

2022 Annual Report to the School Community

School Name: Oberon High School (8210)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The 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 (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December of the previous calendar year from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 16 March 2023 at 11:59 AM by Timothy McMahon (Principal)

- This 2022 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 22 March 2023 at 09:52 AM by Kelli Dawber (School Council President)

How to read the Annual Report

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

The 'School Context' describes the school's vision, values, and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics, and special programs.

The 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Secondary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Secondary schools

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
- all subjects for Victorian Certificate of Education (VCE) examinations

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Engagement

Student attendance and engagement at school, including:

- how many Year 7 students remain at the school through to Year 10
- how many exiting students go on to further studies or full-time work
- Student attendance at school

Results are displayed for the latest year and the average of the last four years (where available).

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
 - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
-

Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

What is the 'Victorian Curriculum'?

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

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

'Levels A to D' may be used for students with disabilities or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e., there is no age expected standard of achievement for 'Levels A to D').

About Our School

School context

Oberon High School is a co-educational secondary school with an enrolment of 919 students (399 female and 519 male) supported by 98 equivalent fulltime staff, (4 Principal class staff, 70 teaching and 24 educational support officers). Our student enrolment includes 2% of students who identify as Aboriginal or Torres Strait Islander and 5% of students who have English as Additional Language (EAL). The SFOE rating of the school (which reflects our parents' occupations and education attainment levels) is low-medium in terms of the socio-economic background of our students and families, which indicates that there is a low-medium socio-economic disadvantage. 3.25% of the students have funding support linked to the Program for Students with Disabilities (PSD) and are supported by our Disability Inclusion program.

The Oberon High School student population is from the southern suburbs of Geelong, however with the relocation of the school to Armstrong Creek the large proportion of students now reside in the Armstrong Creek enrolment zone. Oberon High School's mission is to provide a positive, inspiring, safe and respectful learning environment in which all students have the opportunity to challenge themselves and achieve success. 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 values are:

- We are respectful to all members of our school community and proudly live our school mantra
- We take pride and ownership of our academic outcomes and take advantage of a range of opportunities
- We appreciate diversity and work to build positive, inclusive relationships

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. The Respectful Relationship program is taught explicitly as part of the Connect Pastoral Care program.

The school relocated from its historical school site at Belmont to a newly constructed school in the growth corridor of Armstrong Creek for the beginning of the 2021 school year. The relocation of the school has resulted in a significant increase in student enrolments in the lower year levels of the school and this is expected to continue for the foreseeable future.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2022 Oberon High School students like all other students across Victoria undertook a full year of face to face learning for the first time in a couple of years. This brought normality back to the learning with students in classrooms and accessing a range of extra-curricular activities to enhance their learning.

In 2022 Oberon High School continued to achieve very good student learning outcomes. Year 7 & 9 students' NAPLAN data indicated that we are performing at or above the State mean in testing in Literacy and Numeracy (Reading, Writing, Grammar/Punctuation and Numeracy). We were unable to compare and comment on our year 9 matched cohort growth from year 7 results as NAPLAN wasn't undertaken in 2020. The four year trend data sets relating to students in the top three bands of NAPLAN indicates that the school has maintained a higher proportion of year 9 students in these bands in Reading and Numeracy in comparison to similar schools and also the state average over the 4 year period. This is pleasing given that this has been an ongoing focus of the school over many years, supported by the professional learning program that is run at the school. The professional learning focused on the school learning framework the Oberon Good Lesson and more specifically the areas of literacy (writing across the curriculum), numeracy (mathematical concepts across the curriculum), disability inclusion focusing on ensuring that differentiation was occurring in all classes and the use of ICT to support these professional learning focuses. The professional learning was supported by our learning specialists in these areas. By building staff capacity through the professional learning has enabled staff to further strengthen their teaching practice and develop a consistent program of explicit teaching and differentiation. As well the school continued to implement the COVID tutor learning initiative employing experienced tutors to

support the learning in the literacy and numeracy focus areas.

Victorian Certificate of Education (VCE) results in 2022 were once again very pleasing, with our mean study score being 30.1 which is above the state mean of 28.9 and also above the results achieved by Similar Schools of 27.7. Our VCE mean results over a four year period of 29.1 indicates that we have performed above the state average mean of 28.9 and above the mean achieved by Similar Schools of 27.7. In 2022, 7.5% of students achieved a study score of above 40, this was up significantly on previous years which was very pleasing as it had been a focus of the school. The mean study scores in English, Further Mathematics, Mathematical Methods, Legal Studies, Health and Human Development, Physical Education, Chemistry, Physics, Biology, Art and Music Performance were well above the average score achieved by all schools (State, Catholic and Independent), this has been the trend for a number of years. In 2022 100% of our students who undertook a VCE program achieved a satisfactory completion. 95% of Victorian Certificate of Applied Learning (VCAL) students achieved satisfactory completion of their course, however the students who didn't complete the certificate achieved outstanding outcomes by acquiring fulltime apprenticeships or work.

The school had 30 funded students as part of the Disability Inclusion model. All students had support group meetings and associated learning plans.

Wellbeing

The school always has and will continue to pride itself on having student wellbeing as a priority. The wellbeing of students is a whole of school approach but coordinated in the school by the Assistant Principals, Year Level Managers, Chaplain, Mental Health Practitioner and School Counsellor who ensured that support was available and being provided for students, staff and families. The wellbeing team at the school provide individual counselling for students, run programs to meet the needs of larger groups of students including the boys shed, mindfulness, art and craft and yoga groups. The wellbeing team also proactively monitor student wellbeing organising year level events in conjunction with sub-school leaders to address any identified issues.

The school continues to run its pastoral care program 'Connect' to further improve the connectedness of students to the school, with the focus on implementing the DET supported Respectful Relationships curriculum. The Connect program also supports holistic wellbeing for students including awareness of time management, social versus study commitments and societal values and cultural awareness.

In 2022 the school introduced an awards system to recognise student achievement across a range of fields and endeavours. The Oberon Way Awards allowed teachers and education support staff to recognise students within their classes or in the school community, which was greatly appreciated by students and parents.

Engagement

Improving student attendance has been a focus in the school for a number of years and had pleasingly shown improvement in 2022 where our 12 month average 18.3 days was lower than the average over the past four years - 19 days. The student attendance data for both the 12 month average and four year average were significantly better than the state average and similar schools' average. The school will continue to focus on regular attendance as an important factor in student success both academically and socially. We will continue to reaffirm with our school community the importance of regular attendance to maximise student learning. The school continues to work with families and a range of agencies including the school wellbeing team, to support students who have been identified at risk due to lower than expected attendance at school. A pleasing result is that the school's student retention rates for year 7-10 students over the last four year period, is significantly better than the state average and also similar schools average.

In 2022 the school focused on the introduction and understanding of student voice and agency to further improve student learning outcomes. We are hopeful with the increase of student voice and agency within the school it will provide students with a greater sense of connectedness to school and improve teacher practice and student learning outcomes further. In the Student Attitude to School survey responses, the sense of connectedness and management of bullying positive endorsement indicators are equivalent to the results being achieved across the state.

Our careers and pathways team have run a wide range of programs across year levels from 9 -12. The year 9's are involved in the Morrisby profiling as well as the Geelong Tertiary Futures Program run through the Gordon TAFE. Year 10's have the opportunity to

participate in work experience, a University familiarisation program and a comprehensive subject selection process. Year 11's and 12's are engaged in career conversations which guide their pathways journeys as well as participating in the My Portfolio initiative which produced their own career action plan. Senior students are also assisted with VTAC and TAFE applications. The Headstart program assisted many students from year 10 upwards with the transition from school based apprenticeships to full time apprenticeships.

Other highlights from the school year

The school continues to value student leadership, with opportunities available at all year levels. Six year 9 students attended the 'School for Student Leadership' at Dinner Plain in term three 2022, and twenty Year 9 students attended a rafting camp with Rubicon Outdoor Education Centre. Twenty year 10 students attended the Mittagundi Leadership camp, and our incoming student leaders for 2023 experienced a 'Leading for Success' training day. Our School Captains continue to be the face of the school, running whole school assemblies and 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 the number of students and teams who participated in the range of sports offered. With the relaxation of COVID restrictions it was great to offer students from year 7 to 10 the opportunity to participate in a camp. Year 7 students attended an adventure camp at Alexandra, Year 8 students a camp in Tynong North. , Year 9 students a camp in Rosebud, Year 10 students a camp in the Ovens Valley. There were also a range of Outdoor Education camps that were run across the year.

Performing arts is showcased through student performances at general assemblies, lunchtime concerts and through the Arts nights which showcased the talents of our students in both visual and performing arts. Our performing arts students also had the opportunity to attend the Echuca Blues Festival camp.

A range of lunchtime clubs were offered to students to build their social connections and also build on their skills in interest areas.

Financial performance

The 2022 school year, although in most cases was much less complicated financially than the last couple of years but due to high staff absences from COVID isolations the Casual Relief Budget was double the budget needing to be used to cover the absences over the year.

With the changes to the Parent Payment processes which was implemented at the beginning of the 2022 school year we found that in comparison to previous years there was a considerable drop of, approximately 20% in the revenue being received by the school for all Curriculum based items and activities which has required us to reassess what activities are essential to the learning in the subject areas and what is done as an enhancement for their study.

The school finished the year with a credit surplus of \$217,341.00. The extra funds will be carried over and assist the school with increases in staffing costs for 2023.

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

Performance Summary

The Performance Summary for government schools 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 helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes 2.0 (FISO 2.0).

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Enrolment Profile

A total of 918 students were enrolled at this school in 2022, 399 female and 519 male.

5 percent of students had English as an additional language and 2 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

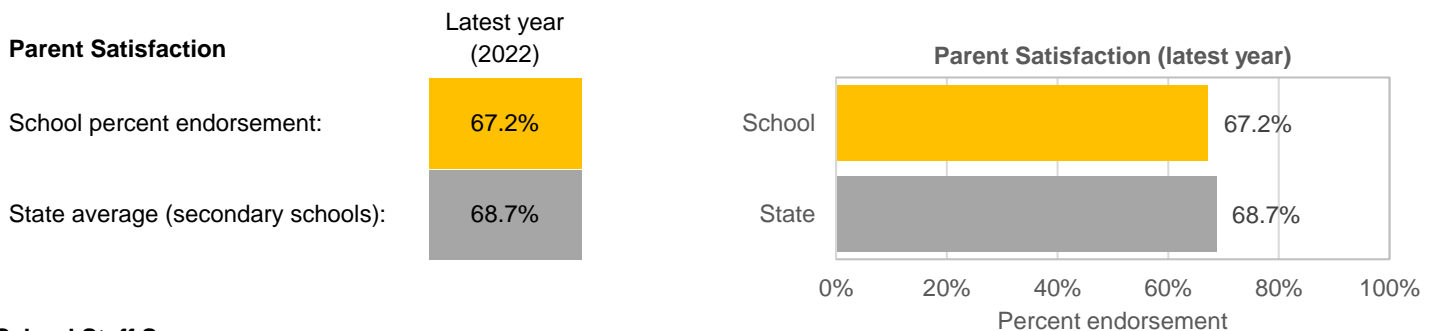
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE band value is: Low - Medium

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

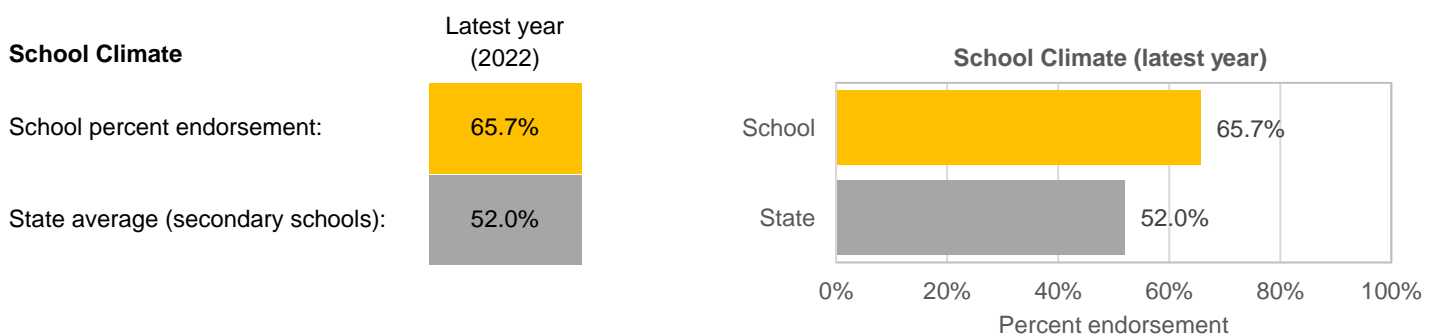


School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



LEARNING

Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Teacher Judgement of student achievement

Percentage of students working at or above age expected standards in English and Mathematics.

English Years 7 to 10

Latest year
(2022)

School percent of students at or above age expected standards:

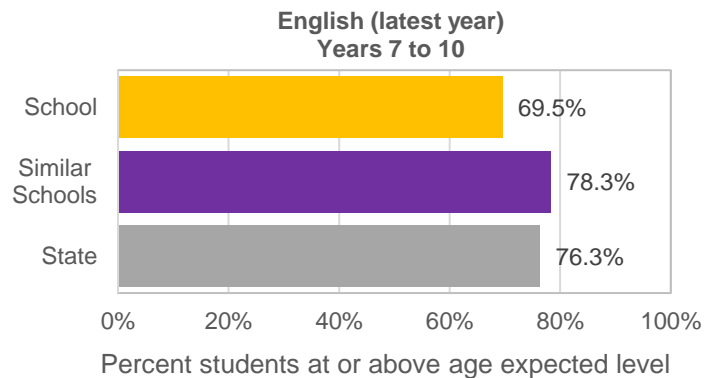
69.5%

Similar Schools average:

78.3%

State average:

76.3%



Mathematics Years 7 to 10

Latest year
(2022)

School percent of students at or above age expected standards:

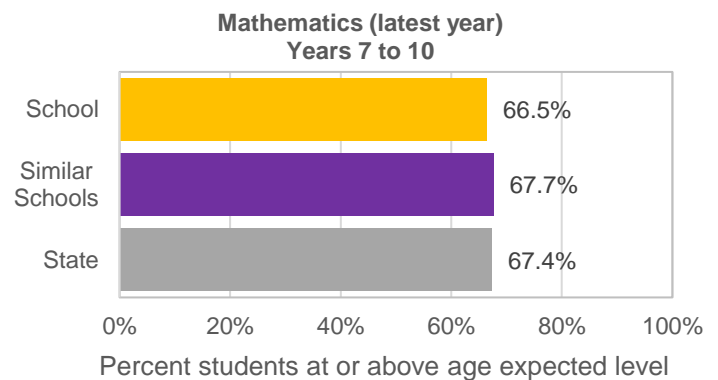
66.5%

Similar Schools average:

67.7%

State average:

67.4%



LEARNING (continued)

Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

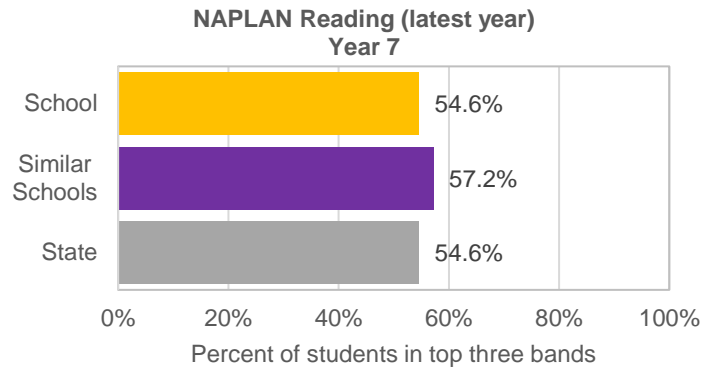
NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

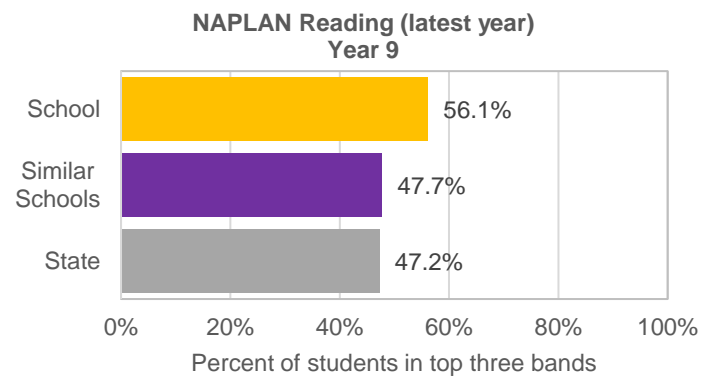
Reading Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	54.6%	60.0%
Similar Schools average:	57.2%	57.8%
State average:	54.6%	55.3%



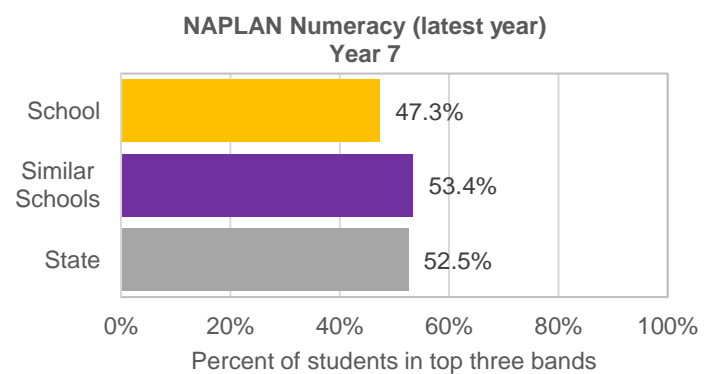
Reading Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	56.1%	55.8%
Similar Schools average:	47.7%	45.2%
State average:	47.2%	46.0%



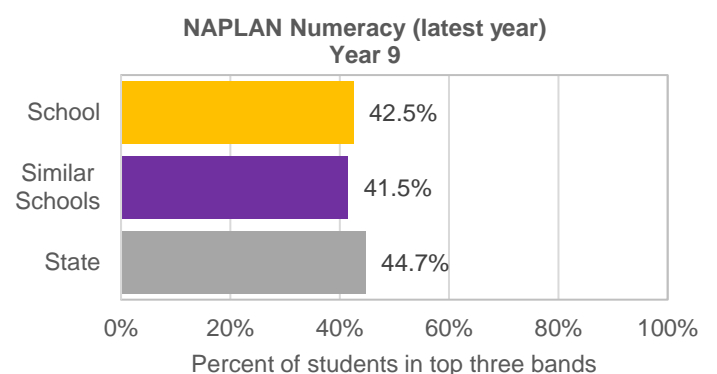
Numeracy Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	47.3%	55.7%
Similar Schools average:	53.4%	55.6%
State average:	52.5%	54.8%



Numeracy Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	42.5%	48.1%
Similar Schools average:	41.5%	42.4%
State average:	44.7%	45.6%



LEARNING (continued)

Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

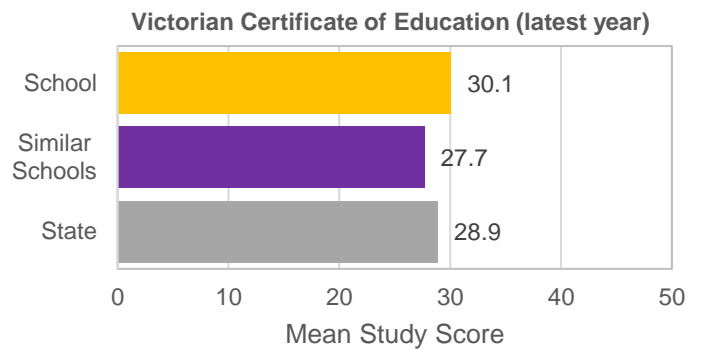
Victorian Certificate of Education (VCE)

Mean study score from all VCE subjects undertaken by students at this school. 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.

Victorian Certificate of Education

	Latest year (2022)	4-year average
School mean study score	30.1	29.1
Similar Schools average:	27.7	27.7
State average:	28.9	28.9



Students in 2022 who satisfactorily completed their VCE:

100%

Year 12 students in 2022 undertaking at least one Vocational Education and Training (VET) unit of competence:

17%

VET units of competence satisfactorily completed in 2022:

63%

Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2022:

95%

WELLBEING

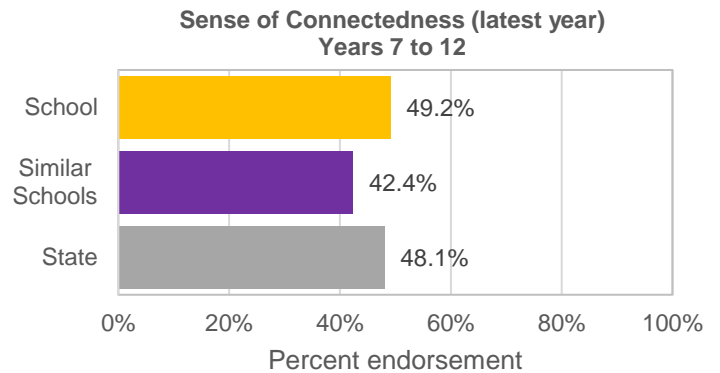
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness Years 7 to 12

	Latest year (2022)	4-year average
School percent endorsement:	49.2%	53.4%
Similar Schools average:	42.4%	48.1%
State average:	48.1%	52.5%

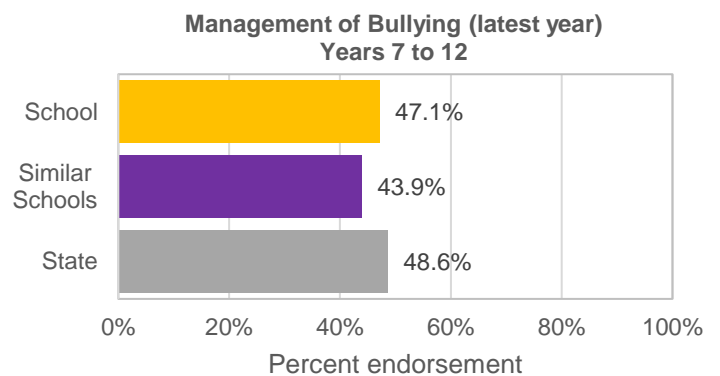


Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Management of Bullying Years 7 to 12

	Latest year (2022)	4-year average
School percent endorsement:	47.1%	52.1%
Similar Schools average:	43.9%	50.6%
State average:	48.6%	54.0%



ENGAGEMENT

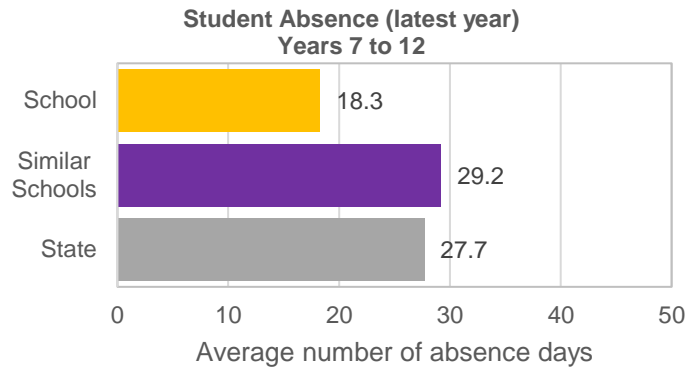
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays.

Student Absence Years 7 to 12

	Latest year (2022)	4-year average
School average number of absence days:	18.3	19.0
Similar Schools average:	29.2	21.9
State average:	27.7	21.8



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

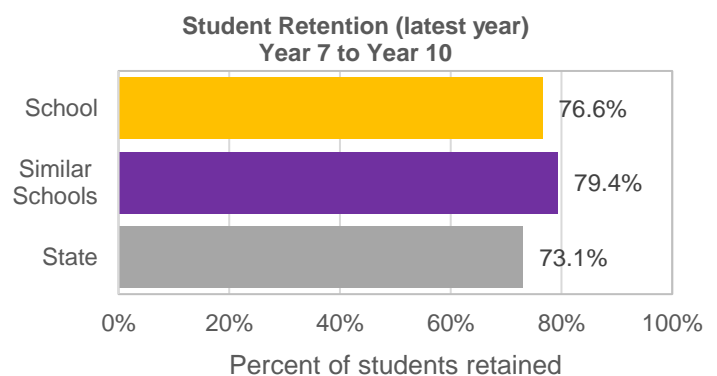
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	91%	89%	89%	91%	94%	95%

Student Retention

Percentage of Year 7 students who remain at the school through to Year 10.

Student Retention Year 7 to Year 10

	Latest year (2022)	4-year average
School percent of students retained:	76.6%	80.5%
Similar Schools average:	79.4%	78.7%
State average:	73.1%	73.0%



ENGAGEMENT (continued)

Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

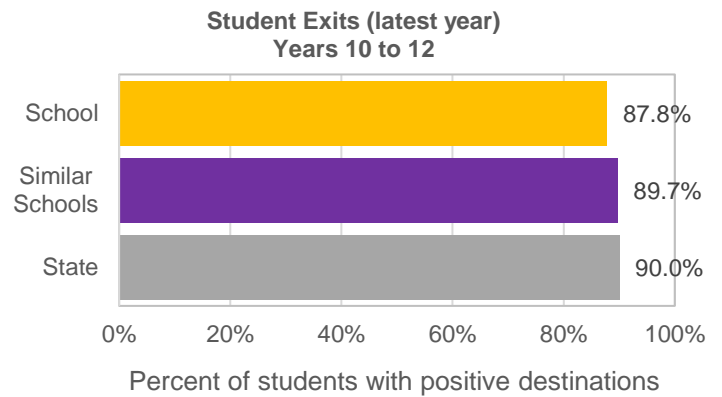
Students exiting to further studies or full-time employment

Percentage of students from Years 10 to 12 going on to further studies or full-time employment.

Note: This measure refers to data from the year when students exited the school.
Data excludes destinations recorded as 'Unknown'.

Student Exits Years 10 to 12

	Latest year (2021)	4-year average
School percent of students to further studies or full-time employment:	87.8%	89.3%
Similar Schools average:	89.7%	89.3%
State average:	90.0%	89.3%



Financial Performance and Position

Financial Performance - Operating Statement Summary for the year ending 31 December, 2022

Revenue	Actual
Student Resource Package	\$10,564,610
Government Provided DET Grants	\$1,816,579
Government Grants Commonwealth	\$0
Government Grants State	\$9,727
Revenue Other	\$141,325
Locally Raised Funds	\$580,022
Capital Grants	\$0
Total Operating Revenue	\$13,112,263

Equity ¹	Actual
Equity (Social Disadvantage)	\$125,423
Equity (Catch Up)	\$46,295
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$171,719

Expenditure	Actual
Student Resource Package ²	\$10,346,613
Adjustments	\$0
Books & Publications	\$4,002
Camps/Excursions/Activities	\$230,538
Communication Costs	\$20,532
Consumables	\$213,299
Miscellaneous Expense ³	\$43,063
Professional Development	\$40,008
Equipment/Maintenance/Hire	\$269,545
Property Services	\$395,744
Salaries & Allowances ⁴	\$709,334
Support Services	\$296,748
Trading & Fundraising	\$20,083
Motor Vehicle Expenses	\$17,753
Travel & Subsistence	\$479
Utilities	\$116,217
Total Operating Expenditure	\$12,723,957
Net Operating Surplus/-Deficit	\$388,306
Asset Acquisitions	\$122,022

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 24 Feb 2023 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2022

Funds available	Actual
High Yield Investment Account	\$1,382,330
Official Account	\$35,527
Other Accounts	\$0
Total Funds Available	\$1,417,857

Financial Commitments	Actual
Operating Reserve	\$364,504
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$171,723
School Based Programs	\$146,582
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$94,986
Capital - Buildings/Grounds < 12 months	\$275,952
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$2,000
Capital - Buildings/Grounds > 12 months	\$390,680
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$1,446,428

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.