

1. A message from key school bodies

Board of Governors

The Board of Governors of Oxley College met eight times during 2016 and the Audit Committee met on four occasions. The Board's key concerns were:

- a. The continued focus on of the new Vision and Mission for the School.
- b. The use of a strategic document that linked the overall vision and mission with measurable goals for 2016. Ensuring that this document remained a key priority from year to year.
- c. The design, development and building of a new classroom block on the main lawn. This was for HSIE subjects and also some junior school classrooms.
- d. The attraction and retention of good staff.
- e. The establishment of a second Kindergarten and Year 5 class.

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

Parents' & Friends' Association

2016 was a busy and productive year for the Oxley College P & F. Rather than regular meetings during the year, the P & F Executive operated mainly by email supporting the many sub-committees who organised highly successful events throughout the year.

Events for 2016 started in February with a very well attended P & F Welcome to Parents Drinks in front of Elvo. After the retirement of long term Trivia Master, Stuart Forlonge, the "Think Pink" themed annual Trivia night was run with a new group of parents at the helm. As ever it was an enormous success. There was a slightly new format, additional games, a silent auction and for the first time it was a licenced event with a bar operating on the night. The P & F also ran a very successful Oxley Equestrian Day at Araluen. Once again, our sincere thanks to the Roche Family for generously providing this wonderful venue. The P & F supported the day by providing a plethora of volunteers (including students) who ran the canteen and all Equestrian events.

The Oxley P & F continued to provide volunteers for the Canteen and Oxley Shop. The Oxley K-6 P & F members were very active organising a Mother's Day Stall, Father's Day Breakfast, catering for Grandparents' Day and supporting the K-6 Family Christmas Carol Concert. They also continued with after school cake stalls during the term.

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

The highlight of the 2016 P & F calendar was the inaugural Pin Oak Fair. Held on Saturday 12 November with the theme the Spirit of Giving, the fair was deemed any enormous triumphant on every front. Jane Crowley and her Acorn crew were delighted to announce a net profit of \$25,487.13 to be distributed equally between improvements at Oxley, a local mental health charity "Get Around It", and the final third divided equally between Oxley's sister schools in Botswana, Fiji and Nepal.

Oxley's campus was transformed into a good old fashioned fun of the fair with a wonderland of rides, market stalls, epicurean delights, an art exhibition, sport and music. The buzz was palpable and many comments were received from past, current, future families and other members of the community about the inclusive and unique atmosphere on the day. The next Pin Oak Fair will be held in 2019.



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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 2016, the P & F AGM once again took place in November. Bec Biddle was unanimously voted in as P & F President. She joined a strong Executive which included new and old members and all positions were filled. The Treasurer Matt Croker stepped down in August and was thanked for his hard work and commitment.

In 2016, the P & F decided their Goals would include contributions to a new dry stone wall at the front of the school and the refurbishment of a new cafeteria style canteen.

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 third time in 2016 showing in particular the improvements that had occurred with the 2015 cohort. Linked to this was the improved academic rankings in public measures such as the Sydney Morning Herald list (from 262nd to 89th in one year) and the publicity that was connected with this. .

In addition the external consultants MMG completed an intensive survey that interviewed parents, students and staff about a variety of areas in the school. This included academic reputation, pastoral, co-curricular offerings, community engagement and general value proposition. The school fared well in this survey. It was considered by MMG to be in overall very good health. All areas except Communications achieved an above 80% score. Some of our distinctive programmes such as 'Rites of Passage' were considered to be extremely effective indeed.

Several representatives of the school (the Headmaster and the Deputy Learning) were speakers at the US National Visible Learning Conference in Washington. Oxley College's experience was showcased for the American audiences.

The School split the role of the Year 12 Academic Master into two to increase its effectiveness. It also fine-tuned the Year 12 Study Centre. The School altered the way in which homework was recorded to make it simpler for students to understand the timetable and system.

The College embarked upon a large scale attempt to create several 'twinned' schools in areas of the developing world in which our students could be immersed. The three areas chosen were the Rasuva District in Nepal, Korovua Village in Fiji and Maun in Botswana. There was a reconnaissance trip to Botswana and the first student trips to Nepal and Fiji for Year Nine as part of the 'Rites of Passage' programme. Almost half of Year Nine attended the Nepalese trip and the reports of this trip were extremely positive. The Fiji trip was also very well attended and well regarded.

Our Year Nine 'Rites of Passage' programme generally worked particularly well. The three week trip into Sydney was very well organised and well received. The implementation of the Cambridge International Global Perspectives course was executed. The overseas trips, as mentioned above, were a key element for many students.

The College began a programme based on 'how to write' for all students in 7-10. This was called 'SWYM'- say what you mean. There was also further work put into our learning support model. A 'response to intervention' model was adopted that relied on a tight feedback loop between student production, teacher feedback and teacher adjustment.

Also, with regards to the K-6 school in particular there was:

- The consolidation of a K-6 Strategic Plan to complement the K-12 Strategy and provide information as to the specific initiatives planned for K-6.
- The implementation of the K-6 conceptual framework
- BYODD begun for Years 5 and 6. There are also more devices available for K-4.
- Promulgation of a response to intervention model in learning support.
- Consolidation of the student leadership election process to provide criteria based voting and role clarification

2. Contextual Information MySchool™ site

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

<https://www.myschool.edu.au/SchoolProfile/Index/107230/OxleyCollege/43890/2016>

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

Higher School Certificate (HSC)

Higher School Certificate (HSC) results were announced on Thursday 15 December 2016. As a College, we celebrate the achievement of each of our students.

The 2016 cohort of 39 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.

Range	Number of Students	Percentage
>90	16	41
80 to 90	8	20
70 to 80	5	13
60 to 70	3	7
50 to 60	3	8
<50	4	11
Total	39	100

A break down by Course

Course	Number	Oxley% in Two Top Bands	State % in the Two Top Bands
Ancient History	4	75	31
Biology	11	72	35
Business Studies	19	57	34
Chemistry	14	78	40
Design and Technology	8	63	41
Drama	10	80	42
Economics	6	66	45
Engineering Studies	4	0	38

English Standard	7	0	13
English Advanced	32	75	61
English Ext1	13	100	85
English Ext 2	4	75	79
General Mathematics 2	15	53	25
Mathematics	10	60	52
Math Ext 1	13	69	79
Math Ext 2	7	85	85
Modern History	4	50	41
History Extension	6	77	80
Music 1	4	100	63
Music 2	1	100	89
Music Extension	1	0	92
PDHPE	11	36	34
Physics	8	50	29
Studies of Religion 1	9	66	49
Studies of Religion 2	1	100	47
Visual Art	10	90	54
French Continuers	5	60	65
French Extension	2	100	88
Legal Studies	13	84	42

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 2016.

Percentage of students who reached the top two Bands:

Year Group	Reading	Persuasive Writing	Spelling	Grammar and Punctuation	Numeracy
Year 3 (Bands 5 – 6)	69	50	73	63	44
Year 5 (Bands 7 – 8)	71	33	46	63	46
Year 7 (Bands 8 – 9)	56	34	40	52	43
Year 9 (Bands 9 – 10)	51	35	41	53	42

In addition to this the performance of students in Years 3 and 5 was analysed relative to national performance in the years above to appreciate the achievements of our most able students.

NAPLAN RESULTS 2016

	Reading	Writing	Spelling	Grammar/ Punctuation	Numeracy
YEAR 3					
State Average	429	424.1	429.8	441.5	406.7
School Average	470.8	438.2	456.3	474.1	417.7
% achieving National Benchmarks	100	100	100	100	100
% above State average	66.6	45.8	50	54.1	50
% of State in top two Bands	51.8	54.1	54.4	52.9	38.7

% of School in top two Bands	68.1*	50 (40.9 B4)	72.7*	63.7	43.5
% of School above Year 5 Average	37.5	25	25	33.3	8.3
YEAR 5					
State Average	502.9	477.6	501	512.2	499.4
School Average	564.3	501.8	521.1	549.3	522.7
% achieving National Benchmarks	100	100	95.8	100	95.8
% above State average	88	72	64	64	68
% of State in top two Bands	38.6	18.7	33.2	40.8	30.5
% of School in top two Bands	70.8*	33.4*	45.9*	62.5*	45.8*
% of School above Year 7 Average	68	40	32	60	44

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: 2016

Category	Number of Teachers
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	54
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	0
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.	0

Professional Learning

College staff participated individually and as a whole staff throughout 2016 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 2016 staff were involved in the equivalent of 148 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 K-6 Staff participated in a range of curriculum based learning to develop their knowledge of the BOSTES syllabus and implementation in Science, History and Geography. In addition the programming framework of Understanding by Design was extensively developed to refine all teacher and learning programmes. Differentiated instruction strategies were considered in the context of this approach to curriculum design.

In 2016, the K-6 Staff focussed on a range of curriculum and pastoral topics for Professional Learning. Primarily the design and delivery of concept based inquiry curriculum using the Understanding By Design model aligned with the BOSTES syllabi for stages Early Stage 1 to Stage 3. Within the UbD model, evidence based pedagogies were developed for authentic assessment for, of and as learning as well as strategies to differentiate learning experiences to suit the diverse needs of all learners in our school.

6. Workforce Composition

Oxley College has one Headmaster, five Executive Staff plus 42.5 FTE (Full Time Equivalent) teachers including five Heads of Department and 15.25 FTE (Full Time Equivalent) non-teaching.

2016 Teacher attendance and retention

- Teacher attendance rate: 95.9%
- 45.0 FTE for 186 teaching days = 8370 teaching days
- 339 absent days (sick leave, carers leave, family leave, personal leave – excluding PL)
- Average sick days per FTE = 7.5 days per staff member
- Teacher retention rate: 89%

7. Student attendance and retention rates

FORM	ATT_OVERALL	ATT_MALE	ATT_FEMALE
Kindergarten	96.70%	96.40%	96.70%
Year 01	93.90%	94.60%	93.50%
Year 02	96.90%	96.20%	97.20%
Year 03	96.60%	95.30%	97.60%
Year 04	96.60%	95.70%	97.40%
Year 05	95.60%	94.70%	96.30%
Year 06	95.20%	95.80%	94.80%
Year 07	96.60%	96.20%	97.00%
Year 08	95.10%	95.40%	94.60%
Year 09	97.00%	96.70%	97.30%
Year 10	95.10%	94.80%	95.40%
Year 11	96.00%	95.60%	96.40%
Year 12	96.80%	96.40%	97.20%

PROTOCOLS AND EXPECTATIONS FOR LEAVE

An outline of our protocols for leave in 2016 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.



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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	Pastoral Leader
7-12	Heads of House

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

K-6	Mrs Justine Lind	Head of K-6
7-12	Mr Peter Ayling	Deputy Head Pastoral

Any requests for time immediately before or after the school holidays will be forwarded to Mrs Justine Lind/Mr Peter Ayling. Generally we will not approve leave either side of the holidays even for a one or two days.

- 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

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 2016, indicative retention into Year 11 was over 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 2016 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 2016 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 Student Welfare Policy 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 obligated 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 2016.

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.

<i>Policy</i>	<i>Access to full text</i>
Student Welfare Policy	Staff Handbook (issued to all staff). Appropriate sections in Student Diary.
Pastoral Care of Students	Staff Handbook (issued to all staff). Appropriate sections in Student Diary.
Grievance/Procedural Fairness Policy	Staff Handbook(issued to all staff)
Uniform Policy	Staff Handbook (issued to all staff). Appropriate sections in Student Diary.
Sun Safe Policy	Student Diary.
Guidelines and Responsibilities For Students	Staff Handbook (issued to all staff). Appropriate sections in Student Diary.
Attendance Policy	Staff Handbook (issued to all staff). Appropriate sections in Student Diary.

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 2016 we continued to work on improvement targets, using a strategic plan. The 2016 strategic plan is included here:

STRATEGIC

PRIORITY 1:

RIGOUR IN ACADEMIC EDUCATION/ TEACHING AND LEARNING:



GOAL:

Rigorous Academic Education.



ELEMENT OF VISION AND/OR MISSION:

Academic Rigour (V), Seize each day at school (M), to Strive, To Stretch and Stick.

OUTCOMES SOUGHT	STRATEGIES
<ul style="list-style-type: none"> Rigorous Academic Education. Strong Academic performance. Evidence based teaching and learning practices. Ethos of disciplined striving and learning. 	<ul style="list-style-type: none"> Foster an academic environment of high expectations. Maintain well organised and purposeful classrooms. Integrate Visible Learning into all aspects of education. Engender in students the commitment to strive and extend themselves. Empower students to active, self-aware learners. Achieving agreed academic standards.

2020 LANDSCAPE

- Programmes that push academic achievement and stretch each student.
- Lessons that push high academic achievement and stretch each student.
- Students consistently working hard and effectively at home on meaningful tasks.
- Strong and consistent external academic results.
- High quality of teacher feedback which is used by students to improve work.
- Students 'match fit' for external assessments, in particular the HSC.
- Many students who read voraciously and write with flair.
- 'Academic Strategies' entrenched and evolving as both a subject and practice.
- The systematic use of data to confidently drive improvement.
- Students driving their own progression and learning. This includes students being able to articulate their learning style and also apply the recent research and psychology about high performance.
- Have strategies and development programmes implemented for each layer of academic capability - from low to medium to high.
- Being recognised internationally as a Visible Learning school.

2016 ACTION PLAN

- Implement Global Perspectives course.
- Implementation of Maths personalised learning.
- Continue to finesse and monitor the way home work is set and recorded.
- More detailed data tracking of Year 12 students through Academic Centre (including individual learning plans).
- Consistent use of Learning Management System (CANVAS).
- BYODD implementation throughout Years 5-12.
- Continued implementation of Visible Learning programme.
- Finesse the way effort ratings are recorded.
- Strategies in place for the needs of diverse learners.
- A holistic careers programme including subject choice and selection.

STRATEGIC PRIORITY 2:

ENRICHED AND ENLIGHTENED LEARNING:



GOAL:

An inspiring learning experience.



ELEMENT OF VISION AND/OR MISSION:

Enlightened Academics (V), to be excited by the richness of what is known and inspired by the possibility of what is yet to be discovered (M), to think clearly, creatively and with passion (M), Approach learning with enthusiasm, open minded curiosity and wonder (M) and prepare for the future in the exciting, dangerous and uncharted twenty first century (M).

OUTCOMES SOUGHT	STRATEGIES
<ul style="list-style-type: none"> • Liberal, enlightened education. • Creative and critical thinking. • Love of learning and ideas for their own sake. • Enthusiasm for life-long learning. 	<ul style="list-style-type: none"> • Foster a culture of open minded learning in classes. • Prioritise discussion and engagement in classes. • Energise staff to remain enthusiastic and passionate about ideas. • Create opportunities for students to explore what most interests them academically. • Provide a physical learning environment that befits enlightened learning.

2020 LANDSCAPE

- Programmes that are dynamic, exciting and enlightened.
- Discussion and/or student participation central to most lessons.
- An optimum balance of individual, group and whole class activities in lessons over the course of a week.
- Students who are overwhelmingly keen to discover, find out, and engage with what we are teaching – and to take it further.
- Teachers being inspired and wanting to communicate passion to students.
- Deep learning – the why and how frames – as a guiding principle for many lessons. Big ideas and rich concepts to act as the engine for these lessons.
- Students directing their own learning- and for this to be entrenched into programmes
- Visible Thinking and SOLO strategies used widely.
- Students (by the end of Year 11) having a belief that education, learning and wisdom are important and applying this world view to their studies.
- A comprehensive programme of extension (i.e G+T) and support for identified students.
- Staff appraisal system fully embedded with a good feedback loop.
- A network of voluntary opportunities, clubs, enrichment days etc.
- Being recognised internationally as a Visible Learning school.

2016 ACTION PLAN

- Year 10 Cornerstone programme completed and the training of relevant staff in the teaching of discussion.
- Implementation of Visible Learning strategies.
- Big Ideas Days.
- Continued attraction of high quality staff.
- New subjects – Commerce, SWYM, Global Perspectives.
- Professional Development and discussion and engagement in classes. Increased team teaching.
- Professional development in enlightened pedagogies.
- More Gibraltar Clubs introduced.
- IT integration into classes that promotes enlightened academic learning. Introduction to coding.
- Academic Strategies programme implemented through SWYM; revamped Wide Reading programme.
- Providing mindfulness strategies in lessons and in course.
- Research projects in learning. Guided enquiry and project based learning.

STRATEGIC PRIORITY 3:

CARING FOR THE WHOLE STUDENT



GOAL:

For every student to feel safe, honoured and respected.



ELEMENT OF VISION AND/OR MISSION:

Care for the whole child (V), care for students emotionally so that they see the College as a safe harbour where they are secure and respected for who they are (M) and caring for others in the College and respecting their individual personalities and talents (M).

OUTCOMES SOUGHT	STRATEGIES
<ul style="list-style-type: none"> • A sense that each student is known and respected. • A strong affinity between the student and the College. • A deep sense of pride between each student and the College. • Students who are safe, respected, empowered and nurtured. 	<ul style="list-style-type: none"> • Maintain and strengthen a community culture. • Strengthen the House system. • Opportunities for students to display talents, skills, interests and personalities. • Student engagement and leadership.

2020 LANDSCAPE

- Year groups who get on with each other accept differences. A combination of friendship groups and ecumenical social networks that protect individuals and assist them to flourish.
- Many students with healthy self-regard fuelled by mindfulness, positive psychology and a good network of relationships. Students who know themselves.
- Students who feel a deep, non-jingoistic pride in their College as a key part of their net of connectedness
- Students who respect and like staff. Staff who respect and like students
- A College culture that fosters a respect for individual difference and diversity in its forms such as gender, religion, sexuality and race.
- A visible and effective suite of anti-bullying and cybersafe policies that are implemented from day to day.
- A vibrant pastoral system of Houses, counselling, careers, mentorship and support.

2016 ACTION PLAN

- Use of College Leaders to strengthen sense of College ethos.
- Securing the consistency of service learning programmes.
- Prefect meetings each fortnight. Support for Prefect initiatives and greater prefect responsibilities.
- Continue to embed MindMatters and KidsMatters programme.
- A strong gym/fitness centre programme which includes provision for students attempting to do a basic level of fitness.
- Increasing connectedness.
- Messaging of key themes, values and statements through the College during Assemblies, House meetings etc.
- Programme/teaching about online, behaviour. "Tech harmony".
- Have effective Tutor groups.
- Re-establishment of SRC to spread leadership opportunities.

STRATEGIC

PRIORITY 4:

ETHICAL, MORAL AND SPIRITUAL DEVELOPMENT



GOAL:

To provide an open-minded, non-doctrinal culture that develops service oriented citizens with strong moral compasses.



ELEMENT OF VISION AND/OR MISSION:

Engage students 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 (M).

OUTCOMES SOUGHT	STRATEGIES
<ul style="list-style-type: none"> Strong moral development. Open and guided spiritual enquiry. Oxley students giving back to the community. 	<ul style="list-style-type: none"> Give opportunities for students to consider moral and ethical issues and problems. Fostering respectful and open dialogue with students about the 'big questions' of life. Maintain a service learning programme throughout the College.

2020 LANDSCAPE

- Students interested in engaging with discussions/speakers/lessons on the biggest questions in life.
- Students able to articulate and, in almost all cases support the College's values.
- Students exploring their own and others' spirituality through an exposure to the Christian faith and also other faiths (see also Strand 3 of the Mission).
- Students identifying the moral and societal challenges of the 21 Century and, in many cases, wanting to play a role in ameliorating them.
- A social service programme for K-11 that has strong support from students.
- Strong international service learning linkages. Holistic and multifaceted partnership with a number of international school communities.
- Overview of where and how ethical questions are raised throughout programmes.
- Students acting ethically.

2016 ACTION PLAN

- Make values statements more prominent in College (Pinoak, Prospectus) etc.
- More Cornerstone units of spirituality. Speakers from Christian and other faiths to larger groups.
- Social Service trips to Nepal, Fiji and Botswana.
- Discuss and consider morality and online behaviour.
- Refinements of Ethics programme in Cornerstone and inclusion in Year 10.

STRATEGIC PRIORITY 5:

INFRASTRUCTURE AND DEVELOPMENT



GOAL:

To invest strategically in a fit-for-purpose infrastructure that meets the needs of future global citizens.



ELEMENT OF VISION AND/OR MISSION:

In a unique Southern Highlands setting (V).

OUTCOMES SOUGHT	STRATEGIES
<ul style="list-style-type: none"> Quality teaching environment. Infrastructure that is competitive with larger, often urban schools. A balance between financial prudence and strong development. 	<ul style="list-style-type: none"> Buildings and classrooms that reflect the ideas of 'enlightened academic rigour' and the excitement of learning. Establish building programme Establish Masterplan for a five year horizon and a two decade horizon. Fundraising campaign.

2020 LANDSCAPE

- Development:
 - refurbished classrooms
 - New classroom block.
 - Canteen/Cafeteria.
 - Landscape plan and implementation.
 - Distinct performance, study and examination spaces.
 - Some specialist K-6 area/multifunction area.
- An expectation amongst all in the community that fundraising is ongoing and that giving is expected to provide for capital works.
- A robust and fit for purpose IT infrastructure.

2016 ACTION PLAN

- Excellent governance.
- Sound financial management.
- Implementing elements of the Master plan including:
 - Bray Fields.
 - New Classroom Block.
 - Playing Courts.
 - exterior of De La Salle building.
 - Breezeway in Science block.
 - D+T/Upstairs room.
- Regular administration meetings as a group.
- Design of Landscaping plan.
- Fundraising.
- IT systems maintained and improved:
 - LMS refinement and management.
 - Bandwidth and infrastructure maintained and improved.
 - BYODD support.
 - Data project.
- Higher bandwidth/infrastructure to cope with BYODD needs.
- Begin archive management.

STRATEGIC

PRIORITY 6:

ENRICHING CO-CURRICULAR EXPERIENCE



GOAL:

For students to thrive in the arts, sports, the outdoors and/or service.



ELEMENT OF VISION AND/OR MISSION:

Cultural richness (V), Help students discover a rich variety of opportunities so that they 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 (M).

OUTCOMES SOUGHT	STRATEGIES
<ul style="list-style-type: none"> Vibrant and varied co-curricular experiences. Students exploring personal bests and team skills. Holistic personal development through activity. Affinity with College or house through representation of College. 	<ul style="list-style-type: none"> Foster a competitive and realistic sports programme. Entrench a performance culture that enhances both expertise and wide involvement. A coherent and staged outdoor programme.

2020 LANDSCAPE

- A sports coaching programme in which each session improves skills and team playing.
- Student willingness to strive across co-curricular activities- in sports, the arts and elsewhere. Student pride in their teams and activities.
- Teamwork and sportsmanship in each team. Improved participation and team success.
- A vibrant outdoor education programme.
- Optimum network of music ensembles and bands playing at good level, including development in younger years.
- Multiple, high quality productions, showcases exhibitions and concerts.
- An expectation that most students will engage in an international social service and cultural immersion programme run by the College.
- Support for each other's co-curricular activities.

2016 ACTION PLAN

- Training two afternoons each week for ISA sport. Making this work with facilities.
- Proper use of fitness centre/gym.
- Ensure that 7-12 students complete one season of ISA.
- Develop skills acquisition of sports programme.
- Music/Band/Drama structure and provision for co-curricular.
- Refine debating opportunities.
- Focus on co-curricular music programme - structure, progression and opportunities.
- Implementation of Pipe Band.
- Library collection to reflect cultural richness and diversity based on learning needs and student interests. Wide reading programme.

STRATEGIC

PRIORITY 7:

ATTRACTION AND RETENTION OF PEOPLE: STAFF AND STUDENTS



GOAL:

For Oxley College to be recognised as a school of first choice (student and staff).



ELEMENT OF VISION AND/OR MISSION:

N/A

OUTCOMES SOUGHT	STRATEGIES
<ul style="list-style-type: none"> A staff body that is highly talented and committed. A student body that is ambitious, high performing and caring. 	<ul style="list-style-type: none"> Distil and promote the advantages of working at Oxley. Distil and promote the reasons to send students to Oxley. Improved results and work ethos. Strong affinity with the College. Culture of striving.

2020 LANDSCAPE

- A staff second to none of committed and collegial professionals.
- All of our communications and public documents are aligned.
- A Strong Alumni programme.
- A proud and open culture of showing what we do best and having parents and students our best ambassadors.
- Full year groups and wait lists in each year or exploration of some expansion.
- A high frequency of applications for positions through word of mouth and advertising.
- Being recognised internationally as a Visible Learning School.

2016 ACTION PLAN

- Focus on advertisements and strategic recruiting of staff including advertising internationally for areas of known low engagement.
- A more flexible way of attracting potential staff- engaging people who wish to move as well as advertising position.
- Professional Learning for teaching and administration staff.
- Professional Learning in IT for staff and parents.
- Improved Vision, Mission and Features of our education booklet.
- Promulgate vision and mission around College.
- College 'open day' with classes open.
- Use of Prefects to increase College ethos.
- Range of videos on website.
- Finessing website with features, Use other social media features.
- Advertise academic results where appropriate.
- Alumni profiles for magazine.
- Plan a staff appraisal system.

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.

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.

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.

CULTURAL RICHNESS:

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.

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 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 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 and in the outdoors.

Help prepare you for the 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 2016 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 Programme is pro-active in nature.

In Years K-6 the primary pastoral care givers are the classroom teachers. Day to day communication helps to build a culture supportive to good teaching practice. The Pastoral Care staff member assists the Head of K-6 in dealing with and support students.

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.

Throughout 2016 we have implemented MindMatters into Year 7-12. MindMatters is a framework, in that it provides structure, guidance and support while enabling schools to build their own mental health strategy to suit their unique circumstances. Each Thursday Week B students attend MindMatters Lessons in Year Groups.

These lessons are run by Tutors and are based around the current issues that arise within Oxley College and are tailored towards individual students, grades or genders to address the well-being of students, staff and parents across the college.

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 2016 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. We continue to implement 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. Our Year 10 students also visit Bowral House on a regular basis and provide a connection with elderly members of the community through playing board games, chatting or playing musical instruments.

Student Leadership in the primary and secondary school plays an integral part in promoting College pride and sense of belonging. The SRC continues to go from strength to strength in the Primary and Secondary School. 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.

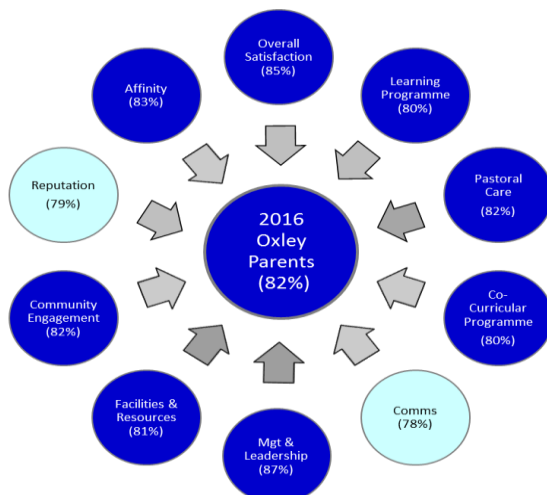
Communication Protocols:

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*

13. Parent satisfaction

We completed a full survey of parent satisfaction in 2016 with MMG Surveys. The results of this survey were very pleasing. It demonstrated that in all areas we are currently perceived as performing very strongly.

The summary page is noted here. It is important to note that 80% or above from this independent company indicates very high levels of satisfaction.



14. Summary Financial Information

