

1. A message from key school bodies

Board of Governors

The Board of Governors of Oxley College met eight times during 2017 and the Audit Committee met on four occasions. The Board's key concerns were:

- a. Now we are in the third of the fifth year of the 2015 - 2020 Strategic Plan, that we see significant direction and gains towards our longer term goals. The '2020 vision' should be coming increasingly into focus.
- b. The use of our strategic document that linked the overall vision and mission with measurable goals for 2017. Ensuring that this document remained a key priority from year to year. This included regular reports on how the College executive was tracking on achieving these goals.
- c. The opening of the building on the main lawn. Also the development and building of Stage 2 of this structure to take account of the increasing pedagogical needs of the College. This included a multipurpose room for art/drama/music for the Junior School.
- d. The attraction and retention of good staff. Also a 'next generation' of excellent staff so that when good staff moved on, the community could be assured that they were replaced with equally good staff.
- e. The establishment of a second Kindergarten and Year 5 class. The long term viability of a second stream K-2 was rigorously analysed as the numbers for Kindergarten remained relatively weak, but the numbers for Year Five were strong.

The school's Visible Learning programme continued to be supported by the Board and encouraged as an engine for School improvement. In particular there was an increase in focus on 'Learning Intentions' and 'Success Criteria' as a driver for lessons with real focus and impact.

Parents' & Friends' Association

2017 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 2017 started in February with a very well attended P & F Welcome to Parents Drinks in front of Elvo. The "Winter Wonderland" themed annual Trivia night ran seamlessly for the second year under the guidance of Doug and Skye Sandilands and as ever was an enormous success. Once again there were additional games, a silent auction and it was a licenced event with a bar operating on the night. Alex Wansey and her team ran a very popular P & F Oxley Equestrian Day at a new venue, Bong Bong Racecourse. 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 with each year group taking responsibility for different shifts. The Oxley K-6 P & F members were very active organising a Mother's Day Stall, Father's Day Breakfast and catering for Grandparents' Day. They also continued with after school cake stalls during the term. The K – 6 Cocktail Party was held in July at Berida Hotel and all commented on the atmosphere and buzz on the night.

The P & F entered into their tenth 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 2017 P & F calendar was the inaugural Eve on the Green. Held on Saturday 25 November, 1400 people listened avidly to music by John Waters and his backup Oxley band, K – 6 students and many other local students. As the sun set Leo Sayer took to the stage and everyone, young and old, felt like dancing! The Eve was the brainchild of P & F President, Bec Biddle, who was assisted by Shelly Davis-Rice, Kristie Phelan and many other members of the P & F. It was a huge fundraising success with a bumper



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sell out show. The event raised money in support of the local BDCU Children's Foundation and their Youth Mental Health Initiatives, with the remaining funds being split between Oxley's three sister school charities in Nepal, Botswana and Fiji.

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. Kate Fair and Cynthia Winter were farewelled and thanked for all their hard work and commitment to the College.

In 2017, the P & F AGM once again took place in November. Bec Biddle had a very fine first year as P & F President and was unanimously voted back into the position. She joined a strong Executive which included new and old members and all positions were filled.

In 2017, the P & F decided their goals would include contributing to the K – 6 climbing frame, Canteen furniture and the new Oxley stone wall entrance.

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 fourth time in 2017 showing in particular the further improvements that had occurred with the 2016 cohort. In particular we were pleased with the increases that had occurred with our middle rankings students. Linked to this was the improved academic rankings in public measures such as the Sydney Morning Herald list (from 262 to 89 to 63 in the space of three years) and the publicity that was connected with this. We were pleased in particular that we had continued to improve because the rapid jump in 2015 may have otherwise looked like a 'one year aberration' rather than the result of determined improvements and value adding strategies.

We decided not to use MMG surveys on an annual basis, as this may involve over-surveying our parents. Instead we will be conducting the survey again in Term Three 2018.

The Deputy Head Learning of the College was a speaker at the US National Visible Learning Conference in Tennessee. Oxley College's experience was again showcased for the American audiences as it was in 2016.

The College entrenched its large scale attempt to create several 'twinned' schools in areas of the developing world in which our students could be immersed. For the first time we sent groups to three destinations simultaneously in October. The three destinations were Nepal, Botswana and Fiji. In total almost three quarters of the Year Nine year group attended one of these trips and had this opportunity. There was also a reconnaissance trip to Botswana in April with ten students that was attended by the Headmaster.

Our Year Nine 'Rites of Passage' programme worked even more successfully and well. The three week trip into Sydney was very well organised and well received. The first group of students sat their Year 10 exams for the Cambridge International Global Perspectives course and received some strong results. The overseas trips, as mentioned above, were a key element for many students.

The College reshaped its programme based on 'how to write' for all students in 7-10. This was called 'SWYM'- say what you mean. It moved further towards a 'writing in context' model in which the subject teachers were also immersed. We are looking forward to strengthening the 'writing in context' framework further in 2018. .

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.

- Investigation of the IB model and an application for candidacy for the PYP programme. This involved several three day in-services for senior staff.
- The extended use of individual projects and personal learning activities that are nonetheless tightly tied into the syllabus and to the development of skills.
- The further use of devices in K-4 and more training of the students in them.
- Opportunities for outside play expanded, including a significant climbing frame for all students.

2. Contextual Information MySchool™ site

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

<https://www.myschool.edu.au/school/43890>

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 2017

2017	Reading	Writing	Spelling	Grammar/ Punctuation	Numeracy	Date, Measurement Space & Geometry	Number, Patterns & Algebra
YEAR 3							
State Average	436.5	421.2	426.6	444.3	416.1	412.1	418.4
School Average	484.8*	452.5*	432.7	524.0*	448.7*	443.5*	454.0*
% achieving National Benchmarks	100	100	100	100	100	100	100
% above State average	68	80	56	80	68	84	64
% of State in top two Bands	51	53.2	52.7	62	43.3	37	43.7
% of School in top two Bands (top3)	68 (88)	79(100)	56(84)	80 (100)	56(92)	56(82)	56(88)
% of School above Year 5 Average	44	44	16	56	20	8	16
YEAR 5							
State Average	508.5	477.9	507.9	506.3	499.6	497.1	500.4
School Average	572.9	500.0	531.6	549.6	528.9	526.5	529.7
% achieving National Benchmarks	100	98	98	100	100	100	100
% above State average	82	68	66	70	72	76	66
% of State in top two Bands	39.7	18.1	38.2	36.2	32.5	31.4	31.1
%of School in top two Bands(top3)	76(88)	29(55)	49(84)	61(82)	49(78)	49(84)	51(73)
% of School above Year 7 Average	74	35	29	53	31	29	11

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: 2017

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	61
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

A key focus at the start of 2017 for all teaching staff K-12, was in anticipating the needs of students entering the Wisdom Era. The curriculum framework of Understanding by Design was extensively explored with the intention for all staff of refining curriculum design to align not only with the anticipated competencies for the future but with the Australian Professional Standards for Teachers (1 and 2) To know your students and How they learn.

In Semester 2, the focus sharpened to enhance our implementation of Visible Learning in the College and specifically our development of Learning Intentions and Success Criteria. Consultant experts delivered whole school workshops and then supplementary collaborative planning session to support curriculum teams in refining their professional practice in this area to develop more consistent school wide protocols.

K-6 Staff participated in a range of professional learning sessions aligned with the Australian Professional Standards for Teachers. Focus was given to identifying and responding to the diverse needs of students within our population to explore topics for Gifted Education, Motor & Sensory Needs (OT) and Differentiation strategies to enhance each teacher’s repertoire of effective strategies to meet the diverse needs of students. 7 – 12 staff also participated in a range of workshops focussing on our Learning Management System, Canvas as well as our Maths team undergoing training on Maths Pathways.

College staff also participated individually in a broad range of Professional Learning courses devised by a variety of professional bodies to enhance the teaching and learning environment. Nominated by staff and leadership, 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 2017 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.

6. Workforce Composition

Oxley College has a Headmaster, five Executive Staff plus 52 FTE (Full Time Equivalent) teachers including five Heads of Department and 21.2 FTE (Full Time Equivalent) non-teaching.

2017 Teacher attendance and retention

- Teacher attendance rate: 93.9%
- 52.0 FTE for 185 teaching days = 9620 teaching days
- 582 absent days (sick leave, carers leave, family leave, personal leave – excluding PL)
- Average sick days per FTE = 11.1 days per staff member
- Teacher retention rate: 89%

7. Student attendance and retention rates

FORM	ATT_OVERALL	ATT_MALE	ATT_FEMALE
Kindergarten	94.40%	95.90%	93.40%
Year 01	95.90%	97.40%	95.30%

Year 02	94.80%	95.90%	94.20%
Year 03	95.80%	94.60%	96.70%
Year 04	95.50%	95.40%	95.60%
Year 05	96.10%	95.80%	96.60%
Year 06	94.00%	93.30%	94.50%
Year 07	95.30%	95.80%	94.60%
Year 08	95.60%	94.50%	96.80%
Year 09	95.30%	95.70%	94.60%
Year 10	95.90%	96.60%	95.40%
Year 11	96.30%	96.50%	96.10%
Year 12	94.70%	93.90%	95.60%

PROTOCOLS AND EXPECTATIONS FOR LEAVE

Each year an outline of our protocols for leave is sent out to all parents K-12.

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 these documents are to:

- Provide consistency for parents in applying for leave.
- To provide explanation and clarity for parents.
- Provide a rationale for our decisions.
- To be consistent K-6 and 7-12

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 it is that 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 Class Teacher
7-12 Heads of House

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

K-6 Mrs Justine Lind Head of Junior School
7-12 Mr Peter Ayling Deputy Head Pastoral, Senior School

- 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 2017, 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 2017 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 2017 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. We also understand the importance of students being able to learn and that students are not disrupting the learning of others. Our Restorative Justice model helps students to move forward and is continued to be used throughout 2017.

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.



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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 2017 we continued to work on improvement targets, using a strategic plan. The 2016 strategic plan is included here:

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.

O X L E Y C O L L E G E

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 2017 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 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 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. As the school continues to grow we are currently looking at having 5 tutor groups per house. This is a discussion with Heads of House for 2018, ensuring we can staff 5 extra groups and slightly reduce the current size of each tutor group.

Throughout 2017 we have continued to implement MindMatters into Year 7-12. MindMatters 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. It is not a sequential program more a structure where we identify the needs of our students and deliver appropriate content for discussion.

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. Heads of House meet once a fortnight to discuss whole school issues and individual house meetings take place once a fortnight with the school psychologist to discuss students of concern. We believe we have a strong sense of understanding the needs of each and every student under our care. We continue to have placed the student's Tutor as the main point of contact for parents.

Throughout 2017 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 with 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 ten students per week prepare a meal for the homeless and bring it to the College for the Uniting Church in Bowral for 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. We aim to increase the number of students attending and look at other venues for our students to visit and connect with elderly members of the community.

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.

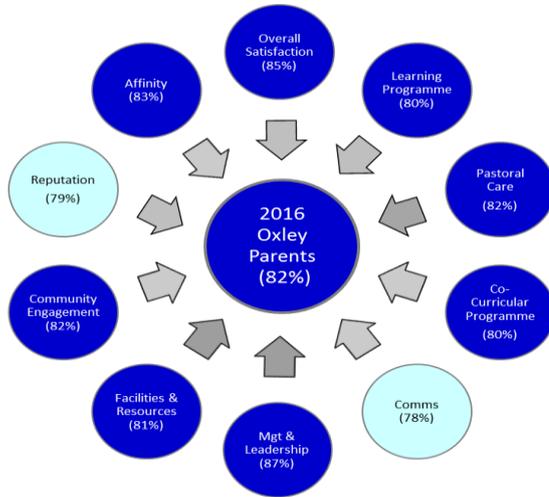
Communication Protocols:

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;
 - a. Be specific about the issues that need to be discussed by avoiding generalities and vagueness;
 - b. Be open-minded about the issues. Ensure the interaction is solution-focused and open to new information;
 - c. Be respectful of others' views by listening to alternative view points;
 - d. Use non-emotive spoken and body language;
 - e. 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 and it demonstrated that in all areas we are currently perceived as performing very strongly.

The summary page is noted below. The College will be completing the survey again in 2018.



14. Summary Financial Information

