

2016 Annual Report to the School Community



School Name: Oberon High School

School Number: 8210



Name of School Principal:

Tim McMahon

Name of School Council President:

Craig Wood-Burgess

Date of Endorsement:

08/03/2017

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au)

This school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - language program' minimum standards until 31 December 2016.

This school is compliant with the Child Safe Standards prescribed in Ministerial Order 870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.



Education and Training

About Our School

School Context

Oberon High School is a co-educational Secondary School with an enrolment of 600 students supported by 59 equivalent fulltime staff, (3 Principal class staff, 44 teaching and 12 educational support officers). Our enrolment includes 15 Koorie and 4 English as Additional Language (EAL) students. The SFO of the school is 0.4719.

The Oberon High School student population is from 16 feeder primary schools coming from the southern suburbs of Geelong, the Surf Coast areas and rural locations. All students are encouraged to build on their talents, expand their horizons and develop a culture of learning through participation in a variety of academic, applied learning, sporting, artistic and social programs. This is reflected in the school mantra of ‘shape your future, go one better’.

Oberon High School provides a very broad curriculum and an array of additional programs. Senior students choose from both the VCE and VCAL programs and a large number integrate Certificate level studies from VET offerings. In year 10 students are offered a wide range of electives with both an engagement and career pathway focus. Students in year 7-9 undertake a standard curriculum with a focus on English, Mathematics and Science. The School has a strong emphasis on the teaching of Languages other than English (LOTE), German and Indonesian are both taught through to Year 12 supported by a strong cultural program. Student travel and exchange are important aspects of our Language program.

Our school provides a learning environment in which students strive for and respect high achievement, and they develop social skills based on the principles of tolerance and understanding.

Framework for Improving Student Outcomes (FISO)

The two FISO focus areas chosen were:

1. Building Practice Excellence: As a school we were aiming to further develop excellence in teaching and learning at Oberon High School, with a specific focus on further enhancement of the capacity of our teachers in the focus areas of literacy and numeracy to achieve value add growth at a rate faster than state average from years 7 to 9. This enhancement not only focused on teacher practice in the classroom, but was also supported with curriculum planning and assessment opportunities to ensure that all students from all ability levels were moved forward in their learning at a faster rate than the state average.

2. Professional Leadership: To support the focuses above we focused on further building the capacity of our leadership teams, through the understanding of powerful learning that encompasses student testing, analysis of data, targeted teaching and reflection of data to show improvement outcomes for students.

As is demonstrated in our Achievement, Engagement and Wellbeing description summaries below and in the associated data sets. The FISO focuses have resulted in improved student learning outcomes, learning environment and pathway options for our students. These FISO focuses will continue to be maintained as priorities for the school into the future whilst they become entrenched into the learning culture.

Achievement

Oberon High School continues to achieve very good student learning outcomes by students at the school. Year 7 & 9 students NAPLAN data indicates that we are performing at or above the State median in all testing in Reading, Writing, Grammar/Punctuation and Numeracy. The Year 9 matched cohort growth from Year 7 results showed improvement in Writing, Reading, Grammar/Punctuation and Numeracy above the State average growth.

VCE results for 2016 were once again above the State average for the all study score, with the four year average displaying results above the State average. 9% of our cohort of year 12 students achieved an ATAR score above 90 placing them in the top 10% of students in the State. 4% of students achieved a study score of above 40.

The quality of teaching and learning has a direct link with student learning outcomes, consequently the school will continue to specifically focus on improving teacher practices. The school has had a clear teaching and learning improvement agenda over the past few years, with a focus on improving the capacity of teaching practice of teachers using an agreed learning framework. We will be continuing with an ongoing professional learning program with a focus on establishing consistency in teaching across the school with the goal of further improving student learning outcomes. This professional learning program will include the regular classroom observation visits by teachers, focusing in on specific areas of improvement. This importance of this professional learning focus is supported by the school staff survey which is well above the State average.

All Program for Students with Disabilities students showed above satisfactory progress in achieving their individual goals. All students had a PSG meeting and associated learning plans.

Curriculum Framework implemented in 2016

Victorian Early Years Learning and Development Framework
 AusVELS
 Victorian Curriculum
 A Combination of these



Engagement

Student attendance continues to be a focus in the school, with the school attendance rates slightly higher than the State average. The school will continue to focus on regular attendance as an important factor in student success both academically and socially.

Oberon always has and will continue to pride itself on having student wellbeing as a priority. This is supported within the school by the Assistant Principals, Year Level Managers, Chaplain and School Counsellor who all provide excellent support for students and families. The wellbeing programs offered to the students include ‘boat building’, ‘hands on learning’ as well as a number of other practical based programs that are supported by Belmont Rotary and other outside agencies. The school also runs a breakfast program three mornings per week in partnership with the Salvation Army. In 2017 the school will be introducing a further pastoral care program ‘Connect’ to further improve the connectedness of students to the school.

Student leadership is valued at the school, with opportunities available at all year levels. Six year 9 students attended the ‘School for Student Leadership’ at Marlo in term one 2016, twenty four Year 10 students attended a week long leadership camp at Bogong Outdoor Education Centre. Our School Captains continue to be the face of the school, running whole school assemblies and MCing prominent events including the Awards Day and Open Nights. The school will continue to listen to the views of the student body through forums, positive recognition programs and restorative practices.

Oberon provides and will continue providing a wide range of extra-curricular activities including an extensive interschool sporting program, the success of which is demonstrated by a number of individuals making school sport Victoria State finals in 2016. All year levels are offered a camps program and students studying languages are offered the opportunity to immerse themselves in that culture by visiting Indonesia and Germany.

Performing arts is showcased through student performances at general assemblies and through the annual school musical which was ‘Jungle Fantasy’ in 2016.

Wellbeing

Oberon High School has had very successful outcomes for its 2016 Year 12 VCE cohort with 99.9% of those applying for tertiary places receiving an offer in their first or second preference. Our Victorian Certificate of Applied learning students were highly successful with all engaged in apprenticeships, training or employment in 2017. These students were expected to participate in the workplace during their final year of School to improve their employability and work place skills, greatly enhancing their success. A high level of commitment to pathways consultation and career education by the School and its Careers team has resulted in these excellent destination outcomes. We believe our success is due not only to our dedicated Careers team and our teachers but also the support programs in place throughout the year.

Year 12 orientation program in the previous year, parents were addressed in early February by the VCAA’s chief English examiner, Bob Hillman. All Year 12s attended a workshop ‘VCE Strategies for Success’ with international motivational speaker Darren Pierra. Career planning interviews and career opportunities happened throughout the year with all year 12 students attending the Tertiary Information Session (TIS) at Deakin University in July. Oberon High School’s strong partnership programs with Deakin University has resulted in most students choosing this as their preferred tertiary destination.

Year 11 students were involved in Career Planning activities such as the Year 11 orientation program prior to the start of the 2017 year with career planning interviews for all year 11 students throughout Term 2. These students participate in the ‘Elevate’ program which promotes motivational goal setting and study skill techniques

Year 10 students undertook Careers day events which looked at tertiary study and employment and the structure and expectations of VCE/VCAL. This was designed to enrich subject selection and culminated in one on one interviews with parents to discuss future pathways and subject directions for the senior years. Students were invited to take part in the Geelong Industry Trade Training Centre’s one day a week program which resulted in the take-up of further VET studies.

Year 9 students took part in a pilot program with Deakin University called ‘Footprints Global Perspectives’. Taking place over three days, this looked at leadership, problem solving and teamwork; and was designed to help with personal growth and global citizenship linked with subject learning areas. They also participated in a Work Ready program embedded in English which included Mock Interviews by Deakin University’s Master of Teaching students.

All students over the age of 15 years were given the opportunity to participate in work experience, with many in Year 11 selecting to undertake a School Based Apprenticeship. Two ‘Construction Induction Card’ training days took place with over 50 attending to enable students to participate in the building industry work experience.

Oberon’s partnership with Deakin University also saw collaborative career programs embedded in classrooms aimed to reinforce future career planning and workplace connectedness at all year levels. Subject teachers took advantage of many workshops and guest speakers offered as part of Deakin’s DEAP (Deakin Engagement and Access Program).

Pathways planning and Career education programs at Oberon High school form part of our school’s commitment to strive for positive and successful school outcomes for all our students.

For more detailed information regarding our school please visit our website at www.oberonhs.vic.edu.au

Performance Summary

The Government School Performance Summary provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Accessible data tables are available for all schools separately – please refer to 'AR_Appendix_Data_Tables' which can be found on the School Performance Reporting website.

Key: Range of results for the middle 60 % of Victorian government secondary year levels: Result for this school: Median of all Victorian government secondary year levels:

School Profile	
<p>Enrolment Profile</p> <p>A total of 598 students were enrolled at this school in 2016, 252 female and 346 male. There were 3% of EAL (English as an Additional Language) students and 3% ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and Education.</p>	
<p>Parent Satisfaction Summary</p> <p>Average level of parent satisfaction with the school, as derived from the annual <i>Parent Opinion</i> survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate derived from the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.</p> <p>Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.</p>	



Performance Summary

Key: Range of results for the middle 60 % of Victorian government secondary year levels:
 Result for this school: Median of all Victorian government secondary year levels:

Achievement	Student Outcomes	School Comparison
<p>Teacher judgment of student achievement</p> <p>Percentage of students in Years 7 to 10 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Performance Summary</i>.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Similar</p> <p> Similar</p>



Performance Summary

Key: Range of results for the middle 60 % of Victorian government secondary year levels:
 Result for this school: Median of all Victorian government secondary year levels:

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 7</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 7.</p> <p>Year 7 assessments are reported on a scale from Bands 4-9.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p>Being the first year of secondary school, Year 7 NAPLAN is not used for the School Comparison.</p>
<p>NAPLAN Year 9</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 9.</p> <p>Year 9 assessments are reported on a scale from Bands 5-10.</p>		<ul style="list-style-type: none"> Higher Higher Similar Higher

Performance Summary

Key: Range of results for the middle 60 % of Victorian government secondary year levels:
 Result for this school: ● Median of all Victorian government secondary year levels: ◆

Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Learning Gain Year 5 - Year 7</p> <p>Learning gain of students from Year 5 to Year 7 in the following domains; Reading, Numeracy, Writing, Spelling & Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Data (Year 5-7)</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>36%</td> <td>42%</td> <td>22%</td> </tr> <tr> <td>Numeracy</td> <td>41%</td> <td>49%</td> <td>10%</td> </tr> <tr> <td>Writing</td> <td>25%</td> <td>53%</td> <td>22%</td> </tr> <tr> <td>Spelling</td> <td>37%</td> <td>44%</td> <td>19%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>21%</td> <td>51%</td> <td>28%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	36%	42%	22%	Numeracy	41%	49%	10%	Writing	25%	53%	22%	Spelling	37%	44%	19%	Grammar and Punctuation	21%	51%	28%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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<p>Victorian Certificate of Education (VCE)</p> <p>Mean study score from all VCE subjects undertaken by students at this school.</p> <p>This includes all Unit 3 and 4 studies (including those completed in Year 11) and any VCE VET studies awarded a study score. The maximum student study score is 50 and the state-wide mean (including government and non-government schools) is set at 30.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p>● Higher</p> <p>◆ Similar</p>																								
<p>Students in 2016 who satisfactorily completed their VCE: 97%</p> <p>Year 12 students in 2016 undertaking at least one Vocational Education and Training (VET) unit of competence: 22%</p> <p>VET units of competence satisfactorily completed in 2016: 79%</p> <p>Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2016: 83%</p>																										



Performance Summary

Key: Range of results for the middle 60 % of Victorian government secondary year levels:
 Result for this school: ● Median of all Victorian government secondary year levels: ◆

Engagement	Student Outcomes	School Comparison												
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2016 attendance rate by year level:</p>	<p>Results: 2016</p> <p>Low absences <-----> high absences</p> <p>Results: 2013 - 2016 (4-year average)</p> <p>Low absences <-----> high absences</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>Yr7</th> <th>Yr8</th> <th>Yr9</th> <th>Yr10</th> <th>Yr11</th> <th>Yr12</th> </tr> </thead> <tbody> <tr> <td>91 %</td> <td>88 %</td> <td>87 %</td> <td>89 %</td> <td>89 %</td> <td>89 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	91 %	88 %	87 %	89 %	89 %	89 %	<p>● Similar</p> <p>● Similar</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
91 %	88 %	87 %	89 %	89 %	89 %									
<p>Student Retention</p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p>● Lower</p> <p>● Similar</p>												
<p>Students exiting to further studies and full-time employment</p> <p>Percentage of students from Years 10 to 12 going on to further studies or full-time employment.</p> <p>Note: This measure uses data from the previous year.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p>● Similar</p> <p>● Similar</p>												



Performance Summary

Key: Range of results for the middle 60 % of Victorian government secondary year levels:
 Result for this school: Median of all Victorian government secondary year levels:

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Connectedness to School</p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>
<p>Students Attitudes to School - Student Perceptions of Safety</p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>

How to read the Performance Summary

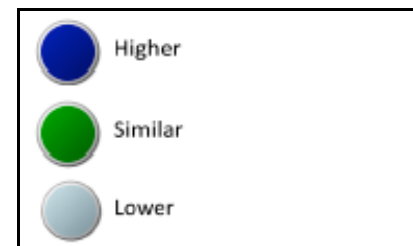
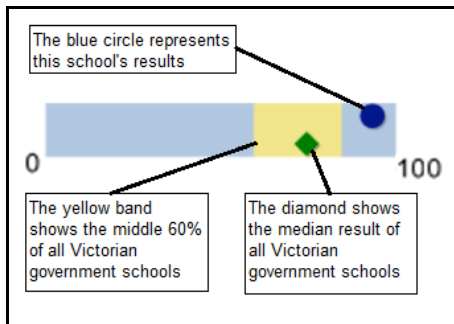
What are student outcomes?

Student outcomes show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary, P-12 and specialist schools, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

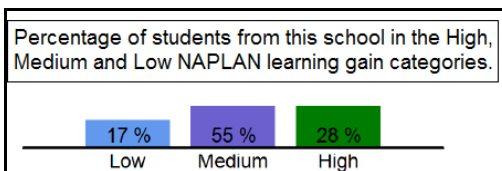
You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.



Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



What are the changes in student achievement?

The Victorian Curriculum F-10 has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including, students with disabilities.

The objectives of the Victorian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

What is a School Comparison?

The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A *School comparison* takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability, and the size and location of the school.

The *School comparison* measures show that most schools are doing well and are achieving results that are 'similar' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have 'higher' performance. Some schools have 'lower' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.

Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

What is the meaning of 'Data not available'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The 'About Our School' statement provides a summary of this school's improvement plan.

Financial Performance and Position

Financial performance and position commentary

The school finished the year with a pleasing surplus of \$130,494. The Credit to Cash transfer of \$101,809.00 which was the major contributing factor to this surplus, help contribute to the high costs incurred from teaching staff participating in literacy and numeracy professional development activities to ensure our students receive the best education possible. The funding also assisted with the extra programs/assistance that was required for our PSDMS students.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2016		Financial Position as at 31 December, 2016	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$5,787,592	High Yield Investment Account	\$121,371
Government Provided DET Grants	\$872,395	Official Account	\$42,562
Revenue Other	\$32,916	Total Funds Available	\$163,934
Locally Raised Funds	\$612,900		
Total Operating Revenue	\$7,305,804		
Expenditure		Financial Commitments	
Student Resource Package	\$5,787,931	Operating Reserve	\$10,000
Books & Publications	\$1,905	Asset/Equipment Replacement < 12 months	\$5,296
Communication Costs	\$15,496	Maintenance - Buildings/Grounds incl SMS<12 months	\$55,856
Consumables	\$184,922	Revenue Received in Advance	\$42,315
Miscellaneous Expense	\$570,301	School Based Programs	\$17,927
Professional Development	\$32,144	Other recurrent expenditure	\$12,715
Property and Equipment Services	\$269,188	Asset/Equipment Replacement > 12 months	\$19,824
Salaries & Allowances	\$170,408	Total Financial Commitments	\$163,934
Trading & Fundraising	\$51,628		
Travel & Subsistence	\$17,922		
Utilities	\$73,466		
Total Operating Expenditure	\$7,175,310		
Net Operating Surplus/-Deficit	\$130,494		
Asset Acquisitions	\$0		

Student Resource Package Expenditure figures are as of 03 March 2017 and are subject to change during the reconciliation process.

Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

Salaries and Allowances refers to school-level payroll.

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.