

# 2020 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](http://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 2020 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 10 March 2021 at 02:22 PM by Timothy McMahon (Principal)

The 2020 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 15 March 2021 at 09:33 AM by Scott Barnes (School Council President)

# How to read the Annual Report

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## What's changed in 2020?

### Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

### School performance data

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

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## What does the 'About Our School' section refer to?

The About Our School section provides a brief background on the school, an outline of the school's performance over the year and future directions.

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 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

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## 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

### Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).  
*Note: NAPLAN tests were not conducted in 2020*
- all subjects for Victorian Certificate of Education (VCE) examinations

### 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

### Wellbeing

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

- Sense of Connectedness
- Management of Bullying

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

## How to read the Annual Report (continued)

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### 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.

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### 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. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'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.

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### 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 a disability 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 774 students (343 female and 431 male) supported by 74 equivalent fulltime staff, (3 Principal class staff, 54 teaching and 17 educational support officers). Our student enrolment includes 3% of whom are Aboriginal or Torres Strait Islander and 3% 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. 4% of students of the students have funding support linked to the Program for Students with Disabilities (PSD). The Oberon High School student population is 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'.

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 has 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 expected to continue for the foreseeable future.

### Framework for Improving Student Outcomes (FISO)

In 2020 the two school focus areas were 'Building Practice Excellence' and 'Professional Leadership'. The quality of teaching and learning has a direct link with student learning outcomes, consequently the school has continued to specifically focus on improving teacher practices and the capabilities of our leadership team to lead improvement in teacher practice. The school has continued with its teaching and learning improvement agenda, with a focus on improving the capacity of teaching practice of teachers using an agreed learning framework, 'The Oberon Good Lesson', based on the 'Powerful Learning Framework'. The objective of this focus has been to minimise the variance in the quality of teaching that occurs across the school especially with the increase in student numbers and employment of new staff. This focus was to be supported by a targeted ongoing professional learning program for staff members, regular classroom observations focusing in on specific areas of improvement and sharing of best practice amongst staff and accessing feedback from both staff and students around teaching practices with the end goal of further improving student learning outcomes. However, this process was modified as the school was moved into remote learning for many months over 2020. During the phase of remote learning a greater emphasis was placed on professional learning and support for staff members in the application of the Microsoft Teams platform which was used for our remote teaching.

As was outlined in the 2018 School Review and reaffirmed in our Annual Implementation Plan the school have focused on and will continue to focus on the following areas over the future years:

- Literacy and numeracy, particularly improving numeracy and writing
- High Impact Teaching Strategies
- Formalising opportunities for student agency to enhance engagement.

### Achievement

In 2020 Oberon High School students undertook remote learning for a large proportion of the year and the large majority appeared to respond well to the structured model that was implemented by the school. After successfully

utilising the Teams Platform during the 2020 remote learning, we are confident that we will be able to build on its usage to manage and challenge all students with their learning now that we have returned to face to face teaching in 2021. Due to the remote learning, no NAPLAN testing was undertaken therefore we were unable to reflect on the growth achieved by our students from Year 7 to 9 which has been a focus of the school over a number of years. Victorian Certificate of Education (VCE) results in 2020 were once again very pleasing, with our average mean study score above the state median in comparison to other Victorian Government Schools and also above the results achieved by Similar Schools. Our results over a four year period also indicates that we have performed equal to the Victorian Government School mean. In 2020, 4% of students achieved a study score of above 40. The average study scores in English, Further Mathematics, Outdoor Education and Biology 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 2020 95% of our students who undertook a VCE program achieved a satisfactory completion. 74% of Victorian Certificate of Applied Learning (VCAL) students achieved satisfactory completion of their course, however the students who didn't complete achieved outstanding outcomes by acquiring fulltime apprenticeships or work. The school had 28 funded students as part of the Program for Students with Disabilities. All students showed above satisfactory progress in achieving their individual goals. All students had Parent Support Group meetings and associated learning plans.

### Engagement

Improving student attendance has been a focus in the school for a number of years and had pleasingly shown continued improvement up until 2019 with the school attendance rates indicating an improvement significantly better than the state average. In 2020 there was a slight decline in attendance rates, most likely linked to the remote learning and its associated challenges. 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 both in 2020 and over the last four year period is significantly better than the state median. Historically the school has prided itself on providing a wide range of extra-curricular activities including student leadership opportunities to support student learning, unfortunately due the COVID-19 restrictions most of these were not made available to students during 2020. In 2020 the school as part of its network of schools began undertaking professional learning with the Quaglia Institute on a range of strategies to increase student voice and agency to further improve student learning outcomes. Unfortunately due to the COVID-19 restrictions this professional learning was paused part way and will begin again in 2021.

### Wellbeing

The school always has and will continue to pride itself on having student wellbeing as a priority. Never was this more important for our students than in 2020 during the remote learning phase of the school year. The wellbeing of students is a whole of school approach but coordinated by the school by the Assistant Principals, Year Level Managers, Chaplain and School Counsellor who ensured that a support was available and being provided for students, staff and families. Unfortunately due to the COVID-19 restrictions, many of the wellbeing programs previously offered by the school were unable to be offered or severely modified. We are hopeful that these will be made available to students again in 2021. 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.

### Financial performance and position

The 2020 school year was to say the least incomparable to any other year experienced. There was many financial decisions made to coincide with the situations as they changed through the year in regard to remote learning. Many organised programs were unable to proceed due to the COVID19 restrictions, with families being reimbursed for these class activities or extra-curricular activities. So that students, who did not have adequate internet access or devices, could continue to work through their programs remotely we assisted students and their families. The COVID-19 pandemic resulted in extra expenses in regard to the cleaning/sanitising of the school. We received assistance from DET to ensure that this extra cleaning was completed.

The school finished with an expected large surplus due to funding grants received from the Department of Education to assist in the costs of setup and relocation to the school's new site in Armstrong Creek, most of which has since been acquitted. This funding was to cover the costs of relocating heavy machinery, furniture and equipment and for the purchase of technology equipment, new furniture and equipment needed for the fit out of our new school. Also included in the surplus is funds from credit to cash transfers which were made to assist in the costs of future projects that will be required to enhance our new school.

Looking to the future. Enrolments for 2021 have increased considerably, not only in Year 7 but across all year levels and look to be a trend for future years. Together with our move to a complete new school building and the great work that is being done by all staff throughout the school to improve not only the outcomes of our students but also in their own professional development the future of Oberon High School is proving to be very exciting.

**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.

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 774 students were enrolled at this school in 2020, 343 female and 431 male.

3 percent of students had English as an additional language and 3 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) which takes into account parents' occupations and education.

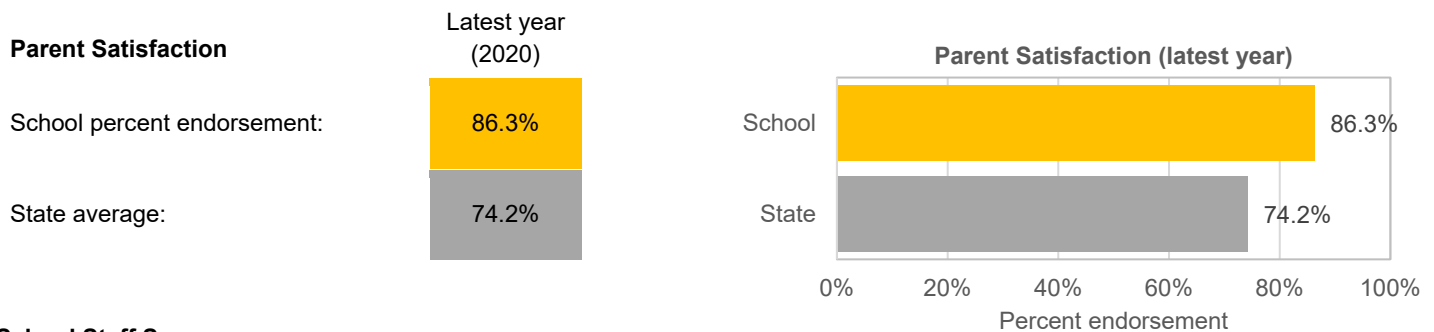
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic 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.

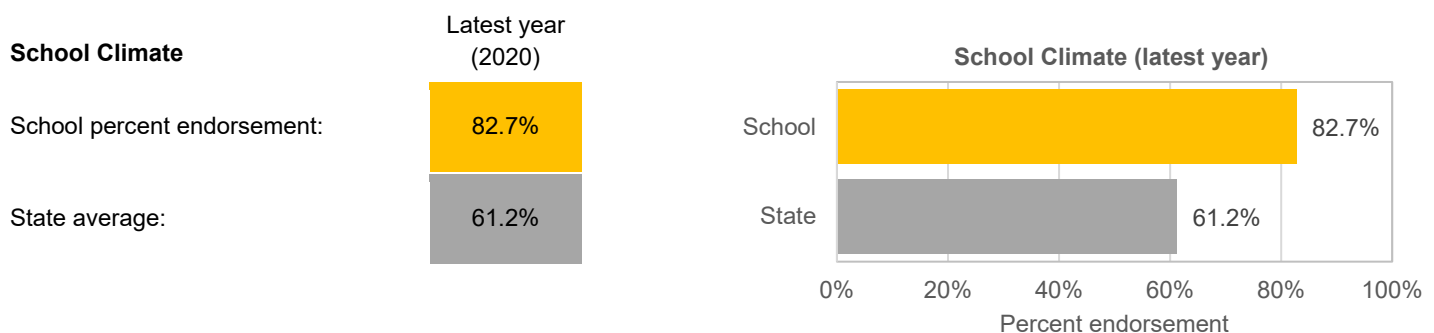


### School Staff Survey

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.



## ACHIEVEMENT

**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  
(2020)

School percent of students at or above age expected standards:

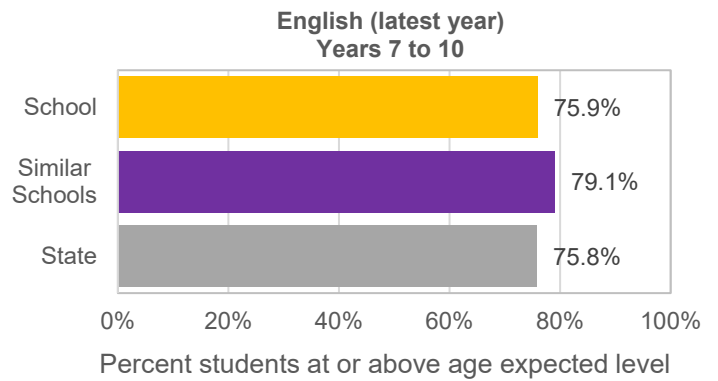
75.9%

Similar Schools average:

79.1%

State average:

75.8%



#### Mathematics Years 7 to 10

Latest year  
(2020)

School percent of students at or above age expected standards:

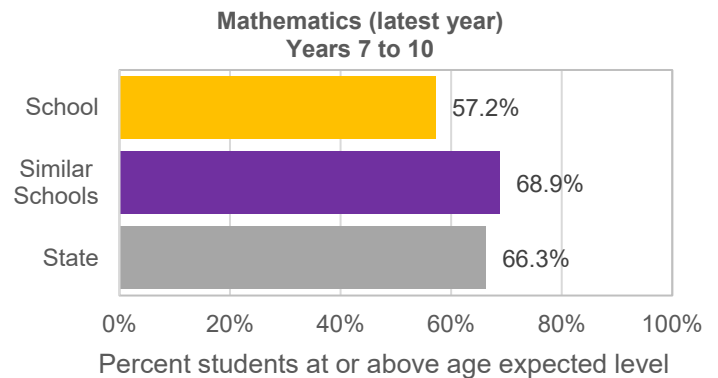
57.2%

Similar Schools average:

68.9%

State average:

66.3%



### NAPLAN

NAPLAN tests were not conducted in 2020.

### NAPLAN Learning Gain

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).

NAPLAN tests were not conducted in 2020.



## ACHIEVEMENT (continued)

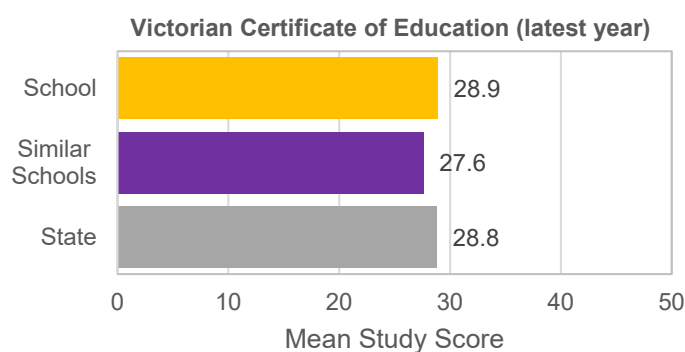
### Victorian Certificate of Education (VCE)

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 (2020)	4-year average
School mean study score	28.9	28.6
Similar Schools average:	27.6	27.7
State average:	28.8	28.8



Students in 2020 who satisfactorily completed their VCE:

95%

Year 12 students in 2020 undertaking at least one Vocational Education and Training (VET) unit of competence:

22%

VET units of competence satisfactorily completed in 2020:

65%

Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2020:

74%

## ENGAGEMENT

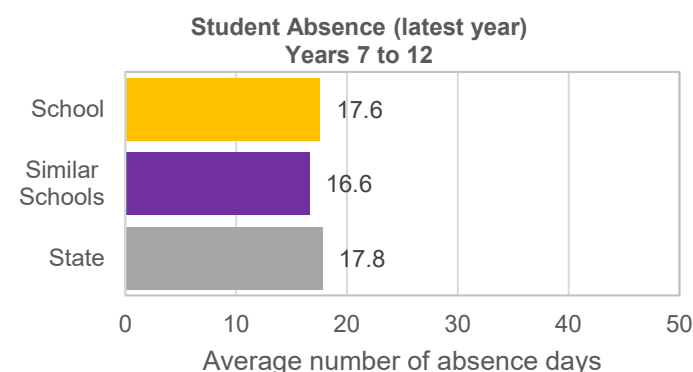
**Key:** 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

#### Student Absence Years 7 to 12

	Latest year (2020)	4-year average
School average number of absence days:	17.6	15.5
Similar Schools average:	16.6	19.4
State average:	17.8	19.2



**ENGAGEMENT (continued)**

**Attendance Rate (latest year)**

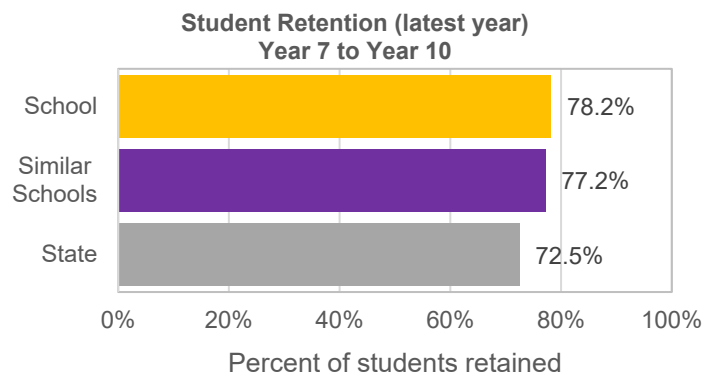
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2020):	89%	89%	92%	92%	94%	95%

**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 (2020)	4-year average
School percent of students retained:	78.2%	80.7%
Similar Schools average:	77.2%	77.1%
State average:	72.5%	72.9%



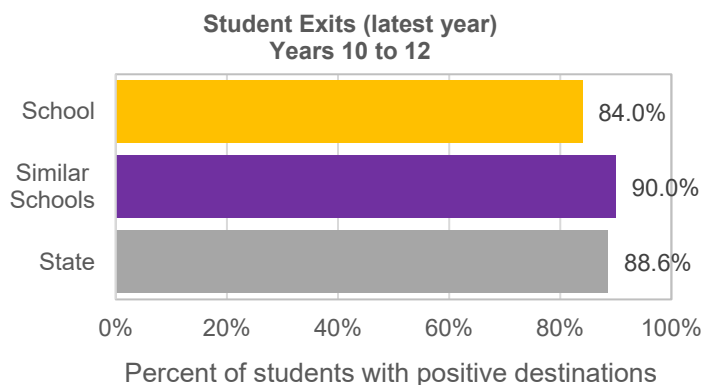
**Students exiting to further studies or full-time employment**

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 previous calendar year.  
Data excludes destinations recorded as 'Unknown'.

**Student Exits Years 10 to 12**

	Latest year (2019)	4-year average
School percent of students to further studies or full-time employment:	84.0%	87.4%
Similar Schools average:	90.0%	90.6%
State average:	88.6%	89.1%



## WELLBEING

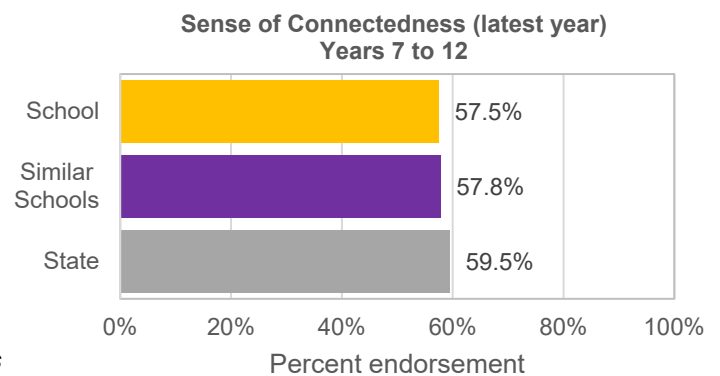
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

<b>Sense of Connectedness Years 7 to 12</b>	Latest year (2020)	4-year average
School percent endorsement:	57.5%	59.1%
Similar Schools average:	57.8%	53.8%
State average:	59.5%	55.3%



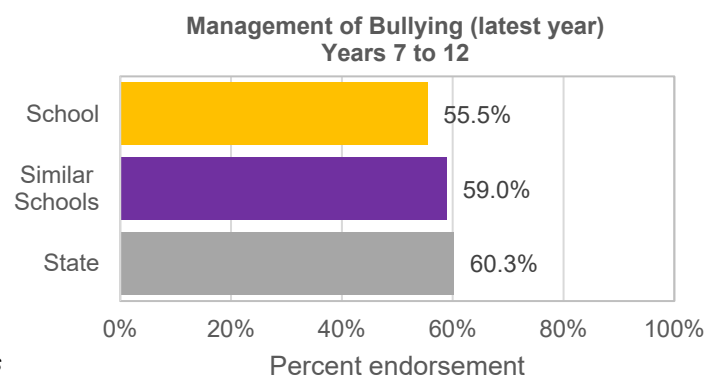
*Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

### 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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

<b>Management of Bullying Years 7 to 12</b>	Latest year (2020)	4-year average
School percent endorsement:	55.5%	59.8%
Similar Schools average:	59.0%	57.9%
State average:	60.3%	57.9%



*Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	\$8,169,364
Government Provided DET Grants	\$2,286,479
Government Grants Commonwealth	NDA
Government Grants State	NDA
Revenue Other	\$117,632
Locally Raised Funds	\$549,118
Capital Grants	NDA
<b>Total Operating Revenue</b>	<b>\$11,122,592</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$131,660
Equity (Catch Up)	\$37,783
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
<b>Equity Total</b>	<b>\$169,443</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$8,149,157
Adjustments	NDA
Books & Publications	\$1,469
Camps/Excursions/Activities	\$195,739
Communication Costs	\$24,784
Consumables	\$212,331
Miscellaneous Expense <sup>3</sup>	\$69,193
Professional Development	\$18,249
Equipment/Maintenance/Hire	\$193,389
Property Services	\$243,982
Salaries & Allowances <sup>4</sup>	\$210,547
Support Services	\$230,789
Trading & Fundraising	\$6,085
Motor Vehicle Expenses	\$11,725
Travel & Subsistence	NDA
Utilities	\$100,526
<b>Total Operating Expenditure</b>	<b>\$9,667,966</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$1,454,627</b>
<b>Asset Acquisitions</b>	<b>\$332,164</b>

- (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 02 Mar 2021 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 2020**

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$1,328,835
Official Account	\$25,762
Other Accounts	NDA
<b>Total Funds Available</b>	<b>\$1,354,597</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$232,434
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	\$96,666
School Based Programs	\$116,882
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	\$238,361
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	\$218,989
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
<b>Total Financial Commitments</b>	<b>\$903,332</b>

*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.*