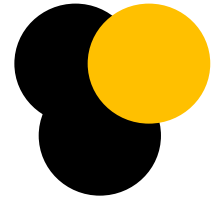


# Orange High School Annual Report



2015



8134

## Introduction

The Annual Report for 2015 is provided to the community of Orange High School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. This report outlines the findings from teacher self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the

expenditure of resources, including equity funding. We trust you find the information contained within informative, and welcome any follow up questions or queries using the contact details below.



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David Lloyd

Principal

## Message from the Principal

The educational experience of students at Orange High School is founded on the pursuit of quality learning. Albert Mamary, a Superintendent of Education in America, defined quality as a philosophy, an action and a product, requiring a clear direction and no excuses. Quality requires the creation of high standards, and when these standards are reached, the formation of even higher goals as targets to achieve is realised. The reflections below are shared not because we have attained excellence, but because the culture we are striving to create allows students and staff to relentlessly pursue the achievement of excellence.

Throughout 2015 I have been repeatedly impressed by the amazing students that comprise Orange High School. Their talents, efforts, personalities and care for each other are inspiring. The following examples are a snapshot of some accomplishments in the diverse range of areas in which we have experienced high levels of success in 2015.

- Our Kids' Lit Quiz Team achieved first place at regional and then national levels to secure a trip to America representing Australia at the Kids' Lit World Final.
- Five senior students undertaking the Macquarie University Philosophy extension course in Year 11 attained a distinction average
- As a school we were awarded first place in the schools section of the Orange Running Festival
- Our debating teams achieved first place in the Western Region and Dudley Cup debating competitions against all other secondary schools in Orange and across the region
- The Orange High School Cattle Team secured first place results in several divisions at local shows
- Students from Orange High were awarded first place in both the judged and public choice section of the Electrolux fridge door competition.

The list goes on – but I think the evidence is clear. Every day we teach some of the most talented students in the local community and I am incredibly proud to have every student at Orange High as an integral part of our school.

A quality education though is more than just success measured by the number of trophies received throughout the year. A quality education for secondary students is one that facilitates the healthy growth of social and emotional maturity in addition to academic development. I believe it is positive that we teach adolescents from diverse backgrounds who embody a range of previous experiences and future aspirations. I like to think our ever developing culture is one that has clearly understood boundaries yet somewhat paradoxically encourages people to take educated risks. I believe this environment develops a young person's skills to thrive in the complex world of the future beyond school, while at the same time fostering an individual identity and personality. As I am sure parents will attest to, guiding young people through the complex maze of adolescence can be exhausting. At Orange High we attempt to nurture young people through developing an environment that:

- connects to the present but develops the future
- cultivates individual identities within the global school culture
- prioritises equally academics, the arts and sport
- challenges adolescent thinking yet nurtures healthy adult understandings

As a result, efforts throughout 2015 have seen the further establishment of high expectations and clear boundaries through refinement of assessment policies and processes, reinforcement of expected and acceptable standards of conduct and enhanced communication with parents. The Leadership Team have been pleased to see this translated into improved hard data with significant year on year reductions in negative behaviour entries. The ultimate benefit, on top of continual improvements to school culture, has been the enhanced time for our deputy principals and head teachers to allocate more time to leading learning rather than managing behaviour. I believe further evaluating of this cycle of improvement will facilitate further gains in learning over the coming years.

It is important to emphasise that the effort of every child in our school is inspiring and valued. To recognise a broader range of student achievements at the 2015 Presentation Night, we developed and included three new awards at Presentation Night. The first was an Exceptional Attendance Award in the form of movie vouchers for all students with attendance equal to, or better than 99.5% over the 2015 school year. Secondly, students receiving a 'Gold' or 'Silver' award on their reports received a medallion recognising their achievement. A Silver Medallion was awarded to all students who achieved all or almost all 'Always' in the Personal Profile section of each subject on their report indicating their strong level of commitment to learning. A Gold Medallion was awarded to those students who achieved all or almost all 'Outstanding' or 'High' academic levels for every subject on each semester's report. The third new award was the 'Pinnacle Award' which was presented to students in Years 7 to 11 in recognition of their undertaking community service, school service, extra-curricular activities and high quality efforts and or achievement in their reports. Candidates applying for this award were also required to obtain a written endorsement by a teacher verifying their positive attitude and effort.

2016 will see our first full Year 7 cohort with the Bring Your Own Device (BYOD) philosophy integrated into teaching and learning. The aim is not to simply replace the traditional notebook and pen with a computer but to use technology to actively pursue higher levels of learning through collaboration, information analysis and increased levels of engagement. With a focus on further developing staff skills with technology, I am hopeful this culture will spread through the remainder of the year groups over the coming years.

First and foremost though, we congratulate all students at Orange High on their efforts and success throughout the 2015 school year. It is each and every one of them who inspire myself and the other staff at Orange High School.

David Lloyd  
Principal

## School background

### School vision statement

Orange High School aspires to excellence in teaching and learning. A culture of high expectations for students and staff is the foundation on which we relentlessly pursue this key educational vision. Our slogan *honour the past; create the future* encapsulates the culture within which we aspire to achieve.

Our school is comprised of talented, reflective and aspirational educators who know they are fortunate to teach capable and caring students in a positive learning atmosphere. While classroom teaching and learning is absolutely pivotal, the school develops resilient, empathetic and responsible future citizens through the provision of the widest possible range of extra-curricular activities. Orange High School proudly boasts an award winning music and band program, a thriving creative arts team leading new Initiatives such as our 'Art Studio' and high level performing arts experts with dual specialisations in dance and drama. Annually, the school has numerous talented sportspersons represent themselves and the school at regional, state and national level. In sport and culture, Orange High School has a proud history of success in Astley Cup and Malynley Shield, our two inter-school sporting competitions. Further, the school offers a rich program of academically focused cultural and community experiences including; debating and public speaking, chess, Japanese language classes, cultural exchanges and international excursion opportunities.

Our school is driven by the values represented in our school motto, "*Quod Potero Sedulo,*" whatever I do, I do to the best of my ability. Teachers exemplify this notion by creating innovative and engaging lessons which motivate students to fulfil the high expectations of learning within our school. Our Positive Behaviour for Learning (PBL) foundation and Well-being initiatives create a high quality, supportive and inspirational education experience that ensures students graduate as positive and educated young citizens.

### School context

Innovation, care, integrity, teamwork, ambition and engagement in a nurturing environment, are the philosophical practices that underpin the education that young people receive at Orange High School.

As a school, we proudly educate students from the regional Central Western city of Orange, NSW and surrounding villages. The school is proud to reflect the health and diversity of the wider Orange community and is comprised of students from the full range of socio-economic, cultural, academic and aspirational family backgrounds. As a result, the school derives a safe, tolerant and accepting culture founded on high expectations for students.

We are a comprehensive, co-educational high school with a passion to deliver the highest quality educational experiences to all students who walk through our gates. Our school is defined by high expectations of all students in all areas of their life including their conduct, achievements inside and outside the classroom as well as their future aspirations. Student leadership is a driving force at Orange High School and the wider student body have a clear voice through the representative groups of the SRC (Student Representative Council) and their prefects.

Our school is steeped in tradition with strong connections to our local community, who actively support our many initiatives. Our culture of continuous improvement is the foundation of our school. As a result, the school is driven and identified by a strong tradition of excellence, achieved in an innovative, progressive and highly structured teaching and learning environment.

## Self-assessment and school achievements

### Self-assessment using the School Excellence Framework

The School Excellence Framework supports schools in their pursuit of excellence by providing a clear description of the key elements of high quality practice across the three domains of learning, teaching and leading.

This year, educators at Orange High School undertook self-assessment using the elements of the School Excellence Framework during Term 1 and then again in Term 4, 2015. The evaluation was led by the school's leadership team comprised of head teachers, deputy principals and principal, and was founded as much as possible on hard data.

The evaluation led to the following progress being identified:

#### Learning

Positive Behaviour for Learning (PBL) data provides solid evidence of the emergent positive learning culture resulting in settled and focused learning environments with high expectations. Classroom learning is being enhanced through evidence of individuation and differentiation in the teaching and learning programs of many subjects. Evidence based on the number of students receiving gold, silver and bronze commendations on their semester reports denotes continually improving effort and application in the classroom. An ongoing need to further develop Positive Behaviour for Learning strategies to ensure rewards are valued by students was identified through the evaluation. Evidence from academic report comments also indicates a positive focus on learning rather than behaviour management. Furthermore, teachers are becoming more secure with initiating data analysis to inform their teaching practice. Finally, a number of key learning areas are evaluating assessment tasks through reflection, leading to improved assessment procedures. A key area identified for development is inter-faculty collaboration to achieve consistency in teacher judgement of the allocation of grades and setting of assessments.

#### Teaching

Evidence from the self-assessment evaluations highlighted that most teachers are confident to use, as reflective/evaluative tools, key data sets, including HSC and NAPLAN results. The evaluations also reinforced that most teachers willingly engage with other data sets such as reports, learning plans, attendance data to inform their teaching practices in the classroom. The school has strong structures to support teacher performance and development including lesson

observations, individual consultation with head teachers, evaluation meetings and personal development plans. Through staff collaboration in these key support structures, teacher performance and collaborative practices are strengthened. Beginning teachers reported effective and valued structures were in place to support their orientation to the profession and staff who are clearly willing to work on broader programs beyond the classroom to provide enhanced opportunities for students. A more consistent process for using data to evaluate teaching practice was identified in the evaluation along with further refinement of assessment for, as and of, learning to determine teaching directions. A constant challenge is to engage with and use even more to data to further guide strategic school improvement efforts and support staff to draw on, and implement, evidenced-based research to improve their performance and development.

#### Leading

Recent efforts to enhance communication and engagement with parents has proved successful. The publication of weekly 'What's on' emails, a Facebook page, increased recognition of positive student achievements through postcards and assemblies have proved effective means of communication and positive reinforcement of efforts and talents. Open and honest consultation with parents regarding our systems and processes has strengthened the collaboration process to support student learning. Consultation with the peak parent group has ensured support for the school direction and development.

Data reveals a strong commitment to enhancing and supporting student leadership and teachers are very aware of the school's direction, priorities and their responsibility to help develop these structures. Staff are supported through the Professional Development Plans and focused professional learning meetings and days on areas identified through data. Future priorities include the need to plan for the ongoing support and development of the instructional leadership team and to continue to develop teachers' understanding of the school's use of processes, timelines and milestones in the implementation of the school plan. Continuing to build the capacity of the instructional leaders of the school in a planned and systematic way, is also a focus for our future direction.



## Strategic Direction 1

### Student Engagement, Differentiation and Quality Teaching

#### Purpose

Teaching and learning is the centre of everything that occurs in the classroom and beyond at Orange High. The school is recognised for its talented teaching and leadership team but aspires to take this to the next level and be absolutely defined in the Orange community and beyond by excellence in classroom practice. This priority is about further creating a learning culture that has as its absolute focus maximising the achievement of every individual student through integrating their natural academic ability, future aspirations and personal talents into learning experiences into every classroom across the school.

#### Overall summary of progress

Throughout 2015 there has been a significant increase in teachers' confidence and skills to differentiate and individualise classroom teaching to meet the needs, interests and abilities of students across the school. A fifth teacher was awarded a Minister's Award for Excellence in Teaching. One of only five presented across the state highlighting further the exceptional standard of teaching at Orange High School.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure	Progress achieved this year	Funds Expended
❖ 20% of students in the Below National Minimum Standards Class (BNMS) class score results above the National Minimum Standard in 2016 NAPLAN	<ul style="list-style-type: none"><li>Plans developed for a cross-curricular class based on intensive literacy support developed and implemented</li><li>Students identified through data and discussion with parents</li><li>Professional learning for the teaching team and the development of individualised programs and assessment</li></ul>	\$4,500 Professional Learning Funds
❖ Individual class profiles are developed for all classes Years 7 through 10	<ul style="list-style-type: none"><li>Individual class profiles have been developed for all classes from Years 7 through 10.</li><li>Data in the profiles used by teachers to inform teaching and learning activities</li><li>Profiles have been used to inform teachers of previous achievements and future goals and aspirations.</li></ul>	\$0

#### Next steps

- Based on the success of the pilot class in Year 8 2015, implement a similar class for Year 7 2016.
- Continue the development of class profiles for all classes at the start of the 2016 school year.

## Strategic Direction 2

### Literacy

#### Purpose

High literacy skills are fundamental to a quality education and future lifelong learning. Orange High School has strong expectations, shared by staff, students and parents, that all students will achieve the highest possible literacy levels. Orange High School has seen consistent increases in literacy achievement through external and internal data sources over recent years. As a result, there is a firm belief that through continued innovative practice and consistent focus, individual and collective literacy results will continue to increase. This will ensure all students graduate from school with literacy skills for life.

#### Overall summary of progress

The inclusion of literacy as a whole school priority has assisted in the further embedding of literacy strategies in all subjects across the school. Throughout the year all teachers have completed multiple whole school, Key Learning Area and individual based professional learning activities in literacy.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure	Progress achieved this year	Funds Expended
❖ All Key Learning Areas develop and include explicit literacy activities in teaching and learning programs	<ul style="list-style-type: none"><li>Evidence from teaching programs across a majority of the school shows clear engagement with literacy and the use of data to inform the development of explicit teaching initiatives.</li></ul>	\$5,000 Professional Learning Funds
❖ All teaching staff complete regular professional learning in literacy throughout 2015	<ul style="list-style-type: none"><li>The Teaching and Learning/Literacy Team have designed, led, evaluated and shared strategic and systematic learning in literacy on a whole school basis.</li><li>Head Teachers, in partnership with the Teaching and Learning Team, have designed and led the sharing of high quality learning in literacy. This was tailored to needs of each Key Learning Area and individual teacher requirements.</li></ul>	\$6000 Professional Learning Funds

#### Next steps

- The Literacy Team will continue to develop a comprehensive plan to guide the further development of literacy across the school in 2016. The focuses for this have been identified through NAPLAN data.
- Literacy has been mapped into the 2016 professional learning calendar. The Professional Learning Team will continue to drive the whole school focus on literacy.

## Strategic Direction 3

### Gifted and Talented

#### Purpose

Orange High School is privileged to be comprised of many students with exceptional talents in but not limited to academics, leadership, creative and performing arts and sport. The school seeks to enhance learning for these students to provide a differentiated high level program that challenges and nurtures young people in a healthy and comprehensive learning environment. The 2015 strategy is founded on the progress made in areas of Gifted and Talented education in previous years. However, we seek to take the program to another level through staff development, parental engagement and the introduction of new initiatives including a camp, project and mentoring for all gifted and talented students. In addition, the Year 7 class will be Orange High Schools first full 'Bring Your Own Device' (BYOD) class and, as such, it is intended the technology will further augment learning.

#### Overall summary of progress

Every student is important at Orange High School and the inclusion of specific strategies to support the learning outcomes of high achieving students is exciting. Individualisation and extension have been the driving force behind the success of Gifted and Talented education at Orange High School.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure	Progress achieved this year	Funds Expended
❖ 100% of students in the Gifted and Talented Classes successfully complete the Special Interest Project or Reflection Initiative by Term 4 2015	<ul style="list-style-type: none"><li>95% of students in the Gifted and Talented classes completed the Special Interest Project or Reflection Initiative</li><li>A highlight of the school year was the 'High Achievers' Evening where selected students from Years 7 to 12 presented their projects to a public audience.</li></ul>	\$1,000
❖ Students successfully complete the 1 Unit Preliminary BOSTES recognised Philosophy Course in partnership with Macquarie University and Kinross Secondary School	<ul style="list-style-type: none"><li>A total of 5 students completed the Preliminary BOSTES recognised Philosophy Course in partnership with Macquarie University.</li><li>Two of the students received High Distinctions, two received Distinctions and another a Pass. The results surpassed other academic schools in the region.</li></ul>	\$0

#### Next steps

- As a result of feedback in 2015, the high achievers strategy for 2016 will include the development of individual personal learning plans in partnership with parents identifying goals and priorities.
- In addition, a teacher has been assigned as 'High Achiever Coordinator' for each year group. This teacher will lead data analysis, professional learning and communication with parents resulting in enhanced partnerships between the school and parents.



## Strategic Direction 4

### Technology

#### Purpose

Teaching and learning is the centre of everything that occurs in the classroom and beyond at Orange High. The school is recognised for its talented teaching and leadership team, however, we aspire to take this to the next level and pilot a BYOD (Bring Your Own Device) classroom in the GATS Year 7 2015. This model aimed to demonstrate teacher excellence, and establish confidence within the community that staff are able to set high expectations, and create engaging student learning opportunities in a quality learning environment supported by technology. This will ensure young people have the necessary skills to access information, engage in enhanced learning opportunities and ultimately, produce even higher levels of learning and achievement.

#### Overall summary of progress

The development of technology at Orange High School began approximately three years ago with the installation of multimedia devices in all classrooms, in part funded by the school's P&C. Professional learning for staff was an ongoing focus since this time, building to the point where we were confident we had the capacity to trial a Bring Your Own Device (BYOD) classroom. This class was established and monitored in 2015 with a number of lessons being learnt to the point where in 2016 we believe we are ready to have all students in Year 7 educated to a high level in a BYOD environment.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure	Progress achieved this year	Funds Expended
❖ 100% of students in the Year 7 'Bring Your Own Device' High Achiever's class are confident users of Technology – Microsoft 365 and OneNote	<ul style="list-style-type: none"><li>Year 7 teachers of the 'Bring Your Own Device' High Achiever's class completed group and individual professional learning in applying technology to teaching.</li><li>All students became confident users of technology throughout the year.</li></ul>	\$10,000 Socioeconomic Background Funding
❖ Establish a close partnership with parents of Year 7 students in 2016 prior to their entry to school, including technology information sessions.	<ul style="list-style-type: none"><li>Discussions were completed with all partner primary schools and our policy and priorities were shared.</li><li>Orange High School designed and led three parent workshops in technology to provide parents with skills and insights into student expectations and the OneNote software.</li><li>Facilitation of parent focus groups to provide insights and guidance.</li></ul>	\$5,000 Socioeconomic Background Funding

#### Next steps

- Lead the introduction of a BYOD environment for all students in Year 7 2016.
- Continue to use data to reflect on successes and guide future developments.

## Strategic Direction 5

### Assessment

#### Purpose

Assessment is integral to high quality teaching and learning. During 2015 Orange High School aligned staff and school processes and systems for developing, collecting and analysing all forms of student learning data. As part of this priority, the school reviewed, and where necessary, developed and implemented exemplary practices and policies to support learning through accurate and timely feedback. Practices will be embedded to ensure parents are engaged and understand the learning processes of their children and how to effectively support their child's learning.

#### Overall summary of progress

One of the biggest achievements in the area of assessment has been the increased use of data to inform teaching and learning. The collection and analysis of work/assessment samples has been the foundation on which teachers have developed a deep understanding of BOSTES standards and the discussions among teachers regarding assessment and students' achievement has centred around feedback to students in formal and informal assessment situations. Additionally, a whole school evaluation tool was implemented to begin the process of critically analysing all assessment tasks. The tool measured tasks against the Quality Teaching Framework as well as key priorities such as Literacy, Numeracy and ICT. The result of this is a scaffolded reflection tool which is, and will continue to, assist faculties in improving the standard and academic rigour of current and future assessment tasks. Another focus area was the introduction of whole school workshops focusing on consistent teacher judgment. Members of the assessment team led the collaborative marking of assessment tasks utilising resources from BOSTES and ARC.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure	Progress achieved this year	Funds extended
❖ 20% decrease in staff 'areas of concern' regarding assessment from a survey in Term 1 2015 to a survey in Term 4 2015	<ul style="list-style-type: none"><li>• 28% decrease in the 'areas of concern' regarding assessment systems and processes.</li></ul>	\$0
❖ 10% increase in students who 'always complete assessments' in student focus groups in Term 4 2015 compared to Term 1 2015.	<ul style="list-style-type: none"><li>• 7% increase in students who nominated that they 'always complete assessments'.</li><li>• 9% decrease in the number of students who 'sometimes complete assessments'.</li></ul>	\$0

#### Next steps

2016 directions regarding assessment have been informed by the additional survey data. There has been a recognised direction shift to ensuring consistency in teacher judgement within and between faculties as evidenced by the analysis of reporting data and the allocation of grades. The follow up survey data indicates that the future directions for assessment need to be focused on:

- Consistency in teacher judgement including the allocation of grades and report data
- Consistency in the academic quality of assessment tasks
- Strengthening the use of feedback from assessment tasks.

## Key initiatives and other school focus areas

Key initiatives (annual)	Impact achieved this year	Resources (annual)
<p><b>Aboriginal background funding</b> Employment of an Aboriginal Learning and Engagement Officer employed for 2015.</p> <p>In 2015 a Homework Centre was run three afternoons a week in the library from 3.45 until 5pm</p> <p>The Girri Girri Sports Academy provided an intensive and supportive small group environment utilizing a staff member to increase student engagement.</p> <p>Employment of a teacher 1 day a week specifically to follow up Indigenous attendance.</p> <p>Employment of Norta Norta Tutors to support students in Stages 5 and 6.</p>	<p>The role included assisting students with learning needs identified in their Personalised Learning Plans.</p> <p>The centre supported students to complete homework and assessment tasks. In addition, students were mentored in study and revision techniques.</p> <p>The Academy supported students to develop higher level literacy, numeracy and cultural understandings.</p> <p>Parent partnerships were established through phone calls and meetings. The data indicates many who were supported intensively, increased their attendance and engagement with school.</p> <p>The program in 2015 supported 12 Year 11 and 10 Year 12 students. Students were tutored by teachers timetabled in study periods. Teachers made contact with students daily and assessed welfare notifications to inform them where students required extra support.</p>	<p>\$73,165</p>
<p><b>English language proficiency funding</b></p> <ul style="list-style-type: none"> <li>Orange High School proudly educates 62 students from a range of Language Backgrounds Other Than English (LBOTE).</li> <li>In 2015 the school employed 0.2 of a teacher to support the attainment of English language skills.</li> </ul>	<p>Language Background other than English (LBOTE) students are provided with a range of educational provisions to support their learning following an assessment of their language proficiency. Students meeting the criteria are provided access to a staff member as an Additional English Language or Dialect (EAL/D) teacher. The specialist teacher delivers EAL/D education in a variety of ways to meet the diverse needs of EAL/D students learning English. They include intensive and post-intensive English language support to both newly arrived migrants and continuing EAL/D students.</p>	<p>\$15,418</p>

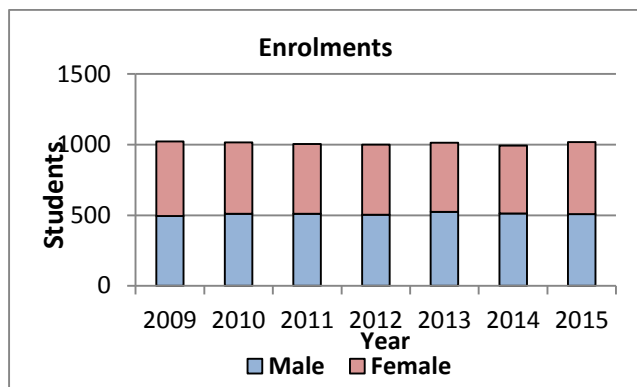
Key initiatives (annual)	Impact achieved this year	Resources (annual)
<p><b>Socio-economic funding</b></p> <p>In 2015 Orange High used socio-economic funding to support the achievement of our five school priorities including:</p> <ul style="list-style-type: none"> <li>• Student engagement</li> <li>• Differentiation and quality teaching</li> <li>• Literacy</li> <li>• Assessment</li> <li>• Gifted and talented students</li> <li>• Technology.</li> </ul>	<p>Key initiatives supported throughout 2015 include the costs of employment of a shared technology coach in partnership with eight other high schools across the Central West. Professional learning for the integration of technology was led by the coach to assist the development of high quality teaching and learning. Funding was used to support the educational and wellbeing needs of students whose families experienced financial difficulties throughout 2015 and a small amount was used to support students to attend our inaugural High Achievers Camp. Parent partnership initiatives were supported by the resource including parent information sessions, assessment nights and professional learning in technology for parents.</p>	<p>\$76,801</p>
<p><b>Low level adjustment for disability funding</b></p> <p>In 2015, under the Every Student, Every School (ESES) scheme, Orange High school employed 1.9 full time equivalent Learning and Support Teachers to support students with disabilities and additional learning needs in mainstream settings. Orange High School continues to communicate regularly with parents and carers in order to provide the best possible support for students with disabilities and learning difficulties.</p>	<p>Data provided from the Learning and Support Team afforded identified students additional support through specialist group and individual programs that were designed to target specific gaps or areas of weakness in their knowledge and understanding. Furthermore, these students were also supported on a whole school level through the implementation of Learning and Support Plans.</p> <p>To implement reasonable adjustments and differentiate their programs to support the students, teaching worked closely with the Learning and Support teachers to review and implement the individual student Learning and Support Plans. These plans were developed at the beginning of the 2015 school year, in consultation with parents and students, and detail the adjustment required to allow the students to fair and equal access to the curriculum.</p> <p>Staff were provided with mandatory Disabilities Standards Training</p>	<p>\$190,952</p>

Key initiatives (annual)	Impact achieved this year	Resources (annual)
<p><b>Beginning teachers</b></p> <p>Orange High School supports 10 teachers in the first two years of their teaching career with intensive support and mentoring on a regular basis.</p> <p>The school has comprehensive policies and professional learning programs in place to ensure the newest teachers in the profession achieve accreditation with BOSTES (Board Of Studies, Teaching and Educational Standards).</p>	<p>Beginning teachers at Orange High School took part in the following professional development programs in 2015:</p> <ul style="list-style-type: none"> <li>• Western Beginning Teacher 2 day Conference</li> <li>• Strong Start, Great Teacher Department of Education (DoE) program</li> <li>• DoE Code of Conduct Policy</li> <li>• Every School Every Student (ESES) DoE policy and implementation in classes to suit individual student needs</li> <li>• Overview and explanation of Australian Institute for Teaching and School Leadership (AITSL)</li> </ul> <p>In-school policy and expectations explanation and implementation including:</p> <ul style="list-style-type: none"> <li>• Positive Behaviour Learning (PBL).</li> <li>• Senior and Junior Report Writing Policy.</li> <li>• Parent and Teacher interview techniques</li> <li>• Communicating with parents and the community</li> <li>• Emergency care and First Aid for individual students in their classes</li> <li>• Playground duty expectations</li> <li>• Class profiling and differentiation in classes</li> <li>• Individual professional goal setting and evaluation based on their TDP.</li> </ul>	<p>\$90,800</p>
<p><b>Special Education</b></p> <p>Special Education at Orange High School supports students in mainstream classes as well as a specialised Support Unit. The Support Unit has two classes on site and two classes at the Adolescent Mental Health Ward at Orange Base Hospital. The Wollemi Kids Unit is a ten bed inpatient unit, providing on-site educational support for students from across the state who require mental health care.</p> <p>In 2015, there were 38 students with a New South Wales Department of Education, confirmed disability, enrolled at Orange High School. As well as a continued focus on the development of literacy and numeracy skills for life, students in the Support Unit continued to have access to a wide variety of subjects including Drama, Music, Visual Arts and Wood Work.</p>	<p>Students received a range of provisions to support their learning including, but not limited to, in class or withdrawal support from School Learning Support Officers and Itinerant Support Teachers (Hearing and Vision) and adjustments to the delivery of the class programme and assessments.</p> <p>Support students who had the opportunity to access creative subjects have developed a range of inventive skills resulting in the production of many excellent pieces of work. Students raised over \$500 for Ronald McDonald House through the design and construction of cheese boards and chopping boards.</p> <p>Students also participated in the regional 'Oz Tag' and 'T Ball' carnivals in 2015 and won their division at both events.</p>	<p>\$61,000</p>

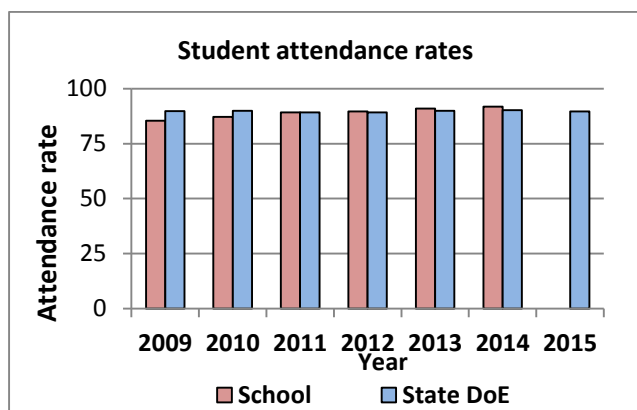
## Mandatory and optional reporting requirements

### Student information

#### Student enrolment profile



#### Student attendance profile



#### Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
seeking employment	0%	0%	4.5%
employment	3%	0%	18%
TAFE entry	2.5%	11.5%	19%
university entry	0%	0%	47%
other	13%	9%	1.5%
unknown	1.5%	14%	10%

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

Orange High School supports the attainment of vocational qualifications in addition to the traditional Higher School Certificate. In 2015, 69% of students studying for their HSC also undertook vocational

training at school in Hospitality, Construction and or TAFE as part of their studies.

In addition, 61% of students studying for their Preliminary HSC undertook a vocational course. Students studying vocational subjects as part of their HSC have experienced a high rate of success in moving from education to the workforce.

#### Year 12 students attaining HSC or equivalent vocational educational qualification

92% of students who undertook their Year 12 studies at Orange High School in 2015 successfully obtained a Higher School Certificate (HSC).

#### Workforce information

Reporting of information for all staff must be consistent with privacy and personal information policies.

#### Workforce composition

Position	Number
Principal	1
Deputy Principal(s)	2
Head Teacher(s)	12
Classroom Teacher(s)	65
Learning and Support Teacher(s)	7
Teacher Librarian	1
Teacher of ESL	.2
School Counsellor	1
School Administrative & Support Staff	20
Careers Adviser	1
Total	110.2

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

Orange High School is proud to employ a number of staff with an Aboriginal heritage. In 2015 Orange High School employed an additional Aboriginal Learning and Engagement Officer to further support Aboriginal students.

#### Workforce qualifications

Orange High School is experiencing a period of very stable staffing. This consistency is contributing to the development of a strong school direction and priorities.

#### Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Qualifications	% of staff
Undergraduate degree or diploma	100%
Postgraduate degree	100%



## Professional learning and teacher accreditation

In 2015, Orange High School received \$56600 in professional learning funding to ensure the continued development of teaching skills and accreditation. These resources were allocated according to the schools professional learning plan as part of the 2015 school management plan.

Throughout the year, all teachers completed in school professional learning activities including school development day workshops and key learning area activities. These pursuits focused on the attainment of school development targets including literacy and technology; improving quality teaching and learning outcomes, and ultimately improving student engagement.

Professional learning funding was used to release teachers to attend external training courses and professional network meetings and conferences. These opportunities ensured staff developed further expertise in curriculum implementation and quality teaching skills.

## Financial information

### Financial summary

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

A full copy of the school's 2015 financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.



Date of financial summary	30/11/2015
<b>Income</b>	\$
Balance brought forward	1998129.09
Global funds	1067416.99
Tied funds	712536.47
School & community sources	525786.61
Interest	46577.91
Trust receipts	146625.66
Canteen	0.00
<b>Total income</b>	<b>2498943.64</b>
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	245764.27
Excursions	188451.36
Extracurricular dissections	193136.83
Library	9685.79
Training & development	1608.90
Tied funds	651223.48
Casual relief teachers	236534.99
Administration & office	204474.97
School-operated canteen	0.00
Utilities	203184.40
Maintenance	81754.39
Trust accounts	389689.29
Capital programs	175027.56
<b>Total expenditure</b>	<b>2580531.23</b>
<b>Balance carried forward</b>	<b>1916541.50</b>

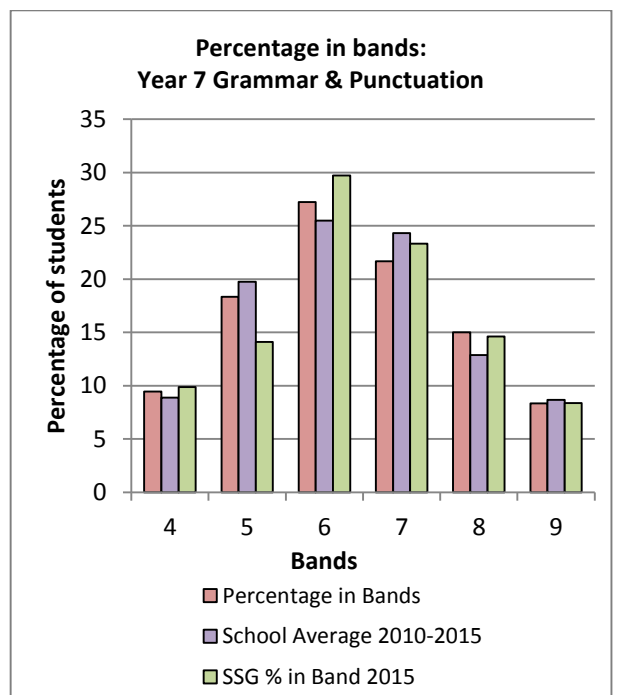
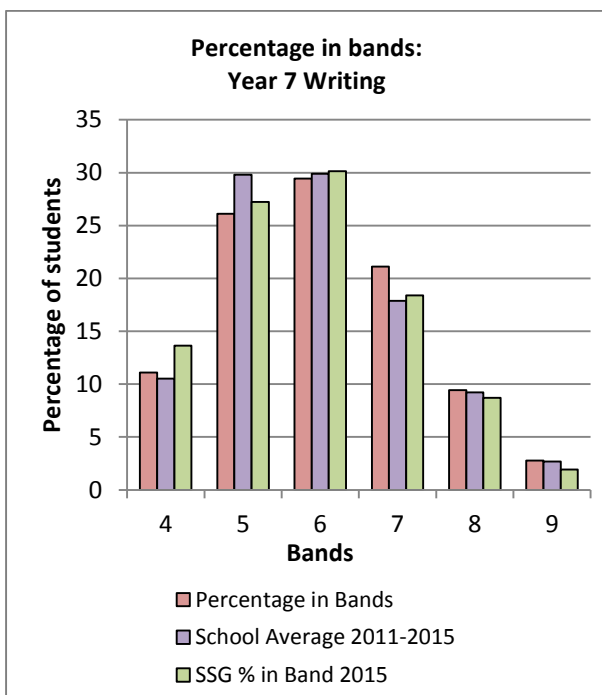
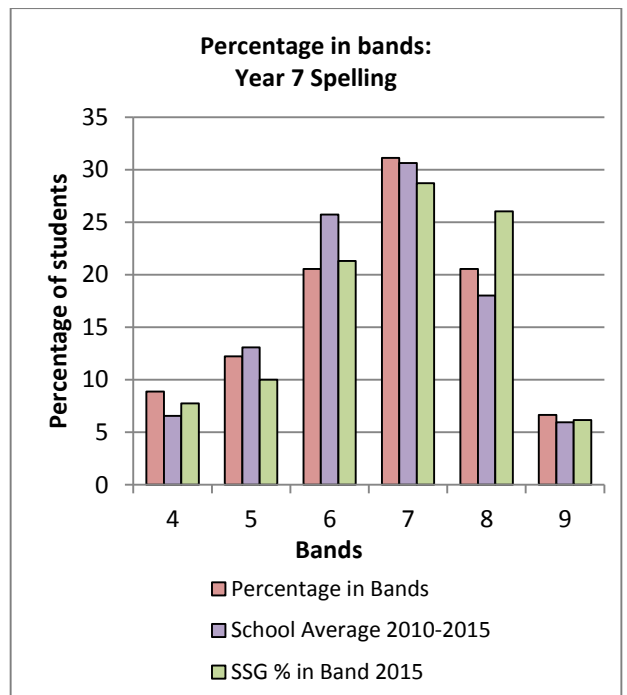
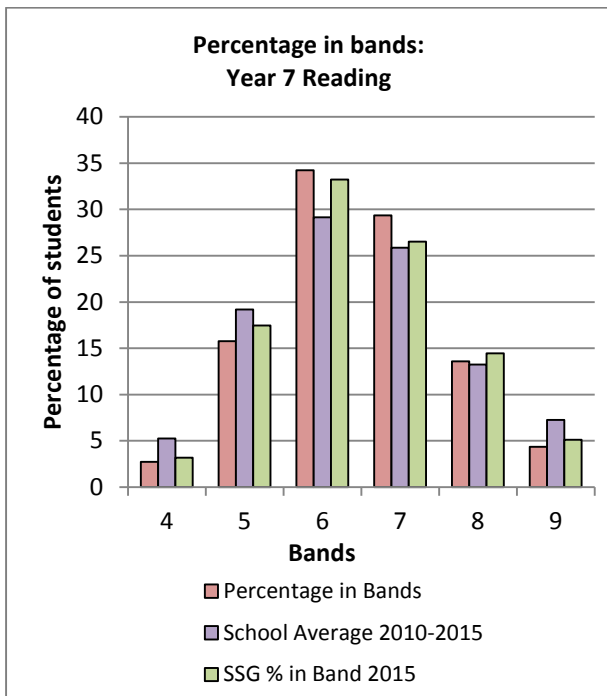
## School performance

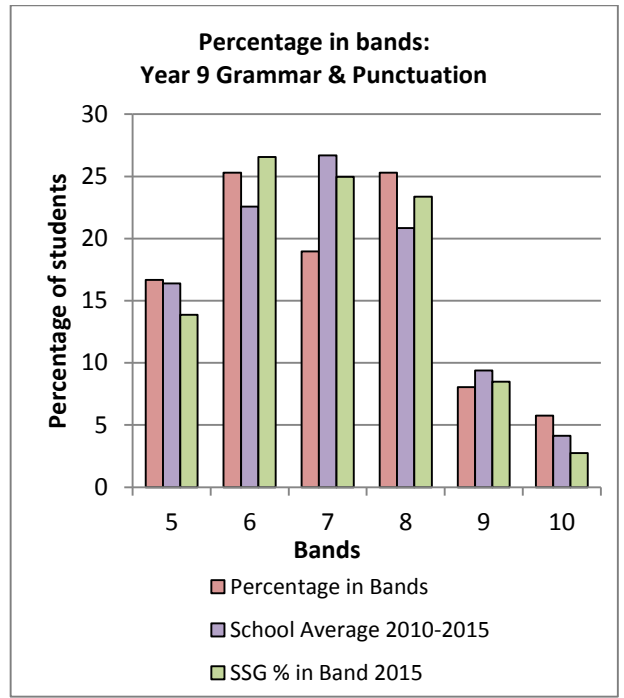
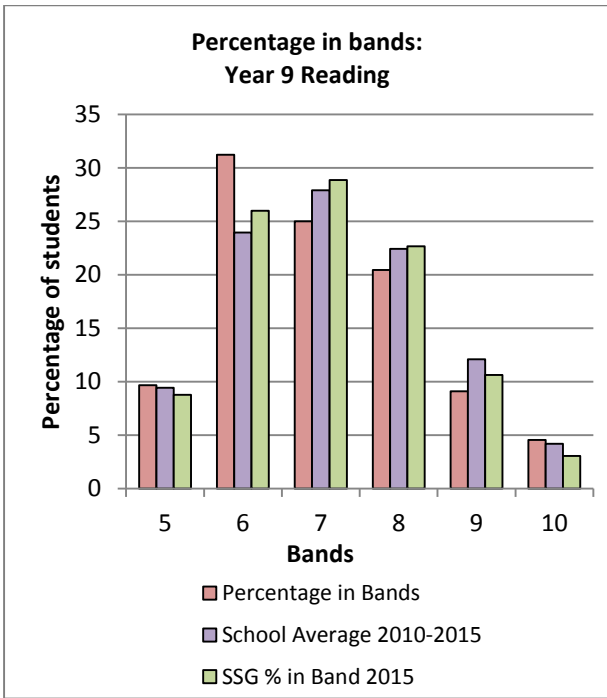
### NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

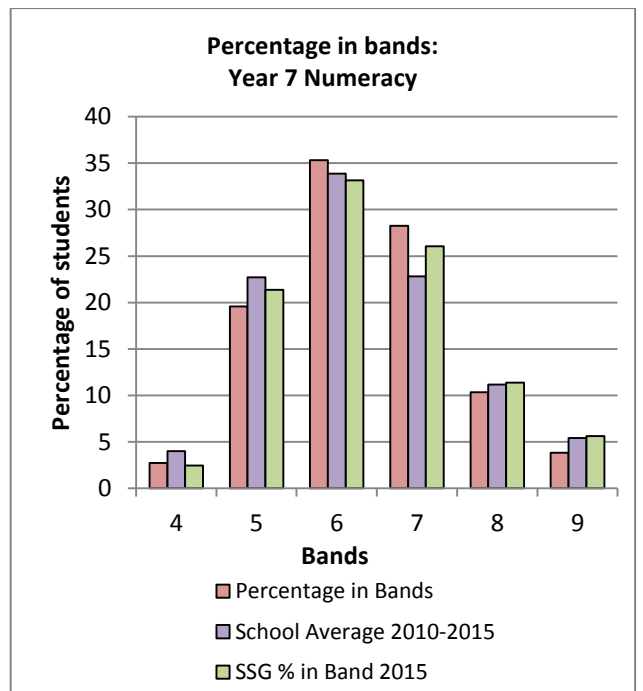
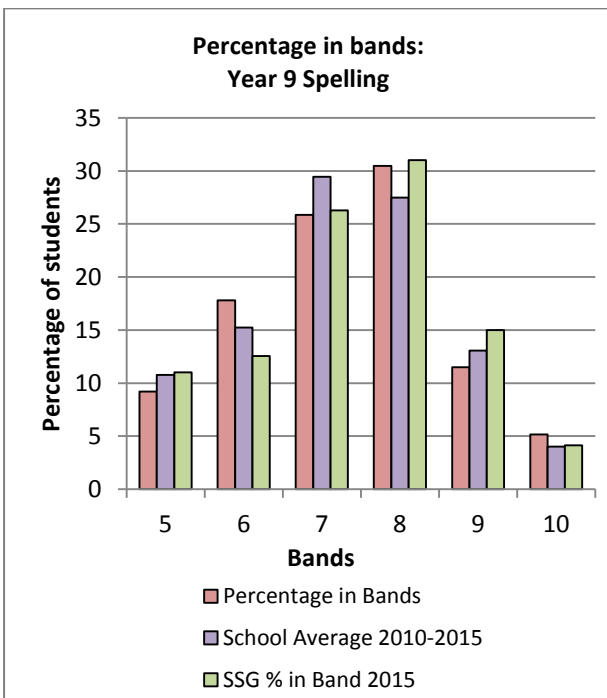


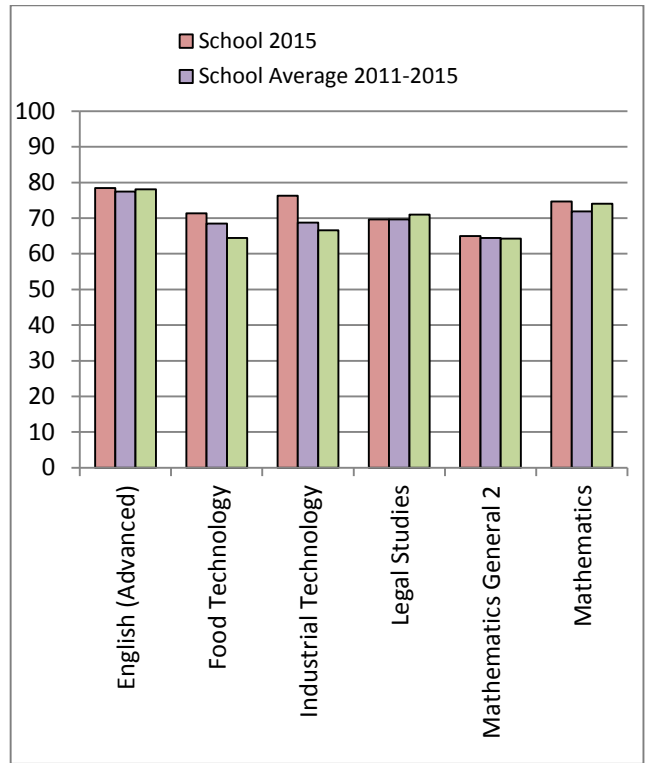
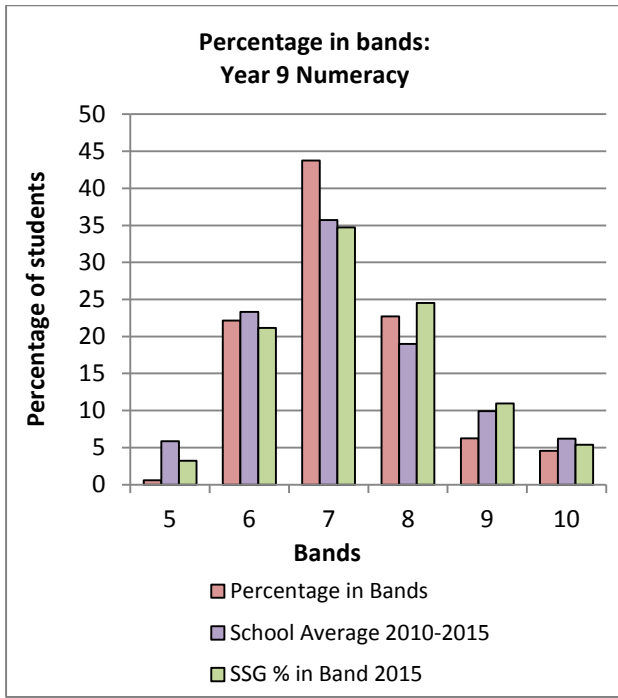
**NAPLAN - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)**





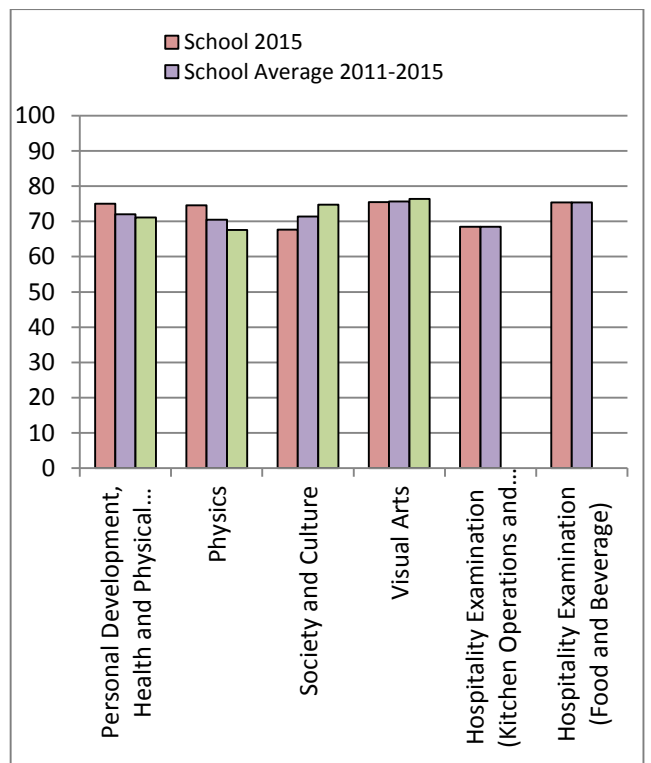
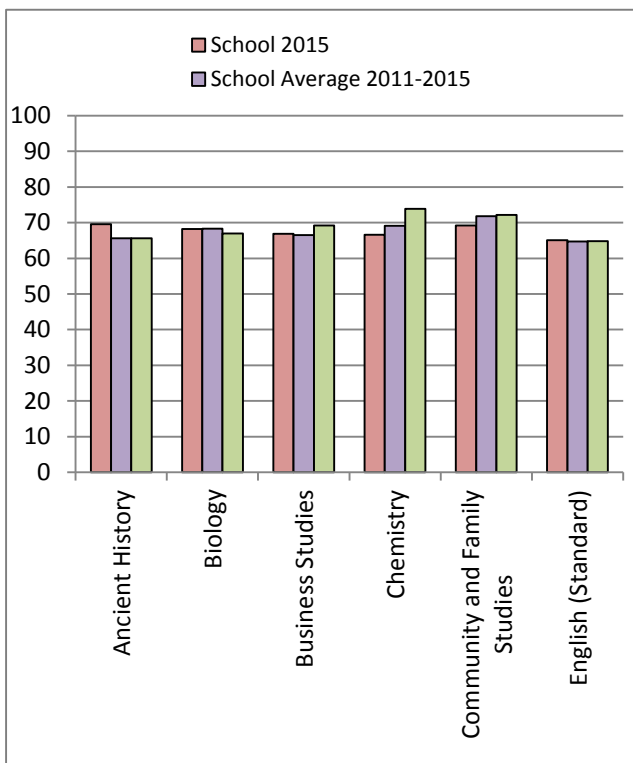
### NAPLAN - Numeracy





**Higher School Certificate (HSC) (mandatory)**

In the Higher School Certificate, the performance of students is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).



## **Parent/caregiver, student, teacher satisfaction**

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below.

During 2015, several innovative initiatives were implemented at Orange High School. Two key projects were the continuation of the High Achievers classes and the second was the implementation and trialling of a BYOD class in Year 7. A critical part of these two initiatives was the feedback of parents, students and staff to shape the future direction of both projects.

To assist the school in ascertaining future directions of the High Achievers class, a student survey was conducted to evaluate the structures surrounding the initiative. Students were surveyed to ensure that the program in 2015 was evaluated and the necessary redirections set for 2016. 65% of students surveyed indicated that the challenges set for them in the High Achievers class were at the right level. In terms of structures in their learning, 61% of students indicated that they enjoy the opportunity to work in groups and 90% indicated that they are motivated by choice and options in their learning. A point for reflection is that 90% of students indicated that they would like to have a clearer understanding of what they are supposed to know.

Critical informative data was sourced from both parents and staff to ensure that school directions were driven by key stakeholders. Parent focus groups were formed to ensure that future directions of the program were meeting expectations and concerns were addressed. 100% of parents consulted were supportive re the BYOD current and future structure and the plans that were set in place to support students via learning activities such as boot camps. Parents expressed possible reservations regarding equity of access to devices, and in response, a pool of laptops that can be borrowed was devised as a solution. In addition to parent groups, teaching staff at Orange High School were surveyed to assess their preparedness for such a program and set the direction of the necessary professional learning. 66.7% of staff surveyed agreed that, "Students have it (technology) all around them and integration is essential". 83.3% of staff surveyed indicated that students were engaged in lessons where technology was used for between 50 to 75% of the time.

The staff survey data was utilised to shape the professional learning of staff as 50% of respondents indicated that interactive tools for the classroom was an area of need.

## **Policy requirements**

### **Aboriginal education**

Students at Orange High School have developed a deep understanding of Aboriginal Culture and history through activities that they have partaken in throughout the year. Many students enjoy participating and it allows Aboriginal students at Orange High School to showcase their heritage to other students in the classroom.

This year, Orange High School established their Indigenous Focus Group. Parents and students come together once a term to discuss the Aboriginal Strategic Plan in terms of its success and the direction for the subsequent term. Community links strengthened with a significant growth in parental input. Term one began with 20 members which culminated in 70 members celebrating 2015 at a Christmas dinner.

This year all Aboriginal students have had their Personalised Learning Plan completed to meet learning needs in the classroom. These plans are instrumental for improvement in teaching and learning for Aboriginal students because staff use these plans to differentiate assessment tasks and student learning in the classroom.

The Stage 4 Aboriginal girls attended a day called Murang Yinna (Good Women). They were educated about sexual health, good eating habits, health and hygiene. This program was led by Community Health and included students from both Orange High School and Canobolas Rural Technology High School.

In 2015 Orange High School introduced the Deadly Times newspaper. The paper was led by Ken Mills who worked with the Aboriginal students at Orange High School to explore their journalist skills by composing articles and taking photographs. This paper has been a great success leading to other schools in Orange possibly sending in articles to be published in 2016.

### **Multicultural Education and Anti-Racism**

Orange High School's Anti-Racism Coordination Officer (ARCO), is Mrs Jo Beeby. Mrs Beeby has attended all the ARCO training and is able to work with staff to assist students in their understanding of other cultures.

The school community, including staff, parents and community members work hard to maintain a warm and supportive environment free of any kind of racism or prejudice.

### **P&C REPORT (Keith Lummis, P&C President)**

We began 2015 continuing on from where we left off in 2014 by striving toward the goal of resurfacing the basketball courts at the school. Buoyed by the injection of \$25,000 from the State Government late in 2014 we set our sights on raising the rest of the \$150,000 required to make the court upgrade a reality. We organised fundraising initiatives including; family portraits, BBQ on Election Day, a raffle as well as catering for various functions, including the dinner for the students and their billets when Gosford High School visited us to contest the Malynley Shield. The PDHPE faculty made a worthwhile contribution through fundraising efforts and a further \$10,000 was generously provided by Orange City Council. Finally, the P&C run school canteen again injected a considerable amount of \$40,000 in 2015 to add to what had been contributed in 2014. A huge thank you to Debbie Baker and the staff at the canteen, as well as our valuable volunteers, for enabling such a substantial contribution.

Changes to procedures within the Department of Education meant we were unable to start work as quickly as we would have liked, however, the courts are due to be completed by the end of February 2016. We look forward to seeing the students enjoy the opportunities the new surface will provide. My thanks go to the members of the P&C for their hard work which enabled the court resurfacing to commence quickly and special thanks to Alison Duffield for coordinating the court project and organising many of the fundraising activities. While our main fundraising goal for the year was the court resurfacing we also provided funds for a number of other worthy recipients including students who represented the state or nation in their respective fields, food and drink for the welcome to Year 7 BBQ, the Year 12 end of school activities and prizes for Presentation Night.

At our meetings during the year we discussed many issues relevant to the running of the school and were able to provide valuable feedback to the school leadership. We enjoyed presentations from guest presenters who were able to give us an insight into many interesting aspects of school operations. The P&C members also filled the parent representative position on the merit selection panels throughout the year, and our canteen and graduation sub-

committees did a great job in ensuring their respective areas ran smoothly.

The PRISM (Parents Rejoicing in Student Music) sub-committee again helped organise many great events for the students of the school. The School Show and the Cabaret Night were a wonderful showcase for the talents of our many talented performing arts students. The PRISM group also continued their fundraising to build towards the goal of purchasing a new grand piano to be housed in the new recital centre.

2015 was the first year for the new Year 12 graduation organiser, Alison Duffield. Alison and her associates pulled off a fantastic night that was thoroughly enjoyed by all who attended.

The canteen committee also meaningfully contributed to Orange High School in 2015 by ensuring that the canteen was run smoothly and efficiently, and continuing to provide the valuable service to the students. Thanks to the committee, especially Kerrie Blowes, as well as the canteen supervisor Debbie Baker, for continuing to provide a healthy canteen that also provides healthy funds to the school via the P&C.

We said farewell to a couple of long standing, hard-working members in 2015. Anne Roth and Lynette McLeod both made major contributions to the school, and the P&C. I thank Lynette and Anne for their commitment and wish them well for future endeavours.

I also want to thank Leanne Boss from JBM Accounting who has again audited our finances for no charge.

It has been a busy year and as always, my thanks goes to the P&C executives; Alison Duffield, Virginia Flanagan and Peter Cox for their valuable input. We look forward to another great year in 2016.

Keith Lummis, President 2015

### **Student Representative Council**

2015 was been a very busy year for the Student Representative Council (SRC) at Orange High School. We began our term in office at the beginning of Term 4, 2014 with our newly elected representatives.

Our first official functions involved the end-of-year celebrations for Year 12 as we hosted the farewell disco and assembly. The new prefect body also assisted with the Year 12 graduation. The SRC



induction ceremony was a wonderful, formal occasion with many honoured guests, family and friends. The newly elected representatives were presented with their badges.

Fundraising for charity continued to be a focus of the SRC this year. We used creativity and initiative to assist some worthy organisations and raised thousands of dollars with the help of the students of Orange High School. Some of the charities we supported were Jeans for Genes, Cancer Council and Pink Ribbon/McGrath Foundation.

The school came together as a community on a number of occasions, driven by the SRC. These occasions included Pink Stumps Day, discos as well as reward BBQs. The school captains, Sean Faucett and Alex Kennedy, as well as the prefects, met with Mr. Lloyd on a regular basis to discuss issues within the school and ideas on improvements. The SRC also hosted a number of other successful discos throughout the year which provided a great deal of fun as well as being a major fundraiser for the school.

Students from the SRC represented the school during ANZAC Day, Red Shield Appeal, Relay for Life, Vietnam Veterans Day and The Cooee March. We have also provided support and assistance during Year 6 Orientation Days, Parent Information Evenings, e2 experience and Formal Assemblies.

We continue to work under the motto 'Lead by Example' this year and every SRC member has again taken this as a personal challenge to become wonderful role models for the students of Orange High School, leading the way in uniform, behaviour and attitude.

The prefects of Orange High School were very busy this year as well. Their year began with a trip to Sydney to attend the National Young Leaders Day, a gathering involving 10,000 student leaders from throughout NSW. They were entertained and inspired by speakers from many fields.

Their fundraising efforts for the school gift were colourful and creative and raised \$6,000. Valentine's Day was particularly entertaining with all dressing up for the occasion and providing messages of love in the form of balloons, flowers, hugs and serenades.

Of utmost importance in 2015 was the restructuring of the election process for 2015 including implementing changes that made the process more rigorous. The process changed from a popular whole-school vote towards a three-stage process including CV submission, panel presentations and whole-school

speeches. Our 2015 school captains and prefects also assisted in running Leadership Training Day with all applicants prior to the elections to encourage and promote a team based approach to leadership. All involved agreed it was a very successful day.

I take this opportunity to thank the 2015 SRC for welcoming me into the role as SRC Coordinator. This year as SRC Coordinator has been a labour of love and a wonderful experience thanks to your dedication and enthusiasm.

Elections for the 2015/2016 Prefects were held in Term 3 with record nominations being taken. The process was re-engineered to involve 3 stages. After attending Leadership Training Day, nominees were required to submit CV's to a panel of outgoing Captains and Vice Captains, Senior Executive, Year Advisors and Parent Representatives. Successful applicants then presented their visions for leadership at OHS to a larger panel of Head Teachers, SRC and Parent Representatives. The panel voted to reveal the 2016 Prefect Team. In 2015, all 12 students chose to address the entire school to run for School Captain/Vice Captain. A whole school and staff popular election decided who would represent OHS as Captains and Vice Captains in 2016. The atmosphere during Speeches Day was electric and exemplified a shifting culture at OHS towards greater numbers of students choosing to take a risk in order to represent their school with pride.

Elections for the 2016 SRC were held in early, Term 4 with unanticipated nominations being received. This growing interest in leadership at OHS is most encouraging and I wish to congratulate all nominees for being a part of the elections. The 2016 SRC Members are:

Captains – Chloe Barrett and Thomas Milson  
Vice Captains – Ashleigh Littlewood and Cooper White.  
Prefects – Helena Griffith, Neve Tufuga, Roisin O'Connor, Danielle Saunders, Mitchell Kelly, Gerry Shea, Thomas Blimka and Callum Peterson.

The Prefects and SRC of 2016 are a cohesive well-oiled machine who have begun their candidature with commitment and passion. They have attended an SRC Planning Day and have strong visions for leadership at OHS in the coming months. I am most encouraged to see the Prefects effectively planning for their succession and working closely with the Junior SRC to mentor them. Under their leadership, 2016 will be a rewarding, refreshing and exhausting year of SRC and I cannot wait to see them soar!

Mrs Mages, SRC Coordinator

## Concluding Message

We are a progressive and inspirational learning community with high expectations committed to a cycle of continual improvement.

In 2016 our school priorities will be Orange High Culture Teaching and Innovation. We look forward to sharing our successes as a result of our efforts in 12 months.

Throughout the year current information about our school priorities and achievements can be found on our frequently updated website – [www.orange-h.schools.nsw.edu.au](http://www.orange-h.schools.nsw.edu.au)

Thank you for taking the time to read what is a brief snapshot and review of the educational activities at Orange High School throughout 2015.

David Lloyd  
Principal

