



**Oxley**  
COLLEGE



ANNUAL REPORT

2022



# Oxley College 2022 Annual Report

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## SECTION 1: MESSAGES FROM KEY SCHOOL BODIES

### CHAIRMAN'S REPORT

#### From Dr Stephen Barnett's Speech Night Address, 8 December 2022

Jonathan, a giant tortoise, this week became the world's oldest living animal.....he is 190 years old. Jonathan was born 50 years before the first petrol engine, 80 years before the first powered flight and he was turning 150 when Oxley was founded.

During this time there have been numerous large-scale conflicts including 2 World Wars and major pandemics such as the Spanish Flu and more recently COVID. When we are in the middle of one of these large upheavals, or smaller upheavals but closer to home, it is easy to lose hope and feel that the world is going down in flames.

However, if we look at world history over Jonathan's lifetime, there is a single key trend - astonishing and consistent progress.

190 years ago, 46% of children died by the age of five... now it is less than one percent.

And, if you survived past the age of five, the average life expectancy was 55 years...now it is over 80 years. An extra half a lifetime.

The percentage of the world living in poverty, when Jonathan was born, was 81%. Now it is 9%. This is despite a rise in population from 1 billion to 8 billion.

Over these past decades we have come to know this progress has come with major challenges, particularly around sustainability and climate. These are the challenges of our time, just as the Great Depression and nuclear proliferation have been some of the extra ordinary challenges over the last 100 years.

So, on a smaller timescale, what of Oxley's trajectory over the last 40 years? Oxley has faced challenges such as the Global Financial Crisis and COVID, and yet over its lifetime this school's overall trend has been one of remarkable progress.

Oxley started as a dream to establish an independent, co-ed, non-denominational school for the families of the Southern Highlands. From a small start of 50 students, over 2500 Old Oxleyans now roam the planet. We are now a school of 830 students, a size that we believe is 'big enough to cater, and small enough to care'.

Year numbers have been capped at 100 in the Senior school, and two classes in each Year Group in the Junior School to improve social and educational opportunity.

Our academic and co-curricular performance has continued to improve. As a student here in the 80's, I remember there was only a small selection of sports, and despite enjoying the team spirit I also remember we were walloped every weekend.

Today, Oxley competes with other schools as a serious opponent in many sports, and each year we are represented by students in national and international competitions.

It is clear there are a range of external academic measures, and not every year achieves on every metric. But overall, Oxley has grown into a strong academic school that offers excellent preparation for further study for those who choose this path. 85% of our current Year 12 students have already been offered early entry into university. Over the years, students from Oxley have entered and excelled in a dazzling array of university courses and careers from renowned engineers to coffee entrepreneurs.

The school's buildings have grown in number; from just ELVO and the current Science Block to a wide range of purpose-built facilities. To continue to meet our students' needs a Building Masterplan has been agreed upon by the Board. This is a good starting place and will require further consultation and engagement.

The first projects in the pipeline include a new Year 5 and 6 Centre at the gateway to the school, ready for 2023, a Science/Maths block with six labs, six Mathematics classrooms as well as changes on the campus to improve traffic flow for drop off and pickup.

Oh, and the new Science/Maths block will allow us to finally remove the demountables at the back of the school.

Additionally, Hoskins Hall will be upgraded to a multi-purpose facility with a year 12 study centre, black box theatre and lecture theatre, supporting Drama, Music, student engagement and parent meetings.

The building program is based on detailed needs analysis and underpinned by careful financial planning. We are very aware of the current variable financial climate, and our mission is to remain a mid-fee school in spite of the reduction in Government funding. The financial climate will be monitored closely as we upgrade essential infrastructure to better support teaching and learning at Oxley.

So, what else does the future hold for Oxley?

As of next year, the College will be under the guidance of our new Head of College, Mr Scott Bedingfield. When seeking a new Head of College, the Board engaged extensively with staff to ask, 'What is most important about Oxley' and 'Who should lead it'?

A very key part of this feedback was the importance of community. Oxley has always been a warm community of parents, students, staff and the Board. It is fair to say that over the last 3 years of lockdowns and disruption, these connections have suffered.

Connections and conversations on sports fields or social functions or at the Oxley BBQ and even in corridor catch-ups with various drop offs and picks ups have been impacted and we want and need these connections to be rejuvenated.

Oxley is passionate about these connections, and in 2023 community engagement and connection will be a key part of Mr Bedingfield's and the school's focus. We will be celebrating our 40<sup>th</sup> year anniversary, with regular events throughout the year culminating in the Pin Oak Fair – what a wonderful way to nurture this rejuvenation. Additionally, Mr Bedingfield will be conducting a series of parent 'get to know you and hear you' functions as he commences next Term.

Another area for focus next year, as a result of the March Parent Survey, is to improve the various communication channels. A new a parent portal and intranet will be one such initiative.

In addition to community, some of the other qualities the Board used to frame its search for the new Head of College were: an ongoing commitment to Oxley distinctives and co-curricular activities; academic excellence; and a culture of wellbeing and 'support for the whole child'. These qualities have been encapsulated in our new 2-year Strategic Plan. This Plan has been formulated with input from our staff and Executive, Dr Mulford, Mr Bedingfield, and the Board of Governors, and allows us to strongly move forward into 2023.

One exciting and new initiative from the Strategic Plan is our application to join the Round Square school's association. Round Square is a vibrant group of over 200 like-minded schools in 50 countries. It promotes character development and experiential learning, with key themes of International Understanding, Democracy, Environmental Stewardship, Adventure, Leadership and Service.

In our Head of College search, we have found in Mr Bedingfield a passionate educator with a strong Outdoor Education experience, who will be embedded in the Oxley community together with his wife and 2 children. I'm sure you will all make Scott welcome in the New Year.

As we look forward to Mr Bedingfield joining us, I would like to thank Dr David Mulford for his extraordinary energy, vision, and commitment to coming to Oxley as Interim Head. He has not only fulfilled his key role of assisting with recruiting our new Head of College, but he also leaves the College stronger, and full of ideas and initiatives that will continue to add to the Oxley experience.

His vision for building and master planning, his experience with building a strong team of staff, his drive to add vocational pathways, and his humour and engagement with students have all been very much appreciated. I hope you will all join me in thanking him.

In terms of other mentions, I'd like to thank Mr Dennis Mudd who left the Board this year after nine years. A very experienced former school leader, his wisdom and support were highly valued. And we welcome Mr Brian Kirsch. He brings significant school governance and international Board experience.

I would also like to particularly thank Mr John Rapp who will be stepping down from the Board early next year. His contribution to our building program has been enormous and the beautiful classrooms and infrastructure over the last 10 years have all been heavily influenced by him. And to the whole Board of Governors who work many long and hidden hours as volunteers for the school – thank you.

The school would not exist without its staff, its students, and their families. It is a multi-way commitment from each of these groups to produce the next generation of educated, motivated, and engaged humans. I would like to thank each of you for your trust and support for Oxley during both the hard times and the good.

And so to you students, as you leave tonight, or look towards a higher year group next year, please make the most of everything this school has to offer as in a very short number of years...certainly a lot fewer than Jonathon the tortoise has lived, you will be running the world.

Thank you.

**Dr Stephen Barnett**  
**Chairman, Oxley College Board of Governors**

**INTERIM HEAD OF COLLEGE REPORT**  
**From Dr David Mulford's Speech Night Address, 8 December 2022**

It is my first and last Speech Night address at Oxley College. That is an unusual statement, but we have all lived in unusual times for the past few years.

I go back to the retirement home very soon after some very sound advice from Kindergarten. I start by thanking the staff leadership teams, all staff, Board of Governors, parents, the student leaders, and all students for their support of this Interim Head of College since March.

*(Dr Mulford joined the College after Head of College, Mrs Jenny Ethell's return to Western Australia in early March 2022).*

All Governors in their voluntary role have been superb and highly supportive. They have had a very busy year and they contribute enormous hours and wisdom for the benefit of Oxley students.

Dangerous, but I must mention three Governors – Dr Stephen Barnett and Mr Roderick McAllery – Chairman and Deputy Chairman. And I add Mr John Rapp, Chair of the Building Committee.

I thank the Executive and Senior Leadership team and my Executive Assistant Linda Matthews for their wonderful support – thank you.

We have a number of staff departing Oxley and I wish them all the best for their future pathways and thank them for their fine contribution.

In particular, may I draw attention to three staff:

1. Ms Catherine Dobner (2015)
2. Ms Annik Schaefer (2012)
3. Ms Victoria Rintoul (2008)

Can you join me in thanking all our departing staff.

I thank the organisers of tonight and our talented music staff and musicians.

I had been a Principal for 27 years prior to Oxley and it was never my practice at Speech Nights, you will be pleased to know, to read the annual report or go over a long list of achievements. I prefer to speak to a topic of interest with the aim to promote thought, debate and hopefully action.

The issue I would like to address tonight is on the unusual topic of mistakes. Dominic Uliana, our Deputy Head Boy for this year at his wonderful Year 12 Graduation Speech on Tuesday evening made two profound points:

1. He admitted he made many mistakes over his time at Oxley. He thanked teachers for pointing out his mistakes (even when he did not know they were mistakes) as it had made him a better person.
2. And he praised me and said, "I had done a great job" – but then added – "but I have not seen many jobs before."

Teachers do make mistakes. At times inconsistencies can occur. Believe it or not, teachers are human. This may shock the students or parents.

A teacher told a lad from Liverpool; that he was apathetic and blasted him for wasting his God-given talents and warned him of the bleak future that awaited any boy who did not know where he was going or what he wanted out of life. He finished his harangue with the words "When you leave school Paul, you'll starve!"

Of course, that boy, Sir Paul McCartney, commercially if not artistically, turned out to be the most successful composer of the 20<sup>th</sup> century.

The English author G.K. Chesterton was told by one of his teachers “If we could open your head, we should not find any brain, but only a lump of white fat”.

A “hopeless” Picasso, barely able to read and write, was pulled out of school at age 10.

Scottish engineer, James Watt, was labelled ‘dull and inept’ by his teacher and Winston Churchill was a rock-bottom student at Harrow.

Michael Jordon failed to make his secondary school’s basketball team. Beethoven’s music teacher told him he was “hopeless as a composer”.

Principals make many mistakes. The mistake of not acknowledging people enough. The lack of consistency at times. The mistake of not knowing enough students well enough. Mistakes with communication – too much or too little but never the right amount. Mistakes of judgement.

And might I say some parents and staff are very, very good at quickly pointing out my mistakes or follies. The world of chat rooms and social media allow some people to make brave or hurtful comments that may or may not be based on facts. Once upon a time, we talked about helicopter parents. Now we have some gunship helicopter parents.

They start firing bullets as they arrive before hearing about any alternative perspectives or facts. Employers make mistakes. They can be inconsistent or make errors of judgement. Walt Disney was fired from a newspaper because he lacked “good creative ideas”.

Our society makes mistakes – allowing the huge growth in gambling ads, allowing the huge growth in the negative aspects of the cyber-world and a society still struggling with how to handle the appalling domestic violence situation in Australia.

Dare I say parents also make mistakes? Parents can be inconsistent, make errors of judgement, or try to protect their child from learning about the valuable lessons of consequences of actions.

Some parents try to protect their child from any form of risk taking or hardship or challenge or from the valuable learning that comes from any mistake. These parents seek to shift the focus away from their child. It must surely be someone else to blame – another child, the school, the staff, the rules, the Principal. This makes the vital learning rule of “consequences of actions” very hard to achieve. How can you learn from mistakes if you are never wrong?

Such an approach fails to develop the much-needed resilience armour that is needed for life. Life is not always fair, and you need to learn to handle the bumps along the way.

Mistakes can be a wonderful moment for learning.

We must remind students of how the learning process works – with small and often subtle improvements. Mistakes will take place. Positive results are not always instant. The trouble is that we now live in an instant society: instant food, instant gratification, instant reward, instant access, instant information, instant pictures, instant images to save time reading or reflecting, instant text messages or emails demanding instant replies or instant decisions.

Tonight, we celebrate a whole range of achievements that have not been accomplished in an instant.

Achievement does not just happen. The one who has achieved, has expended effort and has had to persevere. They have achieved by making many mistakes and learning from them. Achievement is not the result of good luck or accident, and it is no wonder that achievement is admired. Achievement requires fortitude.

And we must never forget the quiet achievers – these wonderful people who do good without necessarily seeking recognition.

The boy or girl who volunteers to help with tasks without asking “What’s in it for me?” or “Do I have to?”.

In Hebrew, the word for “opportunity’ is the same as “blessing”. Students are blessed to be at Oxley – they are provided with enormous opportunities to be themselves at their best.

The philosophy of the founding Head of College at Oxley, Dr David Wright, continues to hold true – it is the quality of thinking, feeling, and striving that is of paramount importance. Oxley seeks to touch the heart as well as the mind. Oxley is about effort, values, character, and service to others.

I thank the Oxley Governors for the privilege of being part of the Oxley journey in its 39<sup>th</sup> year of operation. As the school hymn proclaims “...may it rise to heights of greatness...” and concludes with “.... constant fortitude our aim.”

May I wish all Oxley families a wonderful Christmas season and that it is a very family orientated one.

I like blessings and I adapt an Irish one slightly for my conclusion:

“May the road rise to meet you,  
May the wind be always at your back,  
May the sunshine warm upon your face.  
And rain fall soft upon your fields  
And, until we meet again  
May the blessings of each day  
Be the blessings you need the most.”

**Dr David Mulford**  
**8 December 2022**



## PARENTS AND FRIENDS ASSOCIATION

After disruptions in 2021 due to Covid-19, the College was fortunate to be able to return to some of our normal P & F events again in 2022. Parents were delighted to reconnect, and the P & F continued their important work, building our strong Oxley community.

We hosted the P & F Welcome to Parents Drinks in the Pavilion in four separate back-to-back functions. These events didn't take place until April, but the community were grateful that they could take place. Our interim Head of College, Dr David Mulford and P & F President, Mrs Megan Moore spoke enthusiastically at all four events. After these highly successful functions, the popular P & F Oxley Inter-Schools Equestrian Day was unfortunately cancelled three times in 2022, not due to Covid-19 but due to flooding! This was incredibly disappointing for our hardworking committee chaired by Ms Holly Kramer. Fingers crossed for 2023.

The College was luckily able to run a very well attended Junior School Trivia Night with the inspiring theme of 'Book Week'. After a hiatus due to Covid-19, parents were very keen to dress up and celebrate. A special thanks to all parents involved in running this event, particularly Mr Chris Ahern who was the dynamic MC.

The Oxley P & F were able to begin once again to provide their normal volunteers for the Canteen and were delighted that they could also host the traditional Mother's and Father's Day Breakfasts and Grandparents' Day at the College. It was wonderful to have families back on campus after such a long time.

The P & F had their fifteenth year with the Year Representative system. Normally there are three to four Year Representatives for each year group who organise K-12 social events during the year which have included drinks evenings or picnic days. When possible, these events went ahead throughout the year. The Year 12 Parent Reps organised a fantastic Year 12 Oxley drink bottle (with treasures inside) with the names of every Year 12 student inscribed on the bottle. These were presented to students after they completed their first HSC English exam. Students loved this thoughtful gift.

The Hungry Ox sport barbeque run entirely by parent volunteers steered by Mrs Megan Moore operated but it was unfortunately often cancelled due to inclement weather. For the fifth 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. The P & F Reps also assisted with the Year 6 Celebration Dinner held in a marquee on Founders Field and provided a gift for each Year 6 student.

In 2022, the P & F AGM once again took place in November. This was followed by 'Thank you to the P & F Drinks' to acknowledge the P & F's significant contribution to Oxley College. A very special thanks to Mrs Michelle Davis Rice who stepped down from her position as Secretary on the P & F Executive. Mrs Rebecca Morse replaced Mrs Davis Rice as Secretary transferring from her position as P & F Junior School Rep Coordinator and Mrs Sally Kean was welcomed as the new P & F Junior School Rep Coordinator.

Thank you to all the Oxley parents who give so much to the College and community. We are fortunate to have such a dedicated and supportive parent body who work in partnership with the College to support all students at the school.

## SECTION 2: WHO WE ARE

### OUR VISION

Oxley is a vibrant, respectful, and inclusive learning community, where development of character, care for the whole child and enlightened academic rigour inspires individuals to thrive.

### 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' program.

Oxley provides many opportunities for students to achieve. At Oxley the learning continues beyond the classroom door. The Wellbeing and Co-Curricular programs 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

### 2022 HSC Results

In 2022, 85 students sat their HSC in 29 different courses. Over 85% of the 2022 Year 12 cohort received at least one early offer prior to completing their HSC, with many students receiving multiple offers. Many of the remaining students took up their first preferences for university admission or other post school pathways.

| ATAR Range | School % | Cumulative % |
|------------|----------|--------------|
| 95 - 100   | 17.86    | 17.86        |
| 90 - 95    | 14.29    | 32.15        |
| 85 - 90    | 4.76     | 36.91        |
| 80 - 85    | 14.29    | 51.2         |
| 75 - 80    | 8.33     | 59.53        |
| 70 - 75    | 13.10    | 72.63        |
| 65 - 70    | 11.90    | 84.53        |
| 60 - 65    | 4.76     | 89.29        |
| 55 - 60    | 5.95     | 95.24        |
| 50 - 55    | 2.38     | 97.62        |
| 45 - 50    | 0.00     | 97.62        |
| 40 - 45    | 2.38     | 100          |
| 0 - 45     | 0.00     | 100          |



# OXLEY COLLEGE

## YEAR 12 2022

Congratulations to this exceptional group of students and all that they have achieved. We are so proud of you! While there was a healthy sense of competition amongst this cohort, there was a much stronger sense of collaboration and encouragement. Even though 85% of students received early entry to university, their results have demonstrated how hard they worked until the end. HSC results are not the only mark of success, we celebrate all students who achieved significant personal academic growth.

# 76<sup>th</sup>

Rank in NSW (SMH)

# 18%

ATARS above 95

# 31%

ATARS above 90

” This committed and optimistic group of young people brought enormous positive energy to bear upon the less glamorous aspects of HSC preparation. Thousands of practice papers, millions of mind maps and a relentless desire to improve were rewarded in the examination room. We are extremely proud of their achievements. They were social activists, orators, artists, musicians, designers, athletes and scholars. But most of all, they were ambassadors at the College for unity, and the powerful impact students can make when they stand together.

Molly Simpson, Year 12 Academic Master



Top Oxley ATARs Mackenzie Kane and Emilie-Rose Westlake-O'Dwyer both achieved ATAR 98.9

First in State Ellen Watkin, equal first in the State for Earth and Environmental Science

All-round Achievers merit list Mackenzie Kane, Emilie-Rose Westlake-O'Dwyer, Charlotte Little, and Peggy Holmwood

Top Achievers merit list Ellen Watkin (1st) and Liam O'Connell (4th), Earth and Environmental Science Peggy Holmwood (8th), Drama

8 Gold Duke of Edinburgh Recipients Aiofe Barrett-Lennard, Olivia Bow, Hal Canute, Ethan Gough, Ava Howes, India O'Brien, Sarah Pietsch-Liddell, Thomas Pike



ARTEXPRESS Selection (Visual Arts) Brianna Grice

ENCORE Nomination (Music) Brianna Grice (Composition) Hamish Tregenza (Performance)

OnStage Nomination (Drama) Individual: (Performance) Jennifer Allan, Hal Canute, Hamilton Saeck, Liam Verity; (Theatre Criticism) Peggy Holmwood Group: (Performance) Mea Philosophia - Jennifer Allan, Camille Falshaw, Peggy Holmwood, Molly Knowles, Sienna Spagnol, Liam Verity; McDogalds - Hal Canute, Henry Connell, William Gray, Alister Hill, Hamilton Saeck

First Place - National Competition of the Model United Nations Assembly (MUNA) Mackenzie Kane, Liam O'Connell, India O'Brien

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2024 SCHOLARSHIP PROGRAMME

▶ [OXLEY.NSW.EDU.AU/ENROLMENT/SCHOLARSHIPS](http://OXLEY.NSW.EDU.AU/ENROLMENT/SCHOLARSHIPS)



to think  
to dare  
to dream

The number of HSC students in the top two Bands:

|                               | Oxley % | State % |
|-------------------------------|---------|---------|
| Ancient History               | 41.66   | 33.89   |
| Biology                       | 56.24   | 26.82   |
| Business Studies              | 29.62   | 48.13   |
| Chemistry                     | 35.71   | 33.16   |
| Design and Technology         | 58.32   | 47.09   |
| Drama                         | 100.0   | 55.85   |
| Earth & Environmental Science | 60.00   | 32.14   |
| Economics                     | 50.00   | 49.44   |
| Engineering Studies           | 0       | 29.95   |
| English Advanced              | 60.23   | 67.16   |
| English Extension 1           | 88.88   | 92.55   |
| English Extension 2           | 71.42   | 85.01   |
| English Standard              | 0       | 15.45   |
| Geography                     | 100.0   | 42.29   |
| History Extension             | 100.0   | 83.67   |
| Legal Studies                 | 80.00   | 40.96   |
| Mathematics Advanced          | 58.32   | 48.99   |
| Mathematics Extension 1       | 70.00   | 73.56   |
| Mathematics Standard 2        | 80.00   | 85.1    |
| Modern History                | 49.99   | 34.43   |
| Music 1                       | 100.0   | 69.91   |
| Music 2                       | 100.0   | 86.1    |
| Music Extension               | 100.0   | 97.44   |
| PDHPE                         | 48.00   | 26.13   |
| Physics                       | 71.42   | 41.44   |
| Science Extension             | 75.00   | 78.71   |
| Studies of Religion 1         | 63.63   | 40.85   |
| Studies of Religion 2         | 46.14   | 46.45   |
| Visual Arts                   | 94.72   | 65.82   |

### 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 2022.



## NAPLAN RESULTS

In May 2022, as part of the National Assessment Program – Literacy and Numeracy (NAPLAN), national tests were held in literacy and numeracy for all students in Australia in 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.

| 2022          |         |         |          |                         |          |
|---------------|---------|---------|----------|-------------------------|----------|
|               | Reading | Writing | Spelling | Grammar/<br>Punctuation | Numeracy |
| <b>Year 3</b> | 81.0    | 82.5    | 64.3     | 78.6                    | 64.3     |
| <b>State</b>  | 52.9    | 59.7    | 54.4     | 56.3                    | 39.8     |
| <b>Year 5</b> | 84.0    | 40.0    | 56.0     | 54.0                    | 42.0     |
| <b>State</b>  | 44.0    | 29.8    | 43.1     | 36.6                    | 31.2     |
| <b>Year 7</b> | 47.7    | 37.4    | 44.9     | 37.8                    | 51.6     |
| <b>State</b>  | 30.9    | 29.8    | 39.9     | 29.1                    | 32.1     |
| <b>Year 9</b> | 43.4    | 28.7    | 22.1     | 31.4                    | 30.6     |
| <b>State</b>  | 25.5    | 19.0    | 22.2     | 26.7                    | 25.4     |

### Year 3

|                         | 2021 | 2022 Oxley | 2022 State Avg |
|-------------------------|------|------------|----------------|
| Grammar and Punctuation | 476  | 505        | 466            |
| Numeracy                | 419  | 455        | 411            |
| Reading                 | 487  | 523        | 447            |
| Spelling                | 452  | 463        | 430            |
| Writing                 | 450  | 470        | 434            |

### Year 5

|                         |     |     |     |
|-------------------------|-----|-----|-----|
| Grammar and Punctuation | 538 | 533 | 509 |
| Numeracy                | 546 | 515 | 499 |
| Reading                 | 572 | 570 | 515 |
| Spelling                | 523 | 541 | 514 |
| Writing                 | 512 | 525 | 493 |

### Year 7

|                         |     |     |     |
|-------------------------|-----|-----|-----|
| Grammar and Punctuation | 576 | 567 | 544 |
| Numeracy                | 587 | 580 | 560 |
| Reading                 | 593 | 574 | 550 |
| Spelling                | 585 | 572 | 559 |
| Writing                 | 561 | 566 | 540 |

### Year 9

|                         |     |     |     |
|-------------------------|-----|-----|-----|
| Grammar and Punctuation | 610 | 602 | 585 |
| Numeracy                | 608 | 605 | 596 |
| Reading                 | 623 | 616 | 587 |
| Spelling                | 617 | 601 | 586 |
| Writing                 | 597 | 606 | 570 |
|                         |     |     |     |

## 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 2022 the College continued to grow in terms of student numbers. In 2022 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.

### Staffing (Teaching)

Oxley has 70 Full-time equivalent staff.

There are 3 Executive staff, 70 Full-time staff and 12 Part-time staff.

### Staff retention:

Staff retention for 2022 was 84% with 13 staff departing at the end of the year. Some staff relocated, retired, or took promotional roles at other schools. The staff are extremely professional and dedicated to their students. Staff attendance was 83%, with the average leave 28 days per annum.

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

| SCHOOL STAFF 2022                       | No of Staff |
|---|-------------|
| Teaching Staff                          | 82          |
| Full-time equivalent teaching staff     | 70          |
| Non-teaching staff                      | 44          |
| Full-time equivalent non-teaching staff | 27          |

### TEACHER ACCREDITATION

| LEVEL OF ACCREDITATION                                | No of Teachers |
|---|----------------|
| Conditional   |                |
| Provisional   |                |
| Proficient Teacher                                    | 82             |
| 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                            | 82             |
| 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  |                |
| <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 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.

The following is a summary of Professional Learning attended in 2022:

#### 2022 PROFESSIONAL LEARNING

|  |   |
|--|---|
| 2022 Stage 6 History Teachers Day - History Teachers Association of NSW            | 1 |
| ACEL - Inquiry - The Heart of Leading Learning                                     | 3 |
| ACEL - Inquiry - The Heart of Leading Learning                                     | 1 |
| AHISA - Director of Studies Conference   | 1 |
| AIS - Attendance, Exemption and Enrolment  | 1 |
| AIS - Focus on Mathematics Standard  | 1 |
| AIS - History Extension Symposium - Threads & Traces                               | 2 |
| AIS - Implementation of English and Maths Syllabus                                 | 2 |
| AIS - Introduction to English and Maths Syllabus                                   | 2 |
| AIS - Leading the Implementation of Maths K-2 Syllabus                             | 1 |
| AIS - Middle Leaders Conference  | 2 |
| AIS - Middle Leaders Course  | 1 |
| AIS - School Counsellor Conference   | 1 |
| AIS - Supporting Students with Challenging Behaviours                              | 1 |
| AIS Divergence in Visual Arts Education  | 2 |
| AIS ICT Management & Leadership Conference 2022                                    | 1 |
| AISNSW - Experienced Teacher   | 1 |
| AISNSW History Conference  | 2 |
| AISNSW Teacher Librarian Conference 2022   | 1 |
| Australian Earth Science Education - Tour of Geoscience Australia with AusEarth Ed | 1 |
| CAA - Careers Advisor Association Annual Conference                                | 1 |
| Careers Advisor Association NSW & ACT - New Careers Advisor days (Induction)       | 1 |
| Catholic Schools NSW - 2023 CSSA Trial HSC Examinations Convenor Orientation Day   | 1 |
| COMPASS  | 8 |
| CORE Driving School - LR Driving Course and Test                                   | 2 |
| Cornerstone Teaching - Teaching Writing in History                                 | 1 |
| CrookED Science - Preparing for 2022 HSC Science Extension HSC Exam                | 1 |
| Dr Tessa Daffern - Differentiated Spelling Teaching                                | 1 |
| Economic Literacy Centre - Economics Teachers Conference - Zoom                    | 1 |
| Edu Tech 2022  | 1 |
| Executive Personal Assistants Online   | 1 |
| Exploring the obligations for school record keeping, what you need to know         | 1 |
| History Teachers Association - Stage 6 Teachers Day - Presenter                    | 1 |
| Illawarra School Library Association Network Meeting                               | 1 |
| Instructure Con  | 1 |
| IPSHA - ACT & Innovation Meeting / IT Networking                                   | 1 |
| IPSHA - Teacher Librarian Umbrella Group Meeting                                   | 1 |

|   |   |
|---|---|
| ISA Conference  | 1 |
| LawSense - Transgender & Gender Fluidity NSW  | 2 |
| Lumination - The Future Classroom: An Introduction to Immersive Teaching and Learning | 1 |
| MANSW - Annual Conference   | 1 |
| MEA Interpretation Workshop Series: SAO Staff NSW                                     | 1 |
| MEA Interpretation Workshop Series: Teachers MEA                                      | 1 |
| Monologue Masterclass   | 1 |
| NCCD - Moderation webinar   | 1 |
| New England Conservatorium HSC Day  | 1 |
| Ngununggula Regional Gallery - Operation Art  | 1 |
| NSW Arts Unit HSC Day   | 1 |
| NSW Government - Where there's a Will - A Community Approach                          | 2 |
| PETAA Conference 2022   | 1 |
| PLC - Extension History Project Moderation  | 1 |
| STANSW Meet the Marker (HSC) Biology & Science Extension                              | 1 |
| State Library - State Library History Extension Day                                   | 1 |
| Sydney Theatre Company - Elements of Production                                       | 1 |
| TTA - Dyscalculia: The Dyslexia of Maths  | 1 |
| TTA - Introduction to Adobe Illustrator   | 1 |
| TTA - This is not PEEL (Writing Skills)   | 1 |
| UOW - Grammar of Games  | 1 |
| Women and Leadership Conference - Sydney Symposium                                    | 1 |

## SECTION 5: ABOUT OUR STUDENTS

### Attendance Rate K-12 2022

| <b>Form</b>  | <b>Overall</b> | <b>Male</b> | <b>Female</b> |
|--------------|----------------|-------------|---------------|
| Kindergarten | 91.80%         | 92.30%      | 91.20%        |
| Year 01      | 93.30%         | 92.90%      | 93.70%        |
| Year 02      | 93.40%         | 93.80%      | 93.00%        |
| Year 03      | 91.10%         | 91.60%      | 90.70%        |
| Year 04      | 90.10%         | 89.90%      | 90.40%        |
| Year 05      | 89.90%         | 88.70%      | 90.90%        |
| Year 06      | 89.70%         | 89.20%      | 90.90%        |
| Year 07      | 91.50%         | 92.00%      | 91.00%        |
| Year 08      | 91.20%         | 90.10%      | 92.50%        |
| Year 09      | 91.80%         | 92.20%      | 91.60%        |
| Year 10      | 91.00%         | 91.00%      | 90.90%        |
| Year 11      | 92.10%         | 92.90%      | 91.50%        |
| Year 12      | 93.10%         | 92.90%      | 93.40%        |

### LIFE AFTER OXLEY COLLEGE

Having waited patiently and respectfully while the preceding Year 13 cohort finally finished their exams, the Class of 2022 was determined to make the most of every opportunity in the three terms of Year 12 that remained. They set records for attendance at Study Club and in the Study Centre during the term breaks. They were social activists, orators, artists, musicians, designers, athletes, and scholars. But most of all, they were ambassadors at the College for unity, and the powerful impact students can make when they stand together. This was demonstrated time and time again, including at the very successful student led Ukraine fundraiser and the activities arranged to mark Pride Week.

This committed and optimistic group of young people brought enormous positive energy to bear upon the less glamorous aspects of HSC preparation. Thousands of practice papers, millions of mind maps, and a relentless desire to improve were rewarded in the examination room. Despite over 85% of students achieving at least one early entry offer for tertiary study, the cohort continued to work hard until the end of examinations.

While certainly not the only measure of success, we are very proud of the academic results of our Year 12 2022. The exceptional results of four of our students earned them a place on the All Round Achievers Merit List. In Earth and Environmental Sciences, Oxley students were placed first and fourth in New South Wales. In Drama, our student placed eighth in the state. Overall, 18% of Year 12 2022 cohort achieved ATARS over 95, and 31% achieved an ATAR over 90. These results saw Oxley College ranked 76<sup>th</sup> in New South Wales by the Sydney Morning Herald.

Each year, HSC examiners of Major Works nominate exceptional works, products, and performances for inclusion in a series of annual showcases of HSC excellence. In 2022, one student's Body of Work was selected for *ArtExpress*, the annual showcase of HSC Visual Art excellence. Our students were also nominated for *Encore*, the showcase of HSC Music excellence, in both composition and performance. Our Drama students also received nominations for *OnStage*, the HSC Drama showcase. Five students were nominated by HSC examiners for their individual performances and projects, together with two group performances.



Oxley College was represented exceptionally by our Year 12 Model United Nations Assembly team. These students confidently moved through the local and state rounds of the Model United Nations Assembly to be awarded First Place at the National finals, an outstanding achievement.

This cohort's commitment to community service has been evidenced by their outstanding participation in the Duke of Edinburgh's International Award. During 2022, eight of our Year 12 students successfully completed their Gold Award. Over the course of a year, this prestigious Award requires a student to complete 52 hours in each of the areas of physical recreation, skill acquisition and service. Students are also required to undertake two four-day adventurous journeys as well as a residential project. By any standard, this is an exceptional achievement for a student in their final year of secondary school.

As one chapter of their lives ends, another one begins for the Class of 2022. While many students have transitioned immediately into full-time tertiary study at universities all over Australia, others have decided to take a gap year overseas or travel nationally. A smaller number of students were successful in gaining apprenticeships, both locally and further afield. Wherever their journeys take them, we wish them well and hope that, as they did in their final year at school, they continue to be kind, show courage, and seek wisdom.

## 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 for 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 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](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 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
- Director of Students / 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 College 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 2022.

## **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 2022.

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.

|                       | <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.                                    |

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
- Concussion 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

## 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 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 Malcolm Noad        | Governor                |
| Mrs Christine Windeyer | Governor                |
| Ms Kirsten Keith       | Governor                |
| Mrs Jane Crowley       | Governor                |
| Mr Brian Kirsch        | Governor September 2022 |
| Mr Douglas Melrose-Rae | Governor September 2023 |

Long serving Board Member, Mr Dennis Mudd, retired at the 2022 June Board meeting after nine years of dedicated and exemplary service to the College. Mr Mudd brought considerable educational leadership to the governance of Oxley College and during his time on the Board. Mr Mudd was sincerely thanked for his outstanding service to the College.



## SECTION 8: STRATEGIC ACHIEVEMENTS AND PRIORITIES

### STRATEGIC PLAN 2023/2024

#### 1. TEACHING and LEARNING

- 1.1. Visible Learning – reinvigorate the Oxley College evidence based pedagogical framework.
- 1.2. Differentiation – further develop differentiated curriculum delivery within the classroom.
- 1.3. Technology – foster an appropriate use of technology for teaching and learning and encourage a sound approach to digital citizenship.
- 1.4. Faculty Areas – develop additional specialist faculty spaces in the Senior School.

#### 2. WELLBEING

- 2.1 Wellbeing initiative - implement the Association of Independent Schools of NSW Compass initiative which contains the following areas of priority:
  - 2.1.1. Take a whole school approach.
  - 2.1.2. Embed social and emotional learning.
  - 2.1.3. Take a strengths-based approach.
  - 2.1.4. Foster staff wellbeing.
- 2.2. Commitment to Reconciliation – develop and implement a Reconciliation Action Plan.

#### 3. CO-CURRICULAR

- 3.1. Service Learning - strengthen opportunities.
- 3.2. Sport - review and refine the operation of the sporting programme.
- 3.3. Co-Curricular Programmes – define the purpose and goals of all co-curricular activities.
- 3.4. Round Square – explore membership to the Round Square international school network.

#### 4. STAFFING

- 4.1. Attract - develop strategies to secure inspiring staff.
- 4.2. Retain - foster strategies for the retention of our excellent staff.
- 4.3. Reward - review our recognition options for staff.
- 4.4. Culture - nurture a thriving work culture.

#### 5. COMMUNITY

- 5.1. Distinctives - promote the special features of Oxley College.
- 5.2. Communication - introduce a parent portal to improve school-parent communication.
- 5.3. 40th Anniversary celebrations in 2023 - use the celebrations to nurture our alumni community, to strengthen our strong links to the local community, to honour our Founders and to launch our new programmes.
- 5.4. Stakeholder Survey - conduct a parent, staff, and student survey in May 2024 to support the preparation of the 2025 Strategic Plan.

#### 6. FINANCES

- 6.1. 10-year Financial Masterplan –continue to refine the Masterplan to facilitate sound onward financial planning.
- 6.2. Sustainability Initiatives – phase in programmes to increase sustainability measures within the school e.g., increase in solar, water harvesting, less gas usage and a reduction in waste.
- 6.3. Risk and Compliance – implement a new system that is effective and functional

## SECTION 9: OXLEY CULTURE AND COMMUNITY

Throughout 2022, the College continued to use existing structures and established programs in the Junior and Senior School in the provision of pastoral care, the promotion of student wellbeing and a rich co-curricular program.

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 that 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

#### WELLBEING INITIATIVES

##### **‘Meet the Mentor’ & Welcome Day**

For the second year running we have opened the school year with ‘Meet the Mentor’ Day, providing students in Years 7-12 and their parents/carers the opportunity to meet with their House Mentor over Zoom. This initiative provides an opportunity for parents/carers to r(e)connect 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. Welcome Day took place prior to the official start of Term 1. It also involved new students (including all of Year 7) coming on campus to complete some valuable orientation and administrative tasks, and Year 11 spent the day doing leadership activities with Burn Bright (an external company) and spent the afternoon looking at curriculum and study skills with Oxley staff. 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 2, we engaged with ySafe, Australia’s leading providers of internet safety education, to present to each of our cohorts in Years 7-9 to upskill these students in addition to the work they do in the PDHPE curriculum. 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.

##### **Pride Day Celebration**

On the final day of term 2 the student leaders and students from the Year 12 cohort organised a celebration of Pride Day to promote inclusivity and acceptance in the community. There were speeches made in assembly and fun activities at lunchtime to highlight the diversity in our community and ways to be an ally to all.

### **Other workshops in 2022 included:**

*Teens, Tweens and Screens:* an online parent webinar from Dr Justin Coulson, parenting expert, author, and host of Channel 9's Parental Guidance.

*Drugs & Alcohol Education:* Paul Dillon, one of the Australia's leading educators in this space, ran workshops with Year 10 and Year 11 students.

*'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.

*Alumni Careers Day:* Around 20 Old Oxleyans from a wide range of careers ran workshops for Year 10 and 11 students about their post-school journey and provide careers advice. Representatives from five tertiary institutions also delivered presentations.

### **CO-CURRICULAR**

#### **Sport**

Sport at Oxley began the road to recovery, but COVID and heavy rains still managed to impact many events and opportunities. Despite these setbacks, Oxley remains the top ISA school in terms of percentage of student population engaged in either a Summer (38%) or Winter sport (63%). This is a testament to the requirement for students to engage in at least one season of ISA per calendar year, with many students playing in both seasons. Non-ISA Sport participation also increased in 2022 with excellent results in Mountain Biking, Fencing and Equestrian. This included several State and National achievements. Within the ISA carnival competitions Oxley won the Division 2 Swimming Girls and Division 2 Athletics Boys. There were also a number of premierships including a first ever undefeated Rugby premiership for the First XV in Division 2. Sport in the Junior School remains vibrant with significant growth in the Junior Football program and success in many of the local competitions. Oxley Sport is in excellent shape after an exciting 2022 and with plenty of strength coming through the K-12 program.

#### **Performing Arts**

The Performing Arts made a strong resurgence in 2022. The ability to recommence many of the ensemble and performance groups was a welcome change as restrictions eased and allowed for larger group rehearsals and occasional performances. The Oxley Pipe Band continued to go from strength-to-strength and performances at public and school events are becoming a hallmark of tradition for the College. The Senior Production in 2022 was the Sophocles' tragedy *Antigone* which was a masterful and impactful showcase of the dramatic talents in the Senior School. The strings, wind and voice groups in the Junior School have grown in scale and have established excellent pathways for musicians within the College. The quality of the peripatetic and music staff remains the backbone of the performance and development of all musicians at Oxley.

#### **The Duke of Edinburgh's International Award**

Oxley remains an outstanding provider of the Duke of Edinburgh's International Award thanks to the commitment of key staff and opportunities for all facets of the Award. In 2022, there were 180 active participants, and the following Awards were successfully achieved by Oxley students: 35 Bronze, nine Silver and nine Gold. A truly excellent achievement! Adventurous Journeys were facilitated by the

College providing weekend and overnight camps in association with Land's Edge Australia. Service, residence programs and skill development requirements were also closely supported and monitored by Oxley staff. The move towards a 'user-pays' model continued in 2022 with the shift involving larger stipend and administrative expense levied with the families of students who choose to engage with each level of the Award.

### **OLE Week**

2022 OLE week returned in Week 1 for the students in K-6 and Week 2 of Term 4 for students in Year 7 and 8. The program this year focused on getting students back into nature and challenging them with expeditions in the National Parks of the South Coast and Sydney basin. The welcome return to camping was essential to maintaining strong connections to the outdoors and providing challenging learning environments for students beyond the classroom. Oxley engaged Southbound Adventures and Land's Edge group for the provision of most OLE camps. Together these organisations have worked on improved risk protocol and mitigation systems. OLE week for Year 10 involved seven nights on the beautiful Whitsundays or 9 nights in the Top End with the Red Earth group. Both trips were in replacement of the international opportunities in Nepal and other countries which were still closed off by border restrictions. These experiences were nonetheless life changing for the students involved in 2022.

### **Year 9 Rites of Passage**

The 'Oxley distinctive' of Rites of Passage for Year 9 returned in 2022 with a full two-week program in Canberra and Sydney. Students were given incredible opportunities to explore university campuses, vocational learning, and an abundance of cultural experiences in both major cities. Learning activities included; museums, galleries, theatres and performance groups, which took each student out of their comfort zone and allowed them a taste of life after school at Oxley. This hugely successful program remains a cornerstone of Oxley's offering and links to all of the College Vision and Mission statements.

### **Year 11 Outback**

A more conventional end of Term 3 Outback took the Year 11 cohort on a 12-day journey through NSW and South Australia. The arduous and life-changing adventure provided an excellent challenge to the students and staff. Experiencing the strikingly beautiful countryside of Australia with their peers remains the seminal moment of the Oxley outdoor learning continuum. Additional trailers and support vehicles had been built to help support the 2022 trip.

## **IN THE JUNIOR SCHOOL**

### **Curriculum overview**

Oxley College Junior School implements all eight learning areas of the Australian Curriculum. Teachers plan, teach, assess, and report on the English, Mathematics, Science, Humanities and Social Sciences, Health and Physical Education, Languages (Japanese), Technologies and the Arts. Our students also receive a STEM lesson, library lesson and participate in Nugia Canbe time which is our wellbeing and social skills lesson each day that encompasses our Oxley values and nurtures student voice and independence.

The senior leadership team develops timetables that are relevant to the school context while ensuring adherence to recommended time allocations for the teaching of all areas. In delivering the curriculum, teachers design, plan and implement all aspects of the relevant achievement standard for each learning area and/or subject provided in each year and/or band. Teachers use the Visible Learning pedagogy, where learning intentions and success criteria are shared between teacher and students. This allows the student to take responsibility for where they are on their own learning journey and what they need to do to improve.

Teachers collaboratively design unit plans that consist of the relevant parts of the achievement standard being taught, the teaching and learning sequence and differentiation to meet the needs of students. Teachers continually plan, monitor and review curriculum delivery at the school as students' needs are continually changing. Monitoring student achievement is an ongoing process involving both formative and summative assessments.

Teachers provide regular feedback to parents regarding student progress through informal meetings as well as formal communication opportunities, such as Parent-Teacher interviews and written reports, twice per year.

Support is given to teachers to build their knowledge and capability to ensure consistency of practice and use of high-impact strategies across the school. Teachers attend regular professional development sessions, plan collaboratively and engage in regular meetings to move student learning forward.

Information and communication technologies are used to assist learning to support high-quality, integrated digital learning activities. As the school has developed a rich digital environment Years 5 & 6 students are part of a 1:1 laptop program providing ubiquitous access to technology both in the classroom and outside the school. Students in Year 3 & Year 4 have access to a 1:1 laptop in the classroom. Students in Kindergarten to Year 2 each have 1:1 access to classroom iPads. Every classroom has wireless access to interactive, touchscreen television panels which are in continual use. ICT capabilities are integrated across all Key Learning Areas and students must sign an agreement about the responsible use of a device and follow all protocols around safety and respect for others.

Our learning environments expanded as we added in some flexible furniture such as standing desks with write-on tops for collaborative problem solving, wobble stools, jellybean tables and low seating with lap desks to provide greater choice for students.

Students watched the old demountable buildings being removed and 6 new classrooms being constructed – a series of modular pods that would house Year 5&6 and our Art room and Music room. The Gateway included undercover areas for students waiting at Turning Circle.

Co-curricular activities provide many opportunities for students to participate in additional activities after school. These include, but are not limited to: STEM Club, Science club, Music ensembles, art and craft clubs, Drama club, Games club, after school study club, sporting teams and PCYC Skills club.

Oxley Junior School is a welcoming and supportive community with families from diverse cultural and socio-economic backgrounds. The cultural mix of the school is reflective of the demographic of the area. Students are encouraged and supported in all learning activities. A positive approach to daily activities, along with the responsibility to support others, is conveyed. Every activity is utilised as an opportunity to teach a positive approach to any given situation. This approach conveys to students that learning is life-giving and life-long.

Family and community engagement parent and community engagement in the school is encouraged at every opportunity. Processes to involve parents in their child's learning are frequently initiated by the class teacher. At the beginning of each year, all parents are invited to an evening information session. Communication by teachers with parents occurs throughout the year and strong connections are developed.



**2022 Fundraising Efforts/Service Activities:**

- Cake stalls – each year group brings in cakes to sell after school and money raised goes to P&F
- RSPCA Animal Shelter – Year 4 bought in food and treats for the animals
- Year 3 bought in bags of ‘goodies’ for the local Women and Children Shelter
- KIVA – Year 5 raised money and awareness for communities in underprivileged areas of the world
- Year 6 participated in Honour Our Fallen, placing flags on the graves of our diggers at Bowral Cemetery. Over 200 students attended the Anzac Day March.
- Harbison Easter in the Carpark – K-2 students visited, sang Easter songs, and provided gifts for the residents.

**Curriculum Highlights:**

- Harbison visits – Each Tuesday, residents attend our K-2 classes to participate in activities and share morning tea
- Book Week Parade – Teachers and students dressed up and participated in a giant parade in the PCC. Students then spent time through the week involved in activities around books. Senior school students came and shared some reading time with Junior students
- Author, Jacqueline Harvey visited
- Sports Events – Cross Country Carnival, Swimming Carnival 3-6, Splash and Dash K-2, K-6 Athletics Carnival, Day of safety in the pool
- Stage 3 trips to Canberra (Year 6) and Bathurst (Year 5)
- Year 6 attended Bradman Museum and put on a wonderful showcase of famous people called ‘Legends and Legacies’
- OLE week – K-6 attended various outdoor activities from 4-day camps to overnight stays and survival challenges at school
- Year 3 trip to The Rocks to learn about the early days and settlement of the Colony
- Year 6 students will participate in the WABIAD event where collaboratively they write a book in a day
- Indigenous visit to Kindergarten – stories were shared, artwork created and a lovely connection was made with our special visitors
- Grandparents Day – what a highlight! Music, singing, poetry, yummy food, visits to the classroom and lots of stories about what school was like ‘in the olden days’
- Year 4 incursion – students studied ‘forces’ – lots of science experiments and practical activities shared
- Mother’s Day and Father’s Day breakfasts were a lot of fun, and many hugs, laughs and gifts were shared
- Friendship Day – we dressed as ninja warriors to fight off ‘mean on purpose’ and to spread the word of kindness

## SECTION 10: COMMUNITY FEEDBACK

Oxley College is committed to listening to the views and expectations from key stakeholders on a wide range of related education topics. Communication with the College assists 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 and 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 Parent-Teacher meetings were held via zoom and Information sessions were held both in person and as online webinars were also held regularly to provide parents with information and opportunities to ask questions.

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 comes directly to the Executive team either personally or through a line manager.

There is a formal induction program for new staff to ensure they feel supported and understand the communication channels. Staff briefings were also held weekly (via Zoom and in person) 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.

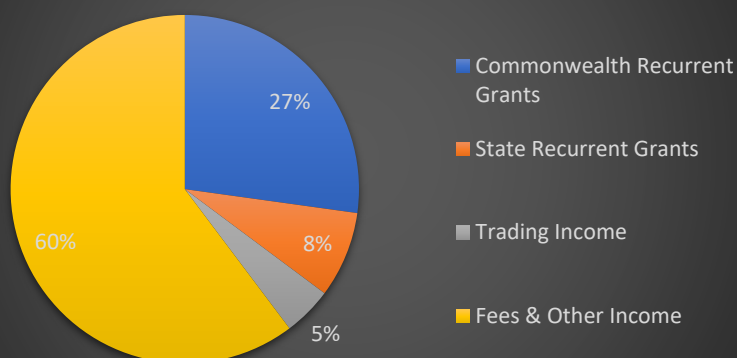
Student voice is highly valued at Oxley College and all students of all ages have regular formal and informal opportunities to provide their feedback and suggestions. Our Student Representative Committees operate in both the Junior and Senior School which allow opportunities for students to provide their suggestions for improvement or to share information. Students also regularly submit thought-provoking articles to our fortnightly magazine Pin Oak.

## SECTION 11: BUSINESS OPERATIONS

Oxley College continues to maintain a sound financial position through continued prudent financial management. The College entered a Building Masterplan Phase of development to construct a new 6-classroom complex, incorporating specialised Music and Art classrooms. 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.

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 FY22



### Recurrent / Capital Expenditure FY22

