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2021
Oxley College
Annual Report



Oxley
COLLEGE

**to think,
to dare,
to dream.**



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01

Messages from Chairman, Head of College and P&F



Chairman's Report

Speech from Oxley College Speech Day, December 2021

I have a confession to make. When I'm on holidays, or relaxing, I know I should be taking the time to delve into a quality piece of literature, or catch-up on some emotionally intense foreign films.....But the truth is I love a bit of sci-fi. Whether it's the Flash, Dr Who, the sprawling worlds of 25 Marvel movies or, of course, Star Wars, I'm addicted. And even better, anything that involves moving backwards and forwards in time, with different possible futures.

Recently, a common theme in these sci-fi/time travel stories has not just been alternative futures, but multiple futures, all of which are real in an ever-branching universe. This is the so-called 'multiverse'.....the concept that every time we make a choice, another branch opens up, and somewhere else, in an alternative reality, there is a Stephen Barnett who, at this very moment, has actually just actually tripped over the microphone stand, or realises that he is a robot..... fortunately this is not our current reality (or is it?).

My point being, that over the last two years, I have often felt that I have been caught up in some kind of cheap, sci-fi multiverse - themed TV show.....One day in January 2020, I was standing on a beach and enjoying the prospect of a family holiday and a fairly predictable return to work. And in one universe, Stephen Barnett "two" (because of course,

I am the real Stephen Barnett 'original'), went back to work and worried about whether he was actually fit enough for the Bowral Classic and or if his hair was going to get any greyer.

But in our universe, we all had our first bits of news about a bat, and a Wuhan market.....and you all know how the rest of that story goes.

And so, in that moment, all of our lives changed. People's lives actually change all the time – as a GP I often see this moment of change and impact as somebody is diagnosed with something unexpected.....that moment that life does a sudden left hand turn to an unplanned destination. But I have never seen the whole of society go through this moment of change, where unheard of things become normal, and adjustment is required at a population level.

For example, who would have thought 'You're on mute' would become the most-used new phrase of 2021.

Because this weird, alternate universe in which we find ourselves has demanded adjustment and change in the short-term, but also in the long-term.....

...who would have thought 'You're on mute' would become the most-used new phrase of 2021.

And so what does this mean for us as a school?

Firstly, it means that you – parents, students, teachers, support staff, executive....are amazing. You have survived, you have adapted and sometimes even thrived.

I'd like to take this opportunity to thank each of you in turn for this amazing response.

TO OUR STUDENTS

Did you ever think it would be normal to, for example, wear a hoodie (or oodie) to your classes for weeks (possibly without washing it), to have cinemas and sport and parties all cancelled? And yet you have managed. You are still standing. This applies to all Oxley students, but in particular to our graduating Year 12s. The HSC class of 2021 has had perhaps the most disrupted HSC in memory. But you will leave Oxley having learnt something that, I believe, will serve you far better in life than your ATAR. You have learnt that life is not as predictable as we often think it is. That things change. That we need to adapt because often there really is no choice. And that you are able to do so. The basis of modern psychology and cognitive behavioural therapy is that we do have some choices in how we respond to events, and that it is how we respond to an event that defines us, much more than the event itself.

TO OUR TEACHERS

And to the teachers, I have seen this same ability to respond to this challenge. You have been confronted with an incredible threat and challenge. But through this time, the values of the school, the values of you as people, have shone through. Kindness, compassion for each other and for our students, the agility to teach online, the enormous effort to do whatever you can to ensure that students feel supported and connected.... whether it was the amazing 'drive through' muck up day for HSC students, or well-being Wednesday in the Junior School, or teachers dancing online during class to liven up endless zoom lessons. Thank you to you all, you are an amazing group and the cornerstone of our school. And while we are focusing on teachers, I would like to especially thank Mrs Sue Hanrahan who is retiring from her role as Science Teacher after 22 years.....Thank you Sue for all your service. To Ms Natacha Brochard, who has been a Design and Technology teacher for 14 years, and worked in e-learning co-ordination.....Natacha is leaving to take a role at Redlands in Sydney and we wish you all the best. And finally Mr Tristan Bevan passed a milestone for 20 years as a Science Teacher at Oxleyand is very happily for us not leaving....thank you Tristan.

To Mrs Ethell and our Executive- thank you for your leadership during this time. For your strength, your communication, commitment, compassion and your enormous capacity for hard work. These qualities have carried the school through the biggest threat since its foundation. Thank you.

TO OUR PARENTS

To our parents. Well - you know how hard you have worked. You have managed the challenges in your own lives with work and extended family and social changes - and this has affected everyone differently. You definitely know what an enormous effort you have put into supporting your children as they have tried to learn from home and maintain social connection and growth. And you know the financial commitment that you make every year to funding this and supporting the ongoing growth of the school - thank you each and every one of you.

Finally, I'd like to thank the Board of Governors. This has not been an easy two years to be a Governor of a school. There has been a high workload, a huge amount of change in terms of risk, finances, strategy, support for our Executive.....and all done by a voluntary group of men and women who believe in what we do here at Oxley. Thank you in particular to the enormous amount of extra work from Mr John Rapp on the Building Committee, Mr Roderick McAllery as Deputy Chair, Mrs Christine Windeyer Chair of Audit and Risk and our new Board members Jane Crowley and Kirsten Keith.....I'm not entirely sure that our new members realised exactly what they were getting themselves in for, but you are doing a great job....thank you!

...you - parents, students, teachers, support staff, executive....are amazing. You have survived, you have adapted, and sometimes even thrived.



So, where to from here for Oxley in 2022?

Mrs Ethell will speak to us about the Future of Learning, and I think this is a very exciting area, particularly as we try to capitalise on what we have learnt from Covid-19 and how we can bring the best of this into our programmes in the future.

This will also inform the final version of our masterplan, making sure we have appropriate infrastructure for our learning. This was slightly delayed over the last year, but we plan to finalise the building masterplan in the first quarter of next year and communicate this to the school. Upcoming projects for 2022 include refurbishing the Maintenance areas into a “Studio” learning space for Creative Thinking and Design, and refurbishing Hoskins Hall into a more usable performance and multi-purpose space.

This masterplan also takes into account traffic.....we are awaiting a traffic study and working with Berrima Bus Lines to try to take pressure off car traffic.

All of this infrastructure comes from school fees, and in the current environment, we are being careful to make the best use of this funding, especially as government funding deteriorates over the coming years to the tune of \$1600 per student per year. There will be requests for support for the building fund at times and it would be wonderful if you could consider them.

Finally, in the first part of next year there will be a parent survey which we encourage you to respond to, as it will inform our next five year strategic plan which is currently in development.

And, so, as we move towards 2022, and in particular as our graduating Year 12s move out into the world, I was going to be a little bit cheesy and ask you to try to be Brave and Strong and True.....and then I recalled the words of the renowned philosopher Yoda: So don't try to Be Brave and Strong and True. “Do or Do not. There is no Try”.

DR STEPHEN BARNETT
CHAIRMAN,
OXLEY COLLEGE BOARD OF GOVERNORS



Head of College

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 been recognised by our broader community with enrolments and school size reaching the desired model set by the Board of Governors in 2019.

COVID-19 has triggered many changes in all of our lives in 2021, just as it did in 2020. Too much change can be exhausting, and I know at the end of the year many in the community were looking forward to a restful holiday.

But the reality is that change is inevitable, and the challenges it brings unavoidable.

When our College's namesake, John Oxley, conducted expeditions that opened up the Liverpool Plains, change was a constant in his world. His work as a surveyor, along with other early surveyors and cartographers, was pioneering.

But within a single generation, most of the unknown terrain, unknown to Europeans at least, had been mapped and the challenge had shifted to the development of technology so that the fledgling Commonwealth of Australia could communicate with and govern its most remote areas, as well as raise its voice to a geographically distant world.

As the 19th century drew to a close, it was already clear to a few far-sighted people that Australia's future lay in technology. That technology had different names to the words we use to describe technology today. Words like "the overland telegraph" were the topic of discussion as well as "telephones" which took a very different form to the devices we carry in our pockets today.

And in 1901, when Australia became a federated nation, technology was evolving at such a rapid rate that our Founding Fathers had the vision to make allowance for its continued emergence in our Constitution. To be precise, in section 51 of the Constitution, there is reference to postal, telegraphic, telephonic and other like services.

In this way, Australia's Founding Fathers future-proofed our Constitution.

It was only 30 years after Federation that Alan Turing developed the first computer. And yet, because of three words – "other like services" – our Constitution has adapted to a change which was not just unforeseeable, but unimaginable, to the drafters of that document. They prepared Australia for inevitable change.

Much later, in the 1970s, a famous futurist called Alvin Toffler wrote a book called Future Shock, which predicted, among other things, the internet and a consequential shift towards remote work and education, which has gained enormous global momentum due to the pandemic.

But the reality is that change is inevitable, and the challenges it brings unavoidable.

But before we knew that these predictions were correct, before the internet or COVID-19, when the ideas of men like Toffler were still outliers, unproven and unmapped, the stuff of an uncertain future rather than recent history, a different group of pioneers were risking unknown terrain. It was from this world that the founders of Oxley College envisioned not just this school, but the future itself, as evidenced by the living community we are all part of today.

And, as a school and as a community, from its inception, Oxley has accepted the inevitability of change and we have been adapting, growing and evolving ever since. Always as pioneers of the future.

The students of Oxley College, from our youngest Kindergarteners to the members of our first ever Year 13, will become the pioneers of the future, the future of the Southern Highlands, Australia, and the world. It is a future which, just like the past, will be characterised by change.

The term that has been coined for your generations, are Generation Z for those students older than 10 years and Generation Alpha for our youngest students. Generation Z identifies you as values-driven and ambitious, determined to make a difference and placing a high priority on wellbeing. Academics internationally have been studying your generation – which makes up one in seven people on Planet Earth – and our own Think Tanks which captured your voice support their findings.

The challenge for us as your educators is to ensure that we embed the College's vision and mission while also continuing to evolve, to risk the unknown terrain, as we move towards the future. Key skills like the ability to analyse the information with which we are bombarded, creative expression, agility and learning through collaboration need to be acquired at school, if we are to 'future proof' you.

Our PIPs programme is part of our focus on the future. Starting in Year 9 and continuing into Year 10, these Personal Interest Projects are an opportunity for you to develop your skills and capabilities within an area of passion. It is the process as much as the product which is important here – our PIPs programme is based on the Stanford University's design thinking framework.

This framework is an evidenced based methodology for creative problem solving, and it is entirely transferable, to other subjects at school or university, or to real life problems. And as we saw recently in our Exhibition, the diversity of problems our Year 9 & 10s wanted to answer were phenomenal like Isabelle Wright's - How are Smart Mirrors created and how can you make one at home? Or Orlando Uliana's problem of - How can I retell and relive my Bis-Nona's history and life throughout the ages? He did this through designing a fashion label and learning how to make couture dresses from his grandmother.

Another impressive problem was Alexander Jurg's - How can I teach people how to build a computer and explain the function of each part within the computer and how they communicate with each other? He solved this by designing and building a computer from scratch and videoed the process to explain it to others.



And finally, Lara Fischer's problem of How can I use my knowledge of using charcoal to create a drawing of an unfamiliar subject matter? She did this through a well-developed piece of artwork and built a website showcasing her process which included a time-lapse video.

Our Global Thinkers programme, run for the first time this year, gives students not just a voice, but the skills and strategies to realise their lofty visions for our world. From micro-credentialling to increasing biodiversity, this is not education for an ATAR, important though it is - this is education for life.

Information whether in the form of maps, or equations, or poetry, or in forms we cannot yet imagine, is still the most important commodity in our world, and it will continue to be highly valued as you enter the workforce as adults.

But whereas in the past it was the acquisition of information that education facilitated, today we can access a treasure trove of information on demand, with the click of a button. The key challenge for us as your educators is to teach you the skills you will need to interpret that information.

Of course, the essential skill underpinning all interpretation of information is critical thinking which lies at the heart of another Oxley distinctive, Cornerstone. Cornerstone is a course that prompts you to consider the 'big questions' of

life and provides a foundational understanding of critical thinking and collaborative learning through discussion.

Change is inevitable. You and your world are changing. And quietly, universities have been changing the way in which your generation will access tertiary education, with an increasing emphasis being placed on the skills and attributes that cannot be measured by an ATAR but are vital for life beyond school. These skills and attributes can be acquired in the classroom but also through community and service learning, sport and other co-curricular pursuits, in part time employment and a myriad of other ways.

Increasingly we are seeing that universities and also employers of the future value not just ATARS, but also experiential learning. Our Oxley distinctives including Rites of Passage, Outback and OLE week aim to provide you with rich and diverse experiences which are meaningful now, and also in the future.

So, the things you learn while completing your PIPs, in Cornerstone, Sport and Drama, are just as important as your learning in our Maths or English classrooms. We are preparing you to be the pioneers of the future, young people who can confidently raise their voices and be the agents of change.

But before you can change our world, you must be able to collaborate successfully with others, which requires emotional intelligence. You must develop the social, emotional and intellectual intelligences and experience which will enable you to be a truly independent thinker. Before you can change our world, you must be able to articulate clearly and cogently what you believe in and our focus on student voice and agency aims to future proof your education.

Enlightened academic rigour is still core business at Oxley, but we see our role as much broader than that. In many ways, our role is to prepare you for life and our focus on the whole child means that we recognise that as much learning happens outside the traditional classroom setting as within it.

As the changes keep coming, as university entrance criteria evolve and employers broaden their focus, our commitment to you as students is that Oxley College will remain agile and adaptive, to ensure that each of you leaves school with the skills and capabilities you require to be successful citizens and to lead meaningful and rewarding lives.

And the brave young people who as Year 13 are about to do just that – to launch yourselves into your lives – with the ability to connect, collaborate, reason and the courage to voice ideas which might just change our world. Like graduates before you, you go with the skills, abilities and character to become pioneers of your future. We congratulate you knowing you will leave a legacy for others to follow.

As we know from the African Proverb: It takes a village to raise a child, well it certainly takes a community to make an outstanding school like Oxley.

**SPEECH FROM OXLEY COLLEGE SPEECH DAY,
DECEMBER 2021**

Cornerstone is a course that prompts you to consider the ‘big questions’ of life and provides a foundational understanding of critical thinking...

Year 12 2021

At Oxley, we have long celebrated that our students are more than numbers, that we are a school that embraces the whole child and that the young people who graduate from our doors are multi-dimensional and prepared for their futures. The class of 2021 endured the hardest and longest road to their HSC written examinations and their results pale in comparison to the character that they were required to show to run this particular race. We are proud of every one of them - whatever they scored, whatever their ATAR - they have been brave, strong and true and I have no doubt they will continue to shine in the future as they take up the opportunities available to them. Many of our students had already received multiple offers of early entry prior to the examinations. We look forward to hearing where their journey takes them.

Over 70 students sat the 2021 HSC in 30 different courses, alongside our largest number of Year 11 students as accelerants in Chemistry and Legal Studies. Students receive two scores, their HSC marks and Bands and their ATAR score which is what universities will use for entry.

There are many ways to judge a school's success. In my 20 years as a Head, I am always amazed that in January, schools are judged in the public arena by being reduced to a single ranking, derived from that year's public examinations. The criterion used for this ranking varies between states. In most states it is based on the Median ATAR, however in NSW, it is the number of Band 6s (90+) students receive. In 2021, 14 of our Year 12 students were just 0.5 or one mark short of a Band 6 in a subject. Such small margins have a significant overall impact on a school's ranking in NSW. For us, the impact was almost 50 places in the rankings, putting us at 152. Whilst this is similar to our ranking in 2020, by contrast, our median ATAR score of 83 is significantly higher than last year - in fact it is similar to 2017, when we ranked 84th according to the NSW rankings.

The 70 individual journeys of our Year 12 2021 cohort may be less easy to measure than the average ATAR or numbers of Band 6s, but these are more important than rankings. They include many stories of academic growth, achievement, resilience and personal accomplishment. Each of our Year 12 students leaves Oxley equipped with the skills and qualities to both embrace and shape their own futures and the ability to succeed in whichever path they choose. We have so much to celebrate including our Dux of Oxley College, Ava Lambie who achieved an ATAR of 99.65, which included a perfect score in English Extension 1. I hope you take time to read about our wonderful 2021 Year 12 group in the flyer included in this document as all of our students have made significant growth in a year when results did not come easily and there were many factors at play with many schools on different playing fields.

Thank you's

I would like to thank everyone within the community for their encouragement and support of the College throughout what has been a challenging and rewarding year. Thanks must go to our Board of Governors for their strategic guidance and support of the College and their committees - the Building Committee and the Risk and Audit Committee for their contribution to these important areas in the College.

A huge thank you must go to the extraordinary and very talented leadership team, and the many, many outstanding teachers and other staff we have here at Oxley. They are truly inspirational, and the College is very fortunate to have such a professional, passionate and dedicated staff who make this school so exceptional. Our best wishes go to those staff who are leaving Oxley for their next adventure, and I hope they leave with fond memories of their time here. I would also like to personally extend my thanks to our parents for your emails and encouragement you have sent when I have bombarded your inboxes with more communication.

My final thanks and appreciation to the students who make it all worthwhile, for being agile, flexible and so grateful for all the opportunities they are provided.

MRS JENNY ETHELL
HEAD OF COLLEGE



Parent's and Friend's Association

2021 was another disrupted year for the Oxley College P & F due to Covid-19. However, we did manage to hold more events than in 2020. 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 completely eased in the future.

The College was fortunate to be able to host the 2021 P & F Welcome to Parents Drinks seated on Elvo lawn in four separate back-to-back functions. These events were well received after the disruptions of 2020. After these highly successful functions, the popular P & F Oxley Inter-Schools Equestrian Day went ahead much to everyone's relief. Under the leadership of Alex Wansley and Holly Kramer and their amazing team, the day went incredibly smoothly and included the popular Junior School Fancy Dress parade including Harry Trotter! There were 130 competitors from all over the state and events included hacking, dressage and show jumping. The P & F also ran a very popular canteen with lots of donations from the Oxley parents.

The College was also able to run two highly successful Trivia Nights. Both events sold out almost instantly with our Senior School theme of Travel and Junior School – Olympics. A special thanks to all parents involved in running these events, particularly Doug and Skye Sandilands who were the Trivia Masters for the Senior School event.

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 and Grandparents' Day but hosted a wonderful Mother's Day High Tea at Centennial Vineyards. The popular after school cake stalls were also cancelled.

The P & F had their fourteenth year with the Year Representative system. There are three to four Year Representatives for each year group who organise K-12 social events during the year including drinks evenings or picnic days. When possible, these events went ahead throughout the year including a very well attended Easter Picnic for Year 4. There were a few wonderful initiatives during lockdown including Pass the Ball videos which featured every student in a year group. The Oxley P & F also created Year 12 care packages and dropped one to every Year 12 student's house during lockdown.

The Hungry Ox sport barbeque run entirely by parent volunteers steered by Megan Moore unfortunately could not fully operate due to Covid-19 and inclement weather. For the fourth year in a row the P & F still managed to organise morning tea for the Oxley staff on World Teachers' Day and this complimented a lunch provided by the College. This was very much appreciated and has become an annual event.

In 2021, the P & F AGM once again took place in November however due to restrictions it was via Zoom. A very special thanks to Lynda Smith (Secretary), Eva Loiterton (Junior School Vice President) and Sandra Talman (Treasurer) who stepped down from their positions on the P & F Executive. Their professionalism and hard work were acknowledged and very much appreciated. Thank you to all the Oxley parents who give so much to the College and community.

The College was able to hold a very small "Thank you to the P & F" outdoor drinks evening in November to acknowledge the P & F's significant contribution to Oxley College.

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 provides a distinctive, world class education.

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 co-educational 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 co-educational, 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.

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

03

Student achievement



HSC results

In 2021, 70 students sat their HSC in 30 different courses. Many of the 2021 students received early offers prior to achieving their HSC results with many others taking up their first preferences for university admission or other post school pathways.

ATAR RANGE	SCHOOL %	CUMULATIVE %
95 - 100	8.57	8.57
90 - 95	10.0	18.57
85 - 90	21.43	40.0
80 - 85	15.71	55.71
75 - 80	5.71	61.42
70 - 75	11.43	72.85
65 - 70	7.14	79.99
60 - 65	12.86	92.85
55 - 60	2.86	95.71
50 - 55	2.86	98.57
45 - 50	1.43	100
40 - 45	0	
0 - 45	0	

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 2021.

	OXLEY %	STATE %
Ancient History	37.5	34.34
Biology	47.81	31.3
Business Studies	60.86	36.09
Chemistry	49.99	40.38
Design and Technology	72	54.65
Drama	31.81	45.53
Economics	66.66	50.24
Engineering Studies	77.77	36.16
English Advanced	67.18	68.77
English Extension 1	100	93.93
English Extension 2	85.71	84.32
English Standard	16.66	16.62
French Continuers	100	63.04
History Extension	75	77.43
Legal Studies	92.29	42.34
Mathematics Advanced	23.8	50.21
Mathematics Extension 1	53.84	74.25
Mathematics Standard 2	28.12	24.74
Modern History	37.99	62.5
Music 1	99.99	64.33
Music 2	99.99	88.44
PDHPE	100	100
Physics	66.66	40.61
Studies of Religion 1	27.27	41.95
Visual Arts	100	63.18



OXLEY COLLEGE

YEAR 12 2021

We are enormously proud of our Year 12 2021. Although their last two years of high school have been extremely challenging, our students have shown extraordinary kindness, optimism and resilience. There has been outstanding growth in this cohort, and we are proud of each individual's achievement and journey. We know that they will take the same strength and determination into the next chapter of their lives and we look forward to hearing about what they achieve in the decades to come.

10%

ATARs above 95

56%

ATARs above 80

83

Median ATAR



AVA LAMBIE

Premier's Award (All Rounders) for 'top Band' results.
 Top Achievers Award.
 Dux of the College with an ATAR of 99.65
 100 percent for English Extension 1, placing her 6th in the State.
 Special Recognition Award for Public Speaking.
 Second in the 2021 national Whitlam Institute Writing Prize with over 2.7m entries.



JAMES BLISSETT

Premier's Award (All Rounders) for 'top Band' results.
 Proxime Accessit of the College with an ATAR of 98.
 Gold Duke of Edinburgh's International Award.



Gold Duke of Edinburgh's International Awards:
 James Blissett and Jade Neath.



In Drama, Anneliese Wansey's Individual Project has been selected for ONSTAGE, the HSC Drama Showcase, with a reserve selection also for the Group Performance by Mia Gillis, Ingrid Heinrich, Mia Sandilands, Claudia Thompson and Anneliese Wansey.



In Design and Technology, Arlo Berry's Major Work has been selected for SHAPE, the D & T HSC Showcase at the Powerhouse.



National Equestrian Champions, Anneliese Wansey and William David, received Oxley College Special Recognition Award for Equestrian.

+ many of our Year 12 students have received early entry and scholarship offers to universities.

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2023 SCHOLARSHIP PROGRAMME
OXLEY.NSW.EDU.AU/ENROLMENT/SCHOLARSHIPS



to think
 to dare
 to dream

NAPLAN results

In May 2021, as part of the National Assessment Programme – Literacy and Numeracy (NAPLAN), national tests were held in literacy and numeracy for all students in Australia at Years 3, 5, 7 and 9.

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

2021

	READING	WRITING	SPELLING	GRAMMAR/ PUNCTUATION	NUMERACY
YEAR 3	81.1%	76.3%	68.4%	73.7%	54.1%
STATE	57.7%	61.8%	55.7%	59.4%	41.6%
YEAR 5	76.9%	38.5%	53.8%	50.0%	60.8%
STATE	43.3%	25.8%	45.6%	38.7%	34.2%
YEAR 7	59.5%	42.3%	51.4%	54.1%	50.0%
STATE	31.7%	25.9%	36.1%	31.8%	37.4%
YEAR 9	45.8%	21.9%	35.4%	37.5%	27.1%
STATE	25.0%	15.2%	25.4%	23.8%	26.5%

YEAR 3

	2020	2021 OXLEY	2021 STATE AVG
Grammar and Punctuation	N/A	476	433
Numeracy	N/A	419	403
Reading	N/A	487	438
Spelling	N/A	452	421
Writing	N/A	450	425

YEAR 5

	2020	2021 OXLEY	2021 STATE AVG
Grammar and Punctuation	N/A	538	503
Numeracy	N/A	546	495
Reading	N/A	572	511
Spelling	N/A	523	504
Writing	N/A	512	480

YEAR 7

	2020	2021 OXLEY	2021 STATE AVG
Grammar and Punctuation	N/A	576	533
Numeracy	N/A	587	550
Reading	N/A	593	542
Spelling	N/A	585	548
Writing	N/A	561	522

YEAR 9

	2020	2021 OXLEY	2021 STATE AVG
Grammar and Punctuation	N/A	610	573
Numeracy	N/A	608	588
Reading	N/A	623	577
Spelling	N/A	617	580
Writing	N/A	597	551

04

About our staff

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 2021, the College undertook a review of its staff structure to reflect the maturity of the College and the growing student numbers. In 2021 the College Executive and Leadership team was made up of Head of College, Head of Innovation and Academic K - 12, Head of Senior School, Head of Junior School, Business Manager, Head of Community Relations and Enrolments, Director of Students 7- 12, Director of Curriculum 7-12 and Deputy Head of Junior School.



Our staff

Oxley has:



6 Executive staff



72 teaching staff



60 Full-time equivalent teaching staff



12 Part-time equivalent teaching staff



33 Non-teaching staff



22 Full-time equivalent non-teaching staff



11 Part time equivalent non-teaching staff

Staff retention

Staff retention for 2021 was 91% with seven staff departing at the end of the year. Some staff relocated interstate, retired or took promotional roles at other schools. The staff are extremely professional and dedicated to their students. Staff attendance was 97%, with the average leave 4.27 days per annum.

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

SCHOOL STAFF 2021	NO. OF STAFF
Executive staff	6
Teaching staff	72
Full-time equivalent teaching staff	60
Non-teaching staff	33
Full-time equivalent non-teaching staff	22

LEVEL OF ACCREDITATION	NO. OF TEACHERS
Conditional	
Provisional	2
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	72
2. Teachers having a bachelor's degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications	

*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.



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 continued its partnership with the Language of Learning in providing ongoing support to staff on evidence-based pedagogy and practices. 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 in 2021, it was further affected due to ongoing COVID-19 related impacts for off-site learning delivery.

Oxley College is committed to the professional growth of its staff...

The following is a summary of Professional Learning attended in 2021:

ACER Research Conference and Masterclass	1	Ivan o'Mahoney Documentary Film Maker	5
ACHPER Programming the Physical Activity and Sports Studies Syllabus	1	LawSense Law Induction	1
Agpatch Garden Connections	2	LawSense Law for School Nurses	1
AHISA Director of Studies Conference	2	LawSense Staff Parents & Students for Non State Schools	1
AIS English Conference	3	MANSW Conference	1
AIS Geography Conference	1	MultiLit Spell-It Professional Development Workshop	2
AIS History Conference	2	MultiLit MacqLit Literacy Program	2
AIS History Extension Symposium	1	National Education Summit Leadership for Future Focused Schools	1
AIS Introduction to Robust Research	1	NESA TENS's Meeting	1
AIS Investigations Masterclass	1	NESLI Deputy Principals Colloquium	1
AIS Working Scientifically in Stage 5	1	New England Conservatorium - HSC Performance Workshop	1
Arduino Fundamentals for Secondary Teachers	1	Newington College Visit and Meetings	1
ASME XX111 National Music Conference	1	Pearson Academy Understanding the WIAT-III Masterclass	1
Athletics NSW Level 1 Recreational Running Coach Course	1	PETAA Leading with Literacy Conference - Powerful Practices for all Learners	4
Aurora College HSC Study Day	1	Planning for New Year 10 Commerce Curriculum	1
Aust Meteorological & Oceanographic Climate Classrooms	1	Preparing for 2021 HSC Science Extension Exam	1
Core Driving School	4	SMH Summit - Informa Connect	5
CSSA Convenors Orientation Day	1	STANSW Stage 6 Science Conference	5
Dr Michael Carr Greg - Adolescents and Grief	1	STEM Education Conference K-12	2
Edval Timetable Essentials	2	TTA Education Individual Unlimited Online Subscription	1
Experienced Teacher Digital Portfolio	1	TTA Creating a Culture of Writing	1
Future Schools Alliance State Tour NSW	1	UOW Chemical Analysis for the HSC	1
Geography Teachers Association Annual Conference Shaping Futures	1	UOW Unpacking Stage 6 Physics Syllabus	1
Gymnastics Safety and Technique	4	URSTRONG	3
Highlands First Aid - Remote Area First Aid	1	Wellbeing Collective	2
ISA Heads of Sport Professional Development Conference	1	Wellbeing meets PDHPE Curriculum	1

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About our students



Attendance rate K-12 2021

FORM	OVERALL	MALE	FEMALE
K	97%	96%	97%
1	96%	98%	95%
2	97%	97%	97%
3	96%	96%	96%
4	97%	97%	96%
5	96%	95%	97%
6	96%	95%	96%
7	95%	94%	96%
8	94%	94%	94%
9	95%	94%	95%
10	94%	95%	94%
11	94%	95%	93%
12	95%	95%	96%

In response to the COVID-19 pandemic, the NSW Government imposed regulations that significantly affected all operations of the College in 2021. Isolation requirements for positive cases and close contacts required staff and students to teach or study at home. The attendance rate above includes students studying at home and attending online classes via Zoom. Social distancing, limitations on visitors, travel and gatherings, as well as lockdowns and the significant postponement of HSC Examinations in Term 4, all hugely impacted College life.



Year 12, 2021

...roughly 90% of graduates aiming to start a university degree in 2022 or 2023 after a gap year.

Life after Oxley College

Oxley students who left the College in 2021 have diverse and exciting plans for their futures. With roughly 90% of graduates aiming to start a university degree in 2022 or 2023 after a gap year. Their study interests are wide and varied and will lead to many exciting opportunities. For example, Medical Biotechnology, Commerce, Communication, Design, Engineering, International Relations, Music Composition, Nursing, Law, Education and Psychological Science. The University of Sydney, University of Wollongong, and University of Technology Sydney were the most popular institutions amongst this cohort.

Gap years are quite popular in order to pursue work, volunteer or other opportunities outside the formal learning systems in their first year after school. Some examples include working in boarding schools in the UK, taking up equestrian opportunities, Camp America, working locally and travelling with family and cotton farming. A smaller number of students started their journey to gain a trade qualification, commencing their carpentry and plumbing apprenticeships.

06

Policies



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/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 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/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 Processing 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 or Senior 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 Mentor / Head of House / teacher
- / informing the School Psychologist
- / The Head of Senior School / 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, Mentor 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.
- / No changes were made to the Anti-Bullying Policy in 2021.

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.

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 2021.

Effective student management is necessary to meet the goals of the Student Welfare Policy. Underpinning this are “Rights and Responsibilities” and the application of a Restorative Justice model in the management of 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 from learning.	I have a right to be treated with kindness and compassion and free to learn.
Oxley College:	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.

New Policy: Co-Curricular Awards

Following a review of our Awards Policy, the College transitioned to a new Co-Curricular Awards Policy in 2021, which applied to students below Year 12. The new policy seeks to improve equity, clarity and consistency in the giving of co-curricular awards. The policy is published in full on the College website.

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
- / Medical Health and Clinic Policy
- / Safety of Students, Buildings and Facilities Policy
- / Student Leadership Policy
- / Student Welfare Policy
- / Sun Safe Policy
- / Uniform Policy



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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 Business Manager, Mrs 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:

- / Dr Stephen Barnett | Chairman
- / Mr Roderick McAllery | Deputy Chairman
- / Ms Anni Baillieu | Governor
- / Mrs Mandy Lawson | Governor
- / Mr Dennis Mudd, OAM | Governor
- / Mr Malcolm Noad | Governor
- / Mr John Rapp | Governor
- / Mrs Christine Windeyer | Governor
- / Ms Kirsten Keith | Governor from July 2021
- / Mrs Jane Crowley | Governor from July 2021

Long serving Board Member, Mr Tony Norris, retired at the 2021 May Board meeting after 12 years of dedicated and exemplary service to the College. Mr Norris brought considerable legal, financial and business acumen to the governance of Oxley College and during his time on the Board, he also held the role as Deputy Chairman. Mr Norris was sincerely thanked for his outstanding service to the College.



Dr Stephen Barnett and Mr Tony Norris

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Strategic achievements and priorities

The College Strategic Plan 2021 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 and strategic priority 2

1: Rigour in Academic Education/Teaching and Learning

2: Enriched and Enlightened Learning

- / Professional Learning surrounding evidence-based pedagogies slowed in 2021 due to the focus being on the use of technology and online learning. Staff members willingness and ability to utilise online platforms including Zoom, Teams, CANVAS and Webinars etc continued to grow 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.
- / Continued implementation of a languages programme including Japanese and Latin for students from Year 5-12.
- / Continued 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 2022.

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 were introduced as part of a mature model of the College and to reduce their size – moving from five to six Mentor Groups per House.
- / The Reconciliation Action Plan and Ethics Centre speaker programmes were not finalised due to Covid-19 restrictions.
- / Continued with the 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 2021 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-19 changed priorities.
- / Appointment of Head of Sport & PDHPE (K-12); a new position.
- / 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 Co-curricular Awards policy for implementation in late 2021.
- / Service trips re-imagined from international to national for 2021.
- / Co-curricular activities were re-imagined and many held virtually due to Covid-19 restrictions.

Strategic priority 5: Attraction, retention and welfare of people

- / Enrolments remained stable during Covid-19 with a total of 808 up from 729 at the end of 2020. The demand for places at Oxley College increased and in 2022 we will reach our current optimal capacity which is two years in advance of the expected timeline.
- / Implemented a mature model of leadership across the College.
- / Vision, Mission and Values continued to be 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-19 and needs of the College.
- / Completed several smaller refurbishment projects during the year including refurbishment of the Visual Art rooms creating The Studio. Renewed pathways and access to the Junior School, extended the French café area and created more shelter for students. Created a new storage facility and developed new areas for our Year 9 and 10 elective, Cultivate.

In 2021, the College continued to develop the next Strategic Intent now that the Vision, Mission and Values for the College are confirmed. 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.

09

Oxley culture and community

...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.





Throughout 2021, 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.

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

For the second successive year, sport was very significantly impacted by COVID-19 restrictions. Despite this, in 2021 there was an 6% increase in sport participation from K-12. In the Senior School, all students must complete one season (winter/summer) of ISA Sport each year. In 2021, 101 students (18%) participated in team sports in both seasons, a 9% growth from 2020. Football (228) and Basketball (185) are the largest sports by participation across the school. The greatest growth in participation was in Touch Football, which grew from 71 to 113 participants. There were no ISA Premierships in 2021 due to the impact of COVID-19 restrictions. Oxley did win the Girls ISA Cross Country and was second in the HICES Cross Country.

Performing Arts

The Performing Arts was also impacted greatly by COVID-19 restrictions throughout 2021, especially musical ensembles. Nevertheless, the Senior School Musical Production of *Oklahoma!* was able to take place in March, involving over 30 students across Years 8-12. Individual musical performances, for example for Foundation Day, were delivered remotely via Zoom.

The Duke of Edinburgh's International Award

Seventy nine students registered to take part in the Duke of Edinburgh's International Award: 12 Gold, 19 Silver and 48 Bronze. In 2021, three students achieved the Gold Award, nine achieved the Silver Award and 14 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

Our plans for OLE (Other Learning Experiences) were cancelled in 2021, due to the State-wide lockdown that was in place at the start of Term 4.

Year 10 'Rites of Passage'

We completed our ten day residential programme in Sydney in Term 1, which had been postponed from Term 4 2020 due to COVID-19 restrictions. Students engaged in a vast array of learning activities in museums, galleries, universities, theatres and were immersed in the historically rich urban environments of the city. The Rites of Passage Sydney Programme was been designed around psychologist Michael Carr-Gregg's identified needs for 14 to 16 year olds, of developing a strong sense of personal identity, building healthy friendships, experiencing emancipation from parents and developing a vocational direction.

Year 12 'Outback'

Also postponed from 2020, students were able to participate in 'Outback', an exciting and demanding adventure, in which they travel from Oxley to Outback Australia, and back again, sleeping in tents and cooking their own food, accompanied by Oxley staff. This 12 day trek through NSW and South Australia took place in Wilpena Pound, Oodnadatta, Cooper Pedy and Port Augusta.

Service Learning

DANCE FOR SICK KIDS

The pandemic severely limited service learning opportunities in 2021. However, the College conducted a very successful fundraiser for the 'Dance for Sick Kids' charity in Term 2, with food stalls and dancing on Elvo Lawn. With additional funds from the School Disco, across K-12 plus a social media campaign, the College raised \$50,000 to support families experiencing serious illness.



Wellbeing Initiatives

At the start of 2021, House Tutors were renamed 'Mentors'. Whilst this change of name did not represent a significant shift in what this important role entails, it better encapsulates the nature of the Mentor-Student relationship. Whilst the word 'tutor' has a primarily academic connotation, the word 'mentor' is more holistic and personal – it includes supporting the wellbeing of each student in the Mentor Group, developing partnerships. The word 'mentor' also reflects the role that senior students play in relation to younger students within our vertical wellbeing structure.

The role of the Mentor is to:

- / know, care and be an advocate for each student in the Mentor Group
- / establish a safe, nurturing and inclusive environment for all students in the Mentor Group
- / be a central point of contact for parents and the College

With the growth in enrolments in the Senior School, we also moved from five to six Mentor Groups per House in 2021. This meant that the average size of a Mentor Group in 2021 was 15 students.

These changes reflect the College's commitment to 'care for the whole child'.

'MEET THE MENTOR' & WELCOME DAY

At the beginning of the school year we introduced 'Meet the Mentor' Day, providing students in Years 7-11 and their parents/carers the opportunity to meet with their House Mentor, in person and via Zoom. This new initiative provided an opportunity for parents/carers to reconnect with their child's Mentor at the start of the academic year, reflect on the previous year's school report and discuss goals for the year ahead. The day, prior to the official start of Term 1, also involved new students coming on campus to complete some valuable orientation and administrative tasks. Study skill sessions for senior students were also held throughout the day. Conducting these activities prior to the official start of Term 1 ensured that classroom learning could commence quickly on the morning of the first day of term.

INTERNET SAFETY EDUCATION

In Term 1, we engaged with ySafe, Australia's leading providers of internet safety education, to present to each of our cohorts in Years 7-12. ySafe also built the 'Oxley Cyber-Safety Hub', linked to the College website, to provide both students and parents with an important resource. The hub contains advice covering all aspects of internet usage including social media, mobile phone apps, gaming, online bullying and pornography.

OTHER WELLBEING WORKSHOPS IN 2021 INCLUDED:

Social and emotional learning: Brainstorm Productions ran two workshops for Year 7 during the year, using the medium of drama, entitled 'The Hurting Game' and 'Cyberia'.

Drugs & alcohol education: 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': Brent Sanders, a former police officer, ran workshops with students for in Years 9, 10 and 12 on the consequences of poor decisions made at parties, focusing on driving and consent.

Mental health: Batyr is an organisation created by young people that aims to break the stigma associated with mental illness; 7 out of every 30 Australian students suffer from mental ill health and of those, only 2 will reach out for help. 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 also volunteered to help run Civic2Surf in Term 3, supporting participants who were raising funds for Batyr.

In the junior school

We have spent the year focussing on our identified priority areas, consolidating our relationships and networks with parents and the broader community, and responding to parents' feedback for the school which was identified through our surveys.

In the Oxley Junior School, we continue our strong commitment to offering quality teaching and learning which draws on pedagogical practice that is data informed and evidenced based and aligned to the New South Wales Curriculum. Our teachers are congratulated for being reflective and responsive to the needs of students and our supportive community has a genuine commitment to our school. At Oxley, we have a clear vision and purpose to be recognised as a school focusing on high quality teaching and learning. Our aim is to provide each student the best education and equip them with skills that allow them to contribute positively to their community and connect with a constantly changing world.

Children learn in an environment that is inclusive, safe and where they feel valued and supported. Our learning experiences should respect and accommodate differences between learners. Parents, teachers and students share common goals, interact positively and are mutually supportive. Learning should be meaningful, enjoyable, relevant and consistent with the background of the student.

Parents and teachers work in partnership to develop students who are independent, self-reflective, resilient and responsible.

Genuine collaboration and high levels of staff engagement is evident throughout the school self-reflection and assessment process. An evidence-based culture is embedded with credible data analysis of the current levels of student performance.

The curriculum areas of English, Mathematics, HASS and Science are delivered within an overarching pedagogy of Visible Learning, where learning intentions and success criteria are shared between student and teacher. Performing Arts, Visual Arts, Technology (Digital and Design), Physical Education, Japanese and STEM and are taught, and students participate in activities as part of our Excelsior Suite for extension and are well-supported by the Diverse Learning team. The school Sport Programme has enabled us to provide high quality and varied opportunities for students to access a range of different sports. The school has Stage Co-ordinators who oversee both curriculum and pastoral initiatives and programmes within their given year level groups. An explicit approach to teaching is reflected throughout the school. Data analysis of NAPLAN and standardised PAT testing results show a continued growth in reading, writing and spelling and identified a need to work on numeracy in terms of 'number sense' moving forward. All staff have attended ongoing professional learning in Visible Learning and this programme is now fully embedded to target the enhancement of student thinking, independence and collaboration.

In 2021, Covid -19 created uncertainty with changes requiring our community to adapt quickly.

Even though all after-school activities, school excursions, incursions and other large gatherings were cancelled and parents were not able to enter the school grounds for most of Term 2 and 3, our community pulled together, with everyone working to ensure school continued to be a safe, happy and secure place for our students.

Students demonstrated increased responsibility and the confidence to problem solve when faced with challenges and everyone connected via our virtual assemblies and activities. The mental and emotional health of everyone was prioritised with a strong focus on wellbeing and mindfulness. Communication was maintained at a very high level to ensure the connection between school and home remained strong.

Children learn in an environment that is inclusive, safe and where they feel valued and supported.

2021 Fundraising Efforts:

Crazy Tie Day (Term 2): Raising donations of food and toiletries for Rural Australians for Refugees.

Dance for Sick Kids dance-off: (Term 2): Raising money for Ronald McDonald House Charities. A huge College total of \$50,000 was raised.

Cake Stalls (a little hampered by lockdown and COVID-19): Each year group brings in cakes to sell after school and money raised goes to P&F.

K-12 Disco (Term 2): The majority of the money raised went to Dance for Sick Kids.



2021 Curriculum Highlights:

Harbison Aged Care: Each Monday morning to K-2 classes (on rotation). We began to develop solid connections with residents and our K-2 students enjoyed more regular visits. We were able to exchange gifts.

Teacher Appreciation Day: Students made a thank you card for every staff member who works with the Junior School kids (including maintenance, cleaners, accounts, canteen etc).

James Knight Writer's Workshops: James Knight is an author who came to work with Year 5 and 6 for two separate days.

Book Week Parade: We had a virtual Book Week parade – the teachers dressed up and read their favourite story which was uploaded onto the Oxley YouTube site. The students shared their costumes and books via Zoom and then we had a virtual disco.

Sport Events: Junior School Swimming Carnival; Junior School Cross Country; Junior School Athletics Carnival and Swimming Programme .

Stage 3 Camp to Canberra: Year 5 and 6 focussed on learning about government on their trip to Canberra.

Stage 3 Welcomed Leah Gibbs: (A senior lecturer at Wollongong University). Leah spoke about the UN Sustainability goals.

Colin Hutchison Visit: (local engineer and parent) who is building Australia's first electric plane.

Year 6 attended the Bradman Museum: Year 6 attended the Bradman Museum in support of our Unit Of Inquiry (UOI) programme, Legends and Legacies.

OLE Week: Year 6 attended Jamberoo, whilst Year 5 and 6 participated in a 'Survivor Challenge day at School. Also, a full-day of rotating activities run by PCYC and a craft, popcorn and movie day.

Honour our Fallen: Year 6 students researched the contributions of local ex service men and woman and students attended a ceremony at Bowral Cemetery.

KIVA Programme: Year 5 students raised money and awareness for communities in underprivileged areas of the world.

Trip to The Rocks in Sydney: Stage 2 travelled back in time to experience what life was really like in the early days of the colony.

Kadoo Tours Incursion: Students explored indigenous harmony and discussed Aboriginal place and country and the connection to land.

Meals on Wheels Support: Year 3 made thank you placemats, Easter and Christmas cards for the recipients of meals, and thank you notes for the volunteers.

Year 4 Food Drive: Students worked with our local refugee support organisation.

Incursion 'Brickworks': Year 1 and 2 developed their understanding of design and construction.

Jason Gordon Visit: Jason Gordon (parent) is a member of the Bourke Nation and spoke to the students about: Aboriginal family structures, cultural celebrations and connections to the land.

Even though many after-school activities, school excursions, incursions and other large gatherings were cancelled and parents were not able to enter the school grounds for most of Term 2 and 3, our community pulled together...

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 2022.

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 Parent's & Friend's 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 2021, many parents continued to involve themselves through the school with many attending virtually. 2021 allowed us to provide virtual events and opportunities for parents to give feedback to the College. 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 normal part of the Oxley College culture and staff will be regularly invited to provide feedback around initiatives and activities. 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 (via Zoom) 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 also regularly submit thought provoking articles to our fortnightly magazine Pin Oak.

In 2021, we were privileged to have our Thought Leader in Residence, Dr Bek Duyckers, at Oxley College. During the year Dr Duyckers facilitated several Appreciative Inquiry sessions hosting separate parent, student and staff Think Tanks throughout the year. These were very positive and uplifting sessions providing wonderful feedback for the College. The summary of these sessions are captured on the following pages.



HOW DO WE CONTINUE TO EMBED OUR VISION AS WE EVOLVE AND MOVE TOWARDS THE FUTURE?

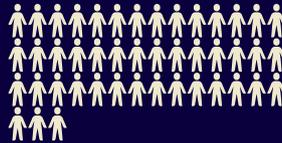
OXLEY THINK TANK 2034

23



staff

46



parents

The Oxley Think Tank 2034 saw 23 staff and 46 parents attend their retrospective first sessions, where they worked through the DEFINE and DISCOVER stage of the Appreciative Inquiry Process.

Individuals

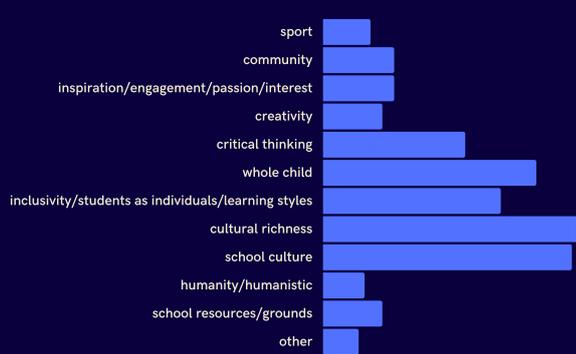
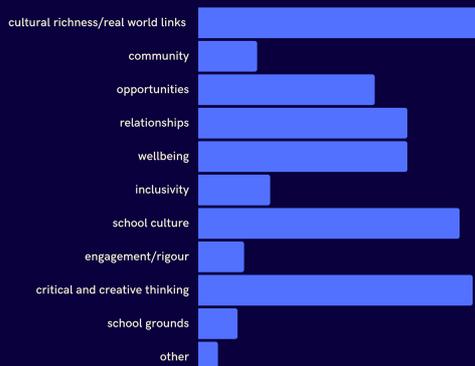
ROOT CAUSES OF SUCCESS

staff

parents

From 241 pieces of individual's raw data emerged 11 key themes.

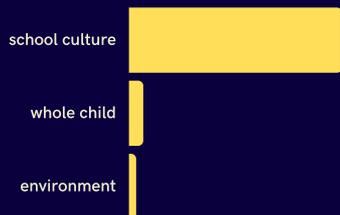
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Groups ROOT CAUSES OF SUCCESS

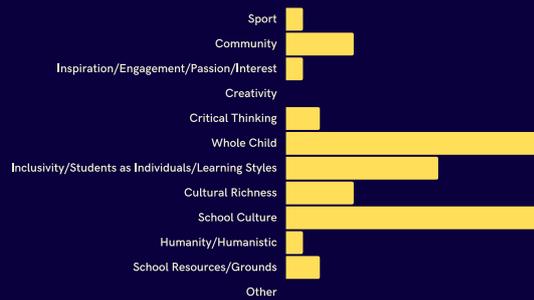
staff

Root Causes of Success collaboratively chosen were analysed. From 33 subthemes, three key themes emerged.



parents

Root Causes of Success collaboratively chosen were analysed. From 54 subthemes, 11 key themes emerged.



Groups STORIES OF SUCCESS

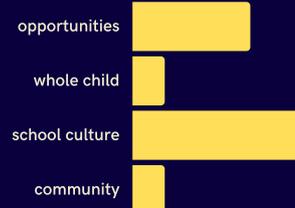
staff

Stories of Success were analysed. From 24 subthemes, three key themes emerged.



parents

Stories of Success were analysed. From 33 subthemes, four key themes emerged.



Student Surveys

Student feedback is a valuable tool in evaluating the success of our programmes and informs decision making around preventative strategies and interventions. In August 2021, students completed the annual Social Behaviour Survey. This data is used to assess the extent and nature of any bullying-type behaviours, bystander and upstander behaviours, and the social behaviour of students on social media platforms.

Student's feedback was explicitly gathered from our Year 12 Outback programme, which was significantly changed in 2021 due to the impact of the pandemic. This feedback was used to inform decisions about the 2022 Outback trip. Year 10 students also provided feedback on all elements of the Rites of Passage programme in Canberra and Sydney that took place in Term 1, including all workshops, university visits and other activities.



11

Business operations



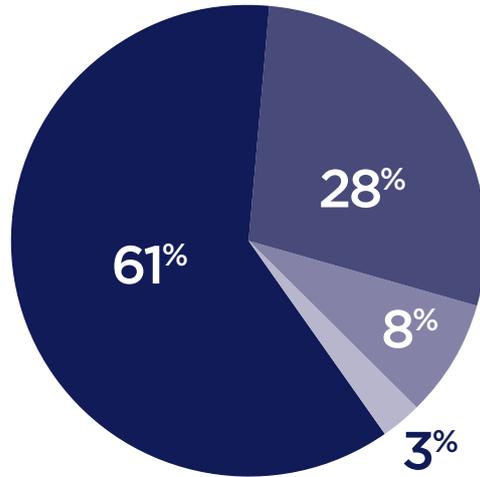
Oxley College continues to maintain a sound financial position through continued prudent financial management.

The College is preparing to enter a building masterplan phase of development to refurbish current classroom and common areas, as well as provide state of the art new facilities for our students and staff. The Audit and Risk Committee, provide transparent governance structures at Oxley College to ensure rigorous and regular monitoring of all financial operations within the College, together with strategic direction for the school.

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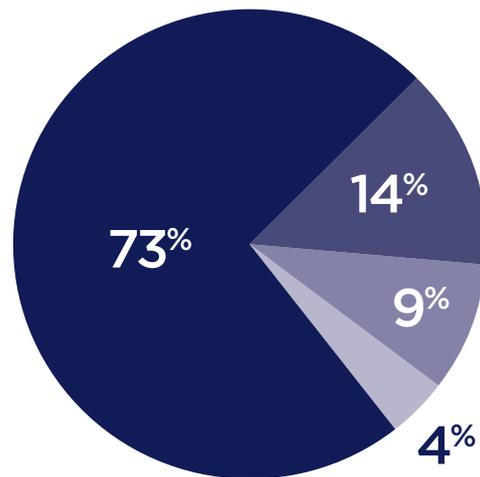
The grounds at Oxley College are well maintained with a team of staff focussed on the upkeep of the sought after sporting facilities and fields, as well as management of the extensive green spaces and attractive gardens.

Recurrent / Capital Income FY21



- Fees & Other Income
- Commonwealth Recurrent Grants
- State Recurrent Grants
- Trading Income

Recurrent / Capital Expenditure FY21



- Salaries, allowances & related
- Non-salary expenses
- Capital expenditure
- Trading expenses

OXLEY COLLEGE **K-12**

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