



**OXFORD
FALLS**
GRAMMAR

2022

ANNUAL REPORT

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Annual Report available on the school website: www.ofg.nsw.edu.au



SCHOOL OVERVIEW

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

ETHOS



FOR GREATNESS

Developing confident servant-hearted people of strong character, purpose and attitude



FOR EXCELLENCE

Empowering our community to aspire, learn and work to achieve their full potential



FOR CHRIST

Providing a positive and meaningful experience of Christian faith, hope and life

VISION

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

MISSION

To be a learning community providing Christ-centred educational excellence, encompassing the spiritual, physical, emotional, social and academic development of each student.



SCHOOL OVERVIEW cont

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 2022 there were 1207 students enrolled in the school.

Our Strategic Intentions

OFG Graduates: are mature, well-formed and rounded citizens. Strong in character, they will be educationally aspirational life-long learners, appropriately skilled, socially competent and draw upon Christian faith and perspective to pursue excellent opportunities and be confident in life.

OFG Staff: are committed to life-long learning and continually seek to improve professionally and personally, adding value to the experiences of OFG students, and their colleagues, adaptable to current and future social and educational changes. We seek for our staff to be active in their Christian faith and communities.

Our Resource Sustainability: will maintain and evolve a uniquely inspiring aesthetic in our geo-location, with grounds and modern facilities supporting our purpose.

Our Culture: is founded on hope, generosity, gratitude, respect and a personal adoption and expression of the Fruits of the Spirit (Galatians 5).

Our Leadership: of Board and School will ensure we provide effective strategic, operational and Christian leadership to achieve our Mission and Purpose



PRINCIPAL'S REPORT



I am immensely grateful for, and proud of, the efforts of all in our School community for helping us thrive this year. After a third year living with the various impacts of a pandemic, it felt like we were finally emerging into the light at the end of a long tunnel. We cautiously rebooted school camps, various sports and co-curricular activities, and, after a long hiatus, it was great to be able to again host live events (including the fabulous production of High School Musical 2). We had meetings, concerts, and welcomed parents back on site to attend significant

functions like assemblies, graduation ceremonies, and dinners. By the end of the year, we welcomed student guests from New Caledonia in what we hope is the restart of our overseas exchange program.

It was particularly pleasing this year to relaunch our Alumni reunions, where we hosted large social events for the OFG Graduating Classes of 2021, 2020, 2017, and 2012. It is exciting and inspiring to meet our graduates as young adults and hear of their varied and fascinating adventures in life, travel, tertiary study, career, family, and faith. It is also encouraging to see the kind of people they have become: articulate, polite, aspirational, mature, friendly, community minded, purposeful. On the other side of COVID, we look forward to further opportunities of engaging our alumni in school life.

At the end of the year, after a lengthy transition period, we said goodbye to the 'old' OFG uniform, with the new formal and sports uniforms being fully rolled out in 2023. I am grateful to the P&C for all their hard work in sourcing recycling options, with several tonnes of our uniforms shipped to various communities around Australia. Throughout the year, we watched day-by-day as our Sports Precinct project gradually took shape. Unfortunately, the considerable La Niña weather conditions that plagued the year caused significant construction delays which mean the project date has extended into 2023. I am grateful for the patience, understanding, and resilience of our community for coping with the inevitable challenges and pains of a long-term project. I am sure most of us will remember the rains of 2022 which led to two floods on site, an impromptu evacuation, school closure, and even some flood footage showcasing our School on an evening news program. But we recovered!

This year we also consolidated our strategic directions under our ethos categories of Greatness, Excellence and Christ, providing us with academic, operational, spiritual, and cultural focus points for the future. We will continue to unpack and drive these in 2023. Reflecting on the year past, I am grateful to:

- Our parents, for their active support and participation in the life of our School. I am especially grateful to our hard-working P&C Committee and their teams, under the leadership of Mrs Simone Bullen, for driving a diverse portfolio of parent engagements and activities.

PRINCIPAL'S REPORT cont.

- Our students, for remaining committed, active, focused, and resilient. I am buoyed by their youthful enthusiasm and I am grateful for the patience, understanding, and resilience of all in our community for coping with the inevitable challenges and pains of a long-term project.
- Our School Board, under the leadership of Mrs Pam O'Flaherty, for their dedication and passion in providing governance and direction over our School, and support to the office of the Principal, for which I am personally grateful.
- My tireless and professional colleagues who strive to serve, support, and educate our students in helping them thrive, learn, and grow into the people God made them to be. I am privileged to work with such a team. In particular, I am thankful for the support of my Executive Assistant and the OFG Executive with whom I work most closely, for their strong leadership, resolve, creativity, support, and humour.

As is the case every year, we farewell some staff who are heading off to new adventures of tree changes, sea changes, career shifts, and grandparental responsibilities. While it is not common practice to farewell staff individually in this report, I wish to acknowledge our longest- standing staff member Mrs Julianne Laidlaw (who first worked at OFG in 1986) for many years of service to OFG in teaching generations of our students. I also thank Mr Greg Morris (Head of Operations 2007-2022) for his many years of valuable leadership and support, and wish him well in retirement adventures. Next year will see new staff join us, and we look forward to a restructure of our leadership roles and personnel to help us best address the School's future needs.

And as usual, while we head into unknown territories, our School remains founded on the unchanging word, promises, and character of our Creator God. 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 REPORT



After the last couple of years it was wonderful to finally have a full year with students in attendance. One of the areas of responsibility for the Board is building developments and this year has seen the progress of the Sports Precinct. This is a much-needed facility featuring a completely redeveloped oval, change room facilities, a car park with undercover Basketball courts on its roof, and more. It's an exciting project and, despite the delays, one which we believe will be well worth the wait and ready for use part way through 2023.

After 38 years as President of the OFG Board, Pastor Phil Pringle has stepped down and is now Emeritus President. Our Constitution states that the position of President is held by the Lead Pastor of C3 Oxford Falls who, in turn, can delegate the role to another. It was our absolute pleasure to welcome Pastor Caley Korocz to the Board as the President's Delegate. Ps Caley is 2nd-in-charge at C3 Oxford Falls. She is the mother of three children, has an accounting background, and said she is humbled to be serving our School in this way. I sincerely thank Ps Phil for his extraordinary service over so many years. I particularly thank him and Pastor Chris Pringle for having the courage to act on their God-given vision to start a Christian school on the Northern Beaches back in 1984. They have literally impacted thousands of families through the establishment of OFG and we are so very grateful for them both.

To Dr Downey and the Senior Executive, I thank you for leading our School through another challenging year where COVID made the road a bit bumpy at times. Thank you for your dedication to our entire School community. To the OFG team, thank you also for coping with the many challenges with such grace! You are a wonderful team and I truly appreciate all you do. Our Head of Operations, Mr Greg Morris, is retiring after 15 years and I thank him for his service and pray he and his wife, Jenni, have a very long, happy, and healthy retirement. To our P&C, led by Mrs Simone Bullen: thank you all for your hard work to bring our community together. May 2023 be a little easier for you as you continue to build community within OFG. I am so grateful for the men and women that make up our Board. The hours of time and expertise they so freely give to Oxford Falls Grammar is quite extraordinary. I particularly thank Deputy Chairman Mr Craig Stanmore for being such a wonderful support to me in this role. I sincerely thank each one of you and it's a privilege to sit around the board table with you. Psalm 107 verse 1 says 'Give thanks to the Lord, for He is good! His faithful love endures forever'. I thank God for His faithfulness to us and for the countless answered prayers that have been prayed over our School for nearly four decades! May 2023 be a blessed year for our OFG Community!

Mrs Pam O'Flaherty
Chairman



PARENTS AND COMMUNITY REPORT



It's quite remarkable when an organisation or appointments fall in your lap and have an organic progression and formation. Such an opportunity occurred, resulting in myself presiding over our P&C as President for 2022. Being President of the P&C has been one of the sweetest gifts from this year. To lead, inspire, create, and reinstate our community again after a couple of devastating years has been so beautiful and fulfilling, and my life is all the richer for this opportunity.

Whilst I get to pen this report, it is the team of committee members and the hundreds of volunteers who have built this community again. Thanks are in order to all the executives and committee members who have volunteered their time and efforts to create community, cohesiveness, and strength in OFG – all the while having fun doing so.

To our Treasurer Angela Welling, Secretary Catherine Hillier, and Vice President and Senior School Year Coordinator Korena Manzo; I say a resounding thank you! Thank you for your encouragement, insight, and ease to work alongside. Working closely with myself have been Geraldine Hall and Natasha Renstead. I have savoured and gleaned so much from both ladies, as Geraldine inspirationally coordinated all Junior School class parents and Natasha faithfully curated and delivered our term newsletters – which have been a delight to read.

This year we have adapted and redefined what our community looks like. With many heritage events such as the Mother's Day and Father's Day Stalls, the ever-popular School Disco, and the new parents 'Welcome' Morning Teas, we have built connections with a new perspective. A big thank you to Tracey Martin who organised our Gingerbread Easter/ Christmas initiatives but additionally in her spare time also coordinated our Mother's/Father's Day Stalls and the Junior School Disco. Our working bees were back in full swing under the direction of Bernd Petring and John Kohlenberg. Always a popular avenue to complete maintenance hours, these Saturdays have quite the reputation of fun, hard work, and a delicious morning tea. Similarly, the Connect Café is open again! Thank you Verity Nolan and her band of volunteers for opening up our cafe after the Junior School assembly for parents to mingle.

Whilst our 2nd hand uniform sales slowed down due to the fact most students are in the new uniform, what has been a remarkable feat is the recycling and donation of all the old- style uniforms. Under the guidance and enthusiasm of Judy Gombos and her team, we have had two collection days, repacking and delivering uniforms to remote communities domestic and abroad, instead going into landfills.

PARENTS AND COMMUNITY REPORT cont.

The beauty of the P&C is we can be involved in so many different ways. Whether it be attending the parent prayer meetings each term, led by Grace Dibley, or assisting other families through our family support team, coordinated by Marianne van Kemenade.

Hindsight taught me to consider new ways to continue to connect with one another, should we encounter a lockdown again. Hence; the beginning of our walking group. Fortnightly, come rain, hail, or shine, a group of parents met, grabbed a coffee, walked around Narrabeen Lake, and made new friends. Thank you to Heidi Wysman for this initiative.

One of the biggest engine rooms of the P&C is our wonderful canteen. How blessed are we with Belinda Martin, Heidi Pullinger, Maria Dumesny, and Taka Okamura feeding our children and staff daily. In moving with the times also involved the option for cashless payments, which has proven to be very popular.

The very nature of school life means we welcome new families, but also farewell families. This year we farewell Bernd Petring and Natalie Lowndes who have faithfully served the P&C for many years.

Finally thank you to our class/year parents and those who have given their valuable time and energy. Your contribution and efforts do not go unnoticed, and you truly are the fabric that is knitted and weaved together that forms our OFG community.

Mrs Simone Bullen
P&C President



STUDENT OUTCOMES AND PERFORMANCE

Performance in the following external examinations are covered in this section: National Assessment Program Literacy and Numeracy (NAPLAN), the Higher School Certificate (HSC) and University offers.

JUNIOR AND SENIOR SCHOOL OUTCOMES - NAPLAN

In May 2022, national literacy and numeracy assessments (NAPLAN) were conducted with students in Years 3, 5, 7 and 9. The literacy assessments measured achievement in reading, writing and language conventions. The average scores achieved by students at Oxford Falls Grammar students are compared to the state average in the table below.

	Reading		Writing		Spelling		Grammar		Numeracy	
	OFG	NSW	OFG	NSW	OFG	NSW	OFG	NSW	OFG	NSW
Year 3	479	447	450	434	449	430	482	447	458	411
Year 5	538	515	512	493	518	514	529	509	520	499
Year 7	569	551	569	541	576	559	570	546	583	562
Year 9	618	587	593	570	594	587	617	586	619	597

SENIOR SCHOOL OUTCOMES - High School Certificate (HSC Results)

The Year 12 cohort consisted of 91 students, of which 91 students (or 100%) completed a pattern of study leading to the award of the HSC.

Highlights from the 2022 HSC include:

- 3 students acknowledged as an HSC All-Round Achiever, having scores over 90% in at least 10 units
- A student placing equal first in the State for Mathematics Advanced as a Year 11 accelerant
- A student placing in the top 70 in the State for Business Studies.
- The fourth cohort of OFG Year 11 Accelerated Mathematicians completed HSC Mathematics and achieved an average HSC mark of 94.5%.

Nominations were received for:

- One nomination for *Intech*, the annual exhibition of outstanding Major Projects by HSC Industrial Technology (Multimedia) students
- Two nominations for Onstage, a showcase of exceptional performances by HSC Drama students.
- Five nominations for Callback, the annual showcase of exemplary major works by Dance students.

STUDENT OUTCOMES AND PERFORMANCE cont.

- Two nominations for Encore, a showcase of exemplary major works by HSC Music Students.
- One nomination was received for *Artpress*, a selection of exceptional HSC Major Works in Visual Arts and two nominations for the Manly *Express Yourself* Exhibition
- 22 students appeared on the *Distinguished Achievers List*, having scored in the top band (Band 6 or E4) in at least one course
- In 70% of the courses offered at OFG, the school average exceeded the state average

Course	Percentage of students achieving the top Performance Bands					
	(Bands 5/6 or E3/E4)					
	2022		2021		2020	
	School	State	School	State	School	State
Ancient History	57	34	57	34	58	33
Biology	6	27	35	31	52	31
Business Studies	56	25	74	36	76	35
Chemistry	22	33	33	40	56	43
Community and Family Studies	60	33	N/A	N/A	N/A	N/A
Dance	100	66	N/A	N/A	N/A	N/A
Design & Technology	64	47	56	55	100	47
Drama	100	59	67	46	N/A	N/A
Economics	53	49	64	50	83	51
English (Advanced)	69	67	63	69	71	63
English Extension 1	100	93	70	94	100	93
English Extension 2	100	85	100	84	100	82
English Standard	14	15	20	17	14	12
Food Technology	31	30	67	36	73	30
French Continuers	0	58	100	63	N/A	N/A
Geography	50	42	75	44	68	42
Industrial Technology	27	22	64	25	75	24
Legal Studies	57	42	63	42	82	40
Mathematics Standard	54	29	40	25	49	25
Mathematics Adv	42	49	48	50	66	53
Mathematics Ext 1	88	74	83	74	73	74
Mathematics Ext 2	100	85	100	87	100	84
Modern History	20	34	50	38	50	37
Music 1	100	69	57	64	100	64
PDHPE	24	26	62	31	54	34
Physics	50	41	25	41	71	41
Science Extension	71	79	67	72	N/A	N/A
Society & Culture	60	43	57	45	N/A	N/A
Studies of Religion I	80	41	0	42	100	44
Visual Arts	93	66	79	63	89	65

STUDENT OUTCOMES AND PERFORMANCE cont.

Post-school Destinations & the 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 or vocational training opportunities and do not proceed to the HSC. Three students were awarded the RoSA in 2022.
- Of the 87 students in Year 12, 85 students (or 98%) were eligible for an ATAR
- The top ATAR achieved by the cohort was 98.85
- 16 students (or 18%) completed VET courses and obtained a VET Certificate of attainment

Post-School Destinations

In 2022, 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	45
University of Technology Sydney	37
Australian Catholic University	21
University of Newcastle	9
University of Sydney	8
Torrens University	8
University of NSW	7
Australian National University	7
International College of Management	5
University of Wollongong	3
Charles Sturt University	3
Notre Dame University	3
Southern Cross University	2
SAE Creative Media Institute	2
Western Sydney University	1
Australian College of Physical Education	1
AIE Institute	1
University of Canberra	1
University of Tasmania	1
Total Offers	165

STAFF INFORMATION

PROFESSIONAL LEARNING UNDERTAKEN BY TEACHERS

The SaLT Program for Junior School teachers, in which they regularly meet together to discuss and implement best practices in teaching and learning, has this year focused on how best to use data collected from assessments of Mathematics, in particular using the Essential Assessment software platform. In the Senior School department based Sharing and Learning Teams this year, teachers have been focused on exploring strategies designed to improve students' writing. Teachers new to the profession continued to meet together regularly as part of the OFG New Teacher Program, affording them the opportunity to discuss their classroom experiences and receive input on research-based best practice.

During 2022 all teachers were in-serviced in both in-school and NESA accredited Professional Development. Courses included CPR, Asthma, Cybersafety and Child Protection sessions. All teachers attended regular Staff, Stage, Department and Grade meetings throughout the school year. 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 2022 there were fourteen teachers at the Conditional/Provisional level and two Highly Accomplished teachers, with all other teachers at the Proficient level. By the end of 2022, five teachers at the Conditional/Provisional level achieved Proficient teacher.

Workforce Composition

During 2022, **our** workforce was comprised of the following staff:

Executive Leadership Team: Principal, Head of Senior School, Head of Junior School, 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 the Logistics Administrator. The Senior School had 63 full-time teachers, (including 13 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 Wellbeing, JS Head of Logistics, Head of Stage 1 & Early Stage 1, Head of Stage 2, Head of Stage 3 & Head of Learning Support. The Junior School had 28 full-time teachers and 8 part-time teachers. **Whole School:** Supporting the whole school, there was a K-12 Director of Teaching and Learning, K-12 Director of Compliance, K-12 eLearning Leader and a Learning Resource Centre Coordinator. There was also a total of 23 full-time and 44 part-time Support Staff employed as Administration and Educational Assistants, Counsellors, Community Chaplain and in IT and Property Maintenance roles.

STUDENT INFORMATION

STUDENT ATTENDANCE RATES

JUNIOR SCHOOL	
Kindergarten	92.5%
Year 1	90.4%
Year 2	90.1%
Year 3	91.1%
Year 4	91.2%
Year 5	91.7%
Year 6	89.3%
Total K-6	90.9%
SENIOR SCHOOL	
Year 7	90.5%
Year 8	90.4%
Year 9	89.7%
Year 10	90.4%
Year 11	90.0%
Year 12	93.0%
Total 7-12	90.67%
Total K-12	90.79%



YEAR 10 TO YEAR 12 STUDENT RETENTION

In 2020, 99 students completed Year 10. Of those students 83 went on to complete Year 12 in 2022. In 2020, 12 Year 10 students left the School at the end of that year, whilst another 4 left prior to finishing Year 12. 4 new students enrolled in the School to complete Year 12, making a total of 87 students completing Year 12 in 2022.

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.

STUDENT INFORMATION cont.

- 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



SCHOOL POLICIES

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 Grammar as 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.

SCHOOL POLICIES cont.

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.*

SCHOOL POLICIES cont.

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.

SCHOOL POLICIES cont.

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. The K-12 Discipline Policy and K-12 Confident Living and Respectful Behaviours Framework were both reviewed and updated in 2021 to reflect current practice.

SCHOOL POLICIES cont.

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 March 2022. 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 March 2022. 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 2022 Oxford Falls Grammar had a student population of 1207. This comprised of 660 males and 547 females, K–12.

- 458 students were enrolled in the Junior School, which was made up of 258 males and 200 females.
- 749 students were enrolled in the Senior School, which was made up of 402 males and 347 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.

The Junior School also had 3-6 student representatives making the SRC.

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

The achievement of 2022 school-determined improvement targets is set out in the table below.

Specific goals for 2022 included:

	OBJECTIVE	STATUS
JUNIOR SCHOOL	Numeracy professional development and programming focus through participation in the AIS Numeracy Project	Achieved
	Familiarisation and implementation of Essential Assessment in Junior School classes	Active and Ongoing
	Familiarisation of the new K-2 English and Mathematics syllabus	Achieved and Ongoing
	Develop a Junior School Student Representative Council (SRC)	Achieved and Ongoing
	Junior School Music room	Postponed to 2023
SENIOR SCHOOL	Department/SaLT/ Wellbeing Meetings – occur on a rotational basis- Wednesday afternoons	Ongoing
	Year 9 -11 Accelerated Mathematics Program	Ongoing
	Introduction of (6 class) cohort in Year 7 & 8	Ongoing
	Pupil free day Parent/Teacher interviews 10-8pm for Years 7-10 (Google Meet)	Active
	Urban Challenge, Community Service focus	Active
	Year 7-12 Academic Mentor Interviews- with students and mentors (Feb)	Ongoing
	Year 10 Foundation Course – Year 11 taster subjects experience	Active
	Recreational Sports program – staged Years 7-9 fortnightly	Active
GENERAL	Continuation of the SaLT program – Student Writing Focus (SS) and Data informed practice (JS)	Active
	Planning and Board Approval for Sporting Facilities	Active
	K-11 Award Celebration Service in the Hall	Achieved
	Review of School management structures and provision of Dean of Mission and Ministry, Deans of Students and Deans of Studies	Achieved

INITIATIVES PROMOTING POSITIVE BEHAVIOUR, 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 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	<ul style="list-style-type: none"> Welfare, discipline and anti-bullying policies Wellbeing program Consolidation of Peacewise program Yrs 1-6 Student leadership programs and SRC Termly themes explicitly taught at Assembly including inclusivity, respect, resilience Mentoring 'at risk' students through school counsellors, Director of Wellbeing and HOJS Weekly meetings with HOJS, Director of Wellbeing, Head of Learning support and school counsellors 	Promotion Of Respectful Behaviour	<ul style="list-style-type: none"> Student wellbeing Program – teaching student rights and responsibilities and anti-bullying procedures, cyber safety, healthy relationships, consent education. Student leaders - model and promote respectful behaviour. Wellbeing Program – specific age appropriate themes to each Year Group 7-12. Active Student Representative Council – student led projects – online focus at school. Anti Bullying/Wellbeing seminars Year Advisor - Male/Female Yrs 7-12 Stand Tall Year 9 Mentor Program Yrs 7-12 Counselling Team – working with “at risk” students and supporting students with mental health needs. Weekly meetings Director of Wellbeing, Head of Learning support and counsellors. Director of Wellbeing and HOSS weekly meeting



INITIATIVES PROMOTING POSITIVE BEHAVIOUR, RESPECT AND RESPONSIBILITY cont.

Whole School Activities	<ul style="list-style-type: none"> · ANZAC Day and Remembrance Day Commemoration · Class Helpers/ Leaders · Grandparents Day – on hold due to COVID · Father's Day Stall · Mother's Day Stall · Canteen Focus on Healthy Eating, Crunch and Sip · Outdoor Education Camps Years 3 – 6 · Year 6 leaders hosting Junior School Assemblies · Year 6 leadership portfolios · Years 4-6 Students involvement in Elections for Year 6 Leadership Team · Honouring of School leaders by standing when they enter classrooms · Honouring of God and parents is a strong whole school priority · Forgiving others forms a major component of interpersonal relations · Chapels 	Whole School Activities	<ul style="list-style-type: none"> · Wellbeing periods- specific programs targeting respect and responsibility, cyber safety, study skills, healthy relationships. · Weekly Year Meetings Yrs 7-12 · Outreach program-service and giving to others through ministry team initiatives. · Senior School Leadership program incorporating Year 12 leaders, Year 11 deputy leaders. · Ministry Team -Yrs 7-12 Leaders · Christian Leadership Scholarships · Academic scholarships · Student Representative Council (meets 2-3 times a term) · Year 12 Last Stand - Fundraiser - Charity Focus · ANZAC Service · Camp Program- Outdoor Ed 7-12- · Year based Chapel services every fortnight · Student Leadership elections – through expressions of support and speeches to Senior school and interviews with Head of Senior School and Director of Wellbeing. · Academic Mentoring interviews – students and mentors to reflect on progress and set new academic goals Yrs 7-12. · Connect groups/prayer groups meeting fortnightly
Classroom Activities	<ul style="list-style-type: none"> · Interrelate Seminars · Christian Studies Program · PeaceWise Program · Basis of classroom rules strongly emphasises respect for others · Daily class devotion 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	<ul style="list-style-type: none"> · Year 12 student led initiative 'The Last Stand' · Buddy Program: Year 11 buddies with Year 7 · Orientation Day buddies for Year 6 students new to the Senior School. · Study Skills Program Yrs 7-12 <ul style="list-style-type: none"> -Year 7 Prue Salter - Years 8 and 10 Elevate Education - Year 11 Elevate - Year 12 study skills- Prue Salter · 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. · Yrs 7-12 Outdoor Education Program · Goal Setting, Motivation and RYDA Yr 10, Community Service Camp. · Foundation subjects for Year 10 to do Year 11 "Taster Program" All my own work. · Year 11 Studies Skills Camp. · Yr 11 Deputy Leaders work with Year 12 Leaders in their Portfolios. · Year 12 Retreat/Portfolios/Last Stand/Graduation. Seminar – Enlighten Education and Goodfellas program.

PARENT, STUDENT AND TEACHER SATISFACTION

Students continued to value the sense of community OFG brings where relationships are built and support is available. 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. Staff loved that the school is Christ-centred and an integral part of every day.

EMAILS FROM THE OFG COMMUNITY

Our family/children only started at OFG this year. In the car on the way home from school over the first few weeks, the children's conversation was around how "nice" the teachers are and how "patient". "You don't get into trouble if you don't understand anything. "They just explain it to you," was one comment. Another was the surprise the children felt that "no-one yells at you at Oxford Falls. They actually like you!" This may sound insignificant in the grand scheme of things but it is an encouragement of the culture at OFG and a visible indication - noticed by students and appreciated by parents - of the heart of the school and positive teacher-student interactions. Little things mean a lot... and they get talked about in the car and across the dinner table! Thank you! And keep up the great work.

JS and SS Parent

We are writing to you, to thank you for being such an amazing teacher. We very much appreciate all the extra effort you put in throughout the year to provide sporting opportunities for all students. There have been countless times when you have attended sporting events and communicated important messages on your days off and/or late at night. You really do go above and beyond in your role at OFG. We hope that you have a lovely Christmas with your family and fantastic school holidays.

JS Parent

I wanted to write to you both thanking you for the wonderful opportunity it was having my first teach prac at Oxford falls. Learning for Miss Somers in 5S was wonderful experience. She is one of the most intentional, gifted, professional and focused teachers I have ever seen. Her mentorship and advice were golden and I'm grateful to have been her teaching student. She reminds me of the reasons I wanted to pursue teaching in the first place. I also enjoyed spending some time in other classes. All the teachers, each approach teaching in their own unique way, facing their respective challenges with professionalism, collaboration, and firm foundation of faith. I have learnt much more than I thought I would about how to make learning relevant and exciting for students, to maintain respectful environments and to collaborate and reflect of teaching with others. This would not be possible through my online university courses.

JS Prac Teacher

Thank you for providing a wonderful learning and supportive environment for XXX over 2022 at OFG, XXX and I were discussing this morning how much XXX had developed in so many positive ways this year which we are certain would not have been anywhere near as positive had he remained at his previous school for Year 10. From my perspective, from 15 to 16 years old is such an important year of development for a teenage boy growing into a young man and he has thrived this year at OFG.

Senior OFG Parent

PARENT, STUDENT AND TEACHER SATISFACTION cont.

I would like to commend you for a breathtaking Year 12 Graduation Ceremony. I expected it to be wonderful but it turned out to be enchanting. We were completely immersed into the realm of Christ centeredness; it was just on another level altogether. Furthermore I would like to congratulate you on your exemplary sentiments, in the way you made every graduate feel precious in the sight of God and your constant referral back to Jesus throughout the ceremony made for an all encompassing awe inspiring finale...and like all that wasn't enough...our faces were drenched in tears over and over again as you continued your quest to envelope the ceremony in gratitude and love towards the parents through the receiving of heartfelt letters. OFG you really have gone above and beyond in creating such a beautiful memory which shall always remain in our hearts. Thank you so much for working tirelessly to make this a very warm and inspiring conclusion.

Senior OFG Parent

I just wanted to say thank you so much for a wonderful evening last night, I know it was a mammoth effort from the whole team. I thought it was a fantastic balance of laughter and tears, nostalgia and inspiration for the future. I know XXXX had a wonderful time and feels sad that his time at OFG is over. He hasn't always been as focussed academically in some subjects as we'd have liked, or got his haircut as quickly as he should have – BUT he has always been happy at school and that is priceless I believe.

Senior School Parent

I just wanted to put pen to paper to thank you and all the OFG staff who have organised the amazing week we have had. XXXX has enjoyed his time at OFG and is truly devastated that he is leaving. The Graduation ceremony and dinner were all beautifully put together. I would also like to thank everyone who has supported our family during the past three and a half years. Particular thanks to: Jason Ashby for all the emotional support he has offered XXXX and the gentle kick along when he needed it. Juliette Siemsen, she has been just what the doctor ordered for that mentor group. The boys have grown under her guidance, particularly XXXX. Simone Bullen, has offered our family love, prayers and amazing support. Sally Pagac for all the help she has offered XXXX and our family. David Andrew and Alex Sablatnig were fantastic year advisors who really understand XXXX. To all the staff behind the scenes, admin, grounds staff, Janine Ghilks, etc are all brilliant. I truly do not know how they remember all our names. There are so many more teachers I could mention but I think you understand how brilliant all your staff are. Lastly I would like to thank you for all the support you have offered our family. Your words are always appreciated and help ground us. It's easy to get caught up in the negative happening but you have always put a positive spin on everything. Oxford Falls Grammar have been so fortunate to have you join the team. My mum commented at the graduation ceremony "all schools should have a Dr Downey". Thank you for the memories of the snorkel and goggles and playing the drums at a Saturday band workshop; these are all lasting memories that will stay with us all. I know we are not leaving the school as we still have XXXX in Year 9 but I can't let this event pass us by without a thank you. A huge thank you beyond words can explain.

Senior School Parents

PARENT, STUDENT AND TEACHER SATISFACTION cont.

I can't leave school without saying the biggest thank you to you. Your support and caring nature over this year have been one of the many things that I admire about you. I have so enjoyed having you as my mentor. I am so thankful for all that you have done for me. Thank you for the beautiful night of celebration last night.

Senior School Student

I had a call from XXXX this morning, grandfather of XXXX and XXXX. He wanted to pass on how wonderful the event was yesterday and how both he and his wife left the Church with such a wonderful feeling and also feeling like they were part of the OFG Family. A job well done to everyone and he is so please the boys are part of this school. Very happy.

Senior School Grandparent

Just wanted to say thank you for your amazing and super swift response to our concerns the other day. It really made us feel validated and valued. I feel much more positive about next week now. Have an amazing weekend!

Senior School Teacher

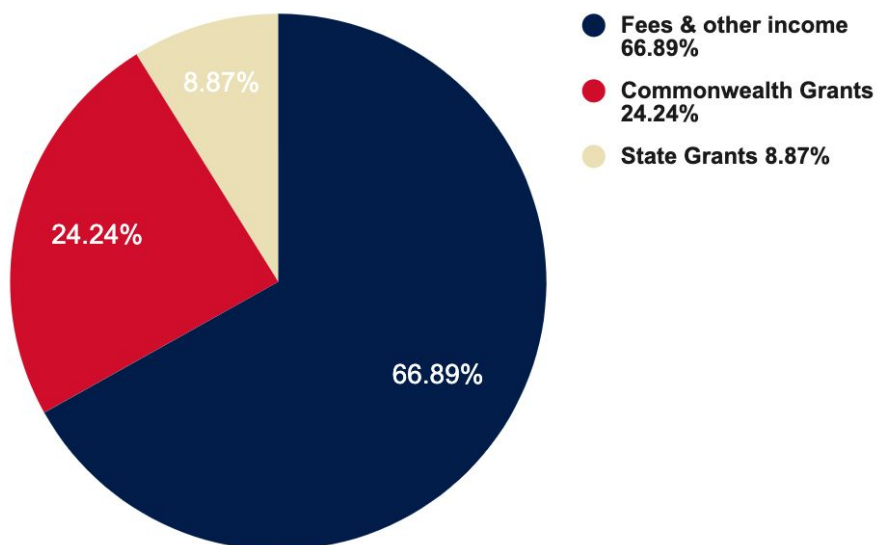
I didn't manage to catch you yesterday; it has been a busy few weeks for you I'm sure. I just wanted to say a BIG THANK YOU for everything. For teaching XXXX, taking notice of him, being on his cheer squad, encouraging him. You've been wonderful and we're so grateful that he has had the opportunity to be taught by you. He has enjoyed being under your care and supervision. Thank you again; we've had a beautiful 2 years at OFG. It was the best transition we've done for him to date.

Junior School Parent



FINANCIAL INFORMATION SUMMARY

Source of Income 2022



Expenditure 2022

