

Oberon High School Annual Report



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Introduction

The Annual Report for **2018** 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. Those who aspire to trade pathways engage successfully with these within and beyond Oberon, either as part of their school study or after leaving school.

This report 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.

Craig Luccarda

Principal

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Message from the Principal

Every year I have the opportunity to sit back and evaluate the year and in the process, re-affirm to myself that we have a great student body, teaching staff and supportive community. We are a small school by high school standards but the volume of activities and opportunities that our students can access or have been immersed in is fantastic.

Term 1 2018 commenced with students settled in their new Year groups having been in them since roll over in Term 4 2017. This meant that classes were well established in the junior school and Stage 6 Preliminary courses were 33% completed. The HSC program of 2018 was, for many subjects, the last in their current form with English, Mathematics, Science and History teachers all in the process of writing new programs for the 2019 HSC.

Term 1 incorporated many sporting activities as CHS programs commenced. We completed outdoor carnivals before winter and had the opportunity to again start our quest to win Rural Cup. Rural Cup is a traditional event for our school and we were looking to retain the cup giving us a winning streak of 5 years. The triangular series between Oberon, Molong and Canowindra is always keenly fought and a highlight of the year.

We started with home matches against Molong and by the end of the day we were ahead with a comfortable margin. We had always been confident of a home win, however, we were wary of Canowindra on their home ground. They were strong the year before when they visited us at home. Our fears were well founded, and Canowindra was simply too strong at home and after they had defeated Molong at Molong the cup moved for the first time for several years. It now resides at Canowindra High School.

Also in Term 1 the Oberon community held a Wellness Festival which incorporated both school and community groups. We ventured with Year 7 and 8 to the Oberon Common to take part in a colour run and then to St Joseph's to take part in general activities and sessions on bullying.

Year 7 had an extensive transition program that lasted three full weeks in Term 4 of 2017. This was the longest we had put in place and certainly longer than most schools. It did give secondary staff an opportunity to learn a great deal about Year 7 and many of the traditional issues at the start of the calendar year were ironed out by the end of 2017 ready for a clean start in 2018.

There were staff changes at the beginning of the school year. Term 1 also saw Mrs Fiona Abbott arrive as Deputy Principal to fill the vacancy left by Mr Harper who was now substantively at Coomealla High School. We also ran merit processes to fill positions in the support unit. Ms Windsor had taken up a position at Bathurst High over the Christmas break and we also had a second class commencing. After 3 separate processes we were lucky enough to create a strong team which now includes Mrs Francey, Ms Kropman, Mrs Gibbons and Mrs Stevens.

Term 2 started with our participation in community ANZAC commemoration – 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. In 2017 we took part in the online pilot but in 2018 we had to complete the exam with pen and paper. As of 2019 we will be an online school and plan not to return to pen and paper at any stage. This is assuming the government of the day continue with NAPLAN online mode implementation.

Thanks to Mr Stewart our local Commonwealth Bank manager we were able to establish a Commonwealth Bank Partnership which meant access to experts in the banking industry that could significantly impact our Business Studies students. This partnership has led to visits by our students to Commonwealth Bank Sydney to see banking operations and Orange branch for mock Interviews. Bank staff visited our school to work with students and scholarships were awarded to Emily Simmons and Brooke Woollard.

Term 2 also saw Lauren Mimenza successfully apply to UBS (Finance Group) to take part in their academy program at Macquarie University. This was a great opportunity for Lauren and adds to the Commonwealth Bank program for her as a Business Studies student. The academy held a residential during the July school holidays.

Year 7 camp was held at Lake Burrendong in June. This was a change on previous years with a shorter camp to minimise cost and a venue that we had not accessed for several years. I spent the night with the group and had a great adventure. In the end the students were great although everyone including Mr O'Neill and Mrs Francey needed a good sleep upon return.

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. Career planning interviews were established in 2015 to improve our Stage 6 transition and it has proved to be invaluable in enabling better choices and thus appropriate patterns of study.

The end of the term also saw the retirement of Jenny Porter who had been the invaluable leader of our school promotions team. A thank you luncheon was held at the Tarana Pub with an official farewell on the final day of Term 2 at school.

Term 3 commenced with a commendation assembly during Week 1 to celebrate the work of students during Semester 1. It was a great way to recognise student's dedication to their studies and highlight to all students that our school does value academic achievement, effort and improvement. This assembly was earlier than previous years; a more appropriate time given that reports and parent-teacher nights were completed by the end of Term 2.

Education Week was held in Week 3 and this year our guest speaker was Mikaela Sherlock who completed her HSC in 2009. Mikaela spoke honestly about her time at school and then explained how she has navigated life post school. She is currently working in the Blue Mountains. Bill Wilcox and Glen Stewart were presented with community awards thanking them for their support of the school.

Our school performance was held during Week 3 in conjunction with Education Week. The day of the performance was chaotic with a significant snowfall impacting roads around the area. However, to their credit, students did find a way in and with a clearer afternoon – the show did go on! The theme was Shakespeare with Ms McTrusty writing a script that reflected many of his works. Ms Hibbert and Ms McTrusty spent many hours putting the night together. It is great to have staff that have both a performing arts background and the motivation to utilise it for the benefit of all our students.

Term 3 was the final term for Year 12 students. A significant milestone for them was the onsite assessment of HSC major works in Industrial Technology. A major work night was held to showcase the Creative Arts and TAS faculty in general with work across all Stages on display.

By coincidence the Year 6 into 7 information night was on the same evening as the student work showcase which gave those parents and students an opportunity to see what was possible at the final stages of high school.

Other important events of Term 3 included Mr Bender's success in taking our junior rugby league side to the final of the state Small Schools competition. They came away with a fantastic win. Being crowned state champions in any competition is a massive achievement. Also School Captain elections occurred with Amy Reynolds and Rhydah Leihn being elected School Captains whilst Susannah Curnuck and Baily Nielsen were elected Vice Captains.

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. As we expected this was an emotional day, however, the Year 12 awards to staff were, as usual, funny and completed the day on a positive note. This year the creativity of Year 12 was fantastic with a range of events organised throughout the final week. In particular students dressed as their favourite teacher on one day which was reciprocated by the staff a few days later. It was all great fun.

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

Our school roll-over occurred at the start of Week 6; starting a new school year for our staff and students. The week before the whole school was in transition mode with activities on every day. Activities for Year 10 were designed to offer Senior College preparation along with a recognition of their completion of junior school. Students in Years 7 to 9 participated in activities to mark the end of our school year. NAIDOC was also held during this week to take advantage of the time available to bring students together to celebrate Indigenous culture and recognise that our school shares many cultures including that of our Indigenous families.

Presentation Night was the final major event for the year and showcased the best of our school in regard 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:

- In August we were lucky enough to have Australian author Martin Chatterton visit to present to students both about his work as an author and also about the importance of creativity and fun in reading and writing.
- Student Representative Council (SRC) were involved in a number of fundraisers throughout the year to support local and national charities and initiatives. There were fundraisers to support Red Day and Relay for Life, for example but the biggest this year was for Hay Day. Which raised money for drought impacted farmers; some of whom are in our local area. This was an initiative started through a conversation between Mrs Mackay-Galea and local school Director, Toni MacDonald. In August we had an activity afternoon where Year Advisors and their groups organised activities for a whole school event, along with a number of other groups within the school. In the end we raised over \$3000 which was added to a network bucket. Well done to everyone involved but in particular Ms Marshall and the SRC.
- The Premier's ANZAC Memorial Scholarship involves the selection of 1 student from 20 nominated schools across NSW for an international study tour. Peta McGrath was successful in her application at the end of 2017. Peta set off for Europe during the middle of the year and visited many significant sites relating to our military history in Europe. Peta presented a tour report for the first time at our Education Week assembly and has subsequently presented at Rotary and to Oberon Councillors at a general meeting.
- The National Youth Science Forum (NYSF) is a significant Science based summer school available to Year 11 students who are successful in a merit based process. This year our school has two participants – Baily Nielsen and Sancia Moran. Having two students accepted is a major achievement for our school. It was a great experience for them both.
- We had a number of students compete at representative levels some made it all the way to state. A big congratulation to all these students as they do represent our school with pride and are great ambassadors for our school and community.
- We had a number of visits from the Police Liaison Officers to workshop with students on cyber related issues, in particular social media and resultant issues with bullying. We also had Blue Datto visit during Term 1 and they worked with senior students on road safety and the resultant trauma for both victims and family.

All in all, another great year. I look forward to an equally impressive 2019. Craig Luccarda Principal

Message from the school community

The school P&C is a small body of interested and caring parents who value the school that their children attend. The P&C works for the school with fundraising a key priority each year. The P&C were able to fund around \$6000 of requests in 2018 which was a fantastic effort. P&C meet monthly and we are always appreciative of any extra support from parents and the community. The Oberon community is very generous and we are exceptionally grateful for this, as this directly impacts our ability to achieve our primary goal of supporting the students (our children).

Oberon High School is a supportive and caring school and we would encourage parents to be involved or assist us when they can. It is the cumulative effort of the whole community that will make a difference. It would be great to see you at some stage!

P&C 2018

Message from the students

Being school captain of Oberon High School gave us many different leadership opportunities and certainly enhanced a variety of our abilities throughout the year; abilities that will help us in whatever future career we decide to chase.

We completed a number of community events during our captaincy, one of the most memorable being when we both visited the Governor General in Sydney during April. Throughout the day we met other school leaders and learnt about leadership as expressed in parliament. We toured our State Parliament House and had afternoon tea in the gardens of the Governor General's house.

Throughout the year, we led assemblies, guided students, offered words of advice, ran fundraisers, participated in cultural activities and been advocates for our peers; but most importantly we worked alongside, and helped lead the SRC. As captains, we took significant roles in the organisation of 'Hay Day', and had a great time performing and rallying students for activities during the day. It was a proud moment for us as captains and we believe we achieved something very special for our larger farming community.

We are appreciative of our time at Oberon High School and would like to take one last opportunity to thank all of our teachers and peers for making school such an enjoyable and memorable experience. It has been an honour to be the 2018 school captains for Oberon High School.

2018 School Captains

School background

School vision statement

High expectations supported by a supportive environment drive teaching and learning that develops students with a high degree of individual wellbeing who are innovative, creative and confident learners with the capacity to make a significant contribution in a complex and rapidly changing world.

School context

Oberon High School (OHS) is a small comprehensive high school 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 whilst the hospitality/tourism sector is also a contributor to the local economy.

The school is a member of Bathurst School Education Network with two partner schools who annually transition students into Year 7; Oberon Public School and Black Springs Public School. Two other partner schools transition students less frequently; Hampton Public School and O'Connell Public School. OHS is one of four secondary schools in the Bathurst Network including – Denison College (Bathurst High Campus and Kelso High Campus) and Blayney High School.

Oberon High School is part of the Oberon Public Education Community (OPEC) which provides an opportunity for our school to create programs with our partner schools that extend across the primary and secondary boundary.

Student performance in external examinations is currently a school priority. Our NAPLAN growth from Year 7 to Year 9 is positive and comparable to like schools which demonstrates that school programs are having a positive impact.

Performance in the HSC is inconsistent with some 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 at 90%. Rates of acceptance to university are very high with a high proportion each year accepting early entry offers prior to HSC examinations.

Staff comprise both experienced and early career teachers; 15% are 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 wellbeing, sporting and leadership programs, along with two multi-categorical support classes. 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 learning 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 enable movement 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 2018 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 2018–2020 school plan targets community involvement as we see it as vital to the movement of student engagement to higher levels thus impacting student performance. Collaborative learning is a significant focus in the new school plan along with improving student confidence in their own learning capacity. Wellbeing is also a key component of the school plan thus it played an important part in our self–assessment. We see the combination of learning skills and wellbeing as a single package to improve student performance and a feeling of inclusion in education as a whole. Irrespective of our current assessment 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.

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

Every student is a confident learner

Purpose

Every student develops into a learner that has the skills and confidence to undertake the challenges of a future that is constantly evolving.

Teachers create an environment that entices each student to develop the collaborative capacity to build and expand on individual creativity.

Teacher and parent/carer relationship is strengthened to enable parents/carers to better support their child(ren) as they have developed a deeper understanding of their progress, engagement and the expectations placed upon them by teachers to succeed.

Overall summary of progress

The Learning and Support Team have coordinated professional learning through targeted sessions on differentiation in the classroom, inclusion of adjustments for individual students and development of assessment that caters for all students. The Learning and Support Team have also coordinated professional learning that addressed student writing and how to incorporate writing structures that assist students develop their capacity to produce written responses that show greater depth of understanding and present with greater clarity. This was a whole school initiative to create consistency for students. The Learning and Support Team will continue to support teachers with the introduction of ALARM (a way to organise information and develop answers) as this is an excellent way to develop answers for assessment tasks or create study notes at a high level of understanding.

Project Based Learning was consolidated within the timetable with all students in Stage 4 participating. The Project Based Learning team successfully applied for a departmental grant to support further implementation. Students successfully completed projects and presented them to various audiences. Collaboration is a key skill targeted in this form of learning system and is the foundation of a skills acknowledged as key for future success post school.

Parents have been surveyed at parent-teacher nights about the structure of these nights. To date the survey material has only been in written form. Survey results are mixed and do not clearly define a way forward to improve the night. The intention ultimately is to increase parent-teacher communication and thus allow greater collaboration to improve the educational outcome of each student.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
There is school-wide, collective responsibility for student learning and success, which is shared by parents and students.	Additional LST teacher funding through equity funds (\$60000). Additional SLSO funding through equity funds (\$20000) Project Based Learning coordinator position funded via equity funds (\$10000)	School literacy and numeracy stakeholders have successfully identified areas of focus and have decided upon explicit strategies to be adopted within the whole school context. Project Based Learning is programmed for the whole of Stage 4 and projects showcased for parents each semester. Staff and student surveyed to ascertain engagement from both a teaching and learning perspective Data collected and evaluated with parent based information sessions piloted to take stock of survey results and the intended outcome of increasing parent engagement
Students are showing positive growth in literacy and numeracy against internal and external standards.	Additional LST teacher funding through equity funds (\$60000). Additional SLSO funding through equity funds (\$20000)	Data collected by LST indicate positive trends in moving students from Year 7 to 9. However writing is still an area needing attention and will be the focus going forward. LST will continue to refine programs as many of our incoming student are below benchmarks which means considerable

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Students are showing positive growth in literacy and numeracy against internal and external standards.		energy has been expended and will continue to be so to actively drive our improvement gradient into more and more positive.

Next Steps

The Learning and Support team will continue to assist individual teachers with differentiation in the classroom and the need for adjustments to accommodate for all students. They will move on to work with individual faculties to address faculty specific issues. This will support the work in faculties on ALARM. ALARM is a whole school initiative from Stage 4 to 6 and complements the other learning and support initiatives. All the initiatives are ongoing and with the intention of building staff capacity on an ongoing basis all the support provided by the Learning and Support Teachers will continue.

Project Based Learning continues on the timetable in 2019 and the program created over the past two years will be consolidated. The 'futures' team' is now looking at how to move the idea of collaborative learning into the mainstream curriculum. This will bring the idea into a whole school focus and increase the impact for every student. Investigation of schools that have incorporated 'futures' learning ideals will occur with the intention of developing a greater bank of knowledge to further develop our future pathway.

Parent surveys will continue in 2019 with face to face as well as phone surveys. These surveys will contain more specific questions and are intended to delve into the thoughts of parents at a deeper level. The data will be collected with the intention of promoting changes and having a parent-teacher evening incorporating these ideas early in 2020.



Strategic Direction 2

Building professional expertise and capacity

Purpose

Teachers are the key to implementing innovative practices and programs that create confident students who value learning. Students benefit from highly motivated teachers who understand their curriculum, who understand each student's needs and have the ability to differentiate to cater for all students.

Building a strong collegial network within the school where sharing, honest appraisal and feedback are embedded to support external professional experiences is essential if the school is to reach the highest levels of the School Excellence Framework.

Improving the culture of leadership will ensure programs that benefit student learning and wellbeing are whole school and sustainable.

Greater leadership opportunities for those who aspire to educational management will ensure a larger core of leaders across the school which will enhance the school's capacity to manage educational reform or plan for change.

Overall summary of progress

The implementation of a whole school professional development structure was investigated with the key point being it had to incorporate collaboration at its heart. The model was discussed throughout 2018 and eventually agreed upon. The creation of the structure was enhanced after our inclusion in a network wide initiative centred at CSU, Bathurst. The structure involves collegial groups working on a specific personal goal in a comprehensive package that can coalesce with the annual formulation of personal PDP's and incorporate aspects of accreditation.

Data analysis was completed through a professional learning program created by the Learning and Support Team. The use of data allowed teachers to analyse individual students as well as class groups. This information is critical if teachers are to know their students and cater to individuals.

Staff were given opportunities to lead real programs that had potential to impact teaching/learning. Participating teachers had to show initiative and clearly articulate how their leadership development would benefit themselves professionally but also the whole school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Professional learning is aligned with the school plan with explicit systems in place. These systems drive improvement through high quality evidence based teaching practices.	\$1000	Collaborative professional learning structure was investigated and a framework was developed and presented to staff. This was agreed upon and will commence in 2019.
Student data is used school-wide to identify student achievements and progress, in order to reflect on teaching effectiveness and inform future school directions.	\$1500	Successful implantation of Learning and Support assessments and data analysis. Whole school dissemination of data was a successful foundation for inclusive teaching practices. Teachers who have articulated a desire to grow their leadership capacity have a plan in place and have achieved their annual goal as expressed in their PDP.

Next Steps

The professional development program has commenced with the initial stages taking place early Term 1, 2019. The purpose is to build a holistic picture of professional growth and encourage teachers to consider taking risks to gain improvement. It is important to engender a mindset of growth and collegiality to promote ongoing desire for personal improvement. It is expected that improved professional development will result in improved student learning in their classroom.

Data analysis will become part of the collegial professional development process as the drive for improvement will be centred on evidenced based practice. Data analysis for individual growth is an important part of understanding the impact of pedagogy on students.

Teachers leading programs will continue to lead with the view to consolidate 2018 work and move their programs on with new goals. The hope is that their success will drive other teachers to make individual decisions to seek leadership within the school. The 2018 successes will be use to promote interest in more staff looking to lead.



Strategic Direction 3

Growing resilient, confident and respectful young people

Purpose

A learning system that is integrated within every aspect of school life that has at its core the expectations of a respectful, responsible, resilient and safe school citizen. A system that delivers a consistent message and has the flexibility to be delivered to students by staff or their peers is a powerful way to embed appropriate behaviours.

Developing respectful relationships is a key to creating an environment where every person is valued and feels they can contribute to the school in a positive manner.

Providing opportunities beyond the general curriculum is essential in developing a program for each student that enriches their educational experience. Opportunities to broaden an individual's view of the world opens their eyes to possibilities whilst also endeavouring to give them the confidence to chase their dreams in the wider world.

Overall summary of progress

The introduction of major changes to our Positive Behaviour for Learning program within the school and the development of a far stronger Wellbeing Framework have complemented each other. Bringing these two aspects of our school together has been driven by a change in mindset. That is, looking whole school at what is needed to support our students in our context and recognising that there is a place to support individual students within a strong school network that is also flexible enough to support students on a broader scale. These changes have enjoyed a great deal of support from the whole school community.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Whole school wellbeing processes are operating that support the wellbeing of all students so they can connect, succeed, thrive and learn.	Integrate with PBL (\$750) and utilise Wellbeing funds from RAM (\$750)	<p>Changes have rolled into effect. The PBL team have introduced a free and frequent token: Benny Bucks and staff have been using this consistently and positively. There seems to be positive student engagement with this. The card system of green, orange and red has rolled into effect, along with staffing a reflection room for students at an orange and red level. Students have been divided into house groups and house captains have been elected.</p> <p>Wellbeing team has changed focus to whole school initiatives which are aligned with PBL. Wellbeing meeting minutes along with tangible program(s) in place that have been generated through the Wellbeing team. Year Advisors and specific program coordinators can show that opportunities have been raised with students and that they have been taken up.</p>

Next Steps

2019 is an opportunity to further embed the changes and refine the amalgamation of the two primary bodies operating within this strategic space. This will mean a further movement into the operation features of the relationship – Positive Behaviour for Learning as the data gatherer and driving force for change or improvement whilst Wellbeing creates the improvement concepts or formulates responses to data collected.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Indigenous Program Coordinator (\$13000) • Aboriginal background loading (\$2 602.00)	Program coordinator supported students through personalised learning plans. Students were encouraged to value their culture and participation in activities such as NAIDOC occurred. Coordinator supported students through the Wellbeing framework set up in the school to ensure students made the most of their opportunities each day.
English language proficiency	Learning and Support Team employed teachers to support students (\$12200) • English language proficiency (\$3 068.00)	Data collected by the Learning and Support Team throughout the year. Individual programs developed and amended throughout the year to address individual students needs. Support occur both in a withdrawal mode and within the classroom.
Low level adjustment for disability	Learning and Support Team employed extra SLSO to support students (\$27000) • Low level adjustment for disability (\$5 500.00) • Socio-economic background (\$5 000.00)	SLSOs support students in class, in the playground or assessment tasks. Support is individualised and articulated through their individual plans. Support is critical for many students to experience success and develop self-esteem.
Socio-economic background	Learning Support, Wellbeing programs, technology hardware, specialised staff and general school resources (\$192000) • Socio-economic background (\$48 000.00)	The school requires a multifaceted approach to holistic education. This funding allows specialist staff to be employed or teachers to be released. Specialist programs may be stand alone programs or complement and support existing curriculum in place. The funding also allows resources to be purchased where needed to ensure program success. In particular the funding supported an extra teacher in Learning and Support, technology support onsite 3 days per week, extra SLSO time, wellbeing support for students in need and excursion subsidies.
Support for beginning teachers	Beginning Teacher Mentor (\$10000) • Support for beginning teachers (\$4 000.00)	The Beginning Teacher Mentor ran an induction program for new staff (new to teaching and new to our school). Mentor supports included classroom observation, collaborative lesson development and professional assessment. In 2018 we had one teacher attain accreditation which is a significant milestone.



Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	130	124	113	99
Girls	104	101	104	100

Students enrolments steadily increased for a period of time, however, we have now entered a period of enrolment decline. This decline has been outlined in previous reports with two key factors highlighted: (1) Smaller cohorts (or zero Year 6 students becoming more common) at partner schools leading to small Year 7 enrolment (2) Increased movement of students in Year 10 and 11 into the workforce as employment opportunities are high in local industry. Both factors have had a significant impact and will continue to do so in the coming years. We expect slightly higher number in Year 7 cohorts in the following years, however, total enrolment should stay steady with current numbers. The disparity in male and female numbers relates partly to high male cohort sizes for a period of time, but also because, male retention is lower as employment opportunities in local industry are more attractive to male students.

Student attendance profile

School				
Year	2015	2016	2017	2018
7	97	95.7	93.6	90.4
8	95	94.8	91.5	89.8
9	92.2	92	93.3	90.4
10	90.6	91.5	88.9	87.2
11	94.1	92.9	92.2	82.9
12	96	92.4	93	91.4
All Years	94.1	93.1	92	88.4
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

Attendance in recent years has declined, however, figures are being impacted greatly by a small number of students who have significant absence rates. The school has been working closely with them to encourage regular school attendance. Intervention by Year Advisors initially is followed up by a more structured plan with senior executive or the Learning and Support team. The majority of our students with high absenteeism are impacted by family or personal issues. We are, therefore, developing individual plans to improve attendance along with assisting with the wellbeing issues. In 2019 we have incorporated targeted funding to allow a teacher to be employed to work even more closely with students needing greater support.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	2.85	3.7
Employment	24	8.6	51.8
TAFE entry	0	0	3.7
University Entry	0	0	29.6
Other	0	0	3.7
Unknown	0	0	7.4

The Year 10 cohort of 2018 included a large number of students who had well established links with local industry. Many students had individually sort part-time work outside school time and ultimately successfully gained apprenticeships and traineeships. The proportion of students entering work in the 2018 cohort was higher than usual. However, retention of students from Year 11 to Year 12 is high which means few students leaving school at this juncture. Year 12 students of 2018 attained tertiary entry in percentage terms at a similar level to previous years and the vast majority had a post school destination. As in previous years very few students complete school without a post school destination or plan.

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 40% of all senior students undertake a vocational course in Year 11 and Year 12 with 50% of these students taking more than one course. The numbers of students selecting VET courses continues to grow. VET courses at Oberon High School for Year 12 students in 2018 were – Metals and Engineering,

Hospitality and Primary Industries. Student undertook Human Services and Electro–technology through the EVET program at TAFE Bathurst.

Year 12 students attaining HSC or equivalent vocational education qualification

All students in the 2018 HSC cohort completed their Higher School Certificate qualification. This was very pleasing and showed that students still valued the credential as a passport to post school aspirations.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Head Teacher(s)	4
Classroom Teacher(s)	15.3
Learning and Support Teacher(s)	0.8
Teacher Librarian	1
School Administration and Support Staff	7.78
Other Positions	1

*Full Time Equivalent

Oberon High School's staffing entitlement decreased to 23.6 teaching staff during 2018 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 2018 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 completed individual student plans in consultation with the student and their family. They included our school in local NAIDOC activities ensuring our Indigenous students are able to access wider cultural activities.

In 2018 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 increased its number of MC support classes to two with a consequential increase in staff to support this. The Learning and Support area of our school is growing as we put in place more and more programs to support our students.

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 – 15%.

School Administrative Support staff 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 a teaching staff that works tirelessly for our students. With increased targeted funding in 2018 we were able to employ temporary School Administrative Support staff to complete both administrative duties and student support within the classroom.

The school accesses a counsellor for a minimum of 1.5 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 staff list.

We do not have any staff that identify as Indigenous.

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	25

Professional learning and teacher accreditation

In 2018 we had 26 individual staff members working in a permanent or temporary capacity. All permanent staff had attained a proficient level of accreditation. Temporary staff in 2018 were less experienced, therefore, they were all in the process of attaining accreditation. We did not have any staff actively working towards higher levels of accreditation.

In 2018 the school expended \$35000 in professional learning funds. These funds were spread across teaching and non–teaching staff to increase the capacity of individuals to implement system requirements along with curriculum imperatives.

The majority of funds were aligned with professional learning with new HSC requirements and a number of syllabus changes within the junior school. The year also encompassed a number of departmental reforms the impacted essential school systems. Professional learning for this was ongoing and encompassed a large number of events which included both teaching and non–teaching staff.

Positive Behaviour for Learning and Wellbeing were also key areas for school change in 2018 which required essential professional learning to implement new processes. This was a key area in our school plan.

Professional learning in regards to differentiation and data analysis was also a key area addressed through professional learning and aligned with key areas within the school plan.

New professional development plan procedures were implemented in 2018 for non-teaching staff with subsequent professional learning.

Non-teaching staff were also involved in a first aid qualification update beyond the general mandatory expectations of the department.

Financial information

Financial summary

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

	2018 Actual (\$)
Opening Balance	480,428
Revenue	4,091,523
Appropriation	4,009,656
Sale of Goods and Services	22,144
Grants and Contributions	47,191
Gain and Loss	0
Other Revenue	7,987
Investment Income	4,545
Expenses	-4,045,211
Recurrent Expenses	-4,045,211
Employee Related	-3,661,102
Operating Expenses	-384,109
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	46,313
Balance Carried Forward	526,741

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 higher than previous years, a consequence of cautious expenditure with a year of flux due to financial reforms.

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 5% whilst relief for teachers on leave was under allocation by around 15%.

Staffing costs are now managed by the school as a whole therefore ensuring costs associated with permanent staff as well as casuals must be considered holistically. This was a new dimension to financial management with our context.

2018 saw schools across NSW managing finances within a new digitally based system. Our school was very careful in expenditure to ensure prudent management as we came on line and could focus on better and better real time financial data. Consequently our overall expenditure was conservative compared to previous years.

Equity money was targeted at specialist staff including Indigenous Programs Coordinator, additional Literacy/Numeracy support staff, additional Learning and Support Teacher, Technology Support Officers and supporting extra professional learning for staff as well as supporting programs assisting student learning and wellbeing (eg laptop subsidy for Year 7 students).

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	3,062,508
Base Per Capita	43,067
Base Location	34,208
Other Base	2,985,232
Equity Total	327,028
Equity Aboriginal	11,813
Equity Socio economic	192,509
Equity Language	12,275
Equity Disability	110,432
Targeted Total	413,442
Other Total	45,333
Grand Total	3,848,311

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

The National Assessment Program reports the external assessment results for literacy and numeracy of students in Years 3, 5, 7 and 9. Results are presented on a scale from Band 1 to Band 10 and indicate student development over time and provide a snapshot of student achievement which then can be used by teachers to direct future learning and focus areas.

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.

For 2018, Year 9 results indicated improvements in the percentage of students attaining the state average or beyond in the literacy domains of Grammar & Punctuation, Reading and Spelling. The amount of students attaining or exceeding state average in writing across this same time period has remained steady. Likewise, the 2018 cohort indicated an improvement of students meeting state average and beyond compared to their Year 7 results within the domains of Grammar, Reading and Spelling. This same cohort however, displayed lower results from Year 7 to Year 9 in the Writing element which confirms the trend that writing will be a future focus and area of need for continued funding. Similar to previous years, NAPLAN results indicate strengths in the Reading domain as the top two bands in 2018 exceeded that of statistically similar schools. Similar results were echoed across the Year 7 cohort which evidenced a similar percentage of students matching the state average within the literacy domains of Grammar and Punctuation, Reading and Spelling. The Year 7 cohort demonstrated further strengths in the top two bands of the domain Grammar and Punctuation as results exceeded that of statistically similar schools. Trend data continues to be positive indicating that our programs are making a difference as Oberon High School continues to address and support areas that need improvement with a focus on the Writing domain and its criteria.

NAPLAN 2018 numeracy data indicates the percentage of students attaining or exceeding state average for numeracy remains stable for both Year 7 and 9. More specifically, the 2018 Year 9 data indicates numeracy results are slightly down in students achieving in the top two bands, however, the same cohort continues the positive trend in growth which again exceeds the average numeracy score in statistically similar schools. This is reflective of the ongoing efforts in school programs to support students in this specific area. For Year 7, the 2018 average trend data indicates that numeracy scores remain relatively stable although below statistically similar schools. Although the 2018 cohort evidenced top two band scores above statistically similar schools the overall trend in Year 7 reflects the need for an ongoing numeracy focus to ensure the continuation of positive growth is evidenced in future Year 9 results.

Percentage in Bands:

Year 7 - Numeracy

Band	4	5	6	7	8	9
Percentage of students	16.0	24.0	20.0	24.0	16.0	0.0
School avg 2016-2018	10.1	24.7	21.3	27	13.5	3.4

Percentage in Bands:

Year 9 - Numeracy

Band	5	6	7	8	9	10
Percentage of students	4.2	20.8	33.3	33.3	4.2	4.2
School avg 2016-2018	2	29.6	29.6	26.5	8.2	4.1

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.

In relation to the Premier's priority of increasing the number of Indigenous students in the top two bands, reliable trends in data reflective of our Indigenous NAPLAN participants are difficult to accurately depict as our very small cohort of Indigenous students tend to produce large value changes with small variances in NAPLAN scores. In general both our Year 7 and Year 9 Indigenous students perform at a comparable level to our non-Indigenous students, however, these same students exceed the state average score and the average scores of statistically similar schools for Indigenous students. Year 9 Indigenous student's demonstrated growth in Grammar and Punctuation, Spelling, Writing and Numeracy compared to their Year 7 assessment however Reading scores remained similar.

Higher School Certificate (HSC)

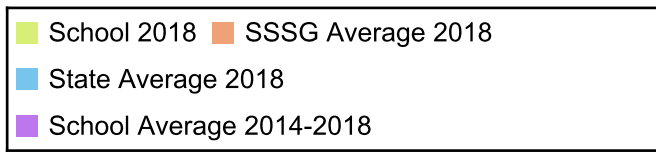
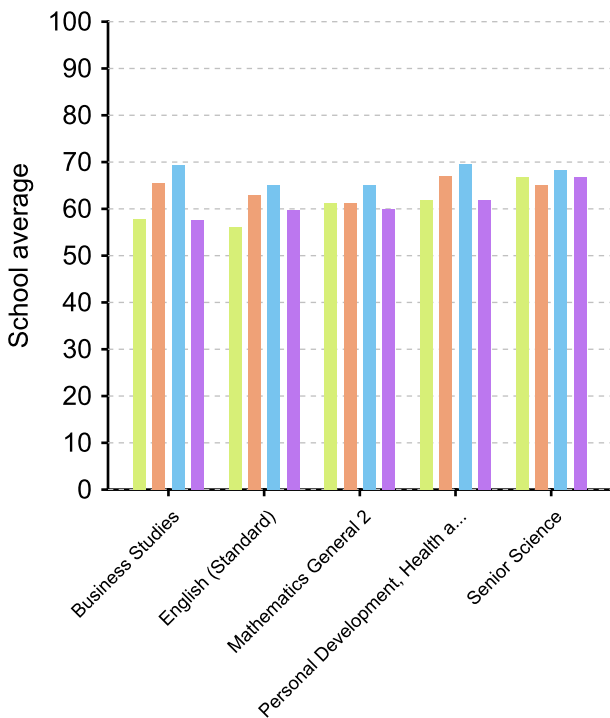
The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6

(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.

Primary Industries was above state average which complemented a similar result for Agriculture in 2017. VET results continue to be strong even though the majority of VET students elect not to sit the exam. Industrial Technology and Senior Science were on state average which was pleasing as these two subjects are popular with students year upon year. Results versus state for this HSC cohort was disappointing across a number of subjects, however, results versus similar schools was far more comparable.

It is very important to understand that when student NAPLAN data was plotted against HSC results student performance for the vast majority of students was on average or above. NAPLAN performance is a significant factor in HSC performance and the school works extremely hard to consolidate performance at a minimum (in a more pressurised educational environment) but gives students every chance to achieve at higher levels if they choose to engage and work in partnership with teaching staff. The highest ATAR in 2018 was 88.8 which was the highest since 2016 and was predicted prior to examinations based on internal assessment.

The top marks in 2018 were a Band 6 in both Senior Science and Primary Industries . A small number of students also achieved a Band 5 whilst 15% of students achieved at least 1 Band 4 or higher. It must be noted that 67% 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.



Oberon High School data is below state average across all data sets shown, however, against like school performance is comparable. The 2018 performance against school extended average is variable and highlights the issues of smaller cohort sizes. Oberon High School has a curriculum breadth in excess of what is displayed, however, the patterns across other subjects is similar. HSC results are combination of a point in time examination and internal assessment throughout the year. Student performance in these assessments are impacted by many variables. As indicated previously results are as expected for the majority of students when analysed against their Year 9 NAPLAN performance. It is important to realise that data as a relative tool can be used to compare our school against others, however, school context is important to know for greater analysis. Even comparisons with similar school groups can vary because contexts are not exactly the same. The school is working hard with programs such as ALARM to improve student capacity to undertake formal assessments and display their capabilities to a greater degree. These programs have now been included in Stage 4 and 5, so it will be interesting to see how some of the comparison data changes over the next 5 years as these students move through senior school.

Parent/caregiver, student, teacher satisfaction

Students

Students were surveyed through Tell them From Me and internal surveys carried out by the Positive Behaviour for Learning Team. Students were positive

about their relationships with teachers and felt they could come to staff if they had concerns. Students were concerned about peer relationships and how students treated each other. They were positive about the changes implemented through Positive Behaviour for Learning and Wellbeing programs. Students were clear in the fact that learning in the classroom could be jeopardised by fellow students and wanted this to be a priority in any changes put in place by the school. The majority of students wanted boundaries but they also wanted input into these boundaries and systems built around them.

Staff

Staff were surveyed during the consultation phase of the Positive Behaviour for Learning evaluation and Wellbeing evaluations. Staff were concerned about the wellbeing of many students and how this impacted on their performance at school. Staff were supportive of structures that promoted wellbeing and inclusiveness along with systems that promoted consistency and boundaries. People's Matter survey data collected indicated that the vast array of reforms occurring was causing concern. They felt that school leadership could improve in this area, however, as reform was both system wide and school based the survey could not delineate specifics in this regards which made evaluation difficult.

Parents

Parents were given a forum to discuss changes to the systems surrounding Positive Behaviour for Learning and Wellbeing. The response was positive and created a positive vibe with staff who had worked very hard to implement changes. Parents mid-year were surveyed on parent-teacher nights as the current plan highlighted parent participation in schooling as essential and needed strengthening. Parent responses were mixed in regard to improving these nights, however, the idea of showcasing student work in some fashion was supported. The parent-teacher survey was on paper with a view to calling parents directly in 2019 to further investigate how we can strengthen participation in this area of home-school collaboration.

There was also comprehensive surveys completed to determine whether it was time to change the style of uniform jumpers. There was a strong consensus that the current junior jumper needed revamping and a more professional senior jumper should be investigated. This process is ongoing as students were satisfied with the proposed styles but the cost of items needed further investigation.

Policy requirements

Aboriginal education

Aboriginal Education is a priority of the school even though our Aboriginal students only constitute 12% 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 is the primary contact for Indigenous students and their parents but really works in conjunction with other key staff such as year advisors to create a team that can attend to the wellbeing of each individual.

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

In 2018 we had a student participate in the National Youth Science Forum which is a nationally organised experience for high achieving students. We also had Indigenous students represented well at our Presentation Night with one student achieving the prestigious Ruben F Scarf Awards (consistent effort and desire to improve). Indigenous students were also represented among the general award recipient in all areas – academic, citizenship and sport.

Aboriginal students have had a tradition of leadership in the school and this continues at present with students leading as learners, participation in the Student Representative Council and the within the captains elected for 2019.

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 varying needs with some performing beyond their peers whilst others require greater support. The Indigenous Programs 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.

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. Respect is a value that is included at each assembly, whilst a cultural aspect is added regularly throughout the year. This was reinforced by external speakers coming into the school such as the police liaison officer or community members from different cultural backgrounds.

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. It included a video and biography of Khao Do who was a Vietnamese refugee and was awarded the Young Australian of the Year award. The theme behind the presentation was acceptance, personal journeys and achieving no matter your background.

The school again participated 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. This is included annually in this report because it is a great way for community to educate young people by example.

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) and Wellbeing Teams have been revamped In 2018. PBL had been part of the school culture for a decade but its effectiveness had varied as this is reliant upon a strong team based approach from teaching staff. In 2018 a strong team was formed which included all Year Advisors, executive and other interested staff. This team is the largest and most comprehensive in the history of PBL in our school. This allowed a significant shift to take place and major change in PBL direction and effectiveness. The changes encompassed all areas of the school and aims to create a system that does teach students about being a good person and ultimately and develop exceptional young people for our community. At the same time we have revamped the Wellbeing framework within our school shaping it to work hand in hand with the PBL changes. There are many places where the two programs overlap and it is this complementary nature that ultimately will bring the two areas together as indicated in our current school plan.

Our student body is very diverse and we need a Wellbeing structure that can capture any student who needs support but also recognises students doing exceptionally well and needing acknowledgement for their great work. The school is thus on the road with these changes to creating such a program and we envisage by the end of the current school planning cycle that we will have this in place and fully operational.

The **Youth Worker** role is developing with the school and in negotiation with Centacare and Oberon Council we are developing a program where students can be supported by a Youth Worker (Centacare) at the local neighbourhood centre (Oberon Council). This program will complement the other work we have been doing in

relation to PBL and Wellbeing. It will give the school another option for caring for our students at individuals. Centacare is a well known local support agency and we value having links into the broader community.

The **School Chaplain** has a pastoral care role and ultimately adds another dimension to the net of care which we can extend to our students. It has seen the introduction of a breakfast club each Monday morning. It has been very popular drawing between 20–30 students each week. This is 10–15% of our student population so it has become a significant program and one that will continue. With a grant from Barnardos Australia and generous sponsorship from local businesses the program can run each week and serve a consistent menu that the students have come to look forward to, hence the retention of student numbers over the year.

The school chaplain also coordinated a drivers education program for 'L' plate drivers with PCYC. This involved driving instructors visiting the school and moving inexperienced drivers through a program designed to widen their understanding and experiences of the road. It also added a block of hours to their mandatory log book experience time.

Project Based Learning (Projects) has been piloted in the school over the past three 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. Projects is now morphing into a broader idea of 'futures' learning which will impact learning more broadly across the school as the ideas held within it are universal.

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 during 2018 they led the student body participation in the revamp of Positive Behaviour for Learning/Wellbeing, school uniform review with P&C and fundraising that included internal school events and external community based events.

The **Commonwealth Bank Partnership** was initiated in 2017 and gave us direct access to staff working within the finance sector who can then come into the classroom and help supplement course work. This 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. In 2018 the program gave our students opportunities off site with visits to various Commonwealth Bank offices. Mock interviews were conducted by Commonwealth Bank staff which was of great value to Year 12 students soon to be venturing

into a post school world. Commonwealth Bank provided scholarships for students who they viewed as being leaders within the program.

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. The integration has continued and is a focus as it meshes with the premise behind Project Based Learning. That is – Higher Order Thinking.