Our school at a glance

Orange High is a large, rural, comprehensive high school.

Each day members of our school community live our banner statement of “Tradition, Innovation and Excellence.”

Orange High maintains a strong partnership between home and school. Staff, students and parents have shared goals and expectations and actively work together to continually improve the school to achieve the best outcomes for students.

The school is supported through strong and effective parent and community groups, who play an integral role in contributing to the success of this outstanding school.

The foundation of the culture at Orange High School is embedded in its mission statement ‘Achievement in a Supportive Environment’. Students are encouraged and supported to achieve to the best of their ability.

Orange High School has a proud heritage that acknowledges and values academic, sporting and cultural activities. The school is committed to providing students with access to a wide range of opportunities both in curricular and co-curricular programs.

In 2012 Orange High School continued to focus on improving student engagement through:

- Positive School Culture
- Professional Learning
- Quality Teaching Practices
- Technology
- Student Literacy and Numeracy
- Differentiated curriculum catering for individuals
- Quality Learning Environments
- Attendance/Retention

Orange High School Centenary

This year, Orange High School celebrated its centenary. The school has been providing outstanding education to the people of Orange for one hundred years. Many ex students, parents and teachers joined the current members of the Orange High community for a weekend of activities to acknowledge the achievements of the school.

The celebrations included a formal assembly, student performances and school tours. Lady Cutler, the wife of the late Sir Rowan Cutler, an ex-student of the school was the guest of honour at the assembly.

Throughout the weekend, guests were able to view magazines and displays from the past 100 years. They were also able to purchase memorabilia marking the occasion.

One of the highlights of the weekend was the Centenary Ball, where guest were entertained by the 2012 Orange High School Stage band until the early hours of the morning. As well as socializing, each year group was keen to showcase their era through war cries and chants.

Orange High School is recognised for its beautiful grounds and a Tulip tree, (Liriodendron tulipifera) was planted to commemorate the Centenary. The weekend’s celebrations highlighted the strong school pride everyone associated with Orange High School has in ‘their’ school.
Students

Orange High School has a student population of one thousand and sixty students. Approximately 10% of students identify as being of Aboriginal or Torres Strait Islander descent.

Staff

Orange High School has ninety one permanent members of staff. This number includes teaching and school administrative and support. There is a sound mixture of very experienced and newly appointed teachers and administrative staff.

In addition to the permanent staff members, Orange High has a pool of highly trained temporary and casual teaching and non-teaching staff.

Significant programs and initiatives

In 2012, the ‘e2 extending education’ initiative continued to offer senior students a broad curriculum choice for the students at Blayney, Canobolas and Orange High Schools, Molong Central School and Anson St School.

In partnership with Charles Sturt University (CSU), TAFE and Central West Community College (VERTO) and local industry leaders, students were able to access a range of additional subjects to complement their own school’s curriculum.

2012 saw the first e2 Hospitality classes created utilising the new Hospitality Trade Training Centre ‘Hub’ built at Orange High School. Two Super Wednesday e2 classes were created (one in the morning and one in the afternoon) to cater for Hospitality students from all of the e2 secondary schools. Students studied competencies leading to a full Certificate II in this subject.

E2 continues to provide opportunities for the Public School communities of the Orange School Education Group.

Positive Behaviour For Learning

Orange High School is in its sixth year as a Positive Behaviour for Learning (PBL) school. The PBL behaviours are firmly embedded in the school culture. Surveys of staff and students conducted by external regional staff show that 100% of those surveyed believed that expectations were clearly defined and explicitly taught.

Principal’s message

Orange High School is a fine example of the value and the values of Public Education.

I am continually impressed by the students of Orange High School, and this report acknowledges and celebrates their achievements.

Our students epitomize the excellence of the 21st century youth. Our students demonstrate their respect for themselves, their families and their school by working to the best of their ability on a daily basis. Supported by their families and their teachers they have taken responsibility for themselves and their learning.

Great schools and their communities work hard to provide academic, cultural, physical and citizenship opportunities for their students. I believe our school does this well.

Orange High School’s strength is our students. The students show their keenness to co-operate and participate on a daily basis. They seize the experiences that the talented and dedicated teaching staff provides; they celebrate their successes and learn from their mistakes. At Orange High School they do this whilst caring for each other.

This is the last Annual School Report message I will write, as I am retiring at the end of the school year. I have enjoyed my 26 years of teaching and have loved each of the schools I have taught in. However, Orange High, and what it represents will always be special. I feel extremely lucky to have been appointed here.

We are large, we are public and we are truly comprehensive. Each time I have met with a new parent who has been concerned about their child starting a new school and are wondering if we will meet their child’s needs because they are: “academically gifted, a great dancer, a talented
musician, a great sportsperson, a bit shy, a bit outspoken, a bit different, a plodder”, (their words not mine) or a myriad of other characteristics, I have been able to honestly reply… ‘you have come to the right school. Orange High is a blend of everyone…the experience your child will have here is a reflection of the experiences they will hopefully have when they leave school…they’ll get along, they’ll be encouraged, supported and challenged…they’ll make friends and hopefully they will have fun too’.

I would like to publicly thank the staff and parents of the Orange High School community for the energy and the support they devote, working together, to help every Orange High School student to achieve their potential.

Orange High School does Quod Potero Sedulo, whatever I do, I do to the best of my ability.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Best wishes, Maree Angus
Principal Orange High School (2006-2012)

P & C message
As in the past, there was been plenty to do for the P&C in 2012. The fundraising activities did ease off a bit from the extra effort put in last year to secure the new bus but there were still BBQs to be cooked and functions to cater for in order to earn a few extra dollars to put towards new resources for the students. We were pleased to provide new shirts for the basketball team, new science equipment for use in the classroom and funds to enable the students to build the landscaping around the gym.

As always, a large amount of the funds the P&C received this year was from the P&C run school canteen. Thank you once again to Debbie Baker and the hard working team in the canteen and of course a very large thank you to the parents/grandparents who volunteer their time to work in the canteen throughout the year. We would have trouble keeping the canteen going and certainly wouldn't be able to enjoy the benefits of the funds it provides without the continued support of the volunteers.

2012 marked the year of the locker. After much discussion and investigation over many years we finally have lockers in the school. This is something that has been brought up in the early P&C meetings every year and till now has proved too difficult to implement. In 2012 Kate Griffen and the SRC worked tirelessly to come up with a workable proposal that was initially funded by the P&C and we now have lockers available to students to use so that they will not need to carry their heavy load of books, sports equipment etc around with them all day. We look forward to the lockers being fully utilised by the students over the coming years. Thanks to Mrs Griffen and the SRC for all the leg work to bring these lockers in.

The P&C was pleased to be part of the changed arrangements for the end of year celebrations for Year 12 in 2012. The age old tired tradition of muck up day was replaced with a week of positive celebrations that included a special dinner and activity night followed by a day of travelling around to mystery destinations with plenty of activities that left the students with the desired result of being happy, bonded with their peers and so worn out that they just wanted to get home to bed. It was a wonderful initiative designed by the school executive, partly funded by the P&C and implemented by the staff which not only left the Year 12 students with positive memories from their final days at school but also left the school and the remaining students fully intact.

2012 was the centenary year at OHS and the P&C played a role in the celebrations by providing some funding as well as helping to organise the gala day stalls coordinated by Alison Duffield and providing our grad ball expert Karen Kloosterman to help co-ordinate the fantastic centenary ball. The whole centenary celebration was a great success and a wonderful way to mark 100 years of the school so congratulations to all who were involved.

As the parent body we were again called upon to provide feedback and new ideas on proposals that affected the whole school. We said thank you to the teachers with a morning tea around

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As the parent body we were again called upon to provide feedback and new ideas on proposals that affected the whole school. We said thank you to the teachers with a morning tea around
World Teachers Day and said well done to many students who made it through to state and national level in their respective fields by way of a certificate and a donation towards their costs. The P&C also supplied the parent representative on various teacher merit selection panels throughout the year.

The various sub committees worked hard again this year to ensure things ran smoothly. Thank you to the canteen committee for helping to keep the canteen functioning throughout the year and thanks again to Karen and her team for providing yet another wonderful night of celebration for the graduating year at the grad ball. The PRISM sub-committee did a wonderful job all year in supporting and promoting the music students at the school so that the music program continues to be an important part of the school that is the envy of other schools in the district. Lynette McLeod, who has coordinated the PRISM group over the last few years is stepping back from the role in 2013 so we thank Lynette for the hard work she has put into music at OHS during her time in the group.

We sadly said farewell to OHS Principal of seven years Maree Angus in 2012. We sincerely thank Maree for her support and guidance during her time at the head of the school and wish her all the best for her retirement. We now welcome David Lloyd to the Principal’s position and look forward to working with him over the coming years to help the continued improvement of Orange High.

Thank you again to all the members of the P and C for working tirelessly to help achieve our goals for the year ensuring the students of OHS are provided as many opportunities as possible. I especially thank the rest of the P and C executive, Simon Kempson, Leanne Boss and Anne Roth for putting in the extra yards to ensure the P&C runs smoothly. I also again thank the 2012 school senior executive of Maree Angus, Michelle Barrett and Mick Sloan for their support of the P&C and commitment to OHS and our children.

We look forward to another great year in 2013.

Keith Lummis, President P&C

**Student representative’s message**

2012 has been a successful and busy year for the School Representative Council at Orange High School. We began our term in office at the beginning of Term 4 2011 with our newly elected representatives.

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 Juvenile Diabetes Research Foundation, K-Mart Wishing Tree, Cancer Council and the Cystic Fibrosis Foundation.

The SRC were also involved in helping the school community celebrate the centenary of Orange High School, assisting and being a part of the BBQ and Centenary Ball. Our school captains tested out their green thumbs during a tree planting ceremony and we have written letters and collected memorabilia to be included in the Centenary Time Capsule.

The SRC, in conjunction with the P&C, have been instrumental in the acquisition of school lockers within the school this year. Many students have now “lightened the load” they carry every day by using a locker.

Perhaps our proudest moment was the success of the “Anti-Bullying Pledge” that the SRC students wrote and asked students of Orange High School to sign. The pledge was signed by a large number of students, pledging not to be a part of or tolerate bullying in any form at Orange High School.

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 District SRC meetings, ANZAC Day, Red Shield Appeal, Relay for Life and Legacy Week.

We have also provided support and assistance during Year 6 orientation days, parent information evenings, e2 experience and formal assemblies.
Students have also provided valuable input and perspective into the PBL and Have Merit committees, becoming involved in the decisions that underpin our current merit systems.

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 positive role models for the students of Orange High School, leading the way in uniform, behaviour and attitude.

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**Student information**

It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.

Student enrolment profile

<table>
<thead>
<tr>
<th>Year</th>
<th>2009</th>
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<tr>
<td>12</td>
<td>87.4</td>
<td>88.8</td>
<td>87.1</td>
<td>87.6</td>
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<tr>
<td>Total</td>
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<td>87.6</td>
<td>86.4</td>
<td>86.7</td>
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<th>State DEC</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
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<tbody>
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<td>87.6</td>
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<tr>
<td>12</td>
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<td>89.7</td>
<td>89.9</td>
<td>89.2</td>
<td>89.1</td>
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</table>
The Orange High School student population is near capacity according to the Orange School Education Group zoning criteria. Each year, Orange High declines a large number of applications to remain below the maximum number of students the school can reasonably accommodate.

**Student attendance profile**

Student attendance improved from 2011 to 2012. Period by period roll marking increased student participation. The support from Orange School Office has assisted the school improvement. Student attendance at Orange High School is above region and slightly above state average.

**Management of non-attendance**

Orange High continued to focus on improving student attendance throughout 2012. Web based period by period roll marking improved the tracking of student absences. Instant messaging and emails to parents and caregivers, informed them immediately of their student’s absences.

In 2012 Orange High School personnel continued to contact the parents and caregivers of students with poor attendance patterns. Staff emphasised the importance of attendance to student learning.

School personnel also worked with regional staff to support student attendance. Improving and maintaining student attendance will remain a focus in 2013.

**Retention**

<table>
<thead>
<tr>
<th>Gender</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
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<tbody>
<tr>
<td>Male</td>
<td>485</td>
<td>494</td>
<td>510</td>
<td>510</td>
<td>503</td>
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<tr>
<td>Female</td>
<td>560</td>
<td>530</td>
<td>506</td>
<td>495</td>
<td>497</td>
</tr>
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</table>

Although an improvement on the 2011 retention rate and still the highest in the School Education Group, Orange High School’s retention rate is still below state average. Improving student retention will remain a priority in 2013.

**Post-school destinations**

- University: 19%
- TAFE: 1%
- Employment: 7%
- Apprenticeships/Traineeships: 5%
- Unknown: 68%

**Year 12 students undertaking Vocational or Trade training**

Fifty-eight percent of senior students at Orange High School study one or more vocational or trade training subjects. This is in line with 2010 and 2011 data.

**Year 12 students attaining HSC or equivalent vocational education qualifications**

Over 99% of Year 12 students achieved a Higher School Certificate (HSC) in 2012. One student is studying by pathways.
Staff information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>3</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>12</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>50</td>
</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>1</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>2</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>17</td>
</tr>
<tr>
<td>Total</td>
<td>91</td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce.

Orange High School has one identified position, the General Assistant. This position is filled by an Aboriginal person. Orange High School also currently employs one Aboriginal Education worker.

Staff retention

The staff retention rate at Orange High School for 2012 was 99%. Three staff members retired and another received a promotion to another school outside of the region.

Teacher qualifications

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

Staff are continually improving their teaching practices through ongoing professional development.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
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<tr>
<td>Postgraduate</td>
<td>65</td>
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</tbody>
</table>

Financial summary

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

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2012</th>
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</thead>
<tbody>
<tr>
<td>Income</td>
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<tr>
<td>Balance brought forward</td>
<td>626 419.20</td>
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<tr>
<td>Global funds</td>
<td>966 271.38</td>
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<tr>
<td>Tied funds</td>
<td>627 126.36</td>
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<tr>
<td>School &amp; community sources</td>
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<tr>
<td>Interest</td>
<td>33 503.08</td>
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<tr>
<td>Trust receipts</td>
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<tr>
<td>Canteen</td>
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<td>Total income</td>
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<table>
<thead>
<tr>
<th>Expenditure</th>
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<tbody>
<tr>
<td>Teaching &amp; learning</td>
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</tr>
<tr>
<td>Key learning areas</td>
<td>216 484.35</td>
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<tr>
<td>Excursions</td>
<td>180 481.59</td>
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<tr>
<td>Extracurricular dissections</td>
<td>286 504.64</td>
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<tr>
<td>Library</td>
<td>5 070.32</td>
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<tr>
<td>Training &amp; development</td>
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<tr>
<td>Tied funds</td>
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<tr>
<td>Casual relief teachers</td>
<td>161 019.19</td>
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<tr>
<td>Administration &amp; office</td>
<td>207 449.91</td>
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<td>School-operated canteen</td>
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<tr>
<td>Utilities</td>
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<tr>
<td>Maintenance</td>
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<tr>
<td>Trust accounts</td>
<td>262 941.78</td>
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<tr>
<td>Capital programs</td>
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<tr>
<td>Total expenditure</td>
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<td>Balance carried forward</td>
<td>1 079 486.01</td>
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</table>

Included in the balance carried forward is $650,000 for the Music extension. The school community raised $350,000, and this was supplemented by a state government contribution, through joint funding.

In addition to the income reported in the financial summary, Orange High School receives significant funds from the P&C operated canteen. The funds provide for physical resources, programs and initiatives requested by staff and students.

In 2012, in response to ongoing concerns raised in recent years about the health concerns caused by heavy school bags, the P&C funded the introduction of lockers for students.

A full copy of the school’s 2012 financial statement is tabled at the annual general meetings of the School Council and/or the parent...
Further details concerning the statement can be obtained by contacting the school.

The Orange High School community values the involvement of our students in a variety of extra-curricular activities. Teachers and parents give freely of their time to provide students with a diverse range of opportunities.

The students of Orange High School continue to excel in every area of school life. They are a credit to themselves, their families, their school and their community.

**Achievements**

**Arts**

**Musical Achievements**

- The Orange High School Stage Band won Division 2 of the National Stage Band Championships for the second year.
- Three students were selected to join the prestigious Generations in Jazz course for 2013.
- Music students participated in a range of workshops with professional performers including Adam Page and the ‘Generations in Jazz’ Stage Band.
- Students performed at a variety of school and community events including: Cabaret evenings, Frost Fest the Centenary Ball and formal assemblies.
- The Orange High Marching Band led the Orange Community Anzac March.
- Orange High School musicians and choirs received acclaim in a variety of division at the Orange Eisteddfod.

**Visual Arts**

- Nine students received awards in the Art competition for the inaugural Orange Apple Festival.
- The Year 10 Photo and Digital Class by ex-student, Luke Wong from the ABC created a short film for the ABC’s ‘110% Project’.
- Orange High School presented a number of Art exhibitions throughout the year. These were attended by the general public and members of the school community.

**Dance**

- The Indigenous Dance group participated in workshops presented by Sunnie Townsend from the Bangarra Dance Festival.
- The Indigenous Dance group performed at the School Spectacular.
- Eleven dance ensembles performed in the Western NSW Dance Festival.
- OHS Dance students achieved acclaim in a variety of sections of the Orange Eisteddfod.

**Sport**

- Madison Smith and Rachel Divall were selected in the NSW Combined High School’s Hockey Team.
- Emma Dillon was selected as a member of the Combined High School’s U 15 Touch Team
- More than 200 students travelled to Gosford to participate in the Malynley Shield competition.
- Five teams were Regional champions. The Open Girls Hockey Team received a silver medal at the CHS State championships.
- Devin Gilmore, Lauren Kerwick and Kyle Ostini represented Western Region at the NSW Combined High School State Swimming Championships. Lauren Kerwick received a Bronze medal in 100 metre backstroke.
Seventy students and staff participated in the Colour City Running Festival.
Students participated in the Premier’s Sporting Challenge.
Students participated in the Coonabarabran Equestrian Expo.
Joey Thorley won a Bronze Medal for the 1500m race at the Combined High School’s State Athletics Championships.
The Open Girls Touch Team received a silver medal at the Combined High School State Championships.
Orange High School students represented Western region in 59 events.
Kyle Fuller represented NSW in the U18 National Indigenous Rugby Union championships.
Jesse Keegan represented NSW in CHS squash.

General

- Christopher Ryan received the Minister’s Award for Student Excellence.
- Sarah Owens, Year 12 achieved the Duke of Edinburgh, Bronze Medallion.
- Alexandra Boyd and Kim Yeji achieved a Distinction in the ICAS Mathematics Competition.
- Eleanor Delaney achieved High Distinctions in the UNSW English and the UNSW Writing Competitions.
- Seven students achieved an ACE Award (the highest award in the school merit system)
- Year 10 students participated in the Brent Sanders seminars that focus on healthy and safe lifestyles. (The local Zonta club funds the seminars each year.)
- A breakfast Club staffed by volunteers operated five days a week.
- Thirty students from Ushiki Eishin High School, Japan were billeted by Orange High School students for two weeks.
- Sixteen students travelled to Japan for a reciprocal visit with Ushiku Eishin High School.
- The student leadership team attended the Impact Leadership Conference at the Sydney Olympic Sports Centre.
- Eleven students received Orange Australia Day awards for representing NSW in their chosen sports.
- Bryce and Kyle Ostini received the 2012 Orange Young Citizens of the Year Award for their fundraising efforts to support cancer research and treatment.
- Students collected in the community for the Legacy and the Red Shield Appeal.
- Year excursions were held to celebrate and acknowledge students’ achievements.
- Nine students are enrolled in Xsel, the Virtual Selective High School.
- Year 9 students successfully ran the Peer Support Program that assisted Year 7 students’ transition to high school.

Academic Achievements

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.

Yr 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
Yr 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

SSG refers to Statistically Similar Groups of schools.
Reading – NAPLAN Year 7

<table>
<thead>
<tr>
<th>Skill Band Distribution</th>
<th>Band</th>
<th>Number in Band</th>
<th>Percentage in Bands</th>
<th>Average score, 2012</th>
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Student achievement in reading is slightly below state average; however, it is above the statistically similar group.

Spelling – NAPLAN Year 7

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Student achievement in spelling is below state average but has improved on the last five years average. Student achievement in spelling is above the statistically similar group of schools.

Writing – NAPLAN Year 7

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Student achievement in writing is below state average but above the statistically similar group of schools.

Numeracy – NAPLAN Year 7

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Student achievement in numeracy is below state average; however it is above the statistically similar group.

Reading – NAPLAN Year 9

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Average student achievement in reading is slightly below state average. It is above the statistically similar group of schools.

Spelling – NAPLAN Year 9

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Average student achievement in spelling is below state average and above statistically similar group of schools average.

Grammar and Punctuation – NAPLAN Year 9

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Average student achievement in spelling is below state average and above statistically similar group of schools average.
Writing – NAPLAN Year 9

Average student achievement in writing is slightly above state average. It is significantly above the statistically similar group.

Numeracy – NAPLAN Year 9

Student achievement in numeracy is below state average; however, it is above the statistically similar group.

National Benchmark

Orange High School is supporting students to achieve the minimum standards.

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link http://www.myschool.edu.au and enter the school name in the Find a school and select GO.

RoSA

The Record of School Achievement (RoSA) is the new credential for students. It replaces the School certificate and provides a credential for students who leave school after Year 10 and before they receive their Higher School Certificate.

Students who leave school before they complete their HSC will have the option to undertake the Literacy and Numeracy tests. RoSA will also provide an overview of students’ extra-curricular endeavours. Higher School Certificate

Student performance in the state wide Higher School Certificate is reported in six achievement bands. Band 6 is the highest achievement band, and Band 1 is the lowest.

One hundred and twenty Orange High School students sat the 2012 Higher School Certificate examinations. Students studied a broad range of subjects at Orange High School, TAFE and at one of the schools within the e2collaboration. Students at Orange High School achieved well above state average in a range of subjects. These subjects included: English Extension 2; Engineering Studies; Dance; Industrial Technology; Legal Studies; Extension History; Music 1, 2 and Extension; Physics; Hospitality and Metals and Engineering.

In the subject of Dance two students were invited to audition for “Callback” which showcases the best HSC practical Dance performers and choreographers. After the Music practical examinations, one Year 12 Music student was invited to audition for “Encore”.

The 2012 Dux of the school was Kenan Milham. Kenan achieved an ATAR of 98.5. In 2013, Kenan
will be studying Law at the University of New South Wales.

**HSC SUMMARY**

Over 50% of the 2012 Year 12 cohort received early entry to university. Early entry is awarded on school recommendation, school reports and students' written application.
Aboriginal Education

Improving academic outcomes for Aboriginal students was an important focus for OHS in 2012. All staff were trained in the ‘8 Ways’ of Learning Program ensuring teachers were well supported in incorporating Aboriginal perspectives and culturally appropriate activities in their teaching practice. The ‘8 Ways’ Program caters for both Indigenous and non-Indigenous students.

Norta Norta funding was used to provide individual tuition to Aboriginal students in the senior years. This program was widely acknowledged by students, parents and staff as an effective support framework for the students.

Orange High School supports Aboriginal students to celebrate their culture in a variety of ways. It also strives to ensure that non-indigenous students and staff continually increase their understanding of Australia’s heritage.

Progress on 2012 targets

School priority 1

Improved Literacy and Numeracy

- All teaching staff participated in explicit teacher professional learning to use Naplan data analysis.
- Increased by 3% the number of Year 9 students in the top two bands of writing in Naplan.
- The number of Band 6s in the HSC significantly increased from 2011.

School priority 2

Improved Attendance and Retention

- Student attendance improved by 0.5% in 2012.
- Orange High School student attendance was slightly above state average, and well above the region average attendance.
- 100% of staff used period by period roll marking.
- Parents and caregivers received electronic notification of student absences.
- Students’ excellent attendance was acknowledged and rewarded.
- A student transition coordinator supported students at key transition points.

School priority 3

Refined Quality Teaching Practices

- 100% teaching staff submitted their Professional Learning Plan in a timely manner.
- The Teaching Assessment Review Schedule (TARS) was reviewed and refined throughout the year.
- 21% of teachers felt well supported by the TARS process and it is beneficial to their teaching practice.
- 54% of teachers felt supported by the TARS process.
- The TARS process aligns with the NSW Institute of Teachers’ Professional Standards.
Two faculties accessed regional support to formally evaluate and improve teaching practice.

100% of Newly Appointed Teachers (NATs) participated in a comprehensive induction program.

School evaluation
Educational and management practice

Each year, public schools throughout NSW complete an evaluation of education and management practice in one of the following areas: learning, teaching, planning, management, leadership and culture. Orange High School evaluated planning, focusing on the planning and implementation of student subject selection for their Stage 6 pattern of study.

Background

The analysis of the 2011 Higher School Certificate results indicated that a small number of students had undertaken courses that they found very difficult. This was particularly evident in the extension courses.

Staff decided that further refinement was needed in the planning stage of the students’ subject selection process. The curriculum then selected planning as the educational and management practice to be evaluated in 2012.

Interviews, surveys and documentation analysis informed the evaluation process.

Findings

A number of teaching staff did not understand the complexity of the (ATAR) Australian Tertiary Assessment Ranking calculation process.

A large number of students had believed that they needed to follow a pattern of study that qualified them for an Australian Tertiary Assessment Rank (ATAR) although they had no intention of pursuing university studies.

Discussions with parents and students suggested that they did not feel fully informed about the level of difficulty of some courses during the subject selection process in Year 10.

A number of students and parents did not have a clear understanding of how the ATAR was calculated. The incorrect assumption that subject choice rather than actual results in courses impacted on the ATAR was widely held.

After examining the 2011 subject information and selection process a number of changes were implemented in 2012.

The subject information evening included a significant section on the calculation of the ATAR and included some case studies using a variety of subjects and levels. Head Teachers and single subject teachers were available on the evening.

The selection process included an evening that provided the opportunity for students and their parents to have a scheduled meeting with a member of the senior executive or the Head Teacher Administration. At the meeting, NAPLAN data and school reports were used to inform the decisions made about the level of courses.

A small number of students chose subjects at a level more difficult than suggested by their teachers.

Future directions

The senior executive and Head Teacher Administrations will be involved in curriculum choices and changes made by the students they initially counseled throughout stage 6.

Students who selected subjects contrary to advice provided will be supported and monitored closely. Formal meetings with the student, parent and staff member midway through term one, Year 11 to assess the students’ progress.

Professional development for the teaching staff will be provided on the calculation of student ATAR.
The Year 10 into 11 subject selection evening and subsequent subject selection process will continue to be evaluated and refined to ensure it meets the needs of all students.

**Curriculum**

As part of Orange High School’s commitment to continual improvement, a rigorous self-evaluation process of a Key Learning Area is implemented annually. The curriculum area of focus for 2012 was Mathematics.

**Background**

There have been significant staffing movement in the Mathematics faculty. To ensure that the group was working effectively, it was decided to review systems and practices to provide a strategic plan for the future.

At the request of the Principal, an external team was asked to visit the school to evaluate Mathematics. The purpose was to provide a framework to support future Mathematics planning and identify faculty strengths and areas for development. The findings will be reflected in school planning with Mathematics being a priority at Orange HS (OHS) in 2013-14. Students, staff and parents were interviewed; lessons observed and documents pertaining to the teaching of Mathematics analysed.

**Findings**

Mathematics staff are dedicated and committed to providing the best learning opportunities for students.

The lack of stable faculty leadership has impacted on a cohesive approach to planning and curriculum delivery.

New systems for the collaborative development of teaching programs and assessment will enjoy consistency and raised expectations.

Professional learning for staff should be more strategic and to address the range of teacher need especially for less experienced, new scheme staff.

Staff use of technology to support teaching and learning could be strengthened.

Students were clearly able to articulate a quality Mathematics lesson and enjoyed a mixture of teacher instruction, individual and small group learning.

The use of the SMART package to inform student achievement and identify focus areas for development was limited.

Lessons observed during the visit reflected thorough planning and a variety of strategies and activities to ensure student engagement.

The range of student learning needs and abilities was catered for through grouping, personalised learning plans and extension activities.

**Future directions**

Faculty planning will reflect the school priority areas. It will address student need as a result of SMART data analysis. The Head Teacher will be supported in this process by regional office staff.

Teachers will develop individual professional plans. These be incorporated into aspects of supervision and staff development processes.

Faculty resources will be audited. This will include access to and use of IT to support classroom practice.

Faculty leadership will build on the collaborative practice around development of assessment tasks. It will include lesson planning and the sharing of resources.

The agenda for faculty professional learning meetings over each semester will include SMART analysis, curriculum differentiation and the integration of technology.
The induction of new scheme teachers will include, classroom planning, behaviour management and the Quality Teaching Framework.

Parent, student, and teacher satisfaction

In 2012, the school sought the opinions of parents, students and teachers about the school. The majority of parents, students and teachers surveyed were proud to be associated with Orange High School.

Parents were impressed with the use of emails as a means of communication with the school. Almost half of the parents surveyed indicated that they received an email from teachers at least one a term.

The majority of parents indicated that they understood the use of signature to reward student effort. Parents and students noted that teachers had an inconsistent approach to the signature system.

Students, parents and staff recognized and valued Positive Behaviour for Learning (PBL).

Professional learning

During 2011 the school received significant funding for Teacher Professional Learning (TPL) funding. These resources were allocated according to the schools professional learning plan as part of the 2012 school management plan.

All teachers participated in school-based teacher professional learning activities including school development day workshops and faculty activities focused on the attainment of school development targets improving quality teaching and learning outcomes, and ultimately 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.

School planning 2012—2014

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

The focus for all of our school priorities is to improve student engagement and therefore improve student outcomes.

School priority 1

Outcome for 2012–2014

Increase the proportion of matched students achieving literacy results from year seven 2011 to year nine 2013 in the top bands by 3%.

2013 Targets to achieve this outcome include:

- Incorporation of specific NAPLAN literacy skills into every unit in Years 7 to 9.
- Focus on new text selections to increase engagement especially with boys.
- Cross curricula focus on persuasive writing.
- Provide opportunities for students to enter literacy competitions and extra-curricular literacy activities.

Strategies to achieve these targets include:

- Identified students working in small group and team teaching settings to increase achievement.
- Identified high achieving students completing extension and enrichment activities.
- Development of a whole school literacy team.
- Professional development of staff through the development of units for the Australian Curricula.

School priority 2

Outcome for 2012–2014

Increase the proportion of matched students achieving numeracy results from year seven 2011 to year nine 2015 in the top two bands by 2%.

2013 Targets to achieve this outcome include:

- Increase numbers of students achieving results in the top two bands through extension and enrichment activities.
- Increase boy’s numeracy achievement through increased engagement and sense of achievement.
- Continue to integrate into classroom teaching, extension, enrichment and homework activities.
- Investigate Mathematics Head Teacher working at partner primary schools to develop closer links including:
  - Mentoring of high achieving students.
  - Curricula mapping over stages three and four.
  - Teaching and learning development.
  - Team teaching.
  - Differentiation of the curricula.

**Strategies to achieve these targets include:**
- Identified high achieving students complete extension and enrichment activities.
- Identified lower achieving students receive support in small groups and team teaching settings to enhance literacy achievement.
- Development of a whole school numeracy team.
- Professional development of staff through the development of units for the Australian Curricula.

**School priority 3**
Increase whole school attendance by 0.4% from an above the state average figure of 89.84% in 2012 to 90.24% at the conclusion of 2013.
- Positive promotion and publicity of attendance statistics and the importance of regular attendance.
- Case management of students with poor or declining attendance patterns.
- School involvement in regional attendance initiative in partnership with the Home School Liaison Team including phone calls and follow up of students late to school.

**About this report Strategies to achieve these targets include:**
- Reduction in students arriving late to class.
- Reduced roll marking errors.
- Improved school systems around excursions and variations of routine.
- Further development of a school culture that values the relationship between regular attendance and high achievement.

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school’s practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school’s future development.

Maree Angus, Principal
Michelle Barrett, Deputy Principal
Michael Sloan, Deputy Principal
Kylie Winslade, Classroom teacher
Gail Thorley, School Administration Manager
Catherine Sharp, School Administration Officer
Janine Caughlan, Parent Representative

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Email: orange-h.school@det.nsw.edu.au
Web: www.orange-h.school@det.nsw.edu.au
School Code: 8134

Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: