



OXFORD FALLS
GRAMMAR SCHOOL

ANNUAL REPORT 2016

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ANNUAL REPORT 2016

SCHOOL OVERVIEW

Oxford Falls Grammar School is an Independent Co-Educational K–12 Christian School located on the Northern Beaches of Sydney

Our Ethos

For Greatness, For Excellence, For Christ

Our Vision and Mission

Vision: To develop in each child their unique qualities, equipping them to enjoy a successful Christ-centred life.

Mission: Proclaiming the Gospel message and lifestyle through Christ-centred educational excellence, encompassing the spiritual, physical, emotional and academic development of each student.

Our History

In 1984, Oxford Falls Grammar School was founded under the vision of Dr Phil Pringle (Senior Minister, C3 Oxford Falls) to start a Christian school that was intentional in its spiritual direction and exemplified strong Christian characteristics. There are currently 1103 students enrolled in the school.

WHAT IS AN OXFORD FALLS GRAMMAR SCHOOL STUDENT?

Our vision is *to develop in each child their unique qualities, equipping them to enjoy a successful Christ-centred life.*

Being an Oxford Falls Grammar School student means encompassing the six qualities and attributes:

1. **Educated**
2. **Knowledge, Faith and Love of God**
3. **Respect- Attitude of Respect**
4. **Serving Others - Servant Hearted**
5. **Diligent**
6. **Hope-filled**

"Train up a child in the way he should go, and when he is old he will not turn from it."
Proverbs 22:6.

HEAD OF SCHOOL

Having served Oxford Falls Grammar School for twelve years – two years as Director of Administration and ten years as Head of Senior School – it was a great honour and privilege for me to be invited by the Board to step into the role of Acting Head of School and to lead the School through 2016. 2016 has been an exciting and successful year because of the magnificent support of staff, students and the community who ‘gave their all’ for the School. Success has been achieved through the combined effort and contribution of the ‘grand team’ of staff, students and community, all remembering that Together Each Achieves Much – TEAM. I have been most appreciative of the generous support and encouragement given to me throughout this year.

A number of records have been established in 2016. These are:

Total number of students in the School – 1103

The largest cohort of Year 12 students – 94, due to the fourth stream in Senior School arriving at Year 12 level

Four classes in Year 5 instead of three gives a total enrolment of 112 students, including an extension class

Similarly, four classes in Year 6 including an extension class

The K–12 Term 1 fundraiser for Child Action Lanka raised \$10,000 for street children to be trained in computer skills to lift them out of poverty.

There were some new initiatives also:

The Bring Your Own Device (BYOD) Program for students in Years 5 to 12, while the school provided iPads for students in Kindergarten to Year 4 to use in class. The program was monitored carefully and has achieved the outcomes set.

A Year 8 STEM (Science, Technology Engineering and Mathematics) class of 17 hand-picked students was timetabled once a week to work on projects. This class was partially funded by an AIS grant.

LUX, a festival inspired by light, featured more than 200 Senior School student projects undertaken across a range of subjects.

The inaugural 11 Day China Football Tour to Beijing took place in the September holiday break. It was a remarkable experience for the 30 students and four staff who participated in the trip.

The second-ever Dance/Drama Spectacular was moved to Glenrose Theatre, Belrose. The evening was a huge success and showcased the ever increasing talent of our co-curricular dance and drama students.

Pastor Simone Bullen was welcomed into the new role of School Community Chaplain early in Term 3. In this role she will serve the staff and families of the School. This was a desired outcome of the School Board who had been working on this placement for several years.

For ten days in September, the focus of the school turned to Rio de Janeiro where the 2016 Summer Olympics took place. Our interest was to follow the two former OFGS students, Chloe Dalton and Anneliese Rubie, who were participating in the games. It was a great thrill for the students and staff to watch these two girls in their events and to celebrate their Olympic Games achievements.

At both the Junior and Senior School Assemblies throughout the year, I addressed the students on the theme ‘Your Best Efforts in all you do in 2016’. Students were encouraged to do their very best in their classwork, sport and co-curricular activities. As I moved around the School daily, I spoke to individual students about how ‘their best efforts’ were going.

The Philippines Mission Trip celebrated its fifth year with a team of seven Year 11 students and three staff who spent the September holidays serving the ultra-poor in Bacolod City, Negros Occidental. Over the five years, 59 students and ten different staff members have participated in this life-changing trip. I take this opportunity to thank former Youth Pastor, Miss Sophie Renton, who served OFGS for eight years, for her dedication and passion in the provision of this experience for our students.

The biennial Year 3–6 Musical *Are you for Real?* held in November, was a brilliant performance. My greatest admiration and thanks to Mrs Julienne Laidlaw who not only wrote and directed the musical but also accomplished the mammoth task of managing all our 348 students, each in a role.

Across both sectors of the School, teaching staff have continually looked for fresh and challenging opportunities in which our students can participate. These involve competitions, activities, debates, speaking events and more, where students can put their skills and talents to the test, by competing, performing or presenting. Throughout this year the School has been pleased to acknowledge an increasing number of students who have gained outstanding achievements across these areas.

Early in the year, Executive Leaders introduced an awards system to recognise the length of service of staff at five-year increments. During the year, staff were acknowledged retrospectively for these periods of service. In the future, five-year awards will be presented at Whole School Staff Meetings and higher years of service will be presented at the Awards Ceremonies.

Throughout 2016, all teaching staff have continued to be members of a Sharing and Learning Team (SaLT). Teams have met fortnightly to further develop and enhance their professional skills to engage students more in their learning.

Having worked so closely with the School Board this year, I am in awe of the passion each of them has for this School and the time they so graciously give to fulfil the role of a Board member. I acknowledge and sincerely thank: Pastor Phil Pringle who is President of the Board; Mrs Pam O’Flaherty Chair of the Board; Mr Craig Stanmore Deputy Chair. Thank you to all Board members for their contribution to the oversight of OFGS this year.

To the Foundation Team led by Mr Marc Forestieri, my gratitude for their continuous efforts in raising extra money to support high quality resources and facilities at our school. The P&C group under the leadership of Mr Paul O’Brien has also supported the School in a stellar manner this year.

The Parent Prayer Team has been very active meeting fortnightly. Further to the regular events run by P&C, the Colour Splash which is a new event, was a resounding success and brought together students across the whole School with many dads enjoying the event with their children.

I am extremely thankful to my Executive Leaders – Mrs Amy Corrigan, Mrs Juliette Siemsen and Mr Greg Morris. They have worked tirelessly alongside me to achieve a year of which we can be very proud.

To the outstanding staff of our School: teachers, administrators and support staff, I am so grateful to them for their expertise, passion and hard work. OFGS is the amazing and vibrant education centre it is because of all that they contribute each day in the workplace.

Mrs Rae Doak
HEAD OF SCHOOL (Acting)

CHAIRMAN OF THE BOARD

I reflect back on another year at Oxford Falls Grammar School with great admiration and gratitude for our staff, parents and students.

We started the year with a school executive team consisting of Mrs Rae Doak, Mrs Juliette Siemsen and Mrs Amy Corrigan, all in Acting roles and Mr Greg Morris in his usual role as Head of Operations. Due to the resignation of our Headmaster and Head of Junior School it was a necessary, albeit unusual, situation but one we knew would work well.

The reason for our unwavering confidence was due to the knowledge, experience and capability of these very professional women who, along with Greg Morris, have executed their roles so very well. I am grateful to them for their strength of leadership and the way they have carried themselves and our school this year.

During the year the Board filled the vacant position left with the departure of Mrs Mahony (Head of Junior School) by appointing Mrs Corrigan as the permanent Head of Junior School. Mrs Corrigan started as a casual teacher in 2007 and was made permanent in 2008. She went on to be a grade facilitator, a member of the Junior School Executive as joint Head of Curriculum with Mr Dickinson and Dean of Stage 3 (Years 5 and 6). She has overseen the Junior School performing arts and charity work over a number of years and has a beautiful heart and love for the children and our school.

Sadly, we farewelled Mr Stephen Payne, our Senior School Director of Logistics. Mr Payne has served on our school staff in a variety of roles for the last 15 years and has made a wonderful contribution to our school community. We thank Mr Payne for his dedication to the students and wish him well in his future endeavours. We know that he will be greatly missed.

In Term 4 this year I was thrilled to announce the appointment of Dr Peter Downey as our next Principal and we look forward to him joining us in Term 2, 2017.

Dr Downey has extensive experience in independent education, having worked for over thirty years in schools on Sydney's northern beaches: at Peninsula Grammar School in Warriewood, and St Luke's Grammar School in Dee Why. With a background as a teacher of English, History and Christian Studies, Dr Downey has also served as Tutor, Year Coordinator, Director of Public Relations and Enrolments, Deputy Pastoral Care and Deputy Principal, and he is currently Executive Strategist and 2IC to the Principal at St Luke's Grammar School. He has written several internationally published books on parenting, marriage and the Christian faith, and he has most recently served as the Chairman of the NSW Deputy Principal's Network for HICES (Heads of Coeducational Independent Schools in NSW).

Dr Downey holds the degrees of Bachelor of Education, Master of Arts in Education, Master of Educational Leadership, Diploma of Biblical Studies and Doctorate in Education. He is committed to pastoral care and to employing technology in education; about helping students grow personally and stretch academically; about developing them in Christian principles as they navigate the complexities of life in the evolving 21st Century.

Clearly, Dr Downey comes to us with a wealth of knowledge, strong and steady leadership and extensive experience across the many roles from where he has come. We are delighted to have Dr Downey as our next Principal and know that, under his leadership, our school will go from strength to strength.

To our entire team, I thank them for all they do and the role they play in making our school the great school it is today.

We are fortunate also to have a great parent community at OFGS. We appreciate the way they get behind our staff and support the many programmes and events that take place year in year out. I would like to thank Mr Paul O'Brien, P&C President, and the entire team for the hours they give, for the way they build community and the fun events they organise for our families.

It was with sadness that we said farewell to Mrs Tina Taylor, one of the greatest volunteers we've had at OFGS. The Taylor family's association started at OFGS back in 1993 when they enrolled their eldest son. Tina has been involved in so many areas of school life: a P&C committee member and President, uniform shop manager, canteen volunteer, class parent, helped with many a sporting team, band events, fundraising dinners, fairs, Mother's Day stalls and Father's Day Breakfasts and baked for a multitude of functions and events over the last 23 years! I have had the absolute pleasure of working closely with Tina on P&C and many a school and class event. Tina, you deserve an OAM for the hours and years of dedication to Oxford Falls Grammar School! On behalf of the Board and all our school families I thank you from the bottom of my heart for all you have done. You have truly made a difference in the life of so many at OFGS and we are so grateful. You will be missed!

I would like to thank Chairman of the OFGS Foundation, Marc Forestieri and the Foundation team for organising another wonderfully successful Foundation Dinner and for your work on the 'Field of Dreams' project. We also farewelled Mr Ted Beecher having served 10 years on the Foundation team. He has been one of the main organisers of many Foundation dinners and a major part of the team. Thank you Ted for serving our school and for giving your time so willingly. We have appreciated it so much.

OFGS continues to be in a very healthy state with strong enrolments and a high demand for positions in upper Junior School and in our Senior School as well.

Our co-curricular programs are patronised extremely well by our students and our sporting teams, dance ensembles and bands have had another very successful year.

In regards to developments, a new science lab and classroom have been built in 2016 as well as a new boardwalk which will assist student traffic flow around the Senior School.

We continue to look at various options to the much needed upgrade of our oval. The Board make it a high priority and are constantly working closely with the management of the school to look for ways to enhance our students' school/educational experience and meet the school's ever growing needs.

I would like to wish our 2016 graduating students well and pray that, as they leave our school, they will look back fondly on their years at OFGS and find success and happiness in the many years ahead.

I acknowledge Pastors Phil and Christine Pringle for their vision and the C3 Church Oxford Falls for your continued support. I thank God for continuing to have His hand upon our school.

Finally, I again thank our President Pastor Phil Pringle, Deputy Chairman Craig Stanmore and the entire school Board for their time, wisdom and total dedication to serving OFGS. You are a remarkable group of people who all give so much and this school would not be what it is today without your input.

Thanks once again for your support and I pray that 2017 is a blessed year for your family and our entire school community!

Mrs Pam O'Flaherty
CHAIRMAN OF THE SCHOOL BOARD

PARENTS AND COMMUNITY

2016 was a big transition year for the P&C as the new team moved to implement the strategy developed in 2016. As a reminder, that strategy sought to further build community, adding to the incredible efforts of those who have gone before. The strategy further defined these efforts under the three key areas of Communication, Community Support and Events. We sought to implement a number of new initiatives while continuing to build on existing school community activities to put 'Love in Action' at the clear centrepiece of the P&C's agenda. That agenda places our precious children at the heart of all we do in support of the community of families that is Oxford Falls Grammar School.

In 2016 we had record numbers attending school community events from both Senior and Junior Schools. These included the school disco, Father's Day Breakfast, School Maintenance Working Bees and the Colour Splash event in Term 3. The P&C made a significant contribution during Term 2 in support of the OFGS Foundation to raise awareness and funds for the Field of Dreams project. The real strength of OFGS comes from its grassroots community. This group continues the practice of building relationships and organising activities at a class and year level right across the Junior and Senior Schools.

These initiatives continue to expand and are actively fostered through the Junior and Senior School parent co-ordinators. The school canteen has had a record year in terms of turnover and patronage. Our dedicated team of full and part timers who continue to provide our children with the best in nutrition and variety are a godsend to us all. Thank you ladies, and to all the volunteers who served throughout the year. Key to the 2016 strategic objective of 'Lifting the profile of the P&C' is in the area of communication. Lisa Rees-Allen guided us successfully through a plan she developed to make community omnipresent in the school with initiatives such as rolling out the *Connections* newsletter each term. While Lisa has stepped down recently we look forward to finding someone to continue this vital work.

I would like to take this opportunity to personally thank all those who served on the P&C both during this year and in the past. Your efforts and dedication to our community have truly been outstanding. There are a number of individuals who are stepping down from roles due to changes in family circumstances or indeed who are leaving the school as the last of their children move on. I'd especially like to single out the following individuals. At the top of the list is Tina Taylor, who has sacrificially served the school community in so many ways for decades. Tina was the immediate past President of the P&C for many years, Uniform Shop Manager and supported and catered for countless school events. Tina's lasting legacy however, are her tireless efforts in supporting OFGS families in need as the Family Support Coordinator. A sincere thank you to Tina from all of us past and present of the Oxford Falls community. Others moving on from years of service include the following: Tracy Ross – Social Events Coordinator extraordinaire who knows how to organise a great party or an event for kids and their parents to enjoy. Melissa Stubbs – School Maintenance Working Bee Coordinator who, after 11 years, along with an army of volunteers have helped to keep the school looking fresh, clean and in top shape. Sandy Karlin and Selina Malcolm – for welcoming new families during the year as well as serving in many other ways on the P&C. Bronte Waller – Prayer Team Coordinator who organised teams and groups to lift our school and its needs through prayer to our heavenly Father.

On the other side we have had a number of new people join the team in 2016. I would particularly like to thank my fellow executives who served on the P&C executive this year – Lisa, Emily, Korena, Fabio, Penny and Janine. Regardless of what changes occur in 2017, some basic tenets remain. The mission of 'building community' through practical acts of love and kindness continues to define what we are about as a parent body. For this reason, we continue to seek creative, savvy and passionate community partnership builders who exist within our School's community of parents. Individuals who can conceive and offer practical ways that build community. If you are such a person I would strongly encourage you to step forward, and to give freely of your time in serving the children and parents of your School.

Paul O'Brien
P&C President

STUDENT REPRESENTATIVE COUNCIL

The SRC is a student led forum where student leaders meet to discuss important issues pertinent to their respective year groups. The SRC is all about student voice and learning appropriate channels to work through to achieve positive project outcomes. All Year 12 Leaders have worked on their portfolio projects with input from Year 11 Deputy Leaders. The Year 7-10 year Captains contributed grade reports to the SRC each meeting and were brilliant in brainstorming ideas to improve the Senior School. I sincerely commend the efforts of the SRC and the wonderful ways in which the students lived their leadership in action.

Mrs Juliette Siemsen

STUDENT REPRESENTATIVE COUNCIL COORDINATOR

STUDENT OUTCOMES AND PERFORMANCE

The following examinations are covered in this section: National Assessment Program Literacy and Numeracy (NAPLAN), Record of School Achievement (RoSA), and Higher School Certificate (HSC).

NAPLAN

In May 2016, national literacy and numeracy assessments were conducted with students in Years 3, 5, 7 and 9. The literacy assessments measured achievement in reading, writing and language conventions. Student achievement is reported on a scale from Band 1 to Band 10, representing increasing levels of skill and understanding demonstrated in the assessments.

The proportion of students that achieved a result in the top 3 Bands for each of the NAPLAN strands consistently exceeded the state wide results by a significant margin.

	2016		2015	
Year 3 (Bands 4-6)	School	State	School	State
Reading	81%	71%	81%	71%
Writing	93%	81%	90%	78%
Spelling	84%	76%	81%	68%
Grammar	83%	72%	89%	76%
Numeracy	76%	61%	82%	62%
Year 5 (Bands 6-8)	School	State	School	State
Reading	81%	62%	82%	60%
Writing	72%	50%	74%	53%
Spelling	83%	64%	75%	65%
Grammar	88%	64%	84%	60%
Numeracy	77%	57%	77%	56%

Year 7 (Bands 7-9)	School	State	School	State
Reading	74%	53%	76%	58%
Writing	61%	42%	60%	41%
Spelling	77%	62%	78%	67%
Grammar	74%	57%	75%	57%
Numeracy	81%	61%	76%	55%

Year 9 (Bands 8-10)	School	State	School	State
Reading	71%	51%	73%	50%
Writing	53%	35%	59%	38%
Spelling	74%	55%	76%	59%
Grammar	63%	42%	69%	46%
Numeracy	75%	53%	79%	55%

HIGHER SCHOOL CERTIFICATE

In 2016, 94 students were eligible for the Higher School Certificate and of those, 86 students were eligible for the ATAR.

Highlights include:

- A student was honoured as an All-Rounder for attaining 90 or above (Band 6 or Band E4) in at least ten units of study
- A top 50 placing in the State in the State for French Beginners
- Two students achieved a top 50 placing in the State in the State for Music 1
- A top 100 placing in the State for Industrial Technology
- A top 100 placing in the State for English Extension 1
- Two nominations for *Intech*, the annual exhibition of outstanding Major Projects by HSC Industrial Technology (Multimedia) students
- Two nominations for *Encore*, a selection of outstanding performances and compositions from Higher School Certificate Music students
- One nomination for *OnSTAGE*, a selection of exceptional performances and projects from Higher School Certificate Drama students
- 36 students appeared on the Distinguished Achievers List, having scored in the top band (Band 6 or E4) in at least one course

The school average exceeded the state average in close to 90% of the courses offered here. In the following courses the school average greatly exceeded the state result:

- Ancient History
- Business Studies
- Food Technology
- French Beginners
- Geography
- German Continuers

- Industrial Technology Multimedia
- Legal Studies
- Mathematics General
- Music 1
- Physics
- Visual Arts

HSC results comparing student performance to state wide performance:

Proportion of students achieving the top Performance Bands (Bands 4-6)

Course	2016		2015	
	School	State	School	State
Ancient History	71%	58%	57%	61%
Biology	83%	65%	56%	60%
Business Studies	91%	63%	79%	66%
Chemistry	67%	73%	80%	73%
Design & Technology	100%	77%	100%	78%
Drama	88%	83%	86%	82%
Economics	86%	74%	50%	75%
English (Standard)	58%	49%	62%	42%
English (Advanced)	96%	90%	88%	91%
English Extension 1	100% (E4/E3)	95%	0% (E4/E3)	94%
English Extension 2	100% (E4/E3)	79%	N/A	N/A
Food Technology	80%	58%	100%	55%
French Beginners	100%	72%	N/A	N/A
Geography	84%	70%	93%	66%
German Continuers	100%	78%	N/A	N/A
German Extension	100% (E4/E3)	96%	N/A	N/A
History Extension	100%	81%	N/A	N/A
Industrial Technology	100%	53%	78%	55%
Legal Studies	94%	70%	83%	68%
General Mathematics	87%	52%	78%	50%

Mathematics	96%	76%	85%	81%
Mathematics Ext 1	89% (E4/E3)	79% (E4/E3)	50% (E4/E3)	84% (E4/E3)
Mathematics Ext 2	100% (E4/E3)	86% (E4/E3)	N/A	N/A
Modern History	88%	72%	100%	72%

**Proportion of students achieving
the top Performance Bands (Bands 4-6)
2016**

Course	2016		2015	
	School	State	School	State
Music 1	100%	89%	100%	88%
Music 2	100%	90%	N/A	N/A
PDHPE	75%	62%	69%	62%
Physics	91%	66%	40%	66%
Visual Arts	100%	87%	100%	88%

SENIOR SECONDARY OUTCOMES

YEAR 12 ACADEMIC AND NON ACADEMIC PATHWAYS 2016

- 29 HSC subjects were offered for study here at school
- 94 Students obtained the HSC. Of these, 86 students were eligible for an ATAR
- 18 students (or 19%) completed VET courses and obtained VET (including 2 students who completed a School Based Apprenticeship)

POST-SCHOOL DESTINATIONS

In 2016, 94 students at Oxford Falls Grammar School completed Year 12. 100% of Year 12 attained the HSC.

The table below indicates the post-school destination of these students.

Known Post-school Destination	Proportion of Students
Further Study	86%
Workforce	2%
Unknown	12%

STAFF INFORMATION

PROFESSIONAL LEARNING UNDERTAKEN BY TEACHERS

All teachers at Oxford Falls Grammar participated in Professional Development in the 2016 year for an average of eight days per teacher, not including fortnightly Sharing and Learning Teams, (SaLT) meetings.

48 teaching staff are New Scheme Teachers. Of those, 13 teachers were working towards Accreditation to Professional Competence and 34 teachers were accredited to Professional Competence. One teacher has been accredited to Highly Accomplished Competence. School policy expects all New Scheme Teachers to maintain their accreditation to Professional Competence by completing the mandatory 100 hours of professional development over 5 years program.

During 2016 all teachers were in-serviced in both in-school and BOSTES-endorsed Professional Development. Courses included CPR, anaphylaxis and asthma training. A key note speaker addressed all teachers on Digitalising the Classroom which was followed by elective sessions with Mac books, iPads, Microsoft and the My School Studio course. Throughout the year fortnightly (SaLT) meetings concentrated on Standard 3 of the Australian Professional Standards for Teachers with the focus being on Inquiry Based Learning. Related to this, interactive professional development sessions were facilitated in both Junior and Senior School.

Junior School in-school Professional Development included Literacy Workshops, BYOD training and Data Management sessions. Junior School staff were also involved in weekly grade and department meetings as well as various Child Protection and WH&S compliance training.

Senior School staff in-school Professional Development included ICT training, as well as Staff, KLA department, Heads of Department, Year Advisor and Wellbeing meetings. Senior School Staff were also in-serviced on our Child Protection policy and WH&S Compliance Training. Most Senior School teachers belong to Professional Association where they receive PD related to their specific KLA.

All new staff members were inducted into the School on our New Staff Orientation Day held in the January In-service week. Topics presented included the School Vision and history, IT, maintenance and WH&S matters as well as a detailed School tour. All teachers attend regular Staff, Stage, Department and Grade meetings throughout the school year. All 88 teachers at Oxford Falls Grammar School have teaching qualifications from a higher educational institution within Australia or as recognised within the National Office of Overseas Skills.

WORKFORCE COMPOSITION

During 2016 the Staff included:

Executive Leadership Team:

Head of School, Head of Senior School, Head of Junior School and Head of Operations

Senior School:

The Senior School Leadership Team comprises the Head of Senior School, Director of Curriculum, Director of Wellbeing, Director of Logistics and Director of Teaching and Learning.

The Senior School has thirteen Heads of Department and one Subject Coordinator.

The Senior School had 50 full-time, 6 part-time teaching staff and one ICT Integrator. The Senior School also has a 6-12 Head of Learning Support and a K-12 Head of Gifted and Talented.

Junior School:

The Junior School Leadership Team comprises the Head of Junior School, Head of Stage One, Head of Stage Two, Head of Stage Three, K-6 Head of Logistics and a K-7 Head of Learning Support.

The Junior School had 23 full-time and 8 part-time teaching staff, a Head of K-7 Learning Support and a K-12 Head of Gifted and Talented.

This makes a total of 88 teachers employed at OFGS in 2016.

SCHOOL POLICIES

STUDENT NON-ATTENDANCE POLICY

The School manages student non-attendance through its Attendance Policy (2015) and Certificate of Exemption Policy and Procedures (2015)

The School will:

- Expect that in the case of illness, parents will inform the School by phone, written note or email including an explanation of the reasons for the absence.
- Expect that in the case of family leave, including family holidays during term time, parents will apply in writing at least two weeks prior and include the dates of absence and an explanation of the reasons for the request. In an emergency situation, a written explanation is to be provided on the first day of the student's return to school.
- Expect that parents will apply for an Exemption from Attendance in cases such as elite sporting events and participation in the entertainment industry and exceptional family circumstances.
- Follow up in an appropriate manner all unexplained absences from classes or school with the student and/or parents or guardians.
- Notify parents/guardians in an appropriate manner when a student has an accumulation of unexplained absences from school.
- Record in the student's files any attendance issues and the action taken to resolve those issues.

Both applications for Exemption from Attendance and Leave are made to the appropriate Head of School who will make recommendations to the Head of School for final approval. Requests are considered in the light of what is best for the child.

Because there is currently no prescriptive number of days, as a duty of care, if staff are concerned that the educational progress of a student is being hindered by continued unexplained absences and parents have been notified of these continual unexplained absences, the School will seek legal advice on how to proceed.

STUDENT ATTENDANCE RATE 2016

JUNIOR SCHOOL	
Kindergarten	95.7%
Year 1	95.6%
Year 2	96.7%
Year 3	96.8%
Year 4	96.3%
Year 5	95.7%
Year 6	95.8%
SENIOR SCHOOL	
Year 7	96.1%
Year 8	96.1%
Year 9	96.1%
Year 10	95.6%
Year 11	94.7%
Year 12	95.9%

STUDENT YEAR 10 TO YEAR 12 RETENTION

2014 saw 108 students complete Year 10. Of those students 91 went on to complete Year 12 in 2016. 17 students who completed Year 10 left the School at the end of 2014 and 3 new students enrolled in the School to complete Year 12, making a total of 94 students completing Year 12 in 2016

ENROLMENT POLICY

NB: The 2016 student population was a total of 1093 students. 479 students were enrolled in the Junior School and 614 students were enrolled in the Senior School.

Enrolment Policy 2016

Oxford Falls Grammar School is a school that seeks to be of service to families wanting a Christian school/education for their children. The Head of School will have ultimate discretion in accepting or declining an application for enrolment based on the criteria agreed by the Board of Oxford Falls Grammar as outlined below.

ENROLMENT CRITERIA

SIBLINGS	Due regard to applications of siblings already enrolled.
WAITING LIST	The School is co-educational, so in addition to considering the date of application and the length of time on the waiting list, we will take into account the ratio of male and female students in offering enrolment.
ACADEMIC ABILITY	Level of academic ability and special needs. The school will monitor the number of remedial or behaviourally challenging students wanting to enrol. We will continue to meet the needs of such students but will exclude the enrolments of such students where the Head of school determines, after consultation with the parents, that to properly meet their needs would result in unjustifiable hardship to the School.
PERCEIVED CONTRIBUTION	Likely contribution of family to the School's activities and vision.
CLASS SIZE	The school aims at a level of no more than 23 students per class in Infants and no more than 30 students per class in later years.
AGE REQUIREMENTS	School readiness for Kindergarten entry is age five years on or before 28th February. However, younger children with birthdays March – May, may be considered for enrolment after screening and consultation between parents and the School.
PREREQUISITES FOR CONTINUING ENROLMENT	Prerequisites for continuing enrolment are: <ul style="list-style-type: none"> • Payment of School fees • Continued support of the School's ethos, policies and procedures
CHRISTIAN COMMITMENT	Level of family Christian commitment. In order to most effectively support the families within the School community and to ensure that the Christian character of the School is preserved the School will: <ul style="list-style-type: none"> • Favour applications from Christian families holding compatible faith beliefs; • Maintain an appropriate balance of students from Christian and non-Christian families, generally seeking to ensure that at least 30% of students are from Christian homes; <p>Reserve the right to reject applications from individuals or families hostile to Christianity, holding strong doctrinal positions in conflict with those generally held within the School or otherwise having beliefs that the School cannot support when educating the children of those families.</p>

ENROLMENT OF STUDENTS WITH SPECIAL NEEDS POLICY

There are special procedures governing enrolment of children with Special Needs which are intended to ensure that an appropriate educational program can be provided for the individual child. This may include the provision of Specialist medical and educational reports by the parents at the time of application to help the School ascertain what programs are required to meet the specific needs of the applicant.

In these circumstances parents will be consulted regarding the needs of the individual child and will be regularly updated through the assessment process. External specialist advice may also be sought as appropriate. The aim is to properly assess the needs of the child and to ensure that the School can realistically meet those needs. The School is committed to meeting its obligations in relation to the Disability Discrimination Act 1992 and the Disability Standards for Education 2005 where applicable.

Parents may be able to request that special arrangements be made for students with special learning needs and may offer to financially contribute to the provision of extra educational services to support their child's learning over and above the standard school fees. Any such arrangements proposed by parents will be considered in the assessment of the applications on a case by case basis.

SUMMARY OF STUDENT WELFARE AND DISCIPLINE POLICIES

Oxford Falls Grammar School seeks to graduate students who have had the opportunity to develop:

An understanding of Christian Faith

A sense of hope

A sense of vocation and vision

A recognition and commitment

A concern for others

Discipline is something that is done **for** the student not **to** him/her. It means guiding the student toward maturity and to the development of character. Discipline is to instruct, educate, guide and train with faithful consistency. It is more than giving orders and rules or punishing misbehaviour. It is the making of a disciple, the development of Christ-like behaviour. There are two elements to discipline: constructive and corrective.

- Constructive measures (the encouragement of Christ-like behaviour) seek to build self-discipline in students
- Corrective measures (or rather the discouragement of un-Christ-like behaviour) are also necessary at times.

The desired goal of discipline is for students to take responsibility for their own behaviour. Students are encouraged to live in community, sensitive to the needs of others and willing to serve others.

Students are encouraged to develop their own internal restraints on behaviour, i.e. self-discipline. Being well behaved is not merely a matter of obeying a set of rules but derives from a personal discernment of what is appropriate and Christ-like behaviour.

The policies were reviewed in **November 2013**. Changes were made to misconduct management procedures, application of procedural fairness, suspensions, long suspensions and expulsions. There was also a review of the Behaviour Modification Program, highlighting communication of matters of concern, welfare strategy which included commendations. A comprehensive review and implementation of disciplinary levels including actions and consequences.

SUMMARY OF COMPLAINTS AND GRIEVANCES RESOLUTION POLICY

All personal matters such as concerns regarding student, parent or staff relationships should be raised directly with the School through the class teacher (Junior School), Teacher/Year Advisor/Head of Department (Senior School) or Executive Member in a confidential matter.

Issues or concerns that parents may have regarding their child's education are most effectively dealt with if the appropriate grievance process is followed. The policy was reviewed in **April 2014**.

SUMMARY OF ANTI-BULLYING POLICIES

Oxford Falls Grammar School recognises that the learning process is best achieved in the context of a positive, safe and supportive school community. Students are encouraged to be respectful and tolerant of individual differences. We seek to provide a safe environment. This requires both clear guidelines for students and a commitment from families to work together with the school to achieve this aim.

If the school is notified of an incident involving the harassment or intimidation of other people, either at school or when travelling to and from school, the school will investigate the incident. If the incident is validated, the school will take action. It is our intention to follow-up any notified concerns and to bring matters to a point of resolution. Issues in relation to bullying are invariably subjective as bullying is about 'power plays'. The school's policy allows for staff to make a determination about an incident based on their gathered impressions. School staff will then institute a process to address bullying behaviour.

The policies were reviewed in **March 2010 (Junior School) and May 2013 (Senior School)**.

Changes were made in regards to anti-bullying strategies and the school's three stage process of dealing with unacceptable behaviour.

STUDENT INFORMATION

CHARACTERISTICS OF THE STUDENT BODY

In 2016 Oxford Falls Grammar School had a student population of 1093. This comprised of 581 males and 512 females, K–12.

- 479 students were enrolled in the Junior School which was made up of 255 males and 224 females.
- 614 students were enrolled in the Senior School which was made up of 326 males and 288 females.

The Junior School Leaders include two School Captains, two Vice Captains and four Prefects as well as House Captains from each of the four Sports Houses. Each semester the Infants Department (K-2) also elected 4 Infants prefects from Year 2 who serve for that semester.

The Senior School Leadership team was made up of two Captains, two Vice Captains and 20 Prefects who were given specific portfolios throughout their senior year. These included SRC, Environment, Community, Sports, Ministry, Performing Arts and Wellbeing.

The Senior School also had Year 7–12 student representatives making up the Student Representative Council (SRC) who contributed to the School through a variety of initiatives.

SCHOOL DETERMINED IMPROVEMENT TARGETS

ACHIEVEMENT OF PRIORITIES

The achievement of 2016 school-determined improvement targets is set out in the table below. Specific goals for 2016 included:

	OBJECTIVE	STATUS
JUNIOR SCHOOL	Familiarisation implementation of Australian Geography	Active
	Year 3 entry point growth	Achieved and ongoing
	Implementation of Australian History	Achieved
	Literacy programming focus in professional development	Active
	Implementation of new Literacy approach	Achieved
	Adjustment of Homework policy, Mathematics and Reading focus	Achieved
	Increase in support for staff and students in Learning Support with specialists and EA literacy time	Achieved and ongoing
	Increase in specialisation of subjects, allowing class teachers to maintain core focus on literacy and numeracy	Achieved
	Appointment of Director of Curriculum and Wellbeing	Achieved
SENIOR SCHOOL	Review of Languages Curriculum	Achieved and Ongoing
	Additional Play-ground seating	Achieved
	Increased size and makeover of Year 12 Common Room	Achieved
	Additional Year 12 stream	Achieved
	STEM Pilot Program	Achieved
	New Mentor Program	Achieved
	New Leadership and SRC Program	Achieved
	New Christian Wellbeing Program	Achieved
	Introduction of Stage 5 History Elective	Achieved
GENERAL	Continuation of the SaLT program	Achieved and ongoing
	E Block Extension and construction of 5 th Science Laboratory and General Purpose Learning Area	Achieved
	Bring Your Own Device (BYOD) Strategy implemented Years 5 - 12	Achieved
	3 rd Visual Arts room added	Achieved
	Implementation of new school Administration System software	Achieved

INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

Oxford Falls Grammar School has undertaken several initiatives to promote respect and responsibility within the student body.

These initiatives include the promotion of respectful behaviour, involvement in community service and whole school and classroom activities.

The table below indicates these initiatives in both the Junior and Senior School.

Junior School		Senior School	
Promotion Of Respectful Behaviour	<p>Welfare, discipline and anti-bullying policies</p> <p>Wellbeing program</p> <p>‘What is an OFGS Student?’ initiative</p> <p>Banners and boards outlining the key attributes are in every classroom in Junior school</p> <p>Respect explicitly taught at Assembly</p> <p>Mentoring ‘at risk’ students</p>	Promotion Of Respectful Behaviour	<p>Student wellbeing, rights and responsibilities and anti-bullying policies printed in Student diary and on the School network.</p> <p>Student leaders model and promote respectful behaviour</p> <p>Teachers use common “language” around our “What is an OFGS student initiative. Key attributes are displayed on boards and banners in School Hall. Students are encouraged to aspire to live and action these qualities at School and abroad.</p>
Whole School Activities	<p>Connect Groups</p> <p>Parenting Seminars</p> <p>Leadership Program incorporating Years 2 and 6 Captains and Prefects</p> <p>Buddy System including Year 6 buddy assigned to new Kindy students and ‘Buddy Classes’ K-Year 6</p> <p>Years 3-6 Camps</p> <p>BYOD training</p> <p>Cyber-safety Parent Evening</p> <p>ANZAC Day Commemoration</p> <p>Class Helpers/ Leaders</p> <p>Grandparents Day</p> <p>Father’s Day Breakfast</p> <p>Mother’s Day Stalls</p> <p>Canteen Focus on Healthy Eating</p> <p>Live Life Well Program, Crunch and Sip</p> <p>Crusaders Leadership Days Year 6</p> <p>Team Building Days Years 3 and 5</p> <p>Year 6 leaders hosting weekly Junior School Assemblies</p> <p>Years 4-6 Students involvement in Elections for Year 6 Leadership Team</p> <p>Honouring of School leaders by standing when they enter classrooms</p> <p>Honouring of God and parents is a strong whole school priority</p>	Whole School Activities	<p>Student prayer groups/connect groups “The Gathering”.</p> <p>Welfare periods- specific programs targeting respect and responsibility</p> <p>Chapel services</p> <p>Christian Studies Program</p> <p>Outreach program-service and giving to others</p> <p>Senior School Leadership program incorporating Year 12 leaders, Year 11 deputy leaders and House based Year 7-10 year captains.</p> <p>Leadership Training Program</p> <p>Christian Leadership Scholarships</p> <p>Student Representative Council (meets twice a term).</p> <p>Father’s Day Breakfast</p> <p>Mother’s Day Stalls</p> <p>Clean Up Australia Day involvement</p> <p>Year 12 student led initiative ‘The Last Stand’</p> <p>Year 10 Community Service –Residents visit from a local retirement village</p> <p>Buddy Program: Year 10 buddies with Year 6</p> <p>Orientation Day buddies for Year 6 students new to the Senior School</p> <p>Study Skills Program</p> <ul style="list-style-type: none"> -Year 7 Prue Salter - Years 8 and 10 Elevate Education - Year 11 Elevate and Crusaders

Junior School		Senior School	
	Forgiving others forms a major component of interpersonal relations Chapels		- Year 12 Retreat/Camp study skills, Life beyond school.
Classroom Activities	Interrelate Seminars Christian Studies Program K-6 Bounce Back Christian Connect Groups led by Senior Primary students Basis of classroom rules strongly emphasises respect for others Daily class prayer time maintains a strong focus on displaying a sense of empathy for others Year 6 Buddy Program Sports Captains monitoring K-2 lunch and recess games	Year Activities	Year 8 Gender Issues and Relationships plus Cyberbullying education and Camp Somerset Outdoor Education Program. Year 9 Leadership Training and Team Building, Urban Challenge Camp Year 10 Goal setting and personal development, CHOICE 2 Media Seminar Day Goal Setting and Motivation Community Service- working with the elderly residents from local retirement villages Year 11 Leadership
Community Service	OFGS Outreach Initiatives- supporting Compassion, Child Action Lanka, Christmas Hampers, C3 Cares K-6 Outreach Ambassadors (year 6 students)		OFGS Outreach Initiatives- supporting Compassion, Child Action Lanka, Christmas Hampers, C3 Cares Philippines Mission Trip- Years 10 and 11 students assist with programs for the ultra-poor families in local communities in the Philippines

PARENT, STUDENT AND TEACHER SATISFACTION

Mission

‘Proclaiming the Gospel message and lifestyle through Christ-centred educational excellence, encompassing the spiritual, physical, emotional and academic development of the student’

Parents, students and teachers were asked to comment, in an informal way, on their satisfaction with Oxford Falls Grammar School.

PARENT SATISFACTION – JUNIOR SCHOOL

Throughout 2016 the Head of Junior School maintained an open door policy for parents to gain an interview. Cards, letters and/or gifts of appreciation to the School had been received by Mrs Amy Corrigan and her staff.

As these Junior School parents commented:

“We would like to thank you for all your hard work this year. Enjoy a well-deserved Christmas holiday! It was with sadness that we came to see our son leave Primary School yesterday; he has had a fantastic couple of years since arriving in 2015. We had concerns moving him in Year 5, and wondered if he would feel connected to a school where he has spent only a relatively short time. I am happy to say these fears were not realised and he has relished every challenge and opportunity, he has flourished and grown in confidence. He feels a valued and respected member of the OFGS community. Thank you for all these opportunities and for working tirelessly to make OFGS Primary School such a warm and welcoming environment where he has been so happy.”

“I just wanted to pass on my thanks for the organization of a public performance for the year 4-6 students who performed so well today at Warringah Mall’s Central Main Stage. The children looked so smart in their uniforms and appeared confident and happy. It was great to hear non OFGS members of the crowd praise the choice and adept playing of the songs.”

"I just wanted to send a quick email to thank you for the year. It has been a big one and we have appreciated your 'open door' this year during some challenging periods. Ultimately we love OFGS and all that it encompasses. It provides a nurturing environment where all three of our children happily come each and every day to learn."

"I just want to send a short note to thank you and your team for a fantastic year. We are still a bit newish to the school however from my perspective it looked like a great year in particular with the enhanced sports program and then capped off with the excellent music and recital performances last week. The boys also seem to have developed a great bond with the teachers and I think our eldest son will always remember his last year of junior school."

"I attended Grandparents' Day this morning and just wanted to quickly pass on a very big 'thank you' to all involved. It was a delightful morning – so well organised and a lot of fun. I can only imagine the amount of work entailed!"

STUDENT SATISFACTION – JUNIOR SCHOOL

"I am so glad I came to Oxford Falls Grammar School! I was so worried when I first moved but now I wouldn't change it at all. This school is so fun and caring and I have made such special friends!"

"The best thing about OFGS this year was the musical! I had so much fun and it was really exciting to perform in front of an audience."

PARENT SATISFACTION – SENIOR SCHOOL

"I would like to thank you so much for all you have done for our son. The opportunities and encouragement that you have given him over the years has provided him with the confidence and drive to succeed. We are ever so grateful for your efforts and support."

"Our son started school a couple of days late this year as we were on holidays and was anxious about finding his classes. A teacher noticed he was looking a little stressed as he was sorting his locker and went and had a reassuring chat with him which made a huge difference."

Students, Parents and Staff were invited to complete Sentiment Surveys about the school in Term 4, 2016. In relation to the parents: 2016 experience at OFGS the following sentiments were resoundingly positive. Parents felt that the school deals with them in a professional manner and they are proud to be a member of the school community. They felt strongly that the school has made a positive contribution to their child's education. Parents believe the school is characterised by its hard working and committed staff and that the school accepts individual needs and differences. Parents felt the school is highly regarded in the general community and that the tuition fees represent value for money.

STUDENT SATISFACTION – SENIOR SCHOOL

"I like that there are teachers and students that are like minded to me and have the same or similar Christian values."

"I like the environment; it's very loving and caring and there's more of a focus on wellbeing rather than just academia/achieving amazing results in the various areas."

"I like that we can always go to youth chaplains, year advisors, teachers and others to ask for help and guidance. People are very accepting of each other."

In Term 4, 2016 students had the opportunity to complete a student sentiment survey online. The results revealed positive feedback about students' feelings and perceptions of OFGS. They liked learning and believed that the teachers took a personal interest in them and helped them to achieve their best. Students felt they could do well enough at OFGS to be successful and proud of themselves. Other feedback included students feeling they learnt to get along with other people at school and in their classes

TEACHER SATISFACTION

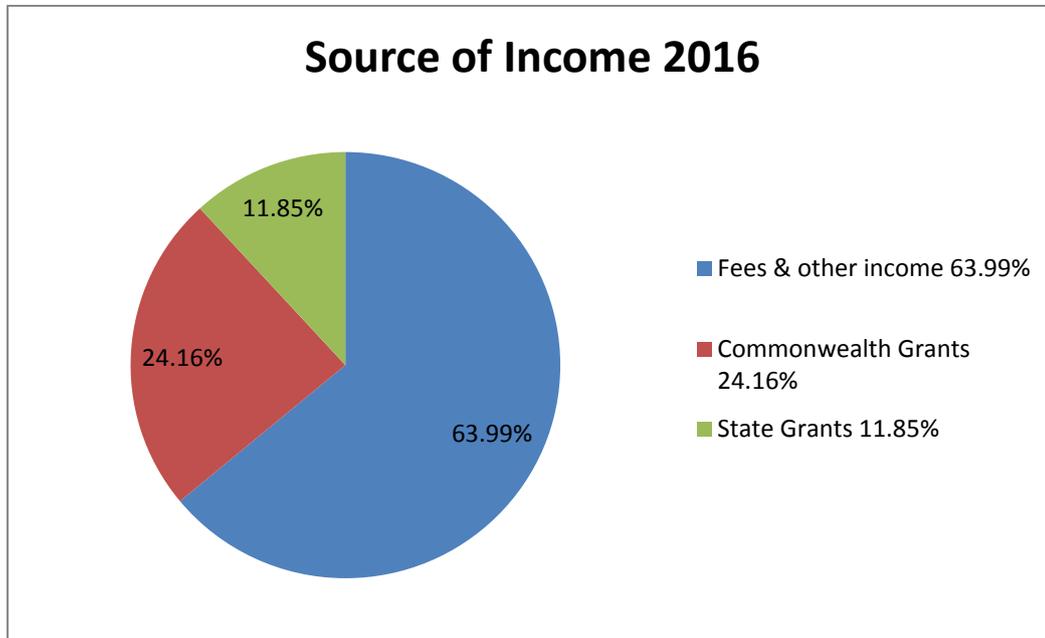
“I just wanted to say many thanks for the kind words, generous gift and recognition of my time at OFGS. To be a teacher at OFGS is a real privilege and one I am thankful for every day. There is a special atmosphere and feeling here, that I can't put into words, but you know what I mean.”

“I just wanted to say thank you for your generosity and your spirit this year. Being my first year out of university was challenging but working in such a great place made it easier.”

Teacher satisfaction was measured from the Term 4 sentiment surveys that were completed online. Prominent themes were highlighted in the results, including: that the staff felt part of the school community, they felt successful in their roles at the school and felt they were dealt with in a professional manner. Teachers found their work satisfying and fulfilling and felt well regarded by their peers. They felt the school is characterised by its hard working and committed staff and that the school has allowed them to grow professionally.

SUMMARY OF FINANCIAL INFORMATION

Income from all sources including, Commonwealth and State grants, subsidies, private income, fees and donations



SUMMARY OF FINANCIAL INFORMATION

Expenditure on all purposes – recurrent and capital expenditure

