



Annual Report 2020



ANNUAL REPORT 2020

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ANNUAL REPORT 2020

(available on the school website www.ofg.nsw.edu.au/about)

SCHOOL OVERVIEW

Oxford Falls Grammar is an Independent Co-Educational K–12 Christian School located on the NorthernBeaches 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 was founded under the vision of Dr Phil Pringle (Founder and Leader of C3 Church Global) to start a Christian school that was intentional in its spiritual direction and exemplified strong Christian characteristics. In 2020 there were 1121 students enrolled in the school.



WHAT IS AN OXFORD FALLS GRAMMAR 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 student means encompassing the six qualities and attributes:

1. **Educated**
2. **Knowledge, Faith and Love of God**
3. **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.**



PRINCIPAL's REPORT



In reflecting over the 2020 academic year, it has certainly been one unlike any other in recent history; a year of challenge, a year of community, a year of adaptability, a year of triumph. Soon after Term 1 began, we encountered school closure days due to smoke, fire threat and electrical outages caused by severe storms. It was a disruptive time. Little did we know then what lay just around the corner. A global pandemic closed our School for several weeks and the entire School community transitioned almost overnight into our custom online home-learning Horizon Program.

Even on our return a few weeks into Term 2, significant restrictions and closures meant that 2020 was going to be different. As the year unfolded, many of our activities and ways of doing things remained cancelled, postponed or modified, and almost every week brought new challenges.

I look back on 2020 as a great success and am proud of the way our School community adapted and pulled together in mutual endeavour, with goodwill, support and common purpose. Aside from a pandemic, there were other aspects for which this year will be remembered. After two years of construction, our four-storey K Block was put into full service, providing Senior School with brilliant new learning facilities and a beautifully landscaped front to the School. The Kindy block was renovated as bright open-plan indoor-outdoor spaces suitable for our youngest children. In Term 4, after two years of development and to universal acclaim, we unveiled a new OFG school crest and stunning new uniform suites, which will roll out from 2021 under our School's reimagined name OFG: Oxford Falls Grammar. I am immensely grateful to the School community for their contributions to this year.

Thank you to the OFG Board, whose unwavering commitment, optimism and generosity provided palpable support, clear leadership and strong governance over the School in a season of upheaval and anxiety. I am indebted to the Chairman, Mrs Pam O'Flaherty, Deputy, Mr Craig Stanmore and all Board members for their guidance, strength, and steady hands which I found personally invaluable, and a great source of strength and wisdom. In particular, I acknowledge with gratitude the service of Mr Marc Forestieri, retiring as a 20+ Year member of the School Board, and driving force behind the OFG Foundation which has fostered a culture of generosity in our School and provided significant financial support into our building projects.

Thank you to the parent body, for coping with the significant personal and communal challenges and for your understanding and patience in facing constant and unexpected change. Your goodwill and commitment to the School in so many ways has been, and continues to be, so appreciated. I thank the P&C Executive for being supportive drivers and communicators in our community in a season when many aspects of school life were restricted and uncertain. In particular I pay tribute to the leadership of our P&C President, Mrs Deb McIntyre, retiring in 2020 having had three children go through OFG. Mrs McIntyre has been an outstanding example and advocate of what it means to support the School and we are indebted to her for the culture she has developed.

Thank you to OFG staff who have worked tirelessly and selflessly in making this year 'normal' for our students, sometimes under incredibly difficult circumstances. They leapt in with gusto to the brave new world and uncharted territory of Horizon – exposing all the opportunities and shortcomings of online learning – and then back again. 2020 was an almost daily exercise in professional change management; reinventing, adapting and coming up with creative solutions, all the while seeking to serve our students and provide them with stability, opportunities and experiences to help them thrive and grow, with OFG as a sanctuary from the tumult outside its gates.

In particular, I thank my Executive staff Mrs Juliette Siemsen, Mrs Amy Corrigan and Mr Greg Morris for their hard work, leadership, advice and support; and my EA Mrs Jacqui Field for running my office and keeping my head above water.

And thank you to our students, the very reason our School exists. They have had a unique experience and the opportunity to come to a fresh appreciation of the value of education and community, and the gift of looking at their School in a new light. They have adapted and grown in resilience, flexibility and independence, which are traits that will serve them well in the coming years and later life. I have personally been buoyed by their joy, flexibility, optimism and 'get-on-with-it' attitude. They make proud ambassadors of our School.

We do not know what the future brings, but we face that future together with resolve, hope and faith, knowing that OFGS will continue to grow as a leading centre of education serving our community.

I finish with the same words with which I concluded last year's Principal's Report, as true now as they were then: 'While we head into unknown territories, our school remains founded on the unchanging word, promises and character of our Creator God. In the years to come, we will continue to strive to develop young men and women of great character, attitude and purpose, equipping them academically and personally to face the future and enjoy a successful Christ-centred life, living for greatness, for excellence, for Christ.'

Dr Peter Downey
Principal



CHAIRMAN OF THE BOARD



At the start of the 2020 academic year we were looking forward to another great year at OFG with some new and exciting additions and changes. We were anticipating a grand opening of K block with its fabulous new spaces, contemporary classrooms and a new cafe. There was much excitement around the refurbishment of our kindy and Year 1 classrooms and the creation of our new Junior School Art room. We were also excited to be continuing the development of our new uniform and crest, concluding with a launch in Term 4.

However, we did not expect that six weeks into Term 1, the effects of the worldwide pandemic would result in our school being virtually closed and our students learning remotely from home. It was a difficult time for all and I sincerely thank Dr Downey, Mrs Siemsen, Mrs Corrigan, Mr Morris and their teams for creating and implementing the Horizon Program so quickly. I would also like to thank our parents who suddenly found themselves 'teaching' their children at home as well as juggling their own work commitments. Not at all easy and very stressful at times, I'm sure. Over the last two years we have been working on the rebranding of the School and our uniform of 23 years and we are thrilled with the outcome. I would like to thank Xander Creative for designing a beautiful crest that clearly represents the ethos of our school and Noone Imagewear for their expertise in designing and delivering a suite of uniforms which will take us into the future. Thanks also to the members of our School community who served on the committee and we look forward to seeing our students wear our crest and uniform with pride.

We have a couple of special farewells I'd like to mention. Firstly, our P&C President Mrs Deb McIntyre who is stepping down after three years, as her last child at OFGS has completed Year 12. I wish to thank Deb for her warmth and caring nature, for her leadership and love for the School. We are grateful for you Deb and appreciate your time and commitment to OFGS. Secondly, Mr Marc Forestieri is stepping down from the School Board after 23 years. Marc has served on many different sub-committees but his main role has been Chairman of the OFGS Foundation. He and his teams raised much-needed funds for various buildings and projects and encouraged a 'Spirit of Generosity' which pervades the School in both small and large ways. I sincerely thank Marc for his unquestionable dedication, significant contribution, and many years of service to our school which is truly an outstanding commitment! He has been an invaluable member of the Board and he will be missed.

As I reflect on this year, I thank Dr Downey and his Senior Executive Team for their strong leadership in navigating the way and leading their teams through the difficult and unusual times we have faced. Many thanks to our teaching and support staff for the way they have carried out their roles and the genuine care they have for our students this year. Congratulations to all on a great year! To our families I say thank you for being understanding, flexible and accommodating as we have all journeyed through school life quite differently in 2020. Your support is greatly appreciated.

I also sincerely thank our Board of Directors. Your collective wisdom, love, time and commitment to our School community stood out more than ever this year! You are an incredible group of people and it's a privilege to serve on the Board with you. To Pastors Phil and Chris Pringle; thank you for your dedication to OFG and Ps Phil thank you for continuing to serve as President of the Board. Thanks also to the C3 Church for your prayerful and practical support.



Finally, Psalm 106:1 says, 'Give thanks to the Lord, for He is good; His love endures forever.' I thank God for protecting and guiding us and for His faithfulness to us. May 2021 be a blessed year for our beautiful OFGS community!

Mrs Pam O'Flaherty
Chairman

PARENTS AND COMMUNITY



The Parents & Community (P&C), like the rest of the world, looked very different this year with the effects of COVID. Many of our planned events couldn't take place and our P&C meetings went online for the first time. We did manage to squeeze in our very popular school disco in Term 1 before chaos hit and it was our greenest event ever! Thanks to the efforts of some dedicated students and parents, we recycled everything from coffee cup lids to 'scrunchable' plastics. We used glow-in-the-dark face paints instead of glow sticks and asked everyone to bring their own drink bottles and keep cups to keep single-use items to a minimum.

In Term 3 we hosted our inaugural online Father's Day stall in lieu of our Father's Day breakfast. It was a great success and I'm sure all the dads and special friends loved their gifts even without the egg and bacon roll!

Working bees continued to be extremely popular, as it's such a great opportunity to give our beautiful grounds here at Oxford Falls some extra TLC. Although these working bees required volunteers to socially distance and lacked the usual BBQ feed, they were fun mornings and well-attended as usual. Sorry to those families who missed out due to the limited numbers allowed. So, a big shout out and huge thanks to all our volunteers throughout the year who made these events happen.

At the end of 2019 the P&C organised the inaugural second-hand uniform car boot sale which was well-attended and successful. We've continued with the second-hand uniform sales throughout the year which has raised several hundreds of dollars for the P&C.

A less visible side of the P&C is our community support arm. Scores of meals were given out to families in need and our wonderful prayer team met monthly to lift our school community up in prayer. The tireless efforts of our class and year parents is also invaluable. We're so grateful to have such dedicated volunteers to love and support our families in so many different ways.



What a great privilege and honour it has been to serve our School and its community for these last three years as President of the P&C. As my last child graduates Year 12, it's time to hand the reins over.

I wish every parent, student, teacher, staff and board member all the very best. To our fantastic P&C, thank you for your friendship, hard work, camaraderie and fun; I'll miss you all.

Mrs. Deb McIntyre
P&C President



STUDENT OUTCOMES AND PERFORMANCE (NAPLAN not required for 2020)

RECORD OF SCHOOL ACHIEVEMENT

The Record of School Achievement (RoSA) is a credential for students who leave school after Year 10 or Year 11 for employment to other training opportunities and do not proceed to the Higher School certificate (HSC). Five students were awarded the RoSA in 2020.

HIGHER SCHOOL CERTIFICATE

In 2020, 84 students were eligible for the Higher School Certificate. Highlights include:

- A student placing 5th in the state for Industrial Technology (Multimedia)
- A student placing in the top 50th in the state for Food Technology
- Our second cohort of Year 11 Accelerated Mathematicians completed HSC Mathematics, all with marks in excess of 89%
- Three nominations for *Intech*, the annual exhibition of outstanding Major Projects by HSC Industrial Technology (Multimedia) students
- Three nomination for *Artexpress*, a selection of exceptional HSC Major Works in Visual Arts and four nominations for the Manly *Express Yourself* Exhibition
- 46 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 90% of the courses offered here. In the following courses the school average was well over the state result:

- Ancient History
- Biology
- Business Studies
- Design & Technology
- English Standard
- Food Technology
- French Beginners
- Geography
- Industrial Technology (Multimedia)
- Legal Studies
- Mathematics Standard
- Mathematics Extension 2
- Modern History
- Music 1
- PDHPE
- Physics
- Studies of Religion
- Visual Arts



HSC results comparing student performance to state wide performance:

Course	Proportion of students achieving the top Performance Bands (Bands 5/6or E3/E4)					
	2020		2019		2018	
	School	State	School	State	School	State
Ancient History	58	33	60	36	62	35
Biology	52	31	44	32	38	37
Business Studies	76	35	55	33	54	37
Chemistry	56	43	70	46	40	42
Design & Technology	100	47	56	47	64	47
Economics	83	51	36	52	50	46
English (Advanced)	71	63	68	62	73	63
English Extension 1	100	93	100	94	100	95
English Extension 2	100	82	67	80	67	71
Food Technology	73	30	100	34	57	33
French Beginners	67	52	43	48	75	42
Geography	68	42	57	44	87	44
History Extension	75	76	100	77	60	79
Industrial Technology	75	24	67	22	67	23
Legal Studies	82	40	100	42	88	45
Mathematics Standard	49	25	35	24	71	27
Mathematics Adv	66	53	76	49	60	52
Mathematics Ext 1	73	74	86	80	88	80
Mathematics Ext 2	100	84	100	86	33	85
Modern History	50	37	71	40	56	42
Music 1	100	64	88	66	100	65
Music 2	100	88	N/A	N/A	100	91
PDHPE	54	34	57	31	50	33
Physics	71	41	33	37	86	34
Studies of Religion 1	100	44	N/A	N/A	25	37
Visual Arts	89	65	91	63	75	53

SENIOR SECONDARY OUTCOMES

Year 12 Academic and Vocational Pathways 2020

- 27 HSC subjects were offered for study here at school
- 84 Students obtained the HSC. Of these, 82 students (or 98%) were eligible for an ATAR
- 11 students (or 13%) completed VET courses and obtained a VET Certificate of attainment

POST-SCHOOL DESTINATIONS

In 2020, 100% of the 84 students in Year 12 at Oxford Falls Grammar School attained the HSC. The Year 12 cohort received offers from a diverse range of universities and other tertiary institutions:

University/Tertiary Institution	Number of student offers
Macquarie University	76
Australian Catholic University	29
University of Technology Sydney	25
University of Sydney	21
University of Newcastle	15
Australian National University	11
University of NSW	9
Notre Dame University	6
University of Wollongong	5
University of Notre Dame	4
Torrens University	4
Western Sydney University	4
International College of Management	4
University of Canberra	3
University of Tasmania	2
Charles Stuart University	1
Central Queensland University	1
Screen & Film Institute	1

STAFF INFORMATION

PROFESSIONAL LEARNING UNDERTAKEN BY TEACHERS

2020 afforded OFG teachers a range of opportunities to grow and develop professionally, especially through learning to adapt to the world of online teaching and learning during the Horizon Program. Whilst the experience of teaching and learning from home posed challenges, and most students and teachers were pleased to return to face-to-face learning back on the school site, there were nevertheless aspects of the Horizon Program that were so worthwhile that teachers decided to retain them. Indeed, upon returning to onsite learning, teachers intentionally reflected on ways to integrate the best teaching and learning practices from the Horizon Program into their regular classroom practice. In their Sharing and Learning Teams (SaLT), teachers met with colleagues to explore ways of enhancing learning experiences for students, especially through using online learning platforms more effectively. Some of the concrete strategies adopted in the Horizon Program that have been retained by teachers include: making videos for parents of Kindergarten students on the most effective ways to teach reading; uploading instructional lessons and activities on Seesaw for students to work on in the classroom while teachers conference with individual students; using online platforms to provide feedback on students' musical performances; and encouraging students to engage in self-regulated learning by providing resources on Schoolbox for them to use in evaluating their own work.

During 2020 all teachers were in-serviced in both in-school and NESA endorsed Professional Development. Courses included CPR and Child Protection sessions. COVID-19 specific training included policies around Working remotely, Google Meets, Schoolbox (Years 5-12), Seesaw (years K-4) the OFG COVID response plan.

All teachers attended regular Staff, Stage, Department and Grade meetings throughout the school year, either face-to-face or online. New graduates received additional support with lesson planning, observations and feedback. All teachers at Oxford Falls Grammar have teaching qualifications from a higher educational institution within Australia or as recognised within the National Office of Overseas Skills.

TEACHER ACCREDITATION STATUS

In 2020 there were two teachers at the Conditional level, eleven teachers at the Provisional level and two Highly Accomplished teachers, with all other teachers at the Proficient level. By the end of 2020, seven teachers at the Conditional/Provisional level achieved Proficient teacher.

WORKFORCE COMPOSITION

During 2020, our workforce was comprised of the following staff:

Executive Leadership Team:

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

Senior School:

The Senior School Leadership Team comprised the Head of Senior School, Director of Curriculum, Director of Wellbeing, Director of Teaching and Learning and Logistics Administrator. The Senior School also had 49 full-time teachers, (including 14 Heads of Department and Head of Learning Support 7-12) and 15 part-time teachers.

Junior School:

The Junior School Leadership Team comprised the Head of Junior School, Director of Curriculum and Wellbeing, JS Head of Logistics, Head of Years K-3 and Head of Years 4-6. The Junior School had 26 full-time teachers and 7 part-time teachers.

Whole School:

Supporting the whole school, there was a K-12 Head of Gifted and Talented, K-12 Director of Teaching and Learning, K-12 Director of Compliance, K-12 eLearning Leader and a Learning Resource Centre Coordinator.

There were also a total of 21 full-time and 38 part-time Support Staff employed as Administration and Educational Assistants, Counsellors, Community Chaplain and in ICT and Property Maintenance roles.

STUDENT INFORMATION

STUDENT ATTENDANCE RATES 2020

JUNIOR SCHOOL	
Kindergarten	95.8%
Year 1	95.1%
Year 2	94.1%
Year 3	95.0%
Year 4	95.3%
Year 5	94.8%
Year 6	95.0%
Total K-6	95.0%
SENIOR SCHOOL	
Year 7	94.9%
Year 8	95.1%
Year 9	93.6%
Year 10	94.0%
Year 11	94.9%
Year 12	96.7%
Total 7-12	94.9%
Total K-12	94.9%

STUDENT YEAR 10 TO YEAR 12 RETENTION

2018 saw 106 students complete Year 10. Of those students 86 went on to complete Year 12 in 2020. 20 students who completed Year 10 left the School at the end of 2018, another 5 left prior to finishing Year 12 and 3 new students enrolled in the School to complete Year 12, making a total of 84 students completing Year 12 in 2020.



STUDENT POLICIES

STUDENT NON-ATTENDANCE POLICY

The School manages student non-attendance through its Student Attendance and Exemption Policy Attendance Policy (September 2020).

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 Principal 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 advice on how to proceed.

The policy was reviewed and updated in September 2020 by the Office Manager to accurately reflect current practice and procedures.



ENROLMENT POLICY

Enrolment Policy (updated June 2020)

Oxford Falls Grammar 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 Grammars outlined below.

Core Objectives: The Enrolment policy sets the priorities, parameters and expectations by which students are enrolled at Oxford Falls Grammar in accordance with the Vision Statement.

To develop each child's unique qualities, equipping them to enjoy a successful, Christ-centred life.

Responsibilities:

- The School Board seeks at all times to ensure that policies and procedures allow the School to enrol students through a fair and equitable process.
- The school's staff seek at all times to deal with enrolment in a fair, just, compassionate and understanding way that enhances the dignity of students and parents and build positive relationships with them.
- The teaching and support staff will ensure that all information related to enrolments remains confidential.
- The Registrar is responsible for the day to day management of enrolments under the supervision of the Head of School.
- The Registrar provides a written report to the Head of School and School Board each month (or as required) concerning enrolments and enrolment trends.
- By accepting an offer of enrolment, parents are agreeing to the terms and conditions contained in the Enrolment Form and to support the school's rules, codes of conduct and policies as they are amended from time to time.
- In order to maintain a place of enrolment, parents agree to keep school fees and associated accounts up to date.
- The Student agrees to uphold the values and expectations of the School and to abide by the Student Code of Conduct. Upon entry, students in the Senior School will sign an agreement signifying their intention to do so.
- The Head of School will consider the factors listed in this policy when making decisions regarding enrolment and has the sole right to offer or refuse enrolment.

ENROLMENT CONSIDERATIONS

The following factors will be considered in determining whether a student will be offered enrolment at Oxford Falls Grammar. However, the relative influence of each factor will depend upon the cohort being considered, the needs of the school at the time, and the needs of individual students and their families at the time;

- whether they are a sibling of an existing student;
- the chronological order of the enrolment application;
- the desirability of achieving substantive gender equality between boys and girls in enrolments;
- the particular needs and abilities of the student and the contribution the student may make to the School community including specialized enrolment into advanced class groupings;
- provision and evaluation of reports on the student from institutions at which the student was previously enrolled
- whether the family of the student holds a Christian faith or belief and/or are willing to support the School's Christian ethos;
- whether the student is the child of a Pastor or Minister in a Christian denomination;

School Readiness

Whilst there are no fixed “cut-off” dates for entry, students who are younger than compulsory school attendance age will be assessed for their school readiness. Subsequent decisions regarding enrolment will be made in consultation with parents.

Entry into Kindergarten is age five years on or before 31 July. However younger children with birthdays after July 31 may be considered for enrolment after screening and consultation between parents and the school.

Note

The school reserves the right to reject an enrolment application from an individual or family hostile to the Christian Faith, or a family holding doctrinal and/or faith positions incompatible with the faith/belief of the school.



Continued enrolment at the School is dependent upon the student making satisfactory academic progress, attending consistently, and the student and the parents or guardians observing all behavioural codes of conduct including those that support the Christian ethos and values of the School.

The policy was updated by The Principal and Registrar in June 2020 as part of the annual review process.

ENROLMENT

(K-12 Learning Support Policy: Updated June 2020)

To help the school better cater for the needs of the child where there may be learning support needs, supporting documentation must be provided with the enrolment application form. This may include reports from a doctor, speech therapist, psychologist, or occupational therapist.

Where there are no reports, consultation with a child’s previous specialist/s is required. The student’s previous school may also be contacted to provide additional information to guide the supports needed. A student eligible for an Individual Plan may require a collaborative planning process as determined by the Head of Learning Support to ensure that an appropriate educational program can be planned and provided. This process necessitates current specialist medical/ educational reports, consultation with specialists and student observations. Parents will be consulted throughout this process.

It is important that parents disclose all their child’s difficulties/disabilities openly so that we can effectively plan and provide relevant adjustments. If the information provided is incomplete or misleading, any decision made as to Enrolment may be revised.

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, referring to the enrolment standards.

The policy was reviewed and updated by the Heads of Learning Support in Junior and Senior School where necessary changes were identified



SUMMARY OF STUDENT WELFARE AND DISCIPLINE POLICIES

OFG is committed to the welfare and wellbeing of its students, and to providing a safe environment where positive relationships and interactions are fostered. All members of the school community are to be treated with respect and matters dealt with under the principles of procedural fairness. When students are identifiable as coming from Oxford Falls Grammar, their conduct can either exert a positive or negative influence on the entire community. It is expected that students will conduct themselves in a manner that reflects their pride in being identified with Oxford Falls.

As a Christian School seeking to guide its students in living a successful Christ-centred life, it is an expectation their attitudes and behaviours will be framed in the core elements of Christian character as described in the “fruits of the spirit”: that students will act for the good of others, themselves and the School with love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, and self control. Students’ conduct must reflect these principles. Student conduct therefore must:

- Show respect to God
- Show respect to other members of the community
- Show respect to property and the environment
- Show self-respect

The desired goal of discipline is for students to take responsibility for their own behaviour. Students are part of the school community and are encouraged to be sensitive to the needs of others and willing to serve others. Students are encouraged to develop their own internal restraints on behaviour that is 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 Christ-like behaviour, and showing respect to both people and property.

Discipline benefits students as it aims to guide them toward maturity and 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, through 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 seek to indicate to students when their behaviour is unacceptable.
- **Pastoral Care** involves promoting and supporting “knowledge of self, self-efficacy, healthy risk taking, goal setting, negotiation, reflection and empowerment” to provide optimal learning and development outcomes.

The desired goal of discipline is for students to take responsibility for their own behaviour. Students are part of the school community and are encouraged to be sensitive to the needs of others and willing to serve others. Students are encouraged to develop their own internal restraints on behaviour that is 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 Christ-like behaviour, and showing respect to both people and property.

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 November 2019. A minor change was made to the procedural steps to be taken by staff when raising an issue of concern.

SUMMARY OF ANTI-BULLYING POLICIES

Oxford Falls Grammar 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 by school bus, 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 K-12 Anti-Bullying Policy was updated in November 2019. Changes were made to include the definition of bullying and some minor grammatical changes were made.

The above policies are available to parents via the School website and/or parent portal.

CHARACTERISTICS OF THE STUDENT BODY

In 2020 Oxford Falls Grammar had a student population of 1121. This comprised of 578 males and 543 females, K–12.

- 461 students were enrolled in the Junior School, which was made up of 248 males and 213 females.
- 660 students were enrolled in the Senior School, which was made up of 330 males and 330 females.

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

The Senior School Leadership team made up of two Captains, two Vice Captains and twelve Prefects who were given specific portfolios throughout their senior year. These include 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 2020 school-determined improvement targets is set out in the table below. Specific goals for 2020 included:

	OBJECTIVE	STATUS
JUNIOR SCHOOL	Literacy programming focus in professional development	Achieved and Ongoing
	Consolidation of Jolly Phonics Program K-6	Achieved
	Familiarisation implementation of the Building Learning Power framework	Achieved
	Familiarisation and implementation of PBL in Junior School classrooms	Achieved and Ongoing
	Implementation of the 3C's – Learning Behaviours - Cognition, Commitment & Collaboration in SS curriculum	Achieved and Ongoing
	Grade Meetings weekly	Ongoing
	Whole staff meetings weekly	Ongoing
	Extending and improving the Kindergarten Learning spaces	Achieved
	Junior School Art room	Achieved
	Junior School Music room	Achieved
SENIOR SCHOOL	Department/SaLT/ Wellbeing Meetings – occur on a rotational basis- Wednesday afternoons	Ongoing
	Horizon Program – online teaching program for remote learning Years 7-12	Achieved/Ongoing
	Year 9 -11 Accelerated Mathematics Program	Ongoing
	Introduction of (5 class) cohort in Year 7,8 & 9	Ongoing
	Pupil free day Parent/Teacher interviews 12-9pm for Years 7-10 (Google Meet)	Active
	Urban Challenge 2.0, Community Service focus – Comprehensive outdoor Education program 7-12 - on hold	Active
	Year 7-12 Mentor Interviews- with students and mentors (Feb and July)	Ongoing
	Year 10 Foundation Course – year 11 taster subjects experience for year 10	Ongoing
	Recreational Sports program – staged years 7-9 fortnightly	Active
GENERAL	Continuation of the SaLT program	Active
	Planning and Board Approval for Sporting Facilities	Ongoing

INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

Oxford Falls Grammar 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 wholeschool 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>Implementation of Peacewise program</p> <p>Student leadership programs and portfolios</p> <p>Termly themes explicitly taught at Assembly including gratitude, respect, resilience</p> <p>Mentoring 'at risk' students through school counsellors, Director of Wellbeing and HOJS</p> <p>Weekly meetings with HOJS, Director of Wellbeing, Head of Learning support and school counsellors</p>	Promotion Of Respectful Behaviour	<p>Student wellbeing Program – teaching student rights and responsibilities and anti-bullying procedures, cyber safety, healthy relationships.</p> <p>Student leaders - model and promote respectful behaviour.</p> <p>Wellbeing Program – specific themes to each Year Group 7-12.</p> <p>Seminars – respectful relationships and boundaries for Years 11 and 12.</p> <p>Active Student Representative Council – student led projects – online focus in 2020.</p> <p>Counselling Team – working with “at risk” students and supporting students with mental health needs.</p> <p>Weekly meetings with HOSS & Director of Wellbeing, Head of Learning support and counsellors.</p>
Whole School Activities	<p>Lunchtime clubs</p> <p>Parent Seminars – on hold due to COVID</p> <p>Leadership Program incorporating Years 2 and 6 Captains & Prefects</p> <p>Buddy System including Year 6 buddy assigned to new Kindy students</p>	Whole School Activities	<p>Wellbeing periods- specific programs targeting respect and responsibility, cyber safety, study skills, healthy relationships. Regular Year Meetings timetabled</p> <p>Outreach program-service and giving to others through ministry team initiatives.</p> <p>Senior School Leadership program incorporating Year 12 leaders,</p>

Junior School		Senior School	
	<p>'Buddy Classes' K-Year 6</p> <p>Years 3-6 Camps – on hold due to COVID</p> <p>BYOD training</p> <p>ANZAC Day and Remembrance Day Commemoration</p> <p>Class Helpers/ Leaders</p> <p>Grandparents Day – on hold due to COVID</p> <p>Father's Day Breakfast – on hold due to COVID</p> <p>Mother's Day Breakfast – on hold due to COVID</p> <p>Canteen Focus on Healthy Eating, Crunch and Sip</p> <p>Team Building Days Years 3 – 6</p> <p>Year 6 leaders hosting Junior School Assemblies- on hold due to COVID</p> <p>Year 6 leadership portfolios</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> <p>Forgiving others forms a major component of interpersonal relations</p> <p>Chapels</p>		<p>Year 11 deputy leaders and House based Year 7-10 year captains.</p> <p>Christian Leadership Scholarships</p> <p>Academic scholarships</p> <p>Student Representative Council (meets twice a term).</p> <p>Year 12 Last Stand - Fundraiser</p> <p>Year 12 Camps</p> <p>ANZAC Service online</p> <p>Camp Program- Outdoor Ed 7-12- on hold due to COVID</p> <p>Year based Chapel services every fortnight</p> <p>Student Leadership elections – through expressions of support and speeches to Senior school and interviews with Head of Senior School and Director of Wellbeing.</p> <p>Senior School Assemblies</p> <p>Academic Mentoring interviews – students and mentors to reflect on progress and set new academic goals.</p>
Classroom Activities	<p>Interrelate Seminars</p> <p>Christian Studies Program</p> <p>K-6 Bounce Back</p> <p>PAX Good Behaviour Game Trial</p>	Year Activities	<p>Year 12 student led initiative 'The Last Stand'</p> <p>Buddy Program: Year 11 buddies with Year 7</p> <p>Orientation Day buddies for Year 6 students new to the Senior School.</p>

Junior School		Senior School	
	<p>Year 2</p> <p>Basis of classroom rules strongly emphasises respect for others</p> <p>Daily class devotion time maintains a strong focus on displaying a sense of empathy for others</p> <p>Year 6 Buddy Program</p> <p>K-6 Class buddy program</p> <p>Sports Captains monitoring K-2 lunch and recess games</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 - Year 12 Retreat/Camp study skills, Life beyond school. <p>Year 8 Gender Issues and Relationships plus Cyberbullying education and Camp Somerset Outdoor Education Program.</p> <p>Year 9 Leadership Training and Team Building, Urban Challenge Camp- on hold due to COVID</p> <p>Year 10 Goal setting and personal development, CHOICE 2 Media Seminar Day.</p> <p>Goal Setting and Motivation and Ryder Community Service Camp Foundation subjects for Year 11 "Taster Program"</p> <p>All my own work.</p> <p>Year 11 Leadership – Camp Crusaders- on hold due to COVID Deputy Leaders work with Year 12 Leaders Portfolios.</p> <p>Year 12 Retreat/Portfolios/Last Stand/Graduation.</p> <p>Seminar – Enlighten Education and Goodfellas program.</p>
Community Service	<p>OFGS Outreach Initiatives-supporting Child Action Lanka, Christmas Hampers, C3 Cares</p> <p>Year 6 Ministry portfolio</p>		<p>OFG Outreach Initiatives-supporting Compassion, Child Action Lanka, Christmas Hampers, C3 Cares.</p> <p>Connections with local nursing homes, music performances and Christmas cards.</p>

PARENT, STUDENT AND TEACHER SATISFACTION

Students continued to value the sense of community OFG brings where relationships are built and support is available. The students loved that the school provided a safe environment for them to achieve their goals academically as well as participate in a range of sports and co-curricular activities once COVID restrictions had eased. Student continued to value the association the school has with quality morals such as respect, diligence, respect and kindness.

Staff enjoyed coming to work, feeling valued and appreciated by colleagues who were professional and hard- working. During COVID staff felt supported through online communication, strong executive leaders and a sense of connection with other staff despite working remotely. Staff loved that the school is Christ-centred and an integral part of every day.

EMAILS FROM THE OFG COMMUNITY

We wanted to send a note of thanks and appreciation for the communication coming out of the school in these challenging and crazy times. The principal's communication, tone, detail and sentiment are exceptional and a huge credit to him. We feel updated, included and that the school is in fantastic hands. There are many schools and businesses who could learn from his leadership. Thank you to all school and teaching staff!

OFG Parent

I just wanted to say how great the interviews were over the PTO website. Our teachers are amazing!! I'm so thankful for them all and appreciate how much time, effort and love they put into our students - XXXX and I were blown away by their input and dedication - 'send us this, ask us that, organise a time and I'll go through it with you.' Honestly, so thankful. Please pass on our gratitude.

Senior School OFG Parent

I just wanted to send a quick message of thanks. Two weeks into joining OFG our three boys are very happy and already seem settled. I have been so impressed by everyone at the school who have been so kind and welcoming and obviously play a huge part in how the boys (and I) are feeling. Please pass my thanks onto everyone who has had such a positive impact on us all - from the office team to the teachers. Thanks again

Junior and Senior School OFG Parent

It is truly wonderful to have such a committed and responsive leader at OFG. Over the last 6 months the school and local community have dealt with several stressful circumstances (bush fires, windstorms, thunderstorms and today flooding). Every time the Principal has sent out quick and thoughtful communications (SMS) to parents updating us on the status of the school and conditions of the local area. He even walked students out the gates during the windstorms last year that knocked trees down on cars in the carpark to ensure their personal safety. Reading this morning's SMS letting us know not to worry about being late and to stay safe reaffirmed my knowledge that my daughter is in good hands at OFG. Thank you.

OFG Parent

Thank you so much for the excellent effort you and the rest of the team at OFG put in to ensure our Class of 2020 had a Graduation and Formal. We realise how fortunate we are that you held off to let our Year 12's graduate after they'd finished their exams and parents were able to be in attendance - unlike quite a few schools we know where it was all on Zoom prior to HSC. It was a beautiful ceremony and we were so happy and honoured to be part of it. XXXX had a really lovely time at the Formal in the evening and was thankful that they were able to have their celebration (and to wear her beautiful dress finally!).

It's sad that our 10-year association with OFG has come to an end as we've really enjoyed the journey with both our children. They have thrived in the OFG environment and we feel blessed with their achievements and friendships they have made along the way. Thank you for the role you have played in their OFG journey. The past year has not been an easy one for you at all but we really appreciate the outstanding manner in which you've handled everything to ensure as smooth and as normal a rite of passage for our Year 12's as possible. With warmest wishes

Senior School Year 12 parent

I was hoping you could help me. Our son started at the school this year in year 5. We have been so impressed with the school, not only generally in day to day teaching and learning for XXXX, but also how the COVID situation has been handled with such professionalism, calmness and thoughtfulness. It has been very inspiring. My husband and I are considering changing schools for our other two children next year to Oxford Falls Grammar. XXXX is currently in year 4 and XXXX is currently in kindergarten. We were wondering if this is possible, and if so how we could start the process. Thank you so much in advance,

Junior School Parent

I just wanted sing the praises of a young man from your school. Last weekend my friend and I were on our way to a conference in Collaroy. We had travelled all day from NZ that morning. We were waiting for the bus at Manly. We must have been looking a bit puzzled. XXXX came up to us, asked us if we needed help. The he entered the most delightful conversation of asking us how our day had been, what we were up to etc. We couldn't believe how welcoming he was. Please thank XXXX for us. He was such a shining ambassador for your school while wearing your uniform. Regards

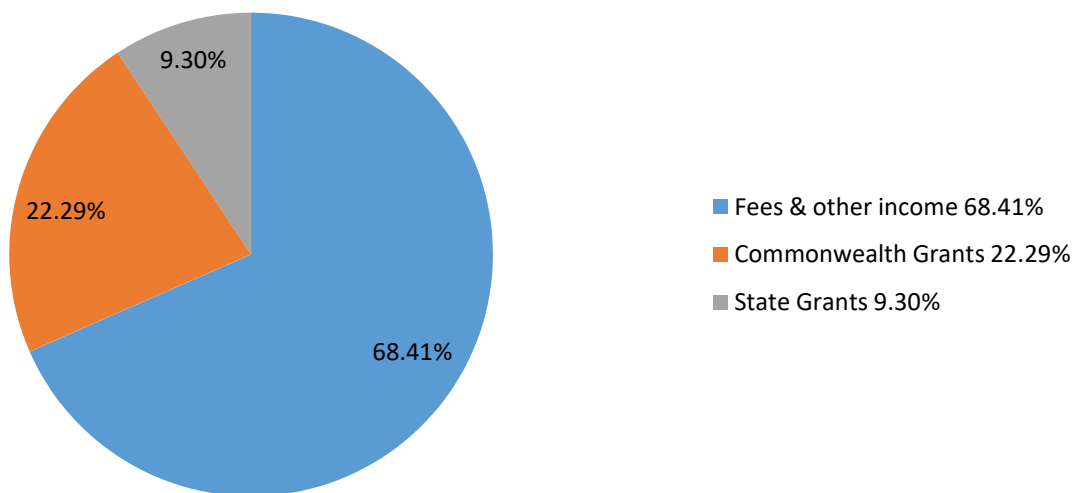
Member of the Public



SUMMARY OF FINANCIAL INFORMATION

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

Source of Income 2020



SUMMARY OF FINANCIAL INFORMATION

Expenditure on all purposes – recurrent and capital expenditure

Expenditure 2020

