2023 Annual Report

Oberon High School

8598

Introduction

The Annual Report for 2023 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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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	2023 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student growth and performance	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	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.

- Data Informed Practices
- Explicit Teaching

Resources allocated to this strategic direction

Low level adjustment for disability
English language proficiency
Professional learning
Socio-economic background

Summary of progress

Differentiated literacy and numeracy sprints were introduced, based on ideas from What Works Best, to meet skill deficits identified in Scout and our school data wall. This program had some success, particularly shown in vocabulary pre and post testing. However, numeracy sprints were less successful, even after trialing Mangahigh. A mid-year review returned the school's focus to improving teacher methodology. Staff pivoted to training in "This does that" sentence methodology, adopted from a Centre for Education Statistics and Evaluation's case study. Staff demonstrated learning and began implementing the teaching strategy. This program will continue in 2024 with a focus on classroom implementation in all faculties. The other initiative was the Stage 6 Assessment Hub aimed at teaching explicit skills using assessment tasks as the launchpad to work with teachers. The program started strong but lost momentum as staff did not fully grasp its value in their classroom and teacher shortages impacted our ability to continue this program. It was reviewed and did not continue past term 2.

As Data Informed Practices and the Data Wall was a continuing activity, staff became more familiar with the data wall. Term 1 professional learning in staff meeting time reviewed use of the data wall and introduced new features such as the identification of high potential and gifted students and their domains using the criteria from the HPGE evaluation and planning tool. The data wall was updated using 2022 NAPLAN and Check-in results from 2022 and Term 1 2023. However, the data wall continued to be underutilised. After the Semester 1 review, the school agreed to develop a class profile model for 2024. Work was done in Term 4 to create a template and staff will use time at a School Development Day to collaboratively create these profiles for core classes. Review of the effectiveness of this model of data use will occur in the second half of 2024.

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 proportion of students demonstrating growth in reading from the 2022 Term 4 Check in assessment data.	The proportion of students achieving growth in Year 9 Check-in assessment reading decreased by 3.1% between 2022 and 2023. The proportion of students achieving growth in Year 8 Check-in assessment reading increased by 10.2% between 2022 and 2023. A substantial amount of this improvement came from the vocabulary area that was the focus of the literacy initiative. The proportion of students achieving growth in Year 7 Check-in assessment reading decreased by 9.3% between 2022 and 2023.
Increase the proportion of students demonstrating growth in numeracy from the 2022 Term 4 Check in assessment	The proportion of students achieving growth in Year 9 Check-in assessment numeracy decreased by 5.4% from 2022 to 2023.

data.	The proportion of students achieving growth in Year 8 Check-in assessment numeracy increased by 5.6% from 2022 to 2023. The proportion of students achieving growth in Year 7 Check-in assessment numeracy decreased by 0.3% from 2022 to 2023.
Increase the percentage of students achieving in the top three bands of the HSC by 9% to exceed the lower bound system target.	19.9% of students attained results in the top three bands demonstrating achievement of the lower bound 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

Socio-economic background
Low level adjustment for disability
Professional learning
Location
Student Support Officer
Aboriginal background

Summary of progress

The focus was on establishing and maintaining a culture of high expectations and collaboration across a vast number of school resources and personnel. Initiatives addressing socio-economic disparities and inclusive education have led to increased improvement in student wellbeing measures. The introduction of a Student Support Officer, Wellbeing Coordinator, and collaborative teams among staff have collectively contributed to positively impacting student outcomes and has enhanced their overall learning environment.

Staff teams created focus initiatives based on evidence to drive the direction of wellbeing programs throughout the year. Teams encompassed areas such as Aboriginal Education, check-in classes for student support, numerous and varying wellbeing programs targeting specific needs, Tell Them From Me, and attendance. Teams used student data along with student collaboration groups to identify the specific needs to target for each program. These programs obtained varying degrees of success, and all had a positive impact on student wellbeing data, however, a greater focus on Positive Behaviour for Learning is required to reinforce the need for a culture of high expectations amongst students and staff. Data was tracked and collated in a variety of formats including submission rates, attendance, student engagement rates, student and staff surveys and observations and all have shown improvements.

In 2024, the school will work with staff to establish a Positive Behaviour for Learning team and maintain current wellbeing teams and successful programs to further address the initiatives of collaboration and a high expectations culture. This will further support improvements in student wellbeing as a whole across the school.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Increase Tell Them From Me (TTFM) Wellbeing data (advocacy, belonging, expectations) by 6% to exceed the lower bound system target.	46% of students indicated a positive sense of wellbeing (Expectations for Success, Advocacy, and Sense of Belonging at School) demonstrating movement toward achieving this school-based progress measure.
Increase the percentage of students attending school more than 90% of the time by 4% to exceed the lower bound system target.	The number of students attending greater than 90% of the time or more has increased by 15%.
Increase the percentage of Aboriginal students attaining the HSC by 50%	The percentage of Aboriginal students attaining the HSC whilst maintaining their cultural identity has increased by 33%.

based on the network developed target for Year 9 student data 2021 whilst maintaining their cultural identity.

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

Socio-economic background

Summary of progress

The focus for this year was to develop a professional learning community to inform practice. High Impact Professional Learning was introduced, guiding school teams through the process of developing consistent evidence-informed practices. Formative and summative assessment was used to identify point of need with student learning.

A sample group of staff utilised Quality Teaching Assessment strategies to reflect on the development of assessment tasks, utilising What Works Best documents. Differentiated support in the form of coaching and mentoring was provided to the staff involved at their point of need.

Student learning outcomes were tracked through the collection and analysis of assessment completion data and has shown improvement which was shared with all stakeholders.

In 2024, the school will work with staff to establish a process for coding assessments based on Quality Teaching. This will support further improvement in assessment, and teaching practice, across the school.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
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 shows the school currently Sustaining and Growing in the element of effective classroom practice.
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.

Funding sources	Impact achieved this year
Integration funding support $149,231.00	Integration funding support (IFS) allocations support eligible students at Oberon High School in mainstream classes who require moderate to high levels of adjustment. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this targeted funding include:** • employment of staff to provide additional support for students who have high-level learning needs **The allocation of this funding has resulted in the following impact:** Students are making progress towards their personalised learning goals. All individual education plans are regularly reviewed to respond to student learning needs in collaboration with the students and their family. 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 classroom teacher to differentiate learning and assessment tasks.. **After evaluation, the next steps to support our students will be:** To continue to ensure that all parents and students are actively involved in the creation and review of Individual Education Plans. Staff professional learning sessions will have a focus on the analysis of student data. This analysis of data will inform staff of where these students require additional supports both in the classroom and in assessment tasks. There will continue to be a focus on ensuring tasks are scaffolded and differentiated in order for all students to have a greater chance of successfully reaching their personal goals.
Professional learning $35,976.51	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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Explicit Teaching • High Expectations Culture • Other funded activities **Overview of activities partially or fully funded with this initiative funding include:** • release time for staff to engage in professional learning and to come back and share this with all staff **The allocation of this funding has resulted in the following impact:** Professional learning has been focussed on improving student writing, particularly in the Higher School Certificate. Staff have undertaken professional learning delivered by experienced teachers of the HSC and an Instructional Leader. There has been a strong focus on writing, with staff also undertaking training via the NESA HSC online modules. This has resulted in significant improvements in HSC results. **After evaluation, the next steps to support our students will be:** To deliver professional learning sessions that are focussed on an in-depth analysis of student data across the school. This data will inform future literacy and numeracy initiatives across the school. Professional learning will continue to build on the class profiling that occurred at the conclusion of the year, including the focus on restorative practice.

Aboriginal background $23,280.43	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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Collaboration **Overview of activities partially or fully funded with this equity loading include:** • engagement of external provider to run Aboriginal cultural dance and didgeridoo making programs • engagement of Aboriginal community members and elders to run NAIDOC celebrations • commencement of Yarning Circle build **The allocation of this funding has resulted in the following impact:** External providers delivering the Aboriginal dance and music initiatives has resulted in an increase in Aboriginal student participation in events across the school. The school's Aboriginal student body has increased, with a leadership group attending AECG meetings on a regular basis. Students' participation in NAIDOC activities significantly increased and planning was started on a Yarning Circle in the school grounds. **After evaluation, the next steps to support our students will be:** To continue to work in partnership with external providers to build student awareness of culture, encouraging more Aboriginal students to become involved in school initiatives. The Aboriginal Leadership group will participate in a local high school's initiative to further develop their leadership capacity. The Yarning Circle has been approved by the AECG and will be constructed in the coming year, further enhancing cultural identity.
English language proficiency $26,226.18	English language proficiency equity loading provides support for students at all four phases of English language learning at Oberon High School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Explicit Teaching • Other funded activities **Overview of activities partially or fully funded with this equity loading include:** • withdrawal lessons for small group (developing) and individual (emerging) support **The allocation of this funding has resulted in the following impact:** The continued focus on small group withdrawal and in class support has seen improvements in literacy for our EAL/D students. Class profiling has allowed for specific differentiation to occur in both classroom and assessment tasks. **After evaluation, the next steps to support our students will be:** To engage in a deeper dive into data analysis to inform classroom teachers of areas to target for our EAL/D students. Support staff will continue to work closely with staff and students, both in the classroom and through withdrawal, to continue to develop the necessary skills required for success across all KLAs.
Low level adjustment for disability $160,477.51	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.

Low level adjustment for disability $160,477.51	**Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Explicit Teaching • High Expectations Culture • Other funded activities **Overview of activities partially or fully funded with this equity loading include:** • 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 through our class profiling **The allocation of this funding has resulted in the following impact:** The Learning and Support Teacher has assisted staff through class profiling professional learning. This has resulted in staff looking in detail at student data, along with the information in Individual Learning Plans. School Learning and Support Officers have continued to work closely with students in their classes, and in small, targeted groups. There has been improvement in student completion data. **After evaluation, the next steps to support our students will be:** To deliver staff professional learning that continues to focus on the explicit teaching of literacy and numeracy. This will continue to build on skills for students through the targeted differentiation of tasks. Middle Leaders will play an important role building these explicit teaching strategies into faculty programs and meetings.
Location $38,961.95	The location funding allocation is provided to Oberon High School to address school needs associated with remoteness and/or isolation. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Collaboration **Overview of activities partially or fully funded with this operational funding include:** • additional staffing for curriculum reform professional learning student assistance to support excursions **The allocation of this funding has resulted in the following impact:** Staff have been able to attend professional learning events developed to assist teachers in rural settings. This is essential for the delivery of new curriculum, because in a small rural setting, many staff are the only teachers in their teaching area. Funding has also allowed the school to subsidise fuel costs, allowing more students to participate in excursions. **After evaluation, the next steps to support our students will be:** To continue to enable staff to be involved in professional learning with other schools in the network and region. This allocation will allow us to continue to subsidise the costs of the school bus, allowing students in our setting to travel to excursions that are out of our immediate local area.
COVID ILSP $82,736.59	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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this targeted**

COVID ILSP $82,736.59	**funding include:** • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy/numeracy - with a vocabulary focus **The allocation of this funding has resulted in the following impact:** All students who were involved in targeted literacy and numeracy tutoring improved their results to varying degrees. **After evaluation, the next steps to support our students will be:** To continue to analyse data and trends to inform targeted areas for literacy and numeracy improvement. Small group tutoring will continue on a regular basis for students who require intensive support to improve in the targeted areas.
Socio-economic background $215,977.15	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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Data Informed Practices • High Expectations Culture • Collaboration • Effective Feedback and Assessment **Overview of activities partially or fully funded with this equity loading include:** • providing students without economic support for educational materials, uniform, equipment and other items • employment of external providers to support students with additional learning needs • employment of additional staff to support literacy, numeracy and Aboriginal program implementation. **The allocation of this funding has resulted in the following impact:** Students are able to attend their local school on an equal basis. No student will be disadvantaged when it comes to materials needed for school. External providers have been sourced to assist students on a needs basis in literacy, numeracy, cultural identity and wellbeing. The school has also employed additional School Learning and Support Officers and a chaplain. **After evaluation, the next steps to support our students will be:** To continue to support students to access the necessary tools to be successful at school. The school will continue to source external providers to support students in literacy, numeracy, cultural identity and wellbeing. Funding will continue to cover additional Learning and Support Officers that will assist them to reach their full potential. In addition, the support of the school chaplain will remain.
Student Support Officer $99,516.00	These funds have been used to support improved outcomes and the achievements of staff and students at Oberon High School **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Collaboration **Overview of activities partially or fully funded with this Staffing - Other include:** • working with Aboriginal students to engage with their culture and provide leadership opportunities at school and in the community • working with students and families supporting their wellbeing and mental health **The allocation of this funding has resulted in the following impact:** The Student Support Officer (SSO) plays a key role in the school and has

Student Support Officer $99,516.00	established an Aboriginal Student Committee who participates in Bathurst Local AECG meetings. The SSO has sourced external providers to deliver music, dance and art workshops on a regular basis. These key stakeholders have also been involved in Reconciliation and NAIDOC Weeks. The increase in Aboriginal student participation has been significant. The Yarning Circle proposal has been put forward and approved by the Bathurst Local AECG. The SSO has sourced external providers to deliver mental health support across the school. Programmes and incursions/excursions have been targeted and based on the needs of our students. The impact on student wellbeing has been significant with students feeling that they have an advocate in the school. **After evaluation, the next steps to support our students will be:** To continue to enable the Student Support Officer to work with students, parents/carers and key stakeholders in the community. Students will be involved in the Bathurst Network Aboriginal Leadership initiative and the Yarning Circle construction will start. In addition, the Student Support Officer will continue to build connections in the community in order to support the wellbeing of all our students.

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	99	110	113	104
Girls	102	89	86	87

Student attendance profile

School				
Year	2020	2021	2022	2023
7	91.1	89.8	88.6	87.8
8	89.4	86.2	84.1	87.9
9	91.0	83.7	76.0	80.4
10	87.7	83.8	78.8	81.4
11	86.3	83.7	84.9	82.7
12	88.6	89.7	81.8	89.0
All Years	89.2	85.9	82.0	84.1
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	0	7.69
Employment	17.94	18.75	30.76
TAFE entry	2.56	3.13	7.69
University Entry	0	0	38.46
Other	10.25	3.13	7.69
Unknown	2.56	3.13	7.69

Year 12 students undertaking vocational or trade training

18.18% of Year 12 students at Oberon High School undertook vocational education and training in 2023.

Year 12 students attaining HSC or equivalent vocational education qualification

84.6% of all Year 12 students at Oberon 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)	1
Head Teacher(s)	4
Classroom Teacher(s)	13.6
Learning and Support Teacher(s)	1
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	8.38
Other Positions	1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 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	766,905.32
Revenue	4,997,861.59
Appropriation	4,884,360.16
Sale of Goods and Services	29,153.92
Grants and contributions	64,442.67
Investment income	16,251.41
Other revenue	3,653.43
Expenses	-4,804,578.95
Employee related	-4,350,462.44
Operating expenses	-454,116.51
Surplus / deficit for the year	193,282.64
Closing Balance	960,187.96

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	149,231
Equity Total	425,961
Equity - Aboriginal	23,280
Equity - Socio-economic	215,977
Equity - Language	26,226
Equity - Disability	160,478
Base Total	3,613,220
Base - Per Capita	54,806
Base - Location	38,962
Base - Other	3,519,453
Other Total	411,927
Grand Total	4,600,340

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.
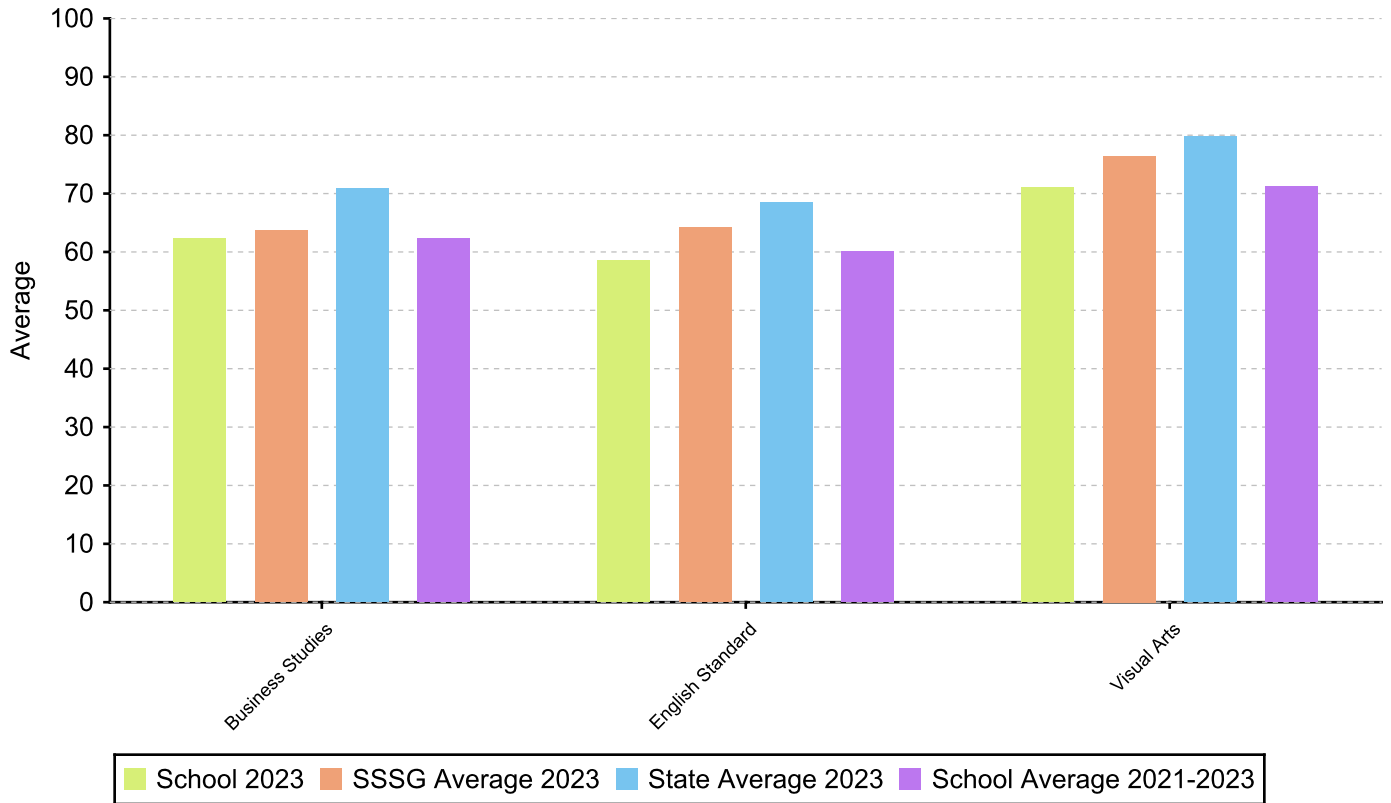
Subject	School 2023	SSSG	State	School Average 2021-2023
Business Studies	62.3	63.7	70.9	62.3
English Standard	58.5	64.2	68.5	60.1
Visual Arts	71.0	76.4	79.8	71.3

Parent/caregiver, student, teacher satisfaction

In 2023, students undertook the Tell Them From Me survey. Generally, students felt that they had positive teacher-student relationships. Students felt that staff had high expectations of them for success. The school will continue to build on its strong foundations regarding wellbeing programs, particularly in the area of advocacy for our female students. Most of our Aboriginal students are positively connected to the school, feel good about their culture and have participated in whole school events involving dancing. The school has made improvements regarding the positive engagement of students in their classes, and there will be a continuing focus on a culture of high expectations.

Parents are encouraged to attend the school for transition nights, along with our parent teacher interviews. Our Year 5/6 'Come and meet the school' evening was well supported, allowing us to showcase what our school has to offer students in high school. The school promoted many learning and wellbeing activities on the school's official Facebook page and regularly received positive reactions to these.

Staff feedback was gained through faculties throughout the year. Staff have seen an improvement in student engagement with the introduction of the new mobile phone policy. Input has also been sought from staff around the school's Positive Behaviour for Learning procedures and how the school can better promote the value of it in the student body.

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.