

Oberon High School Annual Report



2017



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Introduction

The Annual Report for **2017** is provided to the community of **Oberon High School** as an account of the school's operations and achievements throughout the year.

Oberon High School serves the town and surrounding districts of semi-industrial rural Oberon. Our small and friendly school provides a broad curriculum in collaboration with its community, preparing students for both academic and vocational pathways. The school encourages and rewards student achievement across a wide range of areas, as well as supporting student welfare through a variety of programs. Numbers of students representing at state or equivalently high levels in sport are high and we are proud of their achievement. The school has an excellent record of students who aim for university study achieving entry to courses of their choice, and also of those who aspire to trade pathways engaging successfully with these within and beyond Oberon either as part of their school study or after leaving school.

This report is 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.

Craig Luccarda

Principal

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Message from the Principal

I am very pleased to be writing my first Principal's report for Oberon High School. At the start of the school year I was in a relieving position which I enthusiastically applied for in 2016 and then gratefully accepted.

First term commenced with students already having been in their new Year groups since the middle of the Term 4 2016. This meant that classes were well established in the junior school and senior courses were 33% completed. I was pleased to see the new school organisation that had commenced in 2015 was well established and students were feeling at ease the second time around.

On a personal note I had been here for some time as Deputy Principal which made me familiar with many aspects of the school, however, the school had moved on even in the 6 months that I had been absent. This meant I had to learn new school processes but it also meant the school was, in a sense, living – that is, changing and evolving with the demands of creating the best learning environment for Oberon students.

Term 1 as usual incorporated many sporting activities as Combined high school programs commence whilst we undertake to complete outdoor sports before winter and Rural Cup commences.

Rural Cup is a major annual event for our school and we were looking to retain the cup giving us a winning streak of four years. Due to issues with Molong sporting facilities the day was postponed until Term 2. This meant that both ties occurred in Term 2 – having hosted Canowindra and winning the tie we went to Molong later in Term 2 and sealed a fantastic victory giving us the winning streak we had wanted.

Year 7 had transitioned well at the end of the previous year. They attended a camp at Wombaroo in the Southern Highlands. Mrs Hayden (Year Advisor) was impressed with the students. The facilities were great which was of interest to other Year Advisors who were looking for locations to hold other year based camps.

Term 2 saw Mr Harper (Deputy Principal) take up a relieving Principal role at Coomealla High School which led to some reshuffling of staff and Mrs Francis moving to Deputy Principal from Head Teacher English/HSIE/CA and Mrs Mackay-Galea taking up the relieving Head Teacher role in lieu of Mrs Francis. We also lost Mr Grantham who took up a

at Bathurst High School and Ms Thurgood who returned to the North Coast for family reasons.

This meant that we had significant timetable changes moving into Term 2 which was unusual for our school.

Term 2 started with our participation in community ANZAC commemorations – this is an annual event for the school and one of the most important activities on our calendar.

Year 7 and Year 9 completed NAPLAN – this was completed online in 2017 as part of a trial, however, 2018 will see us return to pen and paper as the state as a whole transitions slowly to an online environment permanently.

In June we held a flag raising ceremony to celebrate NAIDOC week. We appreciated a visit from Ngari Reynolds (Indigenous artist) who talked about reconciliation. We also were grateful for Oberon Council who hosted a BBQ on the day.

The P&C held a Bingo Night as a fundraiser at the Oberon RSL. The night was attended by staff, students, family and community members. Fundraising is an important function of P&C with students benefiting in the end with P&C allocating funds to project/resource requests.

Career Planning occurred at the end of Term 2 and represented a key component of our subject selection process. This followed an information night for parents and students to discuss both Stage 5 and Stage 6 curriculum choices.

The term finished with our school showcase (Variety in Freefall) which was a great way to exhibit the talent of our performing arts students. Ms Hibbert and Ms McTrusty spent many hours putting the showcase together. The school is enriched by having staff with a performing arts background who have the motivation to utilise it for the benefit of all our students.

Term 3 commenced with a bang – Education Week was held in Week 3 and our guest speaker was Will Maloney who completed his HSC in 2009. Will spoke honestly about his time at school and then explained how he navigated his time after school to his current position as a TAS teacher at Kelso High Campus. Awards on the day included Wayne Barker, Arrow's Newsagency and Ken Barwick (ex-Principal) for their support and/or contribution to our school.

We held a commendation assembly during Week 5 to celebrate the work of students during Semester 1. It was a great way to recognise student's dedication to their studies highlighting to all students that our school does value academic achievement, effort and improvement.

Parents and community members were invited to complete online surveys to collect data for the creation of a new School Management Plan which will set the agenda for our school over the three years 2018–2020. Staff were also consulted along with student data collected in a previous Tell them From Me survey.

Term 3 is also the final term for Year 12 students – this saw HSC major works assessed on site in Creative and Performing Arts along with TAS subjects. There were some projects that were sent to marking centres in Sydney for external marking. A major work night was held to showcase the Creative Arts and TAS works prior to marking whilst Drama students held a separate event to showcase their performances prior to marking.

Year 12 completed their time as students at our school on the final day of the term with a morning BBQ followed by an official assembly and morning tea. This was an emotional day, however, the Year 12 awards to staff were as usual funny and completed the day on a positive note.

Term 4 commenced with Year 12 students completing their HSC examinations at St Joseph's as this provides the best site in town to accommodate student numbers. We are very thankful that St Joseph's makes their facilities available.

Our school roll-over occurred at the start of Week 6 which starts a new school year for our site. Year 6 students commenced a comprehensive transition program at this time which led to their fulltime presence as Year 7 students for the final 3 weeks of the year.

Presentation Night was the final major event for the year and showcased the best of our school in regards to student achievement along with recognising students who serve our school and community with honour.

Throughout the year there were a number of projects, activities or external visitors that enriched the programs for students. These included:

- Meeting Morris Gleitzman (Author), Zohab Zee Khan (Poet) and Frank Hunt ("Frankie" in the Redgum song – "I was only Nineteen") were a great way to explore important concepts, encouraging students to think critically about the world around them and understand history and how our world is influenced by the past.
- Project Based Learning was introduced into Year 7 this year and its success has seen it expanded into a larger program across the whole of Stage 4 next year. Mr Armstrong has worked hard with all faculties to create two projects this year based on (1) Fitness, health and wellbeing (2) Rocks and the natural environment of

our local area. In both cases the community was involved and a presentation day was advertised to allow community and family members to see students present their work.

- Cuberider involved Stage 5 Design and Technology students creating a project that was uploaded electronically to a hosting site. The experiment was then transported into space on the Space X/CRS12 vehicle where it was delivered onto the International Space Station (ISS). The experiment our students designed, tested how the variations in the Earth's magnetic field impacted the orbital altitude of the ISS.
- Premier's ANZAC Memorial Scholarship involves the selection of 1 student from 20 nominated schools across NSW. Oberon High School was nominated this year to travel to the Western Front (France and Belgium) in 2018 with visits to battlefields and memorial sites that are significant in Australian history.
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Craig Luccarda

Principal

Message from the school community

The P&C committee in 2017 consisted of Glen Stewart, President and Treasurer, Vicki Reynolds Secretary and general committee members Gayle Voerman, Sandie Thompson, Dan Henby, Kerri Stewart and Veronica Kelly. The P&C was able to contribute significant funds to school programs and initiatives. This included a BYOD program where subsidising Year 7 computers to reduce costs and make them more affordable for parents, furniture for the Library to increase space utilisation, contribution to the bulb sales for the Agriculture program and supporting two Rypen candidates who were to go to Wagga Wagga for leadership activities. In 2017 our fundraising centred on a Bingo night which was well attended and the election BBQ where money was raised as people exited the polling station.

The P&C is an important element of the school and as parents we see the work that we do as essential for the students. It is for that reason we encourage parents to come into the school and participate in our activities. We look forward to playing our part in Oberon High School in 2018 and sincerely hope you, the reader, will share that experience with us.

Message from the students

At the beginning of 2017, our cohort started the compressed curriculum. It certainly was a change from what we knew of school, but we enjoyed focusing on only three subjects and it is a good feeling to know half of our HSC has already been completed. The year as a whole was a good one; we were given many opportunities across the school. A particular favourite of ours were our sporting opportunities, with the highlight definitely being the ability to bring the Rural Cup home for the fourth year in a row. We were also given the opportunity to embrace NAIDOC week and acknowledge Indigenous culture through a range of activities one afternoon. We look forward to 2018 and what it has to bring. As the new school leaders, we are proud to represent the student body of Oberon High School and have a lot of great ideas for keeping up the positive vibes in our great small school.

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 219 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 three feeder schools consisting of Oberon Public School, Black Springs Public School and Hampton Public School. We also have students moving from our local Catholic Primary school to commence Year 7. 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 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, even though our growth data from Year 7 to 9 indicates the programs running in our school are having a positive impact.

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 above state average at 91% and senior retention rates have remained high in a town with excellent post-school employment prospects. 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 12% 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

The School Excellence Framework is a document that articulates what a school with excellent processes and practices looks like across the areas of teaching, learning and leadership. The framework is designed to assist schools in making judgements about their current position whilst also making it clear what needs to be changed to move to the next level. The school is asked to assess itself annually against the framework to honestly appraise its position. This is a catalyst for discussion and should be used as one measure to drive improvements that ultimately benefit students.

Self assessment at our school is carried out by all staff in a collaborative environment which encourages discussion about each area. Schools are complex places and it takes collective effort to tease out everything that happens on a day to day basis to properly attest to what we do. This self assessment is important as it highlights what we need to do going forward. It has certainly been an important part of the new school plan as we strive to attain excellence across all areas.

The assessment that we completed for 2017 indicated that in the main the school was sustaining and growing in all areas. Staff were confident that processes in the classroom were working to the benefit of students but conceded that this was an area of continual focus thus the inclusion in our new school plan. There were some areas surrounding data analysis that needed further work to ensure individual student profiling was accurate. In areas surrounding the development of class climate and a culture of excellence there was confidence that this was a consistent ideal shared across the staff, however, it needed continual focus and drive to ensure it sustained itself as a theme for students across all stages. Leadership was seen as proactive and responsive to the school needs with planning done carefully and with purpose. Inclusion of community was a goal at all times but there was work to do to ensure we had community involvement at all times.

The new school plan targets community involvement as we also see it as vital to move student engagement to higher levels thus impacting student performance. The staff viewed collaborative learning by students and teachers as important hence its inclusion as a teaching and learning ideal across all stages as part of the new school plan. This is essential for student performance, so even though we are sustaining and growing we aspire to be excellent.

Oberon High School is an open school in regards to assessment and staff willingly take on new challenges to ensure that the school delivers the best for our students. The school has traditionally had a culture of collaboration between staff and students in a teaching and learning partnership. It is this ethos that has enabled staff to appraise the school and create goals that are central to the 2018–2020 school plan.

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 2017 staff continued to work with HT BYOD on implementing technology into the classroom. This year the focus was on specific staff who were less confident. The school has a wide base of confident technology users.

Staff again completed PDP's which were part of an observation process to assess teacher performance against the teaching standards but also allow for constructive feedback.

Learning and Support team developed materials, engaged staff in sessions on student needs and assisted staff directly to ensure teachers had an understanding of student needs across the school and on a micro level in their classroom.

HSC monitoring was strengthened with the continued use of checking folders and a stringent checklist. This complemented the collation of work samples as required by NESA and ensured that mandatory documents and processes are happening for each course.

"Broadening and Enriching" evaluation of the compressed curriculum introduction was completed and showed a positive outcome for the implementation and initial introductory phase into school. This was pleasing to see and engendered confidence in the change, as it impacted all aspects of teaching and learning.

The school included a dedicated pre-rollover final week of school. This was held mid-November prior to official roll-over and included activities for the school to celebrate the end of our school calendar. It also included a substantial transition week for Year 10 moving into senior school. This was well received and will become the standard moving forward. We know Year 6 to 7 transition is important. Stage 5 to Stage 6 is equally important.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Average school growth in all areas of NAPLAN to match or exceed state average.	\$60000 to employ specialist Learning and Support staff to coordinate programs. \$48000 to employ extra in class support for students.	Growth across the board for Year 7 was below state average however spelling and reading were close. In grammar and numeracy the number of students moving forward was on state average. Small numbers of students impacted overall averages significantly in some areas. Year 9 growth was close to state average with numeracy results in particular pleasing. The number of students improving exceeded state average but once again individual students impacted the overall average. This was also the case for reading.
Improved trend data in Writing and Spelling in Year 9 NAPLAN.	\$60000 to employ specialist Learning and Support staff	Reading and spelling data over a 5 year period shows natural variations however the overall trend

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Improved trend data in Writing and Spelling in Year 9 NAPLAN.	to coordinate programs. \$48000 to employ extra in class support for students.	is positive. This is pleasing as it has been a focus. Data shows that over the last 5 years that our trend is more positive than the state in general.
50% of students achieving Band 4+ in external HSC examinations and to improve course trends towards the state average.	\$2000 on HSC Professional Learning for staff or syllabus implementation.	HSC results for 2017 were in general consistent with previous years. The school had a small number of subjects exceed state average (Agriculture and Construction). There were one third of subjects listed as + or – 5% of state average. The target of 50% of students earning a Band 4 was achieved and this has been a consistent trend in recent years.
60% of all students achieving NAPLAN benchmark results better than National Minimum Standard.	\$60000 to employ specialist Learning and Support staff to coordinate programs. \$48000 to employ extra in class support for students.	Year 7 Results for Year 7 in general were lower than the previous two years. This is cohort dependent. The 2017 cohort, however, still met the target in all assessed areas of literacy and numeracy. Year 9 Results for Year 9 were in general better than the year before. This is cohort dependent. The 2017 cohort met the target in all assessed areas of literacy and numeracy.
Increase the number of students at proficiency in all areas of NAPLAN by 8%.	\$60000 to employ specialist Learning and Support staff to coordinate programs. \$48000 to employ extra in class support for students.	The trend data for this as students have moved from Year 7 to Year 9 does show correlation to the overall performance of the Year group. However over the last 3 years there has been an obvious positive trend upwards in the areas of spelling and numeracy. The absolute numbers gives increases over 20% but this is impacted by small sample size. Trends are far more useful in this case. The other areas not mentioned have essentially flat lined with a neutral trend.
Increase the number of staff aspiring into leadership positions.	\$3500 out of RAM	Two staff completed Simon Breakspear leadership sessions as staff had done in the previous 2 years. No staff started the process of Higher Accreditation. The number of staff completing these professional learning opportunities has remained constant over several years.

Next Steps

In 2018 we will commence a collaborative professional development program tied directly with (1) Learning Support and the greater development of staff capacity in the data area with a target of delivering more coherent programs across the school and (2) Change the culture of professional development to be cross-KLA and involve more staff in the classroom of colleagues to increase the dialogue for change and improvement.

This change is a major factor in the new school plan and is aimed directly at student outcomes in Stage 4 and 5 but long term it is aimed at Stage 6 which will improve if outcomes in Stage 4 and 5 improve.



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

Attendance at the school remains above 90% which is an ongoing hallmark of our school. The figures were impacted by a small number of students who have high absenteeism and these students are being counselled by VERTO who we employ for this purpose.

The numbers of students suspended has declined over the past 3 years and a PBL focus for the school is to further reduce this number. In particular long suspensions have reduced, which is a factor of having higher student engagement.

The school continues to celebrate student achievement with commendation assemblies held each year. Over 50% of students across the school are involved which is testament to the PBL ethos of striving to do your best coming through PBL in the school.

Behaviour referrals remain steady however data is greatly impacted by inconsistent staff entry of incidents. Consistency in this area is being tackled by the PBL committee to improve collection and give the school accurate longitudinal data that can be analysed by the PBL committee. High level incidents are reported well however smaller incidents are a greater issue as they are often resolved without major action necessary.

VIVO remains the centre of our everyday recognition system. Students continue to access rewards achieved through VIVO accumulation, which represents great work by them during the school day.

Parent participation in school events is variable with great numbers attending specific assemblies. However we would like to have larger numbers at other information nights.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Reduce the number of behaviour referrals to school executive on by 15%.	Teaching and Learning program to support staff in managing students (PL through RAM funding). PBL revamped Millennium use to ensure records are accurate and consistently applied. Part of the \$2000 PBL allocation.	Suspensions continue to be down on previous years. Detention operated by Head Teachers after school have been reduced. Recording data needs to be further improved and this will occur with PBL making substantial contributions in this area. Determining a percentage value for this is difficult due to data collection inconsistencies. Reform is on the agenda as indicated above.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase the number of students receiving recognition through PBL rewards from 15% to 30%.	<p>PBL is funded each year through RAM. In 2017 there was \$2000 allocated.</p> <p>PBL team now effectively operating and OHS has an external coach to mentor team.</p>	<p>The number of students receiving commendation awards increased to 55% and in 2017 the commendation system awarded students at the same rate. The number of awards is somewhat fixed by the limit placed on staff to award them as we value the award and its integrity to showcase genuine student performance and hard work.</p>
Maintain attendance above 90% across the school and improve individually case management of students. Reduce unexplained absences to less than 20%.	<p>Wellbeing Committee is responsible for this management. PBL recognition and commendation awards. This is all part of an overall Wellbeing Strategy that is funding via Wellbeing allocation from RAM.</p> <p>Rock and Water program was also introduced to build student resilience and play a part in encouraging student participation in school for the long term. (\$10000 out of RAM).</p>	<p>PBL recognition and commendation awards to encourage students at school and thus remove temptation to miss school because that is an easy option. Attendance has remained above 90%. Unexplained absences continue to be an issue for some students, however, the number that require HSLO discussion is 17% of the student population. This however includes a number of Stage 6 students who are not returning but remain in the figures, without them the value is 14% which is similar to previous years.</p>
Reduce the number of formal school suspensions by 25%.	<p>Welfare funds have been expended to support intervention and activities to support disengaged students. This has included VERTO within the school directly but also external programs such as the Butterfly Effect.</p> <p>\$20000</p>	<p>The number of suspensions has fallen from 134 in 2014 to 47 in 2017. Suspensions in 2017 were slightly higher than 2016. The overall reduction is 50% over the SMP period.</p>
Increase parent and community school involvement in celebrating success and parent feedback by 10%.	<p>\$3000 Community Consultation and school allocated funds from RAM.</p>	<p>Project Based Learning introduced into Year 7 which included open sessions for parent and community involvement.</p> <p>Commendation assemblies to recognise achievement.</p> <p>Education week assembly where students are recognised.</p> <p>Presentation Night as the pinnacle of the year for recognition.</p> <p>Year 12 formal assembly.</p> <p>Sports Assembly to recognise high achievers in sport.</p> <p>All the major recognition events were well attended as per usual however the Project Based Learning event which was new was well attended with parents seeing hands on work by students rather than just the award presented. This was a new forum for parents and will continue into 2018.</p>

Next Steps

During the next planning cycle we will continue to focus on Wellbeing. PBL is at the centre of one of the new strategic directions and we will bring PBL and Wellbeing closer together. This will continue to place a focus on students engagement and their participation in the schools PBL message – Safe, Respectful and Responsible. We will discuss including a 4th element of resilience to PBL.

This will therefore continue to put a premium on reducing suspensions and negative referrals in general.

Attendance will be an ongoing focus with a small number of students impacting our data. The issue of unexplained absence is a larger is than attendance in general and this will be helped by a new school plan focus.

School commendations will continue whilst the new plan includes concentrating on increasing parent participation, particularly general Parent–Teacher nights.

In 2018 the position of Beginning Teacher mentor will be introduced to assist new teachers in the classroom – this includes curriculum provision but also student management. Student management is a focus of new teacher programs and should help in reducing Executive referrals. In 2018 we will also embark on a new teacher professional development structure which is aimed at improving all facets of teaching in the classroom, including student management.



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

The introduction of a compressed Stage 6 model has certainly delivered on this goal. Stage 6 students have since 2015 had 30–34 choices across 6 main lines and extension on a 7th line. This is significantly higher (50%) than in the traditional model.

Stage 6 teachers initially developed Stage 6 courses and assigned them to the schools Google based platform however as other platforms and formats have come along staff have started to migrate towards alternatives, particularly Hapara.

All teachers have participated in in-house PL programs designed to enhance the teaching and learning. They also have been involved in technology based PL with Head Teacher BYOD (part of a funded arrangement with other schools.)

Leadership across the school has led to mentoring of staff with classroom observation and reflection being at the centre of this PL.

Increasing parent responses to surveys continues to be a focus with responses to School Management Plan surveys last year less than the target of 25%.

School enrolments have in the past 2 years declined as we have had several very large groups move through and beyond HSC. We also have had 2 small Year 7 cohorts come through from small Year 6 classes at the same time. These two combined has led to a population of around 205 which is similar to 2012.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased number of subject selections available to Stage 6 through a compressed model.	\$3000 Broadening and Enriching Funds	Stage 6 students have since 2015 had 30–34 choices across 6 main lines and extension on a 7th line. This is significantly higher than in the traditional model where students had 20–22 subjects on average. The Broadening and Enriching survey has been completed and showed a positive outlook by the school community on the implementation.
All Stage 6 teachers have developed and use resources on the school's Google platform.	\$5000 PL funds (in conjunction with BYOD program)	Google platform is used by some staff, however, there has been a migration over to Hapara which is itself part of the Google package. The school uses Google products extensively and staff are using them in the classroom. This has come from a concerted PL program.
All teachers are actively engaged	\$15000	All teachers have had an opportunity to take part in

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
in a strategic PL program designed to improve teaching with technology.		this PL program. It has now run successfully for the past 3 years.
Develop aspiring leaders within the school creating 25% of staff who mentor others in teaching and learning.	\$3500 PL funds	Aspiring leaders were given opportunities to take part in seminars run by Simon Breakspear who is a renowned leadership presenter as well as a motivational speaker who has a large presence in the world of education.
Improve parent and community feedback from 10% to 25% in school surveys.	\$500	School, surveys in 2017 were below the target hence the focus on this in the new school plan. This is an area where we plan to discover why feedback has not increased and act to make a sustained increase.
Improve student enrolment numbers beyond expected numbers.	\$1000 School consultation funds	We have worked extensively with our local partner school and retained a high proportion of students and have worked hard to ensure students who do not leave for work or further education remain at school. This maximises our retention in the older cohorts. We have worked tirelessly to promote the school and show the community that we have great programs whilst also having a caring heart. Increasing the number of platforms broadcasting school material has improved our reach.

Next Steps

The school will continue with the compressed model in Stage 6 to ensure subject selection remains broad.

Teaching and learning will remain a focus during 2018–2020 to consolidate the program and include the necessary input by Learning Support to tackle NAPLAN as it is a key indicator for student literacy and numeracy proficiency.

The school continues to increase the usage of technology with the intention of having all courses electronically supported.

Community participation is also a focus in the new school plan with a concerted effort to ascertain what we need to do as a school to build parent inclusion.

School enrolments are in a time of change. The next two Year 7 groups will be larger than the 2018 cohort which will build numbers however we have many students in Year 10–12 seeking work and with employment prospects in the region high I predict retention will reduce as we see students moving into well deserved post-school work. We are working hard with the Primary schools in the area to maximise Year 7 numbers, but equally, in supporting our students and their aspirations we will endeavour to help them exit school if it is the appropriate decision.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$11000 Teacher employed to work on Aboriginal Equity Programs. • (\$1 688.00)	Teacher completed personalised plans for students and had continual contact with individual students on a daily basis. Working in class and also using withdrawal based on individual needs created a climate where students were confident in our school and were happy to celebrate their culture. Organisation of NAIDOC along with helping students submit applications for external activities also played an important role. In 2017 we had a student successfully participate in a Science summer school, win a CWA scholarship and a regional Indigenous award. This was a great result.
English language proficiency	Nil funds in SBAR however this was captured as part of our Learning Support structure.	Individual plans and individual support was provided to the small number of students identified. One student was, in the end confident enough to apply for a major external award and then interview for that award. This confidence was born from the school support.
Low level adjustment for disability	\$48000 Targeted SLSO programs to support students. This included RAM allocation but also additional funding to increase SLSO position to fulltime. • (\$2 338.20)	This funding allowed us to provide fulltime support for our integrated students in classrooms allowed them to better access curriculum and feel a sense of success. The extra support also provided wellbeing support as many students need this sense of inclusion to better access general learning. It also provided exam and assessment support for students.
Socio-economic background	\$50000 Targeted Student Welfare Programs \$80000 for extra Learning and Support teachers \$50000 extra technology support • (\$11 998.00)	Student welfare programs included general support for students accessing school resources, excursion support and basic necessities. It also included subsidising laptops for Year 7 to make them more affordable (50% subsidy). The extra funds for learning support employed 3 teachers to support our permanent staff. This gave the Learning Support team a great deal of capacity to create individual programs and actively help staff in the classroom to assist and adjust where necessary. The positive trend in school NAPLAN results from Year 7 to Year 9 over the past 2 years is due to this concerted effort. The funds also supported the employment of a youth worker from VERTO who worked with selected students to help them stay at school whilst for others they created pathways to move to their next stage in life. This may have been employment or further study at TAFE. The extra RAM funding also allowed us to employ additional technology support. These staff supported the technology coordinator in maintaining the school network and allowed individual support of students and staff with device and access problems.
Support for beginning teachers	\$13000 for BT release 1 period per week plus 1 day per term • (\$1 000.00)	This allocation allowed beginning teacher time for greater preparation and time work with their mentor. It also allowed PL time to further improve their skills as they make their way to proficient.



Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	127	130	124	113
Girls	106	104	101	104

Students enrolments steadily increased for a period of time however we have now entered a time of enrolment decline. This decline has been acknowledged in previous reports with two key factors in play: (1) Smaller cohorts at partner schools leading to small Year 7 enrolment (2) Increased movement of students in Year 10 and 11 into the workforce or post-school study. Both of these factors have had significant impact and will continue to do so in the coming years. We expect slightly larger Year 7 groups over the next two years, however until small current cohorts have moved through the school overall school numbers will not significantly increase.

Student attendance profile

School				
Year	2014	2015	2016	2017
7	94.7	97	95.7	93.6
8	93.7	95	94.8	91.5
9	93.1	92.2	92	93.3
10	93	90.6	91.5	88.9
11	93.5	94.1	92.9	92.2
12	95.2	96	92.4	93
All Years	93.7	94.1	93.1	92
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

Student attendance at Oberon High School still sits above state average which is a great result as this has been a trend for several years. The dip we suffered

this year, however, has been arrested. A small number of students in Year 10 who became problematic attendance concerns severely impacted our overall attendance data. Attendance is monitored carefully with role marking each day during every period and structured practice to manage late arrivals and early leavers. Our attendance policy which was revamped in 2017 sets out a monitoring process shared within the administrative area for data collection and then to the Wellbeing team that monitors individual student attendance. Parent contact is through regular written correspondence or directly over the phone if the Wellbeing team deem it necessary. This was significant as one area to improve is parental acknowledgement of student absence through a note with explanation.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	1	3	13
Employment	6	18	50
TAFE entry	1	0	3
University Entry	0	0	25
Other	0	3	6
Unknown	0	0	3

Oberon has a vibrant employment landscape which ensures the majority of students do find post school employment. Post school education aspirations vary from cohort to cohort with this Year 12 group being a little less than usual however it still constituted around one quarter of the cohort. Retention is generally high with students completing their HSC however some students find other opportunities prior to HSC completion. This is generally apprenticeships or traineeships within local industry.

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. VET Courses at Oberon High School for Year 12 students in 2017 follow – Construction, Metals & Engineering, Hospitality and TVET (TAFE).

Year 12 students attaining HSC or equivalent vocational education qualification

The cohort of 2017 was small on average with a number of students completing a part-time HSC pattern of study. This led to a larger number of students than normal receiving a Record of School Achievement instead of the HSC qualification. The HSC qualification was however still attained by 85% of the cohort.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	0
Head Teacher(s)	4
Classroom Teacher(s)	16.1
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.8
Teacher Librarian	1
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	6.78
Other Positions	1

*Full Time Equivalent

Oberon High School's staffing entitlement decreased to 24.1 teaching staff during 2017 as a result of decreased enrolments. A number of part-time and temporary teachers were employed through other funding to maintain a broad curriculum offering for students.

A casual teacher was employed throughout 2017 to work with indigenous students in a variety of programs. They worked across all Year groups in a variety of key learning areas to ensure that Aboriginal aspects were embedded within the curriculum. They implemented the senior mentoring program, continued our strong connection with the Bathurst AECG, assisted students with applications to programs such as ASSETS.

In 2017 we continued to employ casual staff to support students with learning difficulties. They assisted the permanent Learning and Support Teacher with these programs. This complemented the teaching and learning in the MC support class which had its own dedicated staff.

The school structure continued to have four faculties which included all curriculum areas. These areas were managed with a Head Teacher who had the tasks of supervising faculties from several curriculum areas, as per the norm in smaller high schools.

The school has an experienced teaching staff with only a small proportion of staff in their first 5 years of teaching – 12%.

The school also has School Administrative Support staff (6.782) who undertake administrative tasks, support students in the classroom as well as manage school facilities. These staff are an integral part of the school and add to teaching staff that works tirelessly for our students.

The majority of these staff are permanent employees however we do fund several casual positions to supplement these staff.

The school does have a counsellor for a minimum of 1 day per week, however, they are not officially attached to our school. Counsellors are spread across sites from a host school therefore they do not show on our list.

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	40

Professional learning and teacher accreditation

In 2017 we expended \$26000 on professional development of staff. Professional development incorporated a variety of experiences that were designed to increase staff capacity in targeted areas such as literacy and numeracy, curriculum and syllabus changes and mandated departmental requirements in areas such as VET. Staff also participated in experiences that were individual in nature for specific programs they were running or niche areas specific to them in the school. This included specific sport coaching, wellbeing and technology and devices. The school also bought one day a fortnight of a technology expert to come into the school to work with staff on implementing technology in the classroom. This BYOD program was ongoing from 2015/2016, however, 2017 was to be the final year.

The majority of staff are accredited at proficient status with a small number deemed conditional seeking proficiency. Staff not deemed proficient are beginning teachers and the school has in place support to assist them gain full accreditation. A small number of staff have indicated interest in higher levels of accreditation, however, at this point there are no staff actively in the process of achieving this status. In 2018 we will be implementing a beginning teacher mentor specifically funded to manage teachers seeking full accreditation.

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.

The financial year was consistent with previous years. Income from state sources was consistent with previous years as was our community based income surrounding fees and contributions. The school balanced carried forward was therefore similar to previous years indicating a stable operating environment.

Receipts	\$
Balance brought forward	408,343
Global funds	362,536
Tied funds	353,120
School & community sources	76,568
Interest	5,462
Trust receipts	15,827
Canteen	0
Total Receipts	813,513
Payments	
Teaching & learning	
Key Learning Areas	38,265
Excursions	30,276
Extracurricular dissections	45,191
Library	6,030
Training & Development	0
Tied Funds Payments	231,872
Short Term Relief	28,139
Administration & Office	55,606
Canteen Payments	0
Utilities	52,778
Maintenance	36,871
Trust Payments	14,392
Capital Programs	0
Total Payments	539,421
Balance carried forward	682,434

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 (\$)
Opening Balance	0
Revenue	720,527
Appropriation	693,825
Sale of Goods and Services	5,627
Grants and Contributions	20,645
Gain and Loss	0
Other Revenue	32
Investment Income	398
Expenses	-240,099
Recurrent Expenses	-240,099
Employee Related	-103,872
Operating Expenses	-136,227
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	480,428
Balance Carried Forward	480,428

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.

Sales of Good and Services was primarily uniform related whilst Grants and Contributions related to money coming to the school via fees, contributions or grants. Annual expenses such as electricity and gas remained constant on previous years whilst areas surrounding teacher relief varied with professional learning expenditure exceeding annual allocation by around 3% whilst relief for teachers on leave was under

allocation by around 20%. In 2018 the school will undertake a new copier/printing contract designed to reduce these operating costs. The saving will hopefully be around \$4000 per year which means funds can be allocated to other areas surrounding student learning.

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	3,214,685
Base Per Capita	35,398
Base Location	33,603
Other Base	3,145,684
Equity Total	316,138
Equity Aboriginal	13,497
Equity Socio economic	202,675
Equity Language	0
Equity Disability	99,966
Targeted Total	210,560
Other Total	42,760
Grand Total	3,784,143

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.

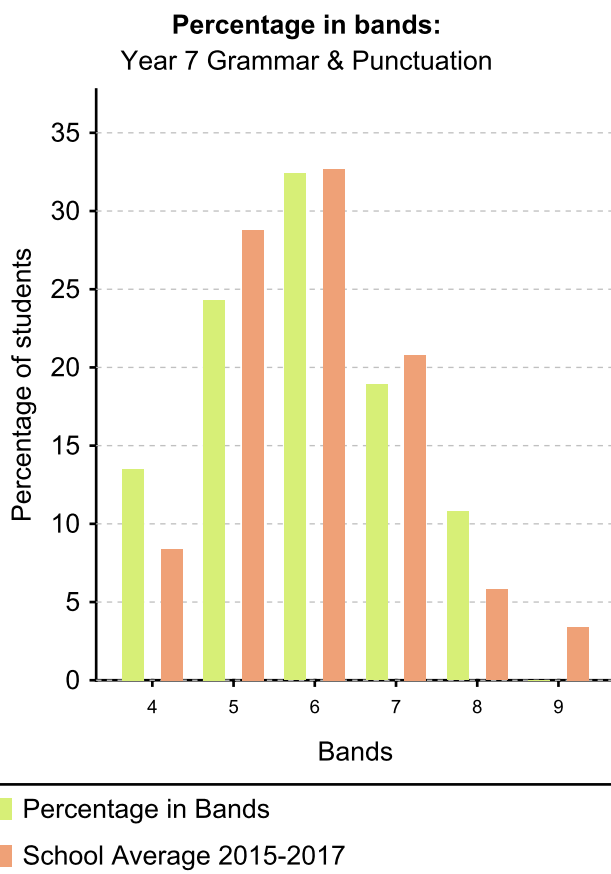
School performance

NAPLAN

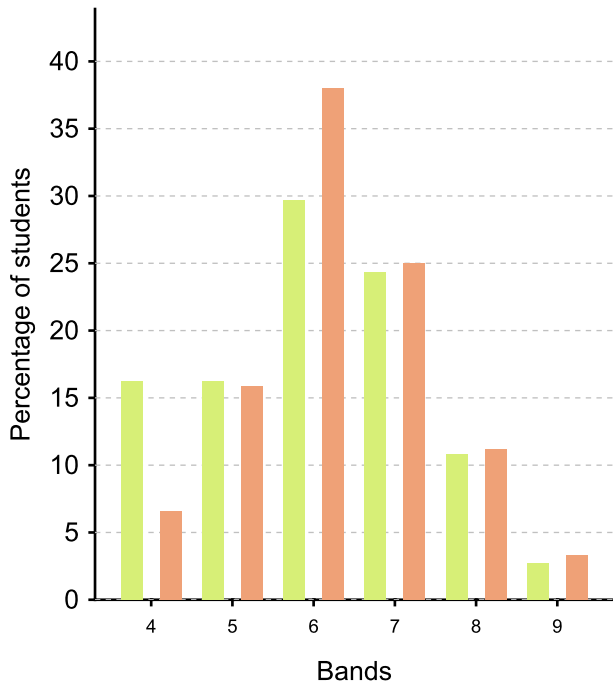
NAPLAN is an external assessment taken each May by Year 7 and Year 9 students. It gives a snapshot of participating students on that day for basic skills in the area of literacy and numeracy. The assessment is used by teachers to create programs to cater for all students whilst parents can see how their student is progressing since the previous assessment.

Literacy across all areas in Year 7 has remained steady for some years however the 2017 cohort was significantly lower than previous years. Against whole state averages our results clearly support a need for extra funding in Learning Support to activate programs of improvement. Our results however are more favourable when compared to similar or like schools. Reading and spelling are stronger components than

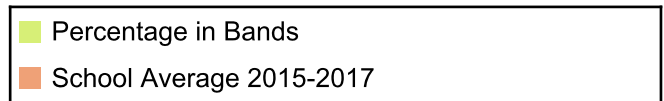
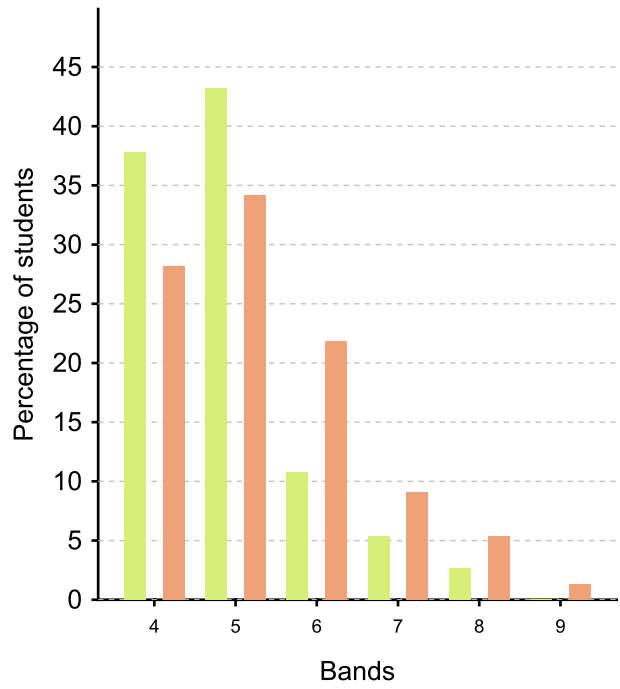
writing and grammar. Year 9 data has also been relatively consistent for a number of years with the 2017 cohort scoring higher in a number of areas than previous cohorts. The same pattern of comparison exists as for Year 7 with our results being favourable to similar or like schools. Reading and spelling continue to be stronger than writing and grammar. An important result though is the movement of students from Year 7 to Year 9. Our graphs showing trend data are positive and show that our programs are making a difference. The difference varies from student to student however we seek to move every student in a positive direction. The school continues to recognise areas that need improvement with writing and grammar at the focus of this attention.



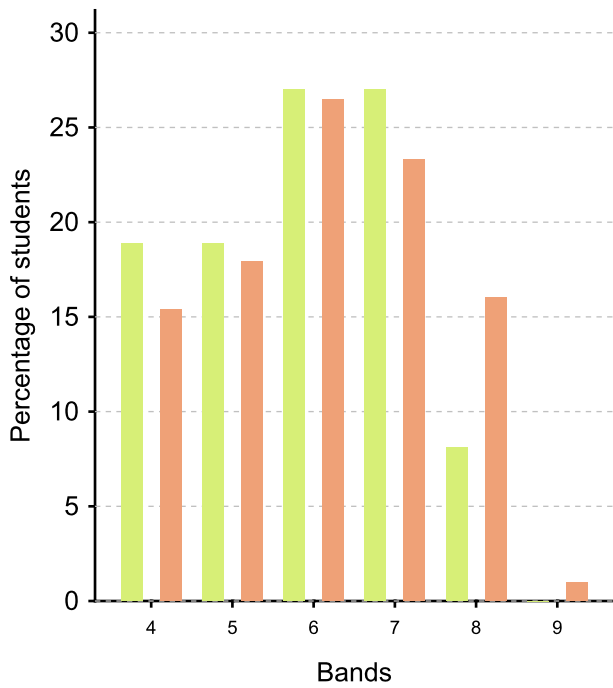
Percentage in bands:
Year 7 Reading



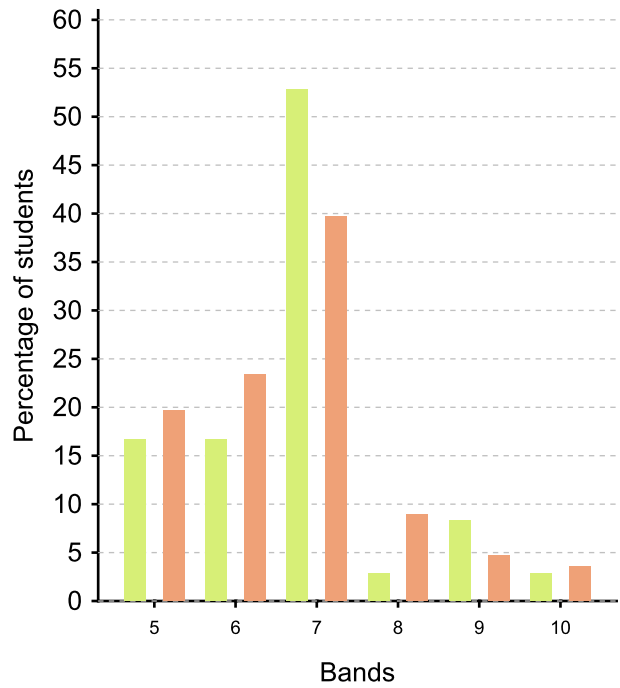
Percentage in bands:
Year 7 Writing



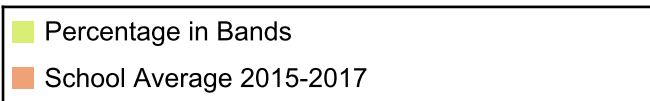
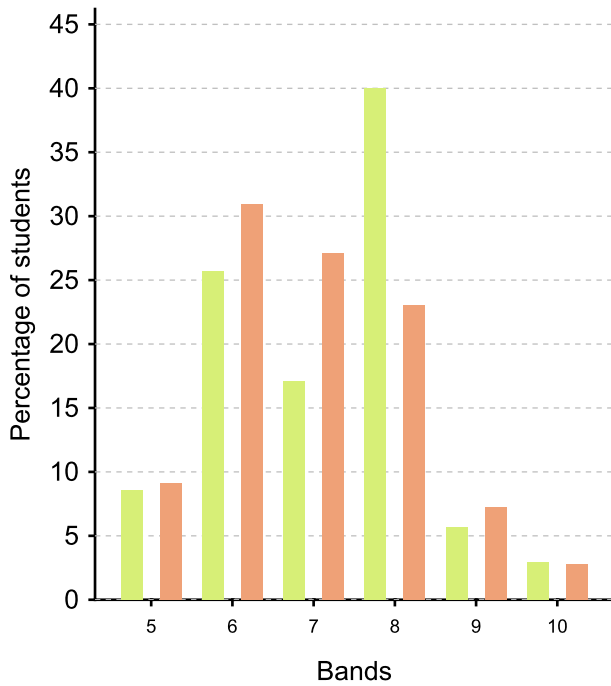
Percentage in bands:
Year 7 Spelling



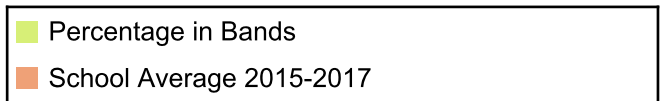
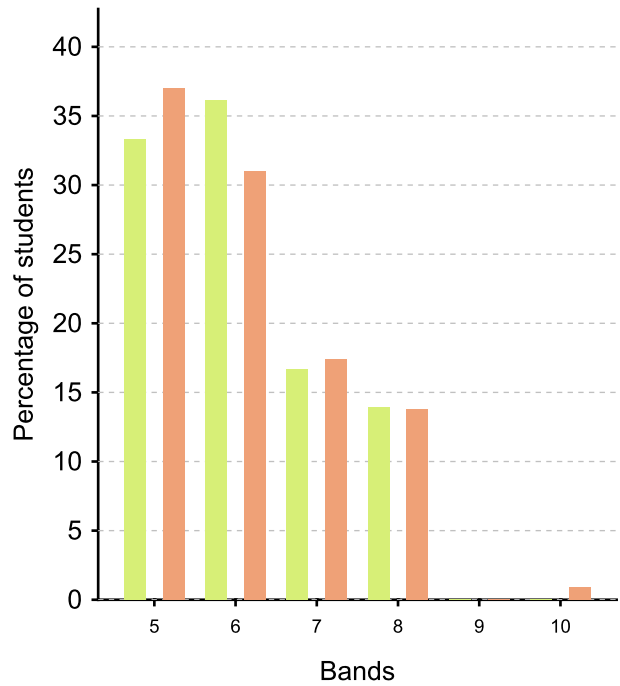
Percentage in bands:
Year 9 Grammar & Punctuation



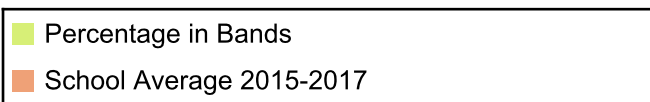
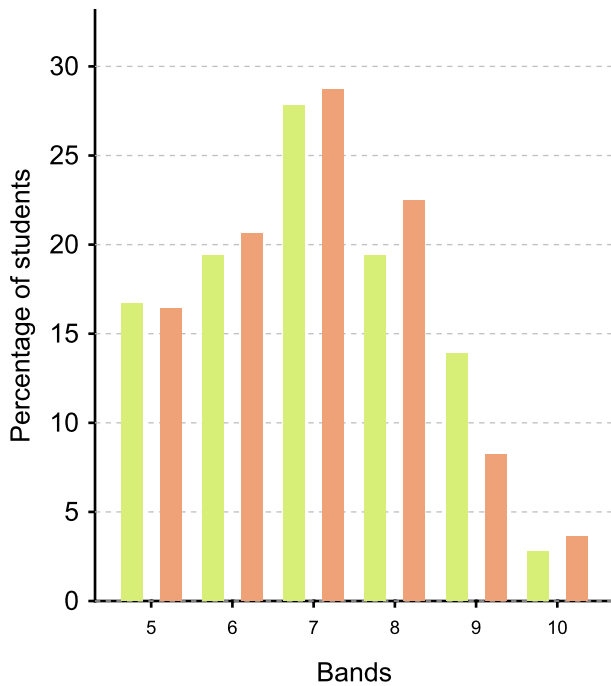
Percentage in bands:
Year 9 Reading



Percentage in bands:
Year 9 Writing



Percentage in bands:
Year 9 Spelling



Numeracy in Year 7 has remained steady for a number of years with variations cohort derived. As for literacy our results are below state average in general but against similar or like schools we rank far better. In fact relative to similar or like schools numeracy has often been above this group. This story is similar for Year 9 however the gap between our school and state is less than literacy. Significantly our school is growing students positively which is pleasing considering the effort put into school programs to reach this goal.

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

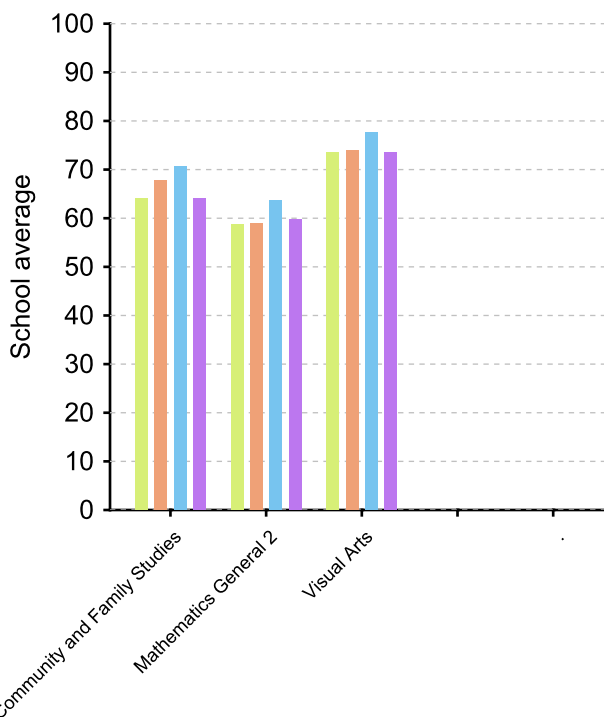
Reporting on Indigenous outcomes is difficult because of the small numbers in each cohort. NAPLAN reports on cohorts with only 1 or 2 Indigenous students which means small movements can lead to large value changes which can be misleading. In general our Indigenous students perform at a comparable level to our non-Indigenous students with variations related often to a single individuals performance. There were no Year 9 Indigenous students in 2017 which means improvement data cannot be calculated. Year 9 students in 2017 were given exempt status from minimum standards testing in Year 10 (2018) if they achieved Band 8 or higher in Reading, Writing or Numeracy. The numbers of students in Band 8 or higher for 2017 was higher than previous years with obvious improvement in Reading and Numeracy however writing was disappointing with performance below the other two areas.

Higher School Certificate (HSC)

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest). In 2017 we had a total of 56 students in total study HSC subjects. Our school has a compressed structure which means our senior college is staged with classes formed with a combination of Year 11 and 12. Students studied 15 subjects that had HSC examinations and a smaller number that relied on internal school assessment only. Subject numbers were less than 10 for the majority of subjects with 50% having five or less candidates. Student performance can, therefore, alter course overall results quite significantly.

Agriculture was above state average which was pleasing as this was the first HSC class for many years. VET results continue to be strong even though the majority of VET students elect not to sit the exam. Results versus state for this HSC cohort was disappointing across a number of subjects, however, results versus similar schools was far more comparable. When student NAPLAN data was plotted against HSC results student performance on average was as expected. The highest ATAR in 2017 was 61 which is lower than previous years however was predictable based on other analysis included in this summary.

The top mark in 2017 was a Band 6 in Visual Arts. This student performed exceptionally well with their major work being selected for Art Express. Art Express is the best of the best HSC works and are displayed in galleries around NSW. A small number of students also achieved a Band 5 whilst 50% of students achieved at least 1 Band 4 or higher. It must be noted that 20% of students had a pattern of study that included Life Skills or non-examinable HSC subjects. This was a significant proportion of students and impacted on Band achievement numbers.



The school results in courses compared to state are generally lower, however, small cohorts means larger scale comparison can be difficult. Results compared to similar schools is far more consistent which highlights common factors impacting student performance.

Parent/caregiver, student, teacher satisfaction

Parents were surveyed as part of the School management Plan process in 2017. Parents indicated they believed the school had a large range of areas in which we were successful. The majority of parents believe the school caters well for students as individuals. Parents were concerned about student performance and indicated that they wanted the school to be a place where learning was valued and results were always improving. Parents in the main believed the school communicated well with parents and information was easily accessible. Parents were asked about what they believed was a good classroom environment and this led to a very mixed response. Responses included parent experiences at school and this did impact their current belief about education and what was a successful method for delivery in the classroom.

Students were surveyed in a Tell Them From Me Survey and general survey conducted by the school. Student responses were mixed, however, they generally thought the school and teachers had their best interests at heart. Students varied in their belief of the importance of school and their aspirations. Students in the main believed in the school values and felt their behaviour was satisfactory based on these values.

Individual student happiness was lower than expected and the survey indicated that students needed support in this area which is not dissimilar to a trend across this demographic generally.

Staff were surveyed as part of the School management Plan process in 2017. Staff were committed to the school and felt they had an important part to play in students lives. Staff agreed during this process that changes in collaborative practices were necessary for continued professional growth. Staff like the parents had varied ideas about what a classroom operating effectively should look like however they agreed on the principles behind a successful classroom. Staff agreed that parent contact was essential and that currently we did not have enough parents engaged at Parent–Teacher night or fully understanding what we were trying to achieve with students. This is an area that we are committed to address.

Policy requirements

Aboriginal education

Aboriginal Education is a priority of the school even though our Aboriginal students only constitute 7% of total student population. We value our Aboriginal students and have worked hard to ensure they feel included in the school and that their individual performances are comparable to their student population as a whole.

An Indigenous Programs coordinator is in place and works with all the Aboriginal students regularly during the week. The coordinator has developed an individual program for each student which is negotiated with parents.

The coordinator is also responsible for cultural events such as our inclusion in NAIDOC or other AECG events. They are also responsible for encouraging participation in external activities which cater for individual development in areas such as leadership.

In 2017 we had a student participate in ASSETS (Aboriginal Summer School for Excellence in Science and Technology) which is a significant national achievement. They were our second attendee in two consecutive years – the start of an important tradition. The same student won a CWA scholarship and achieved a regional academic award.

Aboriginal students have had a tradition of leadership in the school and this continues at present with students leading as learners and also leading via Student Representative Council.

We are proud of our Aboriginal students across all areas in particular academically where their performance is comparable to non–Aboriginal students. However the small number of students means that individual data can impact overall data significantly. Individual analysis is far more important and this tells us that students have individual needs with some performing beyond their peers whilst others need significant support.

Norta Norta is no longer running as money comes to the school for program implementation through the RAM allocation. The \$11000 allocated in 2017 was used to employ the program coordinator along with supplement Learning and Support to put in programs to support all Indigenous students whether to bring students up to standard or extend them. The coordinator worked hand in hand with Learning and Support to create individual student programs, amend programs to cater for students, include Aboriginal perspectives into the classroom and apply for external activities to extend students.

Multicultural and anti-racism education

The school has an anti–racism officer who works with both students and staff to ensure our school is inclusive and respects all backgrounds. The school does not tolerate racist behaviour nor accept racist language. In 2017 the school invited Zohab Khan to the school to talk about his Muslim background. Even though being 4th generation he finds he struggles to be accepted in rural NSW. He was also a poet which meant he used the power of words to pitch his powerful message. This presentation and subsequent activities were well received and had a significant impact on student attitudes.

Positive Behaviour for Learning (PBL) is a key to school culture especially the element of respect. We regularly talk about respecting peoples background and culture through this medium.

The Principals message at the Year 12 final assembly was about changing the world and working with everybody no matter their social status or cultural background. This complemented previous Principals messages at significant assemblies which concentrated on similar values.

The school participates annually in the town ANZAC activities and has a fantastic relationship with the local RSL sub–branch. Oberon ANZAC activities includes a Turkish perspective which publically tells the story that once enemies are now firm friends. This idea of acceptance no matter the differences is a strong message and one that our students are immersed in every year. Our students are always respectful and a credit to their family, community and school.

We have a multi–racial student body which ensures that our students have to have open eyes in relation to cultural differences. Our school has minimal issues in this regard and when they arise they are dealt with quickly through the school Wellbeing structure.

Other school programs

Positive Behaviour for Learning (PBL) is at the centre of our school values. Respectful, Responsible and Safe are the three elements. Every aspect of school life is couched in these terms and is designed to build a school community that is truly tolerant and

respectful. Students are rewarded for their school citizenship through the VIVO system. Staff award students VIVOs when they have contributed significantly to school climate and culture or worked to an excellent level. This has been a positive inclusion to Oberon High School over the past few years and continues to be an asset to the structure as a whole.

Project Based Learning (Projects) has been piloted in the school over the past two years. Projects is a learning system that brings together the ideas of developing curriculum knowledge by linking learning with real world topics. Students are learning skills around collaboration, problem solving and creative thinking, all of which are essential in an ever more complex world. PBL is now part of the Stage 4 curriculum and is coordinated by a dedicated staff team. The projects include some time in every classroom as all the faculties have supported the programs development and have integrated it into their own programming.

Student Representative Council (SRC) is an ongoing program in the school. SRC is a dedicated group of students lead by a supportive teacher that engage in activities to fundraise for community charity groups, advocate for students and show leadership in school activities to promote participation or appropriate discussion. The SRC is the key leadership group within the school and generally our School Captains have been part of SRC.

Cuberider was a program where students created an experiment that was uploaded to the International Space Station (ISS) and then run to determine results. Students in the Stage 5 Design and technology class developed an experiment to measure the effect of the Earth's magnetic field on the ISS orbital path. The experiment was created in class and then submitted online using a code that was then transmitted to the ISS for the ISS instrumentation to decode and then run the experiment. The results obtained were not clear which made it difficult to draw an absolute conclusion, however, it was a fantastic opportunity which we will take up again in 2018. The ability to reach into space from the classroom was fantastic; a positive aspect of technology in the classroom.

Commonwealth Bank Partnership was initiated mid-year and brings to our students an amazing opportunity to access senior staff at the bank. Having direct access to staff working within the finance sector who can then come into the classroom and help supplement course work is an amazing opportunity that has only been afforded to 3 schools nationally. It also allows our students access to specialists at the bank who can extend their knowledge and really foster a love of finance and commerce. It is a chance for our Business Studies students to value add and take the first step if they are inspired to join the banking world.

Fair Funding Initiative is a program where a technology expert from our school works with staff and students from partner Primary school. They integrate technology into programs running within classrooms and co-ordinate professional learning sessions to upskill Primary staff; embedding technology in their

ongoing practice. This will make programs sustainable beyond the lifespan of the Fair Funding initiative. The program also aids in transition of Year 6 students into high school as the skills learnt provide an ability to utilise programs that are embedded in our programs.

Oberon Public Education Community (OPEC) is a community including Oberon High School, Oberon Public School and Black Springs Public School where significant programs are operating that benefit all the stakeholder schools. This includes sharing staff expertise and information that will help the transition of students from Year 6 into Year 7. Fair Funding is a component of OPEC along with Literacy/Numeracy programs that allow us to build connections between schools and create profiles of student learning that enable us to track performance through all the stages of school.

A Learning and Assessment Response Matrix (ALARM) is a system where students can scaffold their learning or assessments tasks. It enable students to break down tasks and then set about constructing responses that are of superior quality. The system also allows students to create responses with a greater emphasis on higher order thinking. ALARM is being integrated into curriculum across the school with all faculties involved. This has become a network initiative which means schools across the Bathurst areas are also utilising ALARM.