

2023 Annual Report

Orange High School



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Introduction

The Annual Report for 2023 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.

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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 and participated in an external validation. 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. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal, School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2023 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Delivering
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	Sustaining and Growing
LEADING: Management practices and processes	Delivering

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.

- Explicit teaching for literacy and numeracy acceleration
- Enhancing Aboriginal education within our culturally rich curriculum

Resources allocated to this strategic direction

Integration funding support
English language proficiency
Low level adjustment for disability
Location
Socio-economic background
Aboriginal background
Professional learning
Per capita

Summary of progress

The school focus this year was on explicit teaching for literacy and numeracy acceleration and enhancing Aboriginal education within the schools culturally rich curriculum.

Teachers continued to embed 2022 successful collaborative teaching strategies consolidating previous and ongoing targeted professional learning for literacy and numeracy through mypl literacy and numeracy courses and the Department of Education, universal resources hub . The use of NAPLAN blitzes enabled students to engage in targeted lessons to prepare for the NAPLAN testing environment. These lessons were driven by targeted explicit literacy and numeracy skills relevant to the individual need of students. This took place across faculties, outside of English and Math's, creating a whole school culture of literacy and numeracy acceleration.

Data collation included the triangulation of data across the school, in particular the use of NAPLAN and Check in. The use of data analysis informing targeted literacy support to provide literacy and numeracy growth across the school in particular the year 7 cohort. The success of this process enabled the High Impact Vital Education (HIVE) activity to improve student growth for students in Year 9 2023 46 students gained 'exceeding' in one or more domain and 91 'exceeding' results were gained across domains.

In 2024, the school will continue to use the successful processes of data informed practice to inform student literacy and numeracy need consolidating the use of the learning and support teachers to work across the school to improve student growth.

The school participated in Guided Support for HSC Attainment for Aboriginal Students, working with the 'Aboriginal Outcomes and Partnerships Directorate'. The school trialed the Self Assessment Tool with all staff, identifying key areas for the building of staff capacity. The participation of staff in explicit teacher professional learning enabled the development of Personalised learning plans to inform differentiated teaching to meet the needs of all students. Through the participation in Stronger Smarter Professional learning and development of collaborative planning time each term , in-depth reflection and inclusion of non-teaching staff across the school enabled an inclusive and culturally responsive educational community. Effective leadership of this collaboration resulted in the school taking this activity of collaborative planning at a whole school level to a culturally safe community of practice inclusive of creating collective efficacy within and across schools. Interschool collaboration enabled an evidenced based understanding of cultural inclusivity within and across schools though learning shared by Professor Marcia Langston, community members and the AECG President. This targeted learning ensured the school could maintain improved cultural safety in 2023 . Data collated by the school celebrated 100% of Aboriginal Students, which was 23 students of the Year 12 cohort meeting their Minimum Standards and achieving their HSC. Check in results this year showed Aboriginal student cohorts achieving above similar school group and state proficiency.

In 2024 the school will plan for further learning opportunities to consolidate and build upon cultural safety practices and Aboriginal Student growth and achievement , seeking guidance from local community members working with our whole

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
Aboriginal Student HSC attainment - increase the percentage of Aboriginal students attaining the HSC whilst maintaining their cultural identity.	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 11 Aboriginal students in the 2023 HSC cohort.
Increase the percentage of students achieving 90% attendance to be above the agreed lower bound target of 69.4%	Year 11 student data has improved from 65% to 73% in 2023. This innovative utilisation of the AEO role has resulted in some incredible results for our students. One Year 11 student has improved their attendance from 51% in Year 10 to 100% in Year 11. Overall, the current (NOV) attendance rate over 90% is 53% (higher than SSSG and a significant uplift of 2022).
Increase the mean scaled score of Years 7 and 9 students from 2022 to 2023 in the Reading Check-in assessment.	The Check-in Assessment mean scale score indicates reading has increased in Year 9 by 2.9 and decreased in year 7 by 5.0.
Increase the mean scaled score of Years 7 and 9 students from 2022 to 2023 in the Numeracy Check-in assessment.	The Check-in Assessment mean scale score indicates numeracy has increased in Year 9 by 0.6 and decreased in Year 7 by 1.9.

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

Resources allocated to this strategic direction

Socio-economic background
Professional learning
Beginning teacher support
Aboriginal background
Per capita
Student Support Officer
Low level adjustment for disability
Integration funding support

Summary of progress

The school focus was on Best Practice Teaching through the initiative of Stage 6 Strategy. The school used systematic and reliable assessment information to evaluate student learning over 2023. This activity informed changes in teaching that lead to measurable improvement. The school developed processes to collaboratively support teacher consistent and evidence based judgment enabling the successful moderation of stage 6 assessment. Professional Learning focused on continuous improvement of teaching and student outcomes through a narrow and deep focus on the NESA Stage 6 performance bands and moderation.

In 2023, collaboration across schools enabled the school to share an approach to Results Analysis Package (RAP) evaluation determining the use of data to adjust Stage 6 pedagogical approaches. Targeted staff Professional Learning has played a vital role in the school's HSC improvement. The approach of developing Head Teacher and then classroom teacher capacity in analysing data, reflection, making changes to assessments and observing peer teachers has significantly improved the school's overall HSC results. The strategically planned Professional Learning leveraging the DOE HSC Strategy ensured all HSC teachers reflected on their impact in the classroom by analysing student work samples, planned and developed high impact teaching activities through collective inquiry.

In 2024 due to the success of this initiative, the school will consolidate and build upon targeted systems and processes that enable data informed practice through distributive leadership and explicit teacher professional learning to support a stage 4 and 5 initiative.

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%).	25.8% of students attained results in the top two bands demonstrating progress towards achievement of the lower bound target of 30%.
Orange High School is validated in sustaining and growing in the School Excellence Framework across the domain Effective classroom practice.	As part of the 2023 external validation Self-assessment against the School Excellence framework shows the school currently performing at sustaining and growing in the domain of effective classroom practice.

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

Resources allocated to this strategic direction

Integration funding support
Aboriginal background
Low level adjustment for disability
Professional learning
Beginning teacher support
Per capita
Socio-economic background
Student Support Officer

Summary of progress

The school focused on cultivating capacity through the initiative of evidence-based wellbeing initiatives. Whole school wellbeing processes supported the wellbeing of all students through engagement in The Resilience Project for all students in Stages 4 and 5. This involved explicit teaching of wellbeing strategies to students fortnightly. Other programs included RAISE Mentoring, RAGE, Love Bites and..... These programs enabled a whole school approach to embedding a culture of high expectations recognised by our school community.

Surveys focusing on student voice such as Be You, Tell Them From me and The NSW Climate Survey provided whole school data. Careful evaluation of this data demonstrated a whole school commitment to a culture of wellbeing where students regularly demonstrate authentic and valued engagement with the school community, resilience, self regulation and active lifestyle.

The school engaged in the External Validation process in 2023 where the community celebrated validation of excelling recognising the school's strategic and planned approach to developing whole school wellbeing processes that support the wellbeing of all students 7-12.

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.	Positive well-being outcomes overall have decreased by 16.26% since 2021. Our number of students completing has significantly increased and our wellbeing team has reacted proactively to TTFM and climate survey data to target support. Stages 4-5 engaging regularly in the Resilience Project in Semester 2 focused on improving this sense of wellbeing.
Orange High School is validated in excelling in the School Excellence Framework across the majority of the domain wellbeing.	Self-assessment against the School Excellence framework shows the element of wellbeing to be excelling. The external validation assessing team supported this validation.

Funding sources	Impact achieved this year
<p>New Arrivals Program</p> <p>\$14,723.00</p>	<p>The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency 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> <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employing a specialist teacher to provide intensive English language support focusing on language development to participate successfully in schooling <p>The allocation of this funding has resulted in the following impact: Individualised and targeted support for newly arrived students and their families. Additional support for all staff to develop best practice EALD differentiation strategies.</p> <p>After evaluation, the next steps to support our students will be: Continue hiring a specialised EALD teacher and another staff member to support our growing student numbers.</p>
<p>Integration funding support</p> <p>\$366,552.00</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"> • Explicit teaching for literacy and numeracy • Stage 6 Strategy • Evidenced based wellbeing initiatives <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 • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • implementation of targeted programs to differentiate teaching and learning programs <p>The allocation of this funding has resulted in the following impact: Some eligible students demonstrating progress towards their personalised learning goals. All IEPs were regularly updated and responsive to student learning needs and progress, ensuring eligible students receive differentiation and support within their own classrooms.</p> <p>After evaluation, the next steps to support our students will be: To formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student IEPs reviews to ensure funding is used to address each student's support needs specifically. The Head Teacher Engagement and Behaviour and SLSO in the Alternate Learning Space will utilise this funding to create targeted and specific interventions for students with this funding.</p>
<p>Socio-economic background</p> <p>\$285,604.88</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</p>

<p>Socio-economic background</p> <p>\$285,604.88</p>	<p>enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit teaching for literacy and numeracy • Stage 6 Strategy • Evidenced based wellbeing initiatives • 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"> • professional development of staff to support student learning • staff release to increase community engagement • employment of additional staff to support alternate learning space program implementation. • employment of external providers to support students with additional learning needs • 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: We have reduced suspensions for a targeted group of students using the new position Head Teacher Engagement and Behaviour. The release of LaSTs for IEPs has significantly improved the quality and depth of these student plans. These funds provide student assistance for fees, uniforms and food for our most vulnerable students.</p> <p>After evaluation, the next steps to support our students will be: To continue to engage the literacy and numeracy explicit teacher professional learning to support our trajectory towards achieving targets. Data shows that attendance rates for students in this equity cohort is not consistent. Next year, the school will diversify the role of the reducing teacher administration pilot towards engaging an attendance, improving our attendance rates.</p>
<p>English language proficiency</p> <p>\$38,684.19</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 including:</p> <ul style="list-style-type: none"> • Explicit teaching for literacy and numeracy <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 • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional staffing to implement Individual Educational Plans for all EAL/D students • additional teacher time to provide targeted support for EAL/D students and for development of programs • engagement of an EAL/D specialist teacher to model EAL/D strategies, with the aim of increasing teacher confidence and practice in their classrooms <p>The allocation of this funding has resulted in the following impact: Hiring an EAL/D teacher has ensured that every student who has newly arrived has completed English language proficiency through the EAL/D learning progression ensuring EAL/D students are more confident with their language use, as noted in teacher observations and analysed writing samples. The school has also utilised an SLSO to support students in class and small groups.</p> <p>After evaluation, the next steps to support our students will be: To develop classroom teacher confidence and their capacity to design integrated writing units that reflect the needs of EAL/D learners. The identified next step is to transfer this practice across all key learning areas (KLAs). Ongoing professional learning will identify language and cultural needs and strategies across the curriculum. Personalised and targeted</p>

English language proficiency \$38,684.19	professional development will be provided to each teacher through mentoring, co-teaching and co-planning.
Low level adjustment for disability \$344,619.90	<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"> • Explicit teaching for literacy and numeracy • Stage 6 Strategy • Evidenced based wellbeing initiatives • 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"> • 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 • employment of SLSO to improve the development of students by implementing speech and OT programs developed by specialists • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs <p>The allocation of this funding has resulted in the following impact: The school achieving a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities. A significant impact is the individualised support SLSOs provide in mainstream classes across KLAs.</p> <p>After evaluation, the next steps to support our students will be: To further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of trained SLSOs.</p>
Location \$3,397.22	<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"> • Explicit teaching for literacy and numeracy • Enhancing Aboriginal education within our culturally rich curriculum <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>The allocation of this funding has resulted in the following impact: Increased subject opportunities and choices for students in a regional area.</p> <p>After evaluation, the next steps to support our students will be: Developing and delivering professional learning open to other local schools, supporting the school to increase collaboration and overcome isolation.</p>
Professional learning \$111,391.93	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

<p>Professional learning</p> <p>\$111,391.93</p>	<p>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"> • Stage 6 Strategy • Evidenced based wellbeing initiatives • Enhancing Aboriginal education within our culturally rich curriculum <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Participate in high impact, evidenced professional learning experiences • Utilise technological approaches to staff learning and our TTA subscription <p>The allocation of this funding has resulted in the following impact: Developing leadership capacity in coaching and mentoring an increased capacity of all teachers to embed effective practices in areas identified in school planning and PDPs.</p> <p>After evaluation, the next steps to support our students will be: Personalised and targeted professional learning in the form of mentoring and co-teaching. A high impact effective and explicit teaching approach that is visible in every classroom.</p>
<p>COVID ILSP</p> <p>\$106,563.05</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 2023.</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 • providing targeted, explicit instruction for student groups in literacy/numeracy • providing intensive small group tuition for identified students who were... • employing/releasing staff to coordinate the program • development of resources and planning of small group tuition <p>The allocation of this funding has resulted in the following impact: Students in the program achieving significant progress towards their personal learning goals students YARC tested, and results and shifts upwards captured in PLAN2, Term 4 Check-in assessment result to be evaluated.</p> <p>After evaluation, the next steps to support our students will be: To continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student needs. We would like to employ more staff to utilise the program further and maximise the impact on the students. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority. This has resulted in the school learning and support processes being revised and will now involve regular monitoring of students as they transition back into classrooms within the program.</p>
<p>Aboriginal background</p> <p>\$132,946.36</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</p>

<p>Aboriginal background</p> <p>\$132,946.36</p>	<p>enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Stage 6 Strategy • Evidenced based wellbeing initiatives • 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 • community consultation and engagement to support the development of cultural competency • 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: Has increased our contact with our Aboriginal families engaging in the PLP process and, more importantly, conversations became more authentic, at times continuing for more than an hour as a result of the welcoming and informal setting. Tell Them From Me data indicated 41% of our Aboriginal students feel like their culture is valued at school. Our students have become more involved in cultural opportunities.</p> <p>After evaluation, the next steps to support our students will be: We want to further engage in a literacy and numeracy-focused Aboriginal-identified position to deliver differentiated and personalised support to our Aboriginal students. We would like to invest in an SLSO to work in the AEO space to help further support our students with their cultural journey.</p>
<p>Student Support Officer</p> <p>\$99,516.00</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"> • Stage 6 Strategy • Evidenced based wellbeing initiatives <p>Overview of activities partially or fully funded with this Staffing - Other include:</p> <ul style="list-style-type: none"> • Employment and professional learning for a Student Support Officer. <p>The allocation of this funding has resulted in the following impact: The student support officer contributes to the implementation of the whole-of-school approach to wellbeing with a focus on early intervention. They work closely with our school counsellors service and other wellbeing supports to assist our students to develop social and emotional skills through strengths-based programs and strategies that build resilience, coping skills and positive relationships.</p> <p>After evaluation, the next steps to support our students will be: Develop a more pivotal role in working collaboratively with external and other government agencies to support students and their families and support transition, between schools and post-school enrolments by working with transition coordinators and external providers.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	565	565	529	523
Girls	578	574	544	513

Student attendance profile

School				
Year	2020	2021	2022	2023
7	94.7	89.2	83.0	86.9
8	92.9	86.1	81.4	83.4
9	90.1	84.3	78.3	83.6
10	89.5	79.5	76.1	80.8
11	88.5	82.1	79.2	84.3
12	93.3	86.7	83.8	86.0
All Years	91.6	84.6	80.0	84.0
State DoE				
Year	2020	2021	2022	2023
7	92.1	89.7	85.5	87.9
8	90.1	86.7	82.1	84.6
9	89.0	84.9	80.5	82.8
10	87.7	83.3	78.9	81.1
11	88.2	83.6	80.0	81.7
12	90.4	87.0	83.9	86.0
All Years	89.6	85.9	81.7	83.9

Attendance

NSW student attendance data in 2020 is not comparable to other 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.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See <https://education.nsw.gov.au/schooling/covid-19/advice-for-families> for advice).

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	10.6	7.5
Employment	14.1	21.9	18.5
TAFE entry	6.5	9.8	4.2
University Entry	0	0	46.2
Other	0	0	2.5
Unknown	0	0	21.1

Year 12 students undertaking vocational or trade training

31.82% of Year 12 students at Orange High School undertook vocational education and training in 2023.

Year 12 students attaining HSC or equivalent vocational education qualification

96.7% of all Year 12 students at Orange High School expected to complete Year 12 in 2023 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	3
Head Teacher(s)	13
Classroom Teacher(s)	61.4
Learning and Support Teacher(s)	1.7
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	20.57
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 2023, 2.5% 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	2023 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

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 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 Actual (\$)
Opening Balance	930,789.45
Revenue	16,171,071.87
Appropriation	15,536,351.18
Sale of Goods and Services	21,772.08
Grants and contributions	577,595.20
Investment income	23,920.41
Other revenue	11,433.00
Expenses	-15,818,567.26
Employee related	-13,688,231.37
Operating expenses	-2,130,335.89
Surplus / deficit for the year	352,504.61
Closing Balance	1,283,294.06

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.

	2023 SBAR Adjustments (\$)
Targeted Total	283,900
Equity Total	801,855
Equity - Aboriginal	132,946
Equity - Socio-economic	285,605
Equity - Language	38,684
Equity - Disability	344,620
Base Total	12,535,938
Base - Per Capita	285,750
Base - Location	3,397
Base - Other	12,246,791
Other Total	743,066
Grand Total	14,364,759

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

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (<https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions>). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

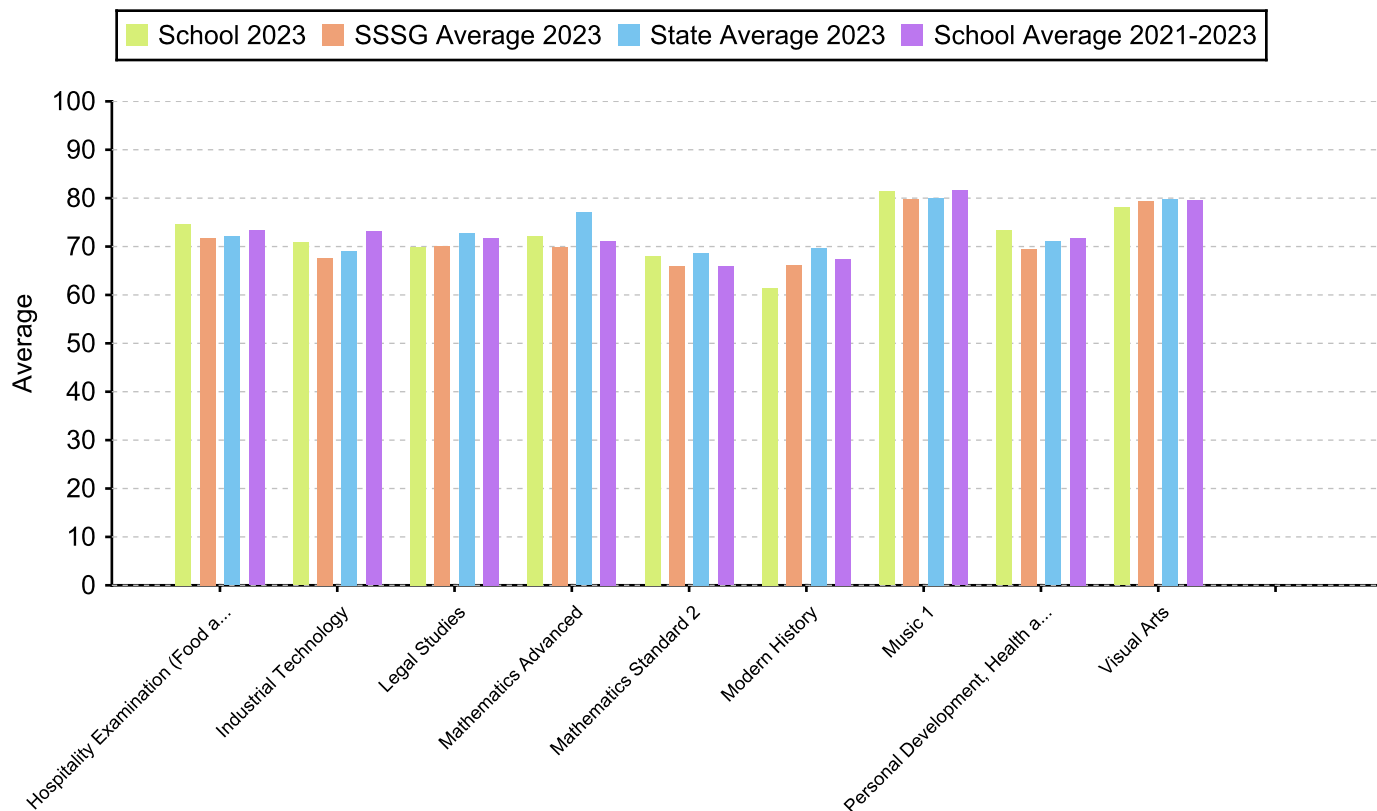
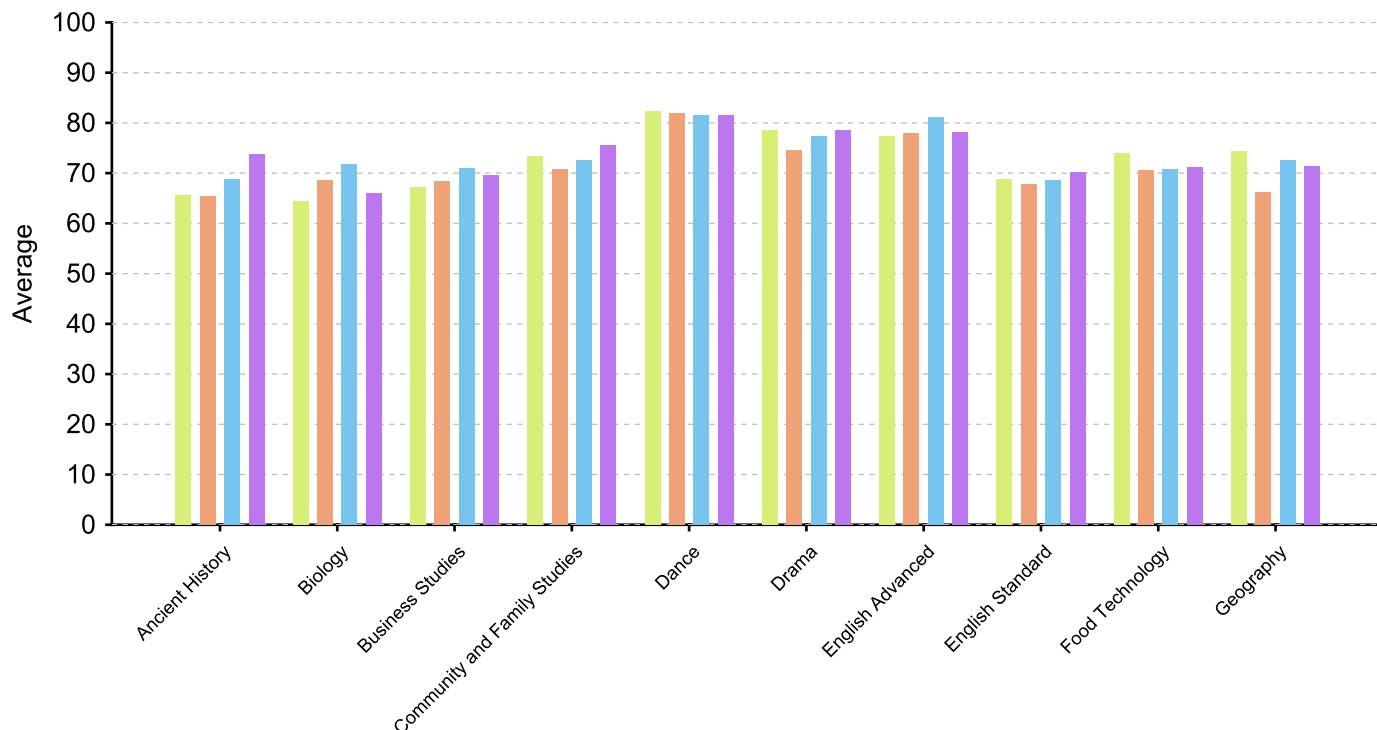
In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

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 2023	SSSG	State	School Average 2021-2023
Ancient History	65.5	65.3	68.7	73.8
Biology	64.5	68.7	71.8	66.1
Business Studies	67.2	68.3	70.9	69.5
Community and Family Studies	73.4	70.8	72.7	75.6
Dance	82.4	81.9	81.5	81.5
Drama	78.6	74.7	77.3	78.6
English Advanced	77.3	78.0	81.2	78.2
English Standard	68.8	67.7	68.5	70.1
Food Technology	73.9	70.5	70.8	71.2
Geography	74.4	66.3	72.5	71.3
Hospitality Examination (Food and Beverage)	74.7	71.8	72.1	73.3
Industrial Technology	70.8	67.7	69.1	73.1
Legal Studies	69.9	70.1	72.9	71.8
Mathematics Advanced	72.2	69.9	77.0	71.2
Mathematics Standard 2	68.1	66.0	68.7	65.9
Modern History	61.4	66.2	69.6	67.4
Music 1	81.4	79.8	80.0	81.6
Personal Development, Health and Physical Education	73.3	69.5	71.0	71.8
Visual Arts	78.1	79.4	79.8	79.6

Parent/caregiver, student, teacher satisfaction

The combined findings from the parent/carer, staff and student climate survey, external validation, and Tell Them From Me Data data undeniably highlight a significant need for continuous improvement in how we engage all our students in learning. In 2023, our primary emphasis was on setting high expectations. Looking ahead to the next five years of strategic planning, our core focus will revolve around implementing explicit teaching practices, assessment and providing effective feedback. Cognitive load theory offers both theoretical and practical support for explicit teaching methods. A focus on explicit teaching has garnered unanimous support through research and discussions during Executive, faculty, and school-wide meetings. The planned review of learning engagement strategies at Orange High School is a strategic move, and 2024 is an opportune time for this, coinciding with our new daily structure. Capacity building in the executive team is a strong priority, as identified in the Climate Survey.

The Parent/carer Climate Survey indicates a desire for more parental connection to the school. Developing parent information sessions around vaping, drugs, and cybercrime in 2023 to educate our families has genuinely impacted our community connections. A critical review of the OHS Climate survey highlights student engagement and transition pathways as focus areas from a parent's perspective. Surveying families, parent education forums, and the opportunity to give feedback on the phone policy and 2024 daily structure have allowed the entire OHS community to provide input into future directions. Identifying a sense of belonging and safety as a critical point in data, the implementation of the Headspace Schools and Communities Mental Health Education Program at Orange High School works to increase the mental health literacy of our students, reduce stigma, and build the capacity of our students to understand their own wellbeing needs, support their peers and seek help.

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.