

2022 Annual Report

Orange High School



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Introduction

The Annual Report for 2022 is provided to the community of Orange 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

Orange High School

Woodward St

Orange, 2800

<https://orange-h.schools.nsw.gov.au>

orange-h.school@det.nsw.edu.au

6362 3364

School vision

At Orange High School we ignite a life-long love of learning that supports us to explore, challenge and create our place in the world.

School context

Orange High School has proudly provided high quality learning experiences to students in Central Western NSW for over 100 years. Today, we educate up to 1200 students, 8% of which are Aboriginal, from within the regional city of Orange and its rural surroundings on Wiradjuri country. The foundation of our school community is based on honouring the past with respected traditions while creating the future. Our school provides comprehensive secondary education underpinned by the motto: whatever we do, we do to the best of our ability.

At Orange High School we understand that for our students to reach their potential they must know how to interact with others in respectful, safe, stimulating and rewarding learning environments. We aim to prepare our students with the skills needed for lifelong, effective participation in their communities. We relentlessly pursue excellence in all aspects of education and understand our vital role in educating young people to become connected, engaged, knowledgeable and productive individuals.

Aboriginal heritage and culture are present in our school and make our lives richer. We acknowledge and celebrate the contributions that Aboriginal and Torres Strait Islander people make to our school culture while honouring their contributions to our school's proud history. Authentic respect for culture equips students with the skills and experiences to succeed and positively contribute to the Orange High Family and the world beyond the school.

Staff are honoured to serve our community of students from a diverse range of backgrounds and experiences. Our teachers have crafted a responsive foundation of inclusive learning that can be practiced in students' lives while respecting their different backgrounds. Acknowledging diversity enhances our learning experience by exploring new ways of knowing, being, and doing we take proactive steps to build confident and resilient young people. Our ongoing and unwavering dedication to well-being and positive school culture supports all our students to thrive within and cherish their time at Orange High School.

Our teachers are invested in our student's success. Staff work collaboratively to ensure every student is engaged through careful evaluation of student data and community feedback. Teachers have the opportunity to guide students in discovering their talents and reminding our youth that they have the ability to make change. Our educators continually review and reform their teaching strategies with the aim of improving our external results in NAPLAN and the HSC by using evidence-based best practice to enhance academic outcomes.

At Orange High School, we remain determined that our students are provided with a wealth of extracurricular opportunities. Through holistic education, students are supported to develop their own identity by pursuing their passions in music, agriculture, hospitality, student voice, leadership, sport, work experience, dance, languages, arts and STEM areas. Our co-curriculum is designed to support students to perform at their best, and while success is celebrated, active participation is widely respected by the school community. The annual Astley Cup is indicative of the school spirit, determination and collaboration that is cultivated by our strong extracurricular programs.

Our school's relationships with important community groups and organisations facilitate quality learning opportunities, supporting students to explore diverse career pathways. As a school community, we are proud to contribute to local events particularly Orange's annual ANZAC memorial service. We have an active Parents and Citizens Committee, close links with the Orange AECG and meaningful relationships within the fields of arts, sport, industry and culture.

As a result of a rigorous situational analysis, Orange High School has identified three key areas for school improvement: growth and attainment for all students, best practice teaching and a relentless focus on enhancing staff and student capacity to cultivate a stronger community.

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	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Excelling
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

To maximise student learning outcomes and develop skills in literacy and numeracy through collaborative and data driven practices to empower students to achieve their goals.

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.

- A learning culture of high expectations
- Explicit teaching for literacy and numeracy acceleration
- Enhancing Aboriginal education within our culturally rich curriculum

Resources allocated to this strategic direction

Professional learning: \$35,972.00

Per capita: \$46,891.00

Integration funding support: \$191,958.00

English language proficiency: \$15,224.15

Student support officer (SSO): \$5,000.00

Low level adjustment for disability: \$218,389.90

Socio-economic background: \$61,561.00

Aboriginal background: \$110,989.07

Summary of progress

Focus was on implementing high impact professional learning in professional learning communities. All staff engaged in a professional learning community that was driven by data analysis of NAPLAN and Best Start. Self efficacy and teacher collaboration with a set agenda to specifically target identified students across faculties was prioritised. Lessons were designed and implemented by teachers in response to year 8 data sets which was inclusive of teachers using the universal resource hub to identify resources with student growth a focus. Teachers were able to refine their practice to support student need. A common approach to teaching literacy explicitly enabled staff to reflect on the impact of their practice. Staff feedback was positive in collaborating to support students across faculties with the analysis of data and subsequent development of lesson plans, use of the universal resource hub and improved teacher pedagogy was observed but a priority in 2023 will be to refine the implementation. Staff development days encompassed staff engaging in literacy and numeracy professional learning. The professional learning communities were interrupted on a regular basis and as a consequence, some of the professional learning scheduled was not able to be undertaken. In 2023, a more sustainable model will be implemented to ensure professional learning communities can operate as intended over the course of the year.

Strategic programming to support students in year 7 was implemented in The HIVE (High Impact Vital Education). The HIVE was created to support students transitioning to high school. Explicit literacy and numeracy skills was the focus to ensure all students were able to understand the expectation of literacy and numeracy in a high school setting. All students were supported to ensure growth and targeted interventions were developed to maximise learning opportunities for all students. The HIVE enabled students to be known individually and to cater for all needs. Maintaining the engagement of students was a challenge and a refined focus on literacy only in 2023 will be implemented.

The Stronger Smarter team collaborated with faculties and students to drive focused interventions to develop knowledge and understanding of a culturally inclusive curriculum. Students in stages 4 and 5 were positive about including Aboriginal Perspectives in to the curriculum and stage 6 students provided feedback on wanting to be more engaged in the planning process. In 2023, the focus will be on co-constructing Aboriginal Perspectives with students and all stakeholders.

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
Improvement in the percentage of	NAPLAN scores indicate an increase in the percentage (16.67%) of

students achieving in top 2 bands in NAPLAN to be above the school's lower bound system negotiated target in the reading of 22.25% (upper bound 27.5%) and 24% in numeracy (upper bound 29%).	students in the top two bands for numeracy by 2.15%.
Improvement in the percentage of students achieving in top 2 bands in NAPLAN to be above the school's lower bound system negotiated target in the reading of 22.25% (upper bound 27.5%) and 24% in numeracy (upper bound 29%).	NAPLAN scores indicate an increase in the percentage (18.62%) of students in the top two skill bands for reading by 4.48%.
Increase the percentage of Aboriginal students attaining the HSC whilst maintaining their cultural identity to be trending towards the system-negotiated lower bound target	The school community demonstrates aspirational expectations of learning progress and achievement for all students and is committed to pursuing excellence. This is evidenced by the retention and success of 6 Aboriginal students in the 2022 HSC cohort.
Increase the percentage of Aboriginal students achieving the top 3 NAPLAN bands in reading and numeracy.	The percentage of Aboriginal students achieving the top 3 NAPLAN bands in reading decreased to 25% in 2022 from 31.28% in 2021.
Increase the percentage of Aboriginal students achieving the top 3 NAPLAN bands in reading and numeracy.	The percentage of Aboriginal students achieving the top 3 NAPLAN bands in numeracy decreased to 36.36% in 2022 from 36.84% in 2021.
Increase the percentage of students achieving 90% attendance to be above the agreed lower bound target of 69.4%	The number of students attending more than 90% of the time decreased in 2022 to 26.43% from 2021 (50.83%).
Improvement in the percentage of students achieving NAPLAN expected growth to be above the school's lower bound system negotiated target of 69.5% (upper 74.5%) in reading and 71.5% in Numeracy(upper 76.5%)	<ul style="list-style-type: none"> Expected growth data is not available in 2022 as NAPLAN was not run in 2020.
Improvement in the percentage of students achieving NAPLAN expected growth to be above the school's lower bound system negotiated target of 69.5% (upper 74.5%) in reading and 71.5% in numeracy(upper 76.5%),	Expected growth data is unavailable in 2022 as NAPLAN was not run in 2020.

Strategic Direction 2: Best practice teaching

Purpose

To develop an ongoing culture of a reflective, adaptable and expert teaching team through the use of evidence-based strategies, high-impact collaboration and effective classroom management to continually improve student knowledge, skills and understanding.

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.

- Stage 6 Strategy
- Highly Effective Teaching Practices
- Teacher Expert Collaboration

Resources allocated to this strategic direction

Per capita: \$28,240.00

English language proficiency: \$9,035.00

Professional learning: \$69,368.80

Socio-economic background: \$123,181.89

Beginning teacher support: \$86,524.00

Summary of progress

The focus in 2022 was to develop teacher capacity across HSC teaching and data evaluation. Professional learning communities focused on the HGPE Policy and Support Teams, and how our staff works together across faculties, the executive, and across KLA teams. On our first staff development day, we reviewed individual class HSC RAP and Scout analysis processes and then supported staff to complete HSC analysis using that as well as internal assessment data. The executive team then developed cohort HSC analysis using teacher data and met with the Senior Executive team to review and plan required adjustments to work towards increasing Band 5 and 6s. All HSC teachers were prioritized to enrol in HSC Professional Learning provided by the Quality Teacher Directorate. This professional learning involves cross-school collaboration and sharing of best practices as well as engaging with high-leverage strategies. In 2023 we will increase our classroom teachers' engagement with RAP and SCOUT data and build HSC performance goals into PDPs where relevant as well as work collaboratively with Canobolas Rural Technology High School to develop our HSC teacher's capacity to improve HSC results across the same faculty in different schools.

Teacher expert collaboration was a focus of our Deputy principal and head teacher meetings, executive meetings, senior executive meetings and our whole school staff development activities. Professional Learning communities HGPE alternate team focused on the HGPE Policy and its implementation across Orange High School in Stages 4 and 5. Led by a Deputy Principal, the team reviewed the policy in detail and planned approaches to whole-school implementation moving forward. Interruptions to our professional Learning schedule impacted the overall planning. In 2022 we implemented HIPL elements into our whole school professional learning approach and executive team meetings and conferences. Professional learning around the High Impact Professional Learning policy and resources was delivered to the executive team and members of the senior executive utilised the self-reflection tool on the planning and reflection of 2022 PDPs. The focus in 2023 will be to utilise this tool more widely in the executive team and across the school.

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
Improvement in the percentage of HSC course results in the top two bands to the lower bound target of 30% and above (upper bound 35%).	The HSC 2022 results saw an increase in the top two bands from 25% in 2021. This is the highest percentage of students in the top 2 bands since 2016.
Orange High School is validated in sustaining and growing in the School Excellence Framework across the	The school's self-reflection against effective classroom practice will be 'sustaining and growing' in 2022, with an aspirational focus on improvement in 2023.

domain Effective classroom practice.	
High Impact Professional Learning Self Reflection Tool introduced and used by all staff throughout 2022. Collaborative teacher practice a goal in every executive member's PDP.	The HIPL tool was trialled by the Senior Executive team, embedded into professional learning agendas, and used to plan Staff Development days and executive conferences in 2022. In 2023 we will utilize the tool to assist in developing executive PDPs.

Strategic Direction 3: Cultivating Capacity

Purpose

To build capacity in every individual at Orange High School through strong connections and evidence based approaches to enable students and staff to lead, learn and achieve their potential.

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.

- Evidenced based wellbeing initiatives
- Student and Staff Leadership

Resources allocated to this strategic direction

Per capita: \$23,800.00

Socio-economic background: \$24,230.00

Integration funding support: \$4,500.00

Low level adjustment for disability: \$126,230.00

Student support officer (SSO): \$91,058.00

Professional learning: \$7,520.00

Summary of progress

In 2022, Orange High School implemented the Resilience Project across Years 7-10. A fortnightly lesson, professional staff learning, and parent information sessions were part of the implementation. Through these presentations, student curriculum, teacher resources and digital content, The Resilience Project's Education Programs support mental health in the classroom, staffroom and family home. We are involved in the School Partnership Program, which aims to INSPIRE and ENGAGE the whole school community - students, staff, parents & carers - through the evidence-based GEM (Gratitude, Empathy & Mindfulness) principles. The School Partnership Program has also been independently evaluated by The University of Adelaide and The University of Melbourne. It is a significant investment of time and finances and there will be a formal review in 2023 to evaluate the effectiveness in our current context.

In 2022 we successfully ran a 2IC Leadership program in our faculties to develop leadership skills in aspiring curriculum leaders and supported professional growth through executive conferences. The provision of higher duties of the Head Teacher teaching and Learning to Deputy level was also utilised to support the Support Faculty, Head Teachers, Well-being unit and the Principal in managing the school campus. In 2022 Semester 2, Orange High continued to see improvement from 2021 in the proportion of students reporting Expectations for Success, Advocacy, and a Sense of Belonging at School in the Tell From Me. Next year, we will continue to develop the Hub as a wellbeing centre and train our new SSO in Optimal Health Programs. We will also continue to utilise the role of the WIN nurse, which has led to an increased understanding of well-being in our Learning and Support Team.

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
Increased proportion of students reporting expectations for success, advocacy, and sense of belonging at school.	The Tell the From Me data in 2022 showed an improvement in our well-being responses, moving from 66.56% in 2021.....
Orange High School is validated in excelling in the School Excellence Framework across the majority of the domain wellbeing.	In 2022 Orange High School self assessed as excelling across the wellbeing domain in the Self-assessment survey. Our considerable investment in student wellbeing includes two HT wellbeings, the HUB, AEO, SSO, the WHIN and a range of evidence-based wellbeing programs, including the Resilience Program.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$212,958.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Orange 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"> • A learning culture of high expectations • Explicit teaching for literacy and numeracy acceleration • Evidenced based wellbeing initiatives • Other funded activities <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 • staffing release for targeted professional learning learning <p>The allocation of this funding has resulted in the following impact: The integration funding support we received helped us to provide adjustments for our students with disability in mainstream classes who have moderate to high learning and support needs. We could hire additional staff to support students individually and in small groups. We were also able to utilise professional learning to develop our skills.</p> <p>After evaluation, the next steps to support our students will be: In 2023 we will develop our processes around applying for IFS and using SLSOs and paraprofessional staff to support all of our students.</p>
<p>Socio-economic background</p> <p>\$266,228.70</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Orange 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"> • A learning culture of high expectations • Explicit teaching for literacy and numeracy acceleration • Highly Effective Teaching Practices • Evidenced based wellbeing initiatives • Enhancing Aboriginal education within our culturally rich curriculum • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff to support student learning • employment of additional staff to support [name] program implementation. • resourcing to increase equitability of resources and services • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in the following impact: This funding allows us to support students with food, uniforms and vouchers when needed. We utilise the Resilience Project for a proactive wellbeing approach. The AEO and Stronger teamwork support all Aboriginal students, and we run the Girri Girri program to promote cultural engagement.</p> <p>After evaluation, the next steps to support our students will be: Review our Stronger Smarter and PLP processes and continue the Resilience project in 2023 with a review at the end of the year.</p>
<p>English language proficiency</p> <p>\$24,259.15</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Orange High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan</p>

<p>English language proficiency</p> <p>\$24,259.15</p>	<p>including:</p> <ul style="list-style-type: none"> • A learning culture of high expectations • Explicit teaching for literacy and numeracy acceleration • Stage 6 Strategy • Highly Effective Teaching Practices • Enhancing Aboriginal education within our culturally rich curriculum <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives • withdrawal lessons for small group (developing) and individual (emerging) support <p>The allocation of this funding has resulted in the following impact: Individualised support for identified students and professional learning for staff. A targeted approach to improving literacy and numeracy for all students in Stage 4 through the HIVE program, inquisitive minds, EALD support in individual tutoring and check in testing.</p> <p>After evaluation, the next steps to support our students will be: A streamlined process in identifying and supporting EALD students in early phases and staff support to hire EALD teachers to help as required.</p>
<p>Low level adjustment for disability</p> <p>\$344,619.90</p>	<p>Low level adjustment for disability equity loading provides support for students at Orange 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"> • A learning culture of high expectations • Explicit teaching for literacy and numeracy acceleration • Evidenced based wellbeing initiatives • Student and Staff Leadership <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • employment of SLSO to improve the development of students by implementing speech and OT programs developed by specialists <p>The allocation of this funding has resulted in the following impact: Hiring SLSOs and our SSO ensures we can provide additional and targeted support for students in mainstream classes and in support. Individualised support for targeted mainstream students who require intervention and disability support. Students are identified in their IEPs, enrolment or referred to the Learning and Support Meeting, which reviews all cases and ensures targeted intervention is available to support the students in class, through differentiated content and by also by SLSOs.</p> <p>After evaluation, the next steps to support our students will be: A review of how we utilise our range of SASS staff, including a new SSO, AEO and paraprofessional for the wellbeing hub.</p>
<p>Location</p> <p>\$3,715.83</p>	<p>The location funding allocation is provided to Orange 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"> • Other funded activities <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • subsidising student excursions to enable all students to participate • incursion expenses

<p>Location</p> <p>\$3,715.83</p>	<ul style="list-style-type: none"> • incursion expenses <p>The allocation of this funding has resulted in the following impact: We have been able to support more students to access a range of excursions and also subsidise the cost of incursions and travel to Orange.</p> <p>After evaluation, the next steps to support our students will be: We want to increase our student's access to the Arts and STEM skills by organising incursions alongside other local schools.</p>
<p>Professional learning</p> <p>\$112,860.80</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Orange 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"> • A learning culture of high expectations • Explicit teaching for literacy and numeracy acceleration • Stage 6 Strategy • Highly Effective Teaching Practices • Student and Staff Leadership • Teacher Expert Collaboration <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Access to a TTA subscription where teachers can access an unlimited number of courses that are delivered online. • Access to HSC professional learning for all stage 6 teachers. <p>The allocation of this funding has resulted in the following impact: We have ensured all HSC teachers can access and be covered in the high-quality HSC Professional learning seminars. We also provide a professional learning process that is transparent and efficient so teachers can apply for, be approved and attend quality professional learning that supports their professional goals.</p> <p>After evaluation, the next steps to support our students will be: In 2023 we will focus on an expansion of the HSC PL program as well as the SLP Principal, Deputies and middle leaders suite of professional learning.</p>
<p>COVID ILSP</p> <p>\$138,063.00</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 2022.</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"> • Small group tutoring for Year 7 Students in Literacy and Numeracy groups. • employment of teachers/educators to deliver small group tuition • employing/releasing staff to coordinate the program • development of resources and planning of small group tuition • releasing staff to participate in professional learning <p>The allocation of this funding has resulted in the following impact: Targeted students engaged in small group tutoring and in-class support and saw improvement in their literacy and numeracy skills and writing development. Our Covid ILSP staff finished in 2022 after a dedicated program.</p>

<p>COVID ILSP</p> <p>\$138,063.00</p>	<p>After evaluation, the next steps to support our students will be: We need to hire new staff and redesign our Covid ILSP program for 2023 targeting new Year 8 students.</p>
<p>Aboriginal background</p> <p>\$110,989.07</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Orange 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"> • Enhancing Aboriginal education within our culturally rich curriculum <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students • employment of specialist additional staff (SLSO) to support Aboriginal students • staffing release to support development and implementation of Personalised Learning Plans • employment of specialist additional staff (AEO) to support Aboriginal students • engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process <p>The allocation of this funding has resulted in the following impact: Investing in an AEO ensured we could provide individualised support for our Aboriginal students and develop a stronger connection to family and culture. We have also been able to staff our Girri Girri program in 2022.</p> <p>After evaluation, the next steps to support our students will be: We hope to strengthen our Stronger Smarter team and improve our PLP process to ensure every student has a PLP codesigned with the students and families.</p>
<p>Student support officer (SSO)</p> <p>\$96,058.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Orange 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"> • A learning culture of high expectations • Evidenced based wellbeing initiatives <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • Hiring an SSO <p>The allocation of this funding has resulted in the following impact: Small group programs that target specific aspects of well-being, such as drug support and friendship reliance. Individualised connections and support and mentoring.</p> <p>After evaluation, the next steps to support our students will be: A new, experienced SSO will implement an evaluated and highly structured approach in 2023.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	542	565	565	529
Girls	570	578	574	544

Student attendance profile

School				
Year	2019	2020	2021	2022
7	92.6	94.7	89.2	83.0
8	87.5	92.9	86.1	81.4
9	88.4	90.1	84.3	78.3
10	85.8	89.5	79.5	76.1
11	89.1	88.5	82.1	79.2
12	88.7	93.3	86.7	83.8
All Years	88.8	91.6	84.6	80.0
State DoE				
Year	2019	2020	2021	2022
7	91.2	92.1	89.7	85.5
8	88.6	90.1	86.7	82.1
9	87.2	89.0	84.9	80.5
10	85.5	87.7	83.3	78.9
11	86.6	88.2	83.6	80.0
12	88.6	90.4	87.0	83.9
All Years	88.0	89.6	85.9	81.7

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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	1	14	7
Employment	12	21	33
TAFE entry	3	2	6
University Entry	0	0	52
Other	7	1	2
Unknown	0	0	0

Year 12 students undertaking vocational or trade training

27.86% of Year 12 students at Orange High School undertook vocational education and training in 2022.

Year 12 students attaining HSC or equivalent vocational education qualification

98.4% of all Year 12 students at Orange High School expected to complete Year 12 in 2022 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)	13
Classroom Teacher(s)	60
Learning and Support Teacher(s)	2
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	20.57
Other Positions	1

*Full Time Equivalent

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	1,034,306
Revenue	14,944,350
Appropriation	14,119,892
Sale of Goods and Services	21,067
Grants and contributions	669,750
Investment income	6,973
Other revenue	126,667
Expenses	-14,909,577
Employee related	-12,947,630
Operating expenses	-1,961,947
Surplus / deficit for the year	34,773
Closing Balance	1,069,079

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.

	2022 SBAR Adjustments (\$)
Targeted Total	212,958
Equity Total	746,097
Equity - Aboriginal	110,989
Equity - Socio-economic	266,229
Equity - Language	24,259
Equity - Disability	344,620
Base Total	11,862,886
Base - Per Capita	293,887
Base - Location	3,716
Base - Other	11,565,283
Other Total	711,845
Grand Total	13,533,786

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

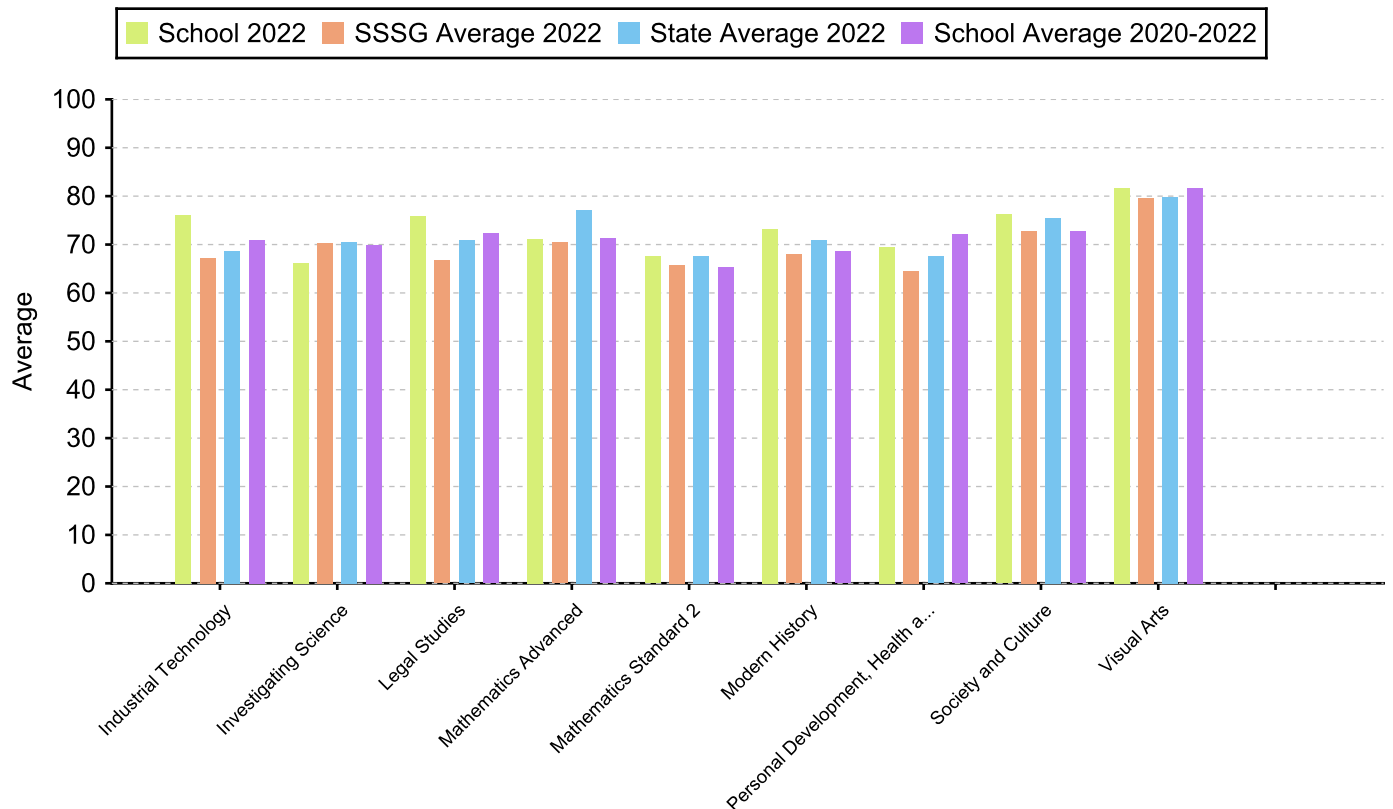
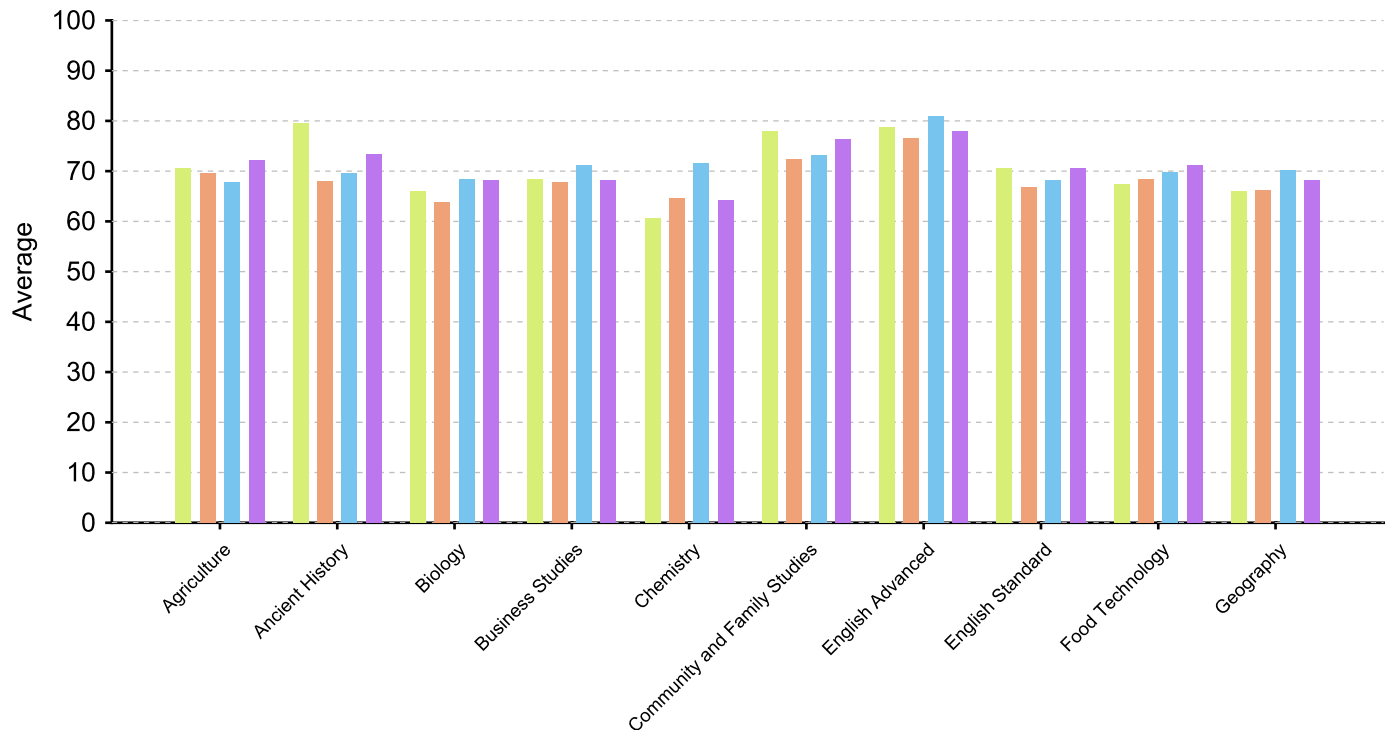
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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 2022	SSSG	State	School Average 2020-2022
Agriculture	70.5	69.7	67.8	72.2
Ancient History	79.6	68.0	69.6	73.4
Biology	65.9	63.9	68.5	68.3
Business Studies	68.3	67.8	71.2	68.2
Chemistry	60.7	64.6	71.7	64.2
Community and Family Studies	78.0	72.5	73.2	76.3
English Advanced	78.8	76.6	81.0	77.9
English Standard	70.6	66.7	68.1	70.5
Food Technology	67.3	68.5	69.7	71.2
Geography	66.0	66.2	70.2	68.1
Industrial Technology	76.1	67.2	68.6	70.9
Investigating Science	66.2	70.3	70.6	69.9
Legal Studies	75.9	66.7	70.8	72.3
Mathematics Advanced	71.1	70.4	77.1	71.3
Mathematics Standard 2	67.5	65.8	67.6	65.2
Modern History	73.2	68.0	70.9	68.6
Personal Development, Health and Physical Education	69.5	64.6	67.5	72.1
Society and Culture	76.2	72.8	75.5	72.7
Visual Arts	81.7	79.6	79.8	81.7

Parent/caregiver, student, teacher satisfaction

Orange High School students, families and staff were surveyed in 2022 in various ways to gain insight into their experiences and perspectives about their school community. Some staff chose to participate in the Pivot Professional Learning Survey. The questions are mapped to the Australian Professional Teaching Standards, and students are surveyed twice a year. The 2022 comprehensive school report indicated that Orange High Schools' areas of strength are that teachers treat students respectfully and know their students.

Students and families also completed the 'Tell Them From Me Survey', which utilises ten measures of student engagement and highlighted the focus areas of engaging all students and challenging all students as an area for school focus. The student survey had 469 responses, and social engagement and students belonging at school were strengths. Intellectual engagement is an area where improvement is required. The parent survey had 118 responses and indicated that communication between the school and families is an area that needs improvement in 2022. This point has formed the basis of our 2023 communication policy regarding newsletters and written communication from the senior executive team. Parents and carers also identified concerns around teachers changing and staffing difficulties.

Staff participate in the 'People Matters' survey. 96.5% of staff feel comfortable asking for help at work if needed and 91.3% of staff feel comfortable trying new things at work. Staff having time to do their job well dropped to 29.17%, and staff wellbeing declined. These findings identified areas of improvement that require focus in 2023.

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.