Oberon High School

2019 Annual Report

8598

Introduction

The Annual Report for 2019 is provided to the community of Oberon High School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self–assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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School background

School vision statement

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. Rates of acceptance to university are very high with a significant 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. There are two multi–categorical support classes which ensure equity and inclusion of all students. 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

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

The staff have worked very hard over the last 2 years to analyse how we are performing with the goal of positively transforming aspects of our school. This has occurred as these areas have been of focus in the current School Management Plan. External Validation last year was a great way to continue this self–assessment and honestly appraise how far we had progressed in key areas of school operation and culture. External Validation was able to clearly illustrate the great school that we have and the caring nature of our staff. It also highlighted the fantastic work of our students inside the classroom but also collectively as they care for each other. There were areas that needed further work and this was collectively determined by the staff. Self–assessment has not seen a change in our course over the past few months and our position is the same. We are looking forward to developing a new School Plan that will assist in moving forwards in some areas around performance, assessment and reporting.

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.

Improvement Measures

There is school–wide, collective responsibility for student learning and success, which is shared by parents and students.

Students are showing positive growth in literacy and numeracy against internal and external standards.

Progress towards achieving improvement measures

Process 1: Building Confident Learners

Processes in place that clearly identify, individual student and whole school learning needs. They provide the scope for an integrated approach that leads to higher student achievement and a growth in their capacity to be a successful and confident learner.

Evaluation	Funds Expended (Resources)
Whole school explicit literacy strategies (TEEL, ALARM, Think–aloud) continue to be utilised by a majority of key teaching staff in lesson content and assessment protocols. All staff are familiar with those strategies and attempt to apply them where appropriate. Teachers are growing in their address and implementation of key differentiation strategies across all stage groups. More intentional planning and delivery of inclusive strategies will remain a focus in the next year.	Ongoing throughout the year as part of a Professional Learning priority.

Process 2: Project Based Learning

Introduction of alternative programming and teaching pedagogy with the purpose of making every student a futures learner. The development of skills that prepare them for a world of continual and rapid change.

Evaluation	Funds Expended (Resources)
Students engage and participate in self–assessment practices and project designs.	$11000 RAM for provision of coordinator position.

Process 3: Parent Engagement

Development of an inclusive and collaborative learning community that ensures parent/carers have an opportunity to directly engage in their student's education leading to a clear understanding of how high expectations are critical for high achievement.

Evaluation	Funds Expended (Resources)
Executive have agreed on a new structure to be used in 2020 based on parent and teacher feedback from surveys conducted during 2019 as well as	$500 from Community Consultation money.

Progress towards achieving improvement measures	
evaluating any changes to the 2019 nights. The new electronic platform will make evaluation of parent participation far easier moving into the future, thus giving us real time data to analyse.	

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 students 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 schools capacity to manage educational reform or plan for change.

Improvement Measures

Professional learning is aligned with the school plan with explicit systems in place. These systems drive improvement through high quality evidence based teaching practices.

Student data is used school–wide to identify student achievements and progress, in order to reflect on teaching effectiveness and inform future school directions.

Progress towards achieving improvement measures

Process 1:   Collaborative Professional Culture

Develop a collaborative approach to professional learning that includes peer evaluation and self–reflection with the intention of creating a culture of sharing and continual improvement which leads to excellent teaching practice representative of higher elements of the Australian Teaching Standards.

Evaluation	Funds Expended (Resources)
Evaluative process has revealed ongoing areas of professional development to be addressed in 2020. Those include a refinement of the Professional Learning Community to include greater collegial interaction time within a more focused area of professional development. Responses also addressed the necessity of an ongoing connection to the Whole School Plan within its rationale.	RAM $7500 to support staff collaboration.

Process 2:   Evidence to Inform Practice

Teachers strengthen their ability to know their students and how they learn by utilising student data, using a variety evidence based techniques to assess and evaluate student learning and collaboratively discussing student progress using a whole school approach.

Evaluation	Funds Expended (Resources)
Staff are still developing their routine and confidence in utilising whole school data collection platforms to inform individual practice. Data sharing points have been adjusted to support greater diagnostic capabilities for student wellbeing (Millennium) and Learning (Google shared drive). Staff usage of seeking out data to inform practice is directly correlated to ongoing PL and teacher announcement of data available. Future focus should include an evaluative process of data usage as a means to support classroom practice.	Integrated within Professional Learning priority of the school and ongoing throughout the year.

Process 3:   Building Leadership Capacity

Progress towards achieving improvement measures

Process 3: Teachers having higher aspirations about their professional practice along with the confidence to undertake leadership roles that create a strength within the school that can actively promote ongoing teaching excellence and uninterrupted leadership of whole school programs irrespective of school circumstances.

Evaluation	Funds Expended (Resources)
That all staff participating in leadership activities have addressed other staff about their successes and that an impact on the school can be shown by each individual.	$1000 from Professional Learning funds to allow release time for evaluations to occur. $12000 from Leadership Development Initiative.

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 individuals 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.

Improvement Measures

Whole school wellbeing processes are operating that support the wellbeing of all students so they can connect, succeed, thrive and learn.

Progress towards achieving improvement measures

Process 1:   Positive and Productive School

Integrated into the fabric of the school is a program that promotes safe, respectful and responsible behaviour that engenders equity and respect of individuals and promotes confidence in self–expression.

Evaluation	Funds Expended (Resources)
TFI (survey of key indicators) was completed in Week 9 with Donna–Lee Wood	$1000 funded through RAM Equity.

Process 2:   Wellbeing– A whole school focus

Implement a whole school approach in which every student can connect, succeed and thrive. Developing students who are resilient, respectful and confident enabling them to successfully negotiate the unpredictable nature of life.

Evaluation	Funds Expended (Resources)
How effective has the introduction of a Wellbeing Action Plan been in the school? The Wellbeing Action Plan has allowed the team to focus on some key areas for improvement. The Wellbeing sessions have been rolled out this year, developing our senior students leadership skills along with our positive psychology focus across the student body. Millennium data suggests that students are approaching school in a more positive way with less negative entries by staff. Another focus of the Wellbeing Team has been on the refinement of the career planning process for senior students and the senior college transition week. The result has seen less student change of subjects than from previous years. 2020 will also see the introduction of the senior mentor programme where it is anticipated that students will benefit from the individual support of one staff member in addition to their classroom teachers. The Wellbeing Action Plan has allowed the team to deliver all of these initiatives on time over the twelve month period, meeting targets in our set fortnightly meetings.	$10000 of RAM to support all Wellbeing Programs and services within the school.

Process 3:   Opportunities – A key to Personal Growth

Progress towards achieving improvement measures

Process 3: Opportunities for students that provide learning experiences to develop deeper understanding, greater awareness and eventually the courage to independently seek new opportunities.

Evaluation	Funds Expended (Resources)
(That the number of students involved in high value opportunities is being sustained and that a greater number of students are being invited to consider their participation) The variation in the cohorts in regard to interests/capacities has limited the ability to gain consistency. This may change with the new High Performance Policy as we broaden our view in this area.	$500 to support opportunities within the school year.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	$3500 From equity funds	Indigenous PLPs have an improved structure giving them greater purpose. They have been evaluated with individual programs set in place for 2020 to promote further student growth.
English language proficiency	$3500 from RAM	Data collected by Learning and Support Team as students have been continually supported and assessed through the year is used as part of the Individual Education Plan (IEP) process to assess student improvement and direct future individual support articulated in the 2020 IEP.
Low level adjustment for disability	$12000 from RAM funding	School Learning and Support Officer (SLSO) has been an active member of the Learning and Support Team. Their feedback as part of this team has been valuable and added to the teams capacity as a whole to effectively support students.
Socio–economic background	$50000 from Equity Funding	Programs supported by extra Learning and Support staff, Technology Support Officer and additional curriculum allocations have been beneficial to students and provided access to programs that otherwise would not have occurred.
Support for beginning teachers	$4500 from Beginning Teacher Funding	Beginning teachers have shown professional growth and met or exceeded the expectations of the Australian Professional Standards for Teachers.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	124	113	99	105
Girls	101	104	100	94

Student attendance profile

School				
Year	2016	2017	2018	2019
7	95.7	93.6	90.4	88.7
8	94.8	91.5	89.8	89.7
9	92	93.3	90.4	86.4
10	91.5	88.9	87.2	85.8
11	92.9	92.2	82.9	87.4
12	92.4	93	91.4	86
All Years	93.1	92	88.4	87.3
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

Oberon High School has a dedicated attendance team ensuring that attendance at school is a consistent priority in our learning framework. The team approach has identified individual students who need assistance with regular attendance. This has included working with families who need support as a whole to encourage regular attendance. This has become an area that Learning and Support now includes in Individual Plans as irregular attendance does impede student progress. We have an increasing need in this area hence additional resources have been funded using RAM Equity. The reasons for low attendance in students is varied with student wellbeing, long term illness, family commitment and engagement all playing a part.

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	4	4	11
Employment	8	12	46
TAFE entry	0	0	7
University Entry	0	0	29
Other	0	0	4
Unknown	0	0	3

Oberon has local opportunities for employment which see a high proportion of our students in their final year engaged immediately upon leaving. The proportion of students accepting tertiary entry to University is stable with 25% not unexpected. There is a proportion of students still seeking employment or study, however, this is small overall and tends not to be extended beyond the year after leaving. Students do take up other opportunities such as private education providers or may seek to travel in the year post school.

Year 12 students undertaking vocational or trade training

14.52% of Year 12 students at Oberon High School undertook vocational education and training in 2019.

Year 12 students attaining HSC or equivalent vocational education qualification

93.3% of all Year 12 students at Oberon High School expected to complete Year 12 in 2019 received a Higher School Certificate or equivalent vocational education and training qualification. Students completed vocational education on site at Oberon High School and at TAFE (Bathurst Campus). Hospitality was undertaken on site whilst Automotive and the Human Services course were completed by students at TAFE.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Head Teacher(s)	4
Classroom Teacher(s)	14.6
Learning and Support Teacher(s)	0.8
Teacher Librarian	1
School Administration and Support Staff	7.38
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.

Professional Learning in 2019 comprised an internal collaborative structure that promoted a greater connection between faculty goals, individual goals and school priorities. Staff also had the option of engaging in external activities. In 2019 these were concentrated around curriculum development as many new syllabi were due for implementation in 2019 and 2020.

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	526,741
Revenue	4,183,955
Appropriation	4,089,718
Sale of Goods and Services	27,607
Grants and contributions	58,665
Investment income	3,588
Other revenue	4,377
Expenses	-4,013,117
Employee related	-3,637,052
Operating expenses	-376,065
Surplus / deficit for the year	170,839

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 revenue was similar to previous years with expenditure less than anticipated which led to a larger surplus than anticipated. The surplus, however, has been factored into the 2020 budget allowing the school to employ extra staff to support the learning of students and better support the administrative requirements of the school.

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	445,580
Equity Total	343,429
Equity - Aboriginal	13,536
Equity - Socio-economic	205,360
Equity - Language	9,314
Equity - Disability	115,220
Base Total	2,968,562
Base - Per Capita	49,114
Base - Location	33,365
Base - Other	2,886,083
Other Total	150,993
Grand Total	3,908,565

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.

Equity funds are essential for the current operation of Oberon High School. Equity funds enable our school to expand the size of our Learning and Support Team which is essential in our quest to give every student opportunities to succeed. It also allows us to employ a Technology Support Officer to manage the school network and support students and staff with their devices.

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.

NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

Literacy

My School data indicates that Oberon High School is on par with other like schools. Literacy has been a significant part of the School Management Plan (SMP) with writing in particular a focus. The introduction of TEEL (a scaffold for writing) has been an important part of this. The determination of staff to improve student writing can been seen in the growth data (Year 7 to 9). The new literacy targets for 2020 will see a movement to reading as a new focus.

Numeracy

My School data indicates that Oberon High School is performing well compared to like schools, particularly our Year 9 numeracy data and our growth data (Year 7 to 9). Numeracy has been a continual focus for the school well before the current School Management Plan (SMP). It is an area that will continue to be worked on with the intention of moving well beyond our like schools.

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.
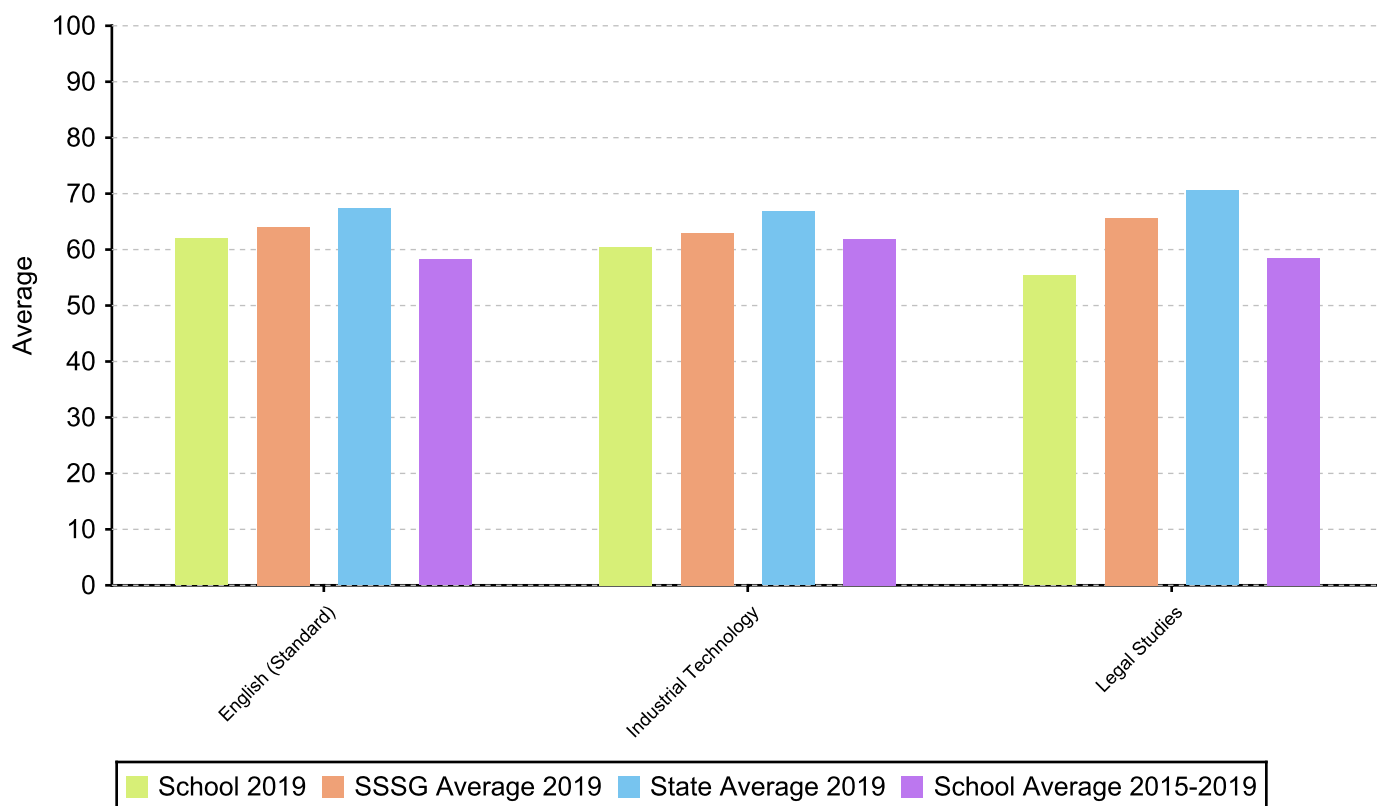
Subject	School 2019	SSSG	State	School Average 2015-2019
English (Standard)	62.0	64.0	67.3	58.2
Industrial Technology	60.5	63.0	66.8	61.9
Legal Studies	55.4	65.6	70.6	58.5

The data shown is a small snapshot of the courses completed by students. The majority of our courses have a small number of students which means the data is unreliable and thus not reported on. English performance over time is improving and is due to a strong focus by teachers on writing. This complements the TEEL writing scaffold used across the school in all faculties. Industrial Technology for 2019 was slightly below previous years. Industrial Technology has two components (examination and major work). The practical component is a strength of our students with the examination component being a focus in class for all students to generate improvement. Legal Studies is a new subject to the school with few cohorts in the data. It is, however, a popular choice which means we need to evaluate the course performance to ascertain the best way forward to increase student performance.

Parent/caregiver, student, teacher satisfaction

Students completed the Tell Them From Me survey in 2019. The survey collected data on student wellbeing and compared it to students around the state. Oberon students are involved in sport above the state average. Stage 4 students are involved in sport to a higher degree than Stage 5 students, however, this trend is common across the state. Oberon students are on par with students across the state in regards to having peers that encourage and support them. Oberon students also indicated that they were well served with advocates outside school who could give them advice. Oberon students felt they were not engaged in school at the same rate as other students around the state. However, the trend from 2018 is a positive one which is encouraging as it corresponds to Positive Behaviour for Learning expanding as a program across the school. Aspirational data is trending upward with students seeing HSC completion and potential tertiary study as more relevant. Indigenous students overwhelmingly (90%) indicated pride in their culture and a belief that they were respected at school.

Parents and staff completed surveys in 2019 in regards to Parent and Teacher communication. In particular Parent Teacher Conferences. Evaluation of this is core to part of the current school plan. Teachers felt that communication was key to improving student outcomes and were keen to try new conference structures. Teachers had a variety of ideas in this area and there was no real consensus of what it should look like. Staff were happy to assess a change based on parent responses as it was important to engage them as they were the audience.

Parent data was not consistent with variations in what they felt were the key inclusions for an individual conference and a traditional 'Parent Teacher Evening'. In discussing why they did or did not make decisions about attendance it was mostly based on work commitments. This made it difficult for parents irrespective of a desire to attend to always take advantage of the time.

The booking system was a consistent discussion point in the survey with a large percentage of parents (>90%) saying an online system would be preferable and make their capacity to book interviews easier. This data was seriously considered and as of Term 2 last year we immediately moved to an online system available in Millennium. The system was successful and 100% of parents believed we should continue with this online process in 2020.

Junior and College jumpers continued to be debated during 2019. The P&C finally endorsed the new designs after continued discussion about pattern and ultimately cost. The total number of businesses approached that could quote and seriously discuss capacity to deliver on design was 10. This provided a broad range of material types, styles and cost to be debated. The final design was unveiled at presentation night to the community prior to final P&C approval. This concluded a two year project where multiple paper based/online surveys were used to collect initial data and advertise proposals to the school community.

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.

The school has an increasing number of Aboriginal students which is adding further to our schools cultural diversity. The school has a growing program which is encouraging leadership in a cultural space but also inclusively across the school. Aboriginal students are performing on par with other students, however, data must be considered carefully because individual cohort numbers are still small.

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.

The school has a dedicated anti–racism officer who undertakes regular professional development to ensure that policy is implemented. This involves work within the school to promote tolerance on a wider scale but also involves individual conferencing when necessary.

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.

Our school has a diverse student body which may surprise for a small rural community. The integration of a traditional and long standing Agricultural industry with a large and now established industry around softwood plantations has created a community that has drawn from many cultures. This ensures that tolerance and learning from others is an important part of our school.

Other School Programs (optional)

Positive Behaviour for Learning (PBL) has now been integrated into the school fabric. Student programs in the school are all created with PBL in mind. It places the idea of teaching all aspects of student behaviour around the concepts of respect, responsibility, safety and resilience. It has changed the way that teachers manage student behaviour in the school thus improving how students respond to personal accountability. It has also dictated how we maximise the safety of students in the playground. The PBL program has been very successful and has moved our school forward. Student involvement in PBL has been strengthened with fortnightly lessons in place. These are run by student leaders which has built the profile of PBL and given it more relevance.

Wellbeing is a key component of our current school plan. Wellbeing has been integrated as a program with PBL. PBL is data driven and is able to help the Wellbeing team identify areas that need attention. The Wellbeing team has moved from a group micro–managing individual students to one that has a whole school role. The group works to improve the school experience of students as well as their general wellbeing. Anti–bullying, Peer Support and relationships are all areas that have been at the centre of programs run in 2019.

School Chaplain is now an established position in our school. The School Chaplain is responsible for the Breakfast Program each Monday morning and has coordinated the driver awareness programs supported by Rotary. The School Chaplain is also another important individual within our net of care. They are not a counsellor but more a youth worker. Students have voted with their feet with a significant number feeling comfortable with the School Chaplain and meeting with them regularly.

Catholic Care provide our school with a youth worker on a fortnightly basis. Catholic Care can run specific programs that promote resilience whilst also building the capacity of students to form, hold and manage relationships. This program is held off site which makes it very different to other programs within schools. The ability to hold it off site is due to a relationship developed between our school, Catholic Care and Oberon Council.

Career planning is an important part of our pathway to Senior College. Career planning includes information nights, curriculum documents and interviews for every student. It also involved taster sessions where students could speak to individual staff and have a taste of course content. All of these steps are designed to improve student choices and maximise success in attaining the most appropriate credential.

Transition of students from Primary School to High School is a key point in a students educational life. Oberon High School has a great relationship with our partner schools as well as our local Catholic School. Multiple points of contact by staff commencing in Term 3 of each year provides a great opportunity to exchange information. A dedicated transition timetable is created giving students a number of opportunities to experience High School prior to commencing. Students with disabilities are involved in the general transition program but also have their own specific program. This provides them with inclusion whilst also allowing staff to address individual needs, The process culminates in an week long immersion where students followed their 2020 timetable and complete lessons as normal.

Oberon High School runs a compressed Stage 6 curriculum. Stage 6 students complete three subjects (Preliminary and HSC) in the first year and then the second three subjects in their final year. To allow this to happen the school rolls over during the middle of Term 4 each year. Consequently the change to a compressed structure necessitated a whole school change. The rollover during Term 4 means every student moves forward a year group at that time. It is also the reason we can run Year 6 into 7 transition during Term 4 and expose students to their new timetable.