

2022 Annual Report

Oberon High School



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Introduction

The Annual Report for 2022 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.

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Message from the principal

This year we celebrated 150 years of public education in Oberon. The celebration was undertaken in conjunction with Oberon Public School. The history of the two schools is interesting over time with significant changes needed to accommodate a growing local community. The original school was established in 1872, became a public school in 1876 and was then converted to a central school in 1944. The central school became a split site arrangement when the new high school site was occupied in October 1981. The two schools were given independent status in 1993 leading to our current public school and high school identities. The 150 celebration was broken into three segments: official opening and morning tea at our school, BBQ luncheon at the public school and planting of pines at our plantation block on Abercrombie Road. Both schools had open days with memorabilia for visitors to enjoy. COVID-19 cases rose along with significant numbers of people suffering from other viruses such as RSV and Influenza. This led to high absentee rates for both students and staff.

The school had significant upgrades to infrastructure during the year with several areas receiving new roofing. The school was part of the LED light program leading to new lights across the school. The Rural Access Gap program delivered new electronic boards to the school ensuring all classrooms were upgraded. For the first time since 2019, the school was open to general visitation and activities that included parents coming onto the site. Parent-Teacher interviews ran openly without restrictions, and involving parents and general community members was a bonus as it added atmosphere to events such as Rural Cup, which was held this year without any restrictions. It is an event that students look forward to each year and they will again muster the energy and mindset to try and win the cup in 2023.

In the end we make the best of what we have put in front of us, which has been our mantra for several years. We look forward to 2023 with anticipation and a positive outlook. It is this mindset that provides the capacity to stay resilient and take on any challenge. This is a message that we give our students every day and one that equally reflects what we need to do as a school.

Craig Luccarda

Message from the school community

We had a very busy year, which was a nice change after the restrictions of the past several years.

We continued to raise funds with the Cadbury Chocolate Fundraising boxes throughout the year and also held a small Wood Raffle. We held our major fundraiser the 150 Prize Mega Raffle, in collaboration with the Oberon Public School P&C, to celebrate the 150 years of public education in Oberon. A big congratulations to everyone involved in organising the 150 years celebration, it was a huge success.

I'd also like to recognise the generous support of local businesses and organisations and everyone who contributed. We are very lucky to have such a supportive community. It was a huge effort from our small committee but with our hard

work we were able to raise over \$5000. We are looking forward to distributing these funds in 2023 to directly benefit the students and the school. In 2022 we made contributions to the Year 12 Graduation and the P&C Association Kind Citizen Award.

As with every year, Veronica and the Canteen team did a great job providing our school with a canteen 5 days a week. The introduction of the EFTPOS machine was a very positive addition to the Canteen in 2022. A huge thank you to Veronica and the team for all their hard work.

Thank you to our fantastic committee, it was certainly a big year for us. We are a small group but play an important role in strengthening the connection between the school, parents, carers, and the community. I look forward to continuing our valuable partnership with the school in 2023.

Jacqui Taylor

P&C President 2022



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.

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	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

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 team leading Strategic Direction 1 has worked collaboratively with staff to build capacity in teaching reading strategies. While we are yet to see an increase in the number of student showing growth in the top two NAPLAN bands there has been a significant improvement in the low-middle group who have moved to higher bands. In numeracy, the student cohort is above state average. Check-In results indicate that Stage 4 and 5 students are progressing consistently towards state average. The staff have successfully engaged with the High Potential and Gifted Education (HPGE) policy through professional learning. The data Wall has become a strong planning tool for all staff and is being consistently updated and improved. Explicit teaching strategies have increased in all classrooms with a specific focus on vocabulary. The Assessment Hub has been very successful during 2022 with staff improving assessment preparation. While it has been noted that the concept of the HSC seminars meet best practice, staff and student responses have shown that we need to take a different, more integrated, approach which will inform the Assessment Hub in 2023. The literacy and numeracy initiatives are an identified key focus in 2023.

We have recognised that our team's strength is developing good practice based on research, and need to allow the them to maintain focus in continuing the initiatives long term and collecting evidence of success.

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
Increase the percentage of students achieving in the top two bands of NAPLAN Reading by 6% to exceed the lower bound system target.	2022 NAPLAN data indicates 8.33% of students are in the top two skill bands (NAPLAN) for reading indicating the school has not yet achieved the system negotiated target.
Increase the percentage of students achieving in the top two bands of NAPLAN Numeracy by 6% to exceed the lower bound system target.	2022 NAPLAN data indicates 3.5% of students are in the top two skill bands (NAPLAN) for numeracy indicating the school has not yet achieved the system negotiated target.
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.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
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.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
Increase the percentage of students achieving in the top three bands of the	6% of students attained results in the top three bands demonstrating progress toward the lower bound target.

HSC by 9% to exceed the lower bound system target.

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

Overall, the Strategic Direction 2 team has been working successfully on the wellbeing of students at Oberon High School.

The Student Support Officer (SSO) has been consistently working on student wellbeing and initiating programs within the school that helps to improve the school culture and overall student advocacy. Students have responded well to our SSO and she is making positive impacts on a daily basis.

The 'Check In' program has had a successful pilot this year and will be implemented again in 2023. The program has looked at a range of things, from developing core skills, helping students navigate the digital platforms, developing SMART goals and working on having students taking ownership of their learning.

We are yet to make progress in our attendance data which has been largely impacted by Covid-19 and other illness leading to increased absences of both students and staff.

Our Aboriginal students have show good progress towards achieving the HSC credential.

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
Increase Tell Them From Me (TTFM) Wellbeing data (advocacy, belonging, expectations) by 6% to exceed the lower bound system target.	In 2022, the Tell Them From Me Wellbeing data (from the beginning of the year) showed a decrease in student advocacy from 5.7 to 5.6, a decrease in student belonging from 42% to 39% and a decrease in expectations for success from 6.7 to 6.5. This has not exceeded the lower bound target by 6%.
Increase the percentage of students attending school more than 90% of the time by 4% to exceed the lower bound system target.	Using school data and excluding students who have been suspended or are on exemptions, the number of students attending school more than 90% of the time is sitting at 46%. This included 87 students, which is a growth of 2 students from 2021. This is 18% below the baseline target and needs direct improvement in 2023. Using Scout data that includes suspension data and student data for partial attending students, the current > 90% attendance is 34.9% which is 29.1% below the baseline data.
Proportion of Aboriginal students completing their HSC whilst maintaining their cultural identity is on a positive trajectory towards the network developed target.	In our 2022 senior student body 3 students finished their HSC (with only one student leaving at the start of Year 12). This is a 75% completion rate for Aboriginal students at Oberon High School. All students were involved in extra-curricular Aboriginal activities and participated in the development of their PLP's this year. This is an improvement of the proportion of Aboriginal

Proportion of Aboriginal students completing their HSC whilst maintaining their cultural identity is on a positive trajectory towards the network developed target.

students completing their HSC whilst maintaining their cultural identity showing a positive trajectory for the students at Oberon High School.

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

This year we have surveyed students about assessment, to determine the reasons why assessments were not being completed. We have used responses to formulate a whole school initiative, designed to encourage engagement and increasing the value students place on tasks. It is a key to student improvement across all areas of the school in knowledge and skills. One issue highlighted was the need to improve the independent literacy skills students need to complete open ended tasks.

Staff have continued to implement the template for assessments introduced in 2021. Next year will see us continue on with our 2022 program, with the purpose of developing a whole-school philosophy behind assessment.

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 develop whole school 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 has been held over until the initiative focusing on assessment has been explored further. The initiative focusing on teaching will be impacted on by deeper decisions surrounding improvement in assessment across the school. Progress this year has again been impacted by Covid-19, with most school planning meetings postponed through Term 2 and Term 3 due to staff absences. This pushed much of what we had planned to achieve this year into 2023.
Evidence based research is used to develop high impact school assessment and feedback practices 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 2022 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 that directs why we assess and how best to assess for student success at our school. Progress has been limited due to the majority of school planning meetings during Term 2 and Term 3 being postponed due to Covid-19 and the associated staff absences. We have re-set for 2023 where we hope to have a clear and consistent run at our activity schedule.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$151,585.00</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of staff to provide additional support for students who have high-level learning needs • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • consultation with external providers • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) <p>The allocation of this funding has resulted in the following impact: students are progressing towards their personalised learning goals. All individual learning plans have been regularly updated to respond to student learning needs in collaboration with families. Eligible students have received personalised learning and support within their own classrooms and through withdrawal, as required. The students have also benefited from Learning and Support teacher intervention, who has worked collaboratively with the class teacher to differentiate learning and assessment tasks..</p> <p>After evaluation, the next steps to support our students will be: Ensure all parents and students are actively involved in the creation and review of Personalised Learning Plans. Use and communicate the data more effectively to enable relevant staff to identify and target key areas of need. Focus on ensuring tasks are further scaffolded and differentiated so that all students have a greater chance of successfully reaching their personal goals.</p>
<p>Professional learning</p> <p>\$32,114.00</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 Oberon 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"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Evidence-based online learning provided by the department and NESAs around curriculum provision and teaching pedagogies. • Mandatory training provided by the department enabling staff to provide a safe environment for students and fellow staff. • Evidence-based training around wellbeing and mental health to support our in-school practices. <p>The allocation of this funding has resulted in the following impact: Engagement in the school plan by all staff was very high which led to meaningful data collection and analysis. Staff undertook faculty analysis of HSC results, and became familiar with the student Data Wall. The Data Wall has given staff a significant amount of information regarding student progress in literacy and numeracy. External professional learning in quality teaching and assessment practice has further enhanced staff ability to develop teaching strategies that are inclusive of all learners.</p>

<p>Professional learning</p> <p>\$32,114.00</p>	<p>After evaluation, the next steps to support our students will be: Professional Learning will be conducted with all staff in relation to data collection and analysis, and to build the capacity of all staff. Specific delivery in explicit teaching in literacy and numeracy will continue to support our drive for improvement across all curriculum learning areas. We will continue to evaluate extended writing and move from analysis to improve teaching and learning in writing. A key focus will be staff professional learning communities, and quality teaching and assessment practice.</p>
<p>Aboriginal background</p> <p>\$24,110.00</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>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 equity loading include:</p> <ul style="list-style-type: none"> • employment of specialist additional staff (SLSO) to support Aboriginal students • community consultation and engagement to support the development of cultural competency • employment of additional teacher to work as a full-time Literacy and Numeracy mentor with students performing below the expected Stage level • staffing release to support development and implementation of Personalised Learning Plans. <p>The allocation of this funding has resulted in the following impact: Aboriginal students have been positively impacted this year through more tailored learning support to meet their specific needs in a culturally responsive way. Students have had the chance to make decisions about what is implemented in the school. The students have had opportunities to build community connections whilst learning and celebrating culture.</p> <p>After evaluation, the next steps to support our students will be: to further involve the parent body to assist in decision making and further the local connections to country as well as the wider community. We will continue to work to help our students improve on their results as well as their drive to be at school. We will continue to boost those students who have expressed leadership desires.</p>
<p>English language proficiency</p> <p>\$23,202.67</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>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 equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives • additional staffing intensive support for students identified in beginning and emerging phase • withdrawal lessons for small group (developing) and individual (emerging) support • provision of additional EAL/D support in the classroom and as part of differentiation initiatives. <p>The allocation of this funding has resulted in the following impact: Our EALD students have been able to access the curriculum. These students have been given additional support in the classroom and through</p>

<p>English language proficiency</p> <p>\$23,202.67</p>	<p>withdrawal to participate in literacy programs. There has been ongoing dialogue with families to provide collaborative support from home and school.</p> <p>Collaboration 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>After evaluation, the next steps to support our students will be: Continue to focus on developing English language acquisition through explicit instruction and modified tasks. Continue to foster relationships between our EALD students, their families 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>\$128,720.43</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>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 equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • support for students doing Life Skills courses and who have Individual Learning Plans <p>The allocation of this funding has resulted in the following impact: Ongoing standardized and reading testing has informed teaching practice and identified 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. The provision of SLSO support to implement a MultiLit reading program for students reading below stage level. The provision of additional teacher support in the classroom and to individual students to address areas of high need.</p> <p>After evaluation, the next steps to support our students will be: To increase student assistance targeted to areas of greatest need. To liaise with teachers to differentiate the curriculum and tasks to assist all students achieve at or above expectations. To work more collaboratively with families and support staff (counsellors, SSOs, Chaplain) 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>\$37,424.56</p>	<p>The location funding allocation is provided to Oberon 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>

<p>Location</p> <p>\$37,424.56</p>	<ul style="list-style-type: none"> • 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 • student assistance to support excursions <p>The allocation of this funding has resulted in the following impact: The extra funding has enabled all curriculum areas to build resources and access external programs with the purpose of resourcing their curriculum programs appropriately. Allocation of resources also gave faculty areas a boost to ensure that they deliver curriculum at a level that limits the disadvantage of our location compared to metropolitan schools.</p> <p>After evaluation, the next steps to support our students will be: to increase resource capacity through updates or purchase new resources to cater for curriculum changes.</p>
<p>COVID ILSP</p> <p>\$125,866.00</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"> • employment of teachers/educators to deliver small group tuition • releasing staff to analyse school and student data to identify students for small group tuition groups and monitor progress of student groups • employing/releasing staff to coordinate the program. <p>The allocation of this funding has resulted in the following impact: an intense focus on identifying target groups of students needs in literacy and numeracy. A range of student diagnostic assessments, which included the identification of the literacy and numeracy strands students most struggled with, provided the basis of the tutoring content. As a result, we saw solid improvement in mathematical strands like Geometry and Algebra, and literacy strands (such as inferencing and retrieving Explicit Information.</p> <p>After evaluation, the next steps to support our students will be: to continue small, supportive classes, which focus on the core subjects of Maths and English . . . The Covid funding in 2023 along with school based funding will allow the school to create a substantial program that can build on what we have achieved in the past two years.</p>
<p>Socio-economic background</p> <p>\$207,566.00</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>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 equity loading include:</p> <ul style="list-style-type: none"> • providing educational materials, uniform, equipment and other items to students with limited economic support • resourcing to increase equitability of resources and services • employment of additional staff to support the technology program within the school • supplementation of extra-curricular activities • additional staffing to implement Learning and Support programs to support identified students with additional needs <p>The allocation of this funding has resulted in the following impact:</p>

<p>Socio-economic background</p> <p>\$207,566.00</p>	<p>The further development of an inclusive school community where all students have access to the school curriculum and support needed for their wellbeing and academic development. The funding of extra positions in the school to support Learning and Support structures has been critical in providing a program that is expansive across the school enabling targeted programs, individual support and continual analysis of student results for re-evaluation. Funding of a Technology Support Officer allows technology roll out within the school to happen efficiently and additionally 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 enabling support for extra-curricular activities to ensure they are not limited in their success by geographic, socio-economic or staffing factors.</p> <p>After evaluation, the next steps to support our students will be: To continue to support students from low socio-economic backgrounds having equal access to education to continue evaluation of priorities ensuring that the funding has maximum benefit.. Socio-economic funding has allowed the school to directly support families financially with larger costs around excursions and purchasing technology. This will occur again into 2023 to ensure students can access the continuing school projects. Socio-economic funding has allowed the school to supplement its staffing and this will continue into 2023. Supporting students through broader curriculum and specialised teachers is essential and this funding will enable the school to continue the provision of a supportive and contemporary curriculum.</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 Oberon 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"> • Other funded activities <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • Funded the employment of a full time Student Support Officer <p>The allocation of this funding has resulted in the following impact: The Student Support Officer has provided individual support to students who were referred by staff or self-referred. They have established strong relationships with external services, such as Bathurst Headspace, who now outreach to Oberon High School by delivering an ongoing well-being program to groups of students. Other well-being programs, such as the YMCA "Y-Program" have also been established in 2022 and have had a positive impact on student engagement and well-being. Anglicare Bathurst has been engaged to provide regular food hampers/ vouchers to multiple families and has also engaged Wattle Tree House Housing service for families facing homelessness.</p> <p>Other wellbeing programs have been successfully run across the school by the SSO and have been tailored to meet specific needs of individual students, sub-groups and the whole student body. The high number of students that attend the well-being hub, run by the SSO, also suggests that students know they have an adult that they can seek help and support from. Parents have also utilised the various services SSO has referred them to suggesting that appropriate needs have been identified and supported.</p> <p>After evaluation, the next steps to support our students will be: The work of the SSO will continue into 2023. to consolidate the programs that have been effective. Student mental health has been identified as a priority area for the school. As such, the SSO will implement programs such as Mental Health First Aid for students and co-ordinate the training of key staff in this area. The SSO will also expand partnerships in the local area to provide services that will assist in the health and wellbeing of students and families.</p>



Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	105	99	110	113
Girls	94	102	89	86

Student attendance profile

School				
Year	2019	2020	2021	2022
7	88.7	91.1	89.8	88.6
8	89.7	89.4	86.2	84.1
9	86.4	91.0	83.7	76.0
10	85.8	87.7	83.8	78.8
11	87.4	86.3	83.7	84.9
12	86.0	88.6	89.7	81.8
All Years	87.3	89.2	85.9	82.0
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	0	0	3.7
Employment	20	23.8	70.4
TAFE entry	2.5	9.5	7.4
University Entry	0	0	11.1
Other	2.5	0	0
Unknown	0	4.7	7.4

Year 12 students undertaking vocational or trade training

51.11% of Year 12 students at Oberon High School undertook vocational education and training in 2022.

Year 12 students attaining HSC or equivalent vocational education qualification

85.7% of all Year 12 students at Oberon 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)	1
Head Teacher(s)	4
Classroom Teacher(s)	15.7
Learning and Support Teacher(s)	0.8
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	8.78
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 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	642,679
Revenue	5,245,885
Appropriation	5,066,989
Sale of Goods and Services	36,638
Grants and contributions	127,456
Investment income	4,521
Other revenue	10,281
Expenses	-4,823,790
Employee related	-4,241,279
Operating expenses	-582,510
Surplus / deficit for the year	422,096
Closing Balance	1,064,775

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	188,202
Equity Total	383,599
Equity - Aboriginal	24,110
Equity - Socio-economic	207,566
Equity - Language	23,203
Equity - Disability	128,720
Base Total	3,783,561
Base - Per Capita	52,689
Base - Location	37,425
Base - Other	3,693,447
Other Total	422,480
Grand Total	4,777,842

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

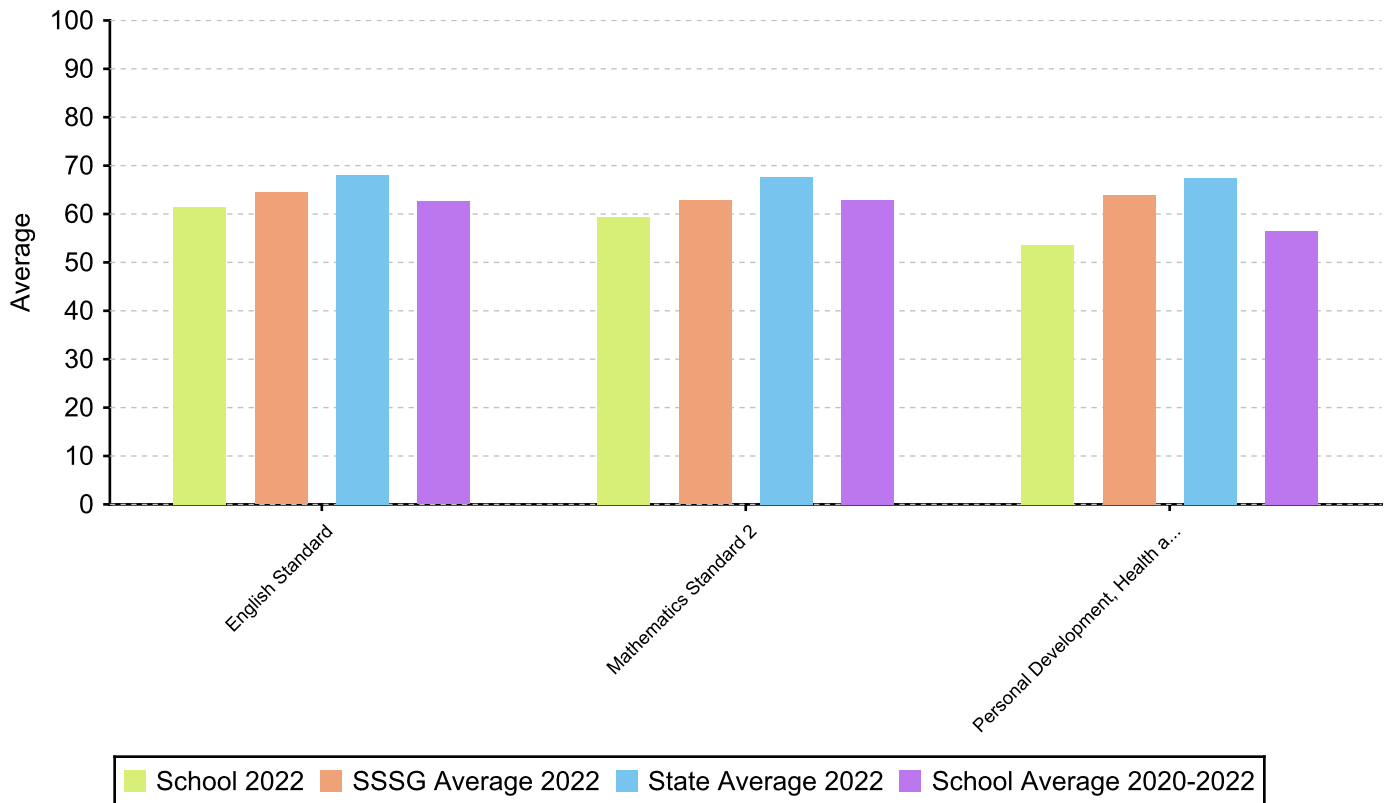
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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
English Standard	61.4	64.4	68.1	62.6
Mathematics Standard 2	59.4	62.8	67.6	62.9
Personal Development, Health and Physical Education	53.6	63.9	67.5	56.5

Performance in the 2022 HSC was down a little on previous years. It is very clear that Covid-19 restrictions had a negative impact on this cohort who had three disrupted years of learning. Significant work is now being done to find ways to help student build their critical analysis and writing skills.

Parent/caregiver, student, teacher satisfaction

Tell Them From Me was conducted with students in 2022. Students generally feel they have someone at school who they can go to for advice, have positive teacher-student relationships and that staff have high expectations for them to success. Most Aboriginal student feel good about their culture at school. A large majority know where to go to for help if they feel bullied. The school has some work to do on ensuring students feel a positive sense of belonging and improving intellectual engagement of students. Students also fed back to staff that they love events such as Rural Cup.

Parents were surveyed about mobile phone usage at school and their opinion about the introduction of Yondr pouches to help improve engagement was gauged. We promote school activities on our Facebook site and regularly get positive reactions to these. For example we gained positive feedback about the 150 Years celebrations and activities. Parents and the community were extremely positive on our social media sites about the pine plantation harvesting.

Staff feedback was gained through faculties throughout the year. They were extremely positive about the introduction of Yondr pouches and the new mobile phone policy. They were also consulted on, and positive about, the upgrades to the school facilities, including the front office and staff common room, which are now more user friendly and are positive about the use of a new conference room to facilitate face-to-face parent interviews. The school continues to experience low turnover and staff returning to the school from other appointments, which are positive signs of staff satisfaction.





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.