Oberon High School
Annual School Report 2013
School context
Oberon High School serves the town and surrounding districts of semi-industrial rural Oberon. The small and friendly school provides a broad curriculum in collaboration with its community, preparing students for both academic and vocational pathways. The school encourages and rewards student achievement across a wide range of areas, as well as supporting student welfare through a variety of programs. The school has a proud record of students who aim for university study achieving entry to courses of their choice, and also of those who aspire to trade pathways engaging successfully with these within and beyond Oberon. The school plays a strong role in the Oberon community and has a strong focus on vocational education including involvement in the Industry Links Program. Current school priorities include quality teaching and increased use of technology as well as further development of high expectations in all aspects of school life.

Students
Oberon High School commenced 2013 expecting an enrolment of 215 students, however there was a significant increase in actual enrolments to 232. Stage 4 consisted of 72 students, 109 students in Stage 5 and 51 enrolled in Stage 6 courses. Our students enjoy the advantages of a small and friendly rural school which provides a diverse curriculum in collaboration with its community, supported by excellent welfare programs.

The school encourages and rewards student achievement across a wide range of areas through the Positive Behaviour for Learning strategy. The schools excellent facilities, highlighted by an industry standard Trade Training Centre in Hospitality and Metals are supported by the adjacent community facilities including sporting fields, indoor sporting complex and a heated swimming pool.

Student participation in vocational education programs has increased significantly, requiring strong community support for work placement and experience. Oberon High School students continue to represent at Western Region and State champions in a variety of sports. Students also have the opportunity to participate in a range of cultural and leadership activities, including musical, drama and dance camps. Successful programs such as the State Emergency Services Cadetship, Aspire, Youth Connections and the Rural Fire Service Cadets all support and supplement many internal welfare programs. In 2013, six students were successful in gaining a place in the Western Region iXtend program along with four students engaged in the Western Region Virtual Selective High School – Xsel.

Staff
The teaching and administration staff at Oberon High School is experienced and well qualified. All staff are strongly committed to developing their students’ skills, values and future aspirations. Through the development of supportive relationships and a caring environment, student learning is enhanced. Oberon High School has a teaching staff of 24.5 fulltime and part-time teachers, together with a support staff of 8 consisting of a general assistant, farm assistant, SLSO’s and Administration staff.

Staff are committed and focused not only on the academic needs of students; they are also dedicated to developing our students in sport, welfare and cultural activities.

During 2013 we said farewell to Mr. Walker and Mrs. Aldous from the mathematics staff as they both relocated to Sydney with their families. Mrs. Mawhood accepted a Head Teacher position at Lithgow High School, while long term teacher Mrs. Roberts retired. Mrs. Christian accepted a
move to a school in Bathurst late in 2013 to leave a vacancy to commence 2014.

In Term 2, we welcomed two new staff, Mr. Luccarda as our new deputy principal from Kelso High Campus. Mr. Luccarda was no stranger to Oberon High as he was a science teacher here from 1993 – 1996 and he also relieved as Deputy Principal in Term 4 of 2009. We also welcomed a new English/History teacher in Miss. McTrustry. Previous teaching posts on the coast in Wollongong meant living west of the mountains would be a new experience.

We have appreciated the support of our casual and temporary staff throughout 2013 as they play a vital role in ensuring a continuous quality learning experience for our students.

All teaching staff meet the professional requirements for teaching in NSW Public Schools.

**Significant Programs and Initiatives**

During 2013, Oberon High School trialed a Stage 5 School to Work Engagement Class. The Year 9/10 class achieved some exciting results using an integrated learning approach supported by various external agencies such as Youth Connections and Aspire NSW. The introduction of the ‘Skills for a Better Life’ Program resulted in improved outcomes for more than 50% of the students in the engagement class.

The introduction of a rotational five week intensive Reading, Literacy and Numeracy program integrated into the morning period, combined with the Peer Reading and Stage 5 Learning Project helped raise the importance of Literacy and Numeracy across the school.

In 2013, we strengthened the transition program for Year 6 into Year 7 students through collaboratively working with Oberon Public School, Black Springs Public School, O’Connell Public School and Hampton Public School to design an intensive transition program for support and mainstream students. The intense program provided cross school fertilisation for professional learning and dialogue.

The development of Professional Learning Teams across schools in the Bathurst Network has continued to make the implementation of the Australian Curriculum seamless in mandatory areas for 2014. The implementation of the Improving Literacy and Numeracy National Project allowed a real focus on Numeracy in Stage 4 coupled with outstanding levels of support. Student motivation improved through success and one-on-one attention.

A continuation of the whole school learning project for talented students to engage and inspire their special talents proved successful in increasing retention rates. Year 11 in 2014 will be the biggest senior cohort at Oberon High School. The project was focused on the students at the top end in English, mathematics and science. The project aimed to target middle band students to move them into the top bands through extension and enrichment tasks.

In 2013, our school aimed to improve all aspects of school promotion through a variety of mediums – radio (each Thursday), newspaper (every week), after school Homework Centre, partnerships with Oberon Council, community information sessions and increased P&C activities.

The schools’ Learning Support Team clearly articulated support requirements for all students through the LaST and Coordinator. Teachers were provided a working document which allowed effective class profiling and better preparation for teaching.

Student and community involvement in school activities such as Industry Links, P&C Market Day and Car Boot Sale increased throughout 2013.
Our 2013 School Captain, Tom McKinnon thrilled everyone when he was named the School Based Western Region Apprentice of the Year for 2013 and progressed to the state finals.

Oberon High School again achieved outstanding sporting success throughout 2013 with the highest number of representatives at State Carnivals in the past 12 years. We also competed with and matched the larger schools in academic competitions and debating by making the Premiers Debating Challenge Regional Final for the second year in a row, and we also had students selected for State Finals.

Principal’s message

It is with great pleasure I report to our community as Principal after seven years as deputy principal. Oberon High School in 2013 has been transformed with changes to staff, structures and programs offered within the school. In Term 2 we welcomed our new Deputy Principal, Mr. Craig Luccarda from Denison College, Kelso High Campus. All our staff and students have enjoyed working with Mr. Luccarda during 2013. I have really appreciated his hard work and commitment to the students, staff and community this year. Ms McIntosh has provided a great deal of support after taking up the position of School Administration Manager (SAM) mid-year. A concentrated focus on school promotion resulted on big improvements in our newsletters, school magazine, and website and newspaper articles.

Student numbers increased in 2013 by almost 10% to 232 enrolments which allowed our school to offer an extensive curriculum in the senior school. Stage 5 students enjoyed the greatest choice in electives for more than 12 years.

The introduction of an after school homework centre on Thursdays proved highly successful with around 25 students regularly taking advantage of this academic support structure.

Our Academic Course Review System has provided parents and students feedback on how students are preforming in their courses. Many students have received congratulations letters throughout the year or course concern letters which initiated talks between teachers, students and their parents. Our school attendance has remained better than state average, maintaining figures above 92%.

Teachers were heavily engaged in professional learning activities and writing programs throughout 2013 in preparation for the implementation of the Australian Curriculum. 2014 will see new courses in Year 7 and 9 for students in English, mathematics, science and history. Year 8 and 10 will be added in 2015. Our staff has worked collaboratively with faculties from Denison College all year, sharing resources and skills as they prepare to rewrite and improve programs to engage the 21st Century Learner.

Our biggest sporting event of the year, ‘Rural Cup’ eluded us by the narrowest margin again after we drew against Canowindra High School at home before we beat Molong Central away from home. When Canowindra beat Molong by a few more points than we did, they were awarded the Rural Cup.

In 2013, Oberon High School was selected to participate in the Improving Literacy and Numeracy National Partnership and was allocated additional funding and resources to
support student learning in Literacy or Numeracy. The National Partnership provided an excellent opportunity to engage both teachers and students in a creative program aimed at improving student outcomes. Our school focus was Numeracy in Years 7 and 8.

Oberon High School continued to support and strengthen our creative and performing arts programs by promoting talents and providing performance possibilities. This year many students entered the very popular competition, Oberon’s Got Talent! Students entered dance, guitar, singing and piano items which were all well received. Oberon High School students took out the top three awards. Thanks must go to Mickey Pye for all his efforts in supporting the students with tutorials and rehearsals which occurred throughout 2013.

Many of our talented academic students applied for placement in the Virtual Selective High School (Xsel) with Mr. Luccarda assisting the application process. Six students have now been offered places in Xsel for 2014, which represents around 3% of our student population. A fantastic effort for a small secondary school! The school community would like to thank our outgoing School Captains for their leadership and commitment during 2013. They represented the school with pride and honour at various school functions and they assisted around the school on a daily basis. We extend our thanks to Amy Newson, Tom McKinnon, Claire Sullivan and Bailey Rogers.

Our school also enjoys great support from the Parents & Citizens Association which has been exceptional in raising money to support student learning at Oberon High School. This year the P&C focused on raising money to support educational programs and promote the ‘Positive Behaviour for Learning’ ethos within our growing student population. A massive monster raffle was organised to support the fund raising effort which required many local businesses to donate prizes and gift vouchers as raffle prizes. Big thanks to all students, teachers and parents who sold raffle tickets, along with a special thanks to the businesses of Oberon.

National Numeracy Partnership, Skills for a Better Life Program, VET Work Placements, Gifted and Talented Programs, Whole School Learning Project, Xsel and Ixtend Programs, Sexual Health Seminars, Relationships Australia Programs and various excursions were all highly successful welfare and learning programs which supported our wonderful students during 2013.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Ken Barwick – Principal OHS

P & C and/or School Council message

It was another successful year for the Oberon High School Parents and Citizens Association. As we gathered together once a month to discuss ways in which we could support the school in 2013, we discussed how we could contribute toward any extra equipment or events throughout the year.

2013 has been a huge success especially our Market Day and Car Boot sale in August. I have no doubt that in 2014 this event will continue to grow. We would really like to have many more people attend and have their ideas put forward. Executive members for 2013 were Belinda Massey (President), Gayle Voerman (Vice-President), Cathy Robinson (Secretary) and Leanne Pointon (Treasurer).

Throughout 2013, the P&C continued to support the running of the school canteen, Mathletics, and provision of Ambulance and Insurance for students.

We say a big thanks to Veronica Kelly and her team of volunteers, who continue to provide us
with exceptional canteen facilities. Gayle Voerman, whose organisational skills for the Market Day were fantastic. Thanks also to Tara Weekes, who worked alongside the P&C to provide the Year 12 students with a superb graduation ball.

My personal note this year, I have had a fun time being involved with all the activities and being surrounded by a great group of people. Thanks must go to Ken Barwick – Principal, and Craig Luccarda – Deputy Principal, for their time and commitment to the P&C.

Thank you again to everyone involved throughout 2013. If you can spare a couple of hours, for just one evening each month, please come along and join our committee. No pressure, it’s fun and extremely rewarding.

Belinda Massey – President OHS P&C

Student representative’s message

The 2013 SRC have been working hard on issues proposed by student and staff around the grounds of Oberon High School. They have worked efficiently at creating ties between both the students and teachers with many students within the SRC representing the student body with astounding success at events both local and regional throughout the year.

Throughout the year, all of the representatives were busy with organising ideas for fundraising for various charities. These included sausage sizzles and bake days for organisations such as Jeans for Genes Day, Red Nose Day, Cancer Council and Crazy Hair Day. To back this up the SRC also had representatives attend various local events such as the ANZAC Day march, Remembrance Day assemblies and selling raffle tickets for events in Oberon. The SRC have also begun planning a long term environmental project to create a nature garden within Oberon High for students to come and relax in during both recess and lunch.

Early on in the year the SRC attended a workshop at Wambangalang which was organised in an effort to improve their teamwork and leadership skills, teaching them skills that they could use at their own school and carry with them for life. At this camp the SRC also participated in recreational activities such as archery, the flying fox, and orienteering. The students also were taught about the symbolism and history behind bush art and were included in making some bush art themselves. Everyone agreed that it was an enjoyable experience even with the confronting rainy weather and would not hesitate to do it again.

Throughout the year we had many reps attend regional meetings, in an effort to share and discuss ideas between SRC’s to come up with new creative and enjoyable ideas to use within our school community. We also had Western Executive Student Team (WEST) representation with Adrian Williams, who regularly attended video conferences to help organise events such as the WEST conference for students around our region to collaborate and learn new skills to bring back to their own SRC’s.

Within the first term of the year, students stepped up for nomination onto the SRC in order to achieve a role of SRC representative. All of the students were called upon for an interview and if they were successful, they were elected onto the SRC after an oath was sworn in front of the
school. These representatives included Adrian Williams (President), Lucy Voerman (Vice President), and Kurt Boundy (Secretary).

Last of all we would like to thank Mr. Lyle, our SRC advisor for all the great work that he has put in to help us achieve our goal of working together efficiently as a team and as an SRC. And also the input and advice from the school captains which were Thomas McKinnon, Amy Ann-Newson, Claire Sullivan and Bailey Rogers. We hope to even further improve what we have done this year with bigger and better ideas in the future!

Adrian Williams – President OHS SRC

Student information

It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

Student enrolment profile

Students enrol at Oberon High School from Oberon Public School, St. Joseph’s Catholic School, Black Springs Public School, Hampton Public School, and O’Connell Public School. We also draw students from the town of Oberon and surrounding areas.

<table>
<thead>
<tr>
<th>Gender</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>101</td>
<td>104</td>
<td>98</td>
<td>101</td>
<td>117</td>
</tr>
<tr>
<td>Female</td>
<td>110</td>
<td>109</td>
<td>109</td>
<td>104</td>
<td>102</td>
</tr>
</tbody>
</table>

There has been a steady increase in student enrolments over the past five years with a higher retention rate for male students. Steady numbers of New Zealand and Maori students continue to enrol as their parents are employed in local industry.

Management of non-attendance

Attendance is monitored period by period through the Millennium roll marking system. Office staff, year advisors and senior executive meet regularly to discuss attendance issues. Absences letters are sent out each week, attendance plans are developed with students and their parents and referrals are made to the Home School Liaison Officer where necessary. Phone calls are made to parents of students who have not attended on consecutive days and students who do not return are placed on the mobility tracker and their details emailed to student services. Students who have passed the school leaving age and whose attendance drops, external agency support through Youth Connections is provided, along with counselling and careers advice.

Post-school destinations

In 2013, all our Year 12 students received an Higher School Certificate and 80% of the students who applied for university entry were successful.
through early entry schemes. Many students have been successful in gaining early entry to two or more universities which is testament to their focus and commitment during the stage 6 courses. We at Oberon High School are very conscious that whilst success at HSC and University entry are a very important part of what we do, there is a great deal more to school than this and many other things we do very well. Many students in Stage 6 were successful in gaining employment in local industry and apprenticeships around and within the town.

<table>
<thead>
<tr>
<th>Destination</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Universities</td>
<td>2</td>
</tr>
<tr>
<td>TAFE</td>
<td>2</td>
</tr>
<tr>
<td>Apprenticeships</td>
<td>1</td>
</tr>
<tr>
<td>Other Training - Traineeship</td>
<td>1</td>
</tr>
<tr>
<td>Employment</td>
<td>7</td>
</tr>
<tr>
<td>Other (NZ x 1)</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>15</td>
</tr>
</tbody>
</table>

**Year 12 students undertaking vocational or trade training**

<table>
<thead>
<tr>
<th>VET Courses at Oberon High School in 2013</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information Technology</td>
<td>0</td>
</tr>
<tr>
<td>Construction</td>
<td>4</td>
</tr>
<tr>
<td>Metals &amp; Engineering</td>
<td>4</td>
</tr>
<tr>
<td>Hospitality</td>
<td>3</td>
</tr>
<tr>
<td>Primary Industries</td>
<td>1</td>
</tr>
<tr>
<td>VET at TAFE</td>
<td>0</td>
</tr>
<tr>
<td>TVET BEC Courses</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>13</td>
</tr>
</tbody>
</table>

**Year 12 students attaining HSC or equivalent Vocational educational qualification**

All students in Year 12 at Oberon High School attained a Higher School Certificate or equivalent vocational educational qualification in 2013.

**Workforce information**

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

Although the staffing figure for teachers is 24.5, the school employs a number of part-time teachers to provide a broader curriculum choice for students.

**Workforce composition**

<table>
<thead>
<tr>
<th>Position – Teaching Staff</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal</td>
<td>1</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>4</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>15.7</td>
</tr>
<tr>
<td>Careers Advisor</td>
<td>1</td>
</tr>
<tr>
<td>Learning and Support Teacher</td>
<td>0.8</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>24.5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Position – Non Teaching Staff</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Farm Assistant</td>
<td>0.6</td>
</tr>
<tr>
<td>General Assistant</td>
<td>0.5</td>
</tr>
<tr>
<td>Secondary School Admin Manager</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>3.682</td>
</tr>
<tr>
<td>Total</td>
<td>5.782</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce.

One indigenous casual staff member was employed during 2013 to work with indigenous students as part of the Norta Norta program. The learning support team plans to expand the number in 2014.

**Teacher qualifications**

All teaching staff meets the professional requirements for teaching in NSW public schools.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>10%</td>
</tr>
<tr>
<td>NSW Institute of Teachers Accreditation</td>
<td>33%</td>
</tr>
</tbody>
</table>

**Financial summary**

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.
Date of financial summary | 30/11/2013
---|---
**Income** |  
Balance brought forward | $247090.43
Global funds | 273079.41
Tied funds | 190807.64
School & community sources | 58014.83
Interest | 9672.79
Trust receipts | 48211.25
Canteen | 0.00
Total income | 826876.35

**Expenditure**

Teaching & learning  
Key learning areas | 48617.22
Excursions | 23404.23
Extracurricular dissections | 23609.28
Library | 4170.59
Training & development | 940
Tied funds | 139519.04
Casual relief teachers | 29511.72
Administration & office | 63164.66
School-operated canteen | 0.00
Utilities | 84679.07
Maintenance | 25638.51
Trust accounts | 49557.17
Capital programs | 0
Total expenditure | 492811.49

**Balance carried forward** | 334064.86

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A full copy of the school’s 2013 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

**School Performance 2013**

**Achievements**

There were many outstanding achievements throughout the school year and I am thrilled with the efforts of our students. In 2013 we attempted to share and promote all that is great about Oberon High School by improving our newsletter, school website, weekly newspaper articles and through the Thursday 2BS radio ‘talk of the town’.

**Arts**

The number of students involved in performing arts and students choosing Music grew in 2013 again, along with an exponential increase in students learning the guitar at school. We have sourced external teachers from the conservatorium as well as local singer/songwriter Mickey Pye, which provided strong motivation for students to explore their musical talents.

In August we again showed we have talent when many outstanding and talented Oberon High School students entered the very popular competition – Oberon’s Got Talent! Students entered dance, guitar, singing and piano items which were all well received by the big crowd on the night. Oberon High School proved to be very successful on the night, taking out all the top awards.

Students performed at the Western Region Dance Festival and showcased just how far dance has come under the tuition of Miss Weekes in the past three years. Oberon students shone on the night, receiving the largest cheers and whistles from the crowd.

Keely Armstrong from Year 10 was selected in the Western Region CHS Junior Debating Team to contest the State Finals in Sydney. The Oberon High School Year 9 & 10 debating team made it to the Regional Finals of the Premier’s Debating Challenge for the second year in a row. To achieve this, Oberon defeated Kelso High and Bathurst High Campuses.

**Sport**

For a small rural high school, Oberon High School students continue to gain disproportionate
representation at regional, state and national level. Many long standing swimming records were smashed at the swimming carnival which meant Oberon High School would send a large team to trial for the Western Region CHS Swimming Team. Major record breakers from the swimming carnival were Georgie Rich, Ben Williams, Bailey Rogers, Claire Sullivan, Olivia Sullivan and Alex Bourchier.

Oberon High and Oberon Public Schools again combined to create a formidable team to contest equestrian events around the region. The Evans Crown Horse Sports Day is open to all equestrian students from ages 7 to 18 from both the Public and Private School systems. This is certainly one sport that requires a huge commitment from the students and their families. Our Equestrian coach Mrs. Hotham also had a very successful year in Equestrian, winning the Victorian Snaffle bit Cutting Championship in 2013.

In April, Oberon High School attempted to defend their 2012 Rural Cup success. In 1993, Oberon won the first ‘Rural Cup’ sporting competition between Molong, Canowindra and Oberon which replaced the ‘Ice Cube Cup’ in 1990. Oberon High defeated Molong Central by 25 points, and we drew with Canowindra at home. We looked like succeeding in our quest until Canowindra defeated Molong by more than we did, and then Canowindra won overall. Oberon High surprised everyone when they provided lunch time entertainment this year with our talented musicians putting on a concert in the centre quad!

Year 11 students participated in an Outdoor Sport and Recreation Camp at Lithgow, organised by TAFE NSW Western Institute. The camp provided two units of Preliminary course for our students, and a further camp this year will allow our students to gain a nationally recognised Certificate II in Outdoor Recreation (TVET). The three participants have great memories of this camp and highly recommend that other students take up the opportunity to attend.

Our exceptional female sporting talent shone through late in the year with the girls Futsal Team making the state Championship final series, while Jasmin Noble and Ivy Moore finished in the top 20 at the State Cross Country Championship at Eastern Creek.
Other programs

IXtend program
Six students of Oberon High School were successful in gaining a place in the IXtend program for 2013. The program allows talented students to work on a project of their choice and present their work at an IXtend Presentation Day to other students and parents from around the region. The Year 8 students selected in the IXtend Program worked hard throughout the year and three students attended the presentation day at Bathurst Public School in August. Our school and community are proud of our IXtend students as some larger high schools have not been as successful in gaining entry for so many students.

RFS Cadets program
On sport afternoons during Term 2, a number of students enjoyed training as Rural Fire Service Cadets under the guidance of local RFS instructors. As well as learning valuable skills, the students enjoyed putting their new skills into practice. The Oberon community will be in good hands in future emergencies if these students continue their association with the RFS at the conclusion of the school course. Late in Term 4 these students competed at an RFS Competition Skills Day and all students showed they were ready to join the RFS ranks!

Homework Centre
This year Oberon High School started an after-school Homework Centre on Thursday afternoons to provide further support for our students. Teachers from all faculties volunteered to assist students and provide support with assignments, assessment tasks, preparation for examinations and homework.

Western Region Culinary Challenge
Students in Hospitality spent September preparing for the Western Region Culinary Challenge. Many students worked hard under the guidance of Mrs. Hotham, Hospitality teacher, and Mr. Daniel Eggins. Our school was extremely pleased to have Mr. Eggins, a parent and trained chef, to help prepare the students for the competition. Mr. Eggins has kindly agreed to help the school in the future by providing cookery demonstrations, industry knowledge, skills transfer, work experience opportunities and mentoring.

Western Region Virtual Selection High School
Great success with the announcement in October that 6 students had been accepted into the Western Region Selective High School known as Xsel! We are very proud of this achievement as it represents approximately 3% of our student population!
Student Values and Welfare

The positive Behaviour for Learning Strategy continued to be a primary focus for Oberon High School during 2013. The program underpins our welfare and leadership programs. Explicit teaching of the three keys messages of Respectful, Safe and Responsible Learners are key components in everyday learning.

School Industry Links Program

Several students participated in this program from Years 10 and 11. The program allows students to complete their HSC or Preliminary Certificate, while completing a Vocational Education program at school or TAFE, as well as having one day per week working with an employer. The program is highly successful, with a significant number of students gaining permanent employment through this program.

Academic achievements

NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Year 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
Year 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link http://www.myschool.edu.au and enter the school name in the Find a school and select GO to access the school data.

NAPLAN Year 7 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

<table>
<thead>
<tr>
<th>Average Mark</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>517.8</td>
<td>508.3</td>
<td>534.0</td>
</tr>
<tr>
<td>Writing</td>
<td>475.4</td>
<td>473.1</td>
<td>502.1</td>
</tr>
<tr>
<td>Spelling</td>
<td>505.2</td>
<td>528.4</td>
<td>551.9</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>491.0</td>
<td>497.8</td>
<td>529.7</td>
</tr>
</tbody>
</table>

The average student achievement in Year 7 during 2013 was higher than the similar schools group average performance for reading and writing, but lower for spelling, grammar and punctuation. A concentrated approach, through a newly developed Learning and Support period will help to raise the standard. Oberon High School was below the state average in all areas.

NAPLAN Year 7 - Numeracy

<table>
<thead>
<tr>
<th>Average Mark</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Numeracy</td>
<td>510.3</td>
<td>508.0</td>
<td>540.9</td>
</tr>
</tbody>
</table>

The average mark for the 2013 Year 7 cohort for Numeracy was again higher than the similar schools group, but lower than the state average. There were less students in the lower two bands than in previous years. A concentrated approach, through a newly developed Learning and Support period will help to raise the standard.
**NAPLAN Year 9 - Literacy** (including Reading, Writing, Spelling and Grammar and Punctuation)

The reading, writing, spelling, grammar and punctuation average marks for this cohort of Year 9 students were below similar school group average marks, and also below state average. On average we increased the students in Bands 5 and 6 by 16.6% however the number of students in Bands 9 and 10 decreased by 7.6%.

**NAPLAN Year 9 - Numeracy**

On average we increased the students in Bands 5 and 6 by 9.2% and we increased the students in Bands 9 and 10 by 0.9%. The average mark in Numeracy was close to the similar school group but below state average.

**Higher School Certificate (HSC)**

In the Higher School Certificate, the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).

The 2013 HSC cohort was one of the smallest for years with only 15 students completing the HSC. Only courses with a candidature of 10 or greater are considered significant and are shown. There were improvements in Standard English, Society & Culture and Biology versus the State Mean the following subjects remained consistent, General Mathematics, PD/Health/PE and Hospitality.
This is a positive result showing that all groups improved their value-added performance relative to their performance from Year 10.

### Significant programs and initiatives

Oberon High School has many important and significant programs which supplement the school curriculum to enhance learning opportunities for our students. The school’s welfare team consisting of year advisors, school counselor and the deputy principal, organise and implement various social and educational programs. Plan-it-Youth, Aspire NSW, OCTEC Youth Connections, Headspace and a variety of off-site providers all support a strong welfare structure for our students. Students are also engaged in many learning support programs along with an array of gifted and talented academic programs such as Ixtend, Xsel and whole school learning projects.

**Aboriginal education**

Our Aboriginal students are well represented in all aspects of school life, particularly sporting, academic and other cultural activities. The Norta Norta program provided significant support on three levels; literacy and numeracy, assessment support and career planning for our Aboriginal students.

Oberon High School is focused on ensuring that all our Aboriginal students move forward in the six domains of the Aboriginal and Torres Strait Islander Education Action Plan 2010-2014. We achieve this by ensuring that all educational teaching programs have an Aboriginal perspective and these are incorporated into lessons where appropriate. The employment of a temporary Aboriginal teacher has helped provide more focused individual learning plans in literacy and numeracy for the students through a mentoring style approach. This mentoring provides academic support and guidance, aimed at engaging our Aboriginal students and helping to unpack real world direction. The attendance of our Aboriginal students matches the high attendance rates of all our students.

### Multicultural education

2013 saw a continuation of the school’s efforts to promote respect for people from other cultural and ethnic backgrounds. All educational programs encourage students to appreciate the valuable contribution made to society by people from diverse cultural backgrounds. As part of the school’s student welfare and discipline policies, we regularly promote the anti-bullying and anti-racism procedures which support multicultural education. Our school’s Positive Behaviour for learning program promotes tolerance and respect for all multicultural students. Students from our senior Society and Culture class had the opportunity to visit Vietnam as part of their education program for the HSC.

### National Partnerships and Significant Commonwealth initiatives (participating schools only)

During 2013, Oberon High School received funding through the Improving Literacy and Numeracy National Partnership program. Exciting student result improvements and increased teacher professional learning were the major outcomes of this extremely worthwhile initiative. These improvements are outlined below;

- The principal using smart data and online learning with all staff at meetings.
• Teachers are now able to select groups of students, form class groups and analyse areas of numeracy where our students are struggling.

• Beneficial professional learning for new staff to learn benchmarking against the numeracy continuum.

• Teams of up to three teachers sharing classes and teaching lessons. A rotation where teachers observe other teachers as they teach numeracy, followed by professional discussion about the lessons.

• ILNNP knowledge assisted teachers in planning for the implementation and programming for the new curriculum.

• Faculty meetings dedicated to designing numeracy and an effective numeracy program for school wide implementation in 2014.

• School Development Day dedicated to teachers reviewing the 2014 numeracy plan, structure and program.

• The development of a revised scope and sequence and new learning units in mathematics Year 7 to 10 in line with the new syllabus.

• Professional Learning in the use of technologies to engage students in Mathematics.

• All students in Year 7 made significant improvements in numeracy throughout the ILNNP in 2013. Benchmarking to the numeracy continuum both pre and post testing revealed the support program was successful.

• All students, except four in the Year 8 selected group who were supported through the ILNNP program, made significant improvements in their results. These improvements will hopefully translate into NAPLAN in 2014.

School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. In 2013 our staff evaluated the school’s long term literacy and numeracy results in a situational analysis to provide direction in the Improving Literacy and Numeracy National Partnership. Data based analysis allowed us to determine the professional learning direction, the actual student outcome statistics and how the ILNNP targets improvement. The pre and post analysis will help to inform and strengthen our whole school Literacy and Numeracy plan in 2014. The processes used include:

• Regular review of the school plan with executive and in subsequent faculty meetings.

• Evaluation of our professional learning practices; review of current literacy and
numeracy programs and processes used to evaluate student results were reviewed.

- Professional learning of staff to analyse student performance results to plan and teach using a data driven focus.
- Staff implementing a pre and post-performance analysis of student data for topics and courses.
- Staff meetings dedicated to our schools record of moving students out of the bottom two bands of NAPLAN and moving students into the top two bands.
- Faculty meetings dedicated to literacy and numeracy for planning teaching programs across the whole school.

Although our situational analysis revealed a numeracy focus was required, we decided on a variety of strategies which would support teachers and students in improving performance data in 2014. We have updated our school plan to reflect these strategies.

- Targeting of students identified at ‘well below’ and ‘below’ in baseline data collected 2013. A teacher will be employed to work with all teachers and students to provide additional support for targeted students and monitor their progress using the literacy and numeracy continuum.
- Foster stronger links with the Oberon Primary School to develop a professional learning model using lesson study processes modelling and reflecting best practice.
- Staff release for Professional Learning and implementation of benchmarking to the numeracy and literacy continuum.
- The development of a whole school approach to literacy and numeracy. This will be achieved through engaging staff in lesson studies projects focusing on mentoring and reflection of teacher practice. This will be led by the Head Teachers.
- Embedding literacy and numeracy strategies into all KLA lessons and through the new LaST Period to support the whole school mathematical literacy strategy.
- Continued professional learning of staff on the differentiation of lessons and programs as well as assessments to engage and cater for students at all levels.

The schools Positive Behaviour for Learning Program welfare strategy was evaluated both internally and externally with the assistance of the PBL support staff. The PBL reward system has evolved over the past few years and this review will tell us where we were in the implementation process with both staff and students. Our results from the PBL evaluation are displayed in the following table;

| Oberon High School |
|-------------------|------|-------|
| Features          | Score| Score %|
| Expectations Defined | 4   | 100%   |
| Behavioural expectations taught | 7   | 70%    |
| Ongoing reward system for rewarding behavioural expectations | 4   | 67%    |
| System for responding to behavioural violations | 7   | 88%    |
| Monitoring & decision making | 4   | 50%    |
| Management        | 7   | 44%    |
| District level support | 4   | 100%   |
|                   |     | 74.0%  |

- The PBL review revealed that there was a clear documented system for teaching behavioural expectations to students on an annual basis.
- Also 90% of the staff asked state that teaching of behavioural expectations to students occurred regularly.
- A documented system for rewarding student behaviour using behaviour bucks either in paper form or electronically through millennium.
- 50% or more students asked indicate they have received a reward (other than verbal praise) for expected behaviours throughout the year.
- 90% of staff felt they agree with administration on what problems are office managed and what problems are classroom managed.
• More than 90% of staff asked agree with administration on the procedure for handling extreme emergencies (stranger in building with a weapon).

During 2014 our school staff and PBL team will endeavour to address the following:

• Include a timetabled session where staff can explicitly teach the PBL strategies.

• Allow opportunities for staff to receive training in PBL and the use of data to inform decision making.

• Provide a regular timeslot for a report at executive, welfare, LST and staff meetings for updates with data and PBL.

• Regularly review the staff processes for reporting extreme behaviour situations. Review also with casual staff.

• Celebrate successes at assemblies, in newsletters, newspaper, on radio and at parent meetings wherever possible.

In 2014 we plan to conduct an evaluation of School Leadership Teams, their processes and procedures along with roles and responsibilities.

School planning 2012—2014: progress in 2013

School priority 1 - Literacy

Outcomes from 2012–2014

Improved NAPLAN scores in all aspects of literacy over a three year period for Year 9 students, with growth figures in all areas at least comparable with SEG mean growth

2014 Target - To increase representation in the top two bands by 10%, in all aspects of Year 9 Naplan in 2014, with a corresponding decrease in the lowest two bands.

Evidence of progress towards outcomes in 2013:

• There was an increase of 4.7% in lower two bands in reading and also a decrease of 5.2% in top two bands which is equivalent to two students moving back on average.

• An increase in the lower two bands in grammar and punctuation, and a decrease of 3.0% in top two bands indicates an area of focus is needed.

• 95.6% of our students are achieving at or above minimum standard in reading. 73.3% in spelling, and 77.8% in grammar and punctuation.

• On average in Literacy the number of students in Bands 9 and 10 decreased by 7.6%.

Strategies to achieve these outcomes in 2014

• Introduce more focused learning groups through the new LaST Period.

• Our overall literacy result highlights a need for explicit teaching of grammar and punctuation skills and a strong focus on writing.

• Targeting of individual students to move into the top two bands through Top End Extension Groups.

• Strong welfare focuses with Stage 5 boys and clear academic support structures to improve results.

School priority 2 - Numeracy

Outcomes from 2012–2014

Improved NAPLAN scores in all aspects of numeracy over a three year period for Year 9 students, with growth figures in all areas at least comparable with SEG mean growth

2014 Target - To increase representation in the top two bands by 10%, in all aspects of Year 9 Naplan in 2014, with a corresponding decrease in the lowest two bands.

Evidence of progress towards outcomes in 2013:

• 84.4% of our students are achieving at or above minimum standard in numeracy overall.

• Almost all students in year 7 and 8 made significant improvements in their post test results in numeracy through the
Improving Literacy and Numeracy National Partnership.

- On average in numeracy we increased the number of students in the top Bands 9 and 10 by 0.9%. Students at the top end achieved their expected growth.

**Strategies to achieve these outcomes in 2014:**

- Continuation of ILNNP and bench marking of students to continuum.
- Introduce more focused learning groups through the new LaST Period.
- Targeting of individual students to move into the top two bands through Top End Extension Groups.
- Strengthening of ‘Middle Schooling’ structures with feeder schools.

**School priority 3 - Leadership, Organisation and Management**

**Outcomes from 2012–2014**

- Audit of all policies and procedures; develop effective school teams.
- Clearly defined role statements and staff responsibilities clarified by end of Term 1 each year.
- Improved knowledge and skills in leadership and management for all leaders, through participation in the leadership courses, teaching standards and principals standards.
- Strategic coordination of professional development planning and delivery.

**Evidence of progress towards outcomes in 2013:**

- Re-structure of executive responsibilities to focus on areas of strength. Teacher professional learning moved to deputy principal.
- Staff development through combined campus SDO’s and other professional learning activities coordinated by groups of schools and principals.
- National School Improvement Tool and Australian Principal Standards used with executive throughout 2013 and will set the foundation for 2014 leadership development.

- Senior executive team developed a clear and explicit professional learning plan for staff meetings and school development days.

**Strategies to achieve these outcomes in 2014:**

- Delegate leadership responsibilities effectively, with support and training.
- Coordinate professional development planning strategically to align with school plan.
- Review and update role statements and responsibilities along with policies and procedures annually.

**Professional learning**

Oberon High School is a school that encourages teaching staff and non-teaching staff to access professional learning. Professional learning has a central role in adding to skills already possessed by staff, introducing them to new skills or ensuring they remain accredited to teach specific curriculum such as those involving VET. The DEC has also mandated a range of training programs that teaching and non-teaching staff must complete at specified intervals to maintain currency. This included first aid qualifications and better understanding of students with disabilities.

All of these professional learning opportunities accessed by staff have the intention of improving the school in a range of dimensions such teaching and curriculum delivery, student and staff welfare, school administration and management across the school at all levels.

Professional development is provided by private providers, external DEC staff and specialist staff within the school. Oberon High School accessed professional development from a mixture of providers. This allowed teaching staff to match professional development activities with those priorities outlined in the professional learning plans completed at the start of the year.

In summary, though 2013 was a year where teaching staff concentrated primarily on professional development for National Curriculum implementation in 2014, improved understanding about students with special needs,
updating qualifications to ensure we can continue to deliver a broad curriculum in 2014 and, a new assessment, reporting and welfare program called Millennium.

Non-teaching staff also completed professional development on the new Millennium system. This was absolutely essential as they play a key role in the day to day administration of the school.

The staff at Oberon High School should be congratulated on their continued desire to improve and thus provide the best school possible for every child.

Craig Luccarda – Deputy Principal

Parent/caregiver, student, and teacher satisfaction

In 2013, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

Parent satisfaction of the school and its educational programs was very positive during 2013. Parents were surveyed about our existing school uniform and its importance in students valuing their school. The small returns all indicated the need to maintain our school uniform with some possible changes being a senior and junior school jumper. Parents also indicated a sports shirt for all competing teams which would help to raise the profile of Oberon students and foster a team approach. The parents on the school P&C were surveyed on many occasions about educational programs in the school with positive comments about numeracy, the new LaST period and the effective use of technology.

All students in the school were surveyed as a polite school in the ‘Tell Them From Me’ survey which reported on student outcomes and school climate. The student survey measured 31 indicators based on the most recent research on school and classroom effectiveness. The report provides highlights based on data from 190 students in our school that participated in the survey. Some of these results follow;

Students with a positive sense of belonging
Students feel accepted and valued by their peers and by others at their school.

- 56% of students in this school had a high sense of belonging; the TTFM norm for these years is 71%.
- 52% of the girls and 59% of the boys in this school had a high sense of belonging. The TTFM norm for girls is 71% and for boys is 71%.

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<th>Students with a positive sense of belonging</th>
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Students that value school outcomes
Students believe that education will benefit them personally and economically, and will have a strong bearing on their future.

- 76% of students in this school valued School Outcomes; the TTFM norm for these years is 73%.
- 73% of the girls and 79% of the boys in this school valued School Outcomes. The TTFM norm for girls is 76% and for boys is 70%.

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<th>Students that value school outcomes</th>
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<td>Year Level</td>
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Students who are trying hard to succeed
Students try hard to succeed in their learning.

- 61% of students in this school tried hard to succeed; the TTFM norm for these years is 69%.
65% of the girls and 58% of the boys in this school tried hard to succeed. The TTFM norm for girls is 72% and for boys is 66%.

All staff were surveyed about curriculum offering during 2013 along with the day structure to support the curriculum. This resulted in an interim day structure change with the new LaST period introduced before recess 4 days per week and an extended assembly each Monday to promote student achievement. All staff were in favour of the interim changes, with a full structural review to take place in 2014.

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

Team Members include:
Ken Barwick – Principal
Craig Luccarda – Deputy Principal
David Boyd – Head Teacher TAS
Cheryl Fitzpatrick – Careers Advisor
Cathy McIntosh – School Administration Manager
Belinda Massey – P&C President
Adrian Williams – SRC President
Gayle Voerman – P&C Vice-President

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Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: