

2015 Annual Report to the School Community

Oberon High School

School Number: 8210



Name of School Principal:

Tim McMahon

Name of School Council President:

Craig Wood-Burgess

Date of Endorsement:

11/04/2016

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 - languages program' minimum standards until 31 December 2015.

About Our School

School Context

Oberon High School is a co-educational secondary school with an enrolment of 658 students supported by 56.5 equivalent fulltime staff, (3 Principal class staff, 44.5 teaching and 12 educational support officers). Our enrolment includes 4% Koorie and 1% English as Additional Language (EAL) students. The SFO of the school is 0.4854

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'.

The school continues to provide 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. At the Middle School a wide range of electives are offered with both an engagement and career pathway focus. Junior school students 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 all 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.

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 and numeracy. The Year 9 matched cohort growth from Year 7 results showed improvement in Reading, Spelling, and Numeracy above the state average growth.

VCE results for 2015 were just above the state average for the all study school, with the four year average displaying results well above the state average. 13% of our cohort of year 12 students achieved an ATAR score above 90 placing them in the top 10% of students in the state. Many of our Year 11 students who had accelerated into Year 12 subjects achieved excellent results including a number of 40's.

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. 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.

Engagement

Student attendance continues to be a focus in the school, even though the school attendance rates are similar in comparison to the state. The school will continue to focus on regular attendance as an important factor in student success both academically and socially.

The school 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 '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 continues to value student leadership, with opportunities available at all year levels. Four year 9 students attended the 'School for Student Leadership' at Dinner Plain in term three 2015, 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 2015. One student won an individual state title in athletics. 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

‘Man of Steel’ in 2015.

Wellbeing

Oberon High School has a high level of commitment to pathways consultation and career education; as a result its students achieve excellent destination outcomes. These were very positive for our 2015 cohort with 98% achieving good post school destinations. Nearly all students who applied for tertiary places received an offer within their first three preferences. Our 2015 year 12 group saw larger numbers of students choosing TAFE pathways as their further study options with a focus on areas of demand in the workforce. There was an increase in application to local tertiary courses rather than those outside our region. This has been influenced by Oberon High School’s strong partnership programs with Deakin University and the Gordon TAFE.

We believe our success is not only due to the dedicated Careers team and year 12 teachers but also the support programs in place throughout the year. Following the 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.

Year 11 students were involved in Career Planning activities such as the Year 11 orientation program prior to the start of the 2015 year with career planning interviews for all year 11 students throughout Term 2. Year 10 students undertook Careers day events which looked at tertiary study and employment and the structure and expectations of VCE/VCAL. Some Year 9 students took part in the Geelong Industry Trade Training Centre VET taster program which saw them experiencing a trade each term on Thursdays. These included Building, Automotive, Engineering, and Hospitality and Beauty services. Year 9 students participated in a Work Ready program imbedded 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 undertake work experience, with many in year 11 and 12 selecting to undertake a School Based Apprenticeship. Two ‘Construction Induction Card’ training days with over 50 attending were held to enable students to participate in the building industry work experience.

Oberon’s partnership with Deakin University saw collaborative career programs imbedded in classrooms aimed to reinforce future career planning and workplace connectedness for years 7 to 12. Subject teachers took advantage of workshops and the guest speakers offered as part of Deakin’s DEAP (Deakin Engagement and Access) Program.

Curriculum leaders also took advantage of region initiatives such as Alcoa’s Future leaders in Industry program and LEAP Programs (Learn Experience Access Professions) offered by all universities for years 9 & 10.

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

Productivity

To further build on the academic successes that have been achieved, the school has implemented an I-Pad program for all year 7-9 students for the 2016 school year. 2015 allowed the school to trial this program in a number of classes to determine its suitability for enhancing student learning outcomes.

The school has increased its focus on further developing its relationships with its feeder primary schools and will continue to be running a more extensive transition program including further exposure to mathematics and science subjects. This focus on STEM (Science, Technology, Engineering, Mathematics) has been supported by the involvement of three of our staff members in a STEM initiative run through Deakin University.

To further publicise the academic achievements and extensive opportunities available to students attending the school to the broader community the school has employed a marketing company.

For more detailed information regarding our school please visit our website at
<http://www.oberonhs.vic.edu.au/site/>

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.

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

Enrolment Profile

A total of 660 students were enrolled at this school in 2015, 274 female and 387 male. There were 1% of EAL (English as an Additional Language) students and 4% ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

Based on the school's Student Family Occupation index which takes into account parents' occupations.

Parent Satisfaction Summary

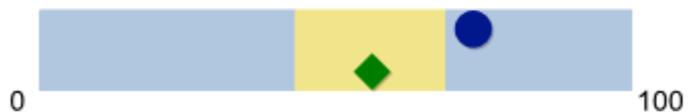
Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.



School Staff Survey

Measures the percent endorsement by staff on school climate derived from the annual *School Staff survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on school climate from staff at the school.

Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.



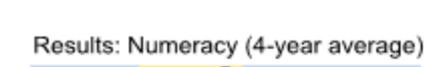
Performance Summary

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 Assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</p> <p>Percentage of students in Years 7 to 10 with a grade of C or above in:</p> <ul style="list-style-type: none"> English Mathematics <p>The grades are the same as those used in your child's end of year report.</p> <p>A 'C' rating means that a student is at the standard expected at the time of reporting.</p>	<p>Results: English</p>  <p>Results: Mathematics</p> 	<p> Higher</p> <p> Similar</p>
<p>Towards Foundation Level AusVELS</p> <p>Learning gain of students, relative to expectation in a year, for all students working within Towards Foundation Level AusVELS (AusVELS A to D).</p> <p>Data will not be displayed where less than 10 student assessments were provided.</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>	<p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>

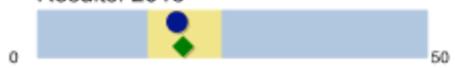
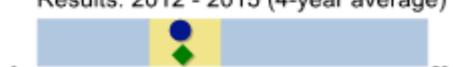
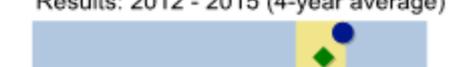
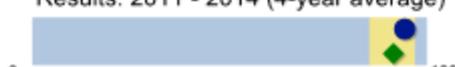
Performance Summary

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 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>	<p>Reading Low: 34% Medium: 45% High: 21%</p> <p>Numeracy Low: 26% Medium: 45% High: 30%</p> <p>Writing Low: 32% Medium: 57% High: 10%</p> <p>Spelling Low: 22% Medium: 52% High: 26%</p> <p>Grammar and Punctuation Low: 26% Medium: 49% High: 25%</p>	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
<p>NAPLAN Learning Gain Year 7 - Year 9</p> <p>Learning gain of students from Year 7 to Year 9 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>	<p>Reading Low: 21% Medium: 58% High: 21%</p> <p>Numeracy Low: 22% Medium: 60% High: 18%</p> <p>Writing Low: 29% Medium: 62% High: 9%</p> <p>Spelling Low: 27% Medium: 49% High: 24%</p> <p>Grammar and Punctuation Low: 29% Medium: 53% High: 18%</p>	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
<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: 2015 0 to 50 scale, school score is higher than state mean.</p> <p>Results: 2012 - 2015 (4-year average) 0 to 50 scale, school score is higher than state mean.</p>	<p> Similar</p> <p> Higher</p>
<p>Students in 2015 who satisfactorily completed their VCE: 95% Year 12 students in 2015 undertaking at least one Vocational Education and Training (VET) unit of competence: 19% VET units of competence satisfactorily completed in 2015: 59% Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2015: 91%</p>		

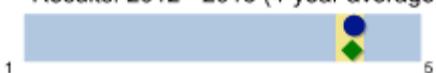
Performance Summary

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 2015 attendance rate by year level:</p> <table border="1" data-bbox="574 817 1029 913"> <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>92 %</td> <td>91 %</td> <td>89 %</td> <td>90 %</td> <td>91 %</td> <td>91 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	92 %	91 %	89 %	90 %	91 %	91 %	<p>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
92 %	91 %	89 %	90 %	91 %	91 %									
<p>Student Retention</p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Similar</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: 2014</p>  <p>Results: 2011 - 2014 (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: 2015</p>  <p>Results: 2012 - 2015 (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: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>

How to read the Performance Summary

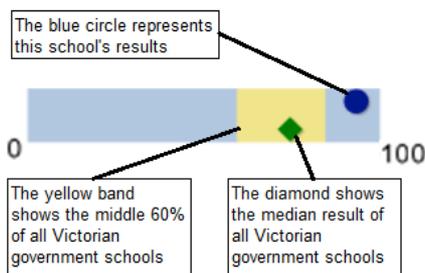
What are student outcomes?

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 colleges, 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.

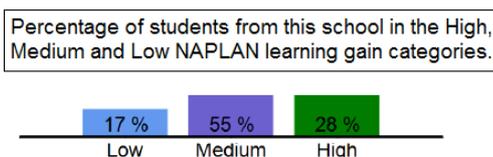
You can see these results for the latest year, as well as the average of the last four years (where available).

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'.



Results for students working within Towards Foundation Level AusVELS (AusVELS A-D) show the percentages of these students making progress below, at and above the expectations of their schools.

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 - Operating Statement Summary for the year ending 31 December, 2015

Financial Position as at 31 December, 2015

Revenue	Actual	Funds Available	Actual
Student Resource Package	\$6,100,707	High Yield Investment Account	\$16,047
Government Provided DET Grants	\$805,705	Official Account	\$54,069
Revenue Other	\$74,635	Total Funds Available	\$70,116
Locally Raised Funds	\$613,352		
Total Operating Revenue	\$7,594,399		
Expenditure		Financial Commitments	
Student Resource Package	\$6,224,261	Operating Reserve	\$10,000
Books & Publications	\$6,688	Maintenance - Buildings/Grounds incl SMS<12 months	\$10,540
Communication Costs	\$17,341	Revenue Received in Advance	\$14,576
Consumables	\$173,911	School Based Programs	\$33,000
Miscellaneous Expense	\$656,006	Repayable to DET	\$2,000
Professional Development	\$33,023	Total Financial Commitments	\$70,116
Property and Equipment Services	\$381,815		
Salaries & Allowances	\$235,111		
Trading & Fundraising	\$105,072		
Travel & Subsistence	\$17,479		
Utilities	\$77,543		
Total Operating Expenditure	\$7,928,250		
Net Operating Surplus/-Deficit	(\$333,851)		
Asset Acquisitions	\$0		

Student Resource Package Expenditure figures are as of 21 March 2016 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.

Financial performance and position commentary

[Insert financial commentary here]