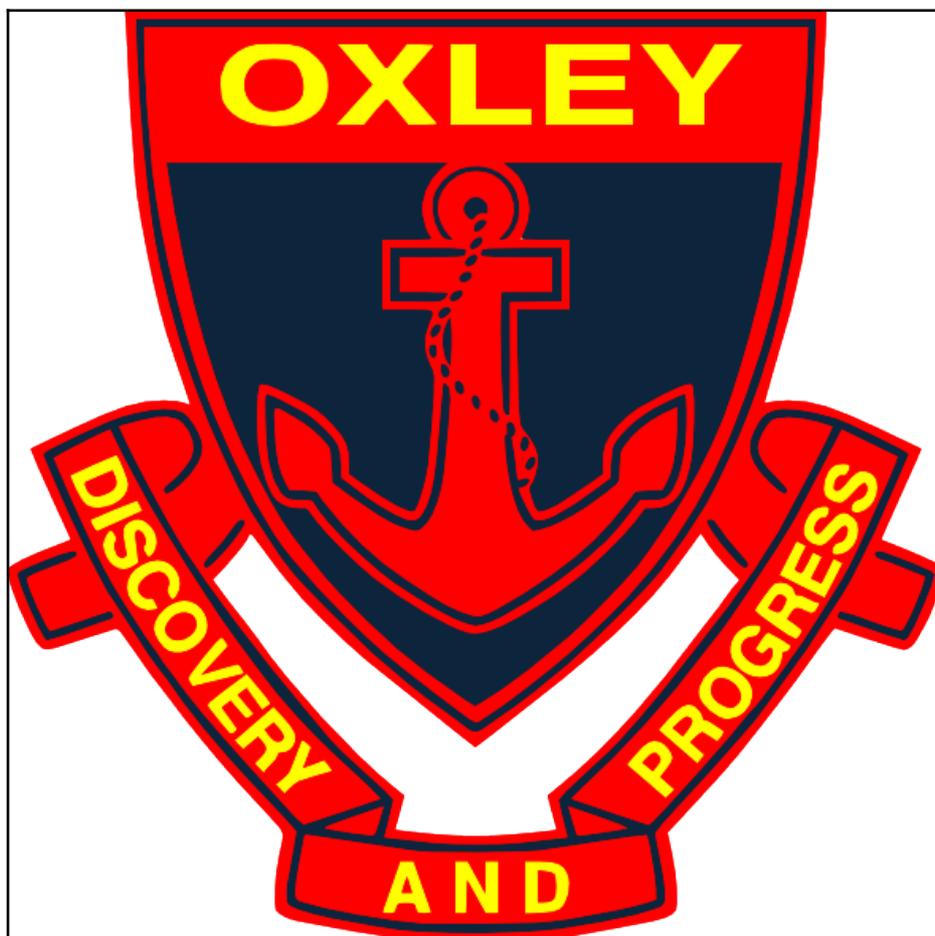


Oxley High School

2019 Annual Report



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Introduction

The Annual Report for 2019 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.

School contact details

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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

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Delivering

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.

Improvement Measures

- To increase levels of collaboration between student leadership groups as evidenced in Student Leadership Group minutes.
- To implement ALARM across all KLA's (with the exception of Mathematics).
- To improve Band 6 HSC results by 20% and Band 5 HSC results by 10%.

Progress towards achieving improvement measures

Process 1: Student Leadership

Collaboration and communication between student leadership groups develops a positive whole school culture inclusive of:

- *School Captains*
- *SRC*
- *Sports Council*
- *Creative and Performing Arts Council*
- *Junior Aboriginal Education Consultative Group*
- *Sporting Teams*
- *Social Interest Groups*
- *Academic Interest Groups*

Evaluation	Funds Expended (Resources)
Programs continue to be implemented to create opportunities for a range of school groups. The school will continue with these strategies into 2020.	\$94880

Process 2: Teachers as Dynamic Leaders

Leadership capacity of all staff is strengthened through facilitation of (School Plan identified) whole school teams in:

- *Student Welfare and Boys Education*
- *Technology and STEAM*
- *ALARM*
- *Literacy and Numeracy*
- *Great Teaching and Inspired learning.*

Evaluation	Funds Expended (Resources)
Progress on annual milestones has been limited due to the large change of staff over the last 2–3 years. All steps taken within the leadership and management team of Oxley High school including implementing a fulltime TSO has been focused on minimising the disruption to the teaching and learning cycle. The HSC results continue to be of a high standard and the growth in student results from Year 9 NAPLAN to the HSC also continues to be strong.	TSO (annual) \$70 000 GTIL– Professional Learning Head Teachers' Professional Practice \$279000 Technology \$196000

Process 3: Innovative Executive Leaders

Third Deputy Principal implemented to work closely with the Senior Executive and Executive to monitor, evaluate and enhance performance of teachers and promote a culture collaborative professional practice.

Evaluation	Funds Expended (Resources)
An assessment at the end of 2018 indicated that a significant number of staff in the school were in their first 3 years of teaching and the numbers of staff retirements were maintaining the same level. A decision was made to create two Head Teacher positions focusing on Professional Practice at the classroom level and support for Head Teachers managing change. These positions served their purposes well with the movement back on track for the additional Deputy Principal being implemented in Term 4 of 2019.	Nil funds has been expended in 2019.

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.

Improvement Measures

- To increase school attendance by 10%.
- To implement 20% of Professional Learning through UNE.
- To improve our growth in Year 7 – 9 NAPLAN Writing results by 15%.
- The school is able to evidence growth in its Professional Learning culture referenced to the School's Excellence Framework.

Progress towards achieving improvement measures

Process 1: Wholistic Approach to Learning

Creative and Performing Arts

Expansion of CAPA program to implement Music Ensemble, Choir, School Play and Stage 5 Ceramics.

STEAM

Electives inclusive of Robotics and Coding is embedded in the curriculum.

Talented Athletes Program

Community supports an expanded school based Talented Athletes Program.

ALARM

Teaching and Learning programs demonstrate evidence of the implementation of ALARM across all KLA's with exception of Mathematics.

Secondary Connected Outcomes COGS implemented in 2020 to incorporate STEAM/GAT/ALARM initiatives.

Literacy and Numeracy

Whole school team is focused on a consistent approach to lifting Numeracy and Literacy standards of with a focus on writing and ALARM.

Boys Education and Wellbeing

Teachers increase knowledge and implementation of best practice in developing Mental Health and wellbeing of students.

VET

Students access VET Frameworks at Oxley and Tamworth TAFE

Evaluation

Funds Expended

Progress towards achieving improvement measures

Evaluation	(Resources)
The teams had limited success due to the staff changes. The staff changes caused repeated re-starting of evaluations, planning and implementation due to various levels of skills and skill development.	Nil funds expended.

Process 2: UNE Partnership

UNE is accessed by teachers to implement enhanced professional learning with particular reference to the use of data to inform practice and high leverage pedagogical strategies for improved learning.

Evaluation	Funds Expended (Resources)
The program is only in an embryonic stage with further information needed from NESAs to clarify what the school and UNE are allowed to do in this field.	Nil expended.

Process 3: Quality Learning Teams

Quality Whole-School Learning Teams collaborate regularly to increase knowledge and skills in focal areas to enhance future learning directions.

Evaluation	Funds Expended (Resources)
The teams had limited success due to the staff changes. The staff changes caused repeated re-starting of evaluations, planning and implementation due to various levels of skills and skill development.	Nil funds expended.

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.

Improvement Measures

- 100% integration of ICT in all KLAs.
- The school is able to evidence growth through internal validation provided by the School's Excellence Framework in the use of ICT.
- 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.

Progress towards achieving improvement measures

Process 1: Teachers and Students

Teachers increase knowledge of technology to expand learning opportunities in the classroom. Development and implementation of technology across all KLA's is consistent and routine.

Evaluation	Funds Expended (Resources)
The program continues to develop. All Stage 6 students have BYOD and staff regularly teach using technology.	\$197500

Process 2: Curriculum

School practices and programs are developed and implemented to support the expansion of the curriculum to meet the needs of diverse student learning community and a rapidly changing technologically driven employment environment.

Evaluation	Funds Expended (Resources)
The success of technology in teaching and learning has grown slowly as teachers have learned how to use technology in teaching and learning at different rates. This is an area that the school will continue to focus on.	\$197500

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$381000	The attendance and retention of Aboriginal students remains very high with respect to state and similiar school group data. Aboriginal student data in Year 9 NAPLAN data remains above similiar school groups. The school continues to assess strategies to enhance Aboriginal student learning experiences.
English language proficiency	\$88900	Students engaged in support with qualified EALD teachers and EALD SLSO staff were able to engage in meaningful social and classroom activities. EALD and HSC assessment data indicated positive improvements in their teaching and learning levels in the English language.
Low level adjustment for disability	\$375000	The LaST role was successful in the coordination and implementation of a while–school support strategy. This included Learning Support Team meetings, actions and communication with parents and staff. A system of support was effectively employed to distribute support equitably amongst targetted students.
Socio–economic background	\$417000	The enrolment and student cohort of Oxley High School continue to reflect the socio–economic status of the Tamworth Community. Students at Oxley High School have a vast range of opportunities to excel academically, socially, cultureally and on the sporting field.
Support for beginning teachers	\$279000	Beginning Teachers continue to be Professionally Developed and integrated into a high quality, high leverage learning environment. All teachers in their first two years of teaching have submitted their applications to NESA have qualified for Accreditation.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	393	413	446	476
Girls	510	530	520	536

Student attendance profile

School				
Year	2016	2017	2018	2019
7	91.2	92	90.3	89.1
8	89.7	90.9	86.4	85.7
9	89.4	88.7	85.6	81.3
10	88	86.4	85.3	84.8
11	86.6	84.9	84.4	80.9
12	87.7	89.3	87.5	87.3
All Years	88.9	88.8	86.7	84.9
State DoE				
Year	2016	2017	2018	2019
7	92.8	92.7	91.8	91.2
8	90.5	90.5	89.3	88.6
9	89.1	89.1	87.7	87.2
10	87.6	87.3	86.1	85.5
11	88.2	88.2	86.6	86.6
12	90.1	90.1	89	88.6
All Years	89.7	89.6	88.4	88

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	8	14
Employment	0	28	10
TAFE entry	17	16	6
University Entry	0	0	65
Other	83	48	5
Unknown	0	0	0

Year 12 students undertaking vocational or trade training

16.67% of Year 12 students at Oxley High School undertook vocational education and training in 2019.

Year 12 students attaining HSC or equivalent vocational education qualification

93.1% of all Year 12 students at Oxley High School expected to complete Year 12 in 2019 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	11
Classroom Teacher(s)	54.6
Learning and Support Teacher(s)	2.3
Teacher Librarian	1
Teacher ESL	0.4
School Counsellor	1
School Administration and Support Staff	18.77
Other Positions	1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	1,316,648
Revenue	13,171,072
Appropriation	12,467,486
Sale of Goods and Services	13,958
Grants and contributions	662,580
Investment income	9,907
Other revenue	17,141
Expenses	-13,022,555
Employee related	-10,987,023
Operating expenses	-2,035,531
Surplus / deficit for the year	148,517

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	1,357,867
Equity Total	1,138,886
Equity - Aboriginal	229,642
Equity - Socio-economic	417,303
Equity - Language	88,965
Equity - Disability	402,976
Base Total	8,932,834
Base - Per Capita	234,328
Base - Location	4,607
Base - Other	8,693,898
Other Total	517,948
Grand Total	11,947,535

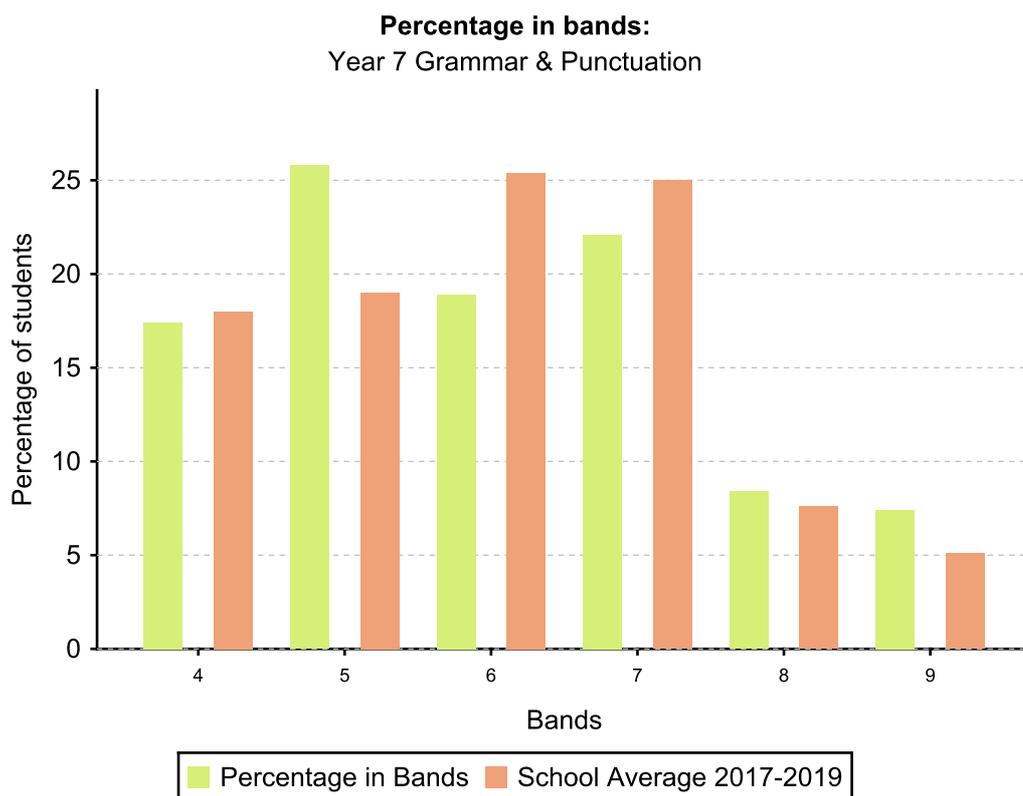
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

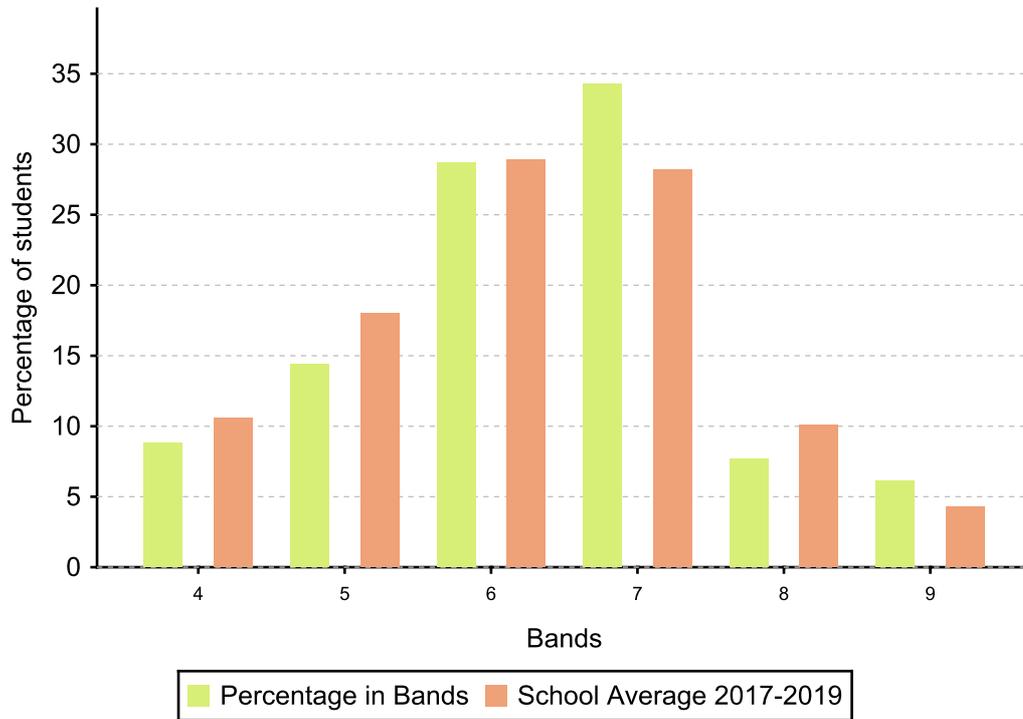
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should be treated with care.

Literacy and Numeracy Graphs



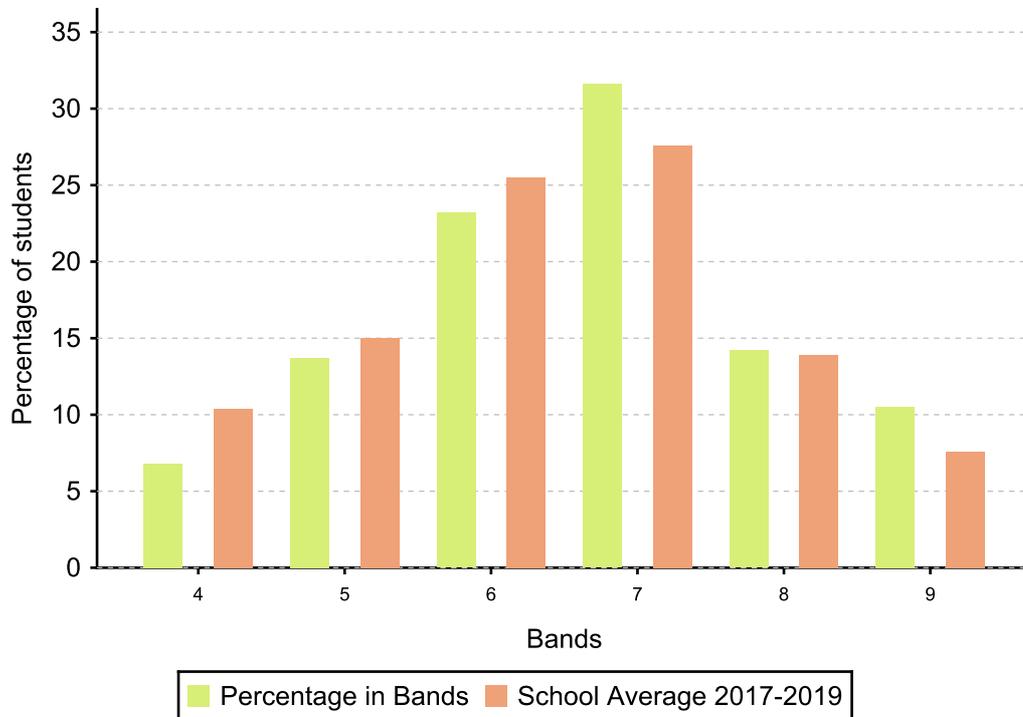
Band	4	5	6	7	8	9
Percentage of students	17.4	25.8	18.9	22.1	8.4	7.4
School avg 2017-2019	18	19	25.4	25	7.6	5.1

**Percentage in bands:
Year 7 Reading**



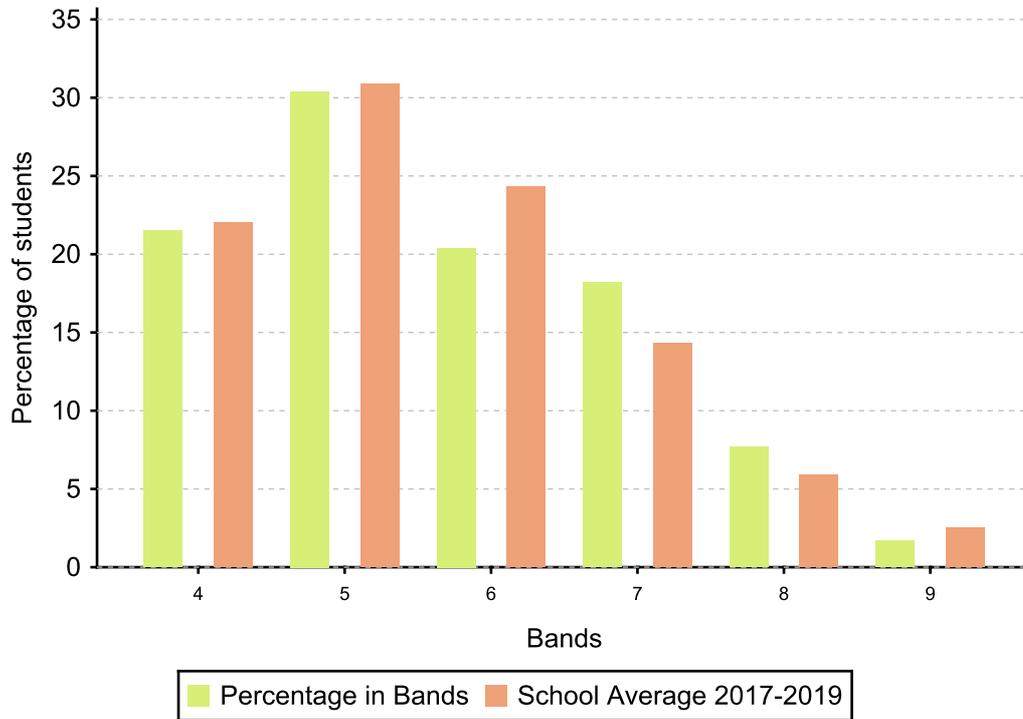
Band	4	5	6	7	8	9
Percentage of students	8.8	14.4	28.7	34.3	7.7	6.1
School avg 2017-2019	10.6	18	28.9	28.2	10.1	4.3

**Percentage in bands:
Year 7 Spelling**



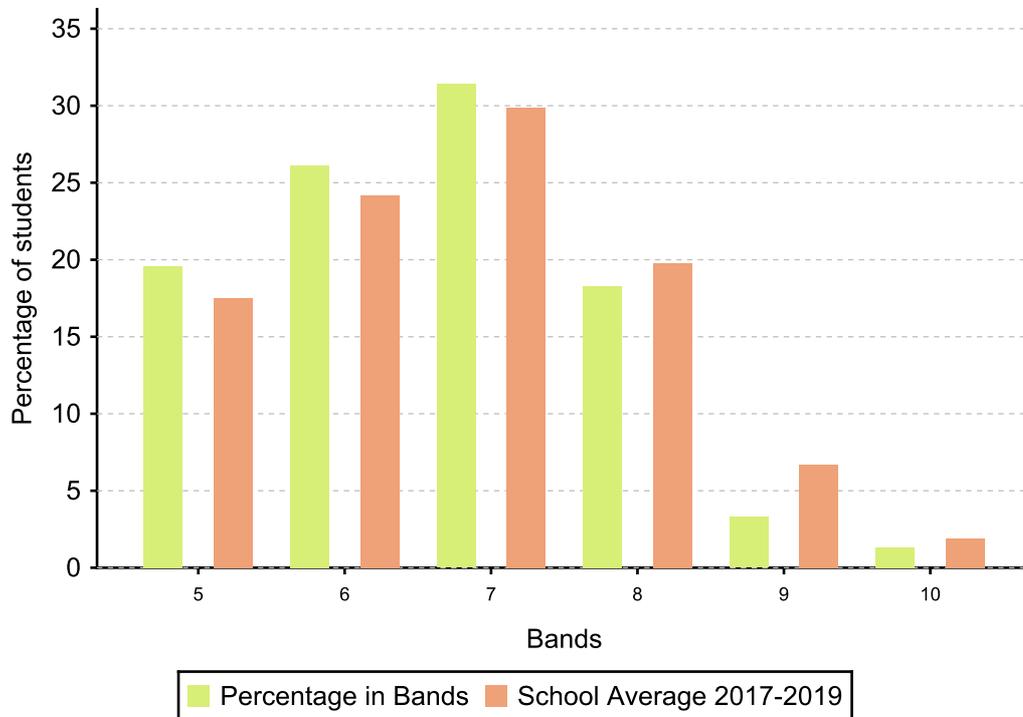
Band	4	5	6	7	8	9
Percentage of students	6.8	13.7	23.2	31.6	14.2	10.5
School avg 2017-2019	10.4	15	25.5	27.6	13.9	7.6

**Percentage in bands:
Year 7 Writing**



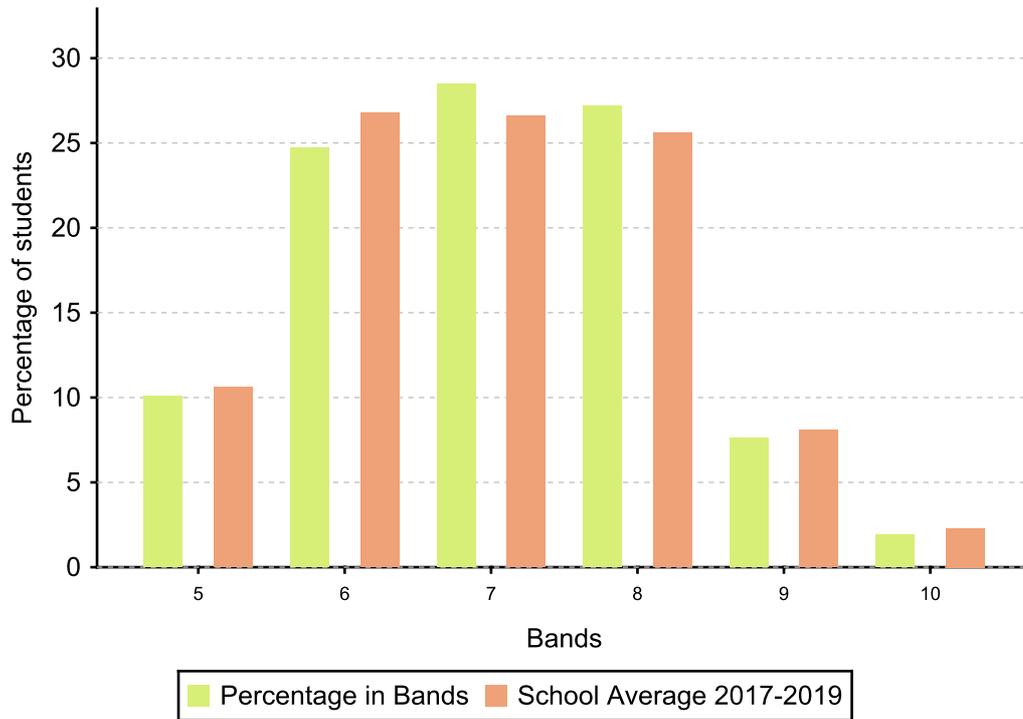
Band	4	5	6	7	8	9
Percentage of students	21.5	30.4	20.4	18.2	7.7	1.7
School avg 2017-2019	22	30.9	24.3	14.3	5.9	2.5

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



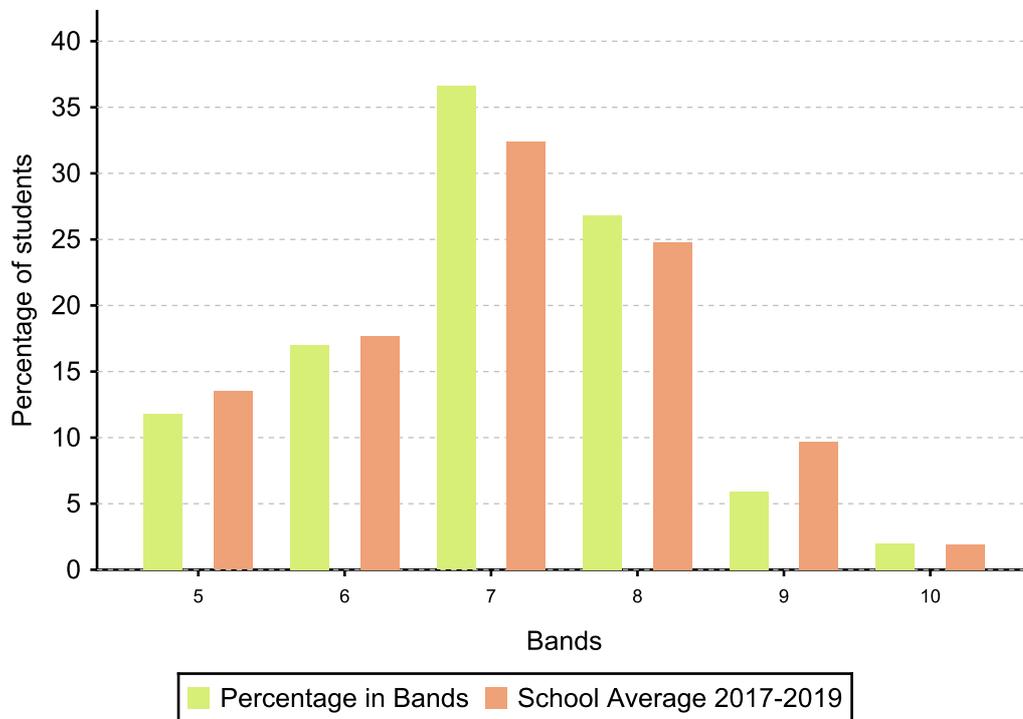
Band	5	6	7	8	9	10
Percentage of students	19.6	26.1	31.4	18.3	3.3	1.3
School avg 2017-2019	17.5	24.2	29.9	19.8	6.7	1.9

**Percentage in bands:
Year 9 Reading**



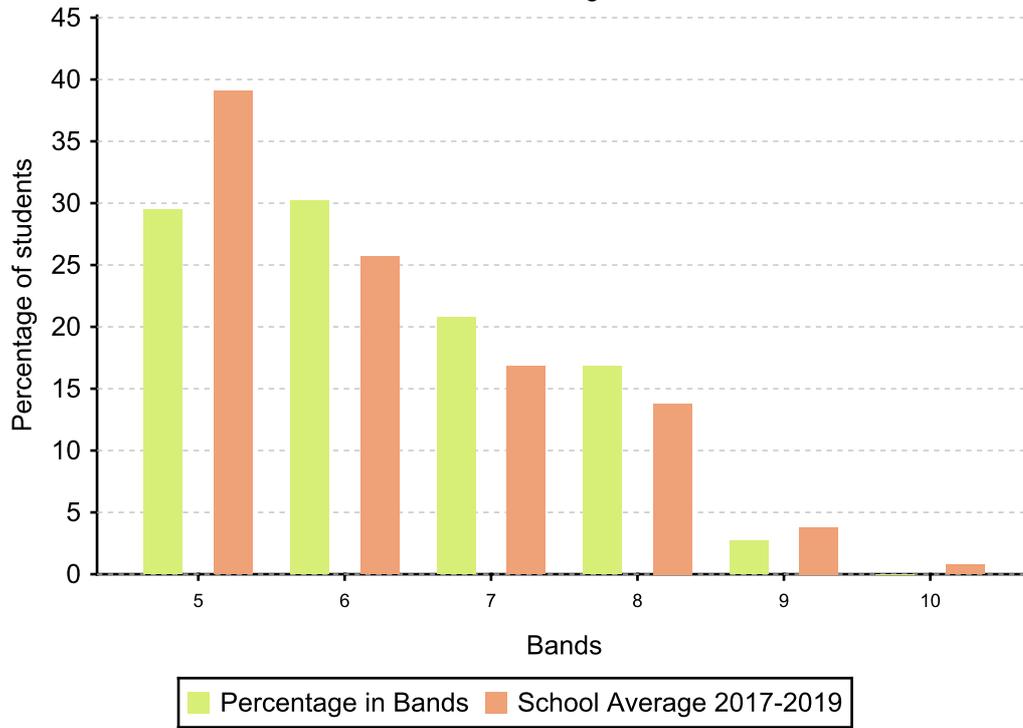
Band	5	6	7	8	9	10
Percentage of students	10.1	24.7	28.5	27.2	7.6	1.9
School avg 2017-2019	10.6	26.8	26.6	25.6	8.1	2.3

**Percentage in bands:
Year 9 Spelling**



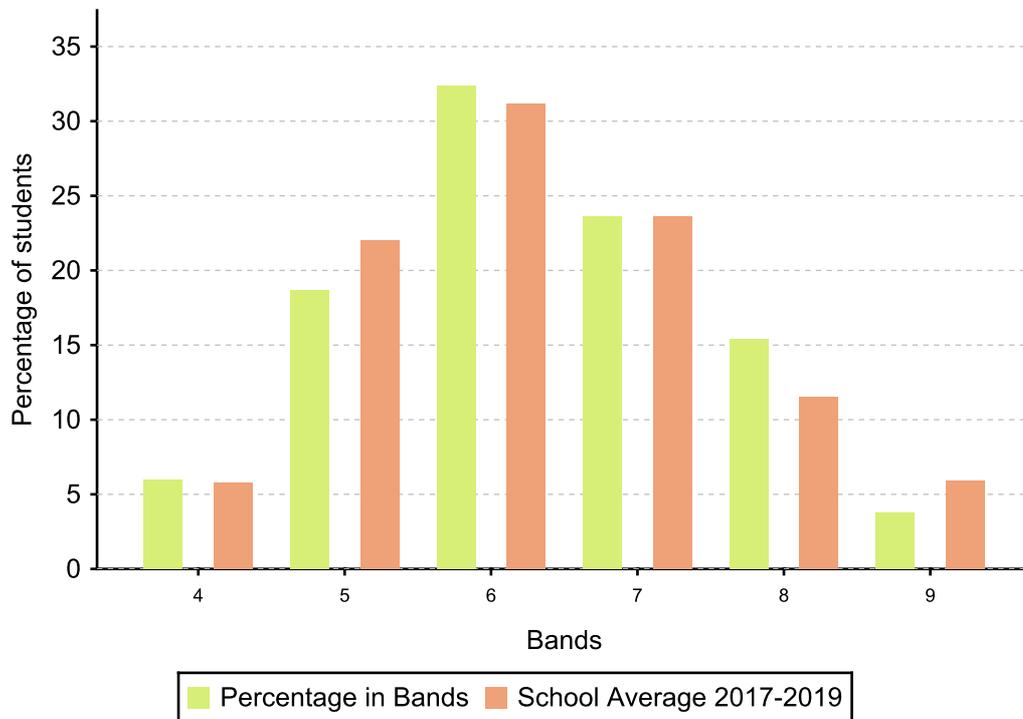
Band	5	6	7	8	9	10
Percentage of students	11.8	17.0	36.6	26.8	5.9	2.0
School avg 2017-2019	13.5	17.7	32.4	24.8	9.7	1.9

Percentage in bands:
Year 9 Writing



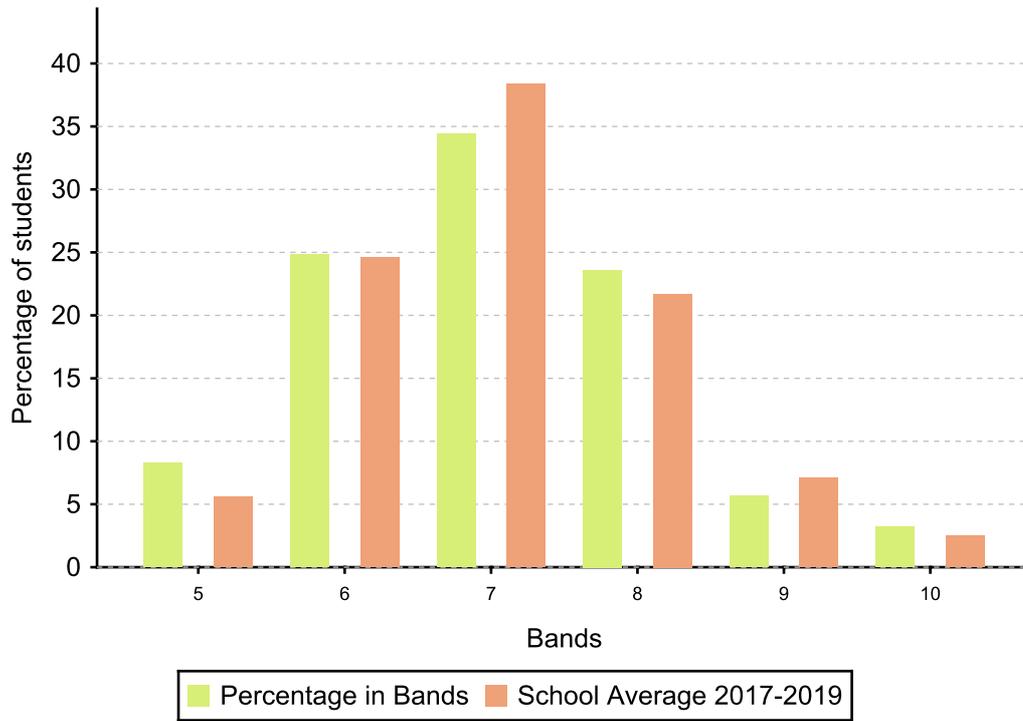
Band	5	6	7	8	9	10
Percentage of students	29.5	30.2	20.8	16.8	2.7	0.0
School avg 2017-2019	39.1	25.7	16.8	13.8	3.8	0.8

Percentage in bands:
Year 7 Numeracy



Band	4	5	6	7	8	9
Percentage of students	6.0	18.7	32.4	23.6	15.4	3.8
School avg 2017-2019	5.8	22	31.2	23.6	11.5	5.9

Percentage in bands:
Year 9 Numeracy

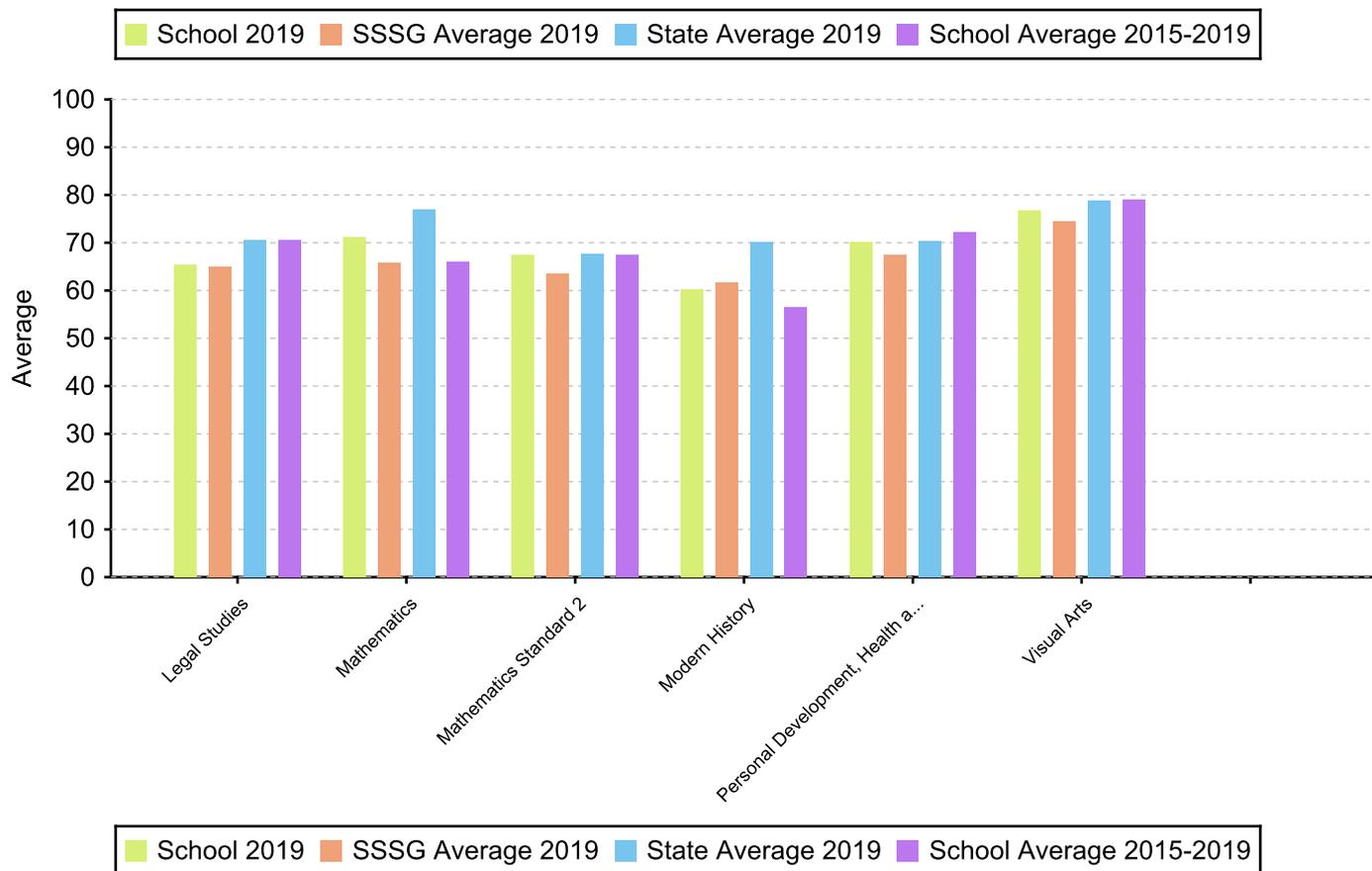
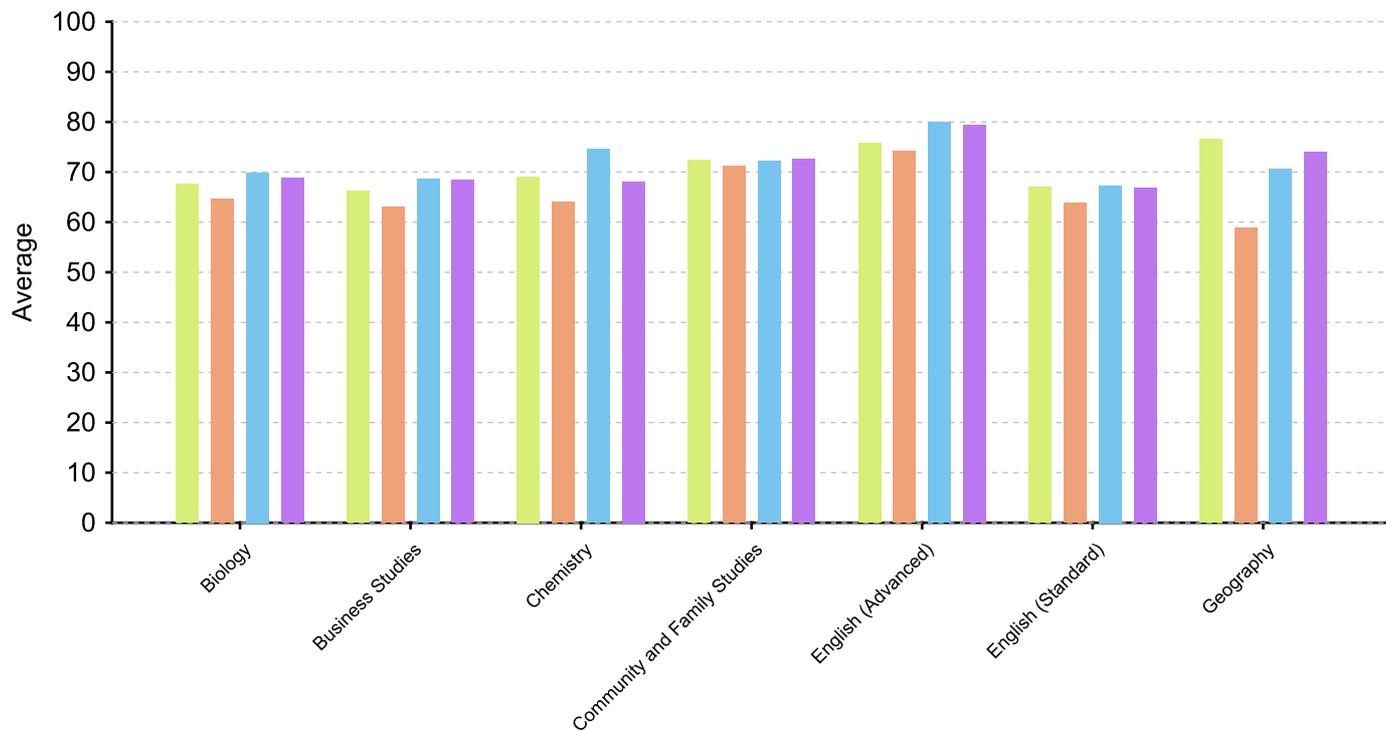


Band	5	6	7	8	9	10
Percentage of students	8.3	24.8	34.4	23.6	5.7	3.2
School avg 2017-2019	5.6	24.6	38.4	21.7	7.1	2.5

School performance - HSC

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

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.



Subject	School 2019	SSSG	State	School Average 2015-2019
Biology	67.6	64.7	69.9	68.7
Business Studies	66.2	63.0	68.6	68.4
Chemistry	69.1	64.0	74.7	68.1
Community and Family Studies	72.4	71.2	72.2	72.5
English (Advanced)	75.7	74.1	80.0	79.4
English (Standard)	67.0	63.9	67.3	66.8
Geography	76.6	58.8	70.6	74.0
Legal Studies	65.4	64.9	70.6	70.5
Mathematics	71.2	65.8	76.9	66.1
Mathematics Standard 2	67.4	63.5	67.7	67.4
Modern History	60.2	61.6	70.2	56.5
Personal Development, Health and Physical Education	70.2	67.4	70.5	72.3
Visual Arts	76.8	74.4	78.8	79.1

Parent/caregiver, student, teacher satisfaction

Oxley High School has undertaken the "Tell Them From Me" survey to measure the school's perceived performance across a range of areas of education and community involvement. Most key perception indicators from students, teachers and the community demonstrated a satisfactory level of commitment to all aspects of school operations. One key area of concern was the perceived level of communication between school and home. The school communicates through Facebook, School Website, phone calls, letters home, SMS, School Reports and Local Media (Newspaper, Radio and Television). Given the vast array of communication Oxley High School employs and aspects of community perceptions appearing contrary to the wide range of communication strategies the school has implemented, the school leadership team will seek to clarify the reason for scoring at a reduced level in this area.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.