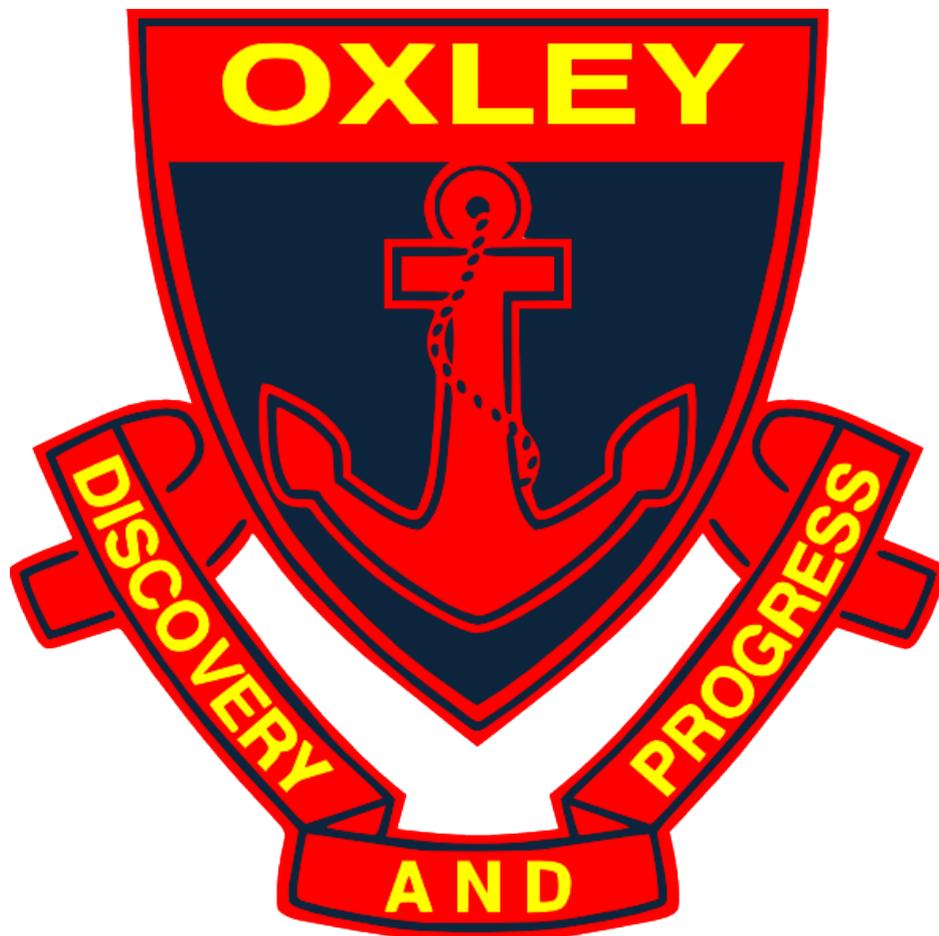


2021 Annual Report

Oxley High School



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Introduction

The Annual Report for 2021 is provided to the community of Oxley High School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the Strategic Improvement 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 vision

Oxley High School strives to challenge children of all abilities to achieve excellence in a wide range of academic, cultural and sporting pursuits.

It seeks to equip students with the skills to thrive in a modern workplace through creating an engaging, effective and rigorous future focused learning.

The staff of Oxley High School are professional and highly motivated and, in partnership with parents encourage each child to achieve to their full potential.

In a disciplined and caring environment, based on respect and high personal expectations, each child at Oxley High School is appreciated as an individual in their own right and valued as an important member of the collective student body.

Each student is encouraged in their moral purpose to complete their education at Oxley High School ready to take on the challenges of adulthood with success and integrity.

School context

Oxley High School is a prominent comprehensive regional high school in the Tamworth community. It is characterised by personal achievement, high expectations and commitment to excellence.

The school is recognised as a *Centre for Excellence* through its partnership with the University of New England. It has an enrolment of approximately 1050 students in 2021, including approximately 210 Aboriginal students and 50 students in a Special Needs Unit. It has approximately 140 full-time and part-time staff.

Oxley High School's core values are Respect, Tolerance, Personal Best and Commitment to Community.

The school values the wearing of uniform, high behavioural and learning expectations, resilience and positive interpersonal relationships. Student achievement at the HSC regularly sees ATAR's (Australian Tertiary Admission Ranks) above 90 and typically university enrolments of Year 12 leavers is between 70-90%. The 2021 HSC results saw one of our HSC students achieve the highest ATAR in the region across all Public, Independent and Catholic Schools

Oxley High School prides itself on academic, vocational, the creative and performing arts, sport and student participation.

The school has undergone a rapid staff change, primarily through retirements in the last 6 years. The remaining experienced staff is a core group of approximately 25 permanent teachers. They are dedicated to the school, its culture and expectations. The turnover of teachers has led a renewal of the school's educational outlook, practices and processes. There is a focus in the immediate future on building the capacity of young teachers to feel supported, grow and thrive as highly proficient educators.

There has been a number of impacts on the school's progress in implementing the school plan. The two most prominent factors impacting the school plan have been Covid and attracting staff to the regional community. These factors coupled with teachers rapidly switching between school-online-school learning, adjusting for learning from home, staff covering a small number of unfilled vacancies and the low number of casual teachers in the Tamworth area has had an ongoing impact on the capacity of the school to keep plans on-track. The school continues to create a positive learning and workplace environment and seeks to attract staff to fill the small number of remaining vacancies.

The journey of managing Covid in the school setting will be ongoing. The return to traditional schooling with students and staff consistently attending school has seen a re-direction to focus on the school's goals in line with the strategic directions.

A Situational Analysis of the school's data over the last five years assessed the NAPLAN and HSC (Higher School Certificate) results, attendance, suspension and student well-being. The data indicated that the growth in student attainment remained stationary or declined slightly. The data also indicated that complex social issues such as student mental health and external factors stemming from the local Tamworth community such as drought negatively impacted the changing trends in learning.

Rain in the last two years has seen an improvement in the economic outlook of the community, however, the positive impact of the rain has been counteracted by the outbreak of the Covid pandemic.

The teachers at Oxley High School continue to indicate a desire to form meaningful relationships (both pastoral and educational) with students. The challenges in achieving positive relationships in an online environment and new staff in the school has impacted the implementation of revised student well-being strategies.

From the work completed on the Situational Analysis, the educational community will work on using data to inform improved teaching and student engagement, setting high standards of personal and professional expectation to deliver *Excellence in Teaching* with a focus on the teaching of Literacy, enhancing Student well-being through recognising positive growth and rewarding students who engage in making a positive difference to their lives.

The overarching focus of the 2021-2024 School Plan is to assist young people to make improvements in their educational and social lives and, for them to become future focused learners.

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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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	2021 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Working towards Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Delivering

Strategic Direction 1: Student growth and attainment

Purpose

Oxley High School will develop and implement practices driven by, and responsive to, data specific to the cohort learning needs and individual student requirements to achieve maximised student learning outcomes in HSC performance, NAPLAN growth and Aboriginal student retention and retainment specific to NAPLAN and HSC as well as promoting student wellbeing through increased attendance and reduced suspensions.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Highly Effective Teaching Practices

Resources allocated to this strategic direction

Low level adjustment for disability: \$424,000.00
Professional learning: \$80,000.00
School support allocation (principal support): \$52,000.00
English language proficiency: \$66,000.00
Integration funding support: \$428,000.00
Location: \$4,800.00
Per capita: \$260,000.00
Socio-economic background: \$367,000.00

Summary of progress

Numeracy

The Numeracy programs were revised to make improvements in learning strategies and student understanding, however, they were too complex and detailed to be used consistently. Further modifications to the programming needed to be made to focus Numeracy on more achievable, readable and relatable education strategies. There was improved practice across the staff to use 'driving questions' to tease out prior knowledge, relate content to students real life experiences and draw upon other topic areas to strengthen student understanding. The programs need to build stronger connections to the curriculum, however, shorter milestones for their implementation needs to be used to ensure that all stakeholders can progress together. The data driven practice through Check In, Best Start and NAPLAN need to drive future learning outcomes and modifications to student learning. There needs to be a more consistent approach to collecting target data. This should be better achieved with the return to normal school based learning. Assessment tasks need to move towards investigative assignments and the assessment schedule will need to be overhauled to reflect a more focused Numeracy strategy. Check In, Best Start and NAPLAN data was used to develop an intense Year 9 Numeracy program, specifically targeting the top 60 students in Year 9 Numeracy. Numeracy was re-invigorated through the creation of an informal Numeracy Team to mentor for the implementation of the Year 9 Numeracy plan. This will be continued into 2022. "Boost" will need to be re-invigorated and additional training of the tutors of Quicksmart will need to be implemented. Barriers to successful implementation of Numeracy strategies continue to be low casual teacher numbers available in the Tamworth area to release staff to attend Professional Learning and the absences of a large number of Year 9 students for NAPLAN Numeracy due to Covid.

Literacy

Literacy Works was negotiated to be implemented as the major focus for improving student reading, writing and comprehension. This program delayed in line with the Covid management of external providers coming into schools. With a focus on the future, a Literacy Team needs to be re-implemented and revamped in similar vein to the Numeracy team. A deep focus will need to be made on using data from Best Start, NAPLAN and school based assessment to direct learning in the classroom and the re-engagement of the Literacy Works provider to provide teacher Professional Learning for 2022. The Literacy Team will need the assistance of the Head Teacher of Mathematics to assess data, plan for and implement targeted Literacy improvement.

HSC

In 2021, senior students were supported with Mathematics and Science tutoring. HSC teachers engaged in Professional Learning to implement high leverage education strategies to improve results across all areas of learning. Some Professional Learning lost momentum due to the Covid disruption in school and a focus of the teachers preparing for and delivering learning from home for students. Middle band students needed additional assistance such as engaging the AELEC, tutors and additional classes to lift their performance. Ongoing data analysis will be required to make further adjustments to senior programs to improve the HSC results. KLA's such as Mathematics will investigate creating streamed classes in Year 9/10 to focus on Algebra to prepare students for Year 11 and 12.

Aboriginal Students

In 2021, the Aboriginal Learning and Engagement Centre Team (AELEC) completed 212 Personalised Learning Plans with students. The following was implemented:

- Student voice surveys.
- Careers planning, Exposition and education.
- In-class support.
- Professional Learning for staff on how to engage with Aboriginal students, develop meaningful relationships and support their learning.
- Direct communication with parents on attendance, engagement in learning, career pathways and success with learning.
- Liaison with external support networks.

There has been improved collaboration and communication with students, parents, staff and the Oxley High School Aboriginal community to create an inclusive approach to Aboriginal Education. The Aboriginal Education Team has been working towards Departmental and School identified targets to create a clearer picture of what to communicate to our Aboriginal students and the positive lifelong outcomes for students if they achieve them. The in-class support has helped students access the curriculum on a deeper level and the one-on-one tutoring has decreased the number of N Warning letters generated for non-completion of school work.

The Aboriginal Education Team will be investigating the strategies to further lift student attendance, engagement and performance in 2022 through re-engaging families who have disengaged throughout Covid management and learning from home, increasing the support of students to reduce N Warning letters and improving community communication.

Attendance

Attendance was severely affected by Covid lockdown, isolation, illnesses and sectors of the school community who became reluctant to return to consistently attending school after a return to face-to-face teaching. Improvements can be made through using direct texts to parents, communicating the high standards of school health, hygiene and safety employed in the school and working closely with families to outline the expectations of school attendance.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
The percentage of students achieving in the top 2 Bands to be above the school's lower bound system negotiated target in Reading of 10.5% (baseline).	Data indicates that 12.2% of students are now in the top two skill bands (NAPLAN) for reading which was higher than the baseline target (10.5%) and lower than the lower bound target of 16.8%. This indicates school growth of 4.2% on baseline data. The data has demonstrated a 2.6% improvement trend over the past 5 years and is a reflection of the focus of the school on developing writing skills. In comparison to similar schools, Oxley High School's student progress is above them by 2%. The progress towards achievement of the progress measures and

<p>The percentage of students achieving in the top 2 Bands to be above the school's lower bound system negotiated target in Reading of 10.5% (baseline).</p>	<p>negotiated targets has been negatively affected by the management of Covid strategies in school as outlined in the School Context section of this report.</p>
<p>The percentage of students achieving in the top 2 Bands to be above the school's lower bound system negotiated target in Numeracy of 9.6% (baseline).</p>	<p>Data indicates that 9% of students are now in the top two skill bands (NAPLAN) for Numeracy which was lower than the baseline target (9.6%) and lower than the lower bound target of 16.7%. This indicates a minimal decrease of 0.6%.</p> <p>The data has demonstrated a negligible decrease in school performance. The NAPLAN data has indicated 1.2% improvement in the past 5 years. The school engaged in Strategic School Support to improve the effectiveness of the teaching and learning cycle in Numeracy. In comparison to similar schools to Oxley High School, our student progress is above them by 0.5 %.</p> <p>The progress towards achievement of the progress measures and negotiated targets has been negatively affected by the management of Covid strategies in school as outlined in the School Context section of this report.</p>
<p>Improvement in the percentage of students achieving expected growth in Year 9 NAPLAN Numeracy to be above the school's baseline system negotiated target of 57.8%.</p>	<p>The percentage of students achieving expected growth in numeracy decreased to 41.1% indicating progress yet to be seen towards the target of 57.8%.</p> <p>The progress towards achievement of the negotiated target has been negatively affected by the management of Covid strategies in school as outlined in the School Context section of this report. In comparison to all state schools, Oxley High School's student progress is below them by 8.7 %.</p>
<p>Improvement in the percentage of students achieving expected growth in Year 9 NAPLAN Reading to be above the school's baseline system negotiated target of 52.2%.</p>	<p>The percentage of students achieving expected growth in reading decreased to 48.9% indicating progress yet to be seen towards the target of 60.3%.</p> <p>The progress towards achievement of the progress measure and negotiated targets has been negatively affected by the management of Covid strategies in school as outlined in the School Context section of this report. In comparison to similar schools to Oxley High School, our student progress is below them by 2.3 %.</p>
<p>Improvement in the percentage of students achieving in the Top 3 Bands in Aboriginal student Reading to be above the school's baseline system negotiated target of 18.7%.</p>	<p>The percentage of Aboriginal students achieving expected growth in reading decreased to 5% indicating progress yet to be seen towards the target of 18.7%.</p> <p>The progress towards the achievement of the progress measures and negotiated targets has been negatively affected by the management of Covid strategies in school as outlined in the School Context section of this report. In comparison to similar schools to Oxley High School, our student progress is below them by 12.2%.</p>
<p>Improvement in the percentage of students achieving in the Top 3 Bands in Aboriginal student Numeracy to be above the school's baseline system negotiated target of 13.1%.</p>	<p>The percentage of Aboriginal students achieving expected growth in numeracy decreased to 9.5% indicating progress yet to be seen of 13.1%</p> <p>The progress towards achievement of the progress measure and negotiated targets has been negatively affected by the management of Covid strategies in school as outlined in the School Context section of this report. In comparison to similar schools to Oxley High School, our student progress is below them by 6.6 %.</p>
<p>Improvement in the percentage of students achieving in the Top 2 HSC Bands above the baseline system negotiated target of 23.2%.</p>	<p>In the 2021 HSC, 16.5% of students achieved a Top 2 band HSC result. This is below the 2022 system negotiated target of 23.2%. This is against the background of a number of students achieving the highest bands of achievement with one student achieving the top ATAR in the region across all schools (Public, Catholic and Independent).</p> <p>The progress towards achievement of the progress measure and negotiated</p>

<p>Improvement in the percentage of students achieving in the Top 2 HSC Bands above the baseline system negotiated target of 23.2%.</p>	<p>targets has been negatively affected by the management of Covid strategies in school as outlined in the School Context section of this report. In comparison to similar schools to Oxley High School our student progress is above them by 0.28 %.</p>
<p>Improvement in the percentage of students achieving in the Top 3 HSC Bands above the baseline system negotiated target of 50.8%.</p>	<p>In the HSC in 2021 46.6% of students achieved a Top 3 Band result which is working toward the system target of 50.8%.</p> <p>The progress towards achievement of the progress measure and negotiated targets has been negatively affected by the management of Covid strategies in school as outlined in the School Context section of this report. In comparison to similar schools to Oxley High School our student progress is above them by 0.32 %.</p>
<p>Improvement in the percentage of students attending school more than 90% of the time achieving above the baseline system negotiated target of 59%.</p>	<p>In 2021 only 49.2% of students attended for the required 90% attended. This is well below the 2022 target of 59%.</p> <p>The progress towards achievement of the progress measure and negotiated targets has been negatively affected by the management of Covid strategies in school as outlined in the School Context section of this report. There has been a number of families that did not return to school due to ongoing Covid safety concerns.</p> <p>Oxley High School is not able to make a comparative analysis of improvement of 90% attendance data as it has not been generated across a set of calendar years in the current set of metrics.</p>

Purpose

To ensure that all students are able to connect, succeed, thrive and learn, there will be a planned approach to developing whole school processes that support high levels of wellbeing and engagement for all members of the school community.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Building Positive Relationships Across The School Community

Resources allocated to this strategic direction

Socio-economic background: \$70,000.00

Aboriginal background: \$272,900.00

Summary of progress

Restorative Practice

Restorative Practice provided the main source of building positive relationships across the school community. A survey of staff indicated that 100% had completed training in Restorative Practice in 2021. This involved the implementation of two, one hour sessions on Restorative Practice and training a school-based expert. Additional training was undertaken by staff through Restorative Journey's (a 6 session workshop). Regular fortnightly meeting with a working group (combination of Executive and classroom teachers) was also undertaken to evaluate the success of the implementation of the program. Restorative Practices were included in all significant student well-being meetings and included in the School's Discipline Policy. The revised policy was displayed in each classroom. Teachers used conferencing and support with students to develop meaningful mentor-mentee relationships. The progress was of implementing Restorative Practice was hindered by working from home. The school will continue to implement and revise the structures of Restorative Practice in 2022.

Forge Well-being, Managing the Bull and Good Grief

Forge Well-being was implemented within the school in Term 2, 2021. Senior students had approximately 25 entries on the system. Junior student completion of Forge was far less due to their reduced access to technology. The Well-being team members were trained in Forge and how to interpret the data that this program generates. Well-being Wednesday was implemented in 2021 and digital presentations made to students to outline strategies to support them. Well-being Wednesday will be modified in 2022 to better adapt to the ongoing needs of students.

Managing the Bull training was extended to 25 staff. The program was delayed due to students working from home.

The Good Grief program was evaluated in 2021 and will not be used in 2022 as it was not considered to best meet the needs of students.

Mobile Phones, Student Diversity and Positive Rewards

Due to the nature of 2021 with various restrictions, we could not expand various initiatives and assess them for impact. The initiatives are listed below:

Mobile Phone Policy

Students, families and staff were surveyed regarding clearer strategies for managing mobile phones in the classroom and their impact on learning. Support for implementing a revised policy was overwhelming. The Mobile policy was update ready for implementation in Term 1, 2022.

Student Diversity

The Diversity team was established and meetings started to evaluate policies and procedures in the school to be

presented to the school community at a later date. Staff Professional Learning was updated and made ready for Term 1, 2022.

Positive Rewards

Review of positive rewards system was delayed due to inability to meet with school leadership groups during lockdown. The review process was delayed until Term 1, 2022.

A full review of Strategic Direction 2 will need to take place in 2022. It is the view of the School Executive that the targets associated with this strategic direction may need to be consolidated into a single target of Student Well-being.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<ul style="list-style-type: none"> • Suspension days have been reduced by 12.5% from 2005 in 2019 to 1525 days by the end of 2021. • TTFM data on students with positive behaviour at school increases from 75% to be at or above 77% in 2021. 	<p>The overall average percentage of students suspended 2015-2020 was 12.3%. In 2021 overall average suspensions decreased to 11.4%. Long suspensions were lower than the previous 3 years. The number of short suspensions were at the lowest rate for the past 4 years. Total lost days to suspension decreased by 200 from the previous year and were at the lowest rate for the previous 3 years.</p> <p>The collection of the TTFM data for the 2021 school year was not able to be conducted due to the school disruption brought about by Covid management and extended working from home periods due to the Public Health Order.</p>
<ul style="list-style-type: none"> • TTFM data on student's with a positive sense of belonging increases from 50% to be at or above target of 55%. • TTFM data on students who are interested and motivated in their learning increases from 18% to be at or above 22%. 	<p>The collection of the TTFM data for the 2021 school year was not able to be conducted due to the school disruption brought about by Covid management and extended working from home periods due to the Public Health Order. Data collected for student connectedness and well-being in the 2021 school year was at risk of providing "out-riding" data due to the significant change from face-to-face teaching to online learning. The re-instatement of TTFM for 2022 is set a priority.</p>

Purpose

Oxley High School teachers and leaders will implement whole school practices to build professional capacity in teaching and learning and foster a culture of future focused learning and a reputation in education circles for delivering excellence in teaching and learning.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Improving student performance by preparing them for the HSC

Resources allocated to this strategic direction

Socio-economic background: \$60,000.00

Professional learning: \$25,000.00

Summary of progress

Quality Teaching

The implementation of Quality Teaching strategies was limited in 2021. Strategies such as implementing ALARM, classroom observations and feedback, subject specific HSC Professional Learning, revised syllabus implementation, feedback, assessment and reporting was delayed due to workplace restrictions brought about by the Public Health Order and working from home. A review of the progress on implementing this will need to take place in 2022.

Writing Targets and Aboriginal Students completing the HSC:

Due to the nature of 2021 with various restrictions, we could not expand various initiatives and assess them for impact. The initiatives are listed below:

Writing Targets

The program was teacher centred and driven. As the Public Health Order was implemented in 2021 and students were directed to learn from home, teachers were not able to provide direct instruction and feedback on implementation of the writing target. The decision was made to focus on working from home resources and delay the implementation of this until 2022.

Aboriginal Students

The completion rate of Aboriginal Students achieving the HSC was primarily driven by the AELEC team. Additional in-class support with teacher feedback was limited through online learning. A review of the strategies needed to improve performance and engagement will need to be undertaken in 2022.

A full review of Strategic Direction 3 will need to take place in 2022. It is the view of the School Executive that the targets associated with this strategic Direction may need to be consolidated into the single strategic direction of Quality Teaching.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Writing Targets (high quality creative writing and/or extended response)	Improving the quality of writing for students across Years 7-10 was not implemented consistently in 2021. The progress towards achievement of

<ul style="list-style-type: none"> • Years 7-10; 1 page extended response 	<p>the progress measures and negotiated targets has been negatively affected by the management of Covid strategies in school as outlined in the School Context section of this report.</p>
<p>Aboriginal students staying on to complete Year 12</p> <ul style="list-style-type: none"> • Working towards 10 students completing their HSC in 2021 from the Year 9 (2018 cohort). 	<p>10 students identifying as Aboriginal completed their HSC in 2021 in line with the target.</p> <p>Whilst this goal was achieved the progress towards sustainable measures and targets has been negatively affected by the management of Covid strategies in school as outlined in the School Context section of this report.</p>
<p>All teachers collaborate in developing the Oxley High School Quality Teaching model, developing, analysing, refining and implementing high engagement teaching and learning outcomes. HSC within school improvement is $Z=+0.25$ on 2020 results.</p>	<p>The 2021 HSC within school performance improved by $Z=+0.25$ or greater for the following subjects:</p> <ul style="list-style-type: none"> • Hospitality • Construction • Drama • Industrial Technology • Community and Family Studies • PDHPE • English Extension 1 • Maths Extension 2 • Maths Extension 1 • Investigating Science • Visual Arts <p>This represents 33% of HSC subjects completed by the Year 12 cohort.</p> <p>Overall, the progress towards achievement of the progress measures and negotiated targets has been limited due to the management of Covid strategies in school as outlined in the School Context section of this report.</p>

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$497,000.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Oxley High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Building Positive Relationships Across The School Community • Improving student performance by preparing them for the HSC • Highly Effective Teaching Practices <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement third Deputy Principal to support identified students with additional needs <p>The allocation of this funding has resulted in: Decrease in suspensions, improved HSC/Preliminary engagement and support of the Head Teachers in implementing assessment and teaching and learning in line with DoE expectations.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue the funding to ensure that all students are supported in their learning.</p>
<p>Aboriginal background</p> <p>\$272,900.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Oxley High School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Building Positive Relationships Across The School Community <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of specialist additional staff (SLSO) to support Aboriginal students • employment of specialist additional staff (AEO) to support Aboriginal students • employment of additional staff to support literacy and numeracy programs • staffing release to support development and implementation of Personalised Learning Plans <p>The allocation of this funding has resulted in: Implementation of ALEC, Clontarf, Additional SLSO support in classrooms, Multilit, in-class support, student voice surveys, transition monitoring to post school destinations, HSC task completion, Literacy and Numeracy Boost, Careers Network transitions, Health Checks and Restorative practice.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continuation of the programs into 2022.</p>
<p>English language proficiency</p> <p>\$66,000.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Oxley High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Highly Effective Teaching Practices

<p>English language proficiency</p> <p>\$66,000.00</p>	<p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • employment of additional staff to support delivery of targeted initiatives <p>The allocation of this funding has resulted in: Students are supported in the classroom with well resourced and trained teachers. Students have access to technology to assist in transitioning from their native language/dialect into English. Students are able to access support to engage in differentiated learning.</p> <p>After evaluation, the next steps to support our students with this funding will be: Maintain the current approach to funding in-school support for students and strengthen the links between the ESL families and the school. and assess avenues to improve the current successful program in the school.</p>
<p>Low level adjustment for disability</p> <p>\$424,000.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Oxley High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Highly Effective Teaching Practices <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers <p>The allocation of this funding has resulted in: Students being supported by SLSO's in the classroom. Provision of additional teaching and learning resources focused on engaging students in learning in the classroom. Allocation of Professional Learning time to differentiate learning tasks and train teachers how to write assessment tasks for students requiring additional learning support in the classroom. Engagement of parents and carers in the learning needs of their children.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to support student learning and engagement in the classroom into 2022.</p>
<p>Location</p> <p>\$4,800.00</p>	<p>The location funding allocation is provided to Oxley High School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Highly Effective Teaching Practices <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • technology resources to increase student engagement <p>The allocation of this funding has resulted in: Purchase of additional teaching and learning resources to support education in the classroom.</p> <p>After evaluation, the next steps to support our students with this</p>

<p>Location</p> <p>\$4,800.00</p>	<p>funding will be: Continue to use funds to purchase additional resources to support learning.</p>
<p>COVID ILSP</p> <p>\$244,000.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • employing staff to provide online tuition to student groups in numeracy - Quicksmart Numeracy <p>The allocation of this funding has resulted in: Employment of two qualified teachers to withdraw students from class and provide explicit instruction in numeracy - times tables, addition, subtraction, multiplication, subtraction, fractions and percentages and, train the teachers to deliver Quicksmart Numeracy to selected students to build their confidence and skills in numeracy.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continuation of Quicksmart Numeracy, a revision of the foundational numeracy skills needed to be developed students working at an early Stage 2/3 level for Stage 4 and beyond.</p>
<p>Integration funding support</p> <p>\$428,000.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Oxley High School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Highly Effective Teaching Practices <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • employment of staff to provide additional support for students who have high-level learning needs • intensive learning and behaviour support for funded students <p>The allocation of this funding has resulted in: Employment of 12 SLSO's in the school to directly support and positively impact the student learning, engagement and social interactions in the classroom. Liaise with parents and carers during Covid to communicate needs of students, record student learning issues and liaise with teachers to develop targeted work for learning from home.</p> <p>After evaluation, the next steps to support our students with this funding will be: To maintain current strategies and assess opportunities to increase the numbers of SLSO's available to assist students.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	446	476	495	486
Girls	520	536	545	539

Student attendance profile

School				
Year	2018	2019	2020	2021
7	90.3	89.1	87.2	88.1
8	86.4	85.7	83.6	84.8
9	85.6	81.3	82.5	80.1
10	85.3	84.8	81	80
11	84.4	80.9	84	76.8
12	87.5	87.3	83.9	87
All Years	86.7	84.9	83.8	82.7
State DoE				
Year	2018	2019	2020	2021
7	91.8	91.2	92.1	89.7
8	89.3	88.6	90.1	86.7
9	87.7	87.2	89	84.9
10	86.1	85.5	87.7	83.3
11	86.6	86.6	88.2	83.6
12	89	88.6	90.4	87
All Years	88.4	88	89.6	85.9

Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability

with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

Management of non-attendance

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

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

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	7
Employment	0	6	14
TAFE entry	0	6	14
University Entry	0	0	51
Other	0	0	14
Unknown	0	0	0

Year 12 students undertaking vocational or trade training

42.62% of Year 12 students at Oxley High School undertook vocational education and training in 2021.

Year 12 students attaining HSC or equivalent vocational education qualification

90.7% of all Year 12 students at Oxley High School expected to complete Year 12 in 2021 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	12
Classroom Teacher(s)	56.1
Learning and Support Teacher(s)	2.3
Teacher Librarian	1
Teacher ESL	0.2
School Counsellor	1
School Administration and Support Staff	19.17
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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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

Teacher qualifications

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

Professional learning and teacher accreditation

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

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

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	940,023
Revenue	14,705,929
Appropriation	14,110,197
Sale of Goods and Services	10,172
Grants and contributions	577,022
Investment income	1,077
Other revenue	7,461
Expenses	-15,028,852
Employee related	-12,842,742
Operating expenses	-2,186,111
Surplus / deficit for the year	-322,924
Closing Balance	617,099

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

Financial summary - Equity loadings

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

	2021 SBAR Adjustments (\$)
Targeted Total	415,803
Equity Total	1,254,930
Equity - Aboriginal	271,886
Equity - Socio-economic	497,389
Equity - Language	66,995
Equity - Disability	418,659
Base Total	10,876,992
Base - Per Capita	264,808
Base - Location	4,708
Base - Other	10,607,476
Other Total	674,172
Grand Total	13,221,898

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

School performance - NAPLAN

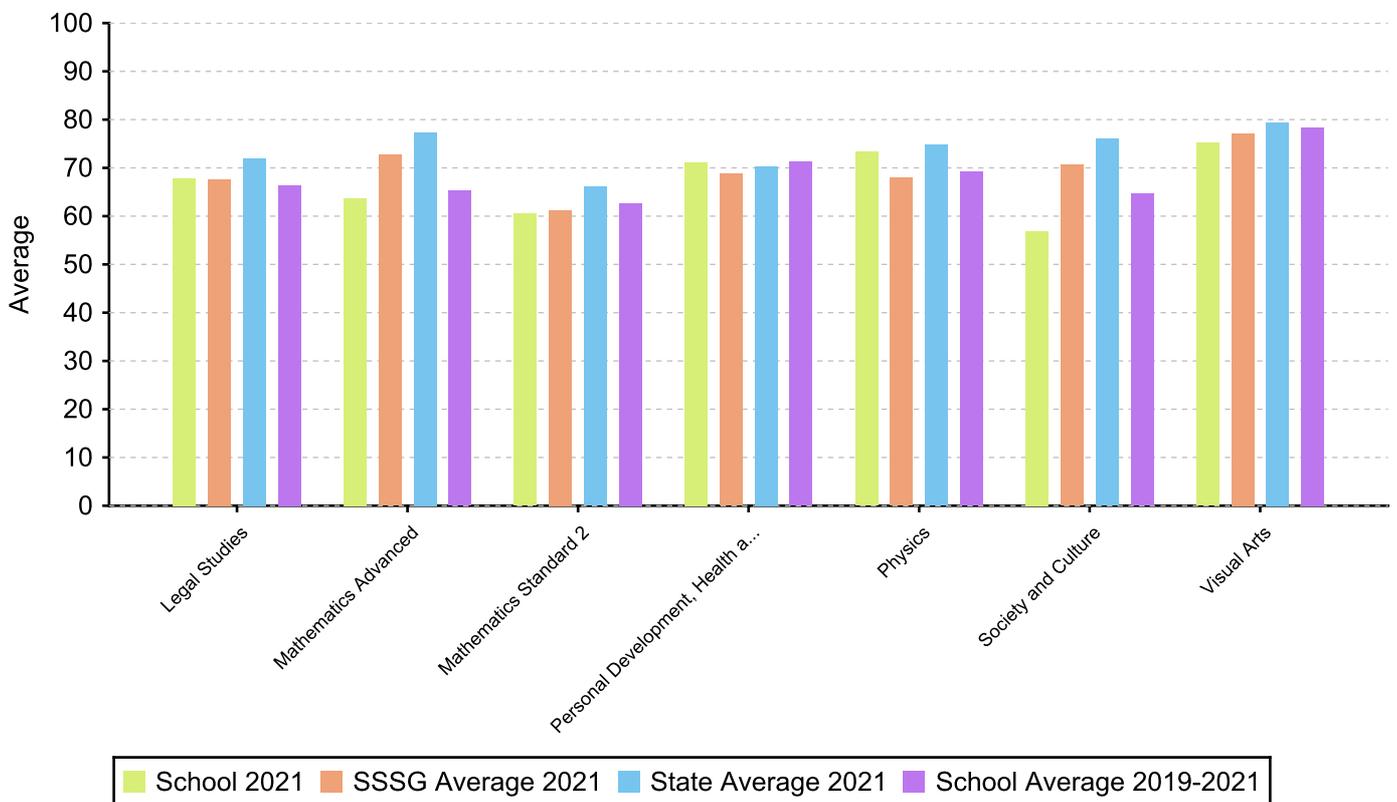
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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.

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 2021	SSSG	State	School Average 2019-2021
Biology	63.7	68.1	71.9	65.7
Chemistry	70.1	68.4	74.1	69.3
Community and Family Studies	73.6	72.4	72.7	73.2
English Advanced	77.2	78.8	81.4	76.7
English Standard	66.3	67.9	68.8	67.0
Hospitality Examination (Food and Beverage)	70.0	67.0	70.3	72.7
Investigating Science	72.2	75.3	74.9	70.4
Legal Studies	67.8	67.6	72.0	66.4
Mathematics Advanced	63.7	72.7	77.4	65.2
Mathematics Standard 2	60.5	61.2	66.1	62.6
Personal Development, Health and Physical Education	71.1	68.8	70.3	71.2
Physics	73.3	68.0	74.8	69.2
Society and Culture	56.9	70.7	76.0	64.7
Visual Arts	75.2	77.1	79.4	78.4

Parent Survey

A survey based around seventeen questions was given to parents and caregivers to gauge their satisfaction with the school for the 2021 school year. The results are as follows:

Question 1. Oxley High School delivers high quality education.

- 74% of parents and carers advised that that they are satisfied or very satisfied with the quality of education that Oxley High School delivers.
- 11% were neutral. The remainder were not satisfied.

Question 2. Oxley High School delivers quality teaching.

- 68% of parents and carers advised that that they are satisfied or very satisfied with the quality of teaching that Oxley High School delivers.
- 5% were neutral. The remainder were not satisfied.

Question 3. Oxley High school has a satisfactory range of subject choice.

- 86% of parents and carers advised that that they are satisfied or very satisfied with the range of subjects that Oxley High School delivers.
- 5% were neutral. The remainder were very dissatisfied.

Question 4. Oxley High School has a satisfactory range of extra-curricular activities.

- 84% of parents and carers advised that that they are satisfied or very satisfied with the range of extra-curricular activities that Oxley High School delivers.
- 11% were neutral. The remainder were not satisfied.

Question 5. Oxley High School uses technology to appropriately assist learning.

- 85% of parents and carers advised that that they are satisfied or very satisfied with the use of technology that Oxley High School uses in class to assist learning.
- 5% were neutral. The remainder were not satisfied.

Question 6. Oxley High School is delivering the learning that your child needs to know.

- 68% of parents and carers advised that that they are satisfied or very satisfied with the delivery of learning for students at Oxley High School.
- 16% were neutral. The remainder were not satisfied.

Question 7. Oxley High School is teaching school work that your child finds interesting.

- 21% of parents and carers advised that that they are satisfied or very satisfied with the level of interest that the schoolwork delivers to students at Oxley High School.
- 47% were neutral. The remainder were not satisfied or very dissatisfied.

Question 8. Oxley High School teaches work that your child finds challenging.

- 43% of parents and carers advised that that they are satisfied or very satisfied with the challenging learning that Oxley High School delivers.
- 39% were neutral. The remainder were not satisfied.

Question 9. Oxley High School students respect each other.

- 47% of parents and carers advised that they were neutral regarding the respect that students show each other.
- The remainder were not satisfied or dissatisfied.

Question 10. Oxley High School has strong moral values.

- 58% of parents and carers advised that that they are satisfied or very satisfied with the moral values of Oxley High School.
- 26% were neutral. The remainder were not satisfied.

Question 11. Oxley High School teachers motivate students to learn.

- 52% of parents and carers advised that that they are satisfied or very satisfied with the motivation of students to learn at Oxley High School.
- 26% were neutral. The remainder were not satisfied.

Question 12. Oxley High School teachers provide feedback to students.

- 63% of parents and carers advised that that they are satisfied or very satisfied with the feedback that teachers provide to students at Oxley High School.
- 16% were neutral. The remainder were not satisfied or very dissatisfied.

Question 13. Oxley High School students can get help at school with problems that are not related to school work.

- 74% of parents and carers advised that that they are satisfied or very satisfied with the non-school work related assistance that students have access to at Oxley High School.
- 21% were neutral. The remainder were not satisfied.

Question 14. Oxley High School provides a safe environment for students.

- 68% of parents and carers advised that that they are satisfied or very satisfied with the safe environment of Oxley High School.
- 16% were neutral. The remainder were not satisfied or very dissatisfied.

Question 15. Oxley High School allows parents to be involved in decisions around their child's education.

- 53% of parents and carers advised that that they are satisfied or very satisfied with their involvement in school-based decisions at Oxley High School.
- 32% were neutral. The remainder were not satisfied.

Question 16. Oxley High School has communicated who to reach out to if parents have concerns.

- 79% of parents and carers advised that that they knew who to contact if they had concerns.
- 16% were unsure and the remainder indicated that they did not know who to reach out to.

Question 17. Oxley High School is your choice of school and you would recommend it to a friend or colleague.

- 63% of parents and carers advised that they would recommend Oxley High School to a friend or colleague.
- 32% were unsure. The remainder indicated that they would not recommend the school.

The data collected indicated that the school continues to be a school of choice, however, external factors such as working from home, Covid, drought, flood, fire, student mental health and disengagement are presenting as issues in the school.

The school has a strong culture of involvement. The effects of working from home has been substantial and had led to students having difficulties re-engaging in schooling. The school continues to support students and their families and, is a welcoming environment for all students.

Many of these factors are influence school culture and student interactions which the school can implement strategies to address. These issues are underlying societal issues and the impact of the school to have an over-arching impact on families and the community is limited.

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

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.