

# 2021 Annual Report

## Oberon High School



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# Introduction

The Annual Report for 2021 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 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.

## School contact details

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## Message from the principal

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I am certain that everybody was hoping that 2021 would pan out differently than it did with a re-emergence of the restrictions around Covid-19.

Students had completed the 2020 school year and started the 2021 year with optimism. There was some relief as we went into the Christmas break. The year was over and we had managed it very well, but an overwhelming feeling that we could start again and all would be back to normal.

Semester One moved along as per normal with the threat of more Covid-19 problems in the background. There was growing concerns in the community and this started to flow through into Education. By the time we reached Term 3 the issue was certainly front and centre in schools across the state. Our school along with all regional schools went into a phase of Learning from Home in August which persisted for four weeks.

Students were again asked to work from home using Hapara our online platform and engage in video styled lessons at times. These platforms delivered remotely was new territory in 2020 but this year students and staff moved into it again with minimal fuss. We did have a better preparation timeline though with information being sent out at the end of Term Two to parents, whilst staff had been working in anticipation of a new event since Term One.

As Term Three progressed we were navigating different guidelines with our school placed initially on Level Two which allowed everyone on site but restrictions of school events, visitors and a return to deeper hygiene practices as per 2020. There were also recommendations around staff wearing face masks. We then went to Level 4 mid-term which changed the landscape significantly. Learning from Home meant a return to minimal students and staff onsite. There were no school events or general visitors allowed. Masks were mandated for both students and staff.

We were changed to Level 3 for the last week of Term 3 as Oberon recorded no Covid-19 cases in the community. Staff and students were happy to return to face the face learning. We then went into holidays for two weeks with a return to Term 4 at the same Level 3 restrictions. A bump in the road happened during the holidays with our school along with many regional schools placed back on Level 4 for the start of the term. This was a short hiatus with Level 3 and a full return happening during Week 2.

In 2020 I wrote the following; "I must commend our parents and carers who have been resolutely supportive of the school this year. The change to school life had an inevitable impact on families with parents contending in most cases with multiple children at home 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" The same for 2021 holds true and it is a testament to our community that we managed so well.

As we went into Term 4 it was difficult to see a rapid return to normal with many events still excluded based on restrictions and alterations to major events playing havoc with school calendars. The Higher School Certificate was delayed to a later date. The 9 November start was normally the finish point which made end of year functions for Year 12

complex to organise and for some time we had no idea what would be possible. In the end though we managed to pull together a dinner and presentation combined to farewell the 2021 cohort.

The year ended for our school as per usual with a rollover date that was fixed in our calendar and was immune to the Covid-19 changes. This is our end of school year and no matter what is happening, we must move on. There is a sense of renewal each rollover and this must be protected. In a year of mixed messages and emotions it is a constant for our school community as a whole.

Again I would like to take you back to 2020 where I wrote; "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". After a second year of Covid-19 challenges across our local community, nationally and globally this holds true. In fact, it is likely to be more important as the enduring problems from two years of disruption will impact everyone for some time.

Our school is a great place to work. I have regularly told students that I simply love the school and enjoy every moment that I am interacting with students, staff and parents/carers. I am always thankful for the devotion of our staff, the happy nature of our students and the support of parents/carers and community. Let's hope 2022 brings more stability and an opportunity to catch up what has been missed whilst opening minds to what education can deliver for every student.

Craig Luccarda

### Message from the school community

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In 2020 due to the COVID restrictions we were very limited as a P&C with our activities. As such our plan to run a Pie Drive as our main fundraiser was put on hold.

We did, however, manage to run a Grocery Voucher Raffle, Mothers Day Raffle and Cadbury Chocolate fundraiser. We received good support from the local community businesses when requested, which was greatly appreciated. These activities was easier to manage with the restrictions across the general community and within the school.

The P&C were also able to run an election day BBQ towards the end of 2021 as the restrictions were started to ease. It was great to interact with the community directly again and see the support that we do have in Oberon.

As a result of our fundraising efforts we made our usual yearly financial contribution to the school to assist in covering the cost of the Year 12 Dinner and a the Year 7 computers.

The P&C will continue to the support the school and we hope that 2022 allows us more scope in what we can do.

Jacqui Taylor - President (Oberon HS P&C)

### Message from the students

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We started 2021 on a positive note. We were post lockdown and learning was going back to what we remember as 'normal'. Oberon High School was pleased to participate in the annual ANZAC day march, we were running assemblies, Rural Cup could take place along with swimming carnivals and athletics carnivals. Everything seemed to be going in the right direction after so much turmoil the previous year. Later in the year, however, we were put back into several periods of lockdown.

In 2021 we experienced a lot of firsts. It was the first time someone from our local community had tested positive to covid, first time we had to have the HSC trials online and the class of 2021 finished in Week 2 of Term 4 due to HSC exams being pushed back. Our School Captain election speeches were online as was the voting. Our school quickly adapted and overcame all the complexities of this time.

Curriculum, however, was impacted as face to face learning and classroom environments that once helped students to learn changed markedly. Classes that involved students making projects, cooking food, doing science experiments, and group tasks had to be done in more creative ways.

Our Student Representative Council, couldn't run events or participate in meetings as we had previously due to covid guidelines. Lockdown stopped sporting events and excursions again. Our Presentation Night was split into year groups during the day with the events livestreamed as parents could not attend. Our school lacked the usual degree of student community and spirit as this relies so much on people being together.

We came out of lockdown early term 4, yet we were required to wear masks indoors at all times. We weren't allowed to mix with other stages, with our outdoor areas timetabled to minimise the chance of transmission. This included new canteen lines and walking in the one direction at all times through the corridors. Classrooms were again face to face but not all learning activities returned immediately.

We were, however, lucky enough to have a Graduation for the class of 2021. As the Captains of 2022 we were able to give our fellow classmates a Year 12 breakfast and wish them all the best for the future.

Going into 2022 we are extremely lucky to now be able to hold assemblies every fortnight, attend excursions, integrate with other stages and sporting events were back up and running. Although 2021 was a big learning curve it has made our whole school community grateful for what we can do in 2022. It has also built resilience amongst many of the students and a stronger reliance on technology. As Captains, we are grateful for being able to, at least partly, do the job we were elected for.

As part of the class of 2022 we will be lucky enough to graduate surrounded by friends and family.

Daria Olney and Oscar O'Donnell (School Captains 2022)



P&C Election BBQ

## School vision

Oberon High School encourages and values learning that has a student driven focus. Through a culture of high expectations, we will inspire everyone to perform at their best. Working collaboratively with all members of the school community we will provide enhanced opportunities for every student to succeed.

## 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 agriculture.

The school has 193 students inclusive of 10% of Aboriginal, 8% English as an Additional Language or Dialect students and 6% of students requiring additional support.

The school is a member of Bathurst School Education Network, collaborates with partner schools and is in partnership with a metropolitan school to support our Additional Language or Dialect students.

We have an experienced staff and a small proportion of early career teachers. School priorities have included quality teaching, increased use of technology, development of high expectations in all aspects of school life and extensive wellbeing programs. The school enjoys great community support with significant sponsorship of programs and events each year.

Extracurricular activities are very important to the life of the school and provide additional opportunities for students. These include sport, cultural, leadership and curriculum experiences ensuring a breadth of choices. This is essential in creating a whole school atmosphere that encourages ongoing and positive connections with our school for all students every day.

We have undertaken an extensive analysis of internal and external data which has highlighted several areas for improvement. This includes a focus in reading and numeracy and in particular extended writing responses in the HSC. We need to highlight attendance and wellbeing measures as part of our improvement cycle.

Through authentic consultation with our staff, school community and local Aboriginal Education Consultative Group (AECG) the Strategic Improvement Plan team has developed a plan that will focus on student growth and attainment for all students, knowing the emotional and educational needs of all students and implementing high quality programs and practices around assessment and classroom teaching. This will create a holistic program of improvement that will support every student in their learning by promoting a positive school culture inside and outside of the classroom.

We will strategically allocate funding against the initiatives in the school plan to support students in literacy, numeracy, wellbeing and access to all school activities whilst also providing high impact professional learning for all staff. This will be monitored by the leadership team in collaboration with the finance and school improvement teams to evaluate impact and inform future directions.



Oberon High School - Summer Garden

## 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	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
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

In assessing our current position each Strategic Direction group was asked to analyse the statements in the School Excellence Framework (SEF) against the work they were doing in the current school plan. Some areas of the SEF related quite specifically to a part of the plan whilst some areas were covered in multiple areas. The information was collated and then the assessment of each group was compared to the other groups and an overall assessment was made. This process gave the whole school insight into the SEF whilst also allowing each area to have an equally weighted.

## Strategic Direction 1: Student growth and attainment

### Purpose

To increase success for every student we will embed explicit teaching and data informed practices in every classroom.

### 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.

- Explicit Teaching
- Data Informed Practices

### Resources allocated to this strategic direction

### Summary of progress

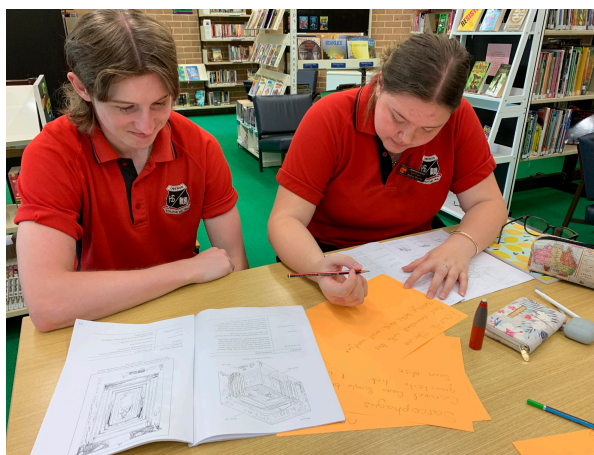
The Strategic Direction 1 team selected two areas of focus: the development of a data wall and explicit teaching, as a result of our analysis of data from NAPLAN and other summative student assessments. The team created five activities to support development in these initiatives knowing that 7.69% of students are now in the top two skill bands (NAPLAN) for reading and 5.56% for numeracy. In 2022 we need to exceed 17.10% in reading and 16.7% in numeracy. In Year 9 this equates to 7 students in reading and 9 students in numeracy. The data wall was designed to assist teachers in monitoring individual student progress and inform their own classroom practices and was used to determine a whole school literacy/reading focus which was actioned with professional learning and rolling out teaching activities to inform explicit teaching related to our weakest elements in reading; finding and interpreting information. Our goal was to have the GIST strategy utilised in every class. Similarly the numeracy focus was selected using data from the data wall. Similarly the numeracy focus was selected using data from the data wall and ensuring all KLAs use consistent language and teaching around maths concepts like measurement; graphing. We expect to begin professional learning and roll out classroom applications in 2022. In addition, a whole school focus on vocabulary was initiated. More than half of the first units of the academic year are already collected and we plan to collect a vocabulary list for all units in all faculties as they are studied throughout 2022. Finally with a goal of HSC results of 39.9% at or above band 4 we used the RAP analysis to learn that extended responses and exam technique were areas of weakness, Two HSC seminars this year focused on these elements. A sixth initiative was initialised but not rolled out in 2021; the Assessment Hub will initially support Stage 6 students after its roll out in Term 1 2022 and will be supported to other stages in later years.. Covid lockdowns slowed progress but the committee has already formulated goals for 2022, particularly for professional learning so staff are in a stronger position to explicitly teach based on the data wall.

### 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
Percentage of students achieving in the top 2 bands is on an upward trajectory to the lower bound negotiated target for Reading.	We aim to have the proportion of Year 9 students achieving in the top two bands in NAPLAN reading increase to be above 17.1% (lower bound system-negotiated target) which equates to 7 students. We aspire to reach the upper bound target of 22.1% which is 9 students. In 2021 8% of our students achieved in the top 2 bands which is 3 students.
Percentage of students achieving in the top 2 bands is on an upward trajectory to the lower bound negotiated target for Numeracy.	We aim to have the proportion of Year 9 students achieving in the top two bands in NAPLAN numeracy increase to be above 16.7% (lower bound system-negotiated target) which equates to 7 students. We aspire to reach the upper bound target of 21.7% which is 8 students. In 2021 6% of our students achieved in the top 2 bands which is 3 students.
Percentage of students achieving the expected growth, where student results are on an upward trajectory to the school's lower bound negotiated target for Reading.	We aim to increase the proportion of Year 9 students achieving expected growth in NAPLAN reading to 67.8% (lower bound system-negotiated target) which is 26 students. We aspire to reach the upper bound target of 72.8% which is 28 students. In 2021 15 students were at expected growth.

<p>Percentage of students achieving the expected growth, where student results are on an upward trajectory to the school's lower bound negotiated target for Numeracy.</p>	<p>We aim to increase the proportion of Year 9 students achieving expected growth in NAPLAN numeracy to 59.9% (lower bound system-negotiated target) which is 23 students. We aspire to reach the upper bound target of 64.9% which is 25 students. In 2021 20 students were at expected growth.</p>
<p>Percentage of students achieving in the top 3 bands of the HSC, where student results are on an upward trajectory to the schools lower bound negotiated target.</p>	<p>We aim to improve the percentage of HSC course results in the top three bands from a 31.3% baseline trending towards the lower bound target 39.9%. In 2021 29% of bands awarded to OHS students were Band 4 or above.</p>



HSC Literacy Activities



## Strategic Direction 2: Know Every Student

### Purpose

All staff will know the social, emotional, behavioural and intellectual needs of every student and work in partnership with parents and carers to enable them to succeed.

### 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.

- High Expectations Culture
- Collaboration

### Resources allocated to this strategic direction

### Summary of progress

Based off the situational analysis, the strategic direction 2 team focused on two initiatives - high expectations and collaboration. These initiatives lead to creating five activities that will help to further develop the wellbeing practices within the school, along with the ability to know every student within the school community. These activities were centred around creating the role of a wellbeing coordinator, continuing PBL practices within the school, developing a cover sheet that helps students to identify how they learn best and communicate this with staff, improving the involvement of the Indigenous parent body and creating a program to implement within the school timetable that allows for students to be checked on wellbeing wise, along with develop their capacity to complete assessment tasks and further their learning skills. The SD team has created a role statement, held interviews and appointed a wellbeing coordinator for the 2022 school year. PBL has continued along in the playground and will be brought into the classroom in 2022. The cover sheet was trialled this year with support students and will be implemented through the new check in program that is in the trial stages with Stage 4 in 2022. The Indigenous parent body continued to be included in the PLP processes for 2021, however, greater involvement is sort into the future and we have started the consultation of our community to develop a parent consultative body that will have a central role in building stronger relationships leading to strengthening student outcomes.

### 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
TTFM Wellbeing data (advocacy, belonging, expectations) is no lower than the baseline data reported by the system.	Tell Them From Me data shows a slight improvement of reported positive wellbeing compared to the 2020 results. This includes a 1% decrease in advocacy at school, 4% increase in sense of belonging and 1% decrease in expectations of success. The current wellbeing data of 52.82% is 0.58% below the baseline data reported by the system (53.4%).
Percentage of students attending school more than 90% of the time is no lower than the baseline data reported by the system.	The number of students attending greater than 90% of the time or more has decreased to 50.75%. This is 13.25% below the baseline data reported by the system (64%).
Proportion of Aboriginal students attaining their HSC whilst maintaining their cultural identity is no lower than the baseline data reported by the system.	The percentage of Aboriginal students attaining HSC whilst maintaining their cultural identity has neither increased nor decreased as the current graduating cohort has no Indigenous students identified within it. The Year 11 cohort started 2021 with 4 Indigenous students, of which 75% are halfway through the attainment of their HSC in 2022.



Facebook Image - Knowing our Students

## Strategic Direction 3: High Impact Teaching

### Purpose

We will embed engaging learning environments that foster a culture of continuous improvement through highly effective assessment and teaching practices.

### 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.

- Effective Feedback and Assessment
- High Impact Teaching

### Resources allocated to this strategic direction

### Summary of progress

The team had two clear initiatives to focus on for 2021 based on the situational analysis. These were two areas that stood out as needing attention if we were to improve student achievement and engagement. Initially were going to tackle both assessment and teaching concurrently, however, it became apparent early on as we really drilled down into the situational analysis data at a deeper level that we needed to concentrate on assessment first and develop a clear school strategy first before we started discussing teaching. The SD team felt that the teaching would need to develop with the assessment in mind rather than independently. The team researched and shared assessment as a whole in a collaborative manner. Evaluating where we were initially was carried out with an assessment audit of the school. This led to a new template being developed to develop consistency across the school. The idea of consistency led into a deeper look at assessment and its purpose. Formative and summative assessment have been discussed with a view to developing a whole use for these assessment types in a way that promotes assessment as purposeful and part of the learning cycle rather than stand alone tasks simply to capture a data point for reporting. It must have value to the learner and teacher in helping understand where a student is at and assist in plotting a pathway forward. This led to the teaching part of the initiative being held over in 2021 and a likelihood that it will not be looked at until the second half of 2022 or 2023.

### 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
Evidence based research is used to investigate HIT to improve the domain of Teaching: Effective Classroom Practice: Explicit Teaching and Feedback from Sustaining and Growing (S&G) to Excelling.	• Self-assessment against the School Excellence framework did not occur this year as this part of the SD was held over until the initiative focussing on assessment has been explored further. The initiative focussing on teaching will be impacted on the deeper decisions surrounding improvement in assessment across the school.
Evidence based research is used to investigate highly effective assessment and feedback to improve the domain of Learning: Assessment: Engagement from Sustaining and Growing (S&G) to Excelling.	• Self-assessment against the School Excellence framework shows the element of assessment to be sustaining and growing. This has not changed during 2021 as the initial phase concentrated on developing a new whole school assessment template and commencing research into assessment with the purpose of developing a whole school strategy for assessment that directs why we assess and how best to assess for student success at our school.



Working with Students on Senior Assessment

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$118,000.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Oberon High School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of staff to provide additional support for students who have high-level learning needs</li> <li>• intensive learning and behaviour support for funded students</li> <li>• release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP)</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>The allocation of this funding has resulted in: all eligible students demonstrating progress towards their personalised learning goals. All PLSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>Ensure all parents and students are actively involved in the creation and review of PLSPs.</p> <p>Use the data more effectively to identify and target key areas of need.</p> <p>Focus on ensuring tasks are further scaffolded so that all students have a greater chance of successfully reaching their personal goals.</p>
<p>Socio-economic background</p> <p>\$180,315.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Oberon High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• providing students without economic support for educational materials, uniform, equipment and other items</li> <li>• resourcing to increase equitability of resources and services</li> <li>• employment of additional staff to support the technology program within the school</li> <li>• supplementation of extra-curricular activities</li> <li>• additional staffing to implement Learning and Support programs to support identified students with additional needs</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>The creation of a more cohesive school community where all students have access to the school curriculum. It has reduced anxiety amongst students by assisting them discreetly to reduce stumbling blocks to learning and closing equity gaps. The funding of extra positions in the school to further support Learning and Support structures has been critical in program delivery. Funding of a Technology Support Officer allows technology roll out within the school to happen smoothly but it also delivers personalised support for students and staff to ensure no one is disadvantaged. The funding has also ensured curriculum provision is expanded beyond our base staffing entitlement whilst we can also support extra-curricular activities to ensure they are not limited in their success by geographic, socio-economic or</p>

<p>Socio-economic background</p> <p>\$180,315.00</p>	<p>staffing factors.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>  To continue to support students from low socio-economic backgrounds having equal access to education at Oberon High. Continued evaluation of priorities ensuring that the funding has maximum benefit. The school has also made several changes to our wellbeing structures for 2022. This includes the addition of staff in specific positions that will have access to socio-economic funding. The funding will complement supports already in place developed through other funding. For example the school Breakfast Program will be expanded to operate five days per week and the Student Support Officer, in collaboration with staff, will identify and discreetly support students in need within this program but also generally within their brief. Extra staffing provided to Learning and Support along with Technology will continue, however, priorities will be based on the 2022 plan priorities developed from our evaluation of 2021 data.</p>
<p>Aboriginal background</p> <p>\$19,265.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Oberon 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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to deliver personalised support for Aboriginal students</li> <li>• employment of specialist additional staff (SLSO) to support Aboriginal students</li> </ul> <p><b>The allocation of this funding has resulted in:</b>  Indigenous students value school to a higher degree whilst they also see themselves more positively than other students. Having a teacher focus on cultural aspects in the school has raised the profile and given Indigenous students a greater voice in the school. A dedicated SLSO has worked directly with students in the classroom and as part of the Covid tutoring program. This has had positive influence on students leading our Indigenous students performing favourably compared to other students.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>  In 2021 we initiated the idea of a parent body to assist in coordinating events but also to have a voice in school policies and practices. There was support for this within our parent body and this is an area to build on in 2022. It is hoped that this will complement other programs in the school and increase involvement generally, but particularly with engagement in PLP processes for all students. Staffing release to support development and implementation of Personalised Learning Plans collaboratively with all stakeholders will improve the efficacy of the plans.</p>
<p>English language proficiency</p> <p>\$7,385.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Oberon High School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• additional teacher time to provide targeted support for EAL/D students</li> </ul>

<p>English language proficiency</p> <p>\$7,385.00</p>	<p>and for development of programs</p> <ul style="list-style-type: none"> <li>• withdrawal lessons for small group (developing) and individual (emerging) support</li> <li>• engagement of an EAL/D specialist teacher to model EAL/D strategies, with the aim of increasing teacher confidence and practice in their classrooms</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Our EALD students have been able to access the curriculum. The liaison between the specialist Cabramatta staff and the Oberon staff has lead to a more cohesive approach to EALD programming and teaching. Access to Mandarin and Khmer speaking staff has allowed us to improve communication with the students and their families, improving both educational outcomes and wellbeing.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continue to focus on developing English language acquisition through explicit instruction and modified tasks. Continue to foster relationships between our EALD communities and the school to develop a safe learning environment for our students and a productive partnership that will improve educational outcomes.</p>
<p>Low level adjustment for disability</p> <p>\$124,973.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Oberon High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> <li>• support for students in creating Individual Learning Plans/Profiles and applying for HSC Special Provisions .</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Ongoing standardized and reading testing informing teaching practice and identifying students with additional needs. The development of personalised learning plans to address specific needs of students. The provision of SLSO support for students with additional needs, improving educational outcomes and student wellbeing in both the playground and classroom.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> To increase targeting testing to direct assistance to areas of greatest need. To liaise with teachers to differentiate the curriculum to assist all students achieve at or above expectations. To work more collaboratively with families and outside agencies to develop learning plans that deliver the best possible outcomes for students with additional needs. To use SLSOs more strategically to support students in and out of the classroom.</p>
<p>Location</p> <p>\$33,000.00</p>	<p>The location funding allocation is provided to Oberon High School to address school needs associated with remoteness and/or isolation.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p>

<p>Location</p> <p>\$33,000.00</p>	<ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• Supplement KLA budgets to support the implementation of curriculum and programs to ensure that students experiences are high quality and not limited due to location.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> The extra funding has enabled all KLAs to build resources and access external programs with the purpose of resourcing their curriculum programs appropriately. The location money also gives KLAs a boost to ensure that they can deliver curriculum at a level that limits the disadvantage of our location compared to metropolitan schools.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Funding in successive years allows KLAs to build on resources each year to increase capacity through updates or purchase new resources to cater for curriculum changes. Using this funding for this purpose will continue into 2022 and with curriculum reform coming will be an important funding source in the long term delivery of these changes.</p>
<p>COVID ILSP</p> <p>\$157,332.00</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> <li>• employing/releasing staff to coordinate the program</li> <li>• providing intensive small group tuition for identified students who were in need of individualised attention</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Improved literacy and numeracy outcomes for students impacted by Covid restrictions. The provision of tutoring has reduced anxiety within the broader school community caused by interrupted schooling and the fear of falling behind. The Covid tutoring targeted specific areas around comprehension and understanding of text in literacy whilst in numeracy it concentrated on understanding terms and extraction of information from questions with a particular emphasis around key concepts including fractions, decimals ratios and core numeracy skills not already embedded in student understanding.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Identify which students benefitted the most and analyse the school data to develop a tutoring program that aligns more closely with areas of high student need. This will involve analysis of 2021 student data which has highlighted work will continue in the 2020 areas to further consolidate improvement. It will also involve an evaluation of the program to investigate a greater alignment with classroom activities to create an aligned system that may reduce the disruption caused for some students by moving into and out of classes to access the tutoring.</p>



## Student information

### Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	99	105	99	110
Girls	100	94	102	89

The proportion of boys to girls changed quite a bit in 2021 as the younger cohorts have a higher proportion of boys whilst the more senior cohorts had a higher proportion of girls. This trend has continued into 2022 and will continue this profile into the future.

### Student attendance profile

School				
Year	2018	2019	2020	2021
7	90.4	88.7	91.1	89.8
8	89.8	89.7	89.4	86.2
9	90.4	86.4	91	83.7
10	87.2	85.8	87.7	83.8
11	82.9	87.4	86.3	83.7
12	91.4	86	88.6	89.7
All Years	88.4	87.3	89.2	85.9
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

In semester one 2021, the Department implemented automated attendance feed (AAF) system, which has significantly improved data quality and comparability with previous years. Although there were no NSW lockdowns, throughout semester one, there were extended periods of learning from home during semester two. The impact of COVID-19 resulting in increased sickness days, particularly for the latter half of the year. Student attendance was recorded as engagement whilst learning from home. Oberon High School attendance across Years 7-10 is slightly lower than the State average. It is pleasing to see that our senior (Years 11 and 12) students' attendance rates are higher than the State average. Overall Oberon High School attendance mirrors the State average for secondary students.

Regular attendance at school is essential to assist students in maximising their potential. This is a shared responsibility between schools and parents. At Oberon High School, teachers and support staff promote regular attendance through curriculum and wellbeing opportunities. Non-attendance is guided by the Department's School Attendance policy and monitored at Oberon High School, by a Wellbeing Team, who have measures in place to follow up absences on a regular basis and implement plans to increase individual and whole school attendance.

## 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	3	0
Employment	22	13	53
TAFE entry	0	0	13
University Entry	0	0	20
Other	0	0	7
Unknown	4	0	7

The figures illustrate that we have significant movement at transition points between Year 10 and 11 and then Year 11 and 12. We also tend to lose students during Year 12 prior to HSC completion. This movement into employment is a function of our local area having a high level of employment in the local timber industry and associated support industries. We have a small number of students where their destination is unknown or their status is unknown. In Year 10 these students are tracked by our attendance team and assessed with Educational Services. Students in Year 11 or 12 who we do not know their status have traditionally moved to a new location and have not had family endemic to the area so checking on this is very difficult. The proportion of students entering university has remained around 20-25% for quite some time. Most of students enter university on early entry schemes so tracking their post school destination is not complex. TAFE as a stand alone post school option for students is not a high level option. Students for the most part either see university or employment as the priority choices. They may complete TAFE as part of the employment as it has some specific value, however, this is reported within the employment category.

## Year 12 students undertaking vocational or trade training

27.91% of Year 12 students at Oberon High School undertook vocational education and training in 2021.

### **Year 12 students attaining HSC or equivalent vocational education qualification**

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91.7% of all Year 12 students at Oberon High School expected to complete Year 12 in 2021 received a Higher School Certificate or equivalent vocational education and training qualification.

The data in this section needs to be read with the following in mind:

(1) The Year 12 cohort of 2021 only included 12 students which is very small for our school

(2) In 2021 the only VET course that we ran onsite at the school was Hospitality. This was unusual as we normally run a minimum of two VET courses. In 2022 we are running three VET courses onsite so the proportion of students completing such a qualification will be much higher and closer to what we would generally expect.



School Captains 2022

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Head Teacher(s)	4
Classroom Teacher(s)	14.2
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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2021 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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.

Our professional learning community has sought to develop a culture where teachers and school leaders are expected to be active learners, to reflect on, receive feedback on, and improve their pedagogical practice, and by doing so improve student outcomes. There is also an agreement that different types of professional learning have different impacts on

teacher practice and student learning. This year our Professional Learning Community undertook the second year of professional development in explicit teaching, and assessment and feedback. Collegial observations were undertaken in the classroom and other learning environments, looking at the focus areas and the potential for future areas of development. These areas were further refined into Data Analysis, Wellbeing, and Assessment and Teaching Practice. The Beginning Teacher professional development program ran every fortnight, with staff in both the first and second year of the program. At the conclusion of the second year, accreditation was finalised for those staff. Other professional learning undertaken looked at Higher School Certificate subject areas and Wellbeing support structures.

# 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 (\$)
<b>Opening Balance</b>	672,141
<b>Revenue</b>	4,583,410
Appropriation	4,496,667
Sale of Goods and Services	28,921
Grants and contributions	45,951
Investment income	345
Other revenue	11,526
<b>Expenses</b>	-4,509,699
Employee related	-4,146,383
Operating expenses	-363,316
<b>Surplus / deficit for the year</b>	73,711
<b>Closing Balance</b>	745,852

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 management was completed within a year which was interrupted by Covid-19 again. The reduction in activities and limits on who schools could engage with significantly impacted program completion. This led to lower expenditure than expected. The lack of available casual staff also led to more in-house management of staff absences which led to less expenditure in this area. The school also investigated a number infrastructure changes to the school, however, due to the limited capacity to do these in 2021 funds were not spent on these as we had intended.

## Financial summary - Equity loadings

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

	2021 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	118,527
<b>Equity Total</b>	350,653
Equity - Aboriginal	19,266
Equity - Socio-economic	199,030
Equity - Language	7,385
Equity - Disability	124,973
<b>Base Total</b>	3,492,761
Base - Per Capita	52,094
Base - Location	36,397
Base - Other	3,404,270
<b>Other Total</b>	169,368
<b>Grand Total</b>	4,131,309

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

Equity funds are provided to the school to support our students to a greater degree. The primary focus of these resources in 2021 was:

- (1) Additional teaching staff to coordinate programs within our Learning and Support Team.
- (2) Additional non-teaching staff to support students within the classroom.
- (3) Additional teaching staff and non-teaching staff to support students with their wellbeing.
- (4) Technology Support Officer to support the school with technology programs and assist with the management of student and staff devices.
- (5) Additional teaching staff and non-teaching staff to support Aboriginal students in the classroom and promote Aboriginal culture within the school community.
- (6) Additional teaching staff and non-teaching staff to support students who have another language as their primary language at home.

## 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](https://myschool.edu.au) to access the school data.

### NAPLAN 2021 for annual report

2021 NAPLAN results show some pleasing improvements. In Year 9, for example expected growth exceeded the school's targets. In Writing the improvement in school results, which were better than those enjoyed by other students of a similar starting score and background, can be attributed to a collaborative staff effort. During a professional learning program led by the Learning Support Teacher they improved their teaching strategies that hone student's TEEL paragraph writing skills. In three domains; Reading, Writing and Numeracy, the percentage of students achieving above average growth improved since 2019

Across all domains OHS students earned more Band 10s than they have in the previous 5 years, the growth mainly from students who had previously earned in the top three bands. New initiatives like a data wall helped identify students who, with assistance, could move above expected growth into the three top bands and learning programs were designed to help focus these students on improving their skills.

2021 NAPLAN data, combined with other summative testing data was used to identify a whole school need to focus on reading skills which prompted professional learning to improve staff use of the DET learning hub comprehension tools which should see improvements in 2022 student performance data.



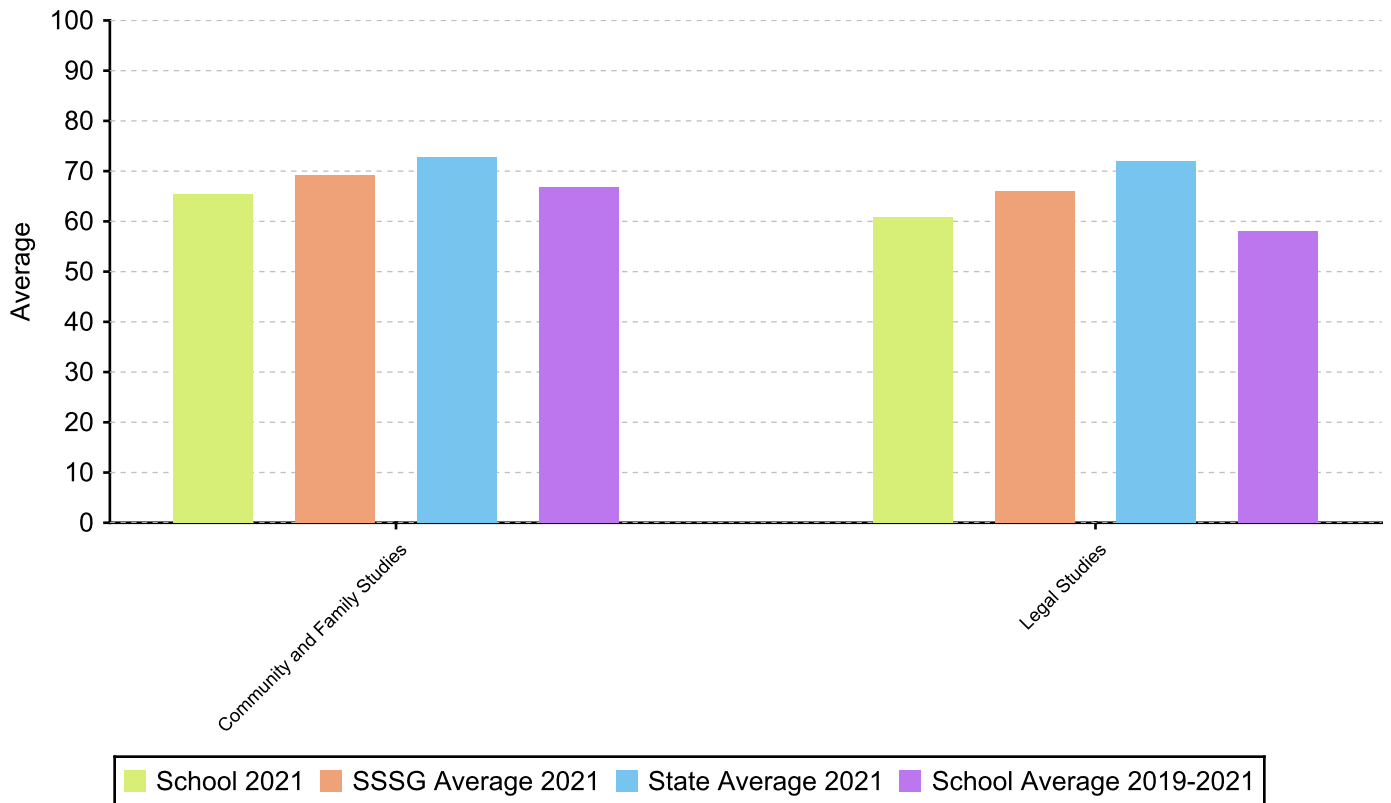
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## School performance - HSC

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
Community and Family Studies	65.3	69.2	72.7	66.8
Legal Studies	60.8	66.0	72.0	58.1

The HSC in 2021 was completed under the shadow of Covid-19. Our students worked hard with staff to push through the complex nature of this disruption. Ultimately the vast majority of our students completed school and entered employment of secured future options in education. Students entering university did so on the back of early entry whilst a number had employment secured before exams and completed the process to ensure they received their HSC credential.

The majority of courses had low candidate numbers as our Year 12 cohort only had 12 students upon graduation. Over half the group left prior to HSC completion to commence employment. The opportunities in town for employment impact the retention of senior students.

The school has a compressed model which means Year 11 and Year 12 have combined classes. This increase curriculum breadth and class sizes. However, with a smaller school even combined classes with both cohorts still does not make them directly reportable in this report.

In 2021 we had no Band 6 results which was disappointing, however, we did achieve a number of Bands 5 results. Hospitality, Mathematics Standard 1 and English Studies were all above state average which was pleasing. VET subjects such as Hospitality continue to be positive each year whilst the Mathematics Standard 1 and English Studies courses are new ones that we are encouraging students to undertake.

Areas for improvement continue around extended writing which is a continual focus in our school plan.

Students continue to take Technology based subjects (which includes VET) along with a number of other subjects that have a practical component. Visual Arts, Society and Culture and Community and Family Studies are all examples of this and are popular with our students. Students are also choosing non-examinable subjects in greater numbers. Visual Design and Sports Lifestyle and Recreation are examples of this. VET courses have an opt in or out option for the HSC along, as do Mathematics and English courses. These are now more popular with our students. That means HSC data is limited as these courses are not reported on in the traditional means whilst having some of our larger class numbers.

Our highest ATAR for 2021 was 88.5 which was pleasing and showed that we have students with varied aspirations.

We need celebrate the achievements of all our students as completing the HSC is an achievement and one that should be noted. HSC performance is more than numbers. Success for students varied. When 95% of a final year cohort leave school with a defined pathway then we have successfully transitioned those students into post school life.

## Parent/caregiver, student, teacher satisfaction

During 2021 the school implemented a weekly check in process for families during the period of learning from home. Teachers had families that they were communicating with each week to assess how learners were progressing but also to determine what assistance was needed to help with the learning from home, particularly with internet access, access to our online platform and communication in general.

The information from all calls was collated into a spreadsheet for executive and Year Advisors to assess on a weekly basis to determine needs as they arose but also to showcase what was working as a whole.

The following data is a summary of some of the response data from parents:

Text messaging and email was the fastest way to communicate with parents/carers (facebook was also viewed by a significant number of parents but was not the first choice). Communication distributed to parents at any given time was seen by over 90% of parent/carers who were monitoring communications as a priority. In the end it was clear that all electronic platforms were needed, however, for some families direct communication via the phone or traditional mail was necessary.

The level of confidence of their child's learning and engagement was around 75% with the remainder struggling with a mixture of reasons (which were assessed individually to determine support). This level remained constant through the at home learning period.

Throughout the final learning from home period we were talking to parents about return plans. Prior to the return 65% of parents indicated they were confident about the return. In the end we were pleased with an initial return of students above that level (85%).

Students participated in the Tell Them From Me survey as in previous years. We now have trend data for several years. Data from 2020 to 2021 shows the following pattern in key areas:

Sense of belonging (increase by 4%), positive relationships (increase by 2%), positive behaviour at school (increase by 3%) and students who believe they suffer bullying (decrease by 8%). All of these indicate that students feel supported at school. The change in percentage each year tends to be small. The survey is quite long and questions can be complex. We have spent more time walking students through the questions to ensure understanding of what was being asked. This has meant data from 2021 needs to be compared carefully with years prior to 2020 where administration of the survey was quite different. Survey data that does show a need to reflect is in the area of learning with student perception of relevance (decrease by 3%) and effective learning time in class (decrease by 3%). Learning results may have been impacted by online learning, however, the majority of the year was onsite. Students feeling of support at school and outside school varied quite a bit with advocacy within school (decrease by 1%) whilst outside school (decrease by 10%).

The data collected via this survey correlated to internal data around student assessment completion and general confidence with student school performance. Last year did take a toll on students completing work with the mixed mode of learning and uncertainty. Assessment quality fluctuated and for many students a feeling that learning was harder did impact overall performance.



ANZAC Day - Community Remembrance

# Policy requirements

## Aboriginal Education Policy

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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.

## Aboriginal Education - School statement

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The numbers of students with Aboriginal descent is growing in our school. This is a positive feature of our school population and further adds to our diversity. The Aboriginal programs coordinator in 2021 worked hard on improving PLP processes and this will continue into 2022. We have a growing leadership base in our school and this was evident during NAIDOC where they took a leading role in event organisation.

## Anti-Racism Policy

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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.

## Anti-Racism - School statement

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Anti-racism is an area where the school looks towards every school community member to support and actively promote. The school has an ARCO who has the responsibility of ensuring that school policy aligns with department policy. Once again PBL is important in establishing a culture of tolerance and acceptance of diversity. It also promotes the idea of respect which is central to the idea of 'everybody belongs'.

## Multicultural Education Policy

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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.

## Multicultural and anti-racism education - School Statement

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Oberon has a large number of cultures represented within our community. The local timber industry attracts people from across the world which has led to our town being diverse in nature. This diversity flows through to our school which makes it extremely important that we have an internal culture of tolerance and acceptance. PBL is important in establishing this culture with activities such as Harmony Day reinforcing that our school values everybody. The idea of inclusive education is taken seriously by our school with every student equally important and this includes an appreciation of their family background.

## Other School Programs (optional)

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Positive Behaviour for Learning (PBL) continues in our school. We have spent much of 2021 consolidating PBL in the playground and with general school expectations. Data has been collected throughout 2021 on classroom behaviours with a view to moving PBL into the classroom during 2022.

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. The program continued into 2021 with a growing number of students involved.

The Girls Advisor/Boys Advisor, in consultation with the Wellbeing Team, ran programs around resilience and mental health. Rock and Water was an option for our boys and was enthusiastically taken up by a regular group. Both supervisors worked within the wellbeing framework of the school and therefore took part in larger activities such as Harmony Day and International Women's Day.

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. We were without a Chaplain for the second part of the year, however, we have recruited a new one for the start of 2022.

Student Support Officer (SSO) was a new position established in 2021. Our new SSO worked within the wellbeing team and complemented the work of the Chaplain in many respects. Breakfast Club commenced operation again with the arrival of our SSO. They were involved in working with a number of students that needed a greater level of support. This was important in consolidating attendance patterns for some students.

The Learning and Support Team (LST) runs a large program in the school and is the hub of individual support. LST works with students and parents on individual learning plans (IEP) including learning, health, behaviour and attendance. LST incorporates our Support classes which are specialist centres of learning. Support classes offer great programs for some of our most vulnerable learners and have consistently shown year upon year that many students who in years gone by would have not completed school, can do so with confidence.

Transition points in the school are critical times for students. These points need to be negotiated successfully to ensure continued success into the future. We have great relationships with our partner primary schools which allows for a comprehensive program that allows students to move into high school with confidence. We also have a career planning process that starts with Stage 4 moving onto Stage 5 that ensures appropriate elective choices are made which suit interests and potential post school aspirations. This is then intensified as students move into senior school. The planning is designed to ensure that we have students choosing appropriate and well considered HSC patterns of study.

The library is the hub of the school and is a central point for curriculum support. The library gives access to a range of alternate curriculum supports for both students and staff. The library also provides an alternate activity point during break time. This broadens the programs available in the school beyond the traditional sport programs run at recess and lunch. Our school is quite diverse in nature and we need to cater for a great range of interests.



Benny - PBL Mascot