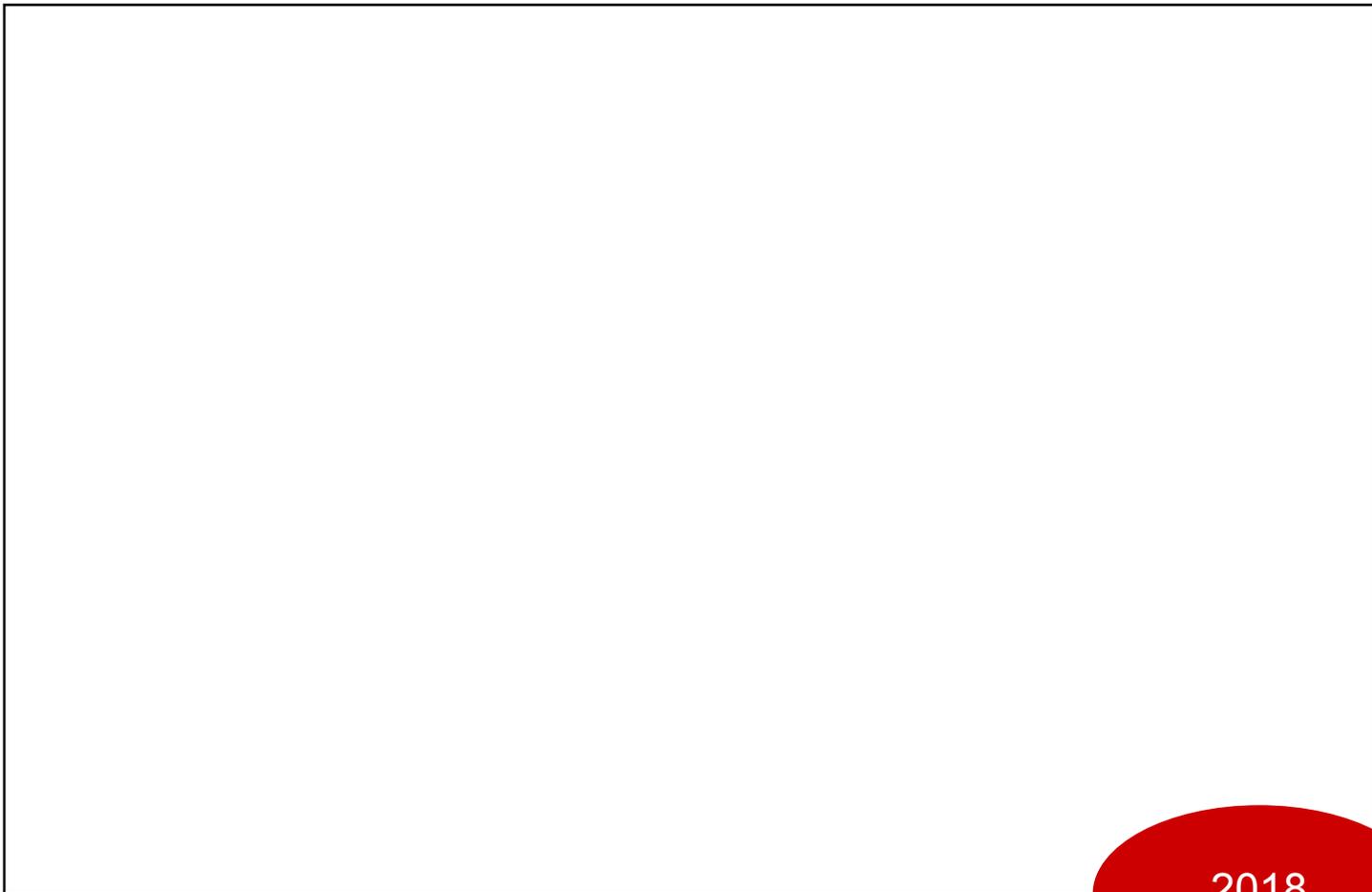


# Oxley High School Annual Report



2018



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## Introduction

The Annual Report for **2018** 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.

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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 1006, including 170 Aboriginal students). It is a co-educational 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 students have access to modern State VET Training Facilities to develop trade skills to gain apprenticeships. 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.

Oxley High School is located in the large regional centre of Tamworth, in northern New South Wales. The school has a current enrolment of 1032 which has grown significantly in the last 6 years. The school has a mixture of students from the town and rural addresses. Oxley High School has a vibrant school multi-cultural community with approximately 19% of students identifying as Aboriginal or Torres Strait Islander and new-arrival families from most of the populated continents on Earth.

The school has a capacity of 1000 students with a classroom occupancy rate of 98% and above. The school has implemented a full revision of out of drawing area enrolments to assist in managing the resources.

Oxley High School is one of the largest regional high schools in the state. It is recognised as a centre of academic, sporting, social and cultural excellence. The school's academic curriculum is set up around student engagement, subject choice and extending student interest in learning. The resultant of this philosophy is that the school offers the most

extensive range of subject choices across Years 7–12 with a key feature being the implementation of electives in Year 7 and 8, accelerated classes and a Gifted and Talented and educational program in sport.

The school is recognised in the Tamworth and North West community for excellent HSC results and the capacity to value–add to a student's learning. Included in the schools's curriculum options are traditional HSC pathways leading to University but also innovative practices in learning including Tafe, TVET, Careers Networks, Employment Pathways classes, School Based Traineeships and School Based Apprenticeships.

The school has a strong philosophy of indigenous student support with the implementation of the Aboriginal Boy's Clontarf Academy and the Role Models Australia Girls Academy. These programs are highly successful and aim at engaging young Aboriginal men and women in education and developing positive employment, health and educational pathways.

Oxley High School has approximately 93 full–time staff equivalents with the site having up to approximately 120 staff onsite delivering and supporting educational outcomes to students on any given day. It is important to note that the school has had a tradition of maintaining staff in the long term. With the retirements of staff over the past 6 years, nearly 50% of the staff would be considered to be new to the school. This changing of staff has had the benefit of allowing the school to assess some of its practices and modernise its approaches to education.

The school has a large and active executive comprising of 16 staff with all KLA's being led dynamically. There has been a period of re–developing staff leadership and a sharing of the school enterprise across the whole school leadership team. This has led to a strong commitment to Professional Learning, developing leadership density and career planning. Currently the school is supporting a group of teachers seeking accreditation at the Highly Accomplished level and teachers in a relieving Head Teacher capacity.

Oxley High School is funded primarily by the state government through the RAM. Additionally the P&C fund the school for individual projects such as the artificial turfing of the Netball courts. This has allowed the school to expand its role in developing the Talented Athletes Program and link our sporting programs to state associations such as Hockey NSW. It is envisaged that the success of this program will allow it to continue to expand and support enhanced learning outcomes for our students.

The school will have a folder for the Validation Team to consult with containing and full sized copy of evidence items.

We welcome you to Oxley High School and look forward to your assistance on evaluating our educational journey.

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.

In the domain of learning:

Oxley High School has undergone significant staffing changes over the last 6 years. On balance the judgement is at delivering with elements of sustaining and growing; wellbeing, assessment and reporting being placed in this category. The school recognises that these elements of assessment can be used to assess higher, however, the consistency of beginning and new teachers to the school using reliable assessments to capture information about learning, providing feedback and analysing performance needs to be embedded deeper into the culture of the new teachers.

The overall capture of our evidence also supports formative and summative assessments create regular opportunities for students to receive feedback on their learning with evidence to support this view.

In the domain of Learning Culture, evidence points to delivering because the school has great attraction with the aspirations and expectations of students with parent involvement still an area of need in planning and implementing.

The evidence set also supports transition points is still a school focused activity with Oxley High School communication transition activities effectively.

The school has developed in collaboration with both the Clontarf, Girl's Academy and the Tamworth Local Aboriginal Lands Council approaches that have led to increased attendance rates for Aboriginal students. Attendance data for all students is regularly analysed for all students in support of improved attendance.

The school offers a curriculum that meets the requirements of the Department of Education and NESA and, is developing a school curriculum to provide a consistent high quality curriculum framework. This will be focal area over the next evaluation period.

In the domain of teaching:

Consistency in the delivery of effective teaching practice at Oxley High School is undergoing significant change. The

school is working towards a whole school , consistent., high standard teaching pedagogy through the use of progress and achievement data.

The school continues to work on evidence based programs and lessons to support the needs of all students, however, improvements in social and emotional needs based learning is an area for future development. Our evidence supports that in the area of explicit teaching, some work needs to be done in explicit strategies to foster knowledge.

In the area of feedback, there is inconsistency in the provision of feedback; some KLA's have adopted a very rigorous form of feedback with the remaining KLA's requiring additional professional learning to bring the standard to a higher level.

Classroom management has improved since an internal discussion with the executive in the middle of 2018. The school has adopted processes to manage challenging behaviour including whole school staff meetings conducted every Monday at morning tea to support positive classroom management.

Data literacy continues to be developed across all staff. The leadership team is using data to inform resourcing of programs and initiatives.

The school recognises that one of our future directions will continue to be the use of data in teaching and planning in developing improvements in teaching.

In the domain of leading::

The leadership team has undergone significant change over the short term. There has been a significant focus on instructional leadership which has gained traction in the effective implementation of syllabuses and associated assessment. The school meets NESA and Department of Education requirements and is working towards the facilitation of skills and leadership attributes for whole school improvements.

The school has strong processes to provide a collaborative approach for the review of teaching practices, high expectations due to the number of new staff is at the forefront of our leadership team in developing a high expectations culture across the whole school.

All staff develop their own goals through their PDP's which are also linked to Faculty and School Plans.

The school's leadership team is working towards the school plan being at the core of its continuous improvements. Elements of the school plan have gained significant traction in leading change processes with it being aligned to student and system priorities.

The mile-stoning processes have been implemented in a limited nature due to the significant numbers of new and beginning teachers in the school who require additional support from the leadership team. As a result, there has been a focus on communicating progress informally to the leadership team with the Senior Leaders focusing staff professional development on leadership building capacity and managing the mile-stoning document in a small group.

The school staff is organised and allocated with resources to support the implementation of strategic plans and improved student learning outcomes through quality teaching practices.

Technology is used effectively to enhance learning.

Community groups such as Northern Inland Football, Old Boys Cricket Club, Cricket NSW, NSW Hockey and NSW Rugby regularly use the school facilities to deliver benefits to students.

Financial resources are used to deliver student outcomes through flexible approaches to aligned to priorities.

Oxley High School responds to the local context and need in developing structures and processes that underpin school improvement. We provide flexible processes to support student and parent engagement and to develop skills of staff in operating administrative systems.

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

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

## Strategic Direction 1

### Innovative and Dynamic Leadership

#### Purpose

Across the Oxley High School community from the Principal and Executive Leaders through to individual staff and students there will be opportunities to learn and develop a high accountability and leadership culture .

For teachers and executive leaders, a performance development framework built to integrate Personal Development Plans, Teacher Accreditation, Professional Learning and career aspirations will map out and embed a proactive culture of school leadership at Oxley High School.

For students and community, the school will continue to consult, investigate and implement strategies to enhance the capacity of students to lead academic, welfare, social and sporting initiatives.

#### Overall summary of progress

Teacher professional learning continues to be supported through the implementation of teacher tutors, regular Tuesday afternoon after-school targeted professional learning, PDP's teacher observation and ongoing individually Professional Learning. There has been satisfactory progress on the role of the Teaching Standards as a framework for professional development. Two staff were identified in the school as working towards being recognised as Highly Accomplished Teachers, with further discussion around Lead Teacher and the workplace requirements needed to be displayed for this to be achieved.

There has been a steady rollout of Student Welfare, ALARM, Technology and Literacy and Numeracy training and development strategies across the whole school. The GTIL team manages Teacher Professional Learning and is embedded in the process of assessment of Professional Learning as aligned to various teacher, school and state driven initiatives. Due to the nature of the increasing staffing turnover and sustainability issues of the training groups, it was determined that STEAM and the Boys Education Team would be collapsed into the previously mentioned teams and that a concentration on these areas would best develop the school in improved educational outcomes.

The third Deputy Principal role continued to evolve in its implementation with positive progress made in the role of supporting Head Teachers to manage the development of beginning and experienced teachers.

Leaders in the school continue to implement strategies to develop both staff and students as leaders. A roster of Head Teachers was developed to assist the Deputy Principals to manage the school and learn about the role of the Deputy Principals and Principal in leading and managing the school.

Opportunities were taken to extend the professional knowledge of the whole school leadership team whereby Faculties made presentations to the executive team on the progress towards their agreed student learning targets.

Student Leadership in the school continues to evolve with the ongoing support of staff and the student leaders themselves. There are a large number of leadership teams in the school; School Captains, Student Representative Council, Sports Council, Creative and Performing Arts Council, Junior Aboriginal Educational Consultative Group and various individual student groups such as sporting teams and academic and social interest groups. There has been a minor increase in the interest of leadership in the school mostly through the energy and interest of the teachers leading the student groups. The involvement of boys in these teams continues to be an area needing more development, however, progress of this is a longer term social issue. The staff of Oxley High continue to demonstrate strong support in the development of student leadership opportunities and outcomes.

The development of school leaders continues to be implemented with opportunities for feedback and professional development in different roles. Feedback on PDP's continues to be developed with a focus on ensuring that the process is ongoing with higher levels of rigor.

#### 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>To increase levels of collaboration between student leadership groups as evidenced in Student Leadership Group</li></ul>	<b>Teachers as Dynamic Leaders</b> <ul style="list-style-type: none"><li>Aboriginal background loading (\$50000.00)</li></ul>	<b>Student Leadership</b>  There was a 50% increase in the number of students seeking senior student leadership

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>minutes.</p> <ul style="list-style-type: none"> <li>To implement ALARM across all KLA's (with the exception of Mathematics).</li> <li>To improve Band 6 HSC results by 20% and Band 5 HSC results by 10%.</li> </ul>	<ul style="list-style-type: none"> <li>SBAR (\$60000.00)</li> </ul> <p><b>Innovative Executive Leaders</b></p> <ul style="list-style-type: none"> <li>SBAR (\$20000.00)</li> <li>Aboriginal background loading (\$30000.00)</li> </ul>	<p>opportunities within the school.</p> <p>There was a notable increase in the number of students seeking leadership opportunities in Sports Council, House Captains and CAPA council.</p> <p>Staff relationships with boys has improved through the clarity of expectations in behaviour being clearly communicated.</p> <p><b>Teachers as Dynamic Leaders</b></p> <p>Increased capacity in teachers having lead opportunities through identification of an informal talent pool and structured professional learning to increase understandings of roles.</p> <p>Head teachers reported back progress within faculties and to leadership team. Minutes were provided as evidence of impact of NAPLAN and HSC data. The trends and support offered to children increased staffs' ability to read and interpret data leading to program modifications.</p> <p>Teacher tutors were engaged to support students who were not engaged or performing at expected levels.</p> <p><b>Innovative Effective Teachers</b></p> <p>The project determined that 2 people needed to take on the role as the scope was too big for one person to manage effectively.</p> <p>Two head teacher positions were created. One position was to assist the leadership team and experienced teachers to implement effective P.L. tailored to needs. The second position was implemented to assist teachers in the first five years of high school to embed effective customer practice and support accreditation processes and the management of ongoing efficiencies.</p>

## Next Steps

2019 will see:

- The continuation of Teacher Professional Learning strategies focused on teacher development, support, high expectations and a culture of improvement of both teaching and learning. As a consequence of the high staff changes with the retirements of many staff, the 3rd Deputy Principal position will be abolished and 2 Head Teacher Positions created; one focused on experienced staff and Head Teachers; second focused on teachers in their first 5 years at the school to continue to set high professional standards of teaching and learning in the school.
- Continued rollout of technology across the school which will be mentioned in strategic direction 3.
- Continued support of Student Leadership.
- The introduction of a structured Professional Learning Program for Term 1 focusing on the school rules, custom and practice aimed at consistency across a large staff where approximately 50% of staff will be in their first 5 years at the school.
- A greater focus on ALARM and the feedback it provides by having one staff member implement a more rigorous process of assessment of staff knowledge and capacity to implement ALARM at the standard we are seeking as a benchmark.
- Continued rollout of technology.

- Deeper knowledge of the Literacy and Numeracy needs of students transitioning from Primary School through enrolment on Year 7 Best Start.
- A re-assessment of STEAM and Boys Education in the 2019 school year against the Professional Learning loads of teachers and the possible delay of these initiatives to ensure that the standards of all other initiatives is at an acceptable standard.

## Strategic Direction 2

### Quality Teaching and a Wholistic Approach to Learning

#### Purpose

Our teachers and support staff will have a strong culture of continuous professional improvement, instilling a love of learning into students' education and implementing cutting edge strategies for an environment focused on mental health and well being in today's complex world.

Through our approach to the professional nature of teaching our school will closely implement a school wide approach to Professional Teaching Standards, linking PDP's to the standards, implementing sustainable TPL and provision of meaningful feedback on teacher performance.

Our vision overall is to link research with collaborative practise across all areas of the curriculum for innovative and enterprising teaching practice recognised across the state and nationally.

#### Overall summary of progress

The implementation of Quality Learning Teams continues to support whole school learning directions. The teams have assessed their efficacy and advised that the number of teams need to be delayed (reduced in the interim) to ensure that effective development of ALARM, student welfare and teacher induction is implemented. As a result of this a decision has been made to delay the implementation of all teams until mid term 2 2019, to ensure that rigorous staff induction is implemented.

There has been the implementation of a effective CAPA program into the curriculum allowing for structured time for teachers to create and support both a music and choir ensemble. Teachers have been allocated time from the curriculum for this program with students attending this curriculum offering during allocated teaching time.

The school continues to assess the best opportunity to expand STEAM into Electives and currently offers Robotics and Coding as extra-curricular and within programmed lessons respectively.

The Talented Athletes Program continues to grow in size with additional students applying for a position in the program. The school has taken opportunities to work closely with Northern Inland football, Hockey NSW, NSW Rugby and other peak sporting bodies to support the growth of this program. There has been a plateauing of students selected for higher levels of sporting representation; with students continuing to represent Oxley High School in state, national and international competitions. There is a continued assessment of the relevance of placing the Talented Athletes Program into the timetable.

ALARM continues to be a focus of whole school learning with faculties showing limited to extensive success in its implementation. In particular the ALARM team has focused on the process of consistency in the implementation of ALARM across all faculties (with the exception of Mathematics as it has not been developed in this area) and sharing successful strategies teaching strategies with the staff in the school. Additionally, the quality of the feedback provided by teachers to students has been reviewed and is being openly discussed with a view to improve this area of teaching and learning.

The staff of Oxley High School continue to move down the pathway of developing Secondary Connected Outcomes (COGS) for 2020. It is envisaged that STEAM/GAT/ALARM initiatives have embedded themselves into the curriculum as custom and practice and, the teams will have a better understanding of the relationship between the syllabus and student learning outcomes.

Literacy and Numeracy across the whole continues to be implemented with a greater focus on the transition of students from Primary Schools into Oxley High School being developed as a focal area for student assessment and whole school training. There has been enquiries to the relevant areas of the Department of Education to implement Year 7 Best Start for 2019.

The Boys Education and Wellbeing Teams have merged to assess the whole of school for student Mental Health and Wellbeing. The school continues to focus on initiatives to support and guide students through strategies to best manage mental health and adopt positive strategies to foster wellbeing.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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## 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>To increase school attendance by 10%.</li> <li>To implement 20% of Professional Learning through UNE.</li> <li>To improve our growth in Year 7 – 9 NAPLAN Writing results by 15%.</li> <li>The school is able to evidence growth in its Professional Learning culture referenced to the School's Excellence Framework.</li> </ul>	\$40000	<p>Ensembles established. Thirty students regularly attended ensembles.</p> <p><b>Talented Athletes Program</b></p> <p>Thirty students regularly attended specialised training sessions conducted by National Sporting Organisations such as Northern Inland Football and NSW Hockey.</p> <p><b>ALARM</b></p> <p>Assessments tasks were aligned with the ALARM scaffold across faculties (not including Math). All teachers were professionally developed in the use of ALARM to assist Stage 4/5 Learning.</p> <p><b>Numeracy And Literacy</b></p> <p>All staff were introduced and trained in the basic use of SCOUT to improve collective efficacy to develop and improve data understanding.</p> <p><b>Wellbeing</b></p> <p>Staff were trained in the implementation of the 4 Pillar Awards. Students were introduced to the 4 Pillar Award system and monitored for positive interactions across the Oxley High School Community.</p> <p><b>VET</b></p> <p>Students were offered VET frameworks in Construction, Metals and Engineering and, Hospitality within the school timetable.</p>

## Next Steps

2019 will see:

- Delay of the "Teams" until induction of new teachers and refresher information for more experienced staff has been implemented for Term 1 of 2019.
- Greater focus on teams and committees to lead and manage school-based decision making.
- Creation of new teams from Term 2, 2019 with a smaller ALARM group being formed.
- Continuation of Band and Choir Ensemble with timetabled lessons.
- Continuing the discussion around the effectiveness of the curriculum and the capacity of faculties to connect learning outcomes across faculties.
- Implementation of an enhanced ALARM program tailored to meet the needs of the teachers at the school supported by a structured Professional Learning program with hours to count towards Accreditation.
- Closer examination of NAPLAN and HSC data through enhanced knowledge of SCOUT and the impact of data on learning outcomes.
- Examination of Literacy and Numeracy trends in Years 7–9.
- A continuance of teams to assess the progress of positive and corrective welfare strategies in the school.

## Strategic Direction 3

### Successful Learners in the 21st Century

#### Purpose

Our students compete on a global stage and they need new skills to prepare them for further study and jobs – many of which have not yet been created. They need skills we call the 4Cs: creativity, communication, collaboration and critical thinking.

Our challenge, as educators, will be to constantly adapt teaching and learning to new technologies and the demands of a global environment where knowledge and skills are the new global currency. A dynamic and adaptable curriculum will focus upon developing and delivering 21st century skills that suit a range of student interests and abilities. The utilisation of emerging technologies will allow us to build resilient, future-focused learners.

To cope with the demands of the 21st century, people need to know more than core subjects. They need to know how to use their knowledge and skills by thinking critically, applying knowledge to new situations, analysing information, comprehending new ideas, communicating, collaborating, solving problems, making decisions.

#### Overall summary of progress

Oxley High School has embarked on a comprehensive program to modernise its existing fleet of technology and to make technology available to students through a co-funded iPad program. This has meant that students studying the Preliminary and HSC courses are able to purchase iPads through the school over their senior schooling to research and assist with their classroom learning. The devices, once fully purchased by the students has its ownership transferred to them by the school, further supporting the student once they have left school in further study.

There has also been the employment of a Technical Services Officer to support the iPad implementation and maintain the technology in the school. This has been a significant success with students and staff accessing their services regularly to fix problems, gain assistance in learning about how to use the new technology and, most importantly assist teachers and students to continue the embed technology as a means of enhancing learning.

#### 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% integration of ICT in all KLAs.</li><li>• The school is able to evidence growth through internal validation provided by the School's Excellence Framework in the use of ICT.</li><li>• The school is able to evidence growth through internal validation provided by the School's Excellence Framework in the use of higher order thinking and critical analysis skills.</li></ul>	Nil funds	<p>The school will continue to assess teaching and learning programs for the impact of ICT and its use as an education tool.</p> <p>The current level of usage would point to high usage with negligible positive and negative changes occurring growth.</p>

#### Next Steps

The following steps will be undertaken:

- Continued rollout of technology and the Senior iPad Program.
- Employment of the TSO on a long term basis.
- Continued assessment of the impact of technology on teaching and learning.
- Continued engagement with staff in using technology to enhance learning and engagement.
- Professional Learning aimed at making technology more accessible to staff.
- Re-organisation of the staff Common Room into a Technology Hub with additional technology available for team teaching and large cohort teaching.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<ul style="list-style-type: none"> <li>Aboriginal background loading (\$154 542.00)</li> </ul>	<p>The academies are successful in their roles to support Aboriginal Education.</p> <p>4 students successfully enrolled in University and 1 student was awarded a Banking Traineeship.</p> <p>Attendance data was at %.</p> <p>The role of the AEO is to be negotiated for 2019 and will to be changed with the load being split to 0.5 in the Girl's Academy and 0.5 in the classroom. The role of the Girls Academy Officer is to be split to 0.5 Academy Officer and 0.5 STLA. There will be the employment of a 1.0 Girls Academy AEW to support learning in the classroom and supplement the role of the tutor leaders in the academy.</p> <p>The Clontarf room will be adjusted in 2019 with the construction of a doorway between Clontarf and the Year 11 Plateau to allow for increased numbers in Clontarf.</p>
<b>English language proficiency</b>	<ul style="list-style-type: none"> <li>English language proficiency (\$52 026.00)</li> </ul>	<p>ESL students were supported in their learning. Additional assistance was undertaken to support the students in classes and engage additional staff such as SLSO's and LaST's in developing appropriate support for learning in the classroom in conjunction with their teachers.</p>
<b>Low level adjustment for disability</b>	<ul style="list-style-type: none"> <li>Low level adjustment for disability (\$165 006.00)</li> </ul>	<p>The education strategies both in school and into post-school careers was successful. It has been evaluated that the Links to Learning program should be delivered in school for 2019 as there is greater scope to supplement student education. The purchase of equipment and availability of education space will be assessed over the holidays as required. Careers Network and Year 10 equivalency proved successful in supporting education and, we again had a number of students commence TAFE early.</p>
<b>Socio-economic background</b>	<ul style="list-style-type: none"> <li>Socio-economic background (\$188 000.00)</li> </ul>	<p>The purchase of additional equipment and teacher resources continues to be a priority. The bus lease was held over as this was deemed to be of lower priority than other items to be purchased.,</p>
<b>Support for beginning teachers</b>	<ul style="list-style-type: none"> <li>Support for beginning teachers (\$118 553.00)</li> </ul>	<p>Issues are still arising from the capacity of the school to locate casual teachers to replace Beginning Teachers attending off-site training and development.</p> <p>The position of 3rd Deputy Principal will be abolished with the position of Head Teacher Accreditation and Professional Learning created to meet the increasing demands of this growing group of teachers in the school. Funds for Beginning Teachers will be used to pay of this position with the expectation that beginning teachers will access learning based specifically on their needs. Learning activities</p>

<b>Support for beginning teachers</b>	• Support for beginning teachers (\$118 553.00)	will be developed through feedback, observations and self–evaluation of needs.  Accreditation procedures will continue to be assessed with appropriate feedback on documentation, the Teaching Standards and professional practice/practise.
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## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	398	393	413	446
Girls	469	510	530	520

The school enrolment continues to grow with increased numbers of male students seeking a position at Oxley High School.

### Student attendance profile

School				
Year	2015	2016	2017	2018
7	91.4	91.2	92	90.3
8	90.2	89.7	90.9	86.4
9	88.5	89.4	88.7	85.6
10	86.4	88	86.4	85.3
11	84.6	86.6	84.9	84.4
12	87.5	87.7	89.3	87.5
All Years	88.1	88.9	88.8	86.7
State DoE				
Year	2015	2016	2017	2018
7	92.7	92.8	92.7	91.8
8	90.6	90.5	90.5	89.3
9	89.3	89.1	89.1	87.7
10	87.7	87.6	87.3	86.1
11	88.2	88.2	88.2	86.6
12	89.9	90.1	90.1	89
All Years	89.7	89.7	89.6	88.4

### Management of non-attendance

Student attendance continue to follow trends just below state average. Oxley High School has implemented practices to address attendance such as:

- Reviewing DoE policy and following up expectations with teachers regarding monitoring student attendance in Roll Call and in class.
- Communicating with parents regularly via text, mail and phone call when there are concerns.
- Liaison with Home School Liaison Officers for family support.
- Reporting to FACS and CWU regarding educational neglect.
- Liaison with Careers Network, TAFE and the

- Opportunity Hub for additional support and non-school based educational pathways.
- Implemented non-traditional school based pathways with "Links to Learning".
- Implemented anti-bullying and positive student welfare programs to improve student connectedness to school.
- Worked closely with Headspace to manage more complex mental health and welfare matters.
- Enrolled chronic non-attenders in alternate programs such as Distance Education.
- Provided additional tutoring support to students from Years 10-12.
- Implemented a Girl's Academy and Clontarf Academy to engage Aboriginal Boys and Girls in education.
- Implemented a broad extra-curricular sporting, cultural, welfare and artistic program.
- Implemented electives in Years 7-8 and three elective lines in 9-10 to address the "Middle School GAP".
- Celebrated Students successes in the broader school and Tamworth community.

Overall we believe that the programs and strategies adopted by the school to support students provides positive outcomes to students.

### Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	1	32	4
Employment	0	10	35
TAFE entry	6	9	3
University Entry	0	0	54
Other	0	8	3
Unknown	0	0	1

### Year 12 students undertaking vocational or trade training

In 2018, Year 12 students continued their enrolment in TAFE and VET pathways as follows:

- Construction (7).
- Hospitality (8).
- Metals and Engineering (11).

Oxley High School continues to work closely with Tamworth TAFE to expand curriculum choices for students.

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

All students achieved their HSC or equivalent qualifications in 2019.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	11
Classroom Teacher(s)	53.8
Learning and Support Teacher(s)	2.3
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	18.77
Other Positions	1

\*Full Time Equivalent

There are 8 staff at Oxley High School who identified themselves as Aboriginal.

### 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	20

### Professional learning and teacher accreditation

Teachers attended various Professional Learning opportunities both in-school and at different training venues across the state. The school again organised a variation to the last 2 school development days and regular Tuesday afternoon Professional Learning time. These days were re-organised to be across the four terms, focussing on the milestones and School Plan. Beginning Teachers had additional resources directed to them to allow for better organisation, mentoring, tutoring and Accreditation procedures.

Experienced teachers applied for and where appropriate were given opportunities to gain additional training for improved student outcomes.

All experienced teachers are now considered to be

proficient.

All Beginning Teachers are now involved in additional training to gain their proficiency.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
<b>Opening Balance</b>	780,822
<b>Revenue</b>	12,663,936
Appropriation	11,715,575
Sale of Goods and Services	19,503
Grants and Contributions	897,481
Gain and Loss	0
Other Revenue	21,828
Investment Income	9,550
<b>Expenses</b>	-12,128,110
Recurrent Expenses	-12,128,110
Employee Related	-10,465,211
Operating Expenses	-1,662,899
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	535,826
<b>Balance Carried Forward</b>	1,316,648

Oxley High School continues to follow DoE guidelines on financial management and governance.

The Finance Committee consisted of:

Mr Simon Bartlett-Taylor (Principal)

Mrs Judy Biffin (School Administration Manager)

Mr Robert McPherson (Business Manager)

Mr Christopher Walsh (Acting Deputy Principal)

Mrs Dee May (Deputy Principal)

Mrs Janine Way (Aboriginal Education Officer)

Mrs Malinda Canham (School Administration Officer)

Mrs Sheree Higginbotham (School Administration Officer)

Mr Matthew Frazer (Head Teacher Mathematics)

Any additional funds retained by Oxley High School is a combination of monies held on behalf of excursions and savings made to implement capital upgrades not limited to but inclusive of technology, ovals, infrastructure and educational equipment.

### Financial summary equity funding

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

	2018 Actual (\$)
<b>Base Total</b>	8,719,532
Base Per Capita	189,421
Base Location	5,119
Other Base	8,524,992
<b>Equity Total</b>	980,141
Equity Aboriginal	204,783
Equity Socio economic	343,569
Equity Language	62,322
Equity Disability	369,466
<b>Targeted Total</b>	1,195,941
<b>Other Total</b>	192,053
<b>Grand Total</b>	11,087,667

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

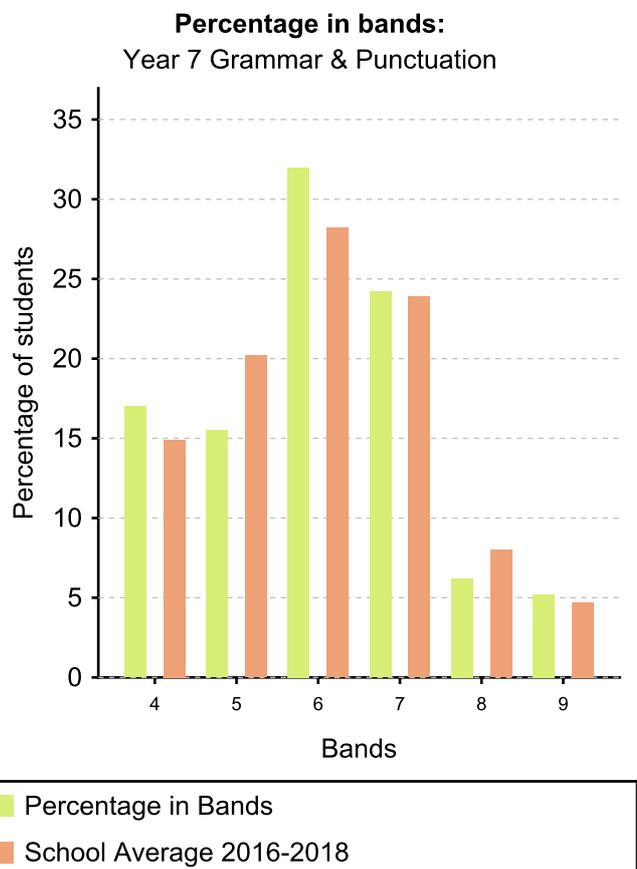
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN

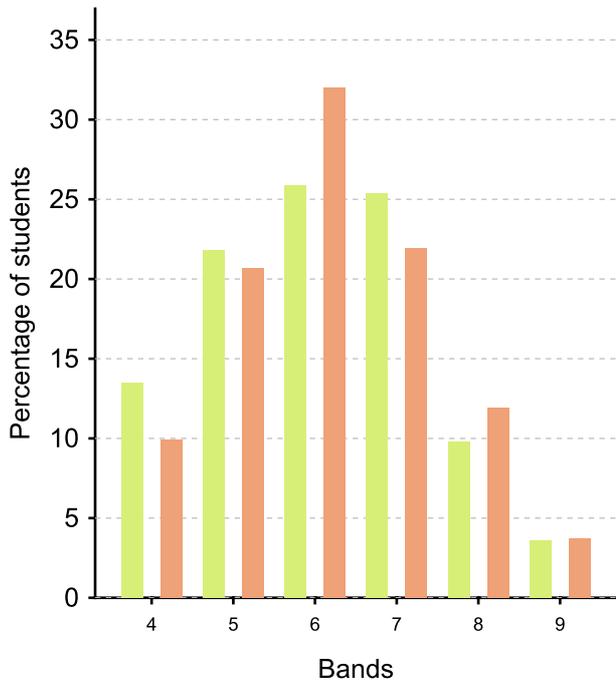
on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

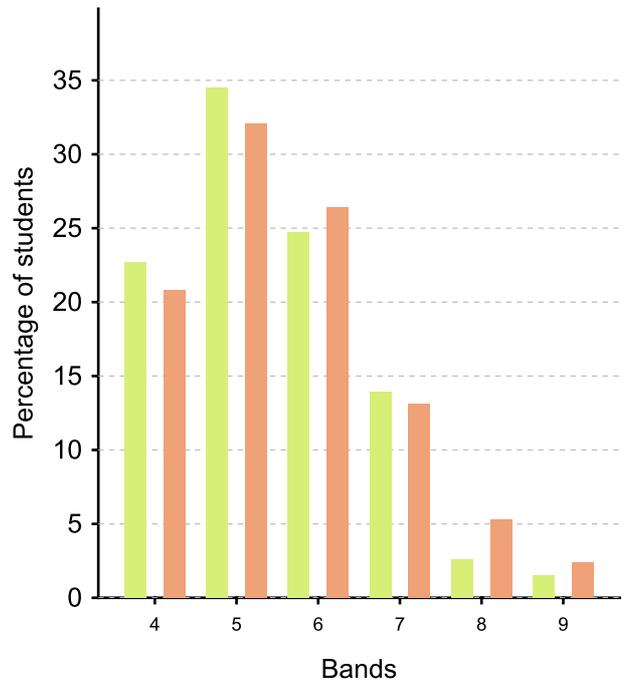
The school continues to develop students in their Literacy with a focus on writing, comprehension and essential essay skills. There is a general upward progression in NAPLAN from Year 7 to 9 with the data demonstrating positive growth especially in the areas of Aboriginal Education. The staff continue to investigate ways of engaging students in the middle bands to excel in literacy. The currently our strategies delivers at a slower rate of improvement in Years 7 to 9 than in Years 10–12. The growth in Years 10–12 performance is significantly positive.



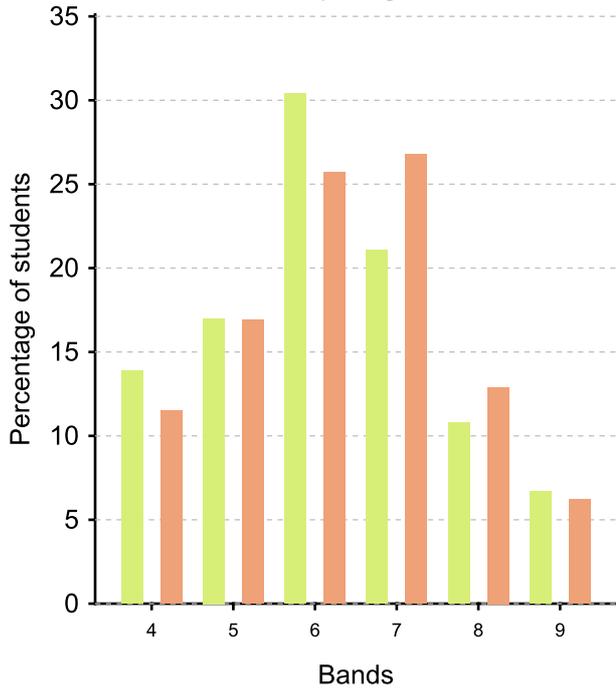
**Percentage in bands:**  
Year 7 Reading



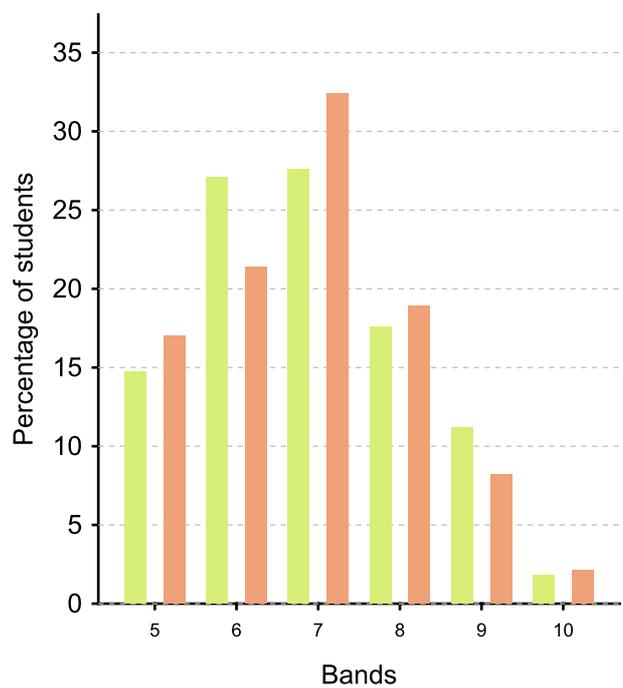
**Percentage in bands:**  
Year 7 Writing



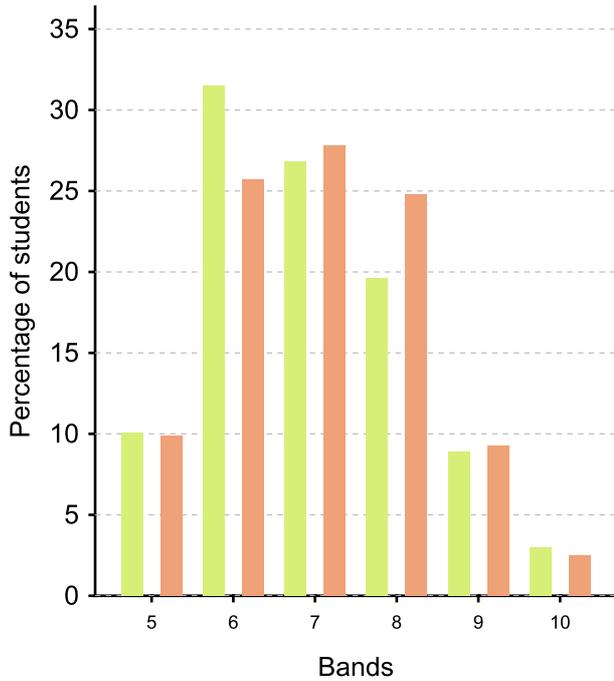
**Percentage in bands:**  
Year 7 Spelling



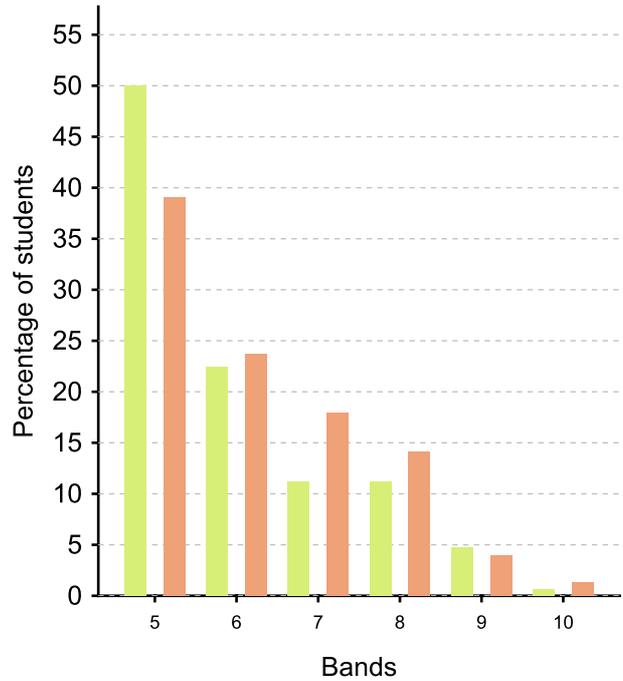
**Percentage in bands:**  
Year 9 Grammar & Punctuation



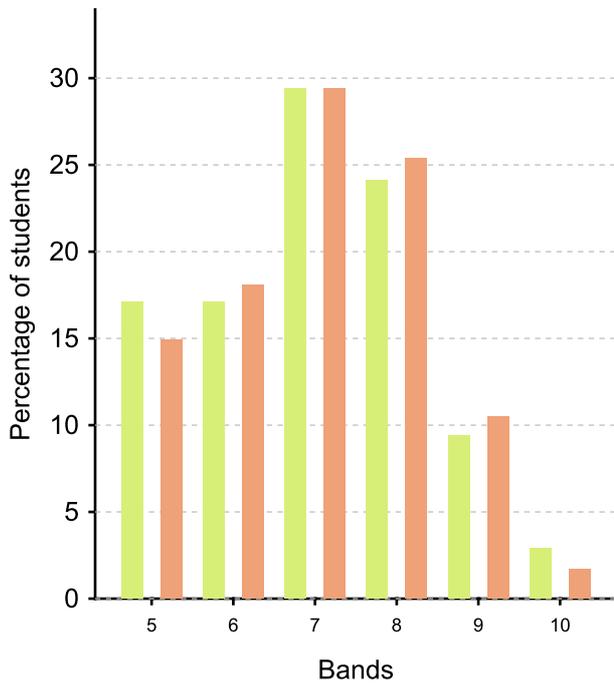
**Percentage in bands:**  
Year 9 Reading



**Percentage in bands:**  
Year 9 Writing

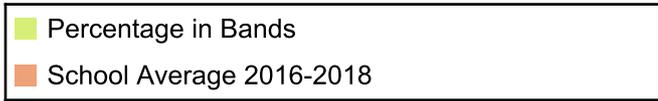
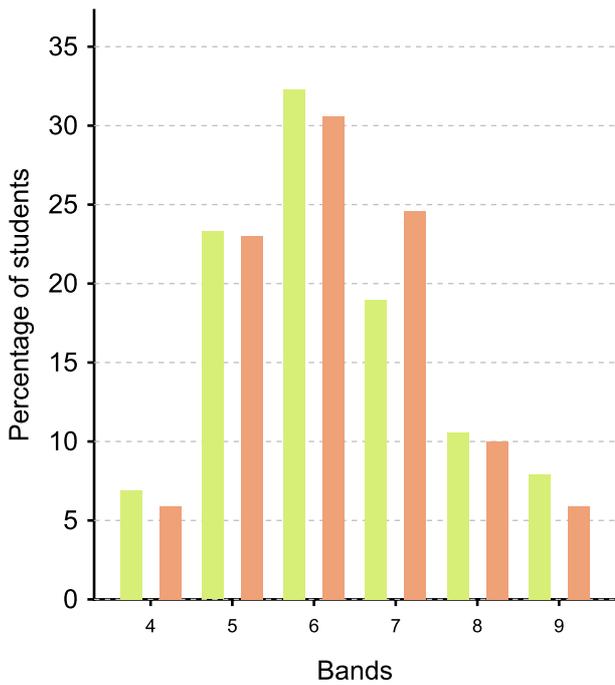


**Percentage in bands:**  
Year 9 Spelling

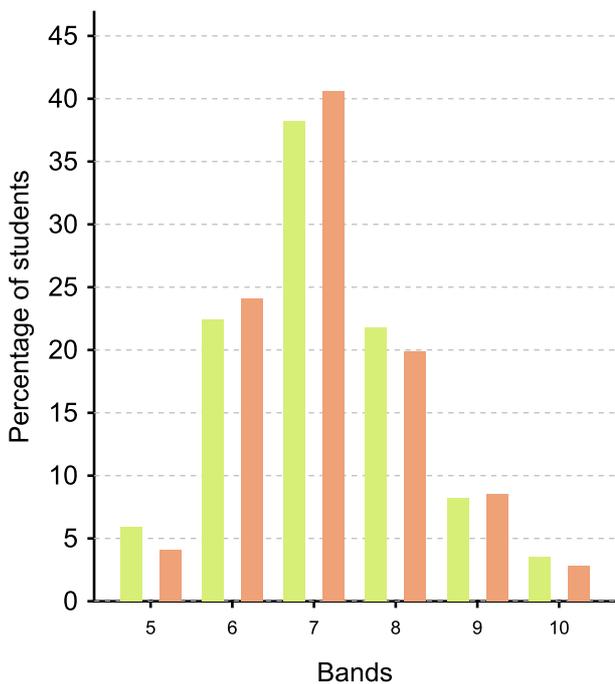


Over time Year 7 numeracy results have reduced in comparison with previous years. As a result of this trend, The school has enrolled students to sit the Year 7 Best Start assessment. This data will be useful in identifying trends and school directions to develop appropriate programs for student performance growth. In comparison, Year 9 NAPLAN results have demonstrated an overall growth pattern of improved performance over a number of years versus type schools to Oxley High School. The major point of growth occurs after Year 9 NAPLAN to the Year 12 HSC results whereby, student results often exceed state comparisons.

**Percentage in bands:**  
Year 7 Numeracy



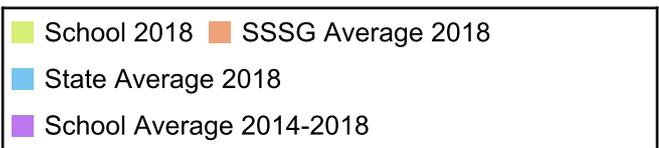
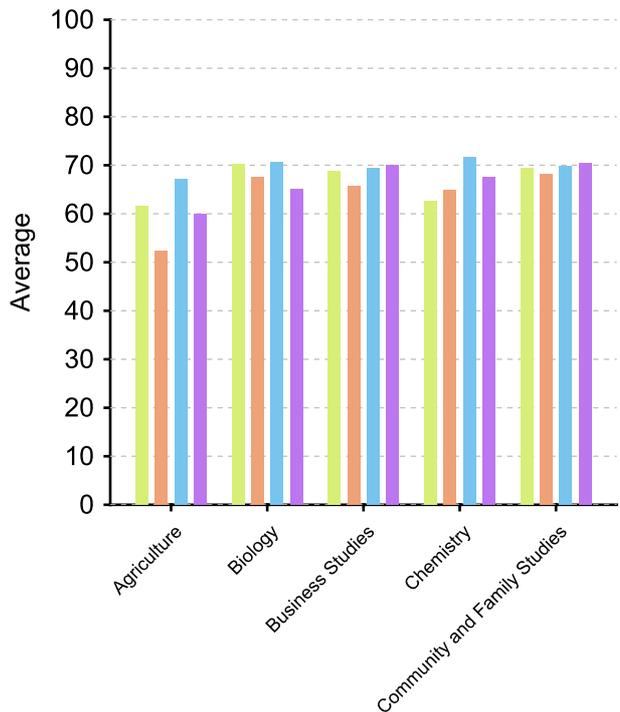
**Percentage in bands:**  
Year 9 Numeracy



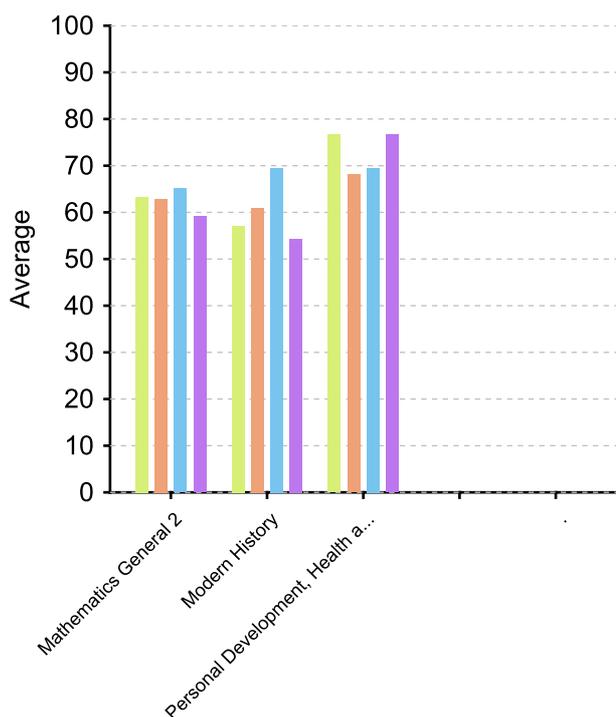
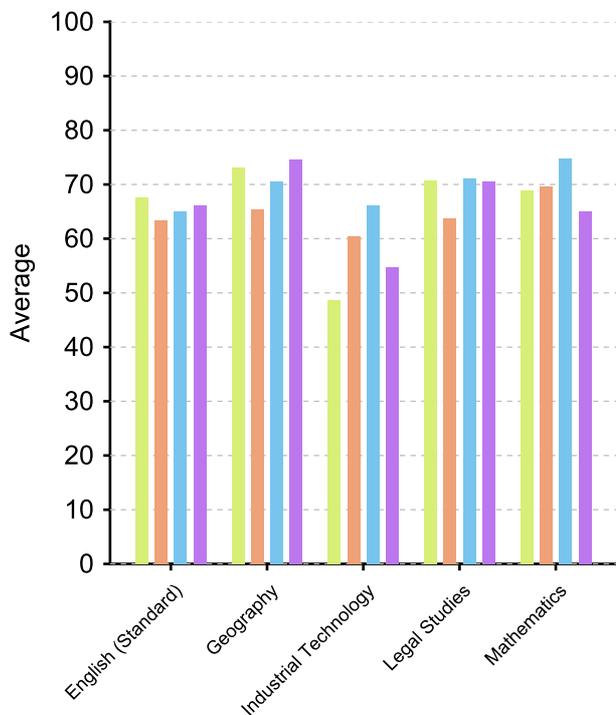
Oxley High School continues to develop students in the Top 2 Bands with trend data aligning with similar schools. The growth of Aboriginal student results in NAPLAN has been good with the additional work of the tutors, teachers, Clontarf and the Girl's Academy providing avenues to support students.

**Higher School Certificate (HSC)**

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest). Overall the performance of the Year 12 cohort has been pleasing with trend data and individual year data demonstrating performances exceeding similar school groups and at times, results exceeding state averages.



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 details.



## Parent/caregiver, student, teacher satisfaction

Oxley High School continues to work closely with Parents and Carers to develop a positive whole school ethos. Previously, we have participated in "Tell Them From Me Surveys" and conducted small surveys to

collect evidence from groups of students, staff, parents and carers to assess school directions. Overall, the school continues to work towards collection of data to highlight areas of strength and weakness and, assess the effects of changes of the curriculum on social and emotional wellbeing.

Our data has highlighted to us that we continue to develop our curriculum to engage students; examples of this being one of the Middle School Strategies of implementing 7 and 8 electives, the Talented Athletes Program across Year 7–10 and the extremely broad curriculum that the school has implemented in Years 9–12.

Areas of development continue to be in staff Professional Learning, Leadership Opportunities and communication.

In particular, communication has been as area of significant development in the last 3 years with the ongoing use of Facebook, the Parental Portal, direct SMS, teacher calls home and a revised Logbook structure growing our capacity to communicate with families.

## Policy requirements

### Aboriginal education

Oxley High School operates a Clontarf Academy and a Role Models Australia Academy in conjunction with additional classroom, student and family support. Students enrolled in these academies have demonstrated trends in attendance and engagement higher than state averages whilst having lower levels of negative incidents across the school.

In addition to these published programs, all Aboriginal students are supported in their education through the development of Individual Education Plans and support for the parents and students to action the steps to address their personal workplace aspirations and higher levels of study.

The school regularly recognises the role of Aboriginal students to contribute to the development of a harmonious and inclusive school environment through the regular "Acknowledgement of Country", Naidoc Celebrations, cultural events and rewards ceremonies.

### Multicultural and anti-racism education

Oxley High School continues to grow in the numbers of students and staff from multicultural backgrounds. The school regularly supports improving the educational outcomes of students through funding programs aimed at assisting students to break through educational and cultural barriers.

We are regularly involved in "Harmony Day" and "Bullying!, No Way Day" and continue to be involved in the organisation and hosting of International Night.

The school has a structured process for managing

racism and the education young men and women about cultural difference.