School context

Orange High School is proud to be an integral part of the public secondary education system and is located in the heart of the picturesque Central West Regional Centre of NSW.

Principal’s message

Inspirational young people who are motivated and determined to achieve at the highest possible level, across a diverse range of areas provide an environment that constantly reminds me how fortunate I am to be Principal of such a dynamic school community.

In every area of the school there is a constant and perpetual improvement that is sustained by the enthusiasm and drive of a committed and cohesive body.

The following extract from a Year 12 English speech delivered as part of an assessment task where students were required to complete a literary analysis of the theme of ‘Belonging” based on Shakespeare’s ‘As you Like It” demonstrates the understanding, need and necessity of a strong sense of belonging which Orange High provides for the community.

Who and where we belong to is our identity. Quality and depth of life is defined through our understanding of belonging to ourselves, to our own identity, to our family and to the world around us. Belonging is a feeling of security, a sense of comfort that brings spirits of identity and inclusion. Identity and belonging are intertwined and complex, juxtaposing fundamental features of the intricacy between individual identity and the understanding of the cultures, beliefs, places and spaces surrounding us. It is with this complexity in mind that individual people find their sense of belonging in our modern contemporary society.

The deep level of student belonging to, and pride in, Orange High School was further evidenced by the outpouring of emotion as we were narrowly defeated in the last 15 minutes of the Astley Cup soccer game by Bathurst High School. Witnessing such an outpouring of passion directly linked to determination, hunger and loss was enough to convince even the most hardened individual that young people in our school care passionately about Orange High School and the incredible history that has been created by generations of former students.

One of the reasons I believe students feel so strongly about our school is the diversity of opportunities provided within it. There is a place for everyone. A walk around the school most mornings of the week prior to school will likely reveal maths students working with a teacher to work through difficult homework, senior English students undertaking extension activities, students in the Performing Arts Centre practising their dance routines while in the music centre students could be found singing in the Choir or Man Choir. At lunch time students who prefer to avoid the intensity of the playground are found in Lunch Club, or the new Mathletes group comprised of elite maths students solving maths problems for fun. Christian students or those exploring Christianity freely meet weekly and students regularly practise sport on the oval. In the afternoon, it would be highly likely students could be found practising instruments in the music centre or exercising as part of a sporting team. The list of opportunities is almost endless with the main point being that Orange High School provides a place for every student to belong and find a niche.

Amidst this sense of inclusion through, teachers are very cognisant of the challenge to educate and prepare young people for a future that is very different to the one we know today. We are well aware that a number of our families at school are personally affected by the significant structural changes occurring in the Australian economy with the well-documented shift away from traditional manufacturing and agricultural industries. All of us here tonight would be aware the future has fewer and fewer jobs for school graduates with low skills levels. This reality raises the pressure further on us as a school to deliver
more at higher levels. We all want for our children a sense of belonging but to also have knowledge skills and values that will ensure a productive and rewarding lifetime.

Amidst this economic shift, we find ourselves as a school, in the middle of an unprecedented level of change, as the relatively centralised public education system shifts significantly to a localised and contextualised model, where the individual school rather than regions or networks become the hub. This change brings with it the freedom to specialise and capitalise on our existing strengths but also building and developing on other areas. I am genuinely excited by the opportunities the realignment will provide over the coming years as I believe we have the committed, talented and passionate team of educators required to extract every possible benefit from the opportunity to work continuously to better their skills and to be fully accountable for their results.

As a school we are certainly not perfect but we do have a passion and determination to push boundaries to continually improve what we do to obtain the highest possible educational outcomes for every student, no matter what their age, ability level or interest.

To ensure future incremental improvements in HSC results, throughout 2013 a number of changes were introduced to establish the foundation for an even tighter focus on increasing academic achievement. From 2014 onwards, senior students will benefit from an increase in face to face teaching time of 11% following changes to the ‘Super Wednesday’ model. These improvements benefit students at our school while still enabling access to TAFE and retaining the ability to offer students in Blayney, Molong and Canobolas High Schools access to Higher School Certificate courses via videoconferencing or physical transport if required.

To support academically talented junior students, we have designed and prepared the introduction of the High Achievers Program for students with significant gifts and talents. This initiative will see academically talented students challenged and supported in a differentiated learning environment structured to increase academic learning whilst retaining all of the benefits of belonging to a comprehensive high school that reflects the diverse and healthy community in which we live.

Installation of technology hardware in every learning space throughout 2014 has provided an infrastructure that will support technology based learning well into the future. I am pleased to report, for the first time in the history of Orange High School, that every blackboard has been replaced by interactive digital technology thanks in large part to the financial support from the Orange High School Parent and Citizens Association.

For 2014 we will continue to build on our existing strengths with the following 5 key priorities:

- Classroom Teaching
- Literacy and Numeracy
- Technology
- Gifted and Talented and
- New Australian Curricula

Each priority has a strategic whole school plan supported by individual faculty plans and teacher professional learning plans. I look forward to reporting our success in each area as we move through 2014.

The reason it has been possible to initiate such a bold and ambitious set of plans is the commitment of the leadership and staff teams. Within the team are exceptional educators, the capacity of which I confidently estimate is unmatched across western NSW. Evidence of this comes from the fact that 2 out of a total of 23 Ministers Awards for Excellence in 2013 were from Orange High School, the only school in over 2200 NSW schools to achieve such a feat.
Likewise the support staff teams at Orange High School are comprised of people with a wide range of skills. I enjoy working with them and appreciate that each person has been challenged and responded positively throughout the year.

I commend this Annual Report to you and trust that through it you will appreciate our schools achievements and areas for future development. We are proud to be a school that welcomes and nurtures students from all social, economic and cultural heritages and look forward to future success in these endeavours. We will use our success in 2013 as a motivation for renewed efforts at an even higher level of achievement in 2014 and beyond. Next year we go further and harder as we seek to capitalise on our learning in 2013; no half measures, no excuses, no boundaries, no limits and no self-doubts ....after all, we are Orange High School!

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.

David Lloyd – Principal

P & C President’s Report 2013
As in the past there was plenty to do for the P&C in 2013. The year started with the inaugural outdoor cinema night. The idea being to bring the school community together on a fine, balmy autumn evening to enjoy each other’s company, enjoy a contemporary film and raise some funds at the same time. The night was fun; we did enjoy a film and each other’s company.

We ran a few BBQ’s throughout the year for various events as we usually do and this task was made all the more enjoyable with the two new BBQ’s that were purchased early in the year courtesy of a grant for the specific purpose.

The efforts of fundraising are always rewarded with the P&C being able to provide funding for various resources. This year the largest portion of our funding went to providing audio visual equipment for the classrooms to ensure that the same level of technology was available to the teaching staff in every classroom in the school. Thank you to the Orange Ex-services Club for providing some of the funding that went towards the AV equipment. We also provided funds for other essential areas such as $6000 for text books which were otherwise unable to be supplied This is not something the P&C usually needs to purchase but due to a shortfall in funding, from other more regular means, it was a necessity this year. We also again funded the successful end of school celebrations for the year 12 students.

As always, a large part of our funds came from the school canteen so thank you to Debbie Baker and the canteen staff and special thanks to the volunteers who give up their time each year to help out in the canteen and also, thank you to the P&C canteen committee for your efforts in ensuring the canteen runs smoothly & profitably.

We were finally able to enjoy the wonders of the new recital room in the Music Centre this year. The new building was the culmination of many years fundraising and organising by a great number of people including the P&C and especially the PRISM sub-committee. It took a lot of hard work to bring the building to fruition so thank you and well done to all who were involved with the long process.

A special thank you to the P&C executive of Simon Kempson, Leanne Boss and Anne Roth for all their work in keeping the P&C running this year and again thank you to the senior school
executive of David Lloyd, Michelle Barrett and Mick Sloan for their continued support of the P&C.

We look forward to another great year in 2014.

Mr Keith Lummis, P&C President

Student Representative Council’s (SRC) message
2013 has been a very busy year for the School Representative Council. Our term in office began at the start of Term 4 2012. Elected representatives included:

Captains – Amanda Clothier and Lachlan Jensen
Vice Captains – Matthew Boss and Ruby Taylor
Prefects – Brianna King, Matthew Corben, Natasha Rudd, Michael Dillon, Jessica Webb, Angus Parsons, Madison Wong and Samuel Riley.
Koori Representative – Nikita Campbell
Year 12 Representative – Holly Bullen
Year 11 Representatives – Beth Clarke, Seamus Logan, Glen Maxwell and Kishaya Delaney.
Year 10 Representatives – Katelin Eslick, Angelic Graf, Alice Kjoller and Shannen Wells.
Year 9 Representatives – Molly Collins, Helena Griffith, Bryce Ostini and Gerry Shea.
Year 8 Representatives – Mackellan Blowes, Harrison Griffith, Isabel Harris and Georgia Sippel.

House Captains
Bourke – Kiel Chapman and Cassidy Dunn
Elliott – Trent French and Meaghan Kempson
Macquarie – Codey McHatton and Braden Riles
Parkes – Sarah Scott and Maddison Smith

House Vice-Captains
Bourke – Rianna Bordic and Hayden Dillon
Elliott – Jordan Griffen and Nelson Harris
Macquarie – Rachael Ogilvie and Kyle Ostini
Parkes – Alexander Thomas and Brock Zylstra

Our first official functions involved the end-of-year celebrations for Year 12 including a 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. We used creativity and initiative to assist worthy organisations and raised thousands of dollars with the support of the entire student body at Orange High. Some of the charities supported include the K-Mart Wishing Tree and Cancer Council. The SRC led a team of students at Relay for Life, representing the school with pride and a wonderful sense of community spirit. Donations were also made to the Heart Foundation and Westmead Children’s Hospital.

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

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 wonderful role models for all students at
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 Young Leaders Day, a gathering involving 10,000 student leaders from throughout NSW. They were entertained and inspired by speakers from many fields.

The prefect body regularly met with the Principal Mr Lloyd to provide a student perspective on a range of aspects related to school leadership. Our captains also attended regular Rotary luncheons to offer their perspective on community issues.

The prefect fundraising efforts for the school gift were colourful, creative and raised $4000. This money was used to provide new flags for each sporting house, outdoor furniture for our newly landscaped garden as well as donations to both Vision Australia and the Cystic Fibrosis Foundation.

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.

Each prefect made themselves available to be a ‘Slave for a Day’ during Term 3, another successful fundraiser.

Elections for the 2013-14 SRC were held in Term 3 with record nominations being taken. The election process for the prefects took on a formal approach, asking students to address selection criteria as well as attend an interview to discuss their leadership aspirations. This process was designed to ensure all candidates had a deep understanding of leadership requirements and skills. Students responded positively to the new requirements and demonstrated great potential as aspiring leaders.

The newly elected Prefects for the 2013/14 year are Trent French and Meaghan Kempson as School Captains, Ryan Milham and Elizabeth Clarke as Vice Captains, Haley Butcherine, Kishaya Delaney, Codey McHatton, Juanita Punivai, Braden Riles, Cameron Sharp, Eli Todman and Christopher Warren, as prefects. It is exciting to work with future leaders and to help them develop their leadership skills.

Thank you to our 2012-13 Prefect body; Lachlan Jensen and Amanda Clothier as School Captains, Matthew Boss and Ruby Taylor as Vice Captains, and Matthew Corben, Michael Dillon, Angus Parsons, Samuel Riley, Brianna King, Natasha Rudd, Jessica Webb and Madison Wong who have all been great role models for the students of Orange High School.

The SRC has continued to be a dedicated and enthusiastic group of students who have worked tirelessly to represent the student body and it is anticipated that they will continue to be an effective student voice.

Mrs Kate Griffen, SRC Co-ordinator

Student information

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

Student enrolment profile

![Enrolments](image)

Student attendance profile

It is pleasing to see student attendance continuing to improve throughout 2013 to be above state and similar school statistics. Orange High School believes high achievement at school is directly linked to high attendance.
Management of non-attendance

Orange High continued to focus on improving student attendance throughout 2013. Web based period by period roll marking improved the tracking of student absences.

Management strategies to support classroom teachers, Head Teachers and Senior Executive are clearly outlined in Orange High School’s PBL manuals and provide many meaningful ways to further develop the link between learning and attendance.

In 2013 Orange High School personnel continued to contact the parents and caregivers of students with poor attendance patterns via phone, letter, SMS and email.

Many interviews were held providing both parents and students strategies to further increase participation.

Attendance data was regularly distributed to staff such as Year Advisers to not only identify poor patterns of attendance, but also to enable acknowledgement to be given to the vast majority of OHS students who have exemplary attendance.

School personnel also worked with regional staff to support student attendance. Improving and maintaining student attendance will remain a focus in 2014 with the increased use of technology and in combination with parent support.

Year 12 students attaining HSC or equivalent

100% of students who undertook their year twelve studies at Orange High School in 2013 successfully obtained a Higher School Certificate (HSC).

Post-school destinations

University 60%
TAFE 8%
Employment 9%
Apprenticeships/Traineeships 8%
Unknown 15%

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 2013, 45% of students studying for their HSC also undertook vocational training at school and or TAFE as part of their studies.

In addition, 52% 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.

**Workforce information**

Orange High School’s staffing entitlement is determined through student enrolments. In addition students with special needs are supported through the employment of specialized staff. The table below outlines the respective number of staff according to their position.

**Workforce composition**

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>2</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>13</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>64</td>
</tr>
<tr>
<td>Teachers of Emotional Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>Teachers of Mild Intellectual Disabilities</td>
<td>1</td>
</tr>
<tr>
<td>Student Learning Support Officer</td>
<td>7</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>20</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>113</td>
</tr>
</tbody>
</table>

Orange High School is proud to employ a number of staff with an Aboriginal heritage. In 2014 Orange High School will employ an Aboriginal Learning and Engagement Officer to further support Aboriginal student learning.

**Teacher qualifications**

All teaching staff at Orange High School meet the professional requirements for teaching in NSW public schools.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>70%</td>
</tr>
<tr>
<td>NSW Institute of Teachers</td>
<td>48%</td>
</tr>
</tbody>
</table>
**Professional learning**

During 2013 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 2013 school management plan.

All teachers participated in school-based teacher professional learning activities including school development day workshops and faculty activities. These activities focused on the attainment of school development targets; 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 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>30/11/2013</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>1 079 486.01</td>
</tr>
<tr>
<td>Global funds</td>
<td>850 201.96</td>
</tr>
<tr>
<td>Tied funds</td>
<td>483 609.16</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>350 019.28</td>
</tr>
<tr>
<td>Interest</td>
<td>23 166.29</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>121 705.94</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Expenditure</strong></td>
<td>1 828 702.63</td>
</tr>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>211 973.79</td>
</tr>
<tr>
<td>Excursions</td>
<td>116 081.75</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>156 787.85</td>
</tr>
<tr>
<td>Library</td>
<td>5 604.77</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>1 540.06</td>
</tr>
<tr>
<td>Tied funds</td>
<td>598 764.43</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>228 295.25</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>189 454.01</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>225 630.14</td>
</tr>
<tr>
<td>Maintenance</td>
<td>96 806.97</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>136 467.83</td>
</tr>
<tr>
<td>Capital programs</td>
<td>289 241.43</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>651,540.36</td>
</tr>
</tbody>
</table>

A full copy of the school’s 2013 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

**School performance 2013**

Orange High School takes pride in offering students broad and extensive educational experiences. Literacy and numeracy are the highest priority followed by artistic, cultural and sporting pursuits. The development of student health including physical and mental health is an additional priority to ensure the holistic
development of whole young people keeping them in good stead for their lives.

**Academic achievements**

**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.

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

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

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](http://www.myschool.edu.au) and enter the school name in the *Find a school* and select GO to access the school data.

**NAPLAN Year 7 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)**

The following graphs visually illustrate literacy achievement of Orange High School in comparison to the Orange Group of Schools as well as the average student achievement at Orange High School over the previous four years in year seven literacy. Particularly pleasing are the increases in the number of students achieving results in the highest bands in writing.
NAPLAN Year 7 - Numeracy

The following graphs demonstrate numeracy achievement of Orange High School in comparison to the Orange Group of Schools as well as the average student achievement at Orange High School over the previous four years in numeracy. Particularly pleasing is the increase in the number of students achieving results in band nine, the highest band possible in year seven.

NAPLAN Year 9 - Literacy (including Reading, Writing, Spelling and Grammar and)

The following graphs illustrate the literacy achievement of students in year nine at Orange High School in comparison to the Orange Group of Schools as well as the average literacy achievement of year nine students at Orange High School over the past four years. The relative reduction in the number of students achieving results in the bottom band for grammar and punctuation and the relative increase in the number of students achieving results in the higher bands is of particular note.
Percentage of students in bands:
Year 9 Writing

Percentage in bands:
Year 9 Reading

Percentage in bands:
Year 9 Spelling

Percentage in bands:
Year 9 Grammar & Punctuation
NAPLAN Year 9 - Numeracy

The following graphs visually illustrate the numeracy achievement of students in year nine at Orange High School in comparison to the Orange Group of Schools as well as the average year nine student achievement at Orange High School over the previous four years.

### Percentage of Year 9 students achieving at or above minimum standard (exempt students included)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>91.4</td>
</tr>
<tr>
<td>Writing</td>
<td>68.2</td>
</tr>
<tr>
<td>Spelling</td>
<td>91.2</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>84.9</td>
</tr>
<tr>
<td>Numeracy</td>
<td>87.6</td>
</tr>
</tbody>
</table>

Minimum Standards data

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for Years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy (NAPLAN) is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

### Percentage of Year 7 students achieving at or above minimum standard (exempt students excluded)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>93.1</td>
</tr>
<tr>
<td>Writing</td>
<td>88.0</td>
</tr>
<tr>
<td>Spelling</td>
<td>93.7</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>81.0</td>
</tr>
<tr>
<td>Numeracy</td>
<td>97.5</td>
</tr>
</tbody>
</table>

Higher School Certificate (HSC)

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

The graphs below illustrate the achievement of students in year twelve in Higher School Certificate subjects with more than ten students sitting the exam in that subject at Orange High School.

Once again it is pleasing to see growth in most key learning areas. The final chart shows the relative value-added compared with the average results achieved by students.
Additional academic achievements

Development of the High Achievers Program for Students with Gifts and Talents

In 2013, as a result of feedback from the Orange High School community, the Gifted and Talented Students Team developed the first stage of a differentiated program of study for students with identified gifts and talents. The program for Year 7 and 9 students was publicised to the school community for commencement in 2014.
Admission was through application; consisting of parent and teacher recommendation, submission of NAPLAN results, formal school reports and student/parent interviews.

Many Year 6 students and parents from Orange High School’s Partner Primary Schools enthusiastically embraced the new High Achievers class and similarly, many Year 8 Orange High School students and parents keenly expressed their interest in the program.

Staff allocated to the 2014 classes were afforded opportunities for professional development in a range of strategies for differentiation of curriculum content to challenge and engage students with gifts and talents. A program of student progress tracking and regular teacher feedback sessions was created to support the High Achievers Classes for students with gifts and talents, 2014.

English

The English faculty have participated in several activities throughout 2013 including debating, English competitions and developing programmes that explicitly embed literary.

Students entered three different competitions through the UNSW Competitions. Spelling, Writing and English Competitions were entered by 14 students. In the Writing Competition one student achieved a distinction, two received credits and there was one student was awarded a participation certificate. The Spelling Competition is only open to Year 7 students and two students achieved participation certificates and one student achieved a distinction. In the English Competition, seven students entered the competition with one student earning a distinction. Five students earned a credit and one was awarded a participation certificate.

Students entered a range of debating competitions in 2013. The Debating Club conducted workshops after school to develop the skills of the debating team and encourage new, younger members to attend and develop their skills. There were 19 different students who participated from Years 7 to 12.

Orange High School had five teams entered in the Premier’s Debating Challenge. We also participated in the Mayor’s Cup debating competition, the Dudley Cup debating competition, the Lithgow Speech Festival, Mulvey Cup debating, Malynley Shield debating and the Roads and Maritime Bicycle Forum debate.

The Year 9 Debating team were zone winners and won the Western Region final of the Year 9 and 10 Premier’s Debating Challenge. Isabella Bankovic was selected to be a part of the Western Region Representative team.

Elizabeth Clarke, Meaghan Kempson, Abby Spencer and Isabella Bankovic who earned a place in the final of the Mayor’s Cup Debating competition.

Mathematics

In Term 4 2013 the Mathematics faculty started to embed Mathletics into classroom learning. Mathletics has been revamped to align courses with the Australian Curriculum and provide rigorous curriculum content and a set of resources for Stage 6 students. This program will be used to enhance student engagement, learning and achievement of outcomes. Both students and staff have responded positively to the Mathletics inclusion into Mathematics lessons and are looking forward to using it in conjunction with other resources in their classroom.

In 2013 a number of students completed the Australian Mathematics Competition. This competition is sponsored by the Commonwealth Bank and is the largest competition in Australian schools. It is also the starting point for a complete range of mathematics enrichment activities. Last year OHS had two students in Year 8, James Cashen and William Boyd receive Distinctions. This year students will be encouraged to complete this competition, particularly students in the GATS classes as it exposes them to a range of different questions and the academic rigour of a competition.

During 2013 maths teachers began a Mathematics group called Mathletes. This group
of students met once a week at a lunchtime to research and solve Mathematics problems in an interactive and fun environment. This group proved very successful and grew from a couple of students to a room full of students. Mathletes will be continued this year with Ms Sood.

In 2014 the Mathematics faculty will be supporting the whole school literacy plan and embedding punctuation and grammar into class room teaching and learning. Answers in HSC Mathematics now place a greater emphasis on explaining and reasoning. The focus on literacy in Mathematics will assist students with the skills required to successfully answer these questions.

Science

Science and Engineering challenge. Year 10 competed in the annual Science and Engineering Challenge. The challenge is an annual event run by University of Newcastle. The event consisted of the students competing in a total of eight events. Entering schools were broken into eight groups and each group spent a day building or designing an object that had to then be tested. Our team from Orange High School performed exceptionally well coming in second place out of seven schools overall. Our hovercraft team won their section of the challenge.

Staff continued to lead the e2 experience in Science for Year 5&6 students from local primary schools. The students from our partner primary schools come to Orange High every Wednesday afternoon for an hour and a half of tuition. Throughout the year nearly 200 primary school students experienced science classes at Orange High school.

This year the Orange High Year 8 cohort participated in the Essential Secondary Science Assessment (ESSA). The highlight of the test was that the Aboriginal students improved the result from the previous year in extended responses. Other highlights include 31 students achieving Band 5 (second highest band) which is above state average for all schools. Students performing in the lowest part of the test are in a downward trend. Students are performing well in the knowledge and understanding component of the test achieving at state average in bands 5 and 6. We also achieved above state average in band 5 for ‘scientific thinking’.

Industrial Arts

Construction (VET) class completed the retaining wall and beautification work on the northern side of the school gymnasium. Many thanks to Kennard’s Hire for the supply of a Dingo Digger and David from Greg Bayliss Bricks, for his assistance with the supply of retaining wall blocks. Many thanks also to the school Parents and Citizens group for their donation of funds for this activity.

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Industrial Technology Timber and Metals classes completed projects that showed progression of the student’s skills to a high level.

Junior classes completed many varied timber and allied materials projects which challenged their production and design skills.

The close of the year saw the commencement of a much needed refurbishment of the school dust extraction machine by the Education Department.

Agriculture

HSC Agriculture and Primary Industries (VET) presented strong results, with all students showing positive gains with their respective HSC courses. Both courses benefited from industry
interaction with the Automated Dairy owned by Sandra and Brett Davis.

Year nine and ten Agriculture courses completed an additional section of fencing at the Kearney’s Drive Farm and participated successfully in the “Cows Create Careers Project” at Cowra.

The year seven and eight Technology Mandatory Agriculture classes developed new skills in animal management and crop production.

**National Curriculum**

Preparation began for the implementation of the National Curriculum in English, Maths, Science and HSIE. The e2 collaboration of schools allowed staff to share ideas and design units of work as a learning community. Orange High Staff continued to refine these units of work to ensure the units catered for students and were supported by existing resources. All phase one faculties engaged in professional learning to develop units that have been designed to engage all students. Differentiation of the curriculum has featured heavily in all units as has the use of technology.

Units of work have been shared on the e2 website and examples of these units of work presented to all faculties to encourage Cross Curricular sharing. Phase Two Head Teachers engaged in professional dialogue with Phase One Head Teachers to develop an understanding of the changes the National Curriculum will bring.

**Sport - Western Area Reps**

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<thead>
<tr>
<th>Sport/Sports Rep</th>
<th>Name</th>
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<tbody>
<tr>
<td>GIRLS SOFTBALL</td>
<td>Maddie Lisle</td>
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<td>Alex Barry</td>
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<td>Georgia Watson</td>
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<td>Matt Corben</td>
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<td>Braden Riles</td>
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<td>GIRLS CRICKET</td>
<td>Synetta Manns</td>
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<td>WESTERN SWIMMING</td>
<td>Lauren Kerwick</td>
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<td>Courtney Chapman</td>
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<td>Kyle Ostini</td>
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<tr>
<td>GIRLS BASKETBALL</td>
<td>Jess Puxty</td>
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<td>BOYS HOCKEY</td>
<td>Ashlee Bastiaanson</td>
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<td>Abby Tilburg</td>
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<td>Michael Dillon</td>
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<td>Hayden Dillon</td>
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<td>Matthew Boss</td>
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<td>Meaghan Kempson</td>
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<td>Ellie Humphrys</td>
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<td>Brock Campbell</td>
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<td></td>
<td>Ryan Moore</td>
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<td>Aiden Baker</td>
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**Significant programs and initiatives**

**Technology**

Technology has been incorporated into programs for years 7 and 9 with the rewrite for the National Curriculum. This has been an exciting opportunity for staff to develop in their faculties’ new teaching and learning programs to enhance teacher and learning for the 21st century learner.

All classrooms have had a projector installed and HDMI installation. This has ensured that the use of technology for teachers is now reliable where they can become confident users of the equipment. Ongoing Professional development in this area will enhance teacher confidence as well as improved teaching and learning.

School Website is continuing to improve and information is beginning to be posted for students, staff and parents to read. This will continue to be improved and there is a change in culture occurring where parents and students will be encouraged to access information via the website.

School Network in 2013 is being streamlined where there are new folders created for staff to access important information on assessment, calendars, policy and procedures.
The Sentral system is seeing staff become confident users of the attendance and reporting systems as well as accessing information about students on ESES, IEP’s, ED Students and Personalised Learning Plans. Staff are confident users of the Welfare system to document student incidents and merits to track their overall application to their studies. The Head Teacher Admin (Students) and DP Relieving, are working together to give access to parents on their child’s attendance and assessment marks online.

Professional Development of staff in technology is a priority for 2014 teaching and learning. Staff at this stage are confident users of the Sentral system and now need to build their capacity into learning how to use different types of software programs. The focus will be on Year 7 and 9 as the re write for the National Curriculum is the platform to use where staff can experiment with types of technology and evaluate in their programs.

BYOD in 2014 is being implemented across the school as the roll out of laptops to students in Year 9 has ceased for 2014. The Technology Team will look at the DEC Policy and refine it and cater for the demographics of Orange High School to ensure the policy contributes and enhances student learning and engagement.

Learning Support Plans and ESES

In 2013, Orange High School implemented new procedures for the identification, reporting and programming of students with a disability in education. Under the Every Student, Every School (ESES) structure it is now mandatory, through the Commonwealth Disability Standards for Education Act (2005), to ensure all students identified with a disability, whether physical, sensory, cognitive or social, emotional or psychiatric have a Learning and Support Plan (L&SP). Staff are now legally required to ensure reasonable adjustments are made to their programs to ensure equitable access to the curriculum, for all students.

In 2013, Orange High School identified three tiers of students requiring supplementary, substantial or extensive adjustments to their learning. During this process 150 plans were completed, by a team of four staff over a two week period.

To assist staff meet their legal obligations, teaching students with a disability, three mandatory Professional Development session were undertaken during 2013, as well a whole faculty presentations by the LaST (Learning and Support Teacher) and Head Teacher Special Education. These sessions re-iterated the legal requirements of staff in meeting the diversity of learners in their classrooms, as well as providing an opportunity to identify the diversity of students requiring adjustment to their learning. These sessions were met with willingness and enthusiasm by all staff.

Through the dedication of the LaST staff, 2013 saw a great improvement in the organisation of the school’s learning HUB and increased in-class support for identified learners. The LaST staff liaise with classroom teachers to support learners either in a withdrawal setting or in class.

In 2014 the process of identification of students requiring Learning and Support Plans, was further via the improved Learning and Support Team, as well as utilizing a more efficient dissemination of information to staff through Sentral. Continued professional development and support from the ESES team will ensure teaching staff are able to develop class portfolios to assist in addressing the adjustments required to their programming to meet the learning needs of all students in their classes.

Merit System

Orange High School began the process of reviewing the current merit system this year. The process will continue into 2014 with some minor changes being made to the system in the interim. The merit system will continue to reflect the current Positive Behaviour for Learning (PBL) structure that currently exists in the school. Signatures will no longer be awarded to students; instead teachers will electronically nominate outstanding student achievements. We have also introduced a ‘PBL ticket’ which will be awarded
immediately for great work and effort. This system will be linked to prizes distributed at assemblies.

**Special Education**

Special Education at Orange High School support students in mainstream classes as well as having a specialised Support Unit. The Support Unit consists of two classes on the Orange High School site and two classes established at Orange Base Hospital, in the Adolescent Mental Health Ward. The classes at the hospital are known as the Wollemi Unit.

The Wollemi Unit provides an on-site educational setting for the ten bed ward at Orange Base Hospital and supports students from across the state, who require acute mental health care.

During 2013, students in the Support Unit at Orange High School were involved in community partnerships with Orange City Council and Wangarang Industries. Work with Orange City Council involved land care, tree planting and water conservation at various sites in and around Orange. For students who participated in work experience with Wangarang Industries, a variety of skills were developed including working as part of a team and developing the skills needed to be a professional painter. Community programs such as these have assisted in increasing student participation rates at school and decreasing long suspensions amongst students in the Support Unit.

Seven students requiring assistance through the mainstream setting were also supported at various work experience placements in 2013. The Central Western Daily, Aboriginal Medical Centre and 2GZ radio station were some of the Orange businesses that supported our students to participate in work experience this year.

To promote improvements in literacy students in the Support Unit have undertaken the “Multilit” reading program. This program has been extremely beneficial in improving the skills of non-readers.

During Term Two, the Head Teacher of Special Education and Deputy Principal visited various Support Units in Sydney which cater specifically for students with Emotional Disturbances and Behavioural Disorders. The visit produced invaluable information in best practice procedures and enabled staff in the Orange High School Support Unit to streamline policies and procedures to best support the social, emotional and educational development of the students. This in turn led to a drop in suspension rates for 2013.

**Premier’s Sporting Challenge**

Orange High School has been involved with the program for 4 years. Within that time we have participated in the Premier’s Sporting Challenge and also the Learning to Lead initiative for sports leaders of the future.

The Challenge involves students monitoring and recording the amount of physical activity that they achieve on a daily basis. They are rewarded with a certificate based on the amount of hours they accumulate each week. At OHS we’ve had student, parent and staff teams involved, which has helped to increase the importance of an active lifestyle.

The Learning to Lead initiative has involved our identified sports leaders actively engaging with development officers from a variety of sports. Our leaders are taught how to plan and organise sports coaching sessions. Our feeder primary schools attend a sports day at OHS where our leaders manage and run a day of sporting activity for the primary students.

The Challenge has enabled us to make exceptional linkages with our feeder primary schools and the wider community.

**Aboriginal education**

Students at Orange High School are provided with opportunities to develop deep understandings of Aboriginal culture and history. All students in Stage Four undertake studies in Aboriginal history and culture. Aboriginal perspectives are also
embedded within and taught across other KLA’s as an important part of the student learning experience. Aboriginal education was a strong feature of the 2013 school management plan with professional learning in ‘eight ways’ quality teaching methodology integrating Aboriginal cultural understandings into student learning.

Outcomes for Aboriginal Students at Orange High School continued to improve in 2013. Attendance was a major focus and this was a focus in many Personalised Learning Plans.

The submission of all assessments was a goal for Aboriginal Students supported by a homework centre that was staffed by teachers at Orange High School one day a week after school in the Library.

Two Norta Norta Tutors were employed to work with students to support targeted Aboriginal Students in year 8 and 10. Three Norta Norta Tutors assisted Year 11 and 12 students develop study routines assisted with learning the course work. These study sessions were scheduled for study periods and on Wednesdays in the Library.

All Key Learning Areas (KLA’s) have incorporated “8Ways” Learning strategies to improve student engagement for both Aboriginal and Non Aboriginal students and these strategies feature in the Australian Curriculum Units of work developed in 2013.

Orange High School celebrated NAIDOC week with many of our students being recognised for academic, cultural, sport and community awards. The NAIDOC assembly provided Aboriginal students with an opportunity to share their culture with the rest of the school community and has become a feature on the Orange High School Calendar.

**Multicultural education**

Orange High School values a respectful and diverse school and community environment. 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. During 2013 and for a number of years prior, Kate Griffen was the school’s Anti-Racism Coordination Officer (ARCO). The ARCO worked on a whole school and an individual basis, to promote and develop tolerant attitudes and understanding.

**Respect and responsibility**

The development of socially aware and responsible young people is an important aspect of a quality education. Respect and responsibility is integrated into policies, procedures and formal lessons across all Key Learning Areas. Respect and responsibilities are then further developed through a wide range of extra-curricular activities.

Orange High School’s Positive Behaviour for Learning foundation, has at its heart Safe, Respectful Learners. The 2014 school year saw these pillars translated into a poster incorporating Aboriginal culture and learning styles. This poster was released during the NAIDOC celebration assembly to much applause. Special guest to speak through the cultural meaning of the poster was former Aboriginal Education Officer, Mary Croaker.

The commemoration of ANZAC and Remembrance Day in partnership with the Orange Ex-Services Club and wider community is an important aspect of school life at Orange High School. At both community functions, students from Orange High School took on a leadership role and represented the school to wide acclaim.

Orange High School has a zero tolerance of bullying. This aspect of our school culture is strongly supported by direct action from student wellbeing leaders including year advisors, head teacher wellbeing and deputy principals.

The school is keen to encourage students to undertake further community service and leadership activities. During 2014 it is envisaged students will continue to be a part of, and lead further activities, that develop respect and responsibility, including the school captains and SRC members taking on a greater leadership role throughout the school.
In 2013, the ‘e2- extending education’ initiative continued to offer 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. The enrolment was 127 students in e2 VC and shared Super Wednesday classes that included:

- 9 additional school subjects via videoconferencing (VC), SuperWednesday (SW) block classes
- Facilitation and support of Children’s Services and Human Services at TAFE
- Anson St initiatives in viticulture, horticulture and automotive

New NSW curricula, responding to the Federal Government’s National Curriculum, will be implemented in Yr 7 & Yr 9 for English, Maths, Science and History in 2014. In preparation for this the Head Teachers of these faculties in the e2 schools, under the expert leadership of Anne Marceau and her consultancy team, spent all of 2013 collaboratively planning for this significant curriculum implementation.

e2 has been funded as a special program by the Deputy Director General since 2007. That funding will come to an end after 2014. With the new funding arrangements for schools under ‘Local Schools, Local decisions’, the e2 Principals and Director will address the challenge of future planning e2 during 2014.

**Investing in Literacy and Numeracy National Partnership (ILNNP)**

In Many 2013 Orange High School received funding of $265,000, over two years, under the ILNNP. The money has been used to create a Head Teacher Teaching and Learning position, to co-ordinate a literacy focus at a whole level. It has also been used to employ a literacy support teacher and to release staff for specific literacy professional learning activities. SMART analysis of NAPLAN data indicated that some of our students were significantly underperforming in the literacy areas of writing and grammar and punctuation. Accordingly, a comprehensive literacy plan has been developed and is currently being implemented across all KLA areas to ensure that all staff are confident and competent literacy teachers and that we are focused on improving the literacy skills of all our students. The plan aims to reach improved NAPLAN data in the 2014 testing year, improve student scores on other reading and spelling assessments and to improve the delivery of literacy teaching across the school.

<table>
<thead>
<tr>
<th>% below NMS</th>
<th>% at or below NMS</th>
<th>% at proficiency</th>
</tr>
</thead>
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<tr>
<td>Years</td>
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<td>9</td>
</tr>
<tr>
<td>Reading</td>
<td>8%</td>
<td>11%</td>
</tr>
<tr>
<td>Writing</td>
<td>10%</td>
<td>25%</td>
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<tr>
<td>Spelling</td>
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<td>11%</td>
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<tr>
<td>Grammar and Punctuation</td>
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<tr>
<td>Numeracy</td>
<td>7%</td>
<td>6%</td>
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</table>

**School planning and evaluation 2012—2014**

**School evaluation processes**

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Surveys of parents, students and staff
Formal evaluations of a range of current practices including leadership and management

Review of all forms of current and historical data including student wellbeing, attendance and achievement information.

School planning 2012—2014: progress in 2013

School priority 1

Outcome from 2012–2014

Increase the proportion of matched students achieving literacy results from year seven 2011 to year 9 2013 in the top bands by 3%.

Evidence of progress towards this outcome in 2013:

- Incorporation of 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 this outcome in 2014:

- Identified students working in small groups 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 from 2012–2014

Increase the proportion of matched students achieving numeracy results from year seven 2011 to year nine 2014 in the top two bands by 2%.

Evidence of progress towards this outcome in 2013:

- Increase number 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 this outcome by 2014:

- 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

Outcome from 2012–2014

Increase whole school attendance by 0.4% from an above state average figure of 89.84% in 2012 to 90.24% and the conclusion of 2013.
Evidence of progress towards this outcome in 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 initiatives in partnership with the Home School Liaison Team including phone calls and follow up of students late to school.

Strategies to achieve this outcome in 2014:

- 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.
- Development of a whole school numeracy team.
- Professional development of staff through the development of units for the Australian Curricula.

Parent/caregiver, student, and teacher satisfaction

As part of its regular evaluation process the school sought the opinions of parents, students and teachers about Orange High School.

Responses from parents were sought as part of the school’s culture review. Key responses are presented below;

- 100% of parents surveyed indicated they were proud of their child’s school
- 100% of parents surveyed indicated the school almost always or usually was continually finding new ways to improve what it does
- 90% of parents almost always or usually support what is happening at Orange High School
- 80% of parents surveyed indicated the school almost always or usually caters for the needs of all students

Responses from students were sought as part of the school’s culture review. In total 226 students from years seven to twelve responded. Their responses are presented below:

- 90% of students indicated they were proud of their school
- 94% of students surveyed believe school leaders had a positive impact on the school culture
- 91% of students surveyed indicated the school was continually looking for ways to improve
- 87% of students surveyed indicated that what they were asked to learn was important
- 97% of students surveyed indicated the school encouraged everyone to learn

Responses from teachers were sought as part of the school’s culture review. 46 teachers responded to the survey opportunity. Their responses are presented below:

- 94% of teachers surveyed indicated they believed the school almost always or usually encourages everyone to be a learner
- 96% of teachers surveyed believe school leaders almost always or usually had a positive impact on the school culture
- 94% of teachers surveyed indicated the school almost always or usually was continually evaluating what it does in teaching and learning to improve what it does
- 98% of teachers surveyed believed the school understands the context of the community in which they work
- 94% of teachers surveyed indicated the school community recognises, values and supports the contribution of new members to the school culture

The statistics above indicate an overall high level of satisfaction by parents, students and teachers and the wider community. Orange High School is committed to a cycle of continual improvement. A key aspect of this philosophy is the adoption of a learning community approach to all aspects of school operation. This cycle is driven by the four pillars: community, reflection, action and feedback in a cyclical loop. This philosophy ensures a community based action learning approach that empowers all stakeholders to be a part of a never ending cycle of improvement.

The school acknowledges the input and feedback from parents/caregivers, students and teachers on an ongoing basis. The insights provided are important in further identifying strengths and areas for development at Orange High School. We thank each person who completed surveys for their input and look forward to further feedback as part of an ongoing cycle of improvement and development.

**Program evaluations**

**Background**

The appointment of a new principal for the start of the 2013 school year provided an opportunity to review and if required fine tune Orange High Schools priorities and direction. This resulted in a planned program of wide and deep consultation with parents, students, prefects and all staff. The reflection process coincided with the release of the Department of Education and Communities Local Schools, Local Decisions policy enabling the school community to pursue school and context based priorities.

**Findings and conclusions**

As a result the leadership team identified five priorities that have now formed the foundation for the refocused leadership of, and direction for, the school. The priorities include:

- Implementation of the National Teaching Standards as the foundation of quality classroom practice
- A particular focus on catering for Gifted and Talented students; including the establishment of an identified stream for students with particularly high gifts and talents
- Introduction of the Australian Curricula across English, Mathematics, Science and History in years 7 and 9
- Rapid development of technology including the establishment of a solid infrastructure, facilitating the use of interactive data projectors in all teaching spaces and the parallel development of teacher skills with ICT
- Development of a comprehensive school wide literacy strategy including whole school, faculty and individual teacher levels

**Future directions**

The five priorities have been adopted school-wide for the start of the 2014 school year and provide a very clear direction for staff, students and the wider community. All documents including the comprehensive aspirational School Management Plan, ambitious Faculty Plans and individual staff Professional Learning Plans have the five priorities as their centerpiece. Accountability in the future will focus on the successful implementation of strategies outlined in these documents.
Educational and management practice

School Culture

Background

Understanding the culture of Orange High School students and the community in which it is located is critical in planning for and leading future success.

A positive school culture is critical in ensuring long term improvements in teaching and learning practices across the school. The school culture is determined by the level of engagement of staff, parents, students and the wider community. A positive school culture is derived from people collaborating and working together through the implementation of new and challenging initiatives to meet the needs of students.

To determine the strengths and areas for development around Orange High School staff, students and parents completed surveys as a part of planning for the future. The results are outlined below:

Findings and conclusions

Following analysis of survey results, the following conclusions were identified from a parent survey completed at a Parent and Citizens meeting. The results indicate the school always or usually:

- Knows about the families and community in which it serves;
- Identifies the students as the school’s main concern;
- Encourages new students and their families to be involved in the school activities;
- Praises and rewards individuals who are successful;

Parents were generally very supportive of changes made by the leadership team in the school community. The results from the survey were a testament to the support parents provide the staff and students as we work collaboratively together.

Student surveys revealed affirming results about the positive culture within the school. Most students indicated the school usually or always:

- Encouraged everyone to learn;
- Rewarded and praised students’ success;
- School leaders have a positive influence on school culture;
- Technology was well supported at school;

Interestingly, the survey of students, highlighted that some students do not feel appreciated in the school community and that they were not aware of the Bring Your Own Device Policy (BYOD). The latter is a strong area of development in the 2014 school strategic plan and the former will be pursued further through discussions with the student wellbeing team and also the Student Representative Council.

Most staff were positive about the morale amongst staff and the implementation of Phase One of the National Curriculum in Years 7 and 9. Some staff did however identify that not all staff were confident about how to build their capacity to apply for promotional positions. This has been taken on board by the school’s leadership team, with the design and implementation of professional learning activities for staff in 2014, who are seeking promotion and accreditation at the higher levels of the Institute of Teachers.

Future Directions

Following the responses, the school will review how it can ensure that all students feel appreciated and valued as students of Orange High School.

It was clear from the student survey responses, that almost all students were proud to be part of Orange High school. An area for development that was identified from the student survey was that all students need to be informed of the proposed school initiatives to ensure they
support the management of change across the school to share and own the future directions. The leadership team plans to work even closer with the Student Representative Council to further develop communication and information sharing.

School technology is an area for continued development to ensure that it is used to compliment teaching and learning. With strategically planned professional development of staff and students to understand the policy and implementation of BYOD, the use of Google Apps will be encouraged for promotion. The development of school leadership skills is required to build staff capacity for promotion.

Further clarification around future directions of Orange High School and the roles and responsibilities of individual teachers is planned for 2014 and as part of the school strategic plan.

About this report
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.

Mr David Lloyd, Principal
Helene Hamilton, Relieving Deputy Principal
Michelle Barrett, Deputy Principal
Kathleen Maksymczuk, HT English
Ian Paine, HT HSIE
Terri Johnston, HT Maths
Peter Shea, HT Science
Kerrie Chopping, HT Welfare
Glen Griffith, HT IA
Stephanie Nott, HT Special Ed
Narelle Small, HT Home Economics
Terry Baker, HT PDHPE

Kylie Winslade, HT Admin
Jo Cormack, HT Admin (Rel)
Kristie Esson, HT Teaching and Learning
Pauline Frost, HT CAPA
Gail Thorley, School Admin Manager
Janine Caughlan, Parent Representative

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Web: www.orange-h.schools.nsw.edu.au
School Code: 8134

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