1. A message from key school bodies

**Board of Governors**

The Board of Governors of Oxley College met eight times during 2014 and the Audit Committee met on several occasions. The Board’s key concerns were:

a. The transition from one Head of School (Grant Williamson) to another (Michael Parker)

b. The establishment of the new Headmaster in the school community.

c. The recruitment of a Head of K-6 for the Junior School.

d. The production of a Strategy Document.

e. A reworking of the Vision and Mission of the School after consultation with key stakeholders (Board, Executive, Staff, Senior Students)

f. The refurbishment of key areas of the school such as the top floor of the De La Salle building and the staff common room.

The school’s Visible Learning programme continued to be supported by the Board and encouraged as an engine for School improvement.

**Parents’ & Friends’ Association**

2014 was a busy and productive year for the Oxley College P&F.

The P & F entered into their seventh year with the Year Representative system. There were two or three Year Representatives for each year group who organised K-12 social events for each year group during the year which included drinks evenings or picnic days. All were excellent events that were well organised and supported.

Events for 2014 started in February with a very well attended P & F Welcome to Parents Drinks in the Outdoor Learning Area. The Black and White themed Trivia night was an enjoyable evening and Hoskins Hall was filled with parents entering into the spirit of the evening. The P & F also ran a very successful Oxley Equestrian at Araluen. Once again, our sincere thanks to the Roche Family for generously providing this wonderful venue.

The Oxley P & F continued to provide volunteers for the Canteen and Oxley Shop. Many parents were also helpers and organisers of the Annual Oxley Family Day which included many K-6 activities such as a petting zoo, face painting, a bouncy castle and the best event of the day – the Tunnel of Terror. There was an inclusive and community atmosphere on the day. The Oxley K-6 P & F members were very active organising a Mother’s Day Stall, Father’s Day Breakfast and supporting the K-6 Family Christmas Carol Concert. They also initiated two after school cake stalls per term. This was very well received and the stalls were highly successful fund and friend raisers. Two energetic P & F parents also sold chicken noodle soup at recess once a week during the winter terms which was greatly appreciated by students and the P & F.

In 2014 the P & F decided to run a Textbook Swap rather than a Text Book Exchange. This was run at the end of Term 4 and proved to be successful. This was a generous service provided by the P & F for parents and students. The College held a “Thank you to the P & F” Drinks evening in November to acknowledge the hard work of the P & F and their contribution to the College community.

In 2014, the P & F AGM once again took place in November. All office bearers were newly elected for 2014 and the constitution amended the following clause ‘All retiring officers and members of the Committee shall be eligible for re-election. However, after three years of continuous service in the same position
on the Executive, a member will not be eligible for re-election to that same position for a period of one year.’ In 2014, the P & F provided funds for the following items: Oxley Vegetable garden water tank, electric water pump, reticulating water system for chickens, garden irrigation and a freezer. Also $20,000 as part of the Long Term Goal of $80,000 towards the Amenities for the Bray Playing Field.

Value Added Information

The College continues to monitor its academic performance using external consultants such as Academic Profiles who examine in particular the value-added measures between Year 10 and 12. They are also able to break down HSC performance linked to students’ own ability and capacity. Academic Profiles presented to the Board for the first time in 2014 giving more transparent information amongst school bodies.

The school employed the group MMG to conduct a whole school survey in 2013 and the results of this were shown in 2014 to stakeholders including staff. This allowed the College to reflect and act on a myriad of areas such as individual attention for students, staff morale and co-curricular offerings.

The school continues to invest in Professional Development of the staff, using external speakers and internal experts. Our visible Learning framework continues to be a driver of this.

The school began a fortnightly student-driven magazine called ‘Pinoak’. It also created a comprehensive wide reading programme through the Library, the English Department and the Headmaster.

Programming became a focus of much value adding, in anticipation of our upcoming re-registration in 2015. Service learning was implemented from K-12 with specific programmes developed for each year. In addition our leadership programme for Year 11 was streamlined.

Many initiatives that were implemented in 2015 were planned in the second half of 2014. These will be reported on in more detail in next year’s annual report.

2. Contextual Information MySchool™ site

The following link will take the reader to the MySchool™ website:


3. Student performance in state wide or equivalent tests/examinations

Higher School Certificate (HSC)

Higher School Certificate (HSC) results were announced on Wednesday 17 December 2014. As a College, we celebrate the achievement of each of our students.

The 2014 cohort of 44 students sat a broad range of subjects that reflected both their interests and a strong commitment to a holistic education. The breadth of subject choice has enabled students to maximise strengths and to prepare for their further studies.

While The Board of Studies provides the school with the final HSC marks for each student along with summaries of performance bands for each subject, students’ Australian Tertiary Assessment Rank (ATAR) scores are not made available to the school.

ATAR Results Summary: Note these are based on analysis from a private provider.

<table>
<thead>
<tr>
<th>Range</th>
<th>Number of Students</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>&gt;90</td>
<td>3</td>
<td>6.66</td>
</tr>
<tr>
<td>80 to 90</td>
<td>8</td>
<td>17.77</td>
</tr>
<tr>
<td>70 to 80</td>
<td>17</td>
<td>37.78</td>
</tr>
<tr>
<td>60 to 70</td>
<td>9</td>
<td>20</td>
</tr>
<tr>
<td>50 to 60</td>
<td>4</td>
<td>8.89</td>
</tr>
<tr>
<td>&lt;50</td>
<td>3</td>
<td>6.66</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>44</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

A break down by Course

<table>
<thead>
<tr>
<th>Course</th>
<th>Number</th>
<th>Oxley% in Two Top Bands</th>
<th>State % in the Two Top Bands</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ancient History</td>
<td>6</td>
<td>100</td>
<td>33</td>
</tr>
<tr>
<td>Biology</td>
<td>20</td>
<td>20</td>
<td>28</td>
</tr>
<tr>
<td>Business Studies</td>
<td>13</td>
<td>0</td>
<td>37</td>
</tr>
<tr>
<td>Chemistry</td>
<td>9</td>
<td>11</td>
<td>46</td>
</tr>
<tr>
<td>Design and Technology</td>
<td>5</td>
<td>100</td>
<td>37</td>
</tr>
<tr>
<td>Drama</td>
<td>10</td>
<td>60</td>
<td>42</td>
</tr>
<tr>
<td>Economics</td>
<td>11</td>
<td>27</td>
<td>44</td>
</tr>
<tr>
<td>Engineering Studies</td>
<td>10</td>
<td>20</td>
<td>32</td>
</tr>
<tr>
<td>English Standard</td>
<td>9</td>
<td>0</td>
<td>8</td>
</tr>
<tr>
<td>English Advanced</td>
<td>36</td>
<td>36</td>
<td>59</td>
</tr>
<tr>
<td>English Ext 1</td>
<td>15</td>
<td>86</td>
<td>93</td>
</tr>
<tr>
<td>English Ext 2</td>
<td>7</td>
<td>43</td>
<td>77</td>
</tr>
<tr>
<td>Geography</td>
<td>9</td>
<td>33</td>
<td>43</td>
</tr>
<tr>
<td>General Mathematics 2</td>
<td>17</td>
<td>71</td>
<td>25</td>
</tr>
<tr>
<td>Mathematics</td>
<td>15</td>
<td>20</td>
<td>54</td>
</tr>
<tr>
<td>Math Ext 1</td>
<td>7</td>
<td>43</td>
<td>85</td>
</tr>
<tr>
<td>Math Ext 2</td>
<td>1</td>
<td>100</td>
<td>86</td>
</tr>
<tr>
<td>History Extension</td>
<td>3</td>
<td>33</td>
<td>77</td>
</tr>
<tr>
<td>Music 1</td>
<td>5</td>
<td>60</td>
<td>43</td>
</tr>
<tr>
<td>PDHPE</td>
<td>12</td>
<td>33</td>
<td>31</td>
</tr>
<tr>
<td>Physics</td>
<td>12</td>
<td>17</td>
<td>31</td>
</tr>
<tr>
<td>Studies of Religion 1</td>
<td>7</td>
<td>86</td>
<td>49</td>
</tr>
<tr>
<td>Visual Art</td>
<td>14</td>
<td>71</td>
<td>49</td>
</tr>
<tr>
<td>French Continuers</td>
<td>3</td>
<td>33</td>
<td>65</td>
</tr>
<tr>
<td>Senior Science</td>
<td>2</td>
<td>100</td>
<td>37</td>
</tr>
</tbody>
</table>

NAPLAN Year 3, 5, 7 and Year 9

The following table lists the percentage of Year 3, 5, 7 and 9 students who achieved the benchmarks in each of the competencies assessed using the NAPLAN in 2014.
Percentage of students who reached the top two Bands:

<table>
<thead>
<tr>
<th>Year Group</th>
<th>Reading</th>
<th>Persuasive Writing</th>
<th>Spelling</th>
<th>Grammar and Punctuation</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 3 (Bands 5 – 6)</td>
<td>86</td>
<td>75</td>
<td>65</td>
<td>75</td>
<td>70</td>
</tr>
<tr>
<td>Year 5 (Bands 7 – 8)</td>
<td>68</td>
<td>20</td>
<td>52</td>
<td>68</td>
<td>32</td>
</tr>
<tr>
<td>Year 7 (Bands 8 – 9)</td>
<td>55</td>
<td>39</td>
<td>50</td>
<td>56</td>
<td>44</td>
</tr>
<tr>
<td>Year 9 (Bands 9 – 10)</td>
<td>47</td>
<td>24</td>
<td>35</td>
<td>31</td>
<td>46</td>
</tr>
</tbody>
</table>

4. **Senior Secondary Outcomes**

Percentage of students in Year 12 undertaking vocational or trade training (0%)
Percentage of students in Year 12 obtaining a Year 12 certificate or equivalent VET qualification (0%)

5. **Professional learning and teaching standards**

Details of all teaching staff: 2014

<table>
<thead>
<tr>
<th>Category</th>
<th>Number of Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>i) Teachers who have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines, or</td>
<td>47</td>
</tr>
<tr>
<td>ii) Teachers who have qualifications as a graduate from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications, or</td>
<td>0</td>
</tr>
<tr>
<td>iii) Teachers who do not have qualifications as described in (i) and (ii) but have relevant successful teaching experience or appropriate knowledge to the teaching context.</td>
<td>0</td>
</tr>
</tbody>
</table>

**Professional Learning**

College staff participated individually and as a whole staff throughout 2014 in a broad range of courses devised by various professional bodies to enhance the teaching and learning environment. Nominated by staff and management, individual involvement in courses is considered by departments before representation is made to the member of the Executive responsible for that area and then to the Planning Committee. The Planning Committee takes an active role in reviewing submissions for professional learning to ensure a judicious use of funds and to monitor issues of staff equity, compliance and alignment with school improvement targets.

Over the course of 2014 staff were involved in the equivalent of 86 full days of professional learning targeting individual improvement. This included four full staff days (for academic staff) looking at departmental and whole staff improvement with a focus on student learning and pastoral care of students.

The table below provides a summary of the types of professional learning activities undertaken and the number of staff who participated in each type.

<table>
<thead>
<tr>
<th>Type of Professional Learning (PL)</th>
<th>Number of staff days</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject content</td>
<td>56</td>
</tr>
<tr>
<td>Pastoral Care</td>
<td>5</td>
</tr>
<tr>
<td>Pedagogy, including technologies</td>
<td>20</td>
</tr>
<tr>
<td>Accreditation and compliance</td>
<td>5</td>
</tr>
</tbody>
</table>

6. Workforce Composition

Oxley College has one Headmaster, four Executive Staff, six Heads of Department, 40.26 FTE (Full Time Equivalent) teachers and 15.07FTE (Full Time Equivalent) non-teaching.

Teacher attendance and retention

- 40.26 FTE for 190 teaching days = 7649 teaching days
- 311 absent days (sick leave, carers leave, family leave, personal leave – excluding PL)
- Average sick days per FTE = 7.7 days per staff member (2013 = 5 days) (2012 = 3.8) (2011 = 7.5 days) (2010 = 6.8 days)
- Teacher retention rate: 95% (2014) 90% (2013) 98% (2012) 93.0% (2011)

7. Student attendance and retention rates

**STUDENT ATTENDANCE RATES FOR 2014**

<table>
<thead>
<tr>
<th>Yr K</th>
<th>Yr 1</th>
<th>Yr 2</th>
<th>Yr 3</th>
<th>Yr 4</th>
<th>Yr 5</th>
<th>Yr 6</th>
<th>TOTAL K-6</th>
</tr>
</thead>
<tbody>
<tr>
<td>95%</td>
<td>94%</td>
<td>94%</td>
<td>93%</td>
<td>93%</td>
<td>92%</td>
<td>88%</td>
<td>93%</td>
</tr>
<tr>
<td>Yr 7</td>
<td>Yr 8</td>
<td>Yr 9</td>
<td>Yr 10</td>
<td>Yr 11</td>
<td>Yr 12</td>
<td>TOTAL 7-12</td>
<td></td>
</tr>
<tr>
<td>92%</td>
<td>90%</td>
<td>90%</td>
<td>89%</td>
<td>90%</td>
<td>93%</td>
<td>91%</td>
<td></td>
</tr>
</tbody>
</table>

**PROTOCOLS AND EXPECTATIONS FOR LEAVE**

An outline of our protocols for leave in 2014 was sent out to all parents.

At Oxley College we value your child’s education and believe we need to work together to ensure we have a consistent set of guidelines in applying for leave. We see attendance as a key factor for academic success.

The purposes of this document are to:

- Provide consistency for parents in applying for leave.
- To provide explanation and clarity for parents.
- Provide a rationale for our decisions.
At Oxley College, absence for Leave for reasons other than sickness is generally discouraged.

- Exceptions would generally be made for:
  - Major family reunions overseas for milestone events, the timing of which an Oxley family may have little control.
  - Weddings and funerals.
  - ‘Traumatic’ family events.
  - Participation in a very high level sporting or co-curricular event.

- The following circumstances would not be reasons for leave:
  - Taking time off close to holidays to take advantage of shoulder air fares.
  - Extension of a holiday into school time.
  - Attendance at sporting or cultural events, or business world opportunities (e.g. accompanying parents on conference).

- When taking any special leave application into account the following elements would be considered:
  - How long the leave is.
  - Whether it abuts existing holiday time.
  - Whether leave has been applied for before.
  - How old the student is; the closer to senior studies the student is, the less likely leave will be granted.
  - The current academic standing of the student.

Requesting Leave

All requests should be sent by email or letter to:

K-6   Student Services
7-12  Student Services

Requests for three days or fewer will be forwarded to:

K-6   Ms Jo Ismay
7-12  Heads of House

Requests for more than three days or more will be forwarded to:

7-12  Mr Peter Ayling         Deputy Head Pastoral

Any requests for time immediately before or after the school holidays will be forwarded to Mr Peter Ayling.

- All requests should be made well in advance of the leave - several months if possible and should be made before any arrangements such as air tickets are booked.
- If attending an event during term time, we would expect that the leave would be only so long as to practicably attend the event in question.
8. Post-school destinations

Post-school destinations

The College continues to take particular interest in the placement and activities of its school leavers. In most years, departures at the end of Year 10 are few. At the end of 2014, indicative retention into Year 11 was 90%. The majority of students at the end of Year 12 seek admission to tertiary education and the data from the Universities Admissions Centre indicates 81% received offers of admission to Australian universities. This is particularly pleasing in light of the school’s non-selective intake policy.

A proportion of students do not proceed directly to university from Year 12. A good number of these, over 20% of the 2014 cohort, are currently overseas in school placements or other forms of international volunteer service.

9. Enrolment policies and procedures

Oxley College is an inclusive, co-educational school providing a broad education for children from Kindergarten to Year 12. It is Accredited and Registered by the New South Wales Board of Studies, offering courses to the Higher School Certificate.

Since its foundation, the following criteria of enrolment are applied in combination.

- Siblings of present or former students have priority of admission, assuming that their application for enrolment was made early.
- The capacity to benefit from the school’s educational offering is considered and discussed at interview.
- As far as is possible, the College seeks to maintain a reasonable balance of boys and girls.
- The College operates on the principle of inclusion. Particular needs are identified and discussed at interview, including strategies required to accommodate the full educational needs of the student subject of the application.
- Where the above criteria have been applied, the date of application will determine priority of entry.

Following an interview with the parent and child an offer of a place will be made, subject to confirmation by payment of an Enrolment Charge and Enrolment Deposit. The offer may lapse if it is not confirmed by a date specified in the letter of offer.

10. School Policies – student welfare, discipline, complaints & resolving grievances

Student Welfare

Throughout 2014 we continue to guide and support students through their educational and social journey. It is hoped that Oxley students will carry a sense of challenge, an acceptance of their responsibilities, an awareness of the needs of others and compassion in meeting those needs. The College seeks to develop students of good character who have a solid understanding of who they are and feel valued and accepted by others.

The aim of Oxley College’s Pastoral Care policies is to provide effective guidance for the personal development of each individual. This guidance is achieved by careful co-ordination between pastoral care and discipline, with all students obliged to understand the behavioural expectations of the College community. Fundamental to the success of pastoral care at Oxley College is the classroom, House and Tutor group system. We understand from time to time students will make mistakes and it is important they move forward and learn from these mistakes. Our Restorative Justice model helps students to move forward and is continued to be used throughout 2014.
Restorative Justice

Restorative Justice is a philosophy. It involves high levels of control (limit-setting, discipline) and support (encouragement, nurturing). Conflicts in human relationships will occur and the challenge is to have processes that enable the restoration of relationships that result in learning and personal growth for all concerned. Parents and teachers have the opportunity to develop a positive school environment that enables students to learn from mistakes and still feel positive about themselves and others. To be effective all involved need to play an active role in Restorative Justice. This can be done in a number of ways but revolve about these principles.

The Principles of Restorative Justice are:

1. Foster awareness in the student of how others have been affected.
2. Avoid scolding or lecturing.
3. Involve the student actively. Instead of simply “doling out” punishment, which the student is expected to accept passively in a restorative intervention the student is asked to speak. They need to listen to how others have been affected by their inappropriate behaviour. They help decide how to repair the harm and make a commitment to this. The student is held accountable.
4. Accept ambiguity. Often fault is unclear and people can agree to accept the ambiguous situation.
5. Separate the deed from the doer.
6. See every serious instance of wrongdoing and conflict as an opportunity for learning.

The use of Affective Questions and Statements are important strategies.

Affective Questions:

1. Focus on the specific behaviours or incident without blaming.
2. Use "relational" questions to draw out who was affected and how they were affected.
3. Direct questions toward problem solving what needs to happen to "make things right"?
   a. What happened?
   b. How did it happen?
   c. What was your part in it?
   d. Who do you think was affected?
   e. How were they affected?
   f. How were you affected?
   g. What needs to happen to make things right?
   h. How can this be implemented?

Affective Statements:

Reflect on the impact that the behaviour or incident has had on you and others.

Often Restorative Justice is viewed as a behaviour management system that does not contain consequences. This is not correct. An important part of learning is accepting that we are accountable for our behaviour and that consequences should accompany inappropriate behaviour. This is not only an exercise in changing behaviour, but a vital aspect of developing resilience and helping students to be able to cope with reality. It is an activity that will be of benefit to the development of long term self-esteem. It is about being better equipped to deal with reality and therefore the development and maintenance of sound mental health. Restorative practices assist us to link behaviour, consequences and the need to focus on restoring and building positive relationships.

All of the above takes time, which is often a scarce resource in a busy school. However, evidence strongly suggests that time invested early on saves in the long-run.
The following Policies are available upon request.

<table>
<thead>
<tr>
<th>Policy</th>
<th>Access to full text</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Welfare Policy</td>
<td>Staff Handbook (issued to all staff).</td>
</tr>
<tr>
<td></td>
<td>Appropriate sections in Student Diary.</td>
</tr>
<tr>
<td>Bullying Policy</td>
<td>Staff Handbook (issued to all staff).</td>
</tr>
<tr>
<td></td>
<td>Appropriate sections in Student Diary.</td>
</tr>
<tr>
<td>Grievance/Procedural Fairness Policy</td>
<td>Staff Handbook (issued to all staff)</td>
</tr>
<tr>
<td>Uniform Policy</td>
<td>Staff Handbook (issued to all staff).</td>
</tr>
<tr>
<td></td>
<td>Appropriate sections in Student Diary.</td>
</tr>
<tr>
<td>Sun Safe Policy</td>
<td>Student Diary.</td>
</tr>
<tr>
<td>Healthy Food Policy</td>
<td>Staff Handbook (issued to all staff).</td>
</tr>
<tr>
<td></td>
<td>Appropriate sections in Student Diary.</td>
</tr>
</tbody>
</table>

Complaints and Grievances: Procedures for resolution

The resolution of reported complaints and grievances requires the College to operate under the following guiding principles of procedural fairness:

- The need for fairness and equity.
- The need for a prompt and effective resolution in a non-threatening, confidential environment.
- The availability of support for all parties without bias or prejudice.
- Natural justice for the parties involved.
- Compliance with all relevant statutory and legal obligations.

Concerns and complaints will be considered in the light of policies and guidelines appropriate to the issue in dispute.

In all matters relating to students, complaints and concerns are best managed in the first instance between the individuals concerned, including parents. Where resolution is not achieved, members of the senior management will attempt to do so for all matters within their area responsibility. The Headmaster will be the final resource except where they are the subject of complaint or allegation or when there is a direct conflict of interest. In such cases, the parties will agree to some other avenue of resolution.

Parties will be offered the opportunity to respond to initial findings before further action takes place. The nature and extent of any response will be in proportion to the scale of the dispute or complaint.

Where appropriate, parties will be advised of the outcome.

11. School determined improvement targets

During 2014 our newly created vision and mission were areas in which we had determined to improve. The major vehicle of this improvement was the next strategic plan, which was to be promulgated in early 2015. The vision and mission are:
OXLEY COLLEGE

Academic Rigour:
This means making sure that students strive, stretch themselves and stick to their tasks. It means having high expectations, working hard and rewarding effort. It means making students ‘battle ready’ for their lives in the highly competitive twenty first century.

Enlightened Academic:
This means an inspirational, liberal and non-denominational education based on critical thinking, creativity and open engagement. Not merely a narrow ‘marks driven’ education.

Our Vision
To be a school whose unique combination of enlightened academic rigour, care for the whole child and cultural richness in a unique Southern Highlands setting makes for an education which is not surpassed in NSW.

Cultural Richness in a Southern Highlands setting:
This means students receiving a high quality cosmopolitan experience in the arts and sport while still retaining the benefits of life in a caring, intimate setting away from the frenetic pace of a major city.

Care for the Whole Child:
This means valuing and caring for each child emotionally, ethically and socially, as well as academically. It means us really knowing every child who dons an Oxley uniform.
Oxley College

Our mission to (and from) our students:

As your educators we will:

Excite you with the richness of what is known and inspire you with the possibility of what is yet to be discovered. Also to help you think clearly, creatively and with passion.

Care for you emotionally so you feel that school is a safe harbour where you are secure and respected for who you are.

Engage you as often as possible about values, ethics and the biggest spiritual questions in life. This will be non-denominational, informed by the Christian tradition and will also draw from wisdom wherever it is found. Also to give you opportunities to serve others.

Help you discover a rich variety of opportunities so that you can experience what it is to really strive and work hard at what is important. These opportunities will be inside and also outside the classroom – on the sporting field, in performance spaces or in the outdoors.

Help prepare you for your future in the exciting, dangerous and uncharted twenty first century.

As your educators, we expect you to:

Seize each day at school. Approach learning with enthusiasm, open minded curiosity and real wonder.

Care for the others within our school and respect their individual personalities and talents.

Seek to develop a well-founded ethical, moral and spiritual world view which will sustain you throughout your life. Also to ‘give back’ to others in our region, our country and our world.

Commit to stretching yourself and tenaciously finishing what you start. (To strive, stretch and stick)

Approach your life in the twenty first century with optimism, resilience, passion and wisdom.
12. Initiatives promoting respect and responsibility

In 2014 Oxley College has continued to promote respect and responsibility amongst students. Our pastoral care begins with the respect and courtesy that teaching staff show to students. By valuing each other we aim to model good patterns of relationships amongst students. We are proud of all our students and especially our senior students in the way in which they communicate with staff and support their peers in making good decisions and valuing each other.

Our Pastoral Care Program is pro-active in nature. The primary pastoral care givers in K-6 are the classroom teachers. Day to day communication helps to build a culture supportive to good teaching practice.

In Years 7-12 the pastoral care begins with an orientation camp in Year 7 that enables our students from some 22 different primary schools to meet and make friends in the first week of school. At Oxley, we understand that students who are happy, find learning easier. To help achieve this each student belongs to a pastoral care House. Within each House there are four Tutor Groups. Students are arranged vertically in these Tutor Groups. With fifteen to eighteen students in each group, meeting daily, close bonds are formed. This ‘home base’ enables conversations about life at school and beyond.

We continue to provide a number of adults for each student to turn to when they are experiencing difficulties. This may be their Tutor or Head of House. Similarly, it is just as likely to be their sports coach or favourite teacher. The aim is to have teachers in each of these roles who can relate to students, be a sounding board and an adult who can care for them.

The Heads of House, led by the Deputy Head – Pastoral continued to provide the support for students and families. However we have placed the student’s Tutor as the main point of contact for parents.

Throughout 2014 we have continued to offer external support in providing our students with information to make informed decisions concerning Peer Pressure, Alcohol and Drugs, Cyber Safety and Road Safety. We believe the more we can educate our students about the dangers and challenges of the world the more they are likely to make sound decisions and look after each other.

Houses compete in a number of events. These include the traditional Athletics, Swimming and Cross Country Carnival as well as House Drama, Debating, Singing, Solo Instrumental and Public Speaking. The point of these competitions is to enable as many students as possible the opportunity to be involved and included in the life of the College.

Service Learning is a key component at Oxley College where we expect our students to give their time, energy and skills to help those less fortunate than them. This year we implemented numerous programmes to support those in need. For example we have established a Year 7 Programme where six students per week prepare a meal for the homeless and bring it to the College for the Uniting Church in Bowral to feed to those in need. We have also formed a strong connection with our aged care residents at Harbison Care who visit our Year 1 class on a regular basis. We are in the process of developing a K-12 Scope and Sequence Program which will allow our students to help at a local, national and international level.

Student Leadership in the primary and secondary school plays an integral part in promoting College pride and sense of belonging. This year we modified the voting system to bring a consistent structure in selecting Student leadership within the House system and at assemblies provides a voice and opportunity for our students to implement initiatives and programmes that help to promote connection and improve daily life within the College.
The College continued work on ensuring processes and procedures are transparent to staff, students and parents during 2014. This included acting on the comprehensive MMG survey that rated staff, parent and teacher satisfaction and compared them to approximately 35 other schools. A letter was sent to all parents outlining the major findings of the survey. A two hour session between all staff and the group who conducted the survey was conducted in June 2014. These sessions created strong and productive discussions.

Communication Protocols:

1. A child’s Tutor/Classroom Teacher in K-6 is the main point of contact for parents and the Tutor/Class Teacher K-6 will assist the parents and/or the child in relation to Pastoral issues.

2. Contact details and preferred contact method are established with the child’s Tutor or classroom teacher;

3. Please be aware that parents and teachers have significant commitments and immediacy of communication may not be possible. However, responding to any contact will occur as soon as possible;

4. Reinforce a ‘No blame culture’ for the communication as it is the responsibility of parents, teachers and child to work towards generating the best possible outcome for the child;
   i. Be specific about the issues that need to be discussed by avoiding generalities and vagueness;
   ii. Be open-minded about the issues. Ensure the interaction is solution-focused and open to new information;
   iii. Be respectful of others’ views by listening to alternative view points;
   iv. Use non-emotive spoken and body language;
   v. Use active listening skills to ensure clarity during discussion.

5. Ensure agreed follow-up by child, parent and/or teacher occurs;

6. Establish alternative communication lines and strategies if the communication was unsuccessful.
14. Summary financial information

**Income**
- 2% Fees & Private Income
- 28% State Recurrent grants
- 8% Commonwealth Recurrent grants
- 62% Other capital income

**Expenditure**
- 4% Salaries, allowances & related
- 19% Non-salary expenses
- 77% Capital expenditure