



ANNUAL REPORT – 2020

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SECTION 1: MESSAGES FROM CHAIRMAN, HEAD OF COLLEGE AND P & F

CHAIRMAN'S REPORT

In the late 1960s, John Lennon sang 'There is nothing you can do that can't be done.....It's easy.....All you need is love.'

In the late 1980s, I came to a young school whose school song encouraged students to 'Fill the world with love your whole life through'.

And in 2020, you will sing the same school song, in a school that still bases its teaching on Christian principles, and principles found in many faiths and philosophies, of love, and of kindness. And from these principles come courage and wisdom. At Oxley, students are encouraged to Be kind. To Show Courage. To Seek Wisdom.

As one of the early Oxley students, and now as a parent at Oxley and Chair of the Oxley Board of Governors, I am encouraged and excited that, in an everchanging world, these foundation principles, this heart of Oxley, remains brave and strong, and true. Oxley is a very special place and as we embrace change and growth and the future, knowing that we continue to take this special soul of Oxley with us, is so important.

Over the past few years, I have come to realise that this is one of the key functions of the Board of Governors - to remember and reinforce the importance of these values and make sure they are reflected in all the strategic directions of the school.

The Board of Governors contribute a large amount of voluntary time to the school, as a service to our community. Key changes over the last year include Mr Frank Conroy, our long-serving Chair, retiring. We continue to miss his generosity and company and to be grateful for his enormous contribution.

Mr Tony Norris, the Deputy Chair, will also complete his 12 years as a Governor in May 2021 and will step down. Mr Norris has also been the Chair of the Audit and Risk committee for many years. He will be replaced as Deputy by Mr Roderick McAllery, who has so ably served on the Board for the last four years, and Ms Christine Windeyer will take over the role of Chair of Audit and Risk. Thankyou Roderick and Christine.

And to Tony, thank you for all that you have done for the school. Your corporate experience, financial ability and 'steady hand' have been integral in the College's success, and on a personal note your humour and engagement with all Board matters has been much appreciated but us all. Thank you again.

In my day job as a GP, I spend a lot of time focussing on 'the whole person' – a healthy body and mind and healthy social context. In a way, our role as the Board is similar- to be responsible for the overall 'health' of the school, and to be able to report to you, the students and families, on that wellbeing.

So overall, I am very pleased to able to tell you that in its end of year health check, the Board of Governors can report that Oxley is very fit and healthy for a 37 year old.

Going through each of aspect of the health check, if Oxley's body is its infrastructure and finances, then it is in good shape.

We have been undergoing a prolonged period of Master Planning over the past couple of years. Despite living in the country and being on a lovely big piece of land, traffic flow and car-parking are ongoing issues which are hard to solve whilst also providing the numbers of classrooms and facilities for a thriving school. Fortunately, this has been solved by some creative thinking from our architects as well as the purchase of an adjacent property this year, 1 Hudson Street.

The details of this planning process will be clearer over the next 12 months, but after a recent presentation by the school architects, I am very encouraged to hear that there are well thought out solutions for classrooms, for specialist teaching spaces, traffic and parking over the next few years. I'd like to thank Mr John Rapp and Mr Roderick McAllery on the Board Building community, as well as the Mrs Ethell and her Executive for all their work on this project.

Financially, Oxley has some similarities and differences from other independent schools. In line with other independent schools, Oxley was able to cut some costs and distribute these costs back to families in the midst of COVID-19, whilst also absorbing extra costs of cleaning and online infrastructure.

Our own micro-climate in the Southern Highlands, however, is a bit different, as families flock from the city for a tree change. This has led to a faster filling of the school than first anticipated. Growth is, however, in line with our ultimate goal of capped places and maintaining the balance of a small, personal school, with enough scale to offer a variety of subjects and keep fees mid-range.

To meet this need, the College will continue to invest in infrastructure including high quality teaching spaces and play areas, to cater across the school. As a young school, we appreciate the financial commitment made by our families. However, our Foundation of funds for projects is still in its infancy (we don't have a large number of Old Oxleyan billionaires yet.....but speak up if you know of any!), so these funds continue to come, primarily, from school fees.

Another Oxley difference is that, with the new government funding formula that comes into place from 2021 onwards, which is based on actual parent incomes, our government funding will reduce from current levels.

Over the past couple of years, Oxley has kept fee increases below state average, but in view of the above factors, this year we have agreed to a mid-range fee increase of 3%. We believe that at this level, we can maintain a strong school, whilst aiming to minimise more significant increases in the future as government funding falls.

Oxley's body is strong. It's mind – its teaching and learning, continues to excel. Each year the data we see from academic performance shows a significant uplift across all learning abilities - from students receiving learning support, to students being extended in their learning. The Board of Governors would like to thank all the teaching staff, administrative and support staff for their amazing efforts this year, as we have all coped with COVID-19 and the associated challenges. In particular we would like to recognise the tireless, astute, and effective leadership of Mrs Ethell and her Executive team- it is in difficult times that we value such leadership and I think as a school we are very fortunate in our leadership team.

And so finally, to the heart and soul of the school. This is all of you. The staff, the students, parents and the Board. Thank you for your courage this year in a time of apprehension and global fear. Thank you for your wisdom in a time of international confusion: embracing (and surviving!) learning from home, social distancing and staying away from school when unwell. And thank you for your love and kindness to each other during a time of pressure and uncertainty - the Oxley community is in good health and ready (after a good holiday!) to embrace 2021. And with my medical hat on and seeing the vaccine trial results and recently published government vaccine rollout plans, there is much to be hopeful for as we look towards next year.

Stephen Barnett

Chairman, Oxley College Board of Governors

HEAD OF COLLEGE

2020 was a year like no other and certainly proved to be an 'interesting' and memorable year. It is a year where we should cherish the special memories created despite the challenges faced and to celebrate the resilience, strength and growth of our young people and staff members. They were all truly outstanding and have together helped create the magic which is palpable at Oxley College. This magic can be seen everywhere, from the learning in the classroom to the respectful and inclusive relationships amongst our students and staff to the beautiful environment which we live, learn, work and play in. We are indeed very fortunate to be a part of the Oxley community.

In this report 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. This has never been more evident than in 2020 when the enrolments continued to grow through the period of learning@home and we finished 2020 with stronger enrolments than we began.

The 2020 year started with much of our community worried about the devastating fires which had caused many families to be in fear of having to evacuate from their homes, limiting travel and holiday plans and then when the rain did come, it came with a vengeance with floods causing further damage.

With these things aside, the year started very positively with the Strategic priorities for the College confirmed by the Board and a strong start to the year with Professional Learning for staff and welcome gatherings for our students and broader community.

However, it was only a matter of a few weeks when we started to hear about Coronavirus and by the 9 March 2020, we were making the first College communication to parents regarding Covid-19. From March through to September, I then communicated a minimum of once per week and up to twice daily especially as we were heading into our six weeks of learning@home. Over the period from March to September, we sent more than 60 pieces of direct communication with parents excluding Pin Oak and Bulletins. With this consistent communication plan with parents, we were able to develop a strong level of trust with parents and the community and all decisions were made fairly and with the students' best interests at the centre.

The Staff worked collaboratively and tirelessly to move the whole College to learning@home and were quick to embrace new technologies and ways of doing things to ensure our students learning was continuous irrespective of whether they were in the classroom or at home. For many years at Oxley College we have strived to cultivate a growth mindset in all that we do, but this year we were challenged to put that attitude into practice. The word 'emergency' comes from the Latin 'to rise up'. This community's response to the pandemic has led to the 'emergency', the rising up, of new ideas, fuelling our teachers' creative fires in ways I don't think we could have anticipated, as well as fostering resilience and independence in our young people.

I thought I would share the reflections of some of our students on how they have been affected positively by COVID-19 as learners and as people. As ever, I have been humbled by their courage and wisdom.

Academically, so many of our students told me that they valued the skills they developed as a direct result of the greater **independence** demanded of them during learning@home.

Key themes were the leap in computer literacy in the Junior School – a Year 1 student triumphantly declared: *“I know how to get onto Canvas by myself and I can remember all my passwords!”*

In the Senior School, an insight into individual learning styles and the development of more sophisticated organisational skills were common themes:

“Before learning@home, my desk was a mess, covered in piles of papers. Now I have an organised system with everything in its place. I am calmer and it saves me time,” said one Year 11 student.

“Whilst I missed seeing my friends, I really think the skills I developed during learning@home helped me to hit the ground running for Year 12,” said another.

The flexibility that learning@home offered our students, coupled with the agility it demanded of our teachers and learners alike, will inform our goals as a school for 2021 and beyond. While our senior students bemoaned the strain on family wifi caused by working alongside siblings and parents working@home, many of our younger students enjoyed the presence of their families as they learnt. However, it did prompt a distinct recognition of how multi-talented their teachers are.

“Mum cleaned the dishes while we were doing Maths. My teacher never does that,” a Year 1 student reported. *“Even the Kindies are better at French than my Dad,”* confided another.

“My parents weren’t good teachers because they didn’t ask the right questions” said one Year 1 student, while another disapproved of his father’s approach to sports training: *“He didn’t even get the basketball hoop out, just told me to run four laps around the house.”*

While parents might not always make the best teachers, particularly not while simultaneously juggling their own workload at home, I do want to acknowledge just how much of the heavy lifting our parents did, not just in the Junior School but across the College as whole. It was a true partnership and the success of our rapid transition to learning@home owes much to the support and positivity of our parents, and for that we are grateful.

While the perspective of some of our youngest students might make us chuckle, I do not want in any way to gloss over the strength of character our students have displayed this year. It is our young people who have led this community in terms of their optimism and agility, not just during the fires and learning@home but in the aftermath as well.

2020 saw the introduction of both Personal Interest Projects (PIP) and Personal Ethical Projects (PEP) in Year 7-10. Of course, these projects assumed an unforeseen urgency and importance as this year unfolded for our students. We saw this so clearly through the energy with which our students occupied and honoured the creative space offered to them. Initially attracted by the glitter of superficial knowledge about a topic, it was an honour to witness our learners move past surface understandings of their chosen area of inquiry in pursuit of deep knowledge which, like gold, is usually buried. The PIPs and PEPs gifted our students with agency and voice as never before in their learning, and they exercised that agency and raised those voices with great passion and insight. For example, our Year 10 students seized the opportunity to explore topics as diverse as sustainable fabric production and the impact of social media on adolescent mental health and autonomous machines to name a few. If ever a year taught us that we are limited in education only by the conventional thinking of adults, and traditional notions of schooling, 2020 has been it!

More than anything else, 2020 has been a year of expanding our sense of what is possible.

In a year when we have been forced to slow down, consume and discard less, we have also witnessed the immediate impact on our environment. The Himalayas have emerged from clouds of pollution and there are patches of blue sky above Beijing for the first time in many years. We have even had kaleidoscopic swarms of butterflies on the coast. Will we return to the debate on climate change with a renewed sense of what might be possible?

Just as the fires, floods and pandemic of 2020 triggered a long overdue devaluation of the cult of celebrity and a much needed re-evaluation of what people like the Kardashians have to offer us in a crisis, the year that was has resulted in a greater respect not just for education and a welcome rise in the esteem in which teachers are held, but greater respect for learning more generally and for knowledge. We have all, individually and collectively, had to learn new skills this year, and so perhaps this more intense focus on learning, and its value, is a natural consequence. How many of our students knew what an epi-dem-i-o-logist was before 2020? I am not sure that even I knew precisely. The movement of experts to the forefront of public debate has been both surprising and delightful for someone who values learning in the way that I do. In particular, the increased value that we as a society seem to be placing on science and innovation, listening to the experts rather than popular media, is exhilarating. Oxley College will maintain this momentum into 2021 as we strengthen our College focus on STEM at all stages of the learning journey, through a specialist STEM programme in the Junior School and introduction of new subjects in the Senior School including a new elective in Year 9 called Cultivate and an additional HSC science subject in Environmental and Earth Science.

For me, in the end, 2020 has been about finding clarity of what stays true. These are our values – kindness, courage, and wisdom. These are the things we remain true to when change seems to abound all around us! How do we give those values expression in our community and in our world? And how can we harness that clarity to fight for something better, more meaningful, and effective, than the status quo?

These questions and others will continue to resonate into 2021 as we prepare a new strategic plan and continue to build on the lessons and opportunities of 2020. Oxley College has met the challenges of 2020 and, as a school and as a community we have not been found wanting.

Our challenge is to remember what J.R.R. Tolkien so poetically wrote in *The Fellowship of the Ring*:

"All that is gold does not glitter, not all those who wander are lost;

the old that is strong does not wither, deep roots are not reached by the frost.

From the ashes a fire shall be woken, a light from the shadows shall spring;

renewed shall be blade that was broken, the crownless again shall be king."

YEAR 12 2020

The 2020 Year 12 Students are to be congratulated on demonstrating extraordinary resilience in a year like no other. Following bushfires, drought, floods and a pandemic that dislocated us all from each other, our Year 12s returned optimistically and showed great strength of character. They worked hard and gave their personal best during a challenging HSC journey. We are extremely proud of each of them and look forward to hearing about their achievements over the coming decades.

The individual growth of each Year 12 student is outstanding and is testament to their perseverance and hard work. Of the 63 students completing their HSC, two students gained a Premiers Award for 'top band' results in at least 10 units of study. A total of 11 students were nominated for all four HSC Showcases for their major works. Three students were nominated for ARTEXPRESS with one selected for exhibition. One student was nominated for Design and Technology Showcase SHAPE. Two students were nominated for Drama Showcase ONSTAGE and one student was selected for Theatre Criticism

for ONSTAGE. Three students were nominated for Music Showcase ENCORE and one student recognised for Viva Voce for Music ENCORE.

We are also proud of the many achievements of our students across sport, performing arts and other co-curricular activities. Seven students from Year 12 2020 achieved a Gold Duke of Edinburgh's International Award.

THANK YOU

There are many people who make the magic happen at Oxley College and I would like to thank the Board of Governors for all their support this year, especially our current chairman Dr Stephen Barnett and Mr Frank Conroy our immediate past Chairman. Oxley College is very fortunate to have their generous and wise leadership. I would also like to extend my most sincere thanks to our staff especially this year as I know each and every one of them; the Executive team, Teachers, Administration and Support staff, IT, Grounds and Maintenance team, Canteen staff and Cleaners have all gone above and beyond. In a year like no other our staff have been outstanding, and I could not think of a better team of people with whom to face this year. To the staff leaving us at the end of 2020, thank you for your extensive contribution to the College.

I want to acknowledge a most significant departure from the team of talented and dedicated teachers who guide our students. Vanessa Forbes, Visual Arts teacher, retires this year after more than four decades in education. Vanessa has been instrumental in shaping Visual Arts at many schools, including at Oxley, and she goes out at the top of her game. Three of her Year 12 students were nominated for Art Express, the annual showcase of HSC Visual Arts excellence with Matthew Hardy's work selected for inclusion in the regional exhibition. I am reliably informed that this brings Vanessa's total Art Express nominations to 23, with 11 works selected for inclusion in the Art Express exhibition and that is just during her time at Oxley College! Thank you, Vanessa, for your dedication and the generosity with which you have fostered the creative vision of our students.

At the end of a memorable year, I give thanks for the strength of our Oxley community and the connections which bind us together. The future that lies ahead is full of promise and hope.

Jenny Ethell

Head of College

PARENT'S AND FRIEND'S ASSOCIATION

2020 was a disrupted year for the Oxley College P & F due to Covid-19. There was a great sense of loss throughout 2020 as we were unable to gather as a community. In a normal year, the Oxley P & F work hard to ensure that our community is strong and connected. This is an aspect of Oxley College that many parents really value, and we know it will continue to flourish once restrictions are eased in the future.

We were lucky to be able to host our 2020 P & F Welcome to Parents Drinks in our pavilion before the pandemic took hold. After this highly successful function, our popular P & F Oxley Inter-schools Equestrian Day was the first major event to be cancelled.

The Oxley P & F were unable to provide their normal volunteers for the Canteen and the Oxley Junior School P & F were disappointed to cancel the popular Father's Day Breakfast, Mother's Day High Tea and Grandparents' Day. Our wonderful after school cake stalls were also cancelled.

The P & F entered into their thirteenth year with the Year Representative system. Normally there are two or three Year Representatives for each year group who organise K-12 social events during the year which have included drinks evenings or picnic days.

Our Hungry Ox sport barbeque run entirely by parent volunteers steered by Megan Moore and Bec Biddle unfortunately could not operate as we had no spectators during the year. For the third year in a row the P & F still managed to organise morning tea for the Oxley staff on World Teachers' Day. This was very much appreciated and has become an annual event.

Our planned Trivia Night and whole school P & F events were all put on hold in 2020.

In 2020, 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 in 2019, and in 2020, resigned as Senior School Vice President. It was wonderful that she was able to work closely with our new P & F President, Megan Moore in 2020. In 2020, we welcomed Sooz Heinrich as Senior School Vice President, Rebecca Morse as Head of Junior School Parent Reps and Ann Marie Greenop, Head of Senior School Parent Reps. Thank you to all the Oxley parents who give so much to the College and community.

We were delighted to be able to hold a small "Thank you to the P & F" outdoor drinks evening in November to acknowledge the P & F's significant contribution to Oxley College.

SECTION 2: 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.

SECTION 3: STUDENT ACHIEVEMENT

HIGHER SCHOOL CERTIFICATE

In 2020, 63 students sat their HSC in 26 different courses. Many of the 2020 Year 12 students received Early Offers prior to achieving their HSC results with many others later taking up their first preferences for university admission or other post school pathway.

ATAR Range	School %	Cumulative %
95 - 100	9.52	9.52
90 - 95	4.76	14.28
85 - 90	9.52	23.80
80 - 85	6.35	30.15
75 - 80	17.46	47.61
70 - 75	15.87	63.48
65 - 70	3.17	66.65
60 - 65	6.35	73.00
55 - 60	12.70	85.70
50 - 55	4.76	90.46
45 - 50	1.59	92.05
40 - 45	6.35	98.40
0 - 45	1.59	99.99

The percentage of HSC students in the top 2 Bands.

	Oxley %	State %
Ancient History	75	33
Biology	56	31
Business Studies	27	35
Chemistry	54	43
Design and Technology	53	47
Drama	45	47
Economics	33	51
Engineering Studies	13	34
English Advanced	47	63
English Extension 1	100	93
English Extension 2	100	82
English Standard	0	12
French Continuers	67	64
History Extension	44	76
Legal Studies	55	40
Mathematics Advanced	31	53
Mathematics Extension 1	57	74
Mathematics Standard 2	22	25
Modern History	33	37
Music 1	100	64
Music 2	100	88
PDHPE	42	52
Physics	25	41
Studies of Religion 1	55	44
Studies of Religion 2	57	44
Visual Arts	78	65

RECORD OF SCHOOL ACHIEVEMENT (RoSA)

The 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 2020.

STUDENT OUTCOMES IN STANDARDISED NATIONAL LITERACY AND NUMERACY TESTING

In May 2020, as part of the National Assessment Programme – Literacy and Numeracy (NAPLAN), all NAPLAN and associated national tests did not proceed due to COVID-19 related impacts.

SECTION 4: ABOUT OUR TEACHERS

The Oxley College staff are highly professional and dedicated team who take their responsibilities seriously and ensure the care and safety of all students is at the centre of everything they do. In 2020 the College undertook a review of its staff structure to reflect the maturity of the College and the growing student numbers. The new structure will be in place from 2021. Currently the College is lead by an Executive team made up of Head of College, Deputy Head Academics K-12, Deputy Head Pastoral 7-12, Head of Junior School, Director of Business Services and Director of Enrolments and Community relations. Middle Leaders work with the Executive team to lead Learning and Wellbeing.

Staff retention for 2020 was 82% with a number of staff retiring at the end of the year. One staff member left the teaching profession, and several took promotional roles in other schools. The staff are extremely professional and dedicated to their students. Staff attendance was 96%, with the average leave 9.3 days per annum.

SCHOOL STAFF 2020	No of Teachers
Teaching Staff	70
Full-time equivalent teaching staff	64.7
Non-teaching staff	34
Full-time equivalent non-teaching staff	28.4

The College workforce includes staff members who recognise themselves as Aboriginal and/or Torres Strait Islander staff.

TEACHER ACCREDITATION

LEVEL OF ACCREDITATION	No of Teachers
Conditional	
Provisional	
Proficient Teacher	70
Highly Accomplished Teacher (Voluntary accreditation)	
Lead Teacher (Voluntary accreditation)	

TEACHER QUALIFICATIONS*	
Category	No of Teachers
1. Teachers having teacher education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines, or	70

2. Teachers having a bachelors degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications	
<i>*note that the number of teachers falling within these two categories may not sum to the total number of teachers reported in the previous accreditation table as some teachers with Conditional accreditation may not be included</i>	

STAFF PROFESSIONAL LEARNING

Oxley College is committed to the professional growth of its staff and places significant value in providing high quality professional learning opportunities to support this growth. The College had two key partners in supporting us with the professional learning of staff. The language of learning which provides ongoing support to staff on evidence-based pedagogy and practices and APPLI who supported staff on their understanding of Positive Education and the science of Wellbeing. In conjunction with the school wide focus, the individual needs of staff are also met through targeted Professional Learning. Professional learning is provided both on-site and off-site, however due to Covid-19 and the restrictions of face to face learning the majority of teacher professional learning was delivered online. The focus during Term 1 became about upskilling staff on the use of technologies required for learning@home with staff sessions held for Microsoft Teams, Zoom, CANVAS and other technology as required. The following is a summary of Professional Learning attended in 2020:

CLASSIFICATION OF PROFESSIONAL LEARNING ACTIVITY	No of staff participating
Adobe Inject Creativity Workshop	2
Advanced Strategies for teaching problem solving in Maths 5-6 Course	1
AIS Economic Challenges	2
AIS Middle Leaders Conference	4
AIS Modern History Conference	3
AIS Music Conference	2
AIS Wellbeing Conference	1
Ancient History Workshop	2
Award Leader Training Level 2	2
Class or Kind Investigators Course	1
Coaches Course Level 3	1
InitialLit Workshop	2
Law Sense Conference	2
Meeting the needs of Gifted Learners Workshop	1
NCCD Network Meeting	4

ORFF Music Play	3
Primary Leadership Planning Workshop	3
Strategies for teaching problem solving in Maths 5-6 Course	5
Understanding ASD: Teaching Strategies and Behaviour Solutions Course	3
	44

SECTION 5: ABOUT OUR STUDENTS

ATTENDANCE RATE K-12 2020

<i>Form</i>	<i>Overall</i>	<i>Male</i>	<i>Female</i>
K	95%	98%	93%
1	96%	96%	96%
2	96%	96%	96%
3	95%	95%	94%
4	96%	95%	96%
5	95%	94%	95%
6	93%	92%	94%
7	95%	95%	95%
8	95%	94%	95%
9	94%	95%	94%
10	92%	94%	91%
11	95%	94%	95%
12	95%	95%	95%
Total K-12	95%	95%	94.5%

95% of students attended school on average each school day in 2020. This was slightly better than the average in 2019 attendance despite the effects of the Covid-19 pandemic and the move to remote schooling for late Term 1 and early Term 2.

The College retains the vast majority of students from Year 10 to Year 12. 95% of students in Year 10 2018 finished school at Oxley College in Year 12 2020. It is my understanding the three students who left Oxley College at the end of Year 10 went to another school.

LIFE AFTER OXLEY COLLEGE

Oxley College students were very successful in their steps toward their future beyond school. Many students received early offers and then in some cases ATAR's received 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. 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.

Some students decided to take GAP years doing a range of things prior to beginning university or other pathways in 2022. A few students who could not travel overseas have taken up full time employment including several of the students commencing in trades.

SECTION 6: 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.

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/202003/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 siblings 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/201803/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, or 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.

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

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
- 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.

STUDENT WELFARE POLICY [Summary]

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

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 were made to the Welfare Policy in 2020.

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

	<i>Responsibility</i>	<i>Right</i>
<i>Self:</i>	I have a responsibility to be honest, kind, courteous and ethical.	I have a right to feel safe and valued at Oxley College.
<i>Others:</i>	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.
<i>Oxley College:</i>	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.

DRUGS POLICY [summary]

In 2020, the College introduced a new Drugs Policy. The College seeks through education and working in association with parents and carers to prevent substance abuse. This occurs through targeted programmes, resilience training, a constant drive on values and the helping of adolescent students to make wise decisions. The whole school community is involved.

Specific areas include:

- a. The PDHPE curriculum
- b. Wellbeing Programmes (Junior School Senior School)
- c. Student and parent information sessions with experts
- d. Health promotion initiatives
- e. Specific drug information sessions from guest speakers

It is College policy that while on Oxley College property, at any other school activity or place under the Oxley umbrella, e.g. on school camps, on excursions, tours and organised occasions such as sporting and other functions and whilst travelling to and from venues, students are not permitted to:

- Buy, possess, supply, use or be under the influence of:
 - tobacco products including e-cigarettes ('vapes')
 - alcohol
 - nitrous oxide capsules ('nangs')
 - illicit drugs
- Use or distribute prescription medication or supplements in a manner not consistent with current instructions from a medical practitioner or prescribed for another person.
- Use legal supplements without permission of their parents.
- Distribute any legal supplements to other students.
- Be in possession of any drug paraphernalia.

The College must abide by any laws of the land and any Police requirements for any specific matter within this policy area. The College will treat every case individually based on the full circumstances.

The Head of College, or their delegate, reserves the right to inform parents of rumours and gossip relating to their children and possible drug use (in whatever format) outside of College hours events. This is in the spirit of seeking prevention and to maintain our strong wellbeing philosophy for each student.

Consequences are designed to be supportive of the student and family, to encourage truthfulness and the acceptance of consequences of actions as a learning attribute by the student.

All cases will be treated separately and confidentially. As a result, precedents do not apply. The consequences may include one or more of the following:

- Saturday Detention
- Community service
- Suspension from the College or College activities
- Referral to an outside agency
- Regular counselling
- Referral to the NSW Police
- Withdrawal

- Termination of enrolment
- Other actions deemed appropriate by the Head of College, including a contractual return to Oxley College with specific criteria or conditions that must be followed, eg, periodic drug testing to ensure the student is remaining drug-free, attending drug counselling sessions.

The College seeks to provide a safe and secure environment for all students. In order to exercise this duty of care, the Head of College will take immediate action to protect students from those who would seek to bring “unsanctioned” drugs into the College, or in to the lives of other students at the College. In such circumstances, the student’s enrolment will be reviewed by the Head of College.

The following policies are available upon request:

- Academic Review and Probation Policy
- Anti-Bullying Policy
- Attendance Policy
- Behaviour Management Policy
- Child Protection Policy
- Complaints Handling and Procedures Policy
- Counselling Service Policy
- Closed Head Injury Policy
- Critical Incident Policy
- Drugs 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
- Uniform Policy
- Welfare Policy

SECTION 7: 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, Em Cassin 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.

Board of Governors Listing:

Mr Frank Conroy, AM	Chairman until the AGM 2020
Dr Stephen Barnett	Chairman from the AGM 2020
Mr Tony Norris	Deputy Chairman
Ms Anni Baillieu	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

The Chairman of the Board of Governors, Mr Frank Conroy AM stood down in May 2020 and Dr Stephen Barnett was subsequently appointed as Chairman of the Oxley College Board of Governors. Mr Conroy has served the College for the past 12 years as a Governor and Chairman in an exemplary and generous manner.

Dr Stephen 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 Southern Highlands 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.

SECTION 8: STRATEGIC ACHIEVEMENTS AND PRIORITIES

The College Strategic Plan 2020 continued 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.

STRATEGIC PRIORITY 1: Rigour in Academic Education/Teaching and Learning and **STRATEGIC PRIORITY 2:** Enriched and Enlightened Learning

- Professional Learning surrounding evidence-based pedagogies slowed in 2020 due to the focus being on the use of technology and adaptation for online learning. Staff members willingness and ability to utilise online platforms including Zoom, Teams, CANVAS and Webinars etc grew dramatically and created considerable shift in teaching pedagogy. One of the most positive outcomes from the learning@home period was the use of Learning Cycles for students so they knew what was happening in lessons and where they were headed with their learning each fortnight. This built independence and a more personalised approach to learning.
- Full implementation of the Learning to Learn programme in Year 7 to provide students with the necessary skills and abilities to be successful in their learning in the Senior School.
- Implementation of a languages programme including Japanese and Latin for the students from Year 5-12.
- Implementation of Personal Interest Projects for Year 9 &10. The feedback has been very positive and the skills developed around curiosity, planning and critical thinking has been excellent. Further refinement happening in 2021.

STRATEGIC PRIORITY 3: Caring for the Whole Student

- Ongoing work happened around wellbeing and the implementation of character strengths.
- The Oxley Lens was developed and included our wellbeing framework.
- Restructured Mentor groups in readiness for 2021 and a mature model of College.
- The Reconciliation Action Plan and Ethics Centre speaker programmes were not finalised due to Covid restrictions.
- Developed a new House Festival as part of a re-imagined OLE week which was very successful and will continue in the future.

STRATEGIC PRIORITY 4: Enriching Co-curricular Experience

- Co-curricular activities were limited in 2020 due to Covid restrictions. Students were happy to be involved in what they could. Didn't get to investigate joining the Round Square organisation as International focus and Covid changed priorities.
- We had to completely re-imagine many events and sport implementing a local competition as we could not travel to ISA schools in Sydney.
- Completed a review of the Awards policy for implementation in 2021.
- Service trips re-imagined from international to national for 2021.
- Co-curricular activities were re-imagined and many held virtually due to Covid restrictions.

STRATEGIC PRIORITY 5: Attraction, Retention and Welfare of People

- Enrolments grew during Covid from 708 to 723. The demand for places at Oxley College increased and in 2021 we will reach our current optimal capacity which is two years in advance of the expected timeline.
- Reviewed Leadership Structure and implemented a mature model of leadership across the College.

- Vision, Mission and Values refined and confirmed as preparation for the new Strategic Plan.

STRATEGIC PRIORITY 6: Infrastructure, Development and Compliance

- Reviewed the College Masterplan based on the learnings from Covid and needs of the College.
- Completed several smaller refurbishment projects during the year including refurbishment of the Visual Art rooms, Gymnasium, Maker space and the floor of the Peter Craig Centre.
- Successfully completed NESA School Registration.

In 2021 the College will continue to develop their next Strategic Intent now that it has confirmed the Vision, Mission and Values for the College. The key improvement projects that the Executive team will focus on include:

- Strengthening our Enlightened Academic Rigour and Culture of Excellence through evidence-based pedagogy and practices.
- Implementing the Oxley Lens (Growing Positive Education)
- Growing our People (Growing a Coaching Culture) to create high performing teams.
- Developing a new Strategic Plan (2022-)
- Strengthening our systems and processes to provide excellence in our Business Services and position the College for the future.
- To implement our five year Capital programme
- To strengthen our community engagement and philanthropy to prepare for our 40th Birthday as a College in 2023.

SECTION 9: OXLEY CULTURE AND COMMUNITY

Throughout 2020, 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. During 2020 the College developed the Oxley Lens which included the wellbeing framework which is now ready for implementation in 2021. This required significant investment and consultation of staff and students.

The Vision for Oxley College is to be a school whose unique combination of enlightened academic rigour, care for the whole child and cultural richness provide a distinctive, world class education.

There are frequent and ongoing messages which promote respect and responsibility. Our College Mission is written in such a manner which promotes mutual respect and responsibility between students and the College, whether this be with one another, staff or the environment. Our core values of Kindness, Courage and Wisdom sit amongst the broader values and virtues we aim to explore with all our students. There are ongoing messages and reminders to students about the significance of these values in both the College and the broader community. Students are also encouraged to have a voice around these issues through our fortnightly Pin Oak magazine.

These messages will take various forms including normal channels like assemblies, newsletters, classroom discussions and student leadership and service opportunities. External speakers are also engaged to promote how students can illustrate respect and responsibility. Cornerstone is an Oxley distinctive subject that promotes critical thinking, respect and responsibility.

IN THE SENIOR SCHOOL

SPORT

Despite considerable disruption to sport programmes, Oxley continues to have one of the highest rates of representation in the ISA. Students are required to complete at least one season of ISA sport. In 2020 and despite the cancellation or curtailment of many competitions, 49% of students represented the College in a summer sport and 72% of students represented the College in a winter sport. Some of our short-season and additional (non-ISA) sports were also severely impacted in 2020.

In the absence of full ISA winter sport competition in Term 2, the College competed in 'The Highlands Cup', a three week sports competition with Chevalier College in Term 3. With the easing of some restrictions in Term 4, the College took part in a reduced competition involving a small number of local and regional schools in summer team sports.

PERFORMING ARTS

The musical *Evie and the Birdman*, our major production for 2020, proceeded in Term 1 with great success, prior to the imposition of restrictions. Many of our ensembles were cancelled for much of 2020, although we were able to continue to run our string instrumental programmes for most of the year. Musical performances for the annual Foundation Night were pre-recorded prior to broadcast to the College community. Some ensembles were able to perform in this and at Speech Day, held on Elvo Lawn to maximise audience numbers and the number of participants.

THE DUKE OF EDINBURGH INTERNATIONAL AWARD

94 students registered to take part in the Duke of Edinburgh's International Award: 10 Gold, 24 Silver and 60 Bronze. In 2020, six students achieved the Gold Award (with two pending), six achieved the Silver Awards and 26 students achieved the Bronze Award. The College was also included in the top 100 schools in NSW for the Award and received a commendation from the NSW Ministers of Education for our continued participation in relation to the restrictions enforced by the Covid-19 pandemic.

OLE WEEK & HOUSE FESTIVAL

Due to the restrictions on overnight camps and other limitations, OLE Week in 2020 was reimaged. Students in Year 7 and 8 took part on a range of outdoor adventure activities including bushwalking, hiking, mountain biking and canoeing. Year 8 students also participated in a variety of service-learning activities, including supporting the local Rural Fire Service, an animal welfare organisation working with wombats, river bank rehabilitation (tree planting) and a charity run. Students in Year 9 and 10 engaged in skill development including Bronze Medallion Lifesaving, First Aid certification, Foundation Coaching courses, robotics, landscape painting, graphic t-shirt design, jewellery making, French and Japanese cuisine and culture, golfing, 3-D avatar design, film production, carpentry and construction. Year 11 students, who would normally have been returning from 'Outback' instead engaged in workshops to promote wellbeing and post-school preparation, including meditation and mindfulness from Quest for Life, a dawn bushwalk to the top of Mount Gibraltar, cooking, job interview preparation and resume writing.

OLE Week concluded with a new initiative, the Senior School House Festival, with a focus on the creative and performing arts. Students in Years 7-11 competed in House groups over the two days in dance, 'garage band' music, Lego, visual art and drama, each culminating in a performance or display.

WELLBEING INITIATIVES

Positive Education: The College partnered with the Applied Positive Psychology Institute (APPLI) to build a sustainable and whole-College positive education model. Professional Learning was provided to staff to introduce the key elements of positive education as well as to gather data on policies and practices that are consistent with a positive education model. Staff were given access to *WorkFit*, an online platform with activities to promote mental and physical wellbeing.

Student Diaries: We launched a new Student Diary for Year 7-10. The new diary is themed around the key elements of positive education (using the 'PERMAH' model), including advice, conversation starters and wellbeing activities for students. The design and layout was also changed to be more appealing and useable.

Tutor Group Wellbeing Programme: building on work done in 2019, a new wellbeing programme on 'Character Strengths' was introduced, delivered using our Canvas learning management system in Tutor Group time.

Drugs & Alcohol Education workshops: Paul Dillon, one of the Australia's leading educators in this space, ran workshops with Year 10 and Year 11 students, as well as a parent presentation via Zoom.

'Safe Partying' workshops: Brent Sanders, a former police officer, ran workshops with students for in Years 10-12 on the consequences of poor decisions made at parties, focusing on driving and issues of consent.

Mental Health workshops: 7 out of every 30 Australian students suffer from mental ill health and of those, only 2 will reach out for help. *Batyr* is an organisation created by young people that aims to break the stigma associated with mental illness. *Batyr* delivered virtual and face-to-face workshops to students in Years 9, 10, 11 and 12, tailored to suit each of these age groups. Senior Oxley students volunteered to help run *Civic2Surf*, supporting participants who were raising funds for *Batyr*.

'ISO' Challenges: With increased screen time, decreased physical activity and the potential for social isolation during the period of lockdown and learning@home, Oxley developed a series of safe, fun and accessible physical activities to enable students to keep active and stay connected with each other and the school. The initiative involved staff demonstrating a range of activities that anyone can do at home, regardless of fitness levels.

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.

Co-curricular and sporting activities continued to be strengthened in 2020 with further opportunities for students to learn new skills and try new sports. The music programme was strengthened with all students having the opportunity to learn valuable skills as part of a choir or ensemble depending on age. Performances were held for parents late in the year or via zoom depending on Covid restrictions.

There are numerous initiatives that further promote respect and responsibility through building social and emotional skills, building connections between older and younger students and enhancing student ownership and agency.

- Implementation of the 24 Character Strengths programme teaching each character strength explicitly
- Kindness project in Kindergarten
- K-6 Buddy programme
- Stage based activities
- Buddy reading activities
- Buddy writing activities
- Nugia Canbe time dedicated to learning about each of the College values, promoting respect and responsibility
- Wellbeing initiatives across the Junior School
- Service-learning initiatives in each year group which involve teaching the students respect and responsibility
- Student Representative Council with students from each year group
- Environmental club with the establishment of gardens in the Junior School and awareness of recycling and minimising plastics
- Student led assemblies to enhance student agency and voice with a Year 6 student speaking on a character strength at each assembly and what it means to them
- Raising awareness through projects including Harmony Day, Naidoc Week and Reconciliation.
- Whilst many of the service-learning initiatives including our *grandfriends* programme with Harbison Care had to be put on hold in 2020, the programmes which did take place provide important opportunities to develop connections respect and understanding of how fortunate they are.

SECTION 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 next full community survey will take place in 2021.

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.

The College is very proud of its 'open door policy' with parent involvement welcomed and encouraged. The Parents & Friends Association is very active and many of our parents engage in opportunities to contribute to the College through volunteering and supporting College related events and activities. Despite the challenges of not being able to meet in person for much of 2020, many parents continued to involve themselves through the school with many attending virtually. 2020 allowed us to provide many virtual events and opportunities for parents to give feedback to the College. During the early stages of learning@home the College actively sought feedback through Parent surveys so that we could evolve and improve the model for our students. This was important feedback and allowed us to strengthen our programmes. The parent feedback during this time was overwhelmingly positive on how the College handled the move to learning@home during Term 1 & 2. Parent teacher meetings were held via zoom and webinars were also held regularly to provide parents with information and opportunities to ask questions. As part of the feedback received from parents, information sessions and parent-teacher meetings continued to be offered both virtually and in person.

Surveys are a regular part of the Oxley College culture and staff will be regularly invited to provide feedback around initiatives and activities. Staff feedback in 2020 was critical to evolving our support and professional learning requirements for staff throughout the year. As a cohesive staff feedback will come directly to the Executive team either personally or through a line manager. The Head of College runs an 'open door' policy each morning and afternoon where staff can stop in to speak with her about any matter they wish without a formal appointment.

There is a formal induction programme for new staff to ensure they feel supported and understand the communication channels. Staff briefings are also held weekly to ensure communication and connections continue to be built. The staff also regularly meet together across the College to participate in Professional Learning and to discuss strategic priorities. The Head of College and members of the Executive will meet with all new staff members within the first year on several occasions both as a group and as individuals to seek feedback and find out how they are settling into the College and any challenges there may be from their perspective.

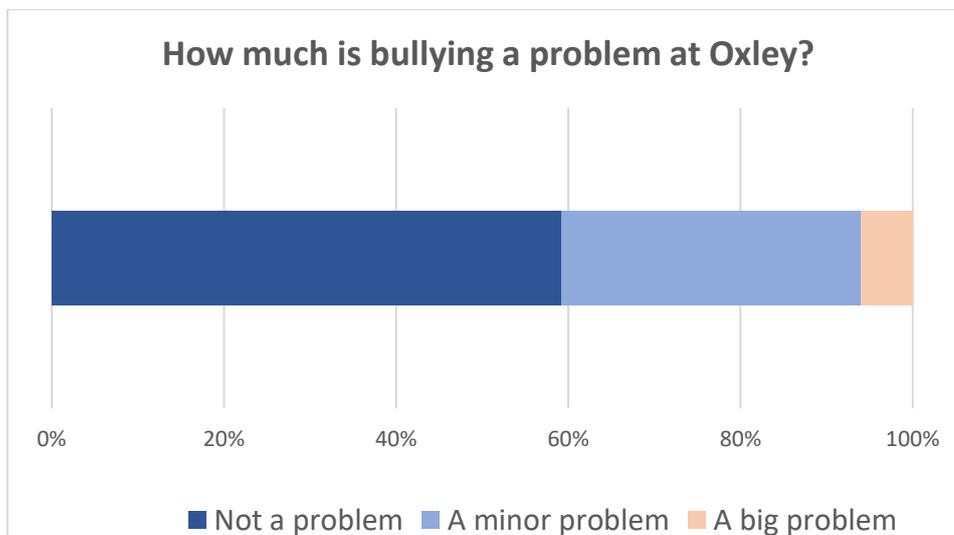
Student voice is highly valued at Oxley College and all students of all ages have regular formal and informal opportunities to provide their feedback and suggestions. Our Student Representative Committees operate in both the Junior and Senior School which allow opportunities for students to provide their suggestions for improvement or to share information.

Students participated in several surveys during the year in particular around the transition to learning@home and its effectiveness. This feedback helped to evolve our model from Term 1 to Term 2 and also provided us with important feedback to help with our whole school planning.

The students' feedback from the learning@home surveys showed they valued their independence and being able to manage their learning and time. The students were very positive about the transition to learning@home and how their teachers and school supported their learning. They were also positive about how they learn from technology at school but missed the connections and relationships they had with their peers and teachers.

SOCIAL BEHAVIOUR SURVEY

At the end of Semester 1, 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, as well as questions about students' experience of anti-bullying behaviour and those who are active in advocating 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 our anti-bullying strategy.



SECTION 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.

