2020 Annual Report

Oberon High School

8598

Introduction

The Annual Report for 2020 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.

School contact details

Oberon High School
Ross St
Oberon, 2787
www.oberon-h.schools.nsw.edu.au
oberon-h.school@det.nsw.edu.au
6336 1606

Message from the principal

I am certain that nobody envisaged the complex nature of
the 2020 school year when they were preparing during January to return.

Students had completed the 2019 school year and started
the 2020 year as normal, however, within a few weeks the Coronavirus issue
started to resonate and it became obvious that things would change. By the end of Term 1 we were working remotely
and this continued into the first part of Term 2. This change happened very quickly and it is a credit to school staff who
changed the whole operation of the school within a week.

Students were asked to work from home using Hapara, our
online platform, and engage in video lessons at times. Using these
delivery methods as primary modes of learning was new territory as a whole and required a
change in thinking for both teachers and students. It is a credit to everyone
that this happened with minimal fuss.

As the year rolled on change became the norm with
variations to our guidelines several times a term. By the middle of Term 2 we
were returning to school bit by bit and by the end of that term we were back
full time.

Returning to school made face to face learning the norm again but the increased engagement in technology whilst
working remotely has continued into current pedagogy. This may become one of the positives to come out of a difficult
situation. Technology is essential in contemporary education and moving forward with this is essential for our students
who are gaining the skills of confident learners..

I must commend our parents and carers who were resolutely supportive of the school. The change to school life had an
inevitable impact on families with parents contending, in most cases, with
multiple children at home all trying to share space, internet access and
parent/carer time. In the end every family had to find a way to manage this
situation. Communication by the school with families during the remote learning
time did illustrate that there were multiple solutions to the same problems.

As the year progressed through Term 3 into Term 4 there were a number of events and activities that become possible
or partly possible with appropriate health guidelines put in place. Excursions and sports activities always play an
important part in our school and, while it was unavoidable, it was disappointing that we couldn't hold them for most of the
year. It was with a great deal of joy that they returned during the final part of the year.

Year 12 in particular were impacted in 2020 and for
a while the HSC examinations were in jeopardy. They ultimately did go ahead across
the state. We made a decision to change of venue back to the school to satisfy
the myriad of hygiene practices that needed to be put in place. We
were able to have a farewell BBQ with appropriate health guidelines along with
an assembly and graduation. The assembly and graduation were held on the same day which was
a break from tradition but it allowed for events to satisfy the guidelines.

The year ended for our school as per usual with a transition week followed by the rollover week in the middle of term 4.
This is our end of school year and hopefully ushered in a time of renewal in a trying year. It gave students a short stint to
move into their new world of work before going to a Christmas holiday break that I know was well deserved.

Nobody can be sure what will present itself in 2021, no doubt, the Coronavirus will still play some part. However, as an
ever
optimist we need to see the future as a new frontier and one that must be
conquered. This is what education is all about. Teaching young people to see a
challenge as something not to fear but strive to overcome and at the same time
help them to develop the resilience to pick themselves up when times get tough
and may seem too hard to keep going.

Our school and its community has been a fantastic place
to be each day. I always marvel in the skills of our staff, the
potential of our students and supportive nature of our parents and community.
Let's work together again in 2021 to make it another success.

Craig Luccarda - Principal

Message from the school community

The school P&C is an active body that each year sets about fundraising for the betterment of the school. We are all parents of students at the school which means we have a vested interest in doing our best, however, that extends to every child and every family as we are all part of the same school community.

The end of 2019 and start of 2020 started with us planning events for 2020 which were to span the whole year, however, it became obvious not too far into Term 1 that this would be put on hold indefinitely. The P&C as a group resolved to meet each month as per normal to ensure that we continued to support the school. We did try and alter our fundraising to other forms which were more Covid-19 safe, however, this became very difficult through Term 2 and 3 where most of our fundraising generally occurs. We did manage to organise a raffle for the end of the year which was quite successful and enabled us to raise needed funds.

The Year 12 Graduation after some discussion went ahead in late November which was great and gave our graduating students a nice farewell.

The school canteen is P&C managed and we are always looking to keep it financially viable as many small schools like ours do not have the luxury of a full time canteen. Our school is Healthy Schools Canteen compliant which has meant some changes in menu starting in 2019, however, in 2020 students are used to the new choices and have continued to support the canteen.

The P&C is a dedicated group of parents and a number of them are leaving at the end of 2020 as their time has elapsed with no more children at the school. We hope that a new group of parents come through to assist those that remain. The school has always had an active P&C which in representative of the community spirit in our town and the willingness to help others. Many of our members are also members of other community groups which is testament to the energy that many of our parents have for the town.

We are looking forward to 2021 and hope that it brings greater positivity and a return to normal operations for our group. It is about optimism and forward thinking at the moment which is really the same as any other year.

Lynette Armour (P&C President)

Message from the students

Through the year of 2020, the role of school captain has been a little different for us compared to previous captains. Unfortunately, due to the current world-wide pandemic, we were not able to represent the school in the community as much as past captains have. During late 2019 and early 2020 we were fortunate to represent the school at events such as Remembrance Day. Our public speaking abilities were put to the test when we had an interview with Tim Williams on 2MCE, and we ran a handful of assemblies which included the 2019 end of year awards assembly.

However, around March Covid-19 started to become a bit of a reality and changed many things for us. Important events such as ANZAC Day were cancelled, as were our school assemblies and we had to do school from home for a short period of time. This was quite challenging for us as many of the opportunities that the role of school captain offers were no longer available.

Even though we missed out on many opportunities this year we have most definitely become more confident and stronger in public speaking. We have developed positive leadership traits and have gained a deeper understanding of the roles, responsibilities, skills and attributes a positive school captain and young adult requires. Our roles and responsibilities changed and have been very challenging, we have had to step up to keep the younger years in a positive mindset and help to cope with the abnormalities this pandemic has brought, throughout the year. The role of school captains has given us an insight into adulthood and has been a large building block of our futures.

The year has not all been negative for the Class of 2020, the challenges have helped us grow closer (all while respecting the 1.5m restrictions!) and stronger together as a Year group. Other positives are that we all actually got to finish Year 12, complete our exams and have a Graduation Dinner. We believe that the many challenges we had as captains, and the class of 2020 have faced, have only made us stronger. This strength and resilience will assist with many of the challenges the future has to throw at us.

As another chapter in our lives comes to a close, we would like to thank our wonderful Year group for all of the memories, we would like to send the best of luck to the future captains and wish the class of 2021 good luck in filling our shoes. Finally we would like to thank Oberon High School for shaping us into the people we are today.

Peta McGrath and Kynan Thompson (School Captains 2020)

School vision

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 an 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. 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.

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

For more information about the School Excellence Framework: https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
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 school has assessed itself at Sustaining and Growing for most of the SEF elements. There are some areas where see ourself at delivering, however, this was also noted in 2019 during our External Validation. The Situational Analysis completed for the new school plan highlighted areas around assessment, data and student performance that corresponds to our self assessment for several years now. The new school plan gives us a great opportunity to address these issues and promote improvement.

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)
Question: 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. Will more intentional planning and delivery of inclusive strategies remain a focus in the next year and sustain success? Data: . Standardized tests and internal student data. complete and disseminated to all staff. Literacy lessons are ongoing throughout state 4 and 5. Analysis: A significant proportion of all assessment tasks are ALARMed however some inconsistencies are noted between individual teachers and faculties. Some teaching and learning plans show evidence of student equity and differentiation. Implications: Future focus areas for development: Greater support for staff to effectively utilise data to inform practice relating to student equity and differentiation practices.	PL funding for KLAs who would like time beyond the whole school PL sessions. **Funding Sources:** • Professional learning ($2000.00)

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)
Question: Do teachers, students and parents demonstrate an understanding	Staffing allowance for PBL coordinator

| Progress towards achieving improvement measures	
of the general capabilities (Collaboration, Critical thinking, Creative Thinking and Communication) and does data indicate student growth in these areas? Data: Teaching and Learning Programs, Classroom information resources (posters), Student Exhibition of work, student self evaluation, teacher evaluation and feedback, community involvement and feedback. Analysis. There is still a way to go before we could fully say that all the stakeholders understand the general capabilities and what those skills entail. Teachers in project learning are using the 4C's as the learning outcomes for the course and their knowledge of designing units to address these skills is progressing. Due to the impact of Covid 19 we were not really able to engage with Parents and there is still some work to do to in that area. Implications: Surveys and achievement data still show that our students are not achieving in the independent tasks. These tasks require those skills (General Capabilities) and is an area that we feel needs to be further developed and addressed in the new school plan going forward. There will need to be a greater level of communication with Teachers, Parents and Students as to the value of them and making sure that there are learning and assessment opportunities to address them in the future. A model where it is more inclusive of key learning areas and fully integrates the curriculum, teachers and students would be more suitable.	to manage the program and lead other staff in the project. **Funding Sources:** • Socio-economic background ($11000.00)

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)
Question: Has PT initiated contact increased and are they using the various forms of electronic media? What evidence is there that this is supporting their child's growth in areas such as curriculum, attendance and wellbeing? Data: Millennium logs, Tell from Me, random surveys, attendance data, Millennium Wellbeing data, Social Media usage. Analysis: Evaluation in new school plan parent survey. This suggested hapara was still not clear to parents and they want more formal introduction to be confident in its use. Implications: This will need to be discussed going into the new plan if this area is to be improved. A more formal process to be put in place/discussed to improve direct parent engagement in online technology.	Funding to support release of SASS staff for parent survey completion. **Funding Sources:** • Socio-economic background ($500.00)
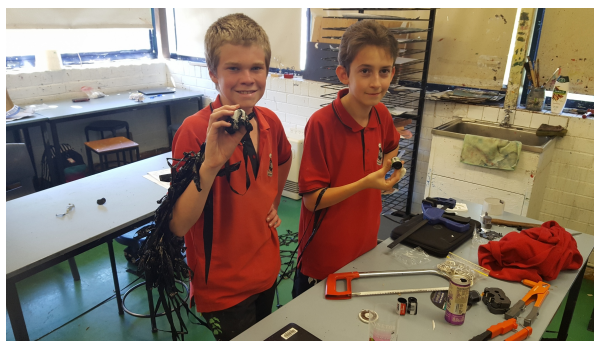
Waste to Art 2020

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 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)
Question: Evaluative process has revealed ongoing areas of professional development to be addressed in 2021. These 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. Data: PLC evaluation, Peer observations, PLC minutes and PD program Analysis: Shows that staff see value in this collaborative style of PL and want it to continue. Implications: The PLC model will be incorporated into the new school plan. Explicit teaching and feedback were recognised as areas that needed further improvement in the 2021-2024 school plan.	PL funding to release staff for peer observations. **Funding Sources:** • Socio-economic background ($11000.00)

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)
Question: Has internal analysis of data (both standardised testing and	PL time available to staff who wanted

Progress towards achieving improvement measures	
professional teacher judgments) revealed consistent areas for student improvement for both literacy and numeracy going into 2021? Data: Whole school data collecting and analysis of all literacy and numeracy reports, staff PL and teaching programs inclusive of targeted teaching areas. Analysis: Highlights specific outcomes where all staff need to focus on explicit teaching strategies. Implications: Findings have have now been thoroughly presented to all staff in a series of PL briefings which include staff workshops to support explicit teaching strategies to be implemented now and into the next school plan. Ongoing targeted teaching will occur based on present and future data collections to continually support KLA programs for the new 2021-2024 school plan.	to work with LAST or collaborate within faculty. **Funding Sources:** • Professional learning ($2000.00)

Process 3:   Building Leadership Capacity

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)
Question: Has the development of the 2021 school plan been enhanced by the leadership experiences of a wide range of teachers including middle executive? Data: SMP meeting minutes, executive meeting minutes Analysis: The school plan team for 2021-2024 is larger than previously. It includes all the teachers who have undergone leadership training. It also includes current non-executive staff previously on the team. The want to make changes and see improvement is growing as the leadership mindset had broadened in the school. Implications: This should mean that initiatives put in place with the new plan have a more diverse leadership supporting the introduction and progress. Mid-executive have had a greater input and will be a greater force in this plan. Driving the new plan will be a broader base but also include a more succinct line management to ensure success.	PL time to develop leadership skills and complete leadership activities programs. **Funding Sources:** • Professional learning ($15000.00)

Year 12 Graduating

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)
Question: How has the implementation of PBL impacted on the wellbeing and engagement of students? Are all staff implementing PBL in all settings? Are student leaders demonstrating effective leadership and confidence in their support of PBL? Data: Attendance data; Tell Them From Me survey; other wellbeing Google Form surveys; reduction in Millennium negative behaviour and increase in positive behaviour data; PBL Behaviour Monitoring Card system; classroom observation; signage; observation of practise; lesson plans and focus groups. Analysis: PBL has had a positive impact on the wellbeing and engagement of students. The data from TTFM across the years has seen a positive growth in feeling like students belong at school and that they have staff and friends that they can trust, rely on and seek help from. Not all staff are implementing PBL to the best of their abilities; this will be further assessed next year as the movement is currently starting to happen towards consistency within the classroom setting. Student leaders in 2019 saw a massive growth in their leadership abilities; however, due to COVID-19 this year, a lot of our student leaders were not able to run the same programs as last year (making it harder to measure their growth in leadership). Implications: PBL will be a continued work in progress. When implemented consistently, it has shown to work, correct behaviour and create a positive school culture. The next steps are to move into the next tier and have consistency within the classrooms also.	PBL budget to fund programs. PL for PBL coordinator to ensure program operates successfully. **Funding Sources:** • Socio-economic background ($5000.00)

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.

Progress towards achieving improvement measures	
Evaluation	**Funds Expended (Resources)**
Question: What further actions need to occur as a response to our impact so far? What successes/challenges has this identified?	Budget to support staff coordination (PL).
Data: Tell Them From Me survey; Positive and negative behaviour referrals on Millennium; Attendance; Focus groups and feedback surveys; PBL behaviour monitoring card system; internal and external student achievement data.	Budget within School and Community to assist students and families. This is not captured in the general funding model rather from community contributions in 6300.
Analysis: Data from the Tell Them From Me survey suggests that there is an improved feeling of student belonging and advocacy but there needs to be further improvement in this area. Millennium referrals for behaviour have declined, as have long suspensions, and there has been an improvement across year groups in school attendance. The number of students on monitoring cards has decreased but student achievement data has remained even across the years of the plan.	**Funding Sources:** • Socio-economic background ($1000.00)
Implications: There continues to be a need to improve our wellbeing structures. PBL will be introduced into the classroom with high expectations for student behaviour and achievement. The wellbeing groups while supporting many students may need to be refined smaller groups to allow for staff to mentor students to set school goals. Peer Mediation and the senior college mentor programme should continue to improve students' sense of belonging. A culture of high expectations will need to be a focus of the new plan.	

Process 3:   Opportunities - A key to Personal Growth

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)**
Question: Are structures and processes that support the new High Potential Policy and incorporate the original intent of increasing student opportunities for growth in place?	PL time for initial investigation into the project.
Data: Survey data, planning document for future implementation, meeting minutes.	**Funding Sources:** • Professional learning ($1000.00)
Analysis: The pilot halted and through discussions with the team a decision as made to integrate rather than do a stand-alone. The new school plan should bring some clarity of this.	
Implications: Policy will be delayed to develop an implementation process that fits with changes in the school likely to come with the following school plan 20212-2024.	

Whole school planning by staff.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Staffing of Aboriginal Coordinator. NAIDOC materials sourced locally and through AECG. **Funding Sources:** • Aboriginal background loading ($15 069.00)	Q Do all students have an opportunity to engage in cultural activities (NAIDOC and AECG) to support their overall wellbeing, belonging and educational progress? D Excursion data, AECG minutes and newspaper and school facebook site. A There is an increasing level of engagement by our students. Internal wellbeing data captured in 2020 confirms that our Aboriginal students do see value in school and their place in it. I Engagement is growing which is positive and will see our Aboriginal students take a greater role in the overall cultural landscape in our school.
English language proficiency	Extra teacher support and additional support from school learning and support officer. **Funding Sources:** • English language proficiency ($13 438.00)	Q Will there be sustained EALD improvements in student data through the year? D Internal LST data (NAPLAN not available for 2020) A EALD students have shown improvement through the year based on internal testing. I Students require ongoing support as improvement does not mean proficient in all cases. The individual tuition is vital however the in class support is also important. This is a long term strategy for many students as not all have proficient parents to assist at home.
Low level adjustment for disability	Extra school learning and support officer. **Funding Sources:** • Low level adjustment for disability ($35 279.00)	Q Does the additional non-teacher support have a positive benefit in the overall Learning and Support strategy across the school? D Millennium data (incidents), LST data and student/parent feedback when discussing student progress. A The positions are important in the overall LST function. The individual care and support has had significant impact on student engagement for students with a disability or learning difficulties. I The position needs to continue into the future. A growing student need in our school will likely see an increase in time available as funding increases.
Socio-economic background	Extra staffing (teaching staff and learning and support officers). Wellbeing fund to assist students access and equity. Extra staffing to broaden the curriculum.	Q Does the additional resources (human and material) make a significant difference in access and equity for many of our students? D Individual student results, curriculum data and Wellbeing Fund activity. A The socio-economic money is a valuable resource with LST data and curriculum data indicating access, equity and individual

Socio-economic background	**Funding Sources:** • Socio-economic background ($240 000.00)	student outcomes are positive in nature. Wellbeing Fund has allowed access to excursions, educational opportunities and materials (eg computer subsidies). This is a great benefit to a substantial number of our families. I The socio-economic money is vital for us to continue this support. It is a funding source that varies from year to year. This is in response to our changing position which now places a greater number of our families into a less stable economic position.
Integration funding support	Extra teaching staff. School Learning and Support Officer **Funding Sources:** • Integration funding support ($83 000.00)	Q Does integration funding have a positive impact on student learning/wellbeing? D Millennium entries, student performance data, LST minutes and IEP meetings. A The addition of extra teaching staff and school learning support officers is positive and has a variety of impacts on students - learning and wellbeing. Engagement by new students to the extra support shows that disengagement in class reduces over time - Millennium entries. I This is an important stream of funding for a central part of our LST program. It will continue going forward with the funding that we are allocated in 2021.

Vietnam 2020 (prior to Covid -19 restrictions)

Student information

Student enrolment profile

Students	Enrolments			
	2017	**2018**	**2019**	**2020**
Boys	113	99	105	99
Girls	104	100	94	102

Student attendance profile

School				
Year	**2017**	**2018**	**2019**	**2020**
7	93.6	90.4	88.7	91.1
8	91.5	89.8	89.7	89.4
9	93.3	90.4	86.4	91
10	88.9	87.2	85.8	87.7
11	92.2	82.9	87.4	86.3
12	93	91.4	86	88.6
All Years	92	88.4	87.3	89.2
State DoE				
Year	**2017**	**2018**	**2019**	**2020**
7	92.7	91.8	91.2	92.1
8	90.5	89.3	88.6	90.1
9	89.1	87.7	87.2	89
10	87.3	86.1	85.5	87.7
11	88.2	86.6	86.6	88.2
12	90.1	89	88.6	90.4
All Years	89.6	88.4	88	89.6

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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	2.5	4.5	4.5
Employment	12.5	30	55
TAFE entry	0	9	9
University Entry	0	0	23
Other	2.5	0	4.5
Unknown	2.5	0	4

Year 12 students undertaking vocational or trade training

46.51% of Year 12 students at Oberon High School undertook vocational education and training in 2020.

Year 12 students attaining HSC or equivalent vocational education qualification

95.2% of all Year 12 students at Oberon High School expected to complete Year 12 in 2020 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Head Teacher(s)	4
Classroom Teacher(s)	14.1
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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark[1]	2020 Aboriginal and/or Torres Strait Islander representation[2]
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The school has a relatively experienced staff with no permanent beginning teachers. The majority of permanent teachers

have been teaching between 10 and 20 years. We had a number of temporary teachers in their first 5 years of teaching. In 2020 our staff remained stable with little movement from 2019. SASS staff numbers have been stable for some years, however, we have temporary SASS in place also to supplement our entitlement.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 **Actual** ($)
Opening Balance	697,579
Revenue	4,270,826
Appropriation	4,192,056
Sale of Goods and Services	27,945
Grants and contributions	34,859
Investment income	1,077
Other revenue	14,889
Expenses	-4,296,264
Employee related	-3,826,361
Operating expenses	-469,904
Surplus / deficit for the year	-25,438
Closing Balance	672,141

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

The school rolled over money as it has in each year. In 2021 the school will be undergoing further building works that will cost around $50000 whilst extra staffing needed to support curriculum and assist students in the classroom will cost $110000. The new school plan will require extra funding beyond out general funding. Over the following four years this will draw down the surplus funds. Further infrastructure improvements into 2024 will also utilise this funding. There is a requirement in 2024 to hold specific amounts of carry over funds. This value is yet to be set for schools across NSW.

Financial summary - Equity loadings

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

	2020 **Approved SBA** ($)
Targeted Total	71,503
Equity Total	362,439
Equity - Aboriginal	15,069
Equity - Socio-economic	211,146
Equity - Language	13,438
Equity - Disability	122,786
Base Total	3,455,250
Base - Per Capita	50,525
Base - Location	36,948
Base - Other	3,367,777
Other Total	138,123
Grand Total	4,027,315

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

The majority of the school budget is related to permanent staffing. The school has the capacity to manage the variety of equity funding that it receives along with other flexible funding due to our rural location. The funding that is open for our school based programs allows us to employ a variety of extra staff to support students and ensure a diversity of programs can operate. The funding also allows the school to assist families in their educational costs. Oberon High School attracts significant extra funding due to our socio-economic rating (FOEI). This extra funding is valuable to the school and does have significant impact on our students. The school has continued to role over a consistent amounts of money each year. This was valuable in 2020 with Covid-19 costs being unpredictable. In 2021 their is around $50000 slated for building refurbishment whilst supplementation of staffing will be around $110000. The school finance team do plan forward and programs at the moment to enhance the school and broaden curriculum are possible due to prudent management.

Infrastructure Improvement 2020

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.

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.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

NAPLAN was cancelled due to Covid-19, however, we were preparing for another online version. The school is currently preparing for NAPLAN 2021. Past NAPLAN data was analysed as part of our Situational Analysis for the 2021-2024 school plan. We also collaborated as part of the school network for a wider data set. The schools NAPLAN results have varied depending on cohort, however, there have been some constants over time. Literacy results illustrate improvements in general but work is needed around aspects of reading, comprehension and extracting ideas and meaning from illustrations and more complex text. Writing has been a focus in teaching in recent years and has seen improvements, however, extended writing still is an area that needs work. This is flowing into Stage 6 where our students could do better in HSC questions requiring extended writing. Numeracy results illustrate that we need to focus on ratios, fractions, mathematical language, extraction of information for more complex text or graphs/tables. In all cases preparing a complex or extended response, whether it be with letters or numbers, lets many students down. Planning and using their knowledge to problem solve is a key concern and this is an area that many students need direct instruction on. Many of our students have the knowledge capacity but need to learn the process of building a more complex answer. Over time our girls have performed better at NAPLAN than our boys, with literacy being a more prominent difference. Indigenous students have performed similarly to rest of the cohort, however, small numbers means this data is very volatile and can take large swings from year to year. Our targets for the new school plan around NAPLAN see us striving for improvements of around 10% in areas such as students growth and general performance in Literacy and Numeracy to increase student representation in higher bands.

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.
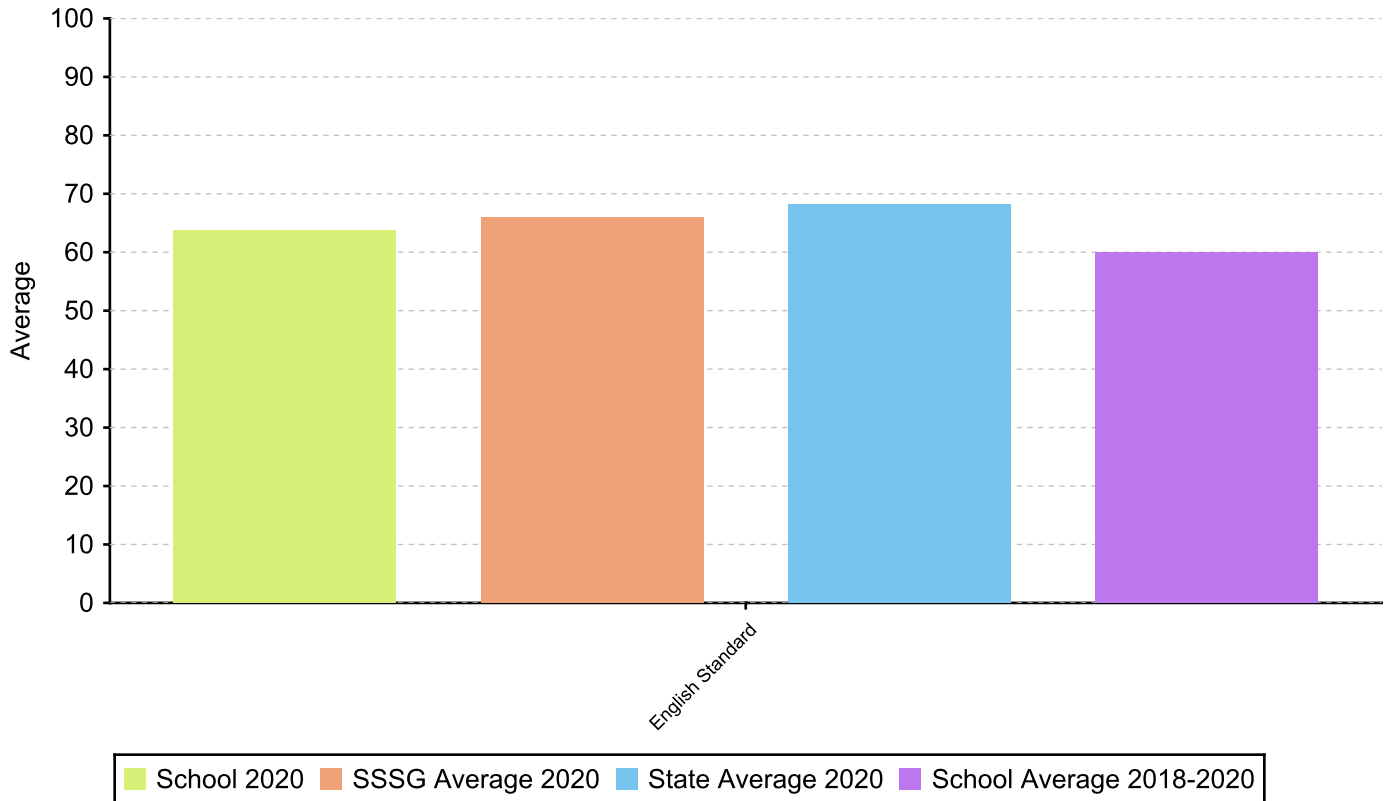
Subject	School 2020	SSSG	State	School Average 2018-2020
English Standard	63.7	65.9	68.1	59.9

HSC data from 2020 shows that our average course mark remained consistent with previous years. Our courses had fewer than 10 candidates in the main which means that data illustrations in the report do not generate. The school had positive results in Standard Mathematics, Investigating Science and Construction. These subjects had candidates scoring in Band 5 and Band 6. In the main the majority of scores were in Band 3 and Band 4. We would like to see students scoring beyond Band 3. 75% of our students completed a course that did not require a HSC examination or they opted out of the examination in VET courses. Analysis of HSC results consistently indicate extended writing as a key area for improvement. This is a prime focus in our new school plan. HSC results of the majority of students is in line with NAPLAN result extrapolation. It is important to look at data as a whole and not rely solely on data in isolation. There is a link between both sets of data for our students.

Parent/caregiver, student, teacher satisfaction

Consultation conducted as part of our 2020 Situational Analysis indicated that students and parents were in the main, happy with the school. The vast majority of students were happy to come to school every day (95%) whilst parents indicated that they were happy with their child's progress (90%). Students and parents did indicate that there were some areas that they would like to see improved, however, the areas were diverse and represented their general experience with the school.

Students indicated that they would like more hands -on learning and felt that their engagement was not always as high as it should be. Parents also wanted engaging classrooms and for their child to value school. High expectations were important to parents , however, they varied markedly on the issues around extra work, homework and 'pushing students'. Some parents wanted an active program of extension, some were happy with the status quo whilst other parents were concerned about student wellbeing and were less inclined to want a stronger push.

The students expressed disappointment at missing extracurricular activities, due to the limitations in 2020 linked to the pandemic.. They were optimistic about 2020 though, which was encouraging.

Parents wanted good communication, in particular early contact when teachers had concerns. This is the one area that a proportion of parents (8%) indicated we needed to improve in. Parents also saw teaching as a profession that needed compassion and empathy. A teacher knowing their child was important to them. They wanted teachers to provide individualised learning. There were parents concerned about the link between wellbeing and high expectations. This created a mix of responses related to questions around extra work/pushing students harder (8% not wanting extra/8% wanting significant extra/84% no change).

Teachers wanted clarity on our directions going forward with concerns around high expectations, a positive school culture and solid student-parent-teacher relationships as the key.

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.

Other School Programs (optional)

Positive Behaviour for Learning (PBL) continues in our school. It has changed the way we work with students and has been a positive influence on the school. PBL will be extended into the new school plan and move more into the classroom. It is important that PBL is embedded into the whole school fabric.

PBL is linked to our Wellbeing Framework and together the programs led to Wellbeing groups that students were all part of each fortnight. These groups were designed to give students ongoing support from other students, however, they also assisted in spreading the PBL message across the school. Diverse themes were covered which also supported the programs initiated by Girls and Boys Advisors.

Peer Mediation was introduced in 2020 and sees students trained in the skills of mediation. This program gave us greater scope to minimise ongoing peer conflict. It allows students to assist other students to mediate differences and ultimately keep the power of conversation, compromise and reconciliation in the hands of our students.

The Girls Advisor/Boys Advisor, in consultation with the Wellbeing Team, ran programs around resilience and mental health. This meant that external bodies such as Headspace and the Police Liaison Officer visited the school to reinforce concepts or introduce new concepts in activities designed specifically for our students.

School Chaplain has been included within our Wellbeing structure for 3 years now. They work with the Wellbeing Team and School Counsellor on pastoral support and do add an extra dimension to our network of care.

The Learning and Support Team (LST) runs a large program in the school and is the hub of support beyond wellbeing, although everything they do incorporates an aspect of wellbeing. LST works with students and parents on individual plans including learning, health, behaviour and attendance. It also supports students and staff with assessment and learning adjustments for students. LST incorporates our Support classes which are specialist centres of learning. These

classes offer great support for some of our most vulnerable learners.

Transition processes in the school are varied and hit all major points of change for students. We have a comprehensive transition program for Year 6 students and we value the relationships with our partner schools. We also have an extensive transition for student moving into senior school. This is an extensive period of transition ensuring we meet the needs of every student. We run a general transition week prior to our Mid-Term 4 rollover that captures all students which ensures that every student in the school understands the importance of engaging in change each year and have the resilience to manage changing into new year groups and entering new stages of learning.

The library offers extra curricular programs during break time to complement its importance generally to learning in the school. Activities designed to extend critical thinking and challenge students are focused on. It is also a great space to simply take some time and read. It is a central part of our school with every faculty connected in some way.

Oberon High School 8598 (2020)   Printed on: 29 March, 2021