School context statement

Oberon High School is a small comprehensive high school with increasing enrolments 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 timber products, the mills being supported by a variety of small metals and engineering enterprises. The rural surrounds comprise a significant variety of agricultural enterprises and the hospitality sector is a smaller contributor to the local economy.

The school is a member of Bathurst School Education Network with four feeder schools consisting of Oberon Public School, Black Springs Public School, Hampton Public School and O’Connell Public School. Oberon High School is one of seven secondary schools in the Bathurst Network - Lithgow High School, Denison College (Bathurst High Campus and Kelso High Campus), Blayney High School, Kandos High School and Portland Central School.

Collaboration within the group is supporting development of curriculum extension and the implementation of technology through a shared BYOD program. Oberon High School is part of the Eastern Tablelands Trade Centre and has a strong focus on Vocational Education with new Metals and Engineering and Hospitality facilities to complement the schools excellent Primary Industry facilities.

Staff comprise of both experienced and early career teachers with 35% in their first 5 years. 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. The school conducts extensive and successful welfare, sporting and leadership programs, along with a multi-categorical support class. A growing performing arts curriculum, combined with improved results in all benchmark tests have led to improved student sense of belonging.

We are committed to improving student learning outcomes in literacy and numeracy, the HSC, and increasing the level of student engagement through curriculum and structures. We aim to encourage all students to attend regularly and engage enthusiastically with their learning, which will be reflected by data re discipline measures, retention and examination results showing positive trends.

Principal’s message

It has been an extremely busy time during the past twelve months at Oberon High School, talent shows, drama performances and a school spectacular called ‘Suitcase’ all added to our rigorous teaching and learning programs. My second year as principal has been a rewarding one as I highlighted when discussing our major successes on 2BS radio each Thursday afternoon on ‘Talk of the Town’.

During 2014, Oberon High School was again transformed with changes in staff, structures and programs offered within the school. We started the year with the appointment of Mrs. Crouch, our talented music, drama and English teacher. Mrs. Crouch has transformed our Performing Arts department this year teaching Drama and Music in the senior school for the first time in over fifteen years. Successful community drama performances and the end of year ‘Suitcase – Unpacking Oberon High School’ were just a few of the highlights this year. There were two staff changes in Mathematics this year with Miss. Marshall and Mr. Nyambane combining with Mr. Jones to produce some excellent results throughout the year. They were well supported by Mrs. Hayden who produced some outstanding results with students through the Improving Literacy Numeracy National Partnership. Congratulations to all involved in this program.

Year 7 braved difficult conditions this year at the Year 7 Camp, however I was very impressed with our staff who gelled together to support and look
after our students. I am sure there will be plenty of memories from this particular camp. This year we provided extensive learning support for all our students in NAPLAN along with the ongoing learning support in classes throughout the year. Our Learning and Support team have catered for students across the complete spectrum along with providing advice for teachers and the schools SLSO’s. Thanks to Mrs. Sinclair – LaST, Miss. Corby – Aboriginal Education Officer, Mrs. Hayden – ILNPP Teacher, Mrs. Childs – SLSO, Mrs. Gibbons – SLSO and Miss. Luccarda – SLSO for all their efforts with our students during 2014.

In Semester 2 we welcomed Mrs. Francis from Lithgow High School as our new Head Teacher English/History. Mrs. Francis is a highly experienced teacher achieving outstanding student results at all levels over many years. Mrs. Francis has been a fantastic addition to our schools executive team. I would like to acknowledge Mrs. Purcell for her efforts relieving as Head Teacher throughout the year. Thanks to Mr. Armstrong and Mr. Boyd for their ongoing efforts with the Chromebook laptop introduction for Year 9 students. Students were provided a Bring Your Own Device (BYOD) and Student Agreement which covers various rules and the responsibility of students and their parents. Students have been using the laptops throughout the year. The technology team looks forward to expanding the BYOD project in 2015.

Rural Cup success in 2014 was well received by all our students as they let out a massive roar when the second round result was announced by Mr. Mitton. After an extremely close win over Canowindra 289 to 284 points, we regrouped to defeat Molong Central 354 to 219 points. Well done to Miss Weekes and Mrs Pringle for their outstanding efforts in preparing students for this very special sporting competition. The level of organisation and professionalism shown by all was very pleasing. Thanks also to Mrs. Hotham and the hospitality students for their high class food preparation and presentation throughout the event. A fantastic result for our school and we will look to go back-to-back in 2015.

This year we introduced the Oberon High School App through Skoolbag. Mr. Armstrong has worked hard with the technology team to improve technology access for all students across the school. The app can easily be downloaded from the iTunes app store or the equivalent android app store. It’s great for fast access on information and it is linked to everything a parent or student would need. Parents have commented on how easy it is to send in absence notes and change of address details.

Throughout this year we have been committed to making school improvements which have made a big difference around the school. Security doors on the bike shed, new notice boards all over the school, a new staff common room kitchen, extensive internal painting and new carpet around the corridors all improved the school environment and students were very pleased with the new additions. Thanks to all staff involved in making these small changes to our great school.

It was all hands on deck late in Term 3 when our talented drama students put on 5 short plays in their ‘Out of the Dark’ performance in our school.
theatre. Produced by Tim O’Rourke from Charles Sturt University and Mrs. Crouch, spectators flocked to our school to join the sellout crowd. Our students shone under the bright lights and received rapturous applause for each of their performances.

Our September Aboriginal cultural afternoon organised by Miss. Corby and our indigenous students proved to be an outstanding success. Students were all actively engaged in a variety of cultural activities such as mural painting, damper cooking, kangaroo steak and sausage sandwich making, making colourful loom bands, face painting and traditional Aboriginal games and sports. It was particularly pleasing to see students enjoying themselves and talking about Aboriginal culture and many of them with paint splashed across their face. A fantastic event which will be repeated again in 2015! Engaging activities like our talent shows and cultural days have all helped contribute to our great student attendance rates in 2014.

Mrs. Porter has again continued working hard on school promotion, through school newsletters, school magazine, and school website and newspaper articles. I would like to thank all our hard working administration staff, general and farm assistant for their efforts in 2014. Student numbers increased again in 2014, particularly in the senior years which allowed our school to offer an extensive curriculum in Stage 6. Numbers in 2015 are predicted to fall with a smaller Year 7 group arriving in 2015. Curriculum structures will be implemented to ensure that we maintain our outstanding curriculum offerings.

The ongoing commitment of our Year Advisors and welfare team needs acknowledgement. An exceptional level of care and compassion for our students is to be commended and I would like to thank Mr. Grantham, Mrs. Purcell, Mr. Watkins, Mrs. Mackay-Galea, Miss. Weekes and Mrs. Pringle. Once again these committed teachers have guided and supported our students during 2014. The welfare team would also like to acknowledge Mrs. Purcell who has been a Year Advisor for most of her time at Oberon High School. Mrs. Purcell has provided support for thousands of students in their journey through high school. I am sure that all in the Oberon community would like to join with me in thanks Mrs. Purcell for her commitment to welfare at Oberon High School as she retires at the end of 2014.

Teachers have again been heavily engaged in professional learning activities and program writing during 2014 with the implementation of the Australian Curriculum in Year 7 and 9 for students. Year 8 and 10 students will start the new curriculum in English, mathematics, science and history in 2015. Our after school homework centre on Thursday afternoons again proved to be a great success as many students accessed teacher help during this time. Teachers volunteer to assist at the homework centre and I commend all staff for giving up their own time to support the needs of students. Thanks again Mawhood’s Supa IGA for their support in providing the afternoon tea for students who are keen to remain at school and attend the homework...
centre. Thank you must also go to Ms. Grace for organising afternoon tea and supervising all year. Thanks must also go to Mickey Pye and Abby Smith for providing our students weekly guitar and singing lessons which have certainly helped in our major performances this year. The number of students who receive individual tuition has tripled throughout the past two years. Credit must go to Mickey Pye for his professional work and dedication to the students in our school.

I would like to thank our outgoing School Captains for the leadership and commitment they have shown to our school during the past few years. All captains represented the school with pride and honour at various school functions and they assisted around the school on a daily basis. The entire school community thanks Lydia Moore, Adrian Williams, Kate Whalan, Jessi Parkin, Alex Pointon and Jesse Curnuck. I look forward to working with our 2015 school leaders who are also well respected by staff and students. The 2015 School Captains are Shannon Foley and Josh Harvey. The school decision to have two vice captains in 2014 will continue in 2015, with Keely Armstrong, Merania Stanley, Adrian Perry and Jaidyn Levanic all appointed as vice captains. Good luck to these outstanding students in 2015.

Year 12 students have promoted our school throughout the community and our captains also participated in the Oberon Youth Council, with Adrian Williams being elected Youth Mayor. I commend their commitment and application and wish them all the very best in the future.

Boys Writing Programs, Indigenous Activities, Girls Social Programs, National Numeracy Partnership, VET Work Placements, Gifted and Talented Programs, Extension Support, Xsel and Ixtend Programs, Sexual Health Seminars, Year 6 into 7 Transition Program and various excursions were all highly successful welfare and learning programs which supported our wonderful students during 2014. My praise must go our committed teaching and support staff.

Finally, I would like to thank all the staff, students and community for their ongoing support and efforts for the students of our school. Thanks to the staff who have contributed to the learning environment at Oberon High School during 2014 and I look forward to working with the school community in 2015.

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

P & C and/or School Council message

The committee for 2014 was Gayle Voerman President, Cathy Robinson Secretary, Leanne Pointon Treasurer and our Vice President Michelle Ryan. Open meetings are held at 5pm the second Thursday each month except in school holidays.

We had no major event during 2014 as we had a move in the market day timing to March 2015. This shift in timing has allowed more student involvement as the event no longer clashes with the Christmas rush and winter sport finals. We did, however, achieve many things over the last year. Firstly to non-financial input into the school,
the P&C has worked closely with the school executive on an upgrade to the uniform policy with our aim to keep expense to parents low and still maintain a respectable uniform which students can be proud of. In an effort to achieve this aim both parents and students were surveyed as well as staff. This resulted in the introduction of a school skirt to the uniform items available at the school. Many thanks go to Cathy McIntosh for her research and expertise in this area. The senior school jersey has allowed for some consistency across years 10 to 12 and gives these students a point of difference to allow them to set an example for the junior students. Our school representatives can now go into the community with pride in the set of formal blazers that are part of the new policy.

We have worked with staff to apply for grants to fund projects. Some have been successful and we hope to get the rest next time. There are P&C representatives on the school finance committee and on all merit selection panels, the most recent panel selecting an excellent science teacher to join the staff at Oberon High School.

Financially we have supported the school with over $7000 going to fund various projects. These included the subsidized laptops as part of OHS BYOD program, devices for the MC room, two flat screens to enhance technological teaching methods and the introduction of school lockers.

Now to the fundraising, various raffles were run during 2014. A super wood raffle with two fantastic prizes drawn in June. Our monster raffle, with five very generous prizes, was drawn at Suitcase in December. We have been rewarding students who help with ticket sales and a very big thanks to all the people who sell tickets and donate prizes or manage to get prizes donated. The committee also ran a lolly fundraising drive which was well received. Big thanks to the wonderful office staff who collect and distribute money and notes for all these activities.

The Year 12 graduation ball is another part of the P&C functions at Oberon High School with our entire executive committee attending the 2014 event (as parents, guests or in an official capacity). This event ran at a profit for 2014 which allows for the large capital purchase of more tablecloths for ongoing use. I think anyone who has attended the last 2 grad balls will agree it is a worthwhile investment as they look very sophisticated. The canteen functions well, big thanks to Veronica Kelly and the small band of volunteers who assist. 2014 saw the purchase of a new freezer, the old one failed; it was older than the students (and most of the staff). We are still working with the executive towards a canteen refurbishment in the near future.

Attendance at meetings and P&C events is showing a promising rise in numbers and points to a strong and productive future for the OHS P&C Association. Finally I would like to thank all P&C members, committee and the public who support our fundraising as well as the executive and staff at the school as we work together to enhance the opportunities for our students and the whole community.

Gayle Voerman – President OHS P&C

Student representative’s message

During first term the SRC was selected, with 4 representatives from each year group and the six school captains, Adrian Williams (former SRC
president), Lydia Moore, Kate Whalan, Alex Pointon, Jessi Parkin and Jesse Curnuck. Lucy Voerman was elected president, Harriet McLean as secretary (relieved by Matthew Simmons in term two as Harriet moved towns.), and Jayden Levanic as treasurer. All SRC members were sworn in at a ceremony on assembly.

The 2014 Student Representative Council has been working on many different issues across the school community. They created an effective communication pathway between the students of Oberon high and the school executive team to make things happen within the school that the students think will improve the school and create a better school environment. During 2014 the SRC worked on many different fundraising events for charity's and also the SRC itself, hoping to build SRC funds to give us more opportunity to improve the school. These included selling skittles throughout the year; bake days for organisations such as Jeans for Genes day, and a footy colours day. As well as this the SRC representatives attended various local events such as the ANZAC Day march, Remembrance Day and selling raffle tickets for events in Oberon to support the Oberon community. We have also begun planning an inter school disco with St Joseph's high school to build relations with the school and create a fun recreational event for the students of both schools. Due to the busy rush of end of year the disco was postponed to term two 2015, allowing more time for planning and giving attendees and supervisors more notice.

Mr Lyle did a fantastic job in booking and organising the excursion to Wambangalang, something that the OHS SRC has done in the past. Unfortunately, we were double booked and our excursion fell through. We did however brainstorm ways to help the students at our school, and we look forward to hopefully going to Camp Wambangalang again next year!

This year the SRC wasn't able to participate in regional meetings as was done in the past. We are hoping to participate again next year as they are important in building leadership skills.

Lastly, I would like to thank Mr. Lyle our SRC coordinator for guiding and assisting us throughout the year as well as being an inspiring influence on the group as a whole.

In conclusion the 2014 SRC had a very productive year that will set us up for an even more productive one next year in 2015!

Lucy Voerman – 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.

Oberon High School commenced 2014 expecting an enrolment of 228 students, however for the third year in a row our enrolments increased and we started the year with 233 students.

<table>
<thead>
<tr>
<th>Year</th>
<th>M</th>
<th>F</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Y7</td>
<td>18</td>
<td>18</td>
<td>36</td>
</tr>
<tr>
<td>Y8</td>
<td>22</td>
<td>14</td>
<td>36</td>
</tr>
<tr>
<td>Y9</td>
<td>20</td>
<td>15</td>
<td>35</td>
</tr>
<tr>
<td>Y10</td>
<td>28</td>
<td>16</td>
<td>44</td>
</tr>
<tr>
<td>Subtract (7-10)</td>
<td>88</td>
<td>63</td>
<td>151</td>
</tr>
<tr>
<td>Y11</td>
<td>29</td>
<td>31</td>
<td>60</td>
</tr>
<tr>
<td>Y12</td>
<td>8</td>
<td>14</td>
<td>22</td>
</tr>
<tr>
<td>Y11 P/T Students</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>Y12 P/T Students</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>Subtract 11-12</td>
<td>37.0</td>
<td>45.0</td>
<td>82.0</td>
</tr>
<tr>
<td>Total 7-12</td>
<td>125.0</td>
<td>108.0</td>
<td>233.0</td>
</tr>
<tr>
<td>Adjusted (11-12)</td>
<td>79.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adjusted 7-12</td>
<td>230.5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Stage 4 consisted of 72 students, 79 students in Stage 5 and 82 enrolled in Stage 6 courses. Over the past few years the number of students in our senior school has steadily grown and is predicted in 2015 we will cater for around 100 students in Stage 6.

Average student performance in external examinations is currently below state average, although remarkable growth between tests has been achieved in most areas. In 2014 School Growth for Numeracy was 9.8 greater than state average while school growth in spelling and grammar was above state average. Trend data indicates the school performance is at the highest point in five years.

Performance in the HSC is improving with many courses matching state averages, Technical and Applied courses are performing exceptionally well. School attendance continues to remain 5% above state average at 93.6% and senior retention rates have improved by 30% in recent years. Rates of acceptance to university are very
high (almost all students receiving an ATAR). This makes up about 55% of the Year 12 cohort.

The school continues to reward student achievement across a large range of activities through the Positive Behaviour for Learning strategy. Creating a positive school culture and developing core educational values remain a major focus for our school in the new school plan 2015-2017.

Student enrolment profile

<table>
<thead>
<tr>
<th>Gender</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>104</td>
<td>98</td>
<td>101</td>
<td>117</td>
<td>127</td>
</tr>
<tr>
<td>Female</td>
<td>109</td>
<td>109</td>
<td>104</td>
<td>102</td>
<td>106</td>
</tr>
</tbody>
</table>

Student attendance profile

Student attendance has continued to remain well above state average over the past 4 years. Attendance is monitored regularly, class by class and new home contact processes were implemented in 2014 to reduce the number of unexplained absences. Year Advisors continue to support students were attendance rates are slipping below our schools expectation.

<table>
<thead>
<tr>
<th>Year</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>91.6</td>
<td>94.3</td>
<td>96.9</td>
<td>94.7</td>
</tr>
<tr>
<td>8</td>
<td>90.9</td>
<td>90.8</td>
<td>94.2</td>
<td>93.7</td>
</tr>
<tr>
<td>9</td>
<td>89.4</td>
<td>92.3</td>
<td>93.1</td>
<td>93.1</td>
</tr>
<tr>
<td>10</td>
<td>89.0</td>
<td>89.0</td>
<td>92.6</td>
<td>93.0</td>
</tr>
<tr>
<td>11</td>
<td>88.8</td>
<td>92.8</td>
<td>92.5</td>
<td>93.5</td>
</tr>
<tr>
<td>12</td>
<td>91.0</td>
<td>92.4</td>
<td>95.1</td>
<td>95.2</td>
</tr>
<tr>
<td>Total</td>
<td>90.1</td>
<td>91.9</td>
<td>93.8</td>
<td>93.7</td>
</tr>
</tbody>
</table>

Management of non-attendance

Attendance is monitored class by class through an online roll marking system called Millennium. An attendance team consisting of Head Teachers, Year Advisors and office staff meet regularly to discuss attendance issues and develop plans for individual students. Referrals are made to the Home School Liaison Officer where the attendance team is making no significant impact on improving a student’s attendance.

Daily phone calls are now made to all parents of students who have not attended school on any given day if no prior reason has been submitted. This has resulted in a decrease in unexplained absences throughout 2014. Students who fail to attend for extended periods of time where contact cannot be made are placed on the mobility tracker and referred to the HSLO. Oberon High School engaged many external support agencies throughout 2014 to support students whose attendance continued to fall for a variety of reasons. Aspire NSW and Youth Connections worked consistently with around 10% of our students throughout 2014.

Post-school destinations

<table>
<thead>
<tr>
<th>Post-school destinations</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>seeking employment</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>employment</td>
<td>2</td>
<td>3.8</td>
<td>35</td>
</tr>
<tr>
<td>TAFE entry</td>
<td>2</td>
<td>7.6</td>
<td>5</td>
</tr>
<tr>
<td>university entry</td>
<td>0</td>
<td>0</td>
<td>55</td>
</tr>
<tr>
<td>other</td>
<td>2</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>unknown</td>
<td>9.8</td>
<td>3.8</td>
<td>0</td>
</tr>
</tbody>
</table>

In 2014, all our Year 12 students received a Higher School Certificate and 90% 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 commitment and the support provided by our careers advisor, Mrs. Cheryl Fitzpatrick.

<table>
<thead>
<tr>
<th>Destinations Year 12</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Universities</td>
<td>11</td>
</tr>
<tr>
<td>TAFE</td>
<td>1</td>
</tr>
<tr>
<td>Apprenticeships</td>
<td>3</td>
</tr>
<tr>
<td>Other Training - Traineeship</td>
<td>0</td>
</tr>
<tr>
<td>Employment</td>
<td>4</td>
</tr>
<tr>
<td>Other (USA x 1)</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
</tr>
</tbody>
</table>

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

Oberon High School has an extensive vocational education program offering a wide range of framework courses. Many students at our school gain employment as a result of work placement through their VET courses. Around 80% of all senior students undertake a vocational course in Years 11 and 12 with many taking more than one course. The numbers of students selecting VET courses continue to grow at Oberon High School.

<table>
<thead>
<tr>
<th>VET Courses at Oberon High School in 2014</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information Technology</td>
<td>0</td>
</tr>
<tr>
<td>Construction</td>
<td>5</td>
</tr>
<tr>
<td>Metals &amp; Engineering</td>
<td>8</td>
</tr>
<tr>
<td>Hospitality</td>
<td>12</td>
</tr>
<tr>
<td>Primary Industries</td>
<td>5</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>31</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 2014.

**Workforce information**

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

Oberon High School’s staffing entitlement increased to 26.6 teaching staff during 2014 as a result of increased enrolments and the establishment of our first MC support class. A number of part-time and temporary teachers were also employed through other funding to maintain a broad curriculum offering 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>16.4</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>MC Support Teacher(s)</td>
<td>1.4</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>26.6</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>4.682</td>
</tr>
<tr>
<td>Total</td>
<td>6.782</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

One indigenous casual staff member was employed throughout 2014 to work with indigenous students in a variety of programs. This staff member essentially worked as an Aboriginal Education Officer implementing the Norta Norta program, making connections with the Bathurst AECG, assisting students with applications to programs such as ASSETS and Aboriginal school based traineeships. In 2014, our AEO also applied for the Norta Norta senior sponsorship program in 2015 after organising a school cultural day late in Term 3.
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>33%</td>
</tr>
</tbody>
</table>

Professional learning and teacher accreditation

In 2014, 100% of our teaching staff participated in professional learning. Activities targeted areas specific for curriculum development whilst development of technology skills to further improve lesson delivery was also a high priority. Professional development to increase staff understanding of student mental health was also accessed. DEC priorities such as Local Schools, Local Decisions along with an increased focus on students with disabilities made professional development in these areas paramount for key staff.

Development of technology skills was a major priority with all staff participating in a fortnightly program based around the new Bring Your Own Device (BYOD) policy. Implementation of National Curriculum continued as a key priority in 2014 as curriculum roll out continued in Stage 4 and 5.

DEC priorities such as leadership and vocational education were also areas with significant participation by staff. These are areas that have built capacity in both school management, curriculum and program implementation. The average expenditure per staff member in 2014 was $1650 with a total expenditure of $45350.

Oberon High School also provided access to professional learning for temporary and casual teachers. This led to an expenditure of $4100. Professional Development of temporary and casual staff consistently employed at our school is seen as valuable for improving student outcomes.

Staff Development Days included sessions on the Code of Conduct, mandatory updates in Child Protection, differentiation through ESES, curriculum development and teacher accreditation. All teaching staff participated in these activities with registration through MyPL.

Non-teaching staff were involved in Code of Conduct and Child Protection with teaching staff, however, they also completed sessions on First Aid, medication delivery, complaint handling and managing difficult situations. The aim of all professional learning for non-teaching staff is to enhance their work with students but also to ensure they can manage any situation involving parents and community visiting our school.

In 2014, four staff was on probation with one of those staff in their first year of teaching. The other three staff on probation was appointed to Oberon as permanent for the first time. They did, however, have between 3 and 18 years of experience. There is nine permanent staff currently maintaining proficiency. They include a teacher who has recently been accredited, staff in their first period of 5 year maintenance and 1 teacher in their second period of 5 year maintenance.

Beginning Teachers

All staff on probation were involved in significant professional learning programs. Attendance at targeted DEC beginning teachers induction days were mandated for new staff. Behaviour management was a key focus along with a range of curriculum specific development days. Attendance at days associated with DEC priorities such as Aboriginal Education was also encouraged. Inclusion in a BYOD program to increase technology skills was a central priority for school curriculum; hence, beginning teachers along with all staff were also involved in this critical regular professional learning.

Building capacity has been a key concern for our school. Capacity is the key to building a stronger school as well as protecting school programs against staff changes. New scheme teachers have been involved in a structured induction program along with a DEC New Scheme conference to introduce and strengthen their understanding of key DEC policies and expectations. They have also attended a range of behaviour management courses with a view to building their capacity to manage their classroom. New Scheme teachers along with all other staff were involved building their technology capacity in the classroom. Bring your own Device (BYOD) is a key DEC policy and led to a professional development program that was scheduled each fortnight. Leadership capacity was targeted for teaching staff and executive staff. Leadership development was designed to increase capacity at Head Teacher level and senior executive level. Communication of priorities and expectations, managing staff and understanding policy were the central point of all
these development activities. The mental health of students is a key priority for staff therefore professional development concentrating on teen suicide and general teenage mental health was provided. This is an area that will see greater emphasis in 2015 as we strive to cater for student well-being along with student curriculum needs.

Staff professional learning data is available on MyPL@Edu at:


Craig Luccarda – Deputy Principal

Financial summary
This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
<thead>
<tr>
<th>Date of financial summary</th>
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<tbody>
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<td><strong>Total income</strong></td>
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</tr>
</tbody>
</table>

| **Expenditure**            |            |
| Teaching & learning        |            |
| Key learning areas         | 52342.47   |
| Excursions                 | 24514.48   |
| Extracurricular dissections| 32900.69   |
| Library                    | 5472.01    |
| Training & development     | 1323.87    |
| Tied funds                 | 324010.18  |
| Casual relief teachers     | 57845.04   |
| Administration & office    | 70641.61   |
| School-operated canteen    | 0.00       |
| Utilities                  | 79665.51   |
| Maintenance                | 48820.64   |
| Trust accounts             | 27088.61   |
| Capital programs           | 0.00       |
| **Total expenditure**      | 724625.11  |
| **Balance carried forward**| 364537.95  |

A full copy of the school’s 2014 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 2014
Teachers at Oberon High School are very conscious that whilst success at HSC and university entry area very important part of what we do, there is a great deal more to school than this and 2014 proved to be an exciting year with great successes for our students.

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 2014</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
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</thead>
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<tr>
<td>Reading</td>
<td>523.9</td>
<td>513.0</td>
<td>538.9</td>
</tr>
<tr>
<td>Writing</td>
<td>462.9</td>
<td>475.3</td>
<td>499.0</td>
</tr>
<tr>
<td>Spelling</td>
<td>509.2</td>
<td>522.2</td>
<td>545.1</td>
</tr>
<tr>
<td>Grammar and</td>
<td>511.8</td>
<td>510.2</td>
<td>538.5</td>
</tr>
<tr>
<td>Punctuation</td>
<td></td>
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</tr>
</tbody>
</table>

The average student achievement in Year 7 during 2014 was higher than the similar schools group average performance for reading and grammar and punctuation, but lower for spelling and writing. 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.
The average mark for the 2014 Year 7 cohort for Numeracy was again higher than the similar schools group, but lower than the state average. There were significantly fewer students in the lower two bands than in previous years. A continuation of numeracy support through the Learning and Support period will help to raise the standard in 2015.

The reading, writing, grammar and punctuation average marks for this cohort of Year 9 students were above similar school group average marks, however they were below state average. On average we increased the students in Bands 9 and 10 by 8.1%, the target of 10% increase in Bands 9-10 was almost achieved in 2014. On average we decreased the students in Bands 5 and 6 by 7.7%.

Overall Year 9 School Growth for Grammar & Punctuation is 8.3 greater than state average. Trend Data indicates the school performance is fluctuating each year however recent trend is very positive.
Bands 9-10 was almost achieved in 2014. On average we decreased the students in Bands 5 and 6 by 34.1%, the target of a 10% reduction in Bands 5-6 was achieved in 2014.

Overall Year 9 School Growth for Numeracy is 9.8 greater than state average. Trend Data indicates the school performance is at the highest point in five years.

![Percentage in bands: Year 9 Numeracy](image)

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).

In 2014 our HSC cohort consisted of only 20 students at the time of the HSC examinations. Only courses with a candidature of 10 or greater are considered significant and are shown in the graph below. Three subjects achieved an average mark above the state mean and these were Visual Arts, Hospitality and Metals & Engineering. There were improvements in Advanced English, Advanced Mathematics, PD/Health/PE versus the state mean, while other subject such as Society & Culture has remained consistent for the past few years.

This is a positive result indicating that our school has improved the value-added performance for our students in the low and middle bands dramatically, however further concentrated work is required to push students at the top end.

![HSC: Relative performance from NAPLAN Year 9 (Cohort Progress)](image)

Other achievements

Arts

Performing arts at Oberon High School received a huge boost in March when the Kowmung Music Festival and Mitchell Conservatorium combined to donate around $10,000 to the school’s music program. This injection of funds, talent and expertise proved beneficial throughout the year with many school based workshops in classical music. The students at our school are very
grateful for this support! Student numbers in performing arts continue to grow, along with an exponential increase in students learning the guitar at school. Thanks must go to Mrs. Crouch, Miss McTrustry and local singer/songwriter Mickey Pye, who continue to provide strong motivation for students to explore their musical and theatrical talents.

In August 2014, Oberon High students were busy rehearsing for a dramatic performance of five short skits and monologues, under the guidance of Mr. Tim O’Rourke and Mrs. Amber Crouch. The show “Out of the Dark” proved highly successful with more than 100 visitors attending and cramming the school theatre. These talented students performed again at our ‘Suitcase’ performance at the end of 2014.

Sport

The swimming carnival was again a closely contested event with student attendance numbers continuing to improve. The 2014 Swimming Carnival was also again taken out by Tuglow, with Abercrombie and Werong getting closer each year. Many swimming records toppled at the swimming carnival which meant Oberon High School would send a large team to trial for the Western Region CHS Swimming Team. Our students always seem to push themselves as the swimmers compete for age champion medals.

The inaugural 20/20 cricket match between Oberon High and St Joseph’s was contested and after a shaky start, Oberon High ended up winning with only three balls to spare. The combined Oberon High and Oberon Public School Equestrian Team also enjoyed success when they competed at the Evans Crown Horse Sports Day out classing more than 35 schools from across NSW to be awarded the ‘Best Presented School trophy’ at the Grand Parade.

Oberon High students travelled to Canowindra to compete against Canowindra High in Round One of the Rural Cup. We had some great contests throughout the day with Oberon winning by five points – the closest possible margin. After that extremely close win over Canowindra 289 to 284 points, we regrouped to defeat Molong Central by a massive score of 354 points to 219 points, winning Rural Cup in 2014! We will attempt to go back to back for the first time in 2015.
After winning their semi-final 38 – 4 against Holly Trinity Inverell, our combined small schools rugby league team with St. Josephs travelled to Dubbo to play Murrumburrah High School in the final. Oberon scored two quick tries and led 10-6. Jayden Fagg then broke the line twice to score two more tries, which were converted to go into half time leading 22-6. The second half saw a massive fight back from Murrumburrah to level it up at 22 all when the fulltime whistle blow. In sudden death extra time, Oberon hit the upright with a field goal attempt and also had a try disallowed. After conceding a penalty, the resulting kick for goal unfortunately handed Murrumburrah the Under 16 Small Schools State Championship. All our boys can hold their heads high and they should be extremely proud of being the State Small Schools 2014 Runner Up.

Other programs
Community Connections Program
In August 2014 several classes toured local council facilities where council staff happily explained the day-to-day operations of the facility. Students travelled to the Water Treatment Works, the Sewer Treatment Plant, The Parks and Garden Depot, Visitor Information Centre, Administration Building and the town Library. I was pleased with the response from our students as many had never visited these facilities even though they had spent their entire lives in Oberon. The tours were used to supplement classroom learning activities.

Employment Connections Program
Students in Year 9 and 10 travelled to Orange on in July 2014 to visit the Central West Jobs Expo which is an annual event. Our students love the opportunity to get out and speak first hand with employers and representatives about career path options and also to obtain some good advice for subject selections which are looming. Around 75 students attended the day with many students commenting on the quality of the exhibits.

Leadership Programs
A major focus at Oberon High School over the past few years is the development of our school
leaders through a variety of internal and external school programs. We are fortunate to have exceptional students who are heavily engaged in the Oberon community with the Oberon council, health council and Oberon Youth Council. Many students also represent on the SRC within the school and they are all encouraged to become actively involved in the school decision making process. Our school aims to provide multiple leadership opportunities throughout the school year for all students, especially those in the school leadership group. Through a wide range of leadership programs, leadership is now considered a positive component within our school culture. Congratulations Adrian Williams who was elected as the Youth Mayor of the Oberon Youth Council at a meeting held in council chambers on Tuesday 4th March 2014. Adrian is part of a strong Oberon High School representation on the Oberon Youth Council in 2014. Adrian joined Lydia Moore, Lucy Voerman, Matthew Simmons, Keely Armstrong and Jaiden Levanic as student representatives. Their role on the Youth Council involved discussing ideas and planning for the youth of Oberon, along with reporting back to council at Oberon Council Meetings.

Western Region Culinary Challenge

Four talented Year 9 Food Technology students, supported by teachers Mrs. Hotham and Mrs. Young, competed in the Western Region Culinary Challenge at BMEC in Bathurst. In a very high pressure cook-off situation the students had one hour to produce a dish which was then judged in a similar fashion to the popular TV series—Master Chef. The Oberon High team was awarded second place, just behind St Stanislaus College from Bathurst and ahead of the much fancied Kinross College from Orange. This outstanding achievement made for a very proud moment for the students, their teachers and parents!

Western Region Culinary Challenge Success in 2014

Cultural Experience Program

In May many Year 12 students return from a ten day visit to Cambodia accompanied by Mrs. Mackay-Galea and Miss McTrustry. This exciting adventure supported and expanded their studies in the subject ‘Society and Culture’. During the trip they visited a school and donated educational supplies to children. In the capital of the Kingdom of Cambodia, they visited the Kings Palace, built in 1866 and official residence of the royal family. They also visited the Killing Fields and a Genocide Museum, a memorial for men, women and children held in inhumane conditions. This was a confronting experience for the Year 12 students and their teachers.
On the 28th May 2014, our Aboriginal students at Oberon High School had the opportunity to join Gloria Rogers and Bill Allen (Wiradjuri Elders), historians Sam Malloy and Dominic O’Sullivan, and author Paul Stafford for a free video conference. Students and teachers are invited to join the conversation, ask questions, and learn more about early Indigenous history, first contact, and the ramifications of European settlement since 1814.

**Significant programs and initiatives – policy**

Oberon High School has many important and significant programs, some of which have been detailed in the other Achievements section of this school report. The schools welfare team consisting of year advisors, school counselor and the deputy principal organised and implemented a Boys Writing Program, Indigenous Activities, Girls Social Program, National Numeracy Partnership, VET Work Placements, Gifted and Talented Program, Extension Support, Xsel and Ixtend Programs, Sexual Health Seminars, Year 6 into 7 Transition Program. These along with various excursions were all highly successful welfare and learning programs which supported our wonderful students during 2014.

**Aboriginal education**

Oberon High School is focused on ensuring that all our Indigenous students strive to excel in all aspects of their schooling lives. Through sporting, academic and cultural activities, our students maintain pride in their culture and their achievements. The Norta Norta program provided significant support for students on three levels; literacy and numeracy, assessment support and career planning. Norta Norta focuses on ‘closing the gap’ between Indigenous and Non-Indigenous students through basic fundamentals such as literacy and numeracy while providing guidance and support through a mentoring style approach.

Individual learning plans are tailored to suit the needs of the Aboriginal students. With their personal, social, schooling and career goals in mind, students along with parents aim to achieve. The employment of a temporary Aboriginal teacher to mentor and provide support in all areas of schooling ensured continual growth in terms of academic achievement, attendance rates and promoting a positive school culture.

Student’s positive drive to succeed is made evident in Oberon High School with the selection of Kurt Boundy in the ASSETS (Australian Summer School for Excellence in Technology and Science) program and Jacquie Raymond in the AEST (Aboriginal Education Support Traineeship) in 2014.

**Multicultural education and anti-racism**

Oberon High School promotes inclusion and anti-racism. To help concrete and promote acceptance of multiculturalism, all students of Oberon High School were involved in a cultural day. The day consisted of traditional Indigenous games, damper cooking, face painting, mural painting etc. The day promoted acceptance and was well received by the school and local community.

In 2014 our school continued to promote respect for people from other cultural and ethnic backgrounds. All teaching programs encourage our students to appreciate the valuable
contributions made to our community by people from diverse cultural backgrounds.

Students from our senior Society & Culture class had the opportunity to visit Cambodia as part of their education program for the HSC.

Significant programs and initiatives – equity funding

Aboriginal background

During 2014, Oberon High School employed a temporary Aboriginal teacher to work with teachers to assist Aboriginal students achieve their full potential. The AEO monitors each student’s progress and achievement in terms of their curriculum based education, health and wellbeing, along with helping to develop positive cultural ties between Oberon High School and the local community. Connections were made with the Bathurst AECG and our school now regularly reports our achievements to this group. The promotion of activities, supported by the AECG has led to some exciting opportunities for our Aboriginal students.

Indigenous students are supported through programs such as Norta Norta in an attempt at ‘closing the gap’ between indigenous and non-indigenous students. The program has three distinct parts; in class support, study hubs and cultural activities. In class support allows students to receive one-on-one support and guidance in the classroom. Study hubs are essentially focus groups where students can get help with assessments and upcoming examinations. These hubs are also used to solve everyday issues encountered at school. Cultural activities such as NAIDOC day and a cultural awareness day proved to be highly successful at Oberon High School in 2014.

Our school aims to promote the importance of indigenous culture and education and create a positive perception in the way indigenous students see themselves at school and in the community. We strive to ensure that all students respect and value indigenous education and culture.

In 2015, Oberon High School will engage in the Norta Norta Sponsorship Program for senior students and also look to implement other programs such as ‘Sister Speak’, ‘Brother Speak’ and ‘Yarning Circle’.

Further development of our school’s transition points will ensure that Aboriginal students are supported through personal learning plans. These plans will include supporting their educational choices during vital subject selection checkpoints.

Socio-economic background

Oberon High School received additional funding which totaled $123,161 in the RAM to support
low socio economic students with their learning. This funding was allocated to a variety of educational programs aimed at improving teacher quality and learning experiences for students, improving participation levels and access to technology. Using funding to strengthen the partnerships between students and teachers provided all students an equal opportunity to improve their learning outcomes.

A primary teacher was employed to work with both students and staff on improving student skills in literacy and numeracy, as well as placing students on the continuums. Extra School Learning Support Officers were employed to support students in the classroom. Oberon High School joined a group of schools who collaboratively employed a Head Teacher BYOD to assist staff with developing technology skills to engage students within the classroom. To this end, RAM funds were used to subsidize student laptops so that students could access technology regardless of their social status or background.

Performing Arts, Visual Arts and Metals were all provided extra funds to purchase vital classroom equipment to enable all students to access a wide range of learning experiences which would not have been possible without the funding. Online learning programs such as Mathletics and Skwirk were also purchased so that all students could access extra learning materials to increase their overall engagement at school.

A large portion of the RAM funding was set aside for student welfare programs to enable all students to access excursions, learning programs, Australian curriculum resources and technology. The RAM funding has provided the opportunity for all students to access all educational programs equitably and it also supports in developing a positive and inclusive school.

**English language proficiency**

Oberon High School received no specific English language proficiency funding through the RAM in 2014 however the Learning Support Team worked with students from different language backgrounds to improve their language skills and comprehension within the curriculum. The school Learning and Support Teacher (LaST) worked with staff to differentiate the curriculum to ensure that students from all backgrounds could access the curriculum.

**Learning and Support**

The Oberon High School Learning and Support Team worked effectively throughout 2014 developing and implementing various support plans which covered the entire student population. Some programs in literacy and numeracy directly enhanced learning opportunities for all students, while other programs such as reading support were targeted. Our team worked to support students in the Multi-Categorical class as well as funded students through targeted School Learning Support Officer (SLSO) programs. Indigenous and Life skills students, along with many other students who required examination or classroom learning support were all catered for by the Learning and Support Team (LST).

**Other significant programs and initiatives**

During 2014, Oberon High School received extra funding through the Improving Literacy and Numeracy National Partnership Program. Our school focus continued to be numeracy and staff professional learning to build sustainable teaching initiatives. These are some of the results and school based initiatives;

- Learning and Support Team are benchmarking students against the Literacy and Numeracy continuum to formulate similar class groupings for extra support.
- Faculty meetings dedicated to subject specific numeracy for embedding into effective classroom practice.
- Numeracy Team providing whole school professional learning and staff meetings around the skills for teaching numeracy.
- Classroom teachers feel confident in assessing students and assisting along the numeracy continuum.
- Almost all students in Year 8 made significant improvement in their numeracy skills throughout 2014 with the exception of three. Benchmarking students along the continuum pre and post testing revealed the support program was highly successful.
Students in Year 9 continued to show exceptional growth and the majority of students made significant gains in their numeracy understanding. Our numeracy team mapped the in school results against the 2014 numeracy results in NAPLAN.

In 2013, 53.4% of our Year 9 students were in the bottom two bands in numeracy NAPLAN, however in 2014 this reduced to just 19.3%. A massive decrease of 34.1% in the lower two bands. Outstanding results indicating that the school numeracy strategy was having an exciting effect on student results. Overall Year 9 School Growth for Numeracy is 9.8 greater than state average. Trend Data indicates the school performance is at the highest point (569.7) in five years.

School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. In 2014 our staff and school community evaluated three major areas within the school. School learning support structures, Aboriginal education and our schools curriculum structures.

Our school learning support structures were evaluated as part of the school evaluation process to provide ongoing strategic support for students academically and in a welfare capacity. The processes used and changes implemented include;

- Staff meetings led by the Learning and Support Teacher (LaST) looking at the levels of differentiation with different subjects.
- Regular review of school plan and targets to maintain student focused learning activities.
- Coordinated, student centred and cyclical planning to accommodate each student’s learning and support. Independent testing in Numeracy, Reading, Writing, Spelling and Comprehension, Stages 4 and 5.
- Collaboration of support needs between classroom teacher and Learning and Support Team.
- The development and coordination of support is clearly communicated to staff for both funded and non-funded students. The introduction of a Multicategorical class and continued support in mainstream classes.
- Professional learning through the LST to ensure that our teaching and learning cycle supports the individual curriculum requirements of students with special learning needs.
- Revised and strategically coordinated examination and assessment support for all students in Stages 4 – 6.
- The introduction of a new stage streamed learning and support period for all students in Year 7 – 10.
- Surveys with students revealed a need to implement an after school homework centre which runs on Thursday afternoons.
- Analysis of NAPLAN data resulted in the introduction of a Stage 4 Reading Program.
- A strategically coordinated NAPLAN support plan for Literacy and Numeracy, Year 7 and 9.
- Increasing professional development of classroom teachers in regards to supporting
students with special learning needs via formal and non-formal sharing of information.

- Coordinated support for Indigenous Students, Stages 4 – 6.
- A clear communicated equitable coordination of Student Learning and Support Officers.
- Coordinated and reflective communication between school and community as evidenced in the continual dialogue between the Learning and Support Team and parents as noted in the school newsletter, posted communications and face to face meetings.

A review of NAPLAN data and other school-based evidence revealed a need to reassess and implement changes in the way we support Aboriginal students. Through surveying all students and interviewing our indigenous students, we have used the following processes throughout 2014:

- The effective use of funding to employ an Aboriginal support teacher to fill a similar role of an AEO in larger schools.
- The early development of Personal Learning Plans (PLP’s) for all Indigenous students along with any Individual Learning Plans (ILP’s) needed.
- Joining the Bathurst network AECH group and attending meetings regularly twice per term to access support, activities and to report on our school progress.
- Evaluating attendance data regularly and working with Aboriginal students where attendance falls below 85%.
- Strategically work within the Norta Norta guidelines to support all Aboriginal students equitably.
- Develop and introduce study hubs for Aboriginal students to provide assessment support and mentoring.
- Assisting Aboriginal students in applying for external programs such as the Aboriginal Summer School for Excellence in Technology and Science (ASSETS) and the University of Technology Western Sydney- Fire and Ice.
- Presenting the Clash of Cultures video conference to indigenous students and organising a cultural activity afternoon proved to be very successful during 2014.

- The introduction of career interviews with senior students about subject selections, external applications, school captain nominations as well as supporting young mothers through their HSC again proved to be an effective program.
- Two students were also accepted into the Aboriginal School Based Trainee Program (ASBT) for 2015 following strong interviews and applications.

A review of all external results over the past five years, along with student exit surveys and parent interviews, our school chose to review our current senior curriculum structures and investigate possible structural changes and present them to the staff and students. Through surveying all students, staff and members of our school community, staff at Oberon High School aim to implement a compressed curriculum structure in 2015. Evidence of our evaluations follows:

- Greater than 40% of school development day and whole school staff meetings were dedicated to staff presentations of proposed curriculum models.
- A separate curriculum meeting and team developed among staff to fully investigate possible curriculum changes.
- All students surveyed about curriculum choice, curriculum structures and possible day structures.

<table>
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<tr>
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<table>
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<th>Do you like lunch/recess times?</th>
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<tr>
<td>Leave</td>
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<td>98</td>
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</table>

- Professional learning courses targeted at curriculum and assessment structures to align with a compressed curriculum model.
• Staff provided time to look at and adjust assessment plans to see if they could manage the new compressed model.

• Entire parent community surveyed about school structures and curriculum offerings at Oberon High School.

In 2015 we plan to conduct evaluations and make improvements in two or more of the following areas of our school;

• the use of technology in the classroom.

• school leadership teams.

• student reward and recognition systems.

• student assessment practices.

• effective staff professional learning.

School planning 2012-2014:

School priority 1 - Literacy

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.

Outcomes from 2012–2014

• On average we reduced the number of students in literacy Bands 5 and 6 by 12.9%, Target of a 6% reduction in Bands 5-6 was achieved in 2012.

• On average we decreased the number of students in Bands 9 and 10 by 7.6%, Target of 8% increase in Bands 9-10 was almost achieved in 2013.

• On average we increased the students in Bands 9 and 10 by 8.1%, Target of 10% increase in Bands 9-10 was almost achieved in 2014.

• On average we decreased the students in Bands 5 and 6 by 7.7%, Target of a 10% reduction in Bands 5-6 was almost achieved in 2014.

Evidence of achievement of outcomes in 2014:

• NAPLAN data reveals a decrease of 5.5% in lower two bands in Reading, however an increase of 12.3% in top two bands. We exceeded our 2014 target for students in the top two bands.

• Our school decreased the number of students in lower two bands in Writing by 18.5% and an improvement of 6.7% in top two bands. We met our school target at the lower end in Writing.

• There was a decrease of 8.9% in lower two bands in Grammar & Punctuation, and an increase of 10.1% in top two bands. An improvement at both ends and we achieved our 2014 target at the top end.

Strategies to achieve these outcomes in 2014:

• A continuation of Stage based learning groups through the new Learning and Support period.

• Targeting of individual students through enrichment days and extension groups to move into the top two bands.

• Teacher professional learning around the differentiation of literacy content to improve student learning outcomes.

• Introduction of a writing program supported by author Paul Stafford and the Learning Support Team. Included were several writing workshops to support students with different text types.

• Extra school based support provided in the form of a homework centre, further revision and homework separate from KLA based subjects.

School priority 2 - Numeracy

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.

Outcomes from 2012–2014

• On average we reduced the number of students in Bands 5 and 6 by 7.4%, Target of a 6% reduction in Bands 5-6 was achieved in 2012.
On average we increased the number of students in Bands 9 and 10 by 0.9%, Target of 8% increase in Bands 9-10 was NOT achieved in 2013.

On average we increased the students in Bands 9 and 10 by 6.4%, target of 10% increase in Bands 9-10 was almost achieved in 2014.

On average we decreased the students in Bands 5 and 6 by 34.1%, target of a 10% reduction in Bands 5-6 WAS achieved in 2014.

Evidence of achievement of outcomes in 2014:

- A massive decrease of 19.8% in lower two bands in Number, Patterns & Algebra, and also an increase of 10.5% in top two bands! We met our school targets at both ends.

- A decrease of 26.3% in lower two bands in Data, Measurement, and Space & Geometry. However, a small increase of 0.8% in top two bands. Again we exceeded our school target of 10% improvement in the lower two bands.

- A huge decrease of 34.1% in lower two bands in numeracy overall, combined with a solid improvement of 6.4% in top two bands.

Strategies to achieve these outcomes in 2014:

- A continuation of our schools ILNNP program with in class support for both students and teachers. Students assessed and benchmarked against the numeracy continuum in Stages 4 and 5.

- A continuation of Stage based learning groups through the new Learning and Support period.

- Targeting of individual students through enrichment days and extension groups to move into the top two bands.

- Professional learning for staff around the differentiation to support both boys and girls across the curriculum.

- Improved use of Mathletics and sharing with other KLA’s to ensure students make the most of this valuable resource.

- Whole staff meetings dedicated to numeracy skills and teaching in different KLA’s to support numeracy development.

School priority 3 – Engagement and Attainment

Improved engagement in classwork, producing consistently higher quality of work samples and higher mean performance in HSC, NAPLAN, and other school-based indicators, through quality feedback to students and parents, quality teaching and assessment, including differentiation, extension, support and focus on ICT skills.

2014 Targets – Our school aims to maintain attendance figures above 90% during 2014. Make improvements in the band distribution for HSC in 2014 by 10%. Increase the number of students moving into Year 12 in 2015 to complete their HSC by 15%. Students to be re surveyed late in 2014 so that comparisons can be made on engagement, self-worth, careers, anxiety levels and academic success.

Outcomes from 2012–2014

- Student attendance had grown steadily over the past three years with 2012 – 91.9%, 2013 – 93.8% and 2014 – 93.7%. These results place our school 5% above state average.

- In 2012, on average 32% of our HSC students achieved a mark in the top three bands. In 2013, on average 45% were placed in the top three bands in subjects. While in 2014, again around 46% achieved similar results.

- 20% increase in student numbers retained in Year 11 during 2013, heading into Year 12 in 2014. Also 92% of all Year 10 students continuing into Year 11 in 2014 to form our biggest Year 11 group in years. Also 95% of all Year 10 students continuing into Year 11 in 2015 which will give use 96 students in Stage 6. Our school targets were achieved.

Evidence of achievement of outcomes in 2014:

- Student attendance data has remained high throughout 2014 as displayed in the following table.

<table>
<thead>
<tr>
<th>School</th>
<th>Year</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td></td>
<td>94.3</td>
<td>96.9</td>
<td>94.7</td>
</tr>
<tr>
<td>8</td>
<td></td>
<td>90.8</td>
<td>94.2</td>
<td>93.7</td>
</tr>
<tr>
<td>9</td>
<td></td>
<td>92.3</td>
<td>93.1</td>
<td>93.1</td>
</tr>
<tr>
<td>10</td>
<td></td>
<td>89.0</td>
<td>92.6</td>
<td>93.0</td>
</tr>
<tr>
<td>11</td>
<td></td>
<td>92.8</td>
<td>92.5</td>
<td>93.5</td>
</tr>
<tr>
<td>12</td>
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<td>95.2</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>91.9</td>
<td>93.8</td>
<td>93.7</td>
</tr>
</tbody>
</table>
• An analysis of the 2014 HSC revealed that around 46% of students in all courses on average achieve a mark of Band 4 or better in their HSC examination. There is however more improvement needed in some areas to meet state average mean marks.

• On average around 90% of our senior students are completing their HSC and remaining at school for the duration of their studies. Student engagement is high with a vast range of senior curriculum offerings and many VET frameworks offered in our school.

• Continued work on building school culture through positive school promotion during 2014. Student and community feedback indicate an increase in school satisfaction, self-worth and academic success. Many students now play an integral role in promoting the school.

Strategies to achieve these outcomes in 2014:

• The introduction of phone calls to parents of absent students on a daily basis has significantly reduced the unexplained absent rates.

• Year Advisors and the school welfare team worked closely with any student whose attendance fell below 90%. In some cases, students were placed on an attendance plan or referred to the HSLO.

• Career planning interviews were introduced to ensure that students in Year 10 were making appropriate subject choices for their career and ability level to improve their chances of achieving a Band 4 or higher in the HSC.

• A continuation of a consistent and persistent school promotion strategy where a School Promotions Officer worked to produce weekly newspaper stories, fortnightly newsletter, weekly radio time slots, develop and regularly populate our new school app and school website, write a student focus article each week, provide displays in the school foyer and provide stories for the local community newsletter on a monthly basis.

Parent/caregiver, student, and teacher satisfaction

In 2014, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

All students in the school were surveyed using 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 are engaged in school clubs or groups

Students take part in art, drama, or music groups; extracurricular school activities; or a school committee.

• 28% of students in this school had a high rate of participation in clubs; the TTFM norm for these years is 42%.

• 23% of the girls and 32% of the boys in this school had a high rate of participation in clubs. The TTFM norm for girls is 49% and for boys is 36%.

Students with positive school relationships

Students have friends at school they can trust and who encourage them to make positive choices.

• 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%.
The Focus on Learning Survey is a self-evaluation tool for teachers and schools to use and the questions in the survey are grouped to assess eight of the most important drivers of student learning. The research on classroom and school effectiveness has consistently shown these factors to be strong correlates of student achievement. Some of the results from our teacher survey follow;

School Leadership

- The average score from a variety of school leadership questions about the role the school executive play in supporting teachers and their classroom practice was 7.5 out of 10. “I work with the School Executive to create a safe and orderly school environment” scored a high 8.3, while “the School Executive has taken time to observe my teaching” received the lowest score of 6.3.

Collaboration between teachers

- The average score from a variety of questions about teaching collaboration was 7.9 out of 10. “I talk with other teachers about strategies that increase student engagement” scored a high 8.8, while “Teachers have given me helpful feedback about my teaching” received the lowest score of 7.0.

Using of Technology in the classroom

- The average score from a variety of questions about the use of technology in the classroom was 7.2 out of 10. “I help students use computers or other interactive technology to undertake research” scored a high 7.9, while “Students use computers or other interactive technology to track progress towards their goals” received the lowest score of 7.0.

Parent satisfaction with the school and its educational programs was very positive during 2014. Parents were surveyed about the following aspects of our school and the results follow;

Parents feel welcome at Oberon High School

- The average score from a variety of questions about whether parents feel welcome at Oberon High School was 8.2 out of 10. “I can easily speak with the school principal” scored a high 9.0, while “Parent activities are scheduled at times when I can attend” received the lowest score of 7.3.

Parents support learning at home

- The average score from a variety of questions about whether parents support learning at home was 6.0 out of 10. “Parents encourage their child to do well at school” rated a high 7.2, while “talking about how important school work” received the lowest score of 5.2.

School support learning

- The average score from a variety of questions about whether Oberon High School supports learning was 7.8 out of 10. “Teachers encourage my child to do his or her best work at school” rated a high 8.4, while “Teachers expect homework to be done on time” received the lowest score of 7.4.

Future Directions

2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from the beginning of Term 2 2015.

The 2015-2017 school planning and consultation process has involved all stakeholders within the school community to ensure realistic and equitable school strategic directions which encompass the needs of all involved. The school’s self-evaluation committee has gathered information from evaluations conducted during the year (student, staff and parent surveys) and analysed other information (Smart Data, HSC results and other school data) about the school’s practices and student learning outcomes. In consultation with the school community, the executive and staff teams have collaboratively developed the three strategic directions and overall school plan. The three strategic directions and their purpose statements follow;

STRATEGIC DIRECTION 1 –

Achieving Quality Teaching, Learning and Assessment Practices

- To build commitment in teaching, learning and assessment practices, where every teacher is actively reflecting on learning outcomes and maintains high expectations of excellence in student learning.
- To provide quality teaching, learning and assessment practices that foster and develop every student as a global citizen. Through the implementation of whole school focused
literacy and numeracy programs in all key learning areas.

- Through effective and targeted staff professional learning with real world connections to personalise learning that encourages students to take ownership of their world of learning.
- The development and delivery of dynamic programs, effective and differentiated assessment tracking and student analysis linked to literacy and numeracy targets.

**STRATEGIC DIRECTION 2 –**

**Creating Positive School Culture and Values**

- To foster and develop a positive school culture and values which focuses on providing opportunities for everyone and a set of shared educational beliefs and values.
- To create and perpetuate a school community culture which values academic success, goal-setting and achievement, partnerships and life-long learning.
- To work across the school community to embed a positive culture and a set of values based on the three expectations of being safe, respectful and responsible school community members.
- To develop processes where every student receives support and recognition from teachers and parents which enables them to feel connected and engaged.
- Through positive school promotion where everyone can achieve success which is valued with a shared set of educational beliefs and values that will be upheld by all in the school community.

**STRATEGIC DIRECTION 3 –**

**Developing Leadership Capacity**

- To develop whole school organisational structures which enable students and staff to be highly engaged in the teaching and learning process.
- To create a positive learning environment through organisational structures to support all aspects of the learner.
- Continue to develop positive and effective partnerships with families and the broader community.
- To improve and enhance curriculum and technology structures to develop technologically competent staff and students.
- To develop clear and consistent school management procedures and policies that supports the learning process through effective communication and to enhance and perpetuate transition procedures and structures for all students.

**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
- Cheryl Fitzpatrick – Careers Advisor
- Cathy McIntosh – SAM
- Gayle Voerman – P&C President
- Lucy Voerman – SRC President
- Rebecca Corby – Aboriginal Education Officer
- Rachel Sinclair – Learning and Support Teacher

**School contact information**

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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: