and expand learning experiences in the school. These funds were used to purchase additional teacher resources and upgrade learning facilities in the school such as technology and furniture.
<b>Support for beginning teachers</b>	\$30,837	Teachers in their first 2 years of teaching are supported through additional mentoring time and administration periods.

## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	408	398	393	413
Girls	480	469	510	530

### Student attendance profile

School				
Year	2014	2015	2016	2017
7	92.6	91.4	91.2	92
8	89.4	90.2	89.7	90.9
9	88.7	88.5	89.4	88.7
10	88	86.4	88	86.4
11	89.1	84.6	86.6	84.9
12	90	87.5	87.7	89.3
All Years	89.6	88.1	88.9	88.8
State DoE				
Year	2014	2015	2016	2017
7	93.3	92.7	92.8	92.7
8	91.1	90.6	90.5	90.5
9	89.7	89.3	89.1	89.1
10	88.1	87.7	87.6	87.3
11	88.8	88.2	88.2	88.2
12	90.3	89.9	90.1	90.1
All Years	90.2	89.7	89.7	89.6

### Management of non-attendance

Oxley High School has implemented a system of directly contacting families to report day to day absences using *Sentral*. For habitual non-attenders we liaise with the Department of Education Attendance Officers, Family and Community Services, Child and Adolescent Mental Health Services, Aboriginal Support Services and other service providers such as Careers Network and Headspace to engage students and implement a range of structures to keep students engaged in learning.

Oxley High School has developed an overall philosophy around using the whole school curriculum to engage students in learning and connect them to the school. Partnerships with Clontarf and The Girl's Academy has seen sustained improvement in Aboriginal students attending school. Furthermore, transition into Year 7 has been supported through Year 7 electives; sport and

cultural programs remain a key feature of the school with the teachers continuing to offer a broad range of extra-curricular programs.

### Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	0	20.6
Employment	5	28.1	3.6
TAFE entry	4.3	5.2	0
University Entry	0	0	65
Other	12.9	25	10.8
Unknown	0	0	0

### Year 12 students undertaking vocational or trade training

In 2017, Oxley High School had the following Year 12 enrolments in vocational or trade training:

- Nursing (1)
- SPAJ Nursing (1)
- Metal and Engineering (7)
- Construction (5)
- Hospitality (14)

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

In 2017, Oxley High School had 23 students attain an HSC or equivalent education qualification.

## Workforce information

## Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	0
Head Teacher(s)	11
Classroom Teacher(s)	51
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	2
Teacher Librarian	1
Teacher of ESL	0
School Counsellor	1
School Administration & Support Staff	18.37
Other Positions	1

\*Full Time Equivalent

Oxley High School has 10 staff who identify as Aboriginal or Torres Strait Islander. These staff compose of Teachers, Ancillary Support, Clontarf and Role Model's Australia staff.

## 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	0

## Professional learning and teacher accreditation

All teachers at Oxley High School are accredited to teach. The school has undergone a period of change of staff with increasing numbers of Beginning Teachers being employed at the school. All experienced teachers are accredited at Proficient. The school engages in practices around improving teaching and learning and student well-being through formal and informal professional development. Beginning Teachers in their first and second years access additional support through mentoring time, higher levels of professional learning funding and feedback meetings.

## Financial information (for schools using both OASIS and SAP/SALM)

### Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Receipts	\$
<b>Balance brought forward</b>	<b>539,539</b>
Global funds	882,574
Tied funds	963,178
School & community sources	567,636
Interest	13,131
Trust receipts	67,816
Canteen	0
<b>Total Receipts</b>	<b>2,494,334</b>
<b>Payments</b>	
Teaching & learning	
Key Learning Areas	97,350
Excursions	279,328
Extracurricular dissections	114,661
Library	0
Training & Development	4,051
Tied Funds Payments	550,263
Short Term Relief	132,505
Administration & Office	162,225
Canteen Payments	0
Utilities	156,878
Maintenance	184,436
Trust Payments	69,341
Capital Programs	11,800
<b>Total Payments</b>	<b>1,762,836</b>
<b>Balance carried forward</b>	<b>1,271,037</b>

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.

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
<b>Opening Balance</b>	0
<b>Revenue</b>	1,378,670
Appropriation	1,274,849
Sale of Goods and Services	11,620
Grants and Contributions	92,200
Gain and Loss	0
Other Revenue	0
Investment Income	2
<b>Expenses</b>	-597,849
Recurrent Expenses	-597,849
Employee Related	-278,957
Operating Expenses	-318,892
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	780,822
<b>Balance Carried Forward</b>	780,822

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

<Use this text box to enter a general statement describing:

- your school's financial management processes and governance structures to meet financial policy requirements
- any unusual spending patterns or substantial underspending/overspending (e.g. accommodating leave, illness, savings for planned capital expenditure)
- intended use of funds available>

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## Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 Actual (\$)
<b>Base Total</b>	8,157,458
Base Per Capita	141,566
Base Location	5,688
Other Base	8,010,204
<b>Equity Total</b>	816,931
Equity Aboriginal	174,255
Equity Socio economic	322,056
Equity Language	37,135
Equity Disability	283,485
<b>Targeted Total</b>	1,107,508
<b>Other Total</b>	185,636
<b>Grand Total</b>	10,267,534

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.

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 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.

Oxley High School continues to demonstrate overall higher performance in NAPLAN Literacy against similar school groups in Years 7 and 9. The major areas of improvement over the next school planning cycle involves up-skilling student to both write fluently and to compose extended responses to comprehension questions. It is the view that embedding ALARM (A Learning an Response Matrix) in Years 7–10 and into Years 11–12 guide improvement in our overall NAPLAN results as students focus on the fundamentals of writing, construction of sentences and composition of responses to various literacy tasks.

**Percentage in Bands:**

## Year 7 - Grammar &amp; Punctuation

Band	4	5	6	7	8	9
Percentage of students	19.6	15.8	25.0	28.8	8.2	2.7
School avg 2015-2017	12.2	21.9	29.4	21.0	11.0	4.4

**Percentage in Bands:**

## Year 7 - Reading

Band	4	5	6	7	8	9
Percentage of students	9.3	17.5	32.2	25.1	12.6	3.3
School avg 2015-2017	6.8	20.2	33.3	22.7	12.3	4.7

**Percentage in Bands:**

## Year 7 - Spelling

Band	4	5	6	7	8	9
Percentage of students	10.3	14.1	22.8	30.4	16.9	5.4
School avg 2015-2017	12.1	15.4	23.3	29.6	15.2	4.4

**Percentage in Bands:**

## Year 7 - Writing

Band	4	5	6	7	8	9
Percentage of students	21.7	27.7	27.7	10.9	7.6	4.4
School avg 2015-2017	18.9	30.9	27.4	13.9	6.5	2.3

**Percentage in Bands:**

## Year 9 - Writing

Band	5	6	7	8	9	10
Percentage of students	36.2	25.0	19.1	13.8	4.0	2.0
School avg 2015-2017	32.9	23.7	20.0	17.1	4.6	1.8

**Percentage in Bands:**

## Year 9 - Spelling

Band	5	6	7	8	9	10
Percentage of students	11.2	19.1	31.6	23.7	13.8	0.7
School avg 2015-2017	13.4	19.8	27.0	25.9	10.5	3.5

**Percentage in Bands:**

## Year 9 - Reading

Band	5	6	7	8	9	10
Percentage of students	11.6	23.9	24.5	30.3	7.7	1.9
School avg 2015-2017	10.5	25.3	26.9	25.0	8.9	3.4

**Percentage in Bands:**

## Year 9 - Grammar &amp; Punctuation

Band	5	6	7	8	9	10
Percentage of students	18.4	19.1	30.9	23.7	5.3	2.6
School avg 2015-2017	20.0	20.9	30.2	19.0	7.2	2.7

Oxley High School's NAPLAN Numeracy continues to demonstrate positive growth from Years 7 to 9. The similar school group results continue to track relatively closely to the school results which indicates consistent performance and relative median results.

**Percentage in Bands:**

## Year 7 - Numeracy

Band	4	5	6	7	8	9
Percentage of students	4.4	23.9	28.8	28.3	8.7	6.0
School avg 2015-2017	4.4	23.7	31.7	26.0	10.4	3.9

**Percentage in Bands:**

## Year 9 - Numeracy

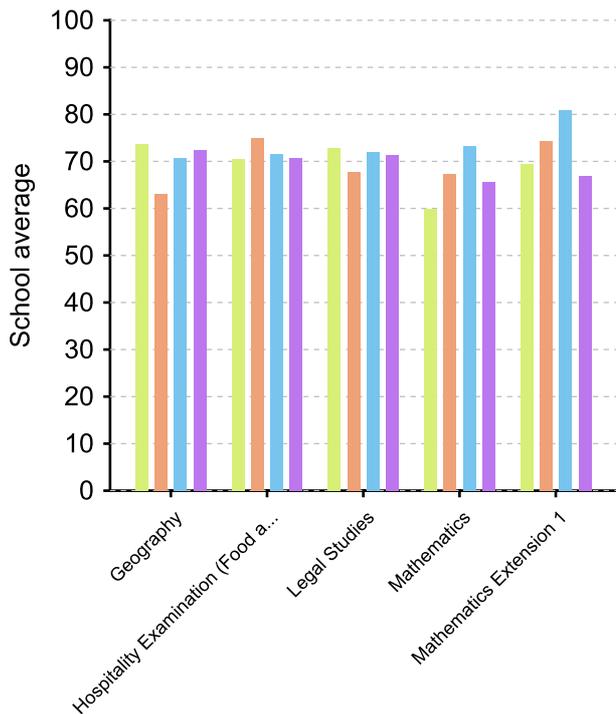
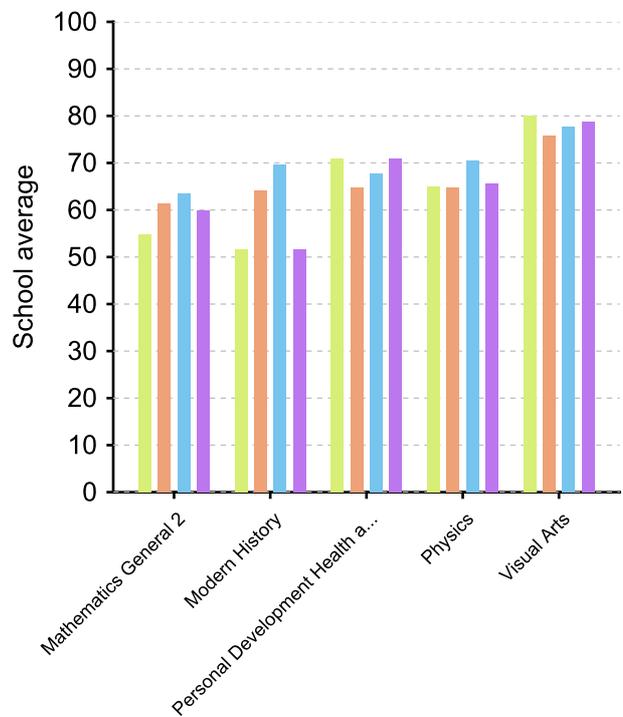
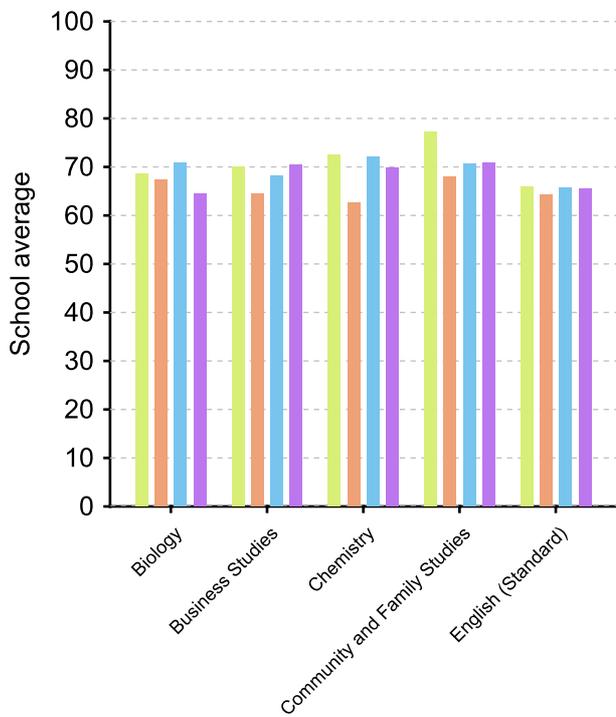
Band	5	6	7	8	9	10
Percentage of students	2.6	27.0	42.8	19.7	7.2	0.7
School avg 2015-2017	2.5	26.5	39.4	19.6	9.6	2.3

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

Oxley High school continues to work closely with all students and families to improve the performance of students in their Literacy and Numeracy. Overall results across Years 7–9 indicate Aboriginal student performance in the top 2 bands of NAPLAN. The school also has demonstrated data consistent with or above state groups in NAPLAN. At times these results outweighed more than double the states Aboriginal student performance. These results indicate implementation of the Premier's two learning priorities in NAPLAN performance.

**Higher School Certificate (HSC)**

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



Oxley High School Year 12 students demonstrated excellent across the board HSC results in 2017. All KLA's saw students achieve HSC Band 6 results with some subjects such as Textiles and Design achieving all students achieving and Band 6 HSC result.

## Parent/caregiver, student, teacher satisfaction

Oxley High School participated in the "People Matter Survey" and "Tell Them From Me" surveys. Overall the surveys indicated that there was a strong culture around collaboration and support for both students and staff. The main areas for improvement continued to be in the areas of communication with families, students and staff. Staff strongly indicated that they continue to engage heavily in their work and seek to continually improve their work. Overall, the community of Tamworth continues to strongly support Oxley High School with the school having to implement an extensive waiting list for families seeking enrolment in the school.

## Policy requirements

### Aboriginal education

#### Girls Academy and Clontarf

Both Aboriginal student support programs have implemented a roll call classes in to monitor daily attendance. The students attend roll class each morning before heading to lessons; this face-to-face time is used to discuss attendance concerns.

Daily attendance is monitored and displayed visually in the academy rooms through attendance boards and SMART board technology; this enables the students to own their attendance. The attendance board is updated every Monday morning allowing the students to observe their progress.

### **Breakfast Program**

The Academies provide a nutritional breakfast daily. Students are able to come to the rooms before school and have breakfast so they can concentrate in class and have a good start to the day. Students can also access fruit for morning tea and make sandwiches for lunch if needed.

### **Medical Checks**

Health checks have been conducted twice a term with a local health provider. Students have their weight, height, eyes, blood pressure and sugar levels checked before a private consultation with a Doctor. This enables the students to gain assistance with rectifying any issues that may prevent them from gaining their education.

### **Girl's Senior Study program**

Senior students (year 11&12) are timetabled to the Girls Academy Room when they have study sessions. During this time students are able to access computers and receive help in planning and finding information for assessments and homework. This assistance has helped in reducing absenteeism due to work avoidance.

### **Boy's Class Time Study Assistance**

Clontarf personnel are timetabled into class to assist with learning, liaise with teachers and where appropriate organise additional tutoring time for students.

### **Personal Learning Plans**

Every Aboriginal student has a Personal Learning Plan (PLP). These plans are in consultation with Academy staff, parent, careers advisor and the student's year advisor. The plan is part of the student's career plan and post school options and is a guide for subject selections in both junior and senior years. This enables the Academy/School to develop a personalised approach that has increased attendance and retention rate for the students. These Plans are updated throughout the year.

### **Cultural Engagement**

Students have participated in Cultural arts and craft workshops at the Gomeroi Gaaynggal Centre. Participating in these workshops have built positive relationships with the wider Aboriginal Community. These cultural workshops were run during a time that the Academy staff identified that there was a pattern of student's early departure from school.

### **Friday Cook ups**

Each Friday contracted Girl's Academy students are invited to Friday cook ups. The aim of the activity is to encourage attendance for the week as many students were failing to attend Friday classes. These sessions are used as an opportunity to encourage healthy eating and lifestyle changes.

### **Morning Sport**

Clontarf students are collected in the mornings and are driven to school to participate in morning sport. This has helped to maintain school attendance whilst developing stronger relationships between the Academy staff and the students.

### **Post-School Destinations**

Oxley Academy has been involved in a range of incentives aimed at increasing the girls post school options. The initiatives have included:

#### **HSC elective workshop**

Year 10 students were involved in a workshop aimed at assisting the girls with their subject selections for their HSC course requirements. This was conducted to support the students to selecting subjects that are beneficial for their future careers.

#### **University visits**

Years 10, 11 and 12 have had the opportunity to be involved in presentations from Armidale, Newcastle and Melbourne universities. These university presentations were all delivered through the Indigenous Department of each university and were aimed at informing students on their tertiary options and support networks available to them.

#### **Girl's Academy Work placement/Work Inspirations**

Twelve Academy students participated in the Hilton Hotel Work Inspiration program at Sydney. This program was aimed at exposing our Aboriginal female students to the corporate business model and the pathways and possibilities in the world beyond schooling.

Year 10 students were involved in two weeks of work placements; each student attended a work site that reflected the career path that they had nominated in their PLP.

Two senior students are currently completing school-based traineeships within the banking and medical industry. The Girls Academy has been able to support these students with their respective course content and help them to maintain the required academic standard for their Preliminary School Certificate.

#### **Girl's Academy Westpac Work site visit**

Junior students from the academy visited the local Westpac branch to gain a greater knowledge of the banking industry. The students were informed about the different career paths in banking, school-based

bank account to save for their future. A highlight was being able to go into the vault and use the coin machine.

### **Girl's Academy Work readiness**

Oxley Girls Academy have partnered with local agencies to provide skills that will assist the students in becoming job ready. Service providers such as the Opportunity Hub and the Aboriginal Employment Strategy deliver programs that assist the girls in creating resumes, cover letters, develop interview skills and personal presentation standards.

### **Careers Day**

Year 9 and 10 students participated in a careers day that consisted of workshops, information sessions and tours. The students gained knowledge about the banking, health and retail industry. A local real-estate agency presented an information session on how gain access to rental properties and how to be a good tenant. A tour of the local TAFE was conducted where the students gained access and insight to the different faculties and their potential pathways.

### **Post School Options**

Students have engaged with various agencies and service providers within the community in order to expose the students to the various post school options available to them. Post school activities that have been undertaken include attending Defence Force visits, TVET TAFE courses information sessions, scholarship application assistance and early entry admissions for university.

### **Army First Look Kapuka**

The Oxley Girls Academy were able to participate in the Army First Look program. This program provides the opportunity for Indigenous students to gain insight into the training environment and culture of the Australian Army in addition with the employment opportunities available.

### **First Aid Certificate**

All year twelve academy students completed their First Aid certificate this was completed in order to increase the girl's employability.

### **Multicultural and anti-racism education**

Oxley High School supports all staff, students and families from Multicultural Backgrounds. We believe in inclusivity and share cultural perspectives through our International Nights, our supportive EALD programs and welcoming our international students. Every year we recognise and celebrate NAIDOC day and, invite the community into our school to participate in this important cultural event. We currently engage Clontarf and the Role Models Australia Girl's Academy to assist us to develop meaningful and supportive relationships with the broader school community.