



OXLEY COLLEGE ANNUAL REPORT

2019



to think
to dare
to dream

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01

MESSAGES FROM CHAIRMAN, HEAD OF COLLEGE AND P & F



CHAIRMAN'S REPORT

It has been a very active year at Oxley College, the first academic year with the new Head of College, Mrs Jenny Ethell. The year ended with the College's finances in good condition. The student population increased by four percent during the year, to a total of 704 students. Student numbers should be much the same in 2020.

Consistently, about forty percent of the College's revenue comes from grants from the Commonwealth and State Governments. The remainder is contributed largely by way of student fees. While the Federal Government is not proposing changes to the way grants are calculated for 2020, they have indicated there may be some changes from the 2021 financial year, which could have an impact on the College at that time.

Operating costs from each area of the College have been examined carefully. Direct teaching costs, which are linked to an industrial award, remain the greater component of the College's total costs. Until this year, parents and guardians have had to meet certain compulsory costs with the curriculum. The Governors have decided to work towards a more inclusive fee for curriculum costs limiting additional charges. This transition will be managed over the next few years.

For the 2020 academic year, the Governors have approved an increase in student fees by three percent.

The Board Building Committee and the Head of College have commenced the process of formulating a Master Plan for the College. Architects have been appointed and initial thoughts on what the campus could look like in future years have been considered. One of the restraining elements of the planning process is the provision of parking on and around the College campus for staff, senior students and visitors. Consideration has to be given to traffic flows, within the constraints imposed by the local Council and the safety of students.

Much work needs to be done, but what is clear is that a good deal of funding will be required to complete the capital works required to replace ageing classrooms and other facilities over future years.

Many parents and guardians have provided voluntary donations to the College building fund made at the time of payment of student fees. An amount of just short of \$80,000 was contributed for the past year. Donations are tax deductible and provide a valuable addition to the College's ability to maintain the building development programme.

Over the past year, additions to the administration area and staff room for the Junior School have been completed. In addition, the Junior School students have been enjoying the benefits of new playground equipment installed recently. Further landscaping around the area will be undertaken during 2020. Required refurbishment of the School House for the Head of College has been completed, which has extended the life and enhanced the value of this very important asset on campus.

After much delay, students are now using the College's new sporting area called Bray Fields. The land was generously donated by a founder and former Chairman of the Board of Governors, Mr Peter Bray. Mr Bray was Chairman for over twelve years. Further development of the land will continue next year so that the whole area can be utilised for organised sporting fixtures.

The Board of Governors has established a bursary fund to enable the College to provide a limited number of bursaries to students entering Year Seven who can demonstrate clearly that they would not otherwise be able to attend Oxley College or other independent schools for financial reasons. Aspirants for such a bursary need to show that they would take clear advantage of the bursary to become a key member of the Oxley College community and a strong contributor to society.

The bursary fund has tax deductibility status. Several criteria have been established to determine appropriate applicants and the fund will be under the supervision of the Board of Governors and reviewed annually. The fund has already received a sizable donation, with a commitment for further contributions. Further information about this fund will be made available in the near future as the College seeks additional donations from parents, guardians and the community generally for this worthwhile cause.

There were three long serving teachers who left the College at the end of the year. The Sports Coordinator, Mr Nick Wansey, is moving to Victoria to take up an appointment with St Kevin's College. Sport is an important element in the programme at Oxley and Mr Wansey has served the College in a loyal and dedicated manner since 2005. His drive and enthusiasm will be missed.

Mr Robert Hughes, who has been Curriculum Leader in Music and Arts, stepped down from the College after fourteen years' service. This is the end of an era for the Hughes family as his son, Andrew, has now completed Year 12. The College Community has been entertained over the years by Mr Hughes' musical arrangements played by our students at both Foundation and Speech Nights. It is pleasing that his association with the College will continue from time to time by undertaking the writing of further arrangements on a consulting basis.

Mr Simon Woffenden has retired after seventeen years of service. He has been a Mathematics teacher and Head of House. Best wishes for the future have been extended to Mr Woffenden with appreciation for his long period of outstanding service to the College.

Mrs Justine Lind, the inaugural Head of the Junior School, is moving on to a further challenge in her teaching career and will assume the role of Head of the Junior School at Wenona in North Sydney. Mrs Lind has been with the College for five years.

For the Year Twelve students, the Higher School Certificate examinations have been completed and their results announced. It is hoped that they will have left with the thought that they had given their best effort and are ready to face confidently the world beyond Oxley College.

Special thanks are extended to the Members of the Board of Governors for their contribution, given willingly and voluntarily, throughout the year. The College also conveys appreciation to the members of the Parents and Friends and their volunteers for their valuable and important contribution.

The new Head of College, Mrs Jenny Ethell, settled quickly in her new role at the commencement of the year. She has displayed strong leadership, a dedication to the

welfare of our students and a careful, calm and methodical approach to the processes of managing the College. In particular and drawing on her previous long experience as a Principal, she has been the driving force behind the completion of the various capital development projects in progress on her arrival and the development of the initial stages of the Master Plan.

Mrs Ethell has had the benefit of a very supportive Executive Team and the College thanks them most sincerely for their untiring efforts through the year.

To the teaching staff – the College has appreciated the dedication to the many tasks they have been called on to perform throughout the past year. They are in direct contact daily with students and have the almighty responsibility to make the difference.

Despite the dryness and constant strong winds, the maintenance and gardening staff has done an excellent job maintaining the sporting grounds throughout the year. Special thanks go to them.

In mid-2020, I will have completed twelve years as a Governor, the maximum tenure prescribed by the College Constitution. I have agreed with the Governors that I will step down from the Board at the conclusion of the College Annual Meeting to be held on Monday 11 May 2020.

The Board of Governors has elected Dr Stephen Barnett to be the new Chairman.

Dr Barnett has been a Governor on the Board since 2012. He was a former student of the College and attended Oxley College during its formative years. He has been a valued member of the Board and served on the Board Building Committee.

On completion of his studies at Oxley College, he graduated from The University of Newcastle in medicine and undertook further training at Concord Hospital. He then entered graduate studies in the United Kingdom where he gained a Diploma of Child Health at the John Radcliffe Hospital in Oxford, followed by two years training as a General Practitioner.

He joined the Bowral Street Medical Practice in 2002 where he is a Director.

In 2014, he completed his doctorate at the University of Wollongong, researching the use of e-learning for medical education in rural and regional areas. His PhD has developed into Medcast, a healthcare professional education company of which Dr Barnett is a founder and Director.

He is a Clinical Associate Professor at the University of Wollongong Graduate School of Medicine and continues

to research and publish in Medical Education. He also serves on the NSW Council of The Royal Australian College of General Practitioners.

Mrs Catherine Barnett and Dr Stephen Barnett are parents at the College and have three children as students of both the Junior and Senior Schools.

In my last report as Chairman, I would like to thank the Head of College, the Executive and Staff and all our parents, guardians and grandparents for the honour to serve on the Board of Governors of Oxley College.

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!

Oxley College remains 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 and 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.

I was privileged to join the Oxley College community as the 6th Head of College and first female. My first 12 months have been incredibly rewarding. At our Speech Night in December I asked the audience, 'How do you measure a year?' As I said in my speech, it can be measured in many different ways but as our School Song states, it can be measured by love. Love that is displayed through the encouragement and excellence in learning and teaching practices, where each student is encouraged to strive, stretch and stick at their learning and are generous in supporting the learning of others and where they demonstrate kindness and generosity to themselves and others. Where, we work together as a community to lift each other up and to become the best we can be, individually and as a collective community.

Oxley College continues to excel and grow as a learning community. Early in 2019, we awoke to the headlines of the Sydney Morning Herald newspaper, listing Oxley College as one of the top five New South Wales schools that had shown significant and sustained academic improvement over the past five years.

The Oxley Class of 2019 were no different and excelled in their academic achievements providing the College with its 'best ever' academic results. Oxley College was listed in 51st position of all NSW schools for its 2019 HSC academic results in the Sydney Morning Herald rankings. A wonderful achievement for any school!

None of the academic achievements of the class of 2019 came at the cost of the education of the whole child, with our students engaged and achieving across all areas of the school including sport, creative and performing arts and service to others. Indeed, our students brought home sporting pennants in Cricket, Softball, Hockey, Netball and Water polo, won awards in the Canberra Area Theatre Awards for the production of *The Crucible* and were nominated for each of the HSC Showcases in Drama, Music, Design and Technology, Textiles and Visual Art. Six of our students also achieved their Gold Award for the Duke of Edinburgh's International Awards.

During 2019 there were a number of reviews and new initiatives which occurred including a refinement of the model for teaching Mathematics in Years 5-10, review of our language offerings, introduction of study and supper club for Stage 6 students, a review of our departmental structure to reflect the maturing nature of the College and the development of broader curriculum subjects including the NESA Board endorsed subject, Philosophy, for Stage 6 students from 2020. During 2019, the College continued its strong focus on excellence in teaching pedagogy using evidence informed high quality teaching practice and the use of data to ensure that our students were always at the centre of learning. As part of this process, there was a strong focus on the curriculum planning and quality of learning in readiness for the College's Registration and Accreditation in 2020. Staff all committed to their own learning with

the development of their Professional Learning Plan which all involved literature reviews, research and implementation and feedback. Staff participated in the inaugural Professional Learning Conference with four members of staff presenting keynote addresses on their work. Alongside the focus on learning and teaching, student wellbeing programmes were reviewed and will be energised in 2020 with a focus on a whole school approach of the implementation of evidence based positive psychology practices and principles across the College working in partnership with Applied Positive Psychology Learning Institute (Appli).

All outstanding infrastructure projects were completed including the development of Bray Fields for sport, a Junior School Staffroom and the completion of the long-awaited Junior School Playground. As part of our ongoing commitment to the development of our facilities for excellence in learning and teaching, the College has partnered with Architectural firm, Gardner and Wetherill to commence a substantial Master Planning and design exercise that is trying to imagine our campus in 20 years' time.

Oxley College is recognised internationally for the work it has already done in the Learning and Teaching arena especially in evidenced based practices including Visible Learning, high impact teaching strategies and our work on data, feedback and feedforward practices. Deputy Head Academic, Mrs Kathryn Cunich, Head of Junior School, Mrs Justine Lind and Learning Leader, Ms Lara Sheils were invited and presented at the 2019 Annual Learning Conference in Las Vegas on the work carried out at Oxley on Feedback and the development of the Oxley Learning Lens. As you will see later in the report, the staff are very committed to their own learning and modelling a 'growth mindset' to the students. They are professional,

innovative and courageous in their practice and desire to develop as educators and be the best they can be for the students.

Whilst all the facts and figures are important and tell one story of the College's achievements, it is as I said in my first Speech Night, 'In the evening of the day, with the sun setting on the school year' that we know it has been made of lessons, experiences, trips, journeys, discoveries, friendships, challenges, mistakes, surprises, victories, new relationships, old friendships and so, so much more. And I believe that we can measure all these things very simply. We can measure them in love!

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 and fortnightly student voice magazine 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





PARENT'S AND FRIEND'S ASSOCIATION

2019 was a busy and productive year for the Oxley College P & F. In 2019, the P & F Executive returned to regular meetings each term. All parents were invited to attend. The Executive was supported by many sub-committees who organised highly successful events throughout the year.

Events for 2019 started in February with a very well attended P & F Welcome to Parents Drinks in our pavilion. Alex Wansey and her team ran a very popular P & F Oxley Equestrian Day for the third 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 Father's Day Breakfast and catering for Grandparents' Day. They hosted a Mother's Day High Tea which was a great success. They also continued with after school cake stalls during the term.

The P & F entered into their twelfth 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 run entirely by parent volunteers steered by Megan Moore and Bec Biddle raised money for various items including large fixed umbrellas and school water bubblers. For the second year in a row the P & F organised morning tea for the Oxley staff on World Teachers' Day. This was very much appreciated and has become an annual event.

One of the highlights of the 2019 P & F calendar was Christmas in July. This was a whole school celebration at the very beautiful and unique, Burrawang School of the Arts with more than 150 people in attendance. Thank you to Michelle Davis-Rice for her organisational skills and to the amazing decorating team. Parent and local auctioneer, Paul Milner, was the MC and did a great job of the auction. Music was by Elle May and Oberon Lane. Catering was by Rustic Table Catering and staff member, Ruth Shedden, handled the recycling and ensured that the Oxley College Environment Committee continued to thrive. The focus, as always was bringing the community together in an affordable and inclusive manner.

Monies raised from the evening went to the Oxley College 2019 Wishlist for Students (put together by Curriculum Leaders from K-12) and the complimentary mulled wine gold coin donations on entry and change at the bar, ensured that \$500 was donated to the Local Charity of Choice, Can Assist Bowral.

Thank you to the Organising Committee: - Michelle Davis-Rice, Bec Biddle, Jane Crowley, Zoe Waters, Megan Moore, Anne Marie Greenop, Sooz Heinrich and Wendy Robinson.

We had a very successful Pin Oak Christmas Makers market, despite the wild and windy weather. Thank you to all the volunteers, stallholders, Oxley musicians and students who helped make it such a great event. We raised money for the Oxley Drought Relief programme and other programmes.

Special thanks to Prue Wade, Skye Sandilands, Megan Moore and Andrew Young for their amazing event coordination.

In 2019, the P & F AGM once again took place in November. A very special thanks to Bec Biddle who stepped down as P & F President after her three-year term. We were delighted that Bec is remaining on the Executive as Senior School Vice President and she will work closely with the new P & F President, Megan Moore. We sincerely thanked Bec for her brilliant leadership over the past years. She is inclusive, warm and always calm and under her stewardship the P & F has flourished. We also thanked Megan very much for her work as Senior School Vice President. It has been a wonderful team. We sadly farewelled Trevor Fair who has taken on the role as Treasurer twice over the last decades. We are extremely grateful for his commitment and steady hand in this role. He and his wife, Kate, have constantly given their time to the P & F over the many years they have been associated with the College. We also farewelled Vanessa Garton, Junior School Vice President. Vanessa was an outstanding member of the P & F Executive team. Quietly organising Grandparents' Day, Mother's Day High Teas, Year 6 celebration dinners to name a few. She will be greatly missed. We were delighted that Lynda Smith remained as the P & F Secretary. In 2020, we will welcome Eva Loiterton as Junior School Vice President and Sandra Talman as Treasurer. Thank you to all the Oxley parents who give so much to the College and community.

We held the "Thank you to the P & F" Drinks evening in November to acknowledge the P & F's significant contribution to Oxley College.

Mrs Justine Lind, Head of Junior School, announced her departure to the Wenona School after five years of transformative leadership. Her contribution to the P & F was significant and she will be greatly missed.

02

WHO WE ARE

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.

MY SCHOOL

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.

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 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
ACHIEVEMENTHIGHER SCHOOL
CERTIFICATE

In 2019, 67 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 99.7%. The following table illustrates the ATAR results for 2019.

ATAR Range	Oxley %	Cumulative %
95 - 100	20.9	23.9
90 - 95	14.9	35.8
85 - 90	11.9	47.8
80 - 85	20.9	68.7
75 - 80	14.9	83.6
70 - 75	1.5	85.1
65 - 70	6.0	91.0
60 - 65	1.5	92.5
55 - 60	4.5	97.0
50 - 55	3.0	100
45 - 50	0	100
0 - 45	0	100

The 2019 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. Five students were listed by NESA as All Rounders. There were an outstanding number of nominations for all four HSC Showcases: Six out of 10 D&T students nominated for SHAPE, 16 nominations in total for the both Group and Individual Projects in Drama for inclusion in OnSTAGE, one Music 1 nomination for ENCORE and three Visual Art students nominated for ARTEXPRESS. One student had her work selected for both Texstyle, the annual exhibition of outstanding Major HSC Textiles Projects as well as ARTEXPRESS.

PERCENTAGE OF HSC STUDENTS IN TOP 2 BANDS

	Oxley %	State %		Oxley %	State %
Ancient History	50	35.46	Legal Studies	30	41.02
Biology	68.75	31.31	Mathematics	68.75	49.18
Business Studies	68.17	33.02	Mathematics Extension 1	92.85	80.11
Chemistry	58.33	45.93	Mathematics Extension 2	47.36	24.05
Design and Technology	100	46.53	Mathematics Standard 2	47.36	24.05
Drama	71.42	43.66	Modern History	53.32	39.33
Economics	66.66	51.73	Music 1	100	65.96
Engineering Studies	33.33	31.65	Music 2	100	90.95
English Advanced	80.64	61.79	PDHPE	70.57	31.29
English Extension 1	100	93.87	Physics	54.54	36.88
English Extension 2	85.7	79.79	Studies of Religion 1	55.55	46.15
English Standard	0	11.75	Studies of Religion 2	0	0
French Continuers	66.66	64.65	Visual Arts	88.22	62.5
History Extension	77.77	76.59			



Photo of Year 12 students and staff who gathered for breakfast to celebrate these wonderful HSC results.

2019 HSC RESULTS

51st

in the Sydney Morning Herald State rankings

21%

with ATARS over 95

36%

with ATARS over 90

Skye Holmwood

Top Achiever, 4th in State in Visual Arts
Dux of Oxley College (ATAR 99.75)
Represented Australia at the International Youth Science Forum in Singapore



5 students listed as All Rounders: Skye Holmwood, Cooper Barker, Lucie Drysdale, Jade Gillis, Sienna Knowles.



Outstanding nominations for all 4 HSC Showcases: 6 out of 10 D&T students nominated for SHAPE, 2 groups and 6 individual Drama students nominated for OnSTAGE, 1 Music 1 nomination for ENCORE and 3 Visual Art students nominated for ARTEXPRESS.



4 Gold Duke of Edinburgh's International Awards.



Brianna Feary's work selected for inclusion in Textstyle, the annual exhibition of outstanding Major HSC Textiles Projects.



Numerous early entry and scholarship offers for Universities and Armed Services.



Multiple Year 12 representatives at ISA and State level in numerous sports. Sascha Kroopin represented Australia in the Pistol Women's Junior competition at the ISSF Junior World Cup.

+ OUTSTANDING INDIVIDUAL GROWTH FOR EACH YEAR 12 STUDENT

Congratulations to an exceptional group of students. They worked hard but they didn't let the HSC dominate their horizons and were always fully immersed in the life of the College. We are extremely proud of them all and look forward to hearing about their achievements over the coming decades.

NAPLAN YEAR 3, 5, 7 AND YEAR 9

In May 2019, as part of the National Assessment Program – 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.

2019 NAPLAN - PERCENTAGE OF OXLEY STUDENTS IN TOP BANDS

	Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
Year 3 Oxley	75.00%	62.50%	62.50%	83.33%	70.83%
State	55.74%	57.99%	54.31%	60.30%	43.22%
Year 5 Oxley	69.39%	29.17%	55.10%	71.43%	52.08%
State	40.06%	19.49%	40.23%	40.69%	32.25%
Year 7 Oxley	58.16%	27.84%	43.30%	54.64%	54.08%
State	32.14%	19.09%	35.22%	32.70%	37.69%
Year 9 Oxley	51.06%	21.28%	29.35%	30.43%	29.47%
State	25.44%	13.82%	25.72%	22.11%	28.72%

YEAR 3 NAPLAN RESULTS 2019 - COMPARISON OF OXLEY AND STATE MEAN (2018)

	Oxley Mean		State Mean	
	2019	2018	2019	2018
Grammar and Punctuation	505.8	509.4	448.1	437.7
Numeracy	466.3	462.9	414.83	413.6
Reading	529.4	506.3	437.0	437.7
Spelling	454.6	459.9	428.58	426.5
Writing	444.4	474.8	429.65	414.3

The Record of School Achievement (RoSA) is a cumulative credential. It is for Years 10, 11 and 12 students leaving school prior to the Higher School Certificate. There were no students eligible for the RoSA who departed the school without receiving another credential in 2019.

YEAR 5 NAPLAN RESULTS 2019 - COMPARISON OF OXLEY AND STATE MEAN (2018)

	Oxley Mean		State Mean	
	2019	2018	2019	2018
Grammar and Punctuation	565.0	535.4	505.84	509.2
Numeracy	529.3	490.4	501.35	499.8
Reading	558.7	550.1	509.10	511.4
Spelling	532.8	519.1	508.29	508.5
Writing	506.3	498.9	479.21	470.3

YEAR 7 NAPLAN RESULTS 2019 - COMPARISON OF OXLEY AND STATE MEAN (2018)

	Oxley Mean		State Mean	
	2019	2018	2019	2018
Grammar and Punctuation	584.9	568.6	546.0	549.5
Numeracy	586.6	574.9	560.91	554.5
Reading	596.3	580.9	549.69	544.9
Spelling	577.8	564.7	553.37	551.9
Writing	540.7	567.1	516.95	511.8

YEAR 9 NAPLAN RESULTS 2019 - COMPARISON OF OXLEY AND STATE MEAN (2018)

	Oxley Mean		State Mean	
	2019	2018	2019	2018
Grammar and Punctuation	605.8	620.8	579.0	585.6
Numeracy	612.0	613.9	599.77	603.5
Reading	628.5	628.1	586.63	589.4
Spelling	600.5	612.2	590.56	590.1
Writing	595.9	620.8	552.2	550.7

04

ABOUT OUR TEACHERS



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 2019, all staff celebrated the academic success of the 2018 HSC cohort as a result of our continuing use of the Visible Learning Framework. All staff also had a day of Wellbeing training with well-known expert Petrea King.

Our key areas of academic focus across K-12 in 2019 further refined our delivery of evidence-informed curriculum while recognising the Highest Impact Teaching strategies. Our work on Feedback and Feedforward practices led to the enhancement of Curriculum Planning documentation to ensure that teachers explicitly planned for teacher, peer and self-reflection during each cycle of learning. Sophie Murphy and Luke Mandouit from Language of Learning continued their consultancy work with staff teams each term to refine individual and collective practices, particularly in the development of research and presentation skills in order to share with professional colleagues. A group of staff presented at the 2019 Annual Learning Conference in Las Vegas, celebrating the College's work on Feedback and the development of the Oxley Learning Lens.

In addition, all staff participated in the College's inaugural Professional Learning Conference in June. Four Experienced Teacher applicants presented the keynote addresses with all staff sharing their Professional Learning Plan (PLP) Literature Review with each in small groups. The school staff also participated in Term 3 workshops led by the K – 12 Learning Leaders: Cultures of Thinking, Student Voice, Faces on the Data and Where to Next walls. Within teams, teachers, both Junior and Senior continued to develop strength and needs such as Writing in Context, Differentiation, ICT, Classroom Discussion and our Learning Management System, Canvas.

Oxley College has a Head of College, five Executive Staff plus 60 FTE (Full Time Equivalent) teachers including six Heads of Department and 30 FTE (Full Time Equivalent) non-teaching.

In 2019, staff retention was 86%. Staff attendance was 93.7%, with the average leave 10.8 days per annum.

Details of all teaching staff: 2019

Oxley College is proud of the professional standards of its staff. It currently has 69 teachers who are a Proficient Teacher standard, with one graduate teacher working toward Proficiency.

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	69
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

Course Name	Number of Staff	Course Name	Number of Staff
2019 Annual AVL Conference	3	Law for School Counsellors	1
2019 ASME NSW Composition Day	2	Masters and Elements	1
2019 HSC Chemistry	1	Mathematics Conference	2
2019 HSC Lectures, Mathematics	1	Mathematics K-6	1
2019 HSC Physics	1	Modern History HSC	1
2019 SOR in Focus Conference	1	NESA Science Briefing	1
Aboriginal & Torres Strait Islander perspectives in PDHPE	2	NSW Class or Kind Investigators Accreditation Course	1
AHISA - Leading, Learning & Caring	2	NSW Reportable Conduct	1
Art on Trial: Strategies for Teaching	2	On track with PDHPE	1
Box of Books Breakfast	4	Online Duke of Edinburgh Award Leader Training	1
Business Report Writing in HSC	1	Online School Based Potential Provider Information Session	2
Canvas Conference	2	PDH Curriculum Development	2
Case Notes & Records	1	PDHPE Conference	2
Ceramics Workshop	2	Photoshop	1
Chemistry Lectures & Experiments Day	2	Positive Schools 2019, Sydney	3
Collaborative Planning Process	2	Preparing for HSC Biology	2
Commerce Y7-10 Syllabus	2	Primary Curriculum Requirements	1
Consultation Wellbeing	9	Reading K-4	1
Critical Agendas Conference (presentation)	2	Reading to Learn Y5-9	2
Cyber Safety	1	Reading Tutor Program	3
Digital Technologies	3	Registration Requirements	3
Diverse Needs of Learners	1	Risk Assessments Duty of Care	2
Draft PDHPE Syllabus Consultation, Camden	2	ROSA & HSC Curriculum Requirements	2
Economics Conference	1	School-based Teacher Accreditation	2
Educational Leaders Conference	3	Sensory Art Lab	1
Effective Practices for Stage 6 Assessment	1	SMH Schools Summit	2
EPIC 2019 Education Perfect	6	Staff Child Protection Training	1
Equipping Students to work Mathematically	1	Steampunk (online)	1
Experienced Teacher Digital Portfolio	1	Stepping Stones	3
Familiarisation & Planning new PDHPE	1	Student Service Conference: Working Together	3
Familiarisation Stage 6 English	1	Student Wellbeing Conference	3
Familiarisation: Stage 6 History	1	The Mental Health & Wellbeing of Young People	1
Future Frontiers - Ethics for a changing World	1	The Path to Peak Performance	1
Geography Conference	2	Turf Management	1
Global Education Workshop	2	Understanding Adversity	1
GTA Conference, GTA	2	Understanding Autism Spectrum	2
GTA NSW & ACT Regional Conference	1	Unlocking Creativity in Music Classroom	2
Heads of Sport Conference	2	Using Action Research	1
History Conference	1	Viewing of Experienced Teacher Digital Portfolios	4
History Extension Symposium	1	Visible Learning Symposium, Doltone House	1
ICT Mangement Conference	1	What is Discursive Writing	2
InitialLit	2	Writing Science, Sydney	1
IT Helpdesk for schools	1		

05

ABOUT OUR STUDENTS



ATTENDANCE RATE: K-12 2019

Form	Overall	Male	Female
Kindergarten	95.80%	95.80%	95.80%
Year 01	97.60%	97.70%	97.40%
Year 02	95.50%	96.40%	94.90%
Year 03	96.80%	98.00%	95.50%
Year 04	94.80%	93.70%	95.40%
Year 05	94.20%	92.70%	95.40%
Year 06	94.70%	95.10%	94.40%
Year 07	95.70%	95.00%	96.70%
Year 08	94.10%	93.40%	94.80%
Year 09	94.40%	94.60%	94.10%
Year 10	93.60%	93.80%	93.40%
Year 11	95.40%	95.20%	95.70%
Year 12	95.20%	95.11%	95.30%
Whole School	95.22%	95.11%	95.30%





LIFE AFTER OXLEY COLLEGE

Oxley College students were very successful in their steps toward their future beyond school. Many students ATAR's far exceeded their expectations, as a result, course preferences were amended. UTS, University of Sydney, Macquarie University, ANU, University of Wollongong and University of NSW were the most popular universities chosen by our students, with a number of students receiving early entry offers to Macquarie University, University of Wollongong and University of New England.

The courses our students have selected include Combined Law, Medicine, Business, Education, Project Management, Agribusiness, Nursing, Communications, Design, IT, Biomedical Engineering, Sports Management, Combined Psychology, Science and Economics degrees.

In addition, 19 students departed in January to spend a year as Gap Assistants in Boarding schools - 18 in the UK and one in Russia. Many students decided to take GAP years doing a range of things prior to beginning university or other pathways in 2021.

06

POLICIES



01 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.

HOW TO ENROL

Following initial enquiry, parents and guardians seeking admission for their child(ren) are required to complete the Application for Registration form. In the years preceding entry, or as soon as possible in the event of any casual vacancy, students and their parents are invited to an interview at the College. Following this, offers of enrolment are made in accordance with the Enrolment Agreement:

<https://www.oxley.nsw.edu.au/wp-content/uploads/2020/03/Enrolment-Agreement-v3.17FINAL-2020.pdf>

WAITING LISTS

The Oxley College policy is to offer places to applicants on our waiting lists, with selection according to set criteria. These criteria include the date of application, whether a scholarship has been offered, whether the applicant has a sibling/s attending currently or future siblings for the next year, (siblings must have been on the list for at least two years before sibling priority comes into place), 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), child of Oxley College Staff.

The Oxley College Waitlist Policy 2018 is available
https://www.oxley.nsw.edu.au/wp-content/uploads/2018/03/Waitlist_Policy_2018.pdf.

DATE OF APPLICATION AND ENROLMENT VARIATIONS

1. The date of application applied is the date of receipt of the Application for Registration form and Registration Fee as per the current Fee Schedule.
2. Requests to alter the original year of application will be considered sympathetically, however changes are not granted automatically.
3. If a change is requested and the year specified is not on the original application form, then the date the request is received in writing would normally apply to that year of entry.
4. Prompt acceptance of an offer of placement is required to retain the original date of application.

ENROLMENT PROCESS

1. The Oxley College Prospectus is forwarded to the interested parent together with an Application for Registration form.
2. Upon receipt of the Application for Registration, together with the required processing fee, the child's name is placed on the Admissions list for the required year of entry.
3. Registration itself does not constitute enrolment.

4. In the year preceding entry, applicants will be invited to an interview with the Head of College/Registrar/Head of Junior School.
5. An offer of a place is confirmed in writing, pending outcomes of the enrolment interview.
6. Parent acceptance of the offer of a place is confirmed on receipt by the College of the Enrolment Charges and Enrolment Agreement by the stipulated date. The offer may lapse if it is not confirmed by a date specified in the letter of offer.

IN 2019, THESE POLICIES WERE UPDATED OR DEVELOPED:

- Anti-Bullying Policy [updated] see summary below
- Student Welfare Policy [updated] see summary below
- Closed Head Injury Policy [new]

THE FOLLOWING POLICIES ARE AVAILABLE UPON REQUEST:

- Anti-Bullying Policy
- Attendance Policy
- Child Protection Policy
- Complaints Handling and Procedures Policy
- Counselling Service Policy
- Closed Head Injury Policy
- Critical Incident Policy
- Duty of Care Policy
- Grievances/Procedural Fairness Policy
- Medical Health and Clinic Policy
- Safety of Students, Buildings and Facilities Policy
- Student Leadership Policy
- Student Welfare Policy
- Sun Safe Policy

02 ANTI-BULLYING POLICY (SUMMARY)

IN TAKING A STANCE AGAINST BULLYING WITHIN THE SCHOOL COMMUNITY, OXLEY COLLEGE SEEKS TO:

- Promote an environment where respect for others is paramount, including respect for difference, and where all members of the school community can feel comfortable, happy and safe
- Foster attitudes of tolerance
- Reduce incidents of bullying
- Change the behaviour of perpetrators
- Assist students who experience bullying behaviour to develop skills and resilience in order to avoid perceptions of being a victim
- Establish a responsible reporting culture in relation to all members of the school community.

WHAT IS BULLYING?

Bullying is when people repeatedly and intentionally use words or actions against someone or a group of people to cause distress and risk to their wellbeing. These actions are usually done by people who have more influence or power over someone else, or who want to make someone else feel less powerful or helpless.

Bullying is not the same as conflict between people (like having a fight) or disliking someone, even though people might bully each other because of conflict or dislike.

The sort of repeated behaviour that can be considered bullying includes:

- Keeping someone out of a group (online or offline)

- Acting in an unpleasant way near or towards someone
- Giving nasty looks, making rude gestures, calling names, being rude and impolite, and constantly negative teasing.
- Spreading rumours or lies, or misrepresenting someone (i.e. using their Facebook account to post messages as if it were them)
- Mucking about that goes too far
- Harassing someone based on their race, sex, religion, gender or a disability
- Intentionally and repeatedly hurting someone physically
- Intentionally stalking someone
- Taking advantage of any power over someone else like a student leader.

From <https://www.humanrights.gov.au/what-bullying-violence-harassment-and-bullying-fact-sheet> (Retrieved January 2019)

Whilst there is no single definition of bullying the consensus is that it involves:

A desire to hurt; the perpetration of hurtful behaviour (physical, verbal or relational) in a situation in which there is an imbalance of power; the action being regarded as unjustified, typically repeated and experienced by the target of the aggression as oppressive, and by the perpetrator as enjoyable. (Ken Rigby, 2002)

Bullying is a pattern of uninvited on-going behaviour directed by a more powerful person or group to intentionally or unintentionally hurt, injure, embarrass and/or distress a less powerful person or group. Bullying may be physical, verbal, psychological, or social.

Bullying can take many forms, all of which will cause distress. Examples of bullying include:

Physical:

Hitting, pushing, tripping, kicking, spitting on others.

Extortion:

Threatening to take someone's possessions, food or money.

Verbal:

Teasing, using offensive names, ridiculing, spreading rumours.

Non-Verbal:

Writing offensive notes or graffiti about others, using e-mail or text messaging to hurt others, rude gestures, facial gestures.

Exclusion:

Deliberately and publicly excluding others from the group (including online groups), refusing to sit next to someone.

Property:

Stealing, hiding, damaging or destroying property.

Cyber:

Offensive/threatening images, offensive/ threatening/ hurtful comments, rumour spreading via emails, social media apps

The word 'bullying' should be used with care in schools. The terms 'bully' and 'victim' should be avoided. Such terms label young people in ways that lead to perpetrators being stigmatised and those experiencing bullying having any feelings of inferiority/powerlessness being reinforced.

This policy will therefore refer to 'perpetrators' and 'students experiencing bullying behaviours'. In cases where bullying occurs, a key role is often played by 'witnesses'. Witnesses are those that see, hear or read the behaviour. Witnesses become 'bystanders' when they fail to report or act when they believe that bullying is occurring. Effective preventative measures involve ensuring, as much as possible, that witnesses speak up and do not stand by.





03 STUDENT WELFARE POLICY

Oxley College aims to provide care for the whole child. This includes the social, emotional, cognitive, physical and spiritual wellbeing of each individual.

REPORTING BULLYING BEHAVIOUR

Bullying thrives on secrecy. The College cannot address patterns of behaviour about which it has no knowledge.

Students may fear that if they report a bullying incident they will be seen to be “dobbing”.

To counter this, teachers need to articulate the difference between dobbing and reporting, dobbing having the aim of getting another student into trouble, and reporting having the aim of stopping a particular behaviour that is causing hurt to a person. Reporting, ultimately, helps the person experiencing the behaviour as well as the perpetrator.

“Dobbing”: informing against someone, with the purpose of getting them in trouble.

“Reporting”: informing a person in authority about a behaviour, with the purpose of stopping that behaviour.

This also means that students must realise that bullying behaviour does not have to be tolerated and that the only way to stop bullying behaviour is to be open and honest about it. Keeping it secret only gives perpetrators more power and legitimises their behaviour.

Perpetrators may endeavour to stop the student and any witnesses from reporting to protect themselves and maintain their power. There is an onus on all members of the College community to report bullying behaviour. Sometimes students do not report because they think it will only make things worse or that teachers either cannot or will not be able to help them.

There may be multiple reasons why witnesses become bystanders; they may feel peer pressure to ignore or even

encourage the behaviour, feel it is not their responsibility to do anything or fear the perpetrator turning on them. Creating a culture in which all feel an obligation to act on incidents of bullying is crucial to prevention.

Procedures for reporting bullying behaviour

Students have a number of options for the reporting of bullying behaviour including:

- Informing their Tutor / Head of House / teacher
- Informing the School Psychologist
- Informing the Deputy Head Pastoral / Head of Junior School or other senior staff to any of the above, via parents/a friend, or a Student Leader
- Via bullying surveys (anonymously)

Procedures for responding to bullying behaviour

In dealing with bullying behaviours once they have been reported, the following procedures are followed:

- Written record from the staff member receiving the report, which is shared with relevant pastoral staff (usually Head of House, Tutor and School Psychologist), having sought permission from the reporter to do so. Staff receiving such reports must be careful not to guarantee confidentiality, due to possible mandatory reporting requirements and to ensure that effective action can be taken
- Relevant Head(s) of House or other pastoral staff to conduct interviews and/or take written statements from witnesses as necessary, the student experiencing bullying behaviour and the alleged perpetrator.

Wellbeing is the foundation of quality of life and human flourishing. Personal achievement, emotional resilience and social competence are predicated on children feeling safe, challenged, supported and connected to others. Our pastoral care system seeks to achieve this.

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 2019, 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.

	Responsibility	Right
Self:	I have a responsibility to be honest, kind, courteous and ethical.	I have a right to feel safe and valued at Oxley College.
Others:	I have a responsibility to co-operate, be respectful, kind and not distract others	I have a right to be treated with kindness and compassion and
Oxley College:	I have a responsibility to be well dressed and be a positive role model	I have a right to be proud of my college.



07

GOVERNANCE

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.

The following changes were made to Senior School Student Management in 2019.

Behaviour Management: Merit System

A merit system was introduced for students in Years 7-10. This aligned with the College's strategic direction of adopting elements of positive psychology and ensuring that the College Values, themselves grounded in the work of Dr Martin Seligman, are given greater visibility and significance in the day-to-day life of the school. Where students demonstrate the values of Courage, Humanity, Justice and Wisdom through their actions, they are awarded a Merit, with a Merit Sticker being placed in their School Diary, with a comment from the teacher. The use of the School Diary in this way ensures that its use goes beyond simply the recording of academic prep or behavioural sanctions.

Behaviour Management: Sanctions System

A change to the sanctions system involved the separating of academic and behavioural issues. Academic indiscipline of issues regarding the completion of work are now addressed by the subject teacher/Head of Department, with lunchtime detentions only issued for behavioural matters.

Closed Head Injury Policy [Summary]

Following improved protocols for handling concussion injuries in sport in 2018, this year we introduced a policy for any closed head injury during the school day. This policy was informed by ongoing research in managing concussion in young people and the time needed for the brain to recover. To reflect this, the new policy requires students to not attend school for 48 hours after a diagnosed concussion. This allows for both full physical and cognitive rest. For example, a student receiving a concussion on a Saturday must not attend school on Monday and they can return only after they have been symptom-free for 24 hours. During this period, irrespective of how the student is feeling or how frustrated they are, cognitive rest means no study, reading, driving or use of a screen. On returning to school, ongoing monitoring is used to ensure any return of symptoms is dealt with quickly.



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, 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.

As the Chairman of the Board of Governors, Mr Frank Conroy AM reported in his message, he will step down in May 2020 and hand over the role as Chairman to Dr Stephen Barnett. Mr Conroy has served the College for the past 12 years as a Governor and Chairman in an exemplary and generous manner.

A Governor since 2008 and Chairman since 2009, Mr Conroy has given his time and expertise generously to the College bringing his business acumen, abundant energy and commitment. Oxley has been extremely fortunate to have his oversight and leadership especially given he did not have a pre-existing connection with the College. He and his wife Jan have always been active supporters of College events attending nearly every function over the years, supporting staff and getting to know parents. Their combined dedication and support to Oxley College has been outstanding and will always be remembered with admiration and affection.

BOARD OF GOVERNORS LISTING

Mr Frank Conroy, AM	Chairman
Mr Tony Norris	Deputy Chairman
Ms Anni Baillieu	Governor
Dr Stephen Barnett	Governor
Mrs Mandy Lawson	Governor
Mr Roderick McAllery	Governor
Mr Dennis Mudd, OAM	Governor
Mr Malcolm Noad	Governor
Mr John Rapp	Governor
Mrs Christine Windeyer	Governor



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 Experiences, Attraction, Retention and Welfare of People: Staff and Students.

In 2019, there was a great deal of progress and many achievements in each of the core priorities. These include:

- Expansion of the teaching pedagogy using evidence informed high quality teaching practices and the development of the Oxley Learning Lens. The Learning Leaders worked closely with staff on specific projects around data, feedback and high impact teaching strategies.
- Ongoing Professional Learning focussed on teaching and learning practices to enhance differentiation as part of curriculum planning.
- A growth model of Professional Learning developed which included each staff member undertaking a Professional Learning Plan in their area of interest. These plans were ongoing during the year and included staff presenting their findings of their Action Research from their projects to their colleagues.
- Development of our Learning Engagement model to address the needs of each students using data to inform our intervention practices.
- Introduction of Study and Supper Club for Year 12s to enhance their academic preparation.
- Review and refinement of all Curriculum Planning and quality of learning documentation in readiness for the College's Registration and Accreditation in 2020.
- Development of broader curriculum offerings. This will include the teaching of the Board endorsed subject of Philosophy for Stage 6 students and Personal Interest Projects across a range of areas including Film, Arts, STEM, Literature and the Environment for Stage 5 students.

- A full review of Languages offered and 2020 will see the introduction of Latin and Japanese to complement the study of French.
- An audit and review of our K-12 Wellbeing programme was conducted and an initial plan for 2020 developed which includes a focus on character strengths and the development of a partnership with APPLI to provide professional learning and support for the development of a College model of Wellbeing.
- Review and refinement of the Oxley College distinctives was undertaken with some modifications to order and timings of events and activities to ensure a sequential and logical progression.
- A review of Academic Department Structures to reflect the leadership required of the academic and co-curricular offerings of the College.
- A merit system developed and introduced based on the Colleges values. This is an ongoing project and has been well received by students and staff.
- Sporting facilities have been enhanced with the development of new playing surfaces at Bray Fields. Rugby and Football ovals were turfed and are irrigated by the new bore that services these fields. A further Hockey field was sprigged and should be ready for use in the 2021 season. Stage 1 of the tree planting and landscaping has been completed with further planting to occur over the next two years.
- The Junior School Staff room was completed by April 2019 and has been well utilised as a collaborative workspace.
- The long-awaited Junior School playground was completed by Term 4. The 'treehouse' is engaging and aspirational for our youngest students. It is providing great joy to the students from Kindergarten - Year 6.
- The College has entered into an extensive Master planning and design process with Architectural firm, Gardner and Wetherill to develop a College Masterplan for the future. This process has involved consultation with staff, students and parents. It is reaching its final stages.
- A website refreshing was completed, and communication strategies and practices have been refined to help us engage with all members of our community.

In 2020, the College will develop a new Strategic Intent to continue the pioneering work of the College. The key improvement projects which the Executive team will focus on for 2020 are based on the current Strategic Plan priorities. These include:

- Continued development of evidence-based teaching and Learning practice and pedagogy.
- Ongoing development of a culture of Academic prep and excellence for all students.
- Ongoing strengthening of Languages in a K-12 environment.
- Introduction of Personal Interest Projects and refinement of the framework used.
- Develop a wellbeing model for Oxley College
- Introduce Character Strengths as a common language for staff and students (K-12).
- Provide Professional Learning in the area of Wellbeing through a lens of Positive Psychology.
- Refinement of Vision, Mission and Values for Oxley College
- Look at opportunities to create more understanding and awareness of diversity for students. Eg: Round square, exchanges, partnerships with other schools etc.
- Implement refined staff co-curricular structure and offerings for students
- Review and develop sustainable Rites of Passage programme for Year 9 students.
- Review our Student Awards system
- Refinement of Oxley Learning Lens and a common understanding of our learning language.
- Develop strategy for Oxley Alumni, Archives, Community and plan for 40th celebration of Oxley College in 2023.
- Finalise Masterplan and develop plan for Stage 1 implementation.
- Continuation of Junior School link with Harbison Care, connections made between residents and K-2 students through weekly visits.
- Review the Music Programme offerings in the Junior School.

09

OXLEY CULTURE
AND COMMUNITY



Throughout 2019, the College continued to use existing structures and established programmes in the Junior and Senior School in the provision of pastoral care, the promotion of student wellbeing and a rich co-curricular programme.

IN THE SENIOR SCHOOL

STUDENT LEADERSHIP

In the last couple of years, we have tried to raise the profile of our leaders and develop their responsibilities. This was enhanced in 2019 with an increased role for Student Leaders at recess and lunchtime in supporting duty staff. In 2019 we introduced specific portfolios for each of our four Prefects in the areas of Academics, Community, Performing Arts and Sport.

TUTOR GROUPS

School connectedness is widely recognised as a strong indicator of student wellbeing. Oxley's House System with a vertical Tutor Group structure plays a vital role in promoting an individual student's connectedness to the school and their peers. The provision of quality pastoral care is possible when Tutor Groups remain small enough for Tutors to know each individual. With the total number of students in the Senior School projected to increase steadily over the next few years, we decided to increase the number of Tutor Groups from 24 to 30 (from four per House to six per House) to maintain the individual care that smaller Tutor Groups can provide. In 2019, this meant that the average size of each Tutor Group was kept at approximately 17 students and is projected to remain at or below 20 students for the subsequent years. This transition was made effectively at the beginning of the year.

ISA SPORT

It is a requirement for all students in the Senior School to undertake at least one season of Independent School Association sport (winter/summer). Approximately 90% of students fulfil this sporting obligations, which is the highest participate rate in the ISA. In the 2018-2019 season, Girls Touch Football was introduced as an ISA summer sport.

Boys:

Rugby, Soccer, Tennis (winter);
Basketball, Cricket (summer)

Girls:

Hockey, Netball, Soccer, Tennis (winter);
Basketball, Softball, Touch Football (summer)

Approximately 70% of students choose to participate in both winter and summer sport.

THE PERFORMING ARTS

Music underwent a rejuvenation in 2019, with the increasing participation in ensembles, including the Oxley Chorale, which consisted of 50 students. The Oxley Pipe Band continued to go from strength to strength, being invited to take part in the prestigious Royal Edinburgh Military Tattoo in Sydney, in which 13 nations were represented. The quality of Oxley drama productions continued to impress, both in the quality of productions and the number of students involved. In 2019, 44 students took part in the outstanding Senior Production of *The Crucible*.

DUKE OF EDINBURGH'S INTERNATIONAL AWARD

The Duke of Edinburgh's International Award is the world's leading youth achievement programme. It operates in over 140 countries and is highly regarded by universities and employers across the globe. 2019 was the 30th year that Oxley College has run the Duke of Edinburgh's International Award programme, with approximately 180 Oxley College students actively working towards the three different levels of the Duke of Edinburgh's International Award during the year. As part of the celebrations to mark the 60th Anniversary of the Duke of Edinburgh's International Award in Australia, Oxley College was recognised among 18 Award centres in Australia for our contribution to the programme over an extended period of time. Tim Dibdin, Co-ordinator of the Duke of Edinburgh programme, received the award on behalf of the College at a special ceremony at Government House, Sydney, on Tuesday 20 November 2019.

Four students from the Year 12 class of 2019 achieved their Gold Award in 2019, with a further two students from the Year 12 class of 2018 being approved for their Gold Award in 2019.

OLE! WEEK 2019 - OTHER LEARNING EXPERIENCES

A review of OLE! Week was conducted to develop a cohesive and sequential K-11 programme that is integrated with the College's Vision and Mission, has distinguishable educational merit and is aligned to other Oxley 'distinctives' – this includes the Duke of Edinburgh's International Award programme, Rites of Passage and Outback excursions.

Year	Theme
K-2	Caring for Others
3-4	Exploring the Natural Environment
5	Challenge Yourself
6	Learning to Lead
7	Forming Connections
8	Developing Resilience
9	'Rites of Passage': City Experiences & Overseas Learning
10	Finding Purpose and Passion
11	'Outback'

Among the changes to the programme in 2019 was a Duke of Edinburgh's Silver Award qualification hike, involving a 'pack and paddle' trip on the Hawkesbury River. The successful Drought Relief trip introduced in 2018 was also offered as an OLE! experience. Other initiatives included Scuba Diving at Jervis Bay (re-introduced from 2015) and an Animal Welfare and Rescue programme in the Southern Highlands.

OVERSEAS SERVICE LEARNING

65 students in Year 9 and seven staff participated in one of the three Overseas Learning Trips to Botswana, Fiji or Nepal. Students visited sister schools in each country, with whom Oxley has established a relationship in previous years. Students were able to actively participate in Service Learning experiences and build relationships with students of all ages in the schools they visited.

NAIDOC WEEK 2019: VOICE, TREATY, TRUTH

The second year of Oxley's active engagement with NAIDOC Week, saw an expanded cross-curricula, whole College programme of events in Term 3 to promote learning and about Aboriginal cultures. Through authentic collaboration with local Elders, students took part in several workshops as well as an excursion to a local sacred site, in which they learned about the history and culture of the Gundungurra people. The activities culminated in a special assembly in which artworks that were created during the week on the 2019 NAIDOC theme of Voice, Treaty, Truth, were presented to the College.

THE RATION CHALLENGE: RAISING AWARENESS AND SUPPORT FOR REFUGEES

Students in Year 10, 11 and 12 at Oxley College took part in the Act for Peace Ration Challenge during Refugee Week, 17-21 June 2019. The Ration Challenge asks students to eat the same rations as a refugee during Refugee Week and to be sponsored. By putting themselves in the shoes of a refugee, they were able to learn about global issues, develop empathy for others and feel empowered to make a difference in the world. The money raised will support refugees around the world. The Ration Challenge was established by former Oxley Head Girl, Karen McGrath, who spoke at assembly on International Women's Day in Term 1 2019. Several Year 12 students attended a day of workshops run by Act for Peace to assist them in planning and launching the initiative.

OTHER WELLBEING INITIATIVES

THE WELLBEING PROJECT

A review and audit of our wellbeing programmes in the Senior School was conducted in 2019, with a view to developing a sequential and coherent Year 7-12 programme that aligned with the College's values. A major outcome was the plan to develop a programme in 2020 that is grounded in the principles of Positive Psychology, from which the College's values are derived. Other outcomes included refinements to the pastoral timetable for 2020 and the timing of pastoral incursions in the school year to align with relevant topics of the PDHPE syllabi in Years 7-10.

BATYR - 'GIVING A VOICE TO THE ELEPHANT IN THE ROOM'

Seven out of every 30 Australian students suffer from mental ill health and of those, only two will reach out for help. Batyr is an organisation created by young people that aims to break the stigma associated with mental illness. During Semester 1, Batyr delivered workshops to students in Years 9, 10, 11 and 12 that were tailored to the main needs and issues of each of these age groups.

INTERNET SAFE EDUCATION: BRETT LEE

Navigating the complex and ever-changing digital world to ensure that children are both safe and, as they get older, aware of their legal responsibilities, is of ongoing importance. Internet Safe Education is an established and reputable education provider in this area. Founder Brett Lee, who has significant experience with law enforcement agencies in Australia and overseas (including the FBI) in the areas of social media use and child protection online. Bespoke workshops were delivered to students in Years 8, 9 and 10, with a twilight workshop for parents in Years 5-10.

BRAINSTORM PRODUCTIONS - "STICKS AND STONES" WITH YEAR 7

Educational theatre can be a very powerful way to engage students with important social issues. Year 7 students attended this award-winning presentation from Brainstorm Productions that addressed issues around bullying, conflict resolution, self-regulation, empathy and gender stereotypes. In providing students with ways to manage behaviours in others and themselves, it also educated them on the legal consequences for perpetrators, both in the online world and in person.

IN THE JUNIOR SCHOOL

Junior School students developed and extended their potential and capacities through a rich array of offerings in the cultural life of the school, and beyond.

Cultural highlights were the Darren Dunn Workshop for Naidoc Week, and Harmony Day celebrations.

Co-curricular and sporting activities were expanded in 2019, to include Debating, and involvement in the local Junior School Equestrian competition. While our K-2 students continued to host Harbison Aged Care residents each week to share reading, art and singing, in an ongoing partnership that seeks to foster multi-age community connection and wellbeing.

A highlight of the year was a major drama and music spectacular, Kids' Summer Night Dream, an innovative take on the Shakespearean classic, and which included all students in the Junior School with the support of K-12 staff, parents and community members.

In a major infrastructure project within the Junior School, the development and enhancement of our outdoor play spaces, including a state-of-the-art 'Tree House' with child-friendly landscaping and gardens, was created. This play space, with its regular and super-sized slippery dips, climbing ropes, and large 'share swing', has extended the range and scope of children's physical activity for both younger and older students, who enjoy these spaces together. The extension of play space and landscaping features, also included extra sand-play areas and hidey holes, encouraging cooperative and creative play.

The Junior School's Environmental Team, through money raised and grants received, have established a Gardening Zone with worm farm, greenhouse and gardens to be established in the school grounds in 2020.

A celebration and farewell assembly for the College's inaugural Head of Primary, Mrs Justine Lind, marked the end to the year. Under her five years in leadership, the Junior School has become a flourishing and successful addition to Oxley College.



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 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.

A major external survey of all stakeholders takes place every other year, and therefore in 2019, we focused on student feedback and undertook a comprehensive Social Behaviour survey with our Senior School students.

SOCIAL BEHAVIOUR SURVEY

At the end of Semester 1, Senior School students completed the Social Behaviour Survey. This now annual online survey is one of a suite of tools that helps us to better understand social dynamics across the school, address potential social conflict and bullying and promote positive social behaviour. The survey was conducted anonymously and provides us with valuable data about where, when and how often students in

different year groups of both genders experience or witness bullying-type behaviour. Significantly, this year we also asked questions about students' experience of anti-bullying behaviour and those who advocate for others. We know that developing a culture where students 'stand up', rather than 'stand by', whether that means at the time of an incident or anonymously to a teacher or other pastoral staff about what they have witnessed, is a key element in any anti-bullying strategy. Heads of Houses are continuing to follow up on the feedback and data from the survey in Term 3, both through Year Meetings and through both formal and informal one-to-one conversations.

National statistics indicate that 29% of Year 8 students reported frequent bullying at school* – this contrasts with the 94% of Oxley students in Years 7-12 who indicated that bullying is either 'not a problem at all' or is only a 'minor problem' at Oxley. Pleasingly, 70% of students had witnessed members of their year group standing up for others in Term 2. Indeed, across the Senior School, 25% of students stated that they could identify 10 or more students as people who 'stand up' for themselves or others. 58% of students stated that at least once a week they had witnessed a group of students deliberately include someone who is not normally part of their social group. 80% of students had witnessed student leaders modelling positive social behaviour and inclusion at least weekly. Whilst the overall picture is positive, we continue to be proactive in developing an anti-bullying culture as well as sensitively addressing specific issues as they arise.

How big a problem is bullying at Oxley?

It is not a problem/
it is a minor problem
92.68%

It's a big
problem
7.32%

11

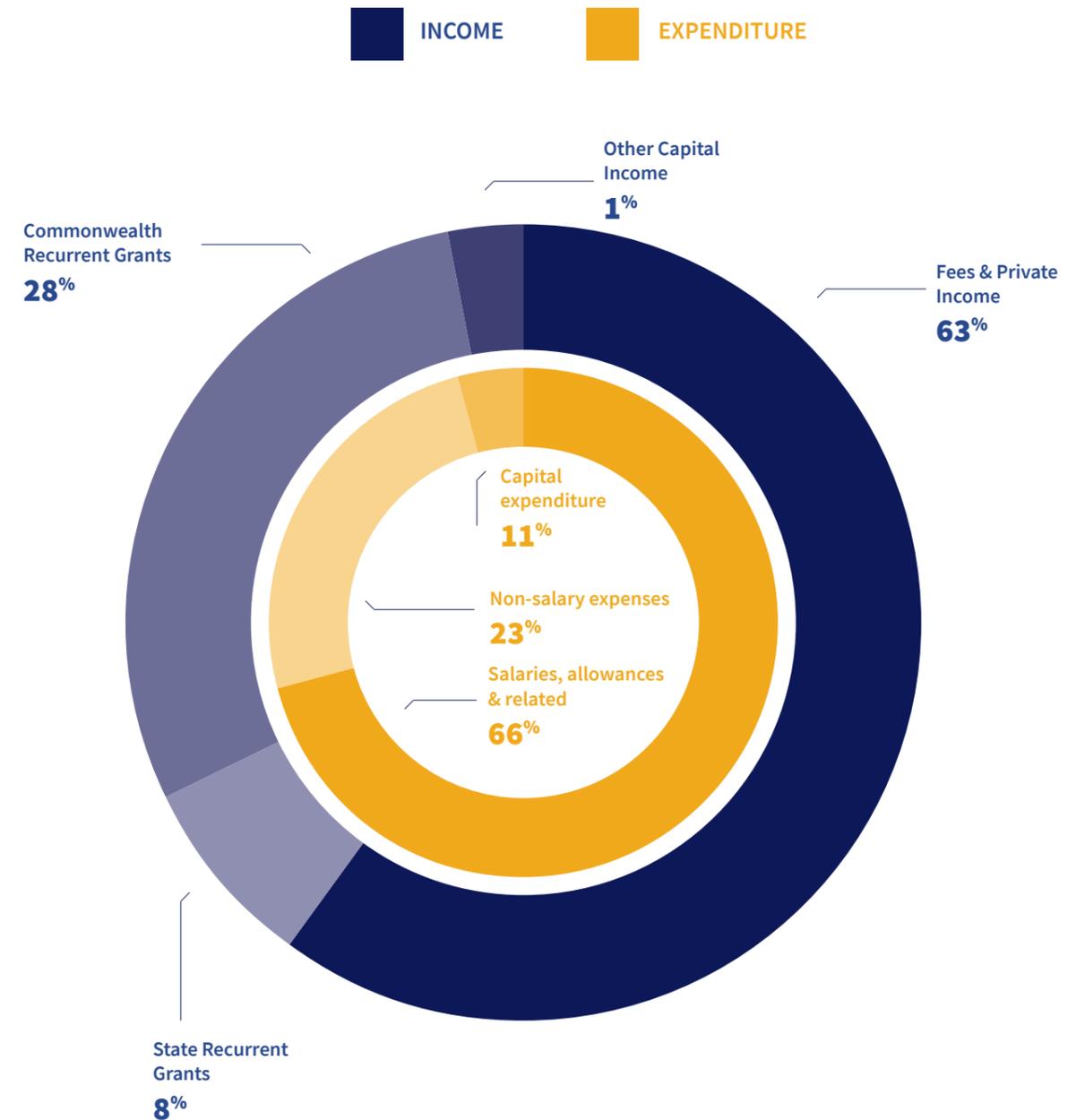
BUSINESS OPERATIONS



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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