



# OXLEY COLLEGE ANNUAL REPORT

2018



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to think  
to dare  
to dream



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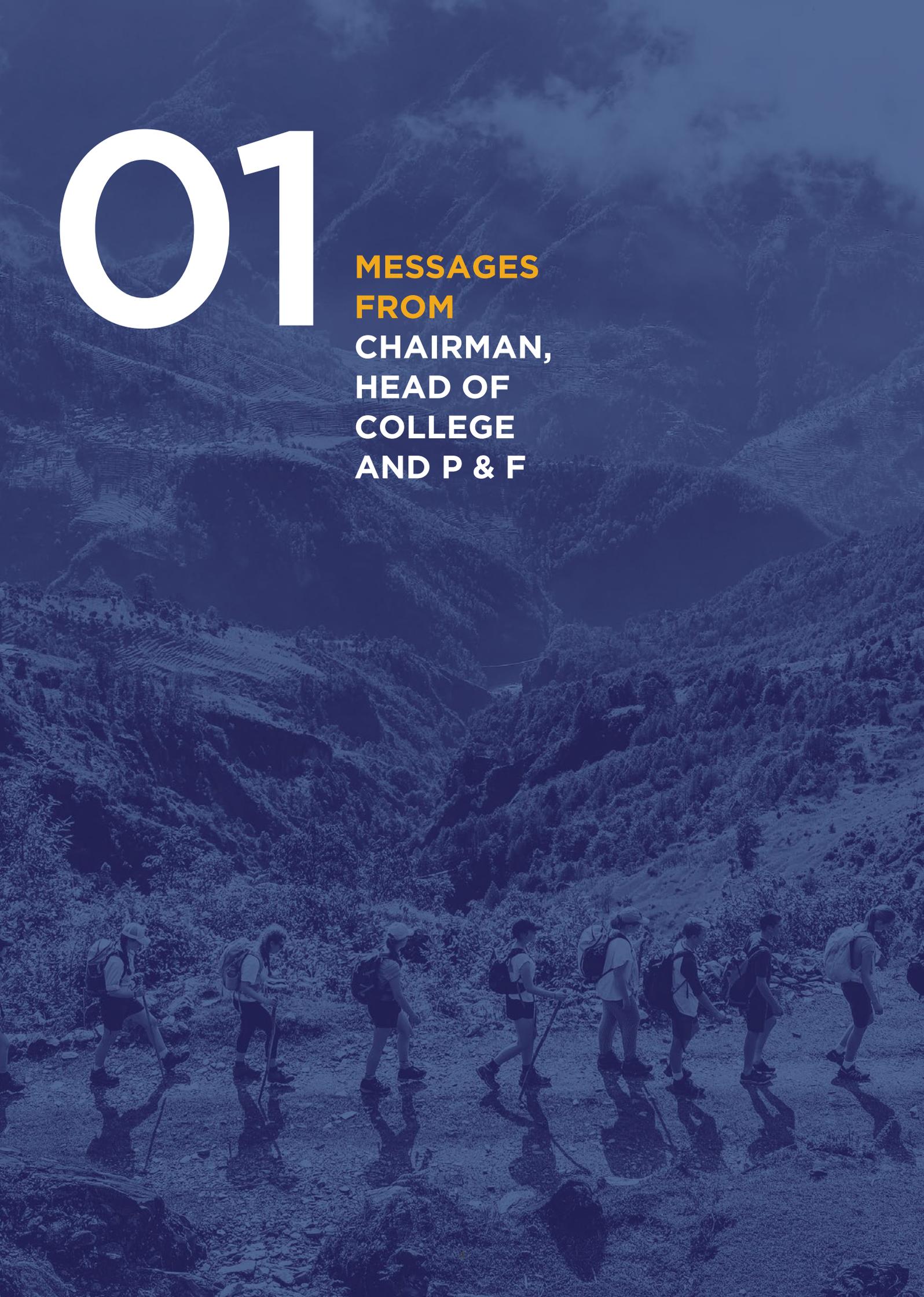
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# 01

**MESSAGES  
FROM  
CHAIRMAN,  
HEAD OF  
COLLEGE  
AND P & F**



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# CHAIRMAN OF THE BOARD OF GOVERNORS

In 2018, the College completed its thirty-fifth consecutive year as an independent, non-denominational school. The founding Governors of Oxley College would be proud of what has been achieved in the history of the College. It was their inspiration and dedication that led to the formation of this great College.

The finances of the College are in good condition. The year ended with an eight percent increase in student population. Student numbers are expected to grow by a further five percent during 2019, mostly in the Senior School.

Just under forty percent of our revenue is sourced from the Commonwealth and State Governments. The College relies on its parents to provide the majority of the remainder by way of student fees. The burden student fees places on parents and grandparents is acknowledged by the College and every endeavour is made to ensure that Oxley College provides an educational experience for students which is valued highly.

Direct teaching remuneration is linked to an industrial award with agreed annual increments. All other operating costs are managed closely within a formal budget approved by the Board of Governors. Similarly, capital costs associated with development building projects are monitored diligently.

Due to the current strength of the College finances, the increase in student fees has been set at just two percent for 2019, which is below the current rate of inflation.

The active building development programme continues. During 2018, the extension to the relatively new classrooms have been completed and, at considerable cost, the upper floor verandah of the Elvo building replaced. An extensive refurbishment of the former canteen area, now known as the "Pavilion", has been completed and forms a pleasing feature of the College. Students are now able to use the Pavilion with its increased facilities and shelter from the extremes of the weather.

New playground equipment has been purchased for the Junior School and, after much delay, the new very impressive replacement tennis and basketball courts are completed and in use. The old tennis courts had to make way for the construction of the Junior School back in 2011. The new tennis courts have been constructed on land the College purchased in 2007.

It is anticipated that the Bray playing fields, over the river to the South of the College, will be ready for use during 2019. There have been a number of reasons for the delay, not the least of which have been the substantial levelling works required, indifferent grass growing seasons and providing an adequate supply of water and power to the site. After extensive drilling, an adequate supply of water has been found, which will speed up the remaining work to complete the project.

There is likely to be some disruption to the College early in 2019 during the building of a new staff room for the Junior School. The Building Master Plan for the College will be reviewed by the new Head of College when practicable during 2019.

There is considerable work involved with the management of the building programme. The College is very appreciative to all who have been involved, including the Chairman of the Board Building Committee, Mr John Rapp, the Headmaster, Mr Michael Parker and the Business Manager, Mrs Beverley Harris.

In 2018, there were no changes to the composition of the Board of Governors. The College Constitution provides for the maximum appointment for each Governor to be no more than twelve years. My tenure as the Chairman concludes in mid 2020 and I will step down from the Board of Governors. Over the next twelve months,

the Board of Governors will seek to determine my replacement.

The Deputy Chairman, Mr Tony Norris' tenure concludes in mid 2021, at which time he will step down from the Board of Governors. Accordingly, the remaining tenure of the Chairman and that of the Deputy Chairman, will provide a suitable transition period for the new Head of College, who will commence her duties at the beginning of 2019.

Sadly, the College lost two of its former Governors in 2018. Mr Bill Carpenter passed away in September. He was one of the founding Governors of the College and served on the Board of Governors for fifteen years until 1996. As a local real estate agent, he officiated with the original purchase of the land and buildings for Oxley College from the De La Salle Brothers.

Mr Murray Walker passed away in August. He was Chairman of the Board of Governors from 2003 to 2008 and remained on the Board as a Governor until his retirement from the Board in 2013. To the end, he was proud to have several of his grandchildren attend the College. Mr Carpenter and Mr Walker gave the College untiring service and the College will be forever grateful to these two outstanding individuals.

The College acknowledged Mr Simon Woffenden and Mr Stuart Bollom, who have completed fifteen years' service. In addition, Ms Victoria Rintoul and Miss Natacha Brochard have completed ten years' service. The College congratulated these staff members for their longstanding and dedicated contribution to Oxley College.

At the end of the year, as happens in the teaching profession, the College bid farewell to a number of Staff. Mrs Jacqui Pugh left after thirteen years' service to further her career. She is taking on a new challenge at Fintona Girls' School in Victoria. Madam Roz Hamilton, Mrs Susan Dalton, Ms Narelle Young, Mrs Belinda McBride and Mr Alex Hayman all left Oxley for a variety of reasons.

The Headmaster conveyed his appreciation, in a 2018 edition of the College newsletter "Pin Oak", to those who participated in the Oxley College survey of parents, staff and students, conducted during third term. The College values highly this independently conducted survey as it provides a scorecard of the leadership and overall health of the College across a number of fronts, other than enrolments and the financials.

The survey is also compared with similarly sized schools in New South Wales. As the survey was conducted late in the Headmaster's tenure, it will allow the incoming Head of College to use the results as a baseline for the different categories measured by the parent, staff and student community.

On several occasions in the past, the College has mentioned its appreciation for the voluntary donations to the building fund made at the time of payment of student fees. The amount over the past year was over \$80,000. Donations are tax deductible and provide a valuable addition to the College's ability to maintain the building development programme.

The College will be establishing a bursary fund to help an existing student whose family's financial position had changed adversely and materially, such that it would be difficult for the student to remain at the College and continue their studies. The College will also provide a limited number of scholarships to students entering Year Seven who can demonstrate that they clearly would not otherwise be able to attend Oxley College or other independent schools for financial reasons. Potential students would need to demonstrate that they would take clear advantage of the scholarship to become a key member of the Oxley College community and a contributor to society.

Expressions of interest to donate to the bursary fund have already been received and appropriate tax deductibility status is being sought. Several criteria have been established to determine suitable applicants and the fund will be under the supervision of the Board of Governors and reviewed annually.

Year 12 students completed their Higher School Certificate examinations and left the College at year's end. Whatever the outcome of their examinations, the College extended best wishes for their future. Oxley College has provided the foundation from which to allow them to think clearly, act honestly and with integrity and, above all, to make a worthwhile and selfless contribution to society at large.

The College acknowledged the members of the Board of Governors for their contribution given willingly and voluntarily throughout the year. The valuable and important contribution of the members of the Parents and Friends and their volunteers is also acknowledged with appreciation.

The College's Headmaster, Mr Michael Parker, left Oxley in 2018 to take up his appointment as Headmaster of Newington College. The College expressed its sincere gratitude to Mr Parker for his inspiring leadership throughout his tenure at the College. He has overseen considerable advancement in the academic and pastoral achievements of the College and the extensive building programme. The College also thanked the Executive and all the Staff, in whatever capacity, for their dedication to the operations of the College over the past year.

**Mr Frank Conroy AM**

*Chairman of the Oxley College Board of Governors*



# HEAD OF COLLEGE

In this publication you will find a variety of information about the College's achievements, academic results and the policies and procedures that underpin the administration of Oxley College. We have tried to be thorough and comprehensive, although no report- no matter how detailed will contain every achievement by each individual or group of students at Oxley! We are proud of them all.

In its 35<sup>th</sup> year, Oxley College remained committed to its fundamental belief in the education of the whole child through enlightened academic rigour and cultural richness. We want our students to enjoy their learning and to apply it to their understanding of the world in all its complexity of their individual place within it.

Set in the Southern Highlands, Oxley College continues to flourish with parents choosing the College because of the unique characteristics of high quality schooling, strong pastoral care and a local setting which encourages engagement, independence, physical activity, generosity and resilience in our students.

2018 was an exciting, rewarding and full year as a range of new initiatives and developments were implemented to ensure we remain a College of choice for parents. It was also a time of transition for the College as Mr Michael Parker was appointed as Headmaster of Newington College after nearly five years of visionary leadership at Oxley. I was appointed as Head of College at Oxley in May and during the remaining months of 2018, Mr Michael Parker and I met regularly to complete a detailed and thorough handover of the role.

In the Headmaster's final report at Speech Night, Mr Michael Parker spoke about the sense of achievement of having several building projects come to fruition including;



Basketball and Tennis Courts completed



Junior School climbing frame



Plans for an extension to the Junior School Staff room



The Pavilion providing a welcoming and warm environment for students at break times



Finding water with the bore drilling for new playing grounds at Bray Fields to be completed in 2019

Mr Parker spoke about other highlights during his address including the celebrations which the College held for its 35<sup>th</sup> birthday. There were a number of events marking this milestone in the College and there was time when all the Heads of College from inception were present. These included the Foundation Head, Dr David Wright, Rev Christopher Welsh, Mr Grant Williamson, Mr Michael Parker and myself as the incoming Head of College. He highlighted the College has a long arc of strong leadership, has had consistency and is maturing into a College of great quality. As part of the celebrations and to develop our international partnerships the College welcomed Ms Senatla Moleele and Mr Tebogo Mogaestsho from Sedie Middle School in Botswana for three weeks to spend time strengthening our relationship and to share best professional practice.

During 2018 there were also new initiatives with a Year 12 Art prize created in honour of Mr Murray Walker, Past Chairman of the Board of Governors who sadly passed away during the year. It was in recognition of his immense contribution to the College over many years as a Governor, Founder and grandparent. The selected Art works will be framed and hung at the College for five years. In addition in the Co-curricular arena, the new sports of Touch Football, Kayaking and Mountain Biking were introduced.

Most significantly were the achievements made by the Year 12 students in the HSC. The 2018 Leavers performed extremely well in their HSC with all students finishing their schooling with numerous options for their future directions. There were students recognised for their excellence in finishing at the top of the State in General Mathematics 2 and in the top ten students for Design and Technology. The diversity of talent was also represented with 10 students from Drama being selected to perform in the HSC Drama Showcase Onstage and one student having works selected for the Visual Art exhibition, ARTEXPRESS and Design and Technology exhibition, SHAPE.

Impressively Oxley College was recognised by the Sydney Morning Herald in their article '*Dramatically effective: Five Schools Top Most Important HSC Honours*'. The article described that following the analysis of five years of HSC data they identified the schools that have shown significant and sustained improvement to climb from the middle of the pack in 2014 to the tightly-held top 100 in 2018's results.

This article speaks to our goal to continue building the quality of our school through constantly evolving and refining our focus on "what works best" in learning and teaching. It also speaks to our aspiration to not only be a leading school on a regional level but to have a global ambition to provide the best education possible for all our students. We are incredibly proud of our learning community; staff, students and parents who all work

together to bring these highly successful outcomes for our students.

Oxley College is recognised internationally for the work it has already done in the Visible Learning strategy and continues to work with world class experts in evidence based improvement to continually be pioneering in the learning and teaching arena. Deputy Head Academic, Mrs Kathryn Cunich was invited to present on the work being carried out at Oxley at both national and international conferences. In 2018 she presented at the International Visible Learning Conference in Chicago. Her presentation was titled "Data that works - Story and patterns". In addition Head of Junior School, Ms Justine Lind presented at the German-Swiss International Schools Conference about Gifted Education with her presentation titled, "Maker Model". As you will see later in the report the staff are very committed to their own professional growth and role modelling a 'growth mindset' to our community.

Although facts and figures are very important in describing the College and its achievements, our philosophy at Oxley is based on the importance of the individuals who contribute to the caring, welcoming and inclusive community atmosphere at Oxley. While we hope that after reading this report you have a clearer and broader picture of the life of the College, no report can fully capture the heart and spirit of the school, so we encourage you to visit Oxley College and experience our vibrant and pioneering learning environment.

Copies of other information including our prospectus are also available from the College Registrar. Should you have any further questions you are encouraged to contact the College through the Registrar's Office on 4861 1366.

**Jenny Ethell**

*Head of College*



**Michael Parker**

*Former Headmaster*





# PARENTS' & FRIENDS' ASSOCIATION

2018 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 2018 started in February with a very well attended P & F Welcome to Parents Drinks in our new pavilion. Mrs Alex Wansey and her team ran a very popular P & F Oxley Equestrian Day for the second year in a row at 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 Junior School 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 Junior School 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 eleventh 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 Hungry Ox sport barbeque operated at all Home games and was run entirely by parent volunteers steered by Mrs Megan Moore. Money raised contributed to a new canteen air conditioning system and also to Buy a Bale Drought relief programme. A new initiative in 2018 was a P & F organised morning tea for the Oxley staff on World Teachers' Day. This was very much appreciated and will become an annual event. Oxley hosted a morning tea for visitors from Holroyd High School – P & F parents, students and staff thoroughly enjoyed gathering on the



Elvo lawn to share stories and to get to know each other before Headmaster, Mr Michael Parker, led a walk down by the Wingecarribee River. Coordinated by the Southern Highlands Rural Australia for Refugees, it was agreed by all involved that it was a very valuable and important blending of two school communities and one we hope to repeat in the future.

The highlight of the 2018 P & F calendar was “Made in 1983” a highly successful evening celebrating Oxley’s 35<sup>th</sup> birthday. With a 80s theme, the costumes were colourful and dynamic. We were privileged to have in attendance our founding Headmaster, Dr David Wright, past Heads Rev Christopher Welsh and Mr Grant Williamson, current Headmaster, Mr Michael Parker and future Head of College, Mrs Jenny Ethell. Our Chairman of the Board of Governors, Mr Frank Conroy AM and other governors were also there on the night. It was incredibly special and unique to have so many Heads of a school gathered under one roof. Two teachers from our sister school Sedie Middle School in Botswana, Ms Senatla Moleele and Mr Tebogo Mogaestsho, joined the celebration.

P & F President, Mrs Bec Biddle and Vice President, Mrs Megan Moore and the P & F team did a wonderful job organising the exceptional sold out College event with dinner, dancing and a silent auction. All proceeds from the silent auction went to Oxley’s sister schools in Nepal, Botswana and Fiji.

The College held a “Thank you to the P & F” Drinks evening in November to acknowledge the P & F’s significant contribution to the College community. Mrs Kate Gair, Vice President Junior School, was farewelled and thanked for her hard work and commitment to the College. Mrs Rachel Harmon also stepped down as the Junior School Year Rep Coordinator.

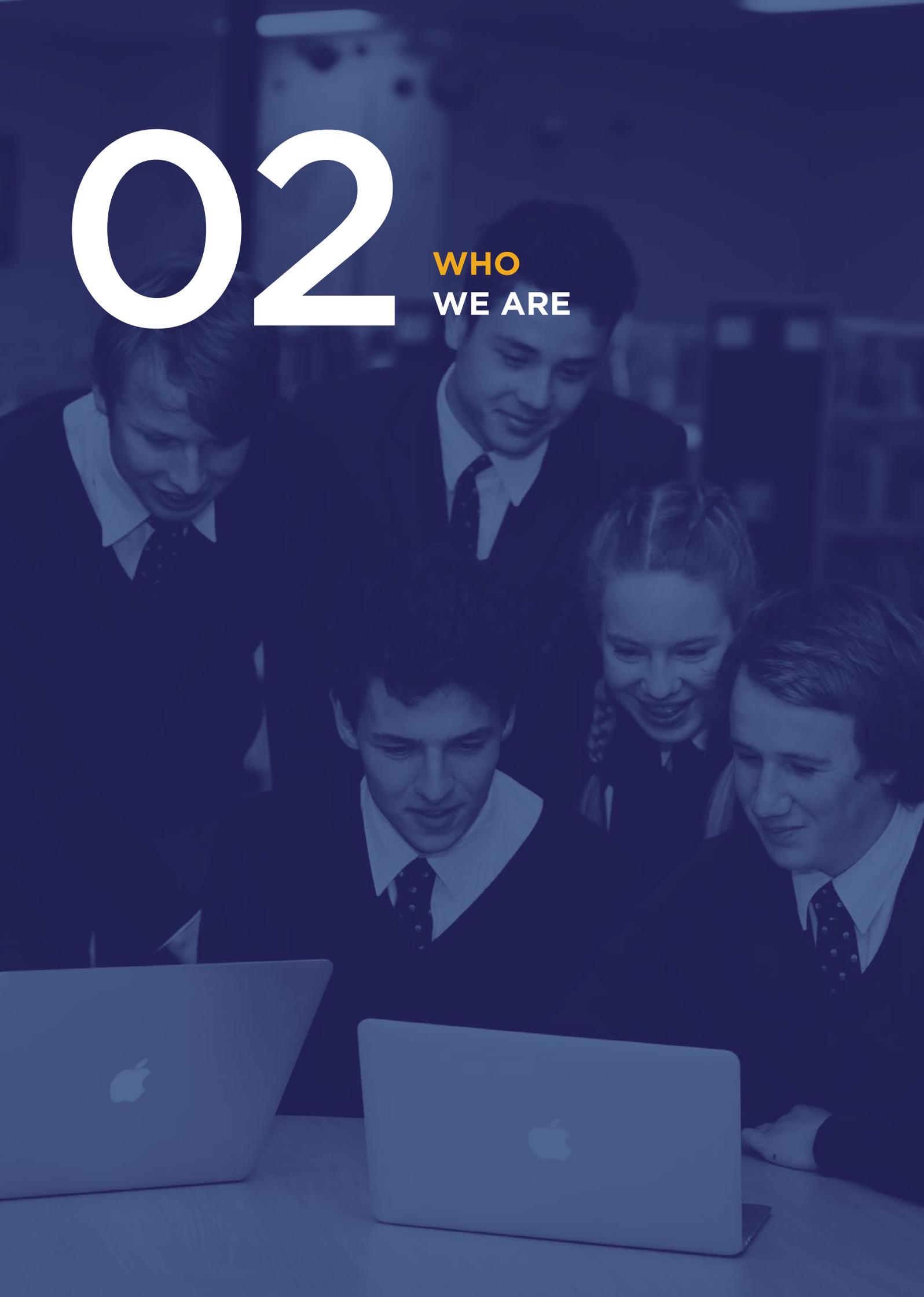
In 2018, the P & F AGM once again took place in November. Mrs Bec Biddle had a very fine second year as P & F President and was unanimously voted back into the position and thanked for her outstanding work. She joined a strong Executive which included new and old members and all positions were filled.

The final event of the year was a whole school community farewell assembly for outgoing Headmaster, Mr Michael Parker. In Mrs Bec Biddle’s P & F President Report she commented “Michael has been a major contributor to the success of the current P & F. He has a genuine sense of community and has always been extremely supportive, great fun and embraced all ideas (wigs and all)!”

In 2018, the P & F decided their goals would include putting a commercial air conditioning unit in the Canteen and donating to our sister schools in Nepal, Botswana and Fiji. Remaining funds left over from 2018 projects will be disbursed to new P&F Projects for 2019.

# 02

WHO  
WE ARE



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# 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.

Oxley College is a coeducational K – 12 school that focuses on each individual student and their learning needs. Oxley educates the whole person - the individual - without the constraints of gender stereotypes. At Oxley, the coeducational environment reflects the world we live in and provides a framework where values such as wisdom and knowledge, fortitude, humanity, justice and mindfulness can flourish and find their full expression. In 2018 there were 226 students in the Junior School and 452 students in the Senior School.

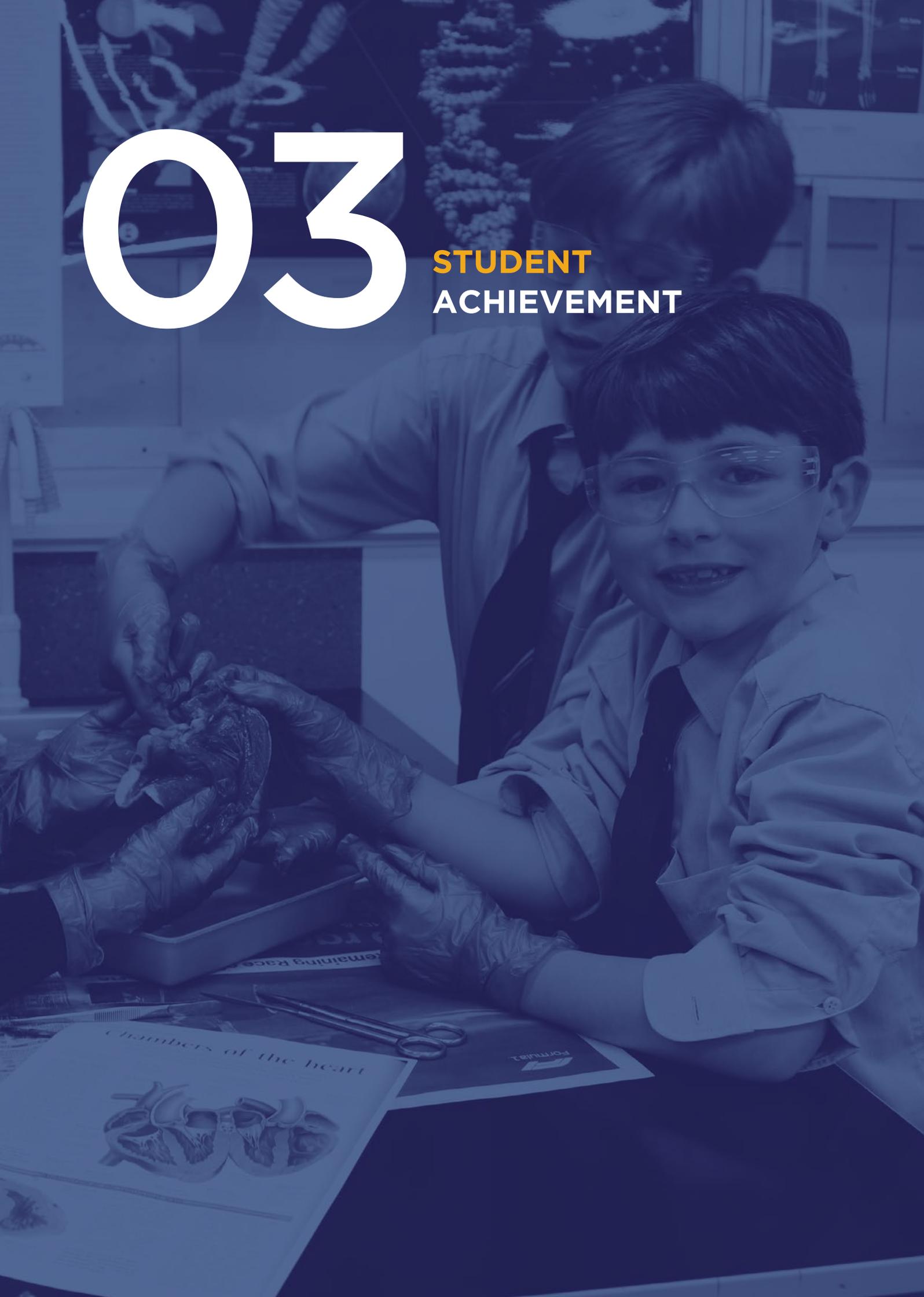
Oxley aims to develop in its student's spiritedness and sensitivity in all they do, think and feel. Their years at Oxley will prepare them for their future and carry them into adulthood with an understanding of their own unique gifts, a sense of challenge, an acceptance of their responsibilities, an awareness of the needs of others and compassion in meeting those needs.

Oxley College was established in 1982 by members of the Southern Highlands' community and opened in 1983 as a coeducational, non-denominational school deeply committed to serving the best interests of its students. Today, Oxley is an internationally recognised school for the whole school 'Visible Learning' programme which is currently sweeping educational circles in Australia, England, Europe and the US.

Oxley provides many opportunities for students to achieve. At Oxley the learning continues beyond the classroom door. The Pastoral and Co-Curricular programmes are broad, exciting and encourage each student to develop a full range of personal, inter-personal and team skills. Oxley strives to cultivate young men and women of honesty, integrity and independence of mind.

# 03

## STUDENT ACHIEVEMENT



In May 2018, as part of the National Assessment Programme – Literacy and Numeracy (NAPLAN), national tests were held in literacy and numeracy for all students in Australia at Years 3, 5, 7 and 9.

Results are reported in Band Levels. The percentage of Oxley students achieving results in the top bands is indicated in the following tables. State percentages have been reported to allow a comparison with the school cohort.

### 2018 NAPLAN - PERCENTAGE OF OXLEY STUDENTS IN TOP BANDS

	Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
<b>Year 3 Oxley</b>	80.0%	88.0%	68.0%	72.0%	72.0%
<b>State</b>	56.0%	49.0%	52.8%	51.8%	44.7%
<b>Year 5 Oxley</b>	57.1%	22.4%	36.8%	44.9%	22.4%
<b>State</b>	40.0%	16.6%	37.8%	38.2%	13.3%
<b>Year 7 Oxley</b>	48.8%	40.5%	46.3%	41.3%	41.8%
<b>State</b>	30.8%	19.6%	36.2%	31.2%	32.0%
<b>Year 9 Oxley</b>	45.7%	36.3%	38.8%	41.3%	33.3%
<b>State</b>	24.8%	5.6%	27%	26.8%	30.4%

### Year 3 NAPLAN Results 2018 – Comparison of Oxley and State Means 2017 - 2018

	Oxley Mean		State Mean	
	2018	2017	2018	2017
<b>Grammar and Punctuation</b>	509.4	524.0	437.7	444.5
<b>Numeracy</b>	462.9	448.7	413.6	416.3
<b>Reading</b>	506.3	484.8	437.7	437.0
<b>Spelling</b>	459.9	432.7	426.5	426.1
<b>Writing</b>	474.8	452.5	414.3	421.0

### Year 5 NAPLAN Results 2018 – Comparison of Oxley and State Means 2017 - 2018

	Oxley Mean		State Mean	
	2018	2017	2018	2017
<b>Grammar and Punctuation</b>	535.4	549.6	509.2	506.4
<b>Numeracy</b>	490.4	528.9	499.8	499.6
<b>Reading</b>	550.1	572.9	511.4	509.2
<b>Spelling</b>	519.1	531.6	508.5	507.6
<b>Writing</b>	498.9	500.0	470.3	578.0



### Year 7 NAPLAN Results – Comparison of Oxley and State Means 2017 - 2018

	Oxley Mean		State Mean	
	2018	2017	2018	2017
<b>Grammar and Punctuation</b>	568.6	568.8	549.5	547.1
<b>Numeracy</b>	574.9	572.5	554.5	560.2
<b>Reading</b>	580.9	583.7	544.9	549.3
<b>Spelling</b>	564.7	568.4	551.9	557.9
<b>Writing</b>	567.1	538.0	511.8	517.1

### Year 9 NAPLAN Results – Comparison of Oxley and State Means 2017 - 2018

	Oxley Mean		State Mean	
	2018	2017	2018	2017
<b>Grammar and Punctuation</b>	620.8	617.6	585.6	582.9
<b>Numeracy</b>	613.9	611.8	603.5	602.9
<b>Reading</b>	628.1	611.1	589.4	589.2
<b>Spelling</b>	612.2	606.7	590.1	591.8
<b>Writing</b>	620.8	589.9	550.7	559.4

# HIGHER SCHOOL CERTIFICATE

In 2018, fifty one students sat their Higher School Certificate in 27 different courses. Students worked hard throughout the senior years, taking advantage of the Year 12 Study Centre. The College was delighted with the achievement of the cohort across all ranges of ability. The top ATAR received was 99.25%. The following table illustrates the ATAR results for 2018.

ATAR Range	Oxley %	Cumulative %
95 - 100	9.62	9.62
90 - 95	11.54	21.16
85 - 90	21.15	42.31
80 - 85	15.38	57.69
75 - 80	13.46	71.15
70 - 75	11.54	82.69
65 - 70	9.62	92.31
60 - 65	1.92	94.23
55 - 60	3.85	98.08
50 - 55	0	98.08
45 - 50	1.92	100
0 - 45	0	100

The 2018 cohort also achieved excellent results in the HSC in comparison with the State, with students consistently achieving a percentage of Band 5 and 6 above the state average. A student came First in the State in General Mathematics 2, with two other students coming in the top 10 in the state in Design and Technology. A Drama performance group performed in the elite Onstage as well as a Design and Technology work being exhibited in the Shape Exhibition at the Power House Museum.

### PERCENTAGE OF HSC STUDENTS IN TOP 2 BANDS

	Oxley %	State %		Oxley %	State %
Ancient History	20	36.47	Legal Studies	87.5	44.52
Biology	47.62	37.07	Mathematics	62.5	51.91
Business Studies	61.11	37.4	Mathematics Extension 1	87.5	79.86
Chemistry	60	42.24	Mathematics Extension 2	60	85.56
Design and Technology	91.67	46.84	Mathematics General 2	56.53	26.89
Drama	85.72	42.47	Modern History	63.15	42.23
Economics	55.55	46.56	Music 1	100	64.86
Engineering Studies	50	36.12	Music 2	100	91.43
English Advanced	77.08	62.73	PDHPE	90.91	33.47
English Extension 1	75	95.69	Physics	33.33	33.9
English Extension 2	66.66	71.41	Studies of Religion 1	50	36.8
English Standard	0	15.16	Studies of Religion 2	66.67	41.19
French Continuers	100	64.26	Visual Arts	93.34	53.43
History Extension	66.67	78.87			

# 21.6%

OF STUDENTS GAINED AN ATAR OVER 90



OXLEY COLLEGE WAS RECOGNISED AS **ONE OF FIVE SCHOOLS** IN THE STATE TO SHOW SIGNIFICANT AND SUSTAINED IMPROVEMENT IN HSC RESULTS

# 100%

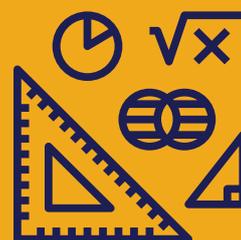
OF STUDENTS WERE INVOLVED IN SOME FORM OF SCHOOL-BASED SPORT



YEAR 12 STUDENT

# FIRST

IN STATE IN GENERAL MATHS 2



**TEN** STUDENTS SELECTED TO PERFORM IN HSC DRAMA SHOWCASE ONSTAGE



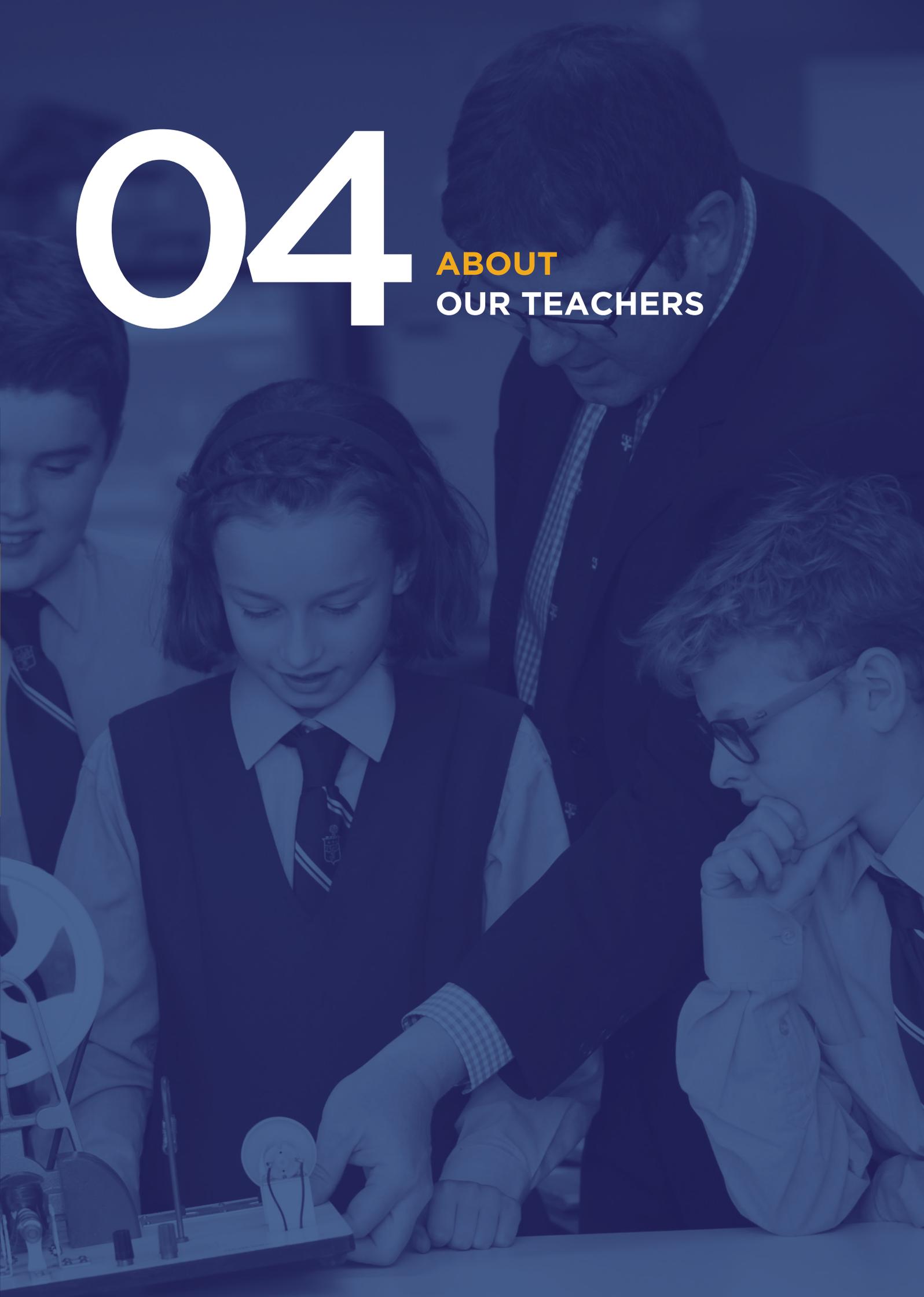
**TWO** STUDENTS IN TOP TEN OF STATE IN DESIGN & TECHNOLOGY



**ONE** STUDENT SELECTED TO EXHIBIT IN ARTEXPRESS AND SHAPE

# 04

**ABOUT**  
**OUR TEACHERS**





Oxley College is proud of the professional standards of its staff. In 2018 there were 61 teachers who were accredited at the Australian Professional Standards at Proficient Teacher level. A considerable number of staff have completed post-graduate degrees including Master of Education Leadership, Master of Education and Master of Special Education. A number of staff are also pursuing accreditation at Professional Excellence, Experienced Teacher and Highly Accomplished Teacher, reflecting

our vision of inspired and passionate teachers who are lifelong learners themselves.

Oxley College has a Head of College, five Executive Staff plus 55 FTE (Full Time Equivalent) teachers including six Heads of Department and 24 FTE (Full Time Equivalent) support staff.

In 2018, staff retention was 92%. Staff attendance was 96%, with the average leave 7.1 days per annum.

## PROFESSIONAL LEARNING

Oxley College is committed to the professional growth of its staff. Professional learning is provided both on-site and off-site. In January of 2018, all middle leaders participated in two workshops designed to refine their leadership skills; the first on Courageous Conversations and the second on Feedback. In addition, all middle leaders have now completed the AIS Leadership Centre Course on Middle Leadership. Our key areas of focus across K-12 in 2018 further refined our delivery of Visible Learning and recognised High Impact Teaching strategies. Our work on Learning Intentions and Success Criteria was enhanced through work on feedback and feedforward practices to ensure the cycle of learning from intention, to assessment through feedback to inform further planning. Ms Sophie Murphy and Mr Luke Manduit from Language of Learning continued their consultancy work with staff teams each term to refine individual and collective practices. In addition, all staff completed a whole day session on First Aid and an afternoon session on Concussion Training was held to ensure College protocols were aligned with accurate research and world's best practice.

The Senior School staff also participated in several opt-in workshops lead by peers in areas of strength and

need such as Writing In Context, Differentiation, ICT, Classroom Discussion and our Learning Management System, Canvas. For members of the Junior School staff, additional focus was given to enhance the collective teacher efficacy of all in relation to the principles of Reggio Emilia and documentation of student learning and thinking. Major collaborative work saw the refining of our design and delivery of Mathematics, Writing and Reading programmes and conceptual inquiry units to ensure a greater focus on moving the students' understanding from surface knowledge to a deeper understanding of universal principles and their transfer to alternative contexts. Specific sessions focussed on the diverse needs of students in our setting including those with additional finer motor and sensory needs, ASD and Gifted learners.

The following is a summary of Professional Learning attended by members of staff:

Course Name	Number of Staff
3D Design	3
7 Steps to Writing Success	1
Advanced First Aid	1
AHISA Director of Studies Conference	1
AIS English Conference	2
AIS Geography Conference	2
AIS K-12 Heads of Sport Conference	2
AIS Middle Leaders Program	1
AIS PDHPE Stage 6 New Syllabus	1
AIS Social & Emotional Learning	1
AIS Student Wellbeing Conference	1
AIS Supervising Teachers through Accreditation	2
AIS Teacher Librarian Conference	1
AIS Visual Arts Conference	1
Biology - Stage 6 Planning	3
Career Advisers Day UNSW	1
Career Advisers Day, UOW	1
Careers Advisers Day UTS	1
Chemistry Workshop Modules 3&4	1
Child Protection Investigations	2
Conversations that Work	1
DISC Profiles	100
Draft Response to New Stage 6 Geography Syllabus	1
Early Learning Conference	2
Edubuild Conference	1
English Extension 1 Module: Literary Worlds	1
Feedback in Action 2	100
First Aid	100
Framework for Adaptive Leadership	1
Geography Teachers Association Annual Conference	2
German-Swiss International Schools Conference	1
HSC Pilot PDHPE Marking	1

Course Name	Number of Staff
Illawarra School Libraries Association	1
InitialLit - 1	2
Introduction to PYP	1
IPSHA - STEM	1
IPSHA Conference	1
K-6 Physical Activity	1
Learning Analytics in Schools, UNSW	1
MANSW Conference	2
Math Pathways	2
Mobile Connections in Geography	1
Mountain Bike Australia Level O Skills Coach	1
My Teaching Impact	1
NAFTA/FATFA French Conference	1
National Future Schools Conference	1
New Knowledge in Stem Day, UNSW	1
Nobody's Perfect	1
NSW Class/Kind Investigator Course	1
Practical Ideas for Inquiry in Geography	2
Printmaking	1
Remote First Aid Training	5
Rigorous Assessments	1
Stage 6 Physics	1
Stage 6 Physics Syllabus	1
Stage 6 Science Extension	1
Syllabus Implementation in DT	2
Teaching and Supporting Students with Special Needs	2
Teaching French (France)	1
Technology New Syllabus	1
Texts and Human Experience	2
The Craft of Writing	2
Transforming Schools into Learning Organisations	1
Understanding Autism	3

# 05

ABOUT  
OUR  
STUDENTS



The vast majority of our students remain at Oxley from the time of commencement, normally in an intake year of Kindergarten, Year 3, Year 5 or Year 7, until the completion of their schooling in Year 12. The main reasons for withdrawal are relocations due to employment.

Students at Oxley embrace and value their learning. Our strong attendance records for the 2018 academic year reflect the majority of Oxley students' very high level of engagement. Leave from school during the term is always discouraged but if unavoidable parents can apply for leave for their children and the protocols are very clearly outlined below.

Year Group	Percentage attendance
Kindergarten	96.70%
Year 01	94.70%
Year 02	95.60%
Year 03	94.50%
Year 04	95.90%
Year 05	96.30%
Year 06	96.00%
Year 07	95.90%
Year 08	94.30%
Year 09	95.50%
Year 10	94.30%
Year 11	97.00%
Year 12	97.30%

Each year an outline of our protocols for leave is sent out to all parents K-12. The purposes of these documents are to provide:

- consistency for parents in applying for leave
- explanation and clarity for parents
- a rationale for our decisions
- consistency between the Junior School and Senior School

At Oxley College, absence for Leave for reasons other than sickness is generally discouraged. Exceptions may 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.
- Absence for trips that were booked prior to the acceptance of a place at the College

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:

- The length of the period of leave requested
- Whether it abuts existing holiday time
- Whether leave has been applied for previously
- The age/year group of the student: the closer the student is to their senior studies, the less likely the reasons for leave will be accepted
- The current academic standing of the student

All requests should be sent by email or letter to:

**Junior School:** Junior School Student Services

**Senior School:** Senior School Student Services

Requests for three days or fewer will be forwarded to:

**Junior School:** Deputy Head of Junior School

**Senior School:** Head of House

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

**Junior School:** Deputy Head of Junior School

**Senior School:** Deputy Head Pastoral Senior School

- Any requests for time immediately before or after the school holidays, irrespective of the number of days, will be forwarded to the Head of Junior School/ Deputy Head Pastoral Senior School. Reasons for leave will not be normally be accepted where the leave occurs either side of the holidays.
- All requests should be made well in advance of the anticipated absence 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 only be of sufficient length to practicably attend the event in question.
- In the Senior School it is the responsibility of the student to catch up/complete work missed during any period of special leave.
- If the reasons for leave are not accepted, the absence will be listed as unapproved leave.

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# LIFE AFTER OXLEY COLLEGE

Oxley College students were very successful in gaining entry to tertiary institutions. 99% received an offer to universities such as University of Sydney, University of NSW, UTS, Macquarie University, ANU and University of Wollongong. Many students chose to have a GAP year before commencing their studies with the Tutors

Worldwide scheme increasingly popular with our students. In this programme, students are placed in schools in the UK, both secondary and primary. Oxley students flourish in this environment and significant positive feedback is received about the success of our students beyond school.



# 06

POLICIES



## ENROLMENT POLICY

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.

The following criteria of enrolment are applied in combination.

- Sibling/s attending currently or future siblings for the next year. (Siblings must have been on the list for at least two years before the sibling priority comes into place).
- Children of Oxley staff.
- Family affiliation with Oxley College – child of an Old Oxleyan. (Child of an Old Oxleyan must have been on the list for at least two years before the Old Oxleyan priority comes into place).

- Scholarship offer.
- 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. The capacity to benefit from the school's educational offering is considered and discussed at interview.

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.

## STUDENT WELFARE POLICY

The College aims to provide care for the whole child. The goals of the Student Welfare Policy are to:

- create a positive, caring and educative climate within a whole school environment that protects and nurtures learning and positive behaviour.
- encourage and educate students to become self-disciplined, empathetic and cooperative.
- create an effective integration of the pastoral, academic and welfare of the student.

- ensure that all students parents and staff are treated with respect and follow the guidelines, rules and procedures of the College.

No changes of substance were made to the Welfare Policy in 2018, which is available upon request.

Key features of student management are "Rights and Responsibilities" and the application of a Restorative Justice model in the managing student behaviour.

### RIGHTS AND RESPONSIBILITIES

	Responsibility	Right
<b>Self:</b>	I have a responsibility to be honest, kind, courteous and ethical.	I have a right to feel safe and valued at Oxley College.
<b>Others:</b>	I have a responsibility to co-operate, be respectful, kind and not distract others from learning.	I have a right to be treated with kindness and compassion and free to learn.
<b>Oxley College:</b>	I have a responsibility to be well dressed and be a positive role model within the school and community.	I have a right to be proud of my college.

## RESTORATIVE JUSTICE

Restorative Justice 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:

- Foster awareness in the student of how others have been affected.
- Avoid scolding or lecturing.
- 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.

- Accept ambiguity. Often fault is unclear and people can agree to accept the ambiguous situation.
- Separate the deed from the doer.
- See every serious instance of wrongdoing and conflict as an opportunity for learning.

The following changes were made to Senior School Student Management in 2018. In each of these changes, the consequences for students were developed to ensure they are consistent with our Welfare Policy and the Rights and Responsibilities of all students.



## BREACH OF UNIFORM POLICY

Students who are found to be in breach of the school's uniform policy may be issued with a Uniform Violation. This means that the student loses the privilege of wearing PE Uniform on the following Thursday. Repeated breaches may result in students losing this privilege for longer periods of time as well as further sanctions.

## MOBILE PHONE POLICY

Following a period of review that included the latest evidence-based international research about the impact of mobile phones upon the wellbeing and development of young people as well as community consultation that included staff, parents and students, a new mobile policy was implemented in Term 3 2018.

**Years 7-10: 'See it, Hear it, Lose it':** Mobile phones must be switched off between 8.40am and 3.30pm. This includes roll call, recess, lunch, Tutor Group and meetings/assemblies. A landline is available at Student Services, should a student need to contact home during the school day. Between 8.40am and 3.30pm a student may only turn on their phone to use it when permission has been given by a teacher. It must be turned off again immediately afterwards. If a student is given permission to go to the toilet during class time and they are in possession of a mobile phone, it should be left on their desk.

**Years 11-12: Self-Regulation:** Mobile phones must be turned off during roll call, class time, Tutor Group and meetings/assemblies. A mobile phone may only be turned on and used during these times if explicit permission has been granted by a teacher and it must be switched off again after use. However, as more senior students, they are given greater independence and responsibility to self-regulate their mobile phone use, to help prepare them for the world of work. Therefore they

## LATENESS TO SCHOOL

Students who are repeatedly late to school without good reason will be placed on Early Report. This requires them to report to Student Services by 8.30am for a period of time. Failure to do this or repeated lateness to school having already been placed on Early Report may involve students being required to report earlier than 8.30am or required to report by 8.30am for longer periods of term. Further sanctions may also be applied. It is a NESA requirement that students are at school on time.

are permitted to use mobile phones discretely at other times during the school day. Phones are not to be used in public areas around the school grounds or whilst walking around the school. Such areas include the Pavilion, Library and on/around the oval.

Senior School students who are found to be in breach of the relevant policy above may have their mobile phone confiscated for the remainder of the school day, after which it can be retrieved from Student Services. Repeated breaches of this policy may lead to students being required to leave their mobile phone at home. Repeated breaches of this policy will lead to students being required to hand in their mobile phone to Student Services at the start of each day for a given period of time.

The following policies are available upon request:

Policy	Location(s)
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 & RESOLVING GRIEVANCES

Oxley College values the feedback it receives from parents and the community. Responding to both affirmative and negative feedback demonstrates the College's commitment to open communication with the College Community and the community at large. Complaints and grievances about any aspect of the College's operations, service or personnel will be handled responsively, openly and in a timely manner, with the aim of resolving any complaint via an articulated process and respecting the confidential nature of such matters. Complaints are treated as constructive suggestions which may be used to improve standards and may prevent cause for further complaint.

The purpose of this policy is to allow students, parents and staff the right to be heard and to be awarded procedural fairness when dealing with discipline, complaints and grievances.

This policy is designed to:

- improve the level of stakeholder satisfaction with the College;
- recognise, promote and protect stakeholders' rights, including the right to comment and complain;
- provide an efficient, fair and accessible mechanism for resolving complaints in accordance with the principles of natural justice; and
- ensure that the complaint handling process is transparent and comprehensive.

The Grievance and Procedural Fairness Policy was created in 2013 and is available upon request.

# 07

GOVERNANCE



The College is owned and operated by Oxley College Limited, a company limited by guarantee. There is a constitution for Oxley College which complies with the Corporation Act. It sets out the objects of the company and contains provisions for membership, general meetings, voting, the appointment and removal of directors, the powers and duties of directors, audits and accounts and many other matters. Copies of the Constitution are available to the Oxley College community. Please contact our Director of Business Services, Mr Euan Liddell for a copy.

The business of Oxley College Limited, (“the company”) is managed by its Board of Governors. The constitution provides that there will be no fewer than three and no more than ten governors. Currently there are ten Oxley College governors.

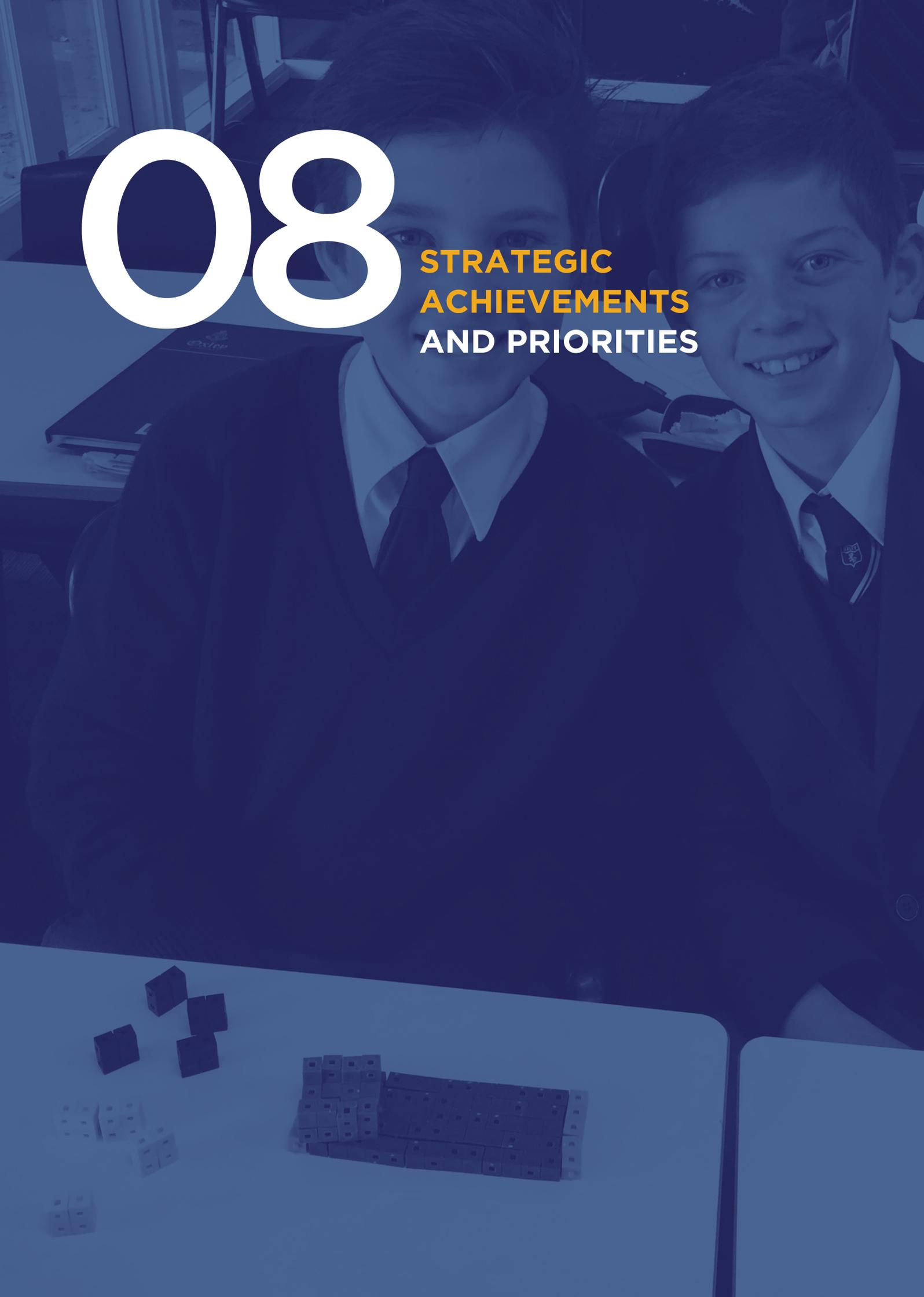
The role of the Board is to:

- determine and maintain the mission and vision of the College and set long term strategic direction and governing policies; and
- support the Head of College in enacting the mission, vision and strategy of the College.



# 08

## STRATEGIC ACHIEVEMENTS AND PRIORITIES



The College Strategic Plan 2020 continues to be implemented under the priorities of Rigour in Academic Education, Enriched and Enlightened Learning, Caring for the Whole Student, Ethical, Moral and Spiritual Development, Infrastructure and Development, Enriching Co-curricular Experience, Attraction, Retention and Welfare of People: Staff and Students.

In 2018 there were many achievements and progress in each of the core priorities. These include:

- Ongoing development of a culture of academic rigour and excellence amongst students and especially at Year 12 level.
- Being seen as a leader in Learning and Teaching through the ongoing embedding of Visible Learning practices and utilising data to know thy impact and refine learning and teaching experiences.
- The development and implementation of an Academic Writing programme as a core model in Year 7-10.
- Development of the concept of Academic prep for students from K-12. Work on a mindset change from Homework to Academic Prep.
- Academic Review and Academic Probation: This new process was created to provide a defined pathway for the very small number of students who, despite being given every support and encouragement, persistently and significantly fall below the College's expectations in terms of behaviour, diligence and engagement in class. Whilst the process continues to provide opportunities for a student to improve, it also establishes regular monitoring and feedback, with clear consequences for the student's place at Oxley where this improvement does not occur.
- Development of critical thinking skills through Cornerstone and the assessment and feedback to students.
- Review of Student Leadership and development of ongoing support and contribution.
- Development of Service Learning programmes K-12.
- Development of a Refugee Scholarship for a student for 2019.
- Sustainability targets achieved with implementation of recycling initiatives and solar panel installation.
- Construction of Tennis and Basketball Courts completed.
- Ongoing development of Bray Fields for enhanced sporting facilities.
- Improved co-curricular offerings to students including Kayaking, Mountain Biking, Touch

Football, Junior School Band ensembles and additional Drama offering.

- Review of the Co-curricular model and recommendations implemented.
- Ongoing support for Professional Learning of staff and support provided for Teacher Accreditation.

With the transition of the new Head of College at the commencement of 2019 the priorities for 2019 will evolve but remain based on the priorities of the College Strategic Plan 2020. Some key improvement projects the Executive team continue to work on include:

- Expand the teaching pedagogy using evidence informed high quality teaching beyond the formal Visible Learning framework with our Visible Leaders becoming Learning Leaders.
- Enhance Professional Learning to increase explicit differentiation as part of curriculum planning.
- Focus on our curriculum planning and quality of learning in readiness for the College Registration and Accreditation in 2020.
- Transition our Learning Support model to one of Learning Engagement that addresses the needs of our students.
- Review our Language offerings.
- Develop a growth model for Professional practice of staff members.
- Develop a merit system to support the culture of effort amongst our students.
- Audit and review our K-12 Well Being programmes.
- Complete infrastructure projects including Bray Fields, Junior School Staffroom and Junior School Playground.
- Develop Masterplan for the future of the College.
- Review our Experiential Learning programmes including OLE, Duke of Edinburgh's International Award and Service Learning overseas trips.
- Review our website, communication strategies and events.

# 09

## OXLEY CULTURE AND COMMUNITY

Throughout 2018 the College continued to use existing structures and established programmes in the Junior and Senior School in the provision of pastoral care and the promotion of student wellbeing. External providers were used across numerous areas to deliver programmes and workshops addressing cyber safety, online bullying, gender based personal development and self-worth and motivation, and mental health support.

## IN THE SENIOR SCHOOL

The workshops from *Tomorrow Man* and *KYUP!* (female martial arts) were particularly successful. Year 12 students were also introduced to fortnightly meditation and yoga sessions during the year to assist them to develop positive and practical wellbeing habits.

The Houses again competed in Athletics, Swimming and Cross Country Carnivals as well as House Drama, Debating, Singing, Solo Instrumental and Public Speaking. Maximising student participation and fostering a sense of House spirit and community continue to be driving factors in these activities.

Service Learning is a key component at Oxley. We expect our students to give their time, energy and skills to help those less fortunate than them. In 2018 the College continued to provide service learning opportunities to students in Year 10 through our partnership with local aged care provider Harbison Care, with students visiting the care home on Monday afternoons to socialise with residents. Year 7 students provided food packages each week for homeless people in the community, as part of the Uniting Church's 'Loaves and Fishes' programme. The Students Leaders again attended the ANZAC Day Dawn Service and assisted the Bowral RSL Sub Branch in setting up for the event, prior to the annual ANZAC Day March and ANZAC Day Service, which was well attended by students and staff from both the Junior and Senior School.

The College 'Distinctives' continued to help set Oxley apart from other schools in 2018 with our students in the Senior School embracing the challenging and thought provoking Cornerstone curriculum which is completely devised and written at Oxley and brings together the big, inspirational and ethical ideas and challenges students to think deeply about a whole range of topics and encourages creative and critical thinking. It helps our students identify who they are as people, where they fit and how they are going to be in the future.

In 2018 our Year 9 & 10 students embraced a new model of Global Perspectives completing the Cambridge ISCE course over 18 months culminating with their personal project on global issues and completing the examination for the course in May.

Following the success in 2017 of the three overseas service learning trips, we continued to strengthen our relationship with our partner schools and communities in Botswana, Fiji and Nepal, with approximately three quarters of Year 9 students participating in one of the three concurrent trips to these countries in October. Students were actively involved in fundraising barbecues prior to the trips. For the 31<sup>st</sup> year, Year 11 students embarked on the two week Outback trip to Central Australia. The trip continues to be a fully immersive,

challenging, rewarding and life changing rite of passage for students as they transition in to their final year of schooling. Year 9 students again participated in the three week 'Rites of Passage' programme in Sydney in Term 2, experiencing a range of academic and cultural enrichment activities, including university, gallery, museum and theatre visits.

The number of students enrolled in the Duke of Edinburgh's International Award programme at Oxley is impressive and continued to grow in 2018, with a total of 114 students in Years 9-12 registered and active in the Bronze, Silver and Gold Awards. Oxley provides a framework for completion of the adventurous journey component through the facilitation of camps and hikes throughout the school year, in partnership with the Land's Edge Foundation. These hikes become progressively more challenging for the different award levels, requiring participants to complete route planning, food preparation and environmental consideration.

Eighteen students and two teachers from KSG Apeldoorn, a high school in Holland, were billeted by Year 10 and 11 Oxley students for a week in Term 2. The visit is part of their bi-lingual studies programme. The Dutch students attended Oxley for three days during their stay. As on previous occasions where Oxley has hosted students from Apeldoorn, this has been a mutually beneficial cross-cultural experience in which strong friendships have been formed.

New initiatives in 2018 included the following:

### NAIDOC CELEBRATION

A new initiative in 2018 was the College's active celebration in honour of NAIDOC Week. In addition to an inaugural NAIDOC assembly attended by members of local Aboriginal communities, a smoking ceremony was conducted and students learnt about the history and culture of the Gundungurra people, as well as experiencing music from an Indigenous rap artist.

### HONOUR OUR FALLEN

Oxley students played a significant role in a new national programme to engage young people in perpetuating the memory of veterans of the Australian armed services. Shortly before Anzac Day, Oxley students from Year 5 to Year 12 met at the Bowral Cemetery to place a flag at the graveside of each person they had researched, and shared their stories. The opportunity for students to reflect on the lives of local veterans in this way powerfully brought home the impact of armed conflict on the lives of people in our community.



## DROUGHT RELIEF

For the first time, Oxley ran a 'Drought Relief' service learning trip in October. Twelve students in Years 9 and 10 and several staff travelled to the small community of Murrurundi in the Upper Hunter region of NSW, which was on high level water restrictions and rationing. The group delivered much needed supplies donated from the College community, ran a barbeque in the town and spent time assisting in manual tasks at local farms.

## THE ENVIRONMENT GROUP

This new student-driven Senior School group were actively involved in a number of projects within the College, including the installation of recycling bins and regular assembly presentations raising awareness about sustainability and environmental impact.

## OFF THE SHELF

In partnership with local coffee supplier and café, Rush Roasting Co, Oxley established a hole-in-the-wall café adjacent to the Library. Year 9 volunteers received training as baristas to operate the café, providing hot drinks before school and at lunchtime. Proceeds raised were given to the Service Learning trips.



## IN THE JUNIOR SCHOOL

Our students enjoy connections with our extended College and local community. A spirit of service is a regular extension of the curriculum where collaborative and individual action is often inspired by learning experiences aimed at raising aware and compassionate global citizens.

The main focus for discrete Community Service projects was developed through our Junior School Student Representative Council (SRC) which comprises our Social and Environmental Teams. Our Social Committee design and run friend-raising and fundraising events each term which in 2018 included Harmony Day, Adopt a Cow and Fiver for a Farmer, supporting drought relief in conjunction with the Senior School and collections of craft items for the children at the local hospital and Xmas hampers for a local charity.

Our Environmental Team initiated several major projects across the school to raise student awareness and reduce our impact on the environment. They commenced student driven recycling for paper and plastics, a worm farm for food waste and as part of our OLE week projects in conjunction with Greening Australia planted trees along the Wingecarribee River.

In addition, our K-2 classes host local residents of Harbison Aged Care each week for mutual wellbeing benefits and community outreach.

# 10

**COMMUNITY  
FEEDBACK**



Oxley College is committed to listening to the views and expectations from key stakeholders and commissions independent surveys to provide performance feedback on a wide range of related education topics.

The feedback from these surveys greatly assists the College with both its operational and strategic planning

and its determination to continually improve the educational experience offered to the students.

In 2018, 325 parents, 515 students and 71 staff, participated in surveys and provided views on such areas as the Learning Programme, pastoral care, co-curricular, communications, reputation and facilities.

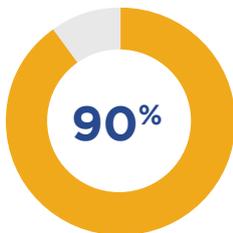
## PARENTS

A selection of the parents’ top level findings are detailed below, ranked in order of the importance the parents placed on reasons for choosing a school for their child:

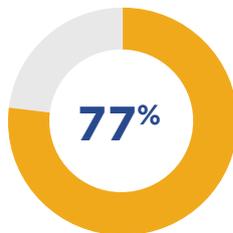
In relation to the top five areas parents noted as most important, expectations met/exceeded are:

- 90% of parents’ expectations were met or exceeded in relation to the balanced education
- 77% of parents’ expectations were met or exceeded in relation to the quality of teaching
- 86% of parents’ expectations were met or exceeded in relation to the focus on student wellbeing
- 89% of parents’ expectations were met or exceeded in relation to the Headmaster’s leadership
- 80% of parents’ expectations were met or exceeded in relation to the academic standards

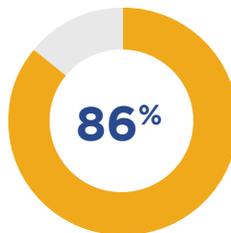
### 2018 OXLEY PARENTS - EXPECTATIONS MET / EXCEEDED - TOP 10 (N=325)



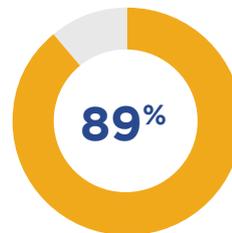
Balanced education



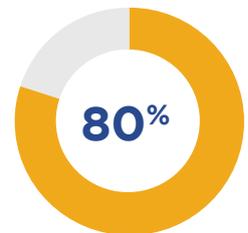
Quality of teaching



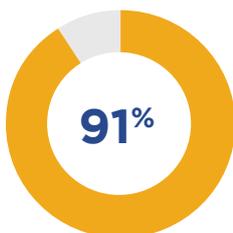
Focus on student wellbeing providing a safe and caring environment



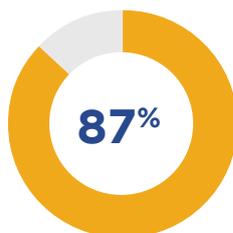
Headmaster's leadership



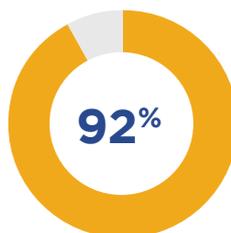
Academic standards



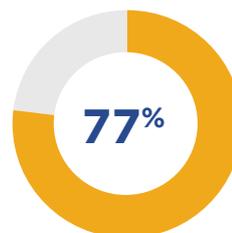
The College's values



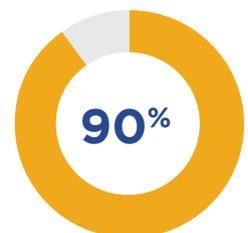
Good education at reasonable expense



Size of student population



The range of subject choices



Facilities and resources

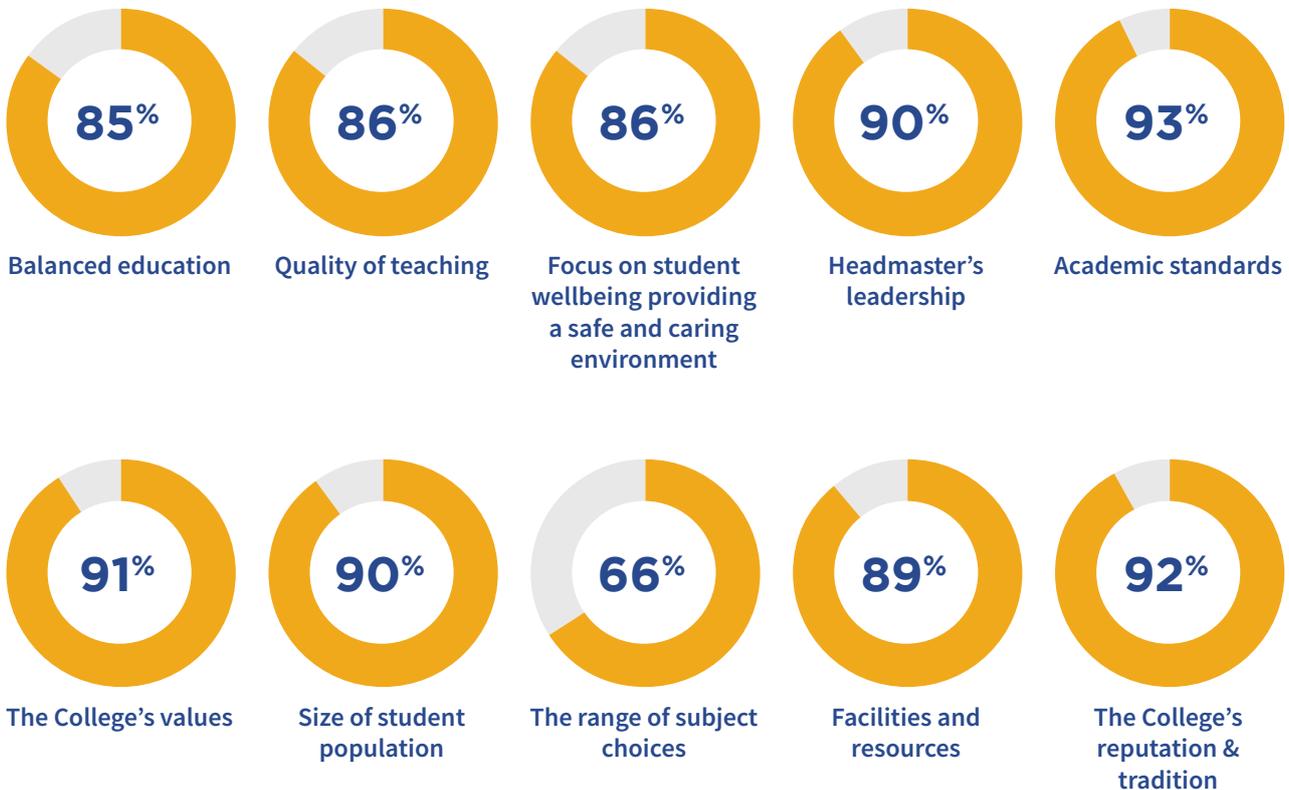
## STUDENTS

A selection of the Years 7 to 12 students' top level findings are detailed below; ranked in order of the importance the parents placed on reasons for choosing a school:

In relation to the top five areas parents noted as most important, expectations met/exceeded are:

- 85% of students' expectations were met or exceeded in relation to the balanced education
- 86% of students' expectations were met or exceeded in relation to the quality of teaching
- 86% of students' expectations were met or exceeded in relation to the focus on student wellbeing
- 90% of students' expectations were met or exceeded in relation to the Headmaster's leadership
- 93% of students' expectations were met or exceeded in relation to academic standards

### 2018 OXLEY STUDENTS - EXPECTATIONS MET / EXCEEDED - TOP 10 (N=422)

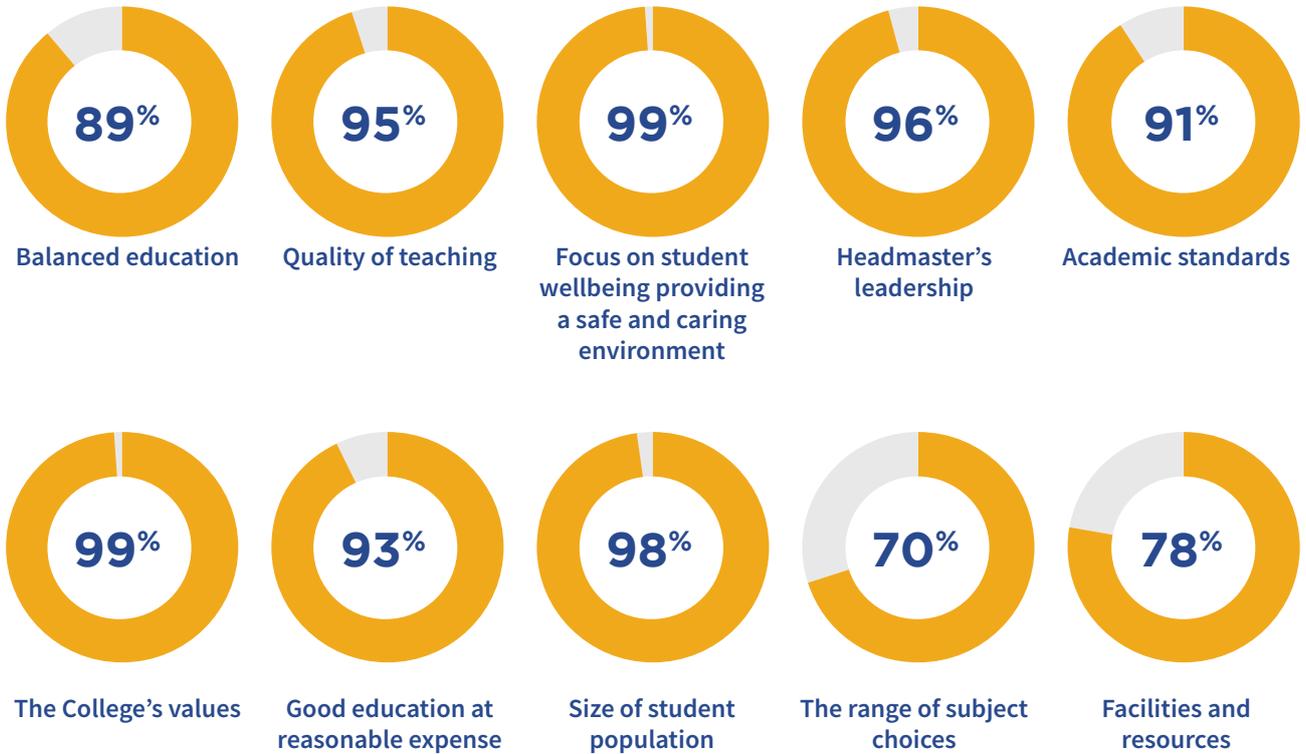


## STAFF

A selection of the staff's top level findings are detailed below, ranked in order of the importance the parents placed on reasons for choosing a school for their child:

- 89% of staff's expectations were met or exceeded in relation to the balanced education
- 95% of staff's expectations were met or exceeded in relation to the quality of teaching
- 99% of staff's expectations were met or exceeded in relation to the focus on student wellbeing
- 96% of staff's expectations were met or exceeded in relation to the Headmaster's leadership
- 91% of staff's expectations were met or exceeded in relation to academic standards

2018 OXLEY STAFF - EXPECTATIONS MET / EXCEEDED - TOP 10 (N=71)



Parents, staff and students were asked to provide open responses to the most valued aspects of Oxley College. The most frequently nominated aspects are:

2018 OXLEY PARENTS

-  Supportive, caring & safe environment
-  High quality teachers & staff
-  Warm & welcoming community
-  Friendships at the College
-  Observing child's growth & development

2018 OXLEY STUDENTS

-  Friendships
-  Learning curriculum
-  Sports Programme
-  Quality teachers & the connections I've made with them
-  Safe, caring & supportive environment

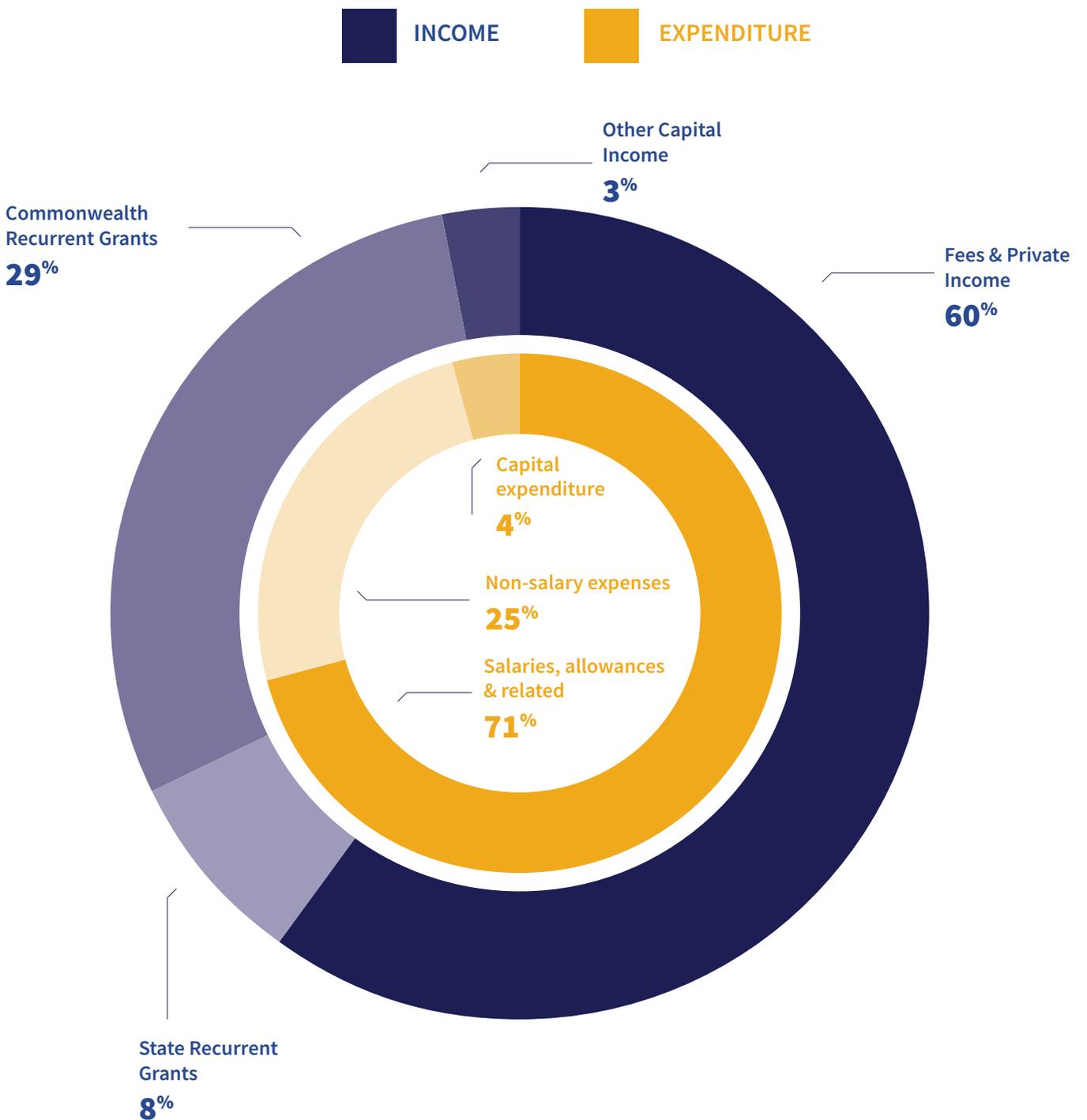
# 11

## BUSINESS OPERATIONS



Oxley College has built a sound financial position through continued prudent financial management including ongoing reviews of its operating procedures. The open and transparent governance structures at Oxley College provides for a rigorous and regular monitoring of all financial operations of the school. In addition, appropriate risk management strategies are in place across the College.

The grounds at Oxley College are extensive, attractive and well maintained. We continue to upgrade our facilities to improve student amenity where possible.



OXLEY COLLEGE **K-12**

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