



**OXFORD FALLS
GRAMMAR SCHOOL**

For Greatness · For Excellence · For Christ

ANNUAL SCHOOL REPORT

2014



SCHOOL OVERVIEW

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

Our Ethos

For Greatness, For Excellence, For Christ

Our Vision and Mission

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

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

Our History

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

Through their diligence and perseverance, Dr Pringle and the original School Board established Oxford Falls Grammar School on solid foundations in 1984.

Over the last 30 years Oxford Falls Grammar School has achieved outstanding results in all aspects of school life.

Our Junior School of 485 students continuously astound us with amazing academic outcomes. More importantly, they are being nurtured and developed into well balanced individuals as they grow intellectually, emotionally, physically and spiritually.

We have continued to encourage the 562 students in the Senior School in and beyond academic pursuits so they mature as well-balanced adults.

WHAT IS AN OXFORD FALLS GRAMMAR SCHOOL STUDENT?

Our Students

Our vision is to equip and train each child for their future — academically, physically, socially, emotionally and spiritually. Throughout their 13 years of school we aim to partner with you, the parents, in developing your child's character so that they will become mature, well-rounded, adults, contributing positively to their communities. With this in mind, we have identified six key attributes that we hope to instil in them that will prepare them for their future.

Educated

It may seem obvious but Education is the first responsibility we have as a School to our students and families. We aim to impart a love of learning in our students so that they will value and embrace the importance of being educated.

We employ professional, experienced staff who are highly trained and consistently learning with the goal of improving themselves as well as educating the young people for whom they are responsible.

*A wise man will hear, and will increase learning; and a man of understanding shall attain unto wise counsel
Proverbs 1:5*

Faith, knowledge, and love of God

Recognising and developing spirituality forms an integral part our children's development. This entails growing in knowledge and faith in God as well as understanding and practising love for ourselves and others.

Chapel, Christian Studies, Pastoral Care, Camps, Connect Groups and our Youth Pastors are important avenues in which we impart this attribute to our students.

Love the Lord your God with all your heart, soul, and mind. Matthew 22:37

Respectful

Respect is a fundamental value that we purpose to model to our students. Being respectful is to display obedience, empathy, courtesy, integrity, modesty and humility. It encompasses showing respect towards parents, elderly people, the Government/authority, peers, God, ourselves and the environment. Our hope is that respect will also have love added. Respect then moves to a higher value of honour.

'Every human being, of whatever origin, of whatever station, deserves respect. We must each respect others even as we respect ourselves.' *U Thant*

'If one doesn't respect oneself one can have neither love nor respect for others.' *Ayn Rand*

Children, do what your parents tell you. This is only right. 'Honour your father and mother' is the first commandment that has a promise attached to it, namely, 'so you will live well and have a long life.' Ephesians 6:1

Servant hearted

One of the greatest challenges we face in today's world is teaching our children to be givers and contributors, not just takers and consumers.

Serving others can be broken down into the following characteristics:

- Generosity - 'When you cease to make a contribution, you begin to die.' *Eleanor Roosevelt*
- Humility - 'Be humble, be big in mind and soul, be kindly; you will like yourself that way and so will other people.' *Norman Vincent Peale*
- Thankfulness - 'Gratitude is riches. Complaint is poverty.' *Doris Day*
- Compassion - 'It's not how much we give, but how much love we put in the doing — that's compassion in action.' *Mother Teresa*

- Practicality - 'Everybody can be great because anybody can serve. You only need a heart full of grace. A soul generated by love.' *Martin Luther King, Jr.*

Yet it shall not be so among you; but whoever desires to become great among you, let him be your servant. And whoever desires to be first among you, let him be your slave — just as the Son of Man did not come to be served, but to serve, and to give His life a ransom for many. Matthew 20: 26-28

Diligent

Diligence can be defined as 'constant and earnest effort to accomplish what is undertaken; persistent exertion of body or mind.'

A diligent person is:

- Committed - 'Commitment is what transforms a promise into reality.' *Abraham Lincoln*
- Faithful - strict or thorough in the performance of duty; true to one's word; steady in allegiance or affection; loyal and constant
- Disciplined - 'Dreams are what get you started. Discipline is what keeps you going.' *Jim Ryun*
- Resilient - 'All the adversity I've had in my life, all my troubles and obstacles have strengthened me. You may not realize it when it happens, but a kick in the teeth may be the best thing in the world for you.' *Walt Disney*
- Motivated - 'Motivation is the single most important factor in any sort of success.' *Sir Edmund Hillary*
- Responsible - 'We must exchange the philosophy of excuse for the philosophy of responsibility.' *Barbara Jordan*

Being diligent also includes being productive, hard-working, showing initiative, cooperative, and enquiring.

Lazy hands make a man poor, but diligent hands bring wealth. Proverbs 10:4

The plans of the diligent lead to profit as surely as, haste leads to poverty. Proverbs 21: 5

Hope filled

The dictionary defines hope as 'the feeling that what is wanted can be had or that events will turn out for the best (noun); to look forward to with desire and reasonable confidence (verb)'

A hope-filled person has:

- Optimism - 'The optimist sees opportunity in every danger; the pessimist sees danger in every opportunity.' *Winston Churchill*
- A sense of purpose - 'We are all designed for a specific purpose; we all have something for which each of us, and each of us alone, is responsible.' *Naomi Stephan*
- Joy - 'Joy increases as you give it, and diminishes as you try to keep it for yourself. In giving it, you will accumulate a deposit of joy greater than you ever believed possible.' *Norman Vincent Peale*
- Enjoyment of life - 'We sometimes forget that we are God-beings, and that the intent of the Creator was for us to enjoy this thing called Life!' *Louise L. Hay*
- A sense of destiny - 'God does not roll dice.' *Albert Einstein*
'The best years of your life are the ones in which you decide your problems are your own. You do not blame them on your mother, the ecology, or the president. You realise that you control your own destiny.' *Albert Ellis*
- Confidence - 'Experience tells you what to do; confidence allows you to do it.' *Stan Smith*
'Your success depends mainly upon what you think of yourself and whether you believe in yourself.' *William J H Boetcker*
- Faith - 'The foundation stones for a balanced character are honesty, success, integrity, faith, love and loyalty.' *Zig Ziglar*

*So I pray that God, who gives you hope, will keep you happy and full of peace as you believe in Him
Romans 15:13*

PRINCIPAL'S REPORT FOR THE 2014 BOARD OF STUDIES ANNUAL REPORT

At the end of 2014 I took time to reflect on my first two terms as the school's Headmaster. My overwhelming impression during this short time is that Oxford Falls Grammar School is a wonderfully positive place; rich and alive with enthusiasm, energy and a marvellous school culture.

I have been deeply impressed by the range of opportunities and experiences that exist for our students and the positive nature of the relationships that exist, not only between the students and their teachers, but between all members of our school community. Our abiding understanding of the importance of relationship defines and distinguishes us as a school, and as we have begun work on a new Strategic Plan we have been mindful of the need to ensure that our future plans must protect, nurture and strengthen the quality of our community relationships.

I feel enormously privileged to have begun my role as Oxford Falls Grammar School celebrates 30 years of providing high quality Christian education for the families of the northern beaches. I honour those parents and students who, some 30 years ago, took a leap of faith and supported the founding of a school in the back rooms of a church hall in Belrose. Back then there were no resources, no buildings and no programs; just a dedicated and committed group of parents, teachers and students, and a willingness to commit to a grand vision for the future. With the faith of our founding families, and your continued your support, we have been able to build a school that is alive, vibrant and exciting; a school we can all be proud of.

OFGS is about excellence in learning, and yet again it has again been a great year of academic performance. Our NAPLAN results were again excellent when compared with other schools. In every area in Literacy and Numeracy across Year 3, 5, 7 and 9 we were well above national averages; an outstanding result. The focus in 2014 on Writing saw significant gains in this area.

We also saw outstanding achievements in the Higher School Certificate over the previous year, with a top ATAR of 98.85, more than 22% of students achieving an ATAR of 90+ and 30% of students achieving band 6 results in at least one subject.

Supporting these outstanding achievements was the Quality Teacher Program which has been in pilot during 2014. It has been a great joy to see the professional learning, excitement and motivation that this program has engendered and we look forward with great anticipation to seeing the program rolled out for all teachers in 2015. The staff are most appreciative of the financial and philosophical commitment the School Board has made over several years now in supporting this wonderful initiative.

Results such as these only occur where there is a deep commitment to quality teaching and learning, and we are very blessed to have teachers and support staff of the highest caliber. It was the great Reformation leader, Martin Luther who said ***"I tell you in a word that a diligent, devoted school teacher, who faithfully trains and teaches children can never receive an adequate reward, and no money is sufficient to pay them."***

We are truly blessed to have such a wonderful staff at OFGS. Our students are truly fortunate to attend a school where there is a rich tapestry of opportunities and experiences for them to learn from and enjoy. The school's staff work hard to educate and care for our children and their efforts rarely receive the acknowledgement that they deserve. They constantly go above and beyond for the sake of the students and it is truly inspiring to see them going about their work each school day.

The leadership of such a dynamic and vibrant school is a formidable task; one only accomplished in partnership and collaboration. I would therefore like to acknowledge the work of Mrs Rae Doak and Mrs Roslyn Mahony; both of whom add real educational wisdom and expert leadership to our School. I would also like to acknowledge the dedicated work of our Support Staff; including our aides,

reception staff, grounds and administration team. I would like to therefore thank our Head of Operations, Mr Greg Morris for his wise leadership and expert financial management.

Also working behind the scenes with great energy and dedication is the School Board. Their voluntary work is largely unseen, but should not go unheralded. Without their willingness to commit the necessary human and capital resources and attend the many extra meetings, our various projects would not be completed. On behalf of the School Community I thank the School Board for all they have done for us over the last 30 years.

Each year on Awards Day we rightly celebrate the achievements of our students and teachers. However, this year we will establish a new tradition by formally acknowledging the invaluable contribution made by the School's parents through the presentation of the Oxford Falls Grammar School Ambassador Award; an award to be given to parents who have demonstrated outstanding long-term commitment and service to the School. The award recognises those parents who personify the Christian values, commitment and community responsibility that are such a part of our great school.

In 2014 we recognised Ps Phil Pringle and Ps Christine Pringle, Mrs Pam O'Flaherty, Mr Marcello Forestieri, Mrs June Scifo and Mrs Tina Taylor as the inaugural recipients of the OFGS Ambassador Award.

We should be truly thankful for the strength, vitality and richness of our School community, and never take it for granted. With that in mind, I urge us all to continue to work together to strengthen, protect, uphold, support, encourage and build our wonderful School in 2015. As Christmas approaches, let us celebrate that our School Community is bound together by our Christian Faith; a foundation that gives hope, meaning and guidance in a world desperately in need of such qualities.

Thank you one and all for what we have achieved together in 2014 as the Oxford Falls Grammar School community; looking forward with anticipation to what we will achieve over the next 30 years.

Mr Geoffrey Fouracre
HEADMASTER

THE CHAIRMAN OF THE BOARD

2014 celebrating 30 years of education at Oxford Falls Grammar School. Back in 1984 a small group of parents took a very big step and enrolled their children in a tiny school called Northside Christian School, which held its classes in a church hall in Belrose. The school year ended with 24 enrolments.

Fast forward 30 years and we now have 1050 students attending Oxford Falls Grammar School on a beautiful rural location with great facilities and incredible staff!

I would like to acknowledge Pastors Phil and Christine Pringle. Their determination to see their God-given dream of a Christian school which provides quality education become a reality was no easy task. I thank them for their dedication and persistence to see that dream become a reality.

We celebrated with a magnificent evening at the Sheraton on the Park which was attended by over 370 people. Many thanks to our Foundation team who put this wonderful night together. The P&C held a huge birthday carnival which was spread over the main oval and the Southwell Oval. It was a fun afternoon and I thank Tina Taylor, the P&C team and our School staff who ran such a great event for our students.

This year, it was with sadness that we farewelled Mr Gabi Korocz. During his 16 years as Headmaster, Gabi oversaw a period of significant growth, the biggest one being the establishment of our Senior School. Obviously this brought a massive increase in staffing and enrolment numbers and building developments. Over that time Gabi ensured that, whilst achieving such growth in so many areas, the Christian ethos of our School was not compromised. On behalf of the Board, I would like to sincerely thank Gabi for his many years of dedication and service to the Oxford Falls Grammar School community. I thank him for his leadership, expertise and all he has done to make OFGS the great school it is today. Gabi has been a wonderful Headmaster and we are most grateful!

We also farewelled one of our Board members, Mr Garry Reardon, after 18 years of service to OFGS! Garry has been the Director responsible for overseeing our building developments and has volunteered literally thousands of hours into our School. Many thanks go to Garry for his commitment and generosity of time to help shape OFGS.

Mr Clyde Daish has joined our Board and has taken over Garry's portfolio. Clyde has a successful commercial building company and his expertise will be invaluable to our School.

In Term 3 we welcomed our new Headmaster, Mr Geoffrey Fouracre. Geoffrey comes to us with many years of experience and is so very well equipped to lead us into the next phase at Oxford Falls Grammar School.

He, his wife Julie and their family, have very quickly become a part of the OFGS community and I thank our families for making them feel so welcome. I would like to thank Pastors Phil and Christine Pringle and the C3 Church team for your continued support and vision.

Many thanks go to the Board for another great year of serving our School so generously with their time, abilities and wisdom. Thank you so much to our Senior Leadership team and the OFGS staff for all you do on a daily basis. To Mrs Tina Taylor and the P&C team, many thanks for continuing to build community so strongly. To our graduating class of 2014, I pray that you enjoy success as you embark on the next stage of your journey. I am thankful to God for walking through the last 30 years with us and for so many answered prayers.

Finally, a sincere thanks to our parents for your continued support and I wish you and your family a happy and blessed 2015.

Mrs Pam O'Flaherty
CHAIRMAN OF THE SCHOOL BOARD

PARENTS AND COMMUNITY

It is an honour and pleasure to oversee a wonderful team of committed volunteers that make up our Parents and Community Association (P&C). We have a team of enthusiastic people willing to go beyond the limit to help. Enthusiasm is like the flu. The more people around you that are infected with it, the harder it becomes to stay immune.

Our School has been built on the generosity of people both in and out of the School community. So this year, being the 30th year, the P&C decided to give back to the community by holding a Fun Fair. This was held at school on Friday 17 October with rides, games, sausage sizzle, and two huge cakes. It was a great day for all who attended.

Thank you to all the wonderful parents who put in so much time to get this day up and running. A special thank you must go to the organising committee Mrs Lisa Rees-Allen, Mrs Jane McCabe, Mrs Korena Manzo, Mrs Juliette Warren and Mrs Emily Best. Without the tireless work from these outstanding ladies the day would never had gone on.

This year Skate and Scoot was again organised by the wonderful Mrs June Scifo, who has been doing this for many years – thank you for all you do in making the nights so much fun. We would also like to thank Barb and Bill Vertucci from Skater HQ for their continued support of our School.

What a great day we had to honour our children's grandparents. Over 620 cups of tea and coffee were served with lovely home-baked cakes and slices in just two hours – an amazing effort for all involved.

We would also like to thank Property Manager, Mr Kevin Wood and his team for always being ready to help with the set-up for all our events, and of course the clean-up. A huge thank you must go to Korena Manzo and her team of helpers for the effort they put in to get the Mothers' Day stall together. The Fathers' Day breakfast was a fantastic morning with over 450 people being served bacon and egg or sausage on rolls for breakfast.

There was also a disco arranged by Mrs Tracey Ross that was a great success with many little disco dancers showing their moves. I would like to thanks the fabulous parents that form our P&C Committee in 2014. What a wonderful year we have had and we look forward to a bright 2015.

God Bless

Mrs Tina Taylor
PRESIDENT 2014

STUDENT REPRESENTATIVE COUNCIL

The SRC was well represented this year with over 40 members at all of our meetings. The focus this year was on 'student voice'. The meetings were ably led by our School Captains and a formal agenda was followed. The students were very excited to work on a group project of installing the new bubblers on the oval. This project involved the students writing a proposal to the School's Executive and following procedures from start to finish. The new bubblers were installed in Term 2. It was also great to witness the work that the Years 7–10

Year Captains did with their respective year group projects. Each Year Captain had to provide a report on their Year group's community project to the SRC meeting. I am so proud of the work that the SRC has done this year and I look forward to working with the new team in 2015.

Mrs Juliette Siemsen
STUDENT REPRESENTATIVE COUNCIL COORDINATOR 2014

PARENT, STUDENT AND TEACHER SATISFACTION

MISSION

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

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

PARENT SATISFACTION – JUNIOR SCHOOL

Throughout 2014 the Head of Junior School maintained an open door policy for parents to gain an interview. Cards, letters and/or gifts of appreciation to the School had been received by Mrs Roslyn Mahony and her Staff.

As these Junior School parents commented:

"I just wanted to send you a note to thank you personally for the care and attention you have always shown to Casey. It all started back in Kindy when we were very lucky to have you as his teacher. Everyone there has always shown so much devotion to him and we are so thankful to you all. You have such a great team there at Oxford Falls and we have been very blessed to have had both of our boys so well looked after".

"I just wanted to pass on some feedback regarding one of your teachers. Charlotte started at OFGS this year and was very nervous and apprehensive. The classroom teacher has been absolutely brilliant at helping all of us settle, she emailed me the first day to let me know how Charlotte was doing and that was a huge weight off my shoulders as we had tears in the morning. Since then she has emailed me with examples of her work and to let me know when she has posted photos of Charlotte on the OFGS intranet".

"The regular communication is something we just didn't get at the last school. Charlotte's handwriting has dramatically improved since starting at OFGS and she actually is enjoying writing and doing homework. So thank you so much Charlotte's classroom teacher is a credit to the school and we very much look forward to the rest of the year with her".

"We have all thoroughly enjoyed the last three years that our family has spent growing under the warm and nurturing environment of Oxford Falls and we will fondly miss many wonderful friendships that we have formed during that time. We are hoping and praying very much that in the not too distant future we will have the opportunity to become part of your community once more. Thank you for a memorable beginning to our children's education. We feel blessed to have had the opportunity to have experienced your wonderful school, despite its moderate duration".

"I wanted to say thank you for your support, prompt and helpful email responses. I haven't been able to be as involved in my son's school year this year as I would have liked ... but any concerns about this have been wholly negated by the supportiveness you have provided as a teacher to myself as a working parent. The times I have seen a Year 2 classroom, I have always had the impression that it is led with a strong hand but also manages to combine that with a lot of love, understanding of unique personality types and acceptance of all. It leaves the classroom with a great learning atmosphere for the kids. Sincere thanks for a great school".

STUDENT SATISFACTION – JUNIOR SCHOOL

"Being at a Christian School has helped me believe in God at times when I really needed to find someone to trust" - Year 6 Student

"Everyone is so nice and they always encourage me to do my very best" - Year 4 student

"When I am an adult I want to give to multiple charities and help others" - Year 6 Student

PARENT SATISFACTION – SENIOR SCHOOL

During 2014 the Head of Senior School reported that the over-all feedback on parent satisfaction was positive. This feedback was through letters, emails and personal comments to the Head of Senior School and staff. The feedback particularly mentioned the high level of pastoral care given to students and the effort and dedication of teaching staff, providing a positive experience for their children.

As these Senior School parents commented:

“Our overwhelming feeling is that our daughter’s schooling at OFGS has been a very special and rewarding experience. It is clearly a huge task to provide the right skills and qualities for our next generation, but I know with our daughter and with many other students you have achieved this. Mission accomplished, well done team OFGS” - Year 12 Parent

“We have had nothing but praise for all the staff involved with his daughter and he is very sorry she has to leave” - Year 10 Parent

“Our daughter said the thing that really stood out to her was the fact that you prayed for the students before the Scholarship tests. She said it reminded her that the teachers cared for her and not purely a test result” - Year 8 Parent

STUDENT SATISFACTION – SENIOR SCHOOL

“Everyone is so kind and caring and they all appreciate good values in life. The environment is encouraging” - Year 11 student

“The culture of the school is rather amazing considering we have no bullying and everyone is committed to work and makes you want to work too” - Year 9 student

“The culture of the school is welcoming and fantastic” - Year 9 student

“The school is really loving and caring. All the teachers and staff really care about the students and our welfare” - Year 8 student

“OFGS provides a kind environment for learning and the opportunity to be free for whom you want to become” - Year 7 student

TEACHER SATISFACTION

Teaching Staff were informally requested to indicate their level of satisfaction working at Oxford Falls Grammar School. Responses were:

“For over 10 years OFGS has sustained me in the education of young people, encouraged me to broaden my own expertise and pedagogical techniques and to uphold the qualities of a Christian man of integrity in a caring, friendly and supportive environment to the benefit of future generations”.

“It is a joy to work at OFGS. The main attraction being the friendly and encouraging colleagues, closely followed by the energetic and ever enthused students, who strive to do their best in their chosen pursuits. I am proud to be working in an environment where the ethos of Christianity flows naturally through staff to the students without judgement or expectation of their journey with God, being positive role models in their faith based career”.

SCHOOL STRATEGIES

ACHIEVEMENT OF PRIORITIES

The achievement of 2014 school-determined improvement targets is set out in the table below. Specific goals for 2014 included:

	OBJECTIVE	STATUS
JUNIOR SCHOOL	Focus on Spelling	Achieved
	Junior School buildings refurbishment including replacement of Junior School Handrails	Ongoing
	Infants Interactive Playground	Achieved
SENIOR SCHOOL	Additional Year 10 stream	Achieved
	Additional Play-ground seating	Achieved
	Increased size and makeover of Year 12 Common Room	Achieved
		Achieved
GENERAL	Implementation of the Quality Teaching Pilot	Achieved
	New Stage for the Hall	Achieved
	Planning for a new K block and changes to A Block	Achieved
	Installation of Honour Boards	Achieved
	Implemented the National Curriculum	Achieved
	'What is an Oxford Falls Grammar School Student?' initiatives	Achieved
		Achieved

SCHOOL-DETERMINED IMPROVEMENT TARGETS

Assessment and review of management structure to better accommodate growth and development of the School in both the areas of administration and education.

Specific goals for 2014 include:

	OBJECTIVE	STATUS
JUNIOR SCHOOL	Focus on Feedback	Active
	Familiarisation implementation of Australian History	Active
	Curriculum in Mathematics / History	Active
	Infant sandpit area upgrade	Complete
	Stage 2 Gifted and Talented Class	Achieved
	Bounce Back Pastoral Care Program	Achieved
	Primary Connections Science Program	Achieved
	Spelling	Achieved
	Student Global Citizenship program	Active
	iPADS	Active
	Bring your own Device (BYOD)	Active
SENIOR SCHOOL	Additional Year 10 stream	Achieved
	Digital Signage System	Achieved
	New Christian Welfare Program	Active
	New Mentor Program	Achieved
	New Leadership Program	Achieved
GENERAL	Pilot for QTP Learning Communities- SALT Groups	Achieved
	A Block Extension and Construction	Achieved
	ICT Review	Achieved
	Develop ICT strategic plan 2015-2017	Achieved

INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

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

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

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

Junior School		Senior School	
Promotion Of Respectful Behaviour	<p>Welfare, discipline and anti-bullying policies</p> <p>‘What is an OFGS Student?’ initiative</p> <ul style="list-style-type: none"> Banners and boards outlining the key attributes are in every classroom in Junior school <p>Respect explicitly taught at Assembly</p> <p>Mentoring ‘at risk’ students</p>	Promotion Of Respectful Behaviour	<p>Welfare, discipline and anti-bullying policies printed in the Student Diary and on the School network.</p> <p>‘What is and OFGS Student?’ initiative</p> <ul style="list-style-type: none"> Printed in the Student diary and actioned through Senior Leaders, Banners and boards outlining the key attributes are in every classroom in Senior school <p>Teachers using the ‘language’ of these attributes to recognise excellence in each of the areas through – Headmaster awards, faculty awards</p>
Whole School Activities	<p>Connect Groups</p> <p>Parenting Seminar</p> <p>Leadership Program incorporating Years 2 and 6 Captains and Prefects</p> <p>Buddy System including Year 6 buddy assigned to new Kindy students and ‘Buddy Classes’ K-Year 6</p> <p>Girl Power</p> <p>Cyber-safety Seminar</p> <p>ANZAC Day Commemoration</p> <p>Class Helpers/ Leaders</p> <p>Grandparents Day</p> <p>Father’s Day Breakfast</p> <p>Mother’s Day Stalls</p> <p>Canteen Focus on Healthy Eating</p> <p>Live Life Well Program</p> <p>Seminars for Years 5 and 6</p> <p>Year 6 leaders hosting weekly Junior School Assemblies</p> <p>Year 5 Students involvement in Elections for Year 6 Leadership Team</p>	Whole School Activities	<p>‘The Gathering’ – Christian Groups and Prayer Meetings</p> <p>Chapel services</p> <p>Christian Studies Program</p> <p>Senior School Leadership program including School Captains, Prefects, Deputy Leaders and Year Captains 7-10</p> <p>Leadership Training Program</p> <p>Christian Leadership Scholarships</p> <p>Chapel with speakers promoting respect and responsibility</p> <p>Student Representative Council</p> <p>Father’s Day Breakfast</p> <p>Mother’s Day Stalls</p> <p>Year 12 student led initiative ‘The Last Stand’</p> <p>Girls Initiative: Senior Girls lunches with Alumni Guest Speakers</p> <p>Orientation Buddy Program: House Based</p>

Junior School		Senior School	
	<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>Kamoochi Puppets for children with special needs to express feelings</p>		
Classroom Activities	<p>Kindy Friendly Kids program</p> <p>Christian Studies Program</p> <p>K-6 Bounce Back</p> <p>Christian Connect Groups led by Senior Primary students</p> <p>Basis of classroom rules strongly emphasises respect for others</p> <p>Daily class prayer time maintains a strong focus on displaying a sense of empathy for others</p> <p>Grade chapels targeting issues and needs specific to the grade</p> <p>Year 6 Buddy Program</p> <p>Sports Captains monitoring K-12 lunch and recess games</p>	Year Activities	<p>Focus for each year with seminars to complement specific focuses – Example Anti-Bullying, Cyber-Safety and Healthy Relationships</p> <ul style="list-style-type: none"> – Year 7 Building relationships and anti-bullying – Year 8 Gender Issues and Relationships – Year 9 Leadership Training – Year 10 Goal setting and personal development – Day of Hope – Year 11 Leadership – Year 12 Studying smart and planning for the future <p>Missions Trip – Philippines, Years 10-11 SRC Year leaders – 7-10 Deputy leaders Year 11 Senior leadership team – Year 12</p>
Community Service	<p>OFGS Charity</p> <p>K-6 Charity Club</p>		

STAFF INFORMATION

WORKFORCE COMPOSITION

During 2014 the Staff was made up of: **Senior Leadership Team:**
Headmaster, Head of Senior School, Head of Junior School and Head of Operations

During 2014 the Staff was made up of: **Junior Leadership Team:**
Head of Junior School, two Curriculum Directors, K-2 Executive, Administration Executive and Part-time Staff Executive, Learning Support and Parent Liaison Executive.

The Junior School had 26 full-time and 6 part-time teaching staff. K-6 Learning Support Coordinator and a K-12 Gifted and Talented Coordinator.

Senior School Leadership Team:

Head of Senior School, Director of Curriculum, Director of Welfare, Director of Logistics and Director of Teaching and Learning. The Senior School has six Head of Departments and seven Subject Coordinators.

The Senior School had 47 full-time, 6 part-time teaching staff and one ICT Integrator. The Senior School also has a 7-12 Learning Support Co-ordinator and a K-12 Gifted and Talented Coordinator. The total FTE for Senior School is 53.

This makes a total of 85 teachers employed at OFGS in 2014.

PROFESSIONAL LEARNING UNDERTAKEN BY TEACHERS

All teachers at Oxford Falls Grammar participated in Professional Development in the 2014 year for an average of eight days per teacher.

48 teaching staff are New Scheme Teachers. Of those, 20 teachers were working towards Accreditation to Professional Competence and 28 teachers were accredited to Professional Competence. School policy expects all New Scheme Teachers to maintain their accreditation to Professional Competence by completing the mandatory 100 hours over 5 years program for professional development.

During 2014 all teachers were in-serviced in both in-school and BOSTES-endorsed Professional Development.

Junior School in-school Professional Development included Writing Workshops. Junior School Professional Learning also included staff, grade and department meetings as well as various Child Protection and WH&S compliance training. A literacy review was held with an external consultant.

Senior School staff in-school Professional Development included ICT training, a Successful Spelling Strategies Seminar and the CSA NSW Australian Primary Curriculum Project as well as Staff, KLA department, Heads of Department, Year Advisor and Welfare meetings. Senior School Staff were also in-serviced on our Child Protection policy and WH&S Compliance Training. Most Senior School teachers belong to Professional Association where they receive PD related to their specific KLA.

All new staff members were inducted into the School on our New Staff Orientation Day held in the January In-service week. Topics presented included the School Vision and history, IT, maintenance and WH&S matters as well as a detailed School tour. All teachers attend regular Staff, Stage, Department and Grade meetings throughout the school year. All 84 teachers at Oxford Falls Grammar School have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills.

SCHOOL POLICIES

STUDENT NON-ATTENDANCE POLICY

The School manages student non-attendance through its Attendance Policy (2014) and Certificate of Exemption Policy and Procedures (2014)

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, parents will provide a written note, including dates of absence and explanation to the class/Roll Call teacher at least one week prior to the date of leave or, in an emergency situation, on the first day of the student's return to school.
- Expect that any extraordinary leave including family holidays, elite sporting events and participation in the entertainment industry parents will apply for a Certificate of Exemption from Attendance to the appropriate Head of School. Requests are considered in the light of what is best for the child, according to the Ministers Exemption under Section 25 of the Education Act 1990
- 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.
- On the third day of any absence 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 further advice on how to proceed.
- Record in the student's files any attendance issues and the action taken to resolve those issues.

ENROLMENT POLICY

The 2014 student population was a total of 1047 students. 485 students were enrolled in the Junior School and 562 students were enrolled in the Senior School.

Enrolment Policy 2014

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

ENROLMENT CRITERIA

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

ENROLMENT OF STUDENTS WITH SPECIAL NEEDS POLICY

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

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

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

SUMMARY OF STUDENT WELFARE AND DISCIPLINE POLICIES

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

- An understanding of Christian Faith
- A sense of hope
- A sense of vocation and vision
- A recognition and commitment
- A concern for others
- Discipline is something that is done **for** the student not **to** him/her. It means guiding the student toward maturity and to the development of character. Discipline is to instruct, educate, guide and train with faithful consistency. It is more than giving orders and rules or punishing misbehaviour. It is the making of a disciple, the development of Christ-like behaviour. There are two elements to discipline: constructive and corrective.
 - Constructive measures (the encouragement of Christ-like behaviour) seek to build self-discipline in students
 - Corrective measures (or rather the discouragement of un-Christ-like behaviour) are also necessary at times.

The desired goal of discipline is for students to take responsibility for their own behaviour. Students are encouraged to live in community, sensitive to the needs of others and willing to serve others. Students are encouraged to develop their own internal restraints on behaviour, i.e. self-discipline. Being well behaved is not merely a matter of obeying a set of rules but derives from a personal discernment of what is appropriate and Christ-like behaviour.

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

SUMMARY OF COMPLAINTS AND GRIEVANCES RESOLUTION POLICY

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

Issues or concerns that parents may have regarding their child's education are most effectively dealt with if the appropriate grievance process is followed.

The policy was reviewed in **April 2014**.

SUMMARY OF ANTI-BULLYING POLICIES

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

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

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

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

STUDENT OUTCOMES AND PERFORMANCE

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

NAPLAN

Results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale (in Bands) represents increasing levels of skill and understanding demonstrated in the assessments.

The proportion of students that achieved a result in the top 3 Bands for each of the NAPLAN strands are detailed below along with State data.

	Reading		Writing		Spelling		Grammar		Numeracy	
	School	State	School	State	School	State	School	State	School	State
Year 9 (Bands 8-10)	71%	54%	51%	39%	64%	55%	60%	44%	74%	54%
Year 7 (Bands 7-9)	79%	59%	61%	40%	73%	64%	82%	61%	79%	56%
Year 5 (Bands 6-8)	77%	61%	69%	46%	74%	68%	81%	66%	76%	58%
Year 3 (Bands 4-6)	95%	72%	88%	70%	83%	74%	93%	75%	88%	66%

RoSA

The Record of School Achievement (RoSA) is the new credential for students who leave school after Year 10 and before they receive their Higher School Certificate (HSC). The RoSA is designed to record and credential all of a secondary school student's academic results up until the HSC. While all students currently receive grades for courses they complete at the end of Year 10, this system will be extended to also capture grades for courses a student completes in Year 11. If a student leaves school before receiving a grade in Year 11 or 12 courses, their RoSA will record the courses they commenced. This measure acknowledges the fact that many students begin senior secondary study but then leave school for employment or other training opportunities before receiving their HSC.

108 Year 10 students achieved the Record of School Achievement (RoSA) in 2014

The RoSA is based on an A-E Scale

Subject	School: % A-C	State: % A-C	School: % D-E	State: % D-E
English	88%	76%	12%	23%
Mathematics	81%	69%	19%	30%
Science	92%	73%	8%	26%
Australian Geography	88%	74%	12%	25%
Australian History	82%	74%	18%	25%
Commerce	98%	88%	2%	12%
Design and Technology	94%	85%	6%	14%
Food Technology	79%	79%	21%	20%
Information and Software Technology	94%	80%	6%	19%
Dance	50%	73%	50%	26%
Drama	95%	89%	5%	11%
Music	92%	84%	8%	16%
Visual Arts	100%	85%	0%	14%
PDHPE	95%	81%	5%	18%

HIGHER SCHOOL CERTIFICATE

It has been another year of wonderful HSC results for our 56 recent Year 12 Graduates. This is the tenth group that have passed through OFGS.

The following list is the highlights of the 2014 HSC:

Subject	2014 Top 3 Bands	2013 Top 3 Bands	2012 Top 3 Bands	2014 Bottom 3 Bands	2013 Bottom 3 Bands	2012 Bottom 3 Bands
Ancient History	School: 91% State: 62%	School: 91% State: 61%	School: 82% State: 54%	School: 9% State: 38%	School: 9% State: 38%	School: 18% State: 45%
Biology	School: 60% State: 62%	School: 70% State: 68%	School: 66.66% State: 63%	School: 40% State: 37%	School: 30% State: 32%	School: 33% State: 37%
Business Studies	School: 96% State: 68%	School: 96% State: 66%	School: 93% State: 67%	School: 4% State: 32%	School: 4% State: 33%	School: 7% State: 32%
Chemistry	School: 100% State: 76%	School: 75% State: 73%	School: 67% State: 71%	School: 0% State: 24%	School: 25% State: 26%	School: 33% State: 29%
Dance	School: 100% State: 77%	School: 100% State: 71%	School: 50% State: 70%	School: 0% State: 23%	School: 0% State: 29%	School: 50% State: 29%
Design and Technology	School: 100% State: 75%	School: 100% State: 78%	School: 100% State: 78%	School: 0% State: 25%	School: 0% State: 21 %	School: 0% State: 22%
Drama	School: 100% State: 85%	School: 100% State: 84%	School: 100% State: 83%	School: 0% State: 15%	School: 0% State: 16%	School: 0% State: 17%
Economics	School: 83% State: 73%	School: 85% State: 69%	School: 100% State: 72%	School: 13% State: 27%	School: 15% State: 32%	School: 0% State: 28%
English (Standard)	School: 48% State: 43%	School: 28% State: 34%	School: 56% State: 51%	School: 52% State: 56%	School: 68% State: 65%	School: 44% State: 48%
English (Advanced)	School:	School:	School:	School:	School:	School:

Subject	2014 Top 3 Bands	2013 Top 3 Bands	2012 Top 3 Bands	2014 Bottom 3 Bands	2013 Bottom 3 Bands	2012 Bottom 3 Bands
	100% State: 90%	91% State: 86%	97% State: 89%	0% State: 9%	9% State: 14%	3% State: 11%
English Extension 1 (4 Bands)	School E4/E3: 100% State: 93%	School E4/E3: 100% State: 88%	School E4/E3: 100% State: 87%	School E2/E1: 0% State: 15%	School E2/E1: 0% State: 12%	School E2/E1: 0% State: 13%
English Extension2 (4 Bands)	NA	School E4/E3: 100% State: 78%	School E4/E3: 100% State: 78%	NA	School E2/E1: 0% State: 22 %	School E2/E1: 0% State: 22 %
Food Technology	School: 100% State: 56%	School: 100% State: 55%	School: 100% State: 68%	School: 0% State: 44%	School: 0% State: 43%	School: 0% State: 31%
Geography	School: 96% State: 69%	School: 90% State: 65%	School: 89% State: 66%	School: 4% State: 31%	School: 10% State: 35%	School: 11% State: 33%
German Continuers	N/A	N/A	School: 100% State: 80%	N/A	N/A	School: 0% State: 20%
Industrial Technology	School: 86% State: 58%	School: 100% State: 60%	School: 100% State: 62%	School: 14% State: 42%	School: 0% State: 39%	School: 0% State: 38%
Legal Studies	School: 82% State: 66%	School: 84% State: 70%	School: 100% State: 69%	School: 18% State: 33%	School: 0% State: 29%	School: 0% State: 30%
General Mathematics	School: 79% State: 51%	School: 81% State: 42%	School: 83% State: 51%	School: 20% State: 47%	School: 19% State: 57%	School: 17% State: 48%
Mathematics	School: 100% State: 82%	School: 100% State: 77%	School: 93% State: 79%	School: 0% State: 18%	School: 0% State: 23%	School: 7% State: 21%
Mathematics Extension 1 (4 Bands)	School E4/E3: 89% State: 84%	School E4/E3: 100% State: 84%	School: E4/E3: 100% State: 85%	School E2/E1: 11% State: 15%	School E2/E1: 0% State: 16%	School E2/E1: 0% State: 15%

Music 1	School: 100% State: 89%	School: 100% State: 88%	School: 100% State: 90%	School: 0% State: 11%	School: 0% State: 11%	School: 0% State: 9%
Music 2	School: 100% State: 99%	NA	NA	School: 0% State: 1%	NA	NA
PDHPE	School: 82% State: 63%	School: 83% State: 59%	School: 94% State: 63%	School: 18% State: 36%	School: 17% State: 40%	School: 6% State: 36%
Physics	School: 62 % State: 68%	School: 50% State: 66%	School: 50% State: 67%	School: 38% State: 33%	School: 50% State: 34%	School: 50% State: 32%
Society and Culture	N/A	N/A	School: 100% State: 75%		N/A	School: 0% State: 25%
Visual Arts	School: 100% State: 85%	School: 100% State: 88%	School: 100% State: 89%		School: 0% State: 11%	School: 0% State: 11%

OFGS STUDENT TOP ATAR 98.4

- 24% of students achieved an ATAR of 90 and above
- OFGS student was the Top All Rounder on the HSC Honour Roll for scores of 90 or above (Band 6 or E4) in at least 10 units
- 33% of students named 'Distinguished Achievers' for results of 90 or more in at least one course
- OFGS was ranked 83rd in the Top 100 Schools List for 2014 in the SMH on the 18th December
- 2nd ranked Independent School on the Northern Beaches
- A Year 10 accelerated student, placed 1st in the state for Swedish Continuers
- OFGS student placed 6th in the state for Industrial Technology Multimedia
- 73% of courses studied by OFGS were above the State Mean
- Industrial Technology was the course highest above the State Mean –16.85 marks above
- 100% of Music I and Modern History students achieved the top two bands (Band 5 & 6)
- 100% Music Extension students achieved the top band E4
- Two OFGS students were selected to have their Major Works included in InTech
- Two OFGS students chosen to have their Major Works displayed in the Manly Art Gallery's Express Yourself Exhibition
- An OFGS student nominated for inclusion in Callback, Dance Showcase
- An OFGS student nominated to have his work included in InTech

- **THE FOLLOWING COURSES HAD RESULTS WELL ABOVE THE STATE AVERAGE:**
 - Ancient History
 - Business Studies
 - Chemistry
 - Food Technology
 - Geography
 - Industrial Technology Multimedia
 - Legal Studies
 - Mathematics General
 - Mathematics
 - Modern History
 - Music I
 - Visual Arts

STUDENT INFORMATION

CHARACTERISTICS OF THE STUDENT BODY

In 2014 Oxford Falls Grammar School had a student population of 1047. This comprised of 574 males and 473 females, K–12.

- 485 students were enrolled in the Junior School which was made up of 262 males and 223 females.
- 562 students comprising of 312 males and 250 females were enrolled in the Senior School.

The Junior School Leadership team included two Junior School Captains, two Vice Captains and four Prefects as well as House Captains for each of the four Sports Houses. Each semester the Infants Department (K-2) also elected 6 Infants prefects who serve for that semester.

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

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.

STUDENT ATTENDANCE RATE

JUNIOR SCHOOL	
Kindergarten	96.83%
Year 1	95.39%
Year 2	94.9%
Year 3	95.02%
Year 4	94.32%
Year 5	94.67%
Year 6	95.46%
SENIOR SCHOOL	
Year 7	96.01%
Year 8	94.26%
Year 9	94.53%
Year 10	91.55%
Year 11	92.19%
Year 12	95.06%

STUDENT YEAR 10 TO YEAR 12 RETENTION

Total no. of Year 10 students enrolled at OFGS in 2012	81	
Total leavers from Year 10, 2012	29	
Year 10 students from 2012 retained & graduated in Year 12 2014	52	64.2%
Total Number of Year 12 Students who graduated in 2014	56	

SENIOR SECONDARY OUTCOMES

YEAR 12 ACADEMIC AND NON ACADEMIC PATHWAYS 2014

26 HSC subjects were offered

56 Students obtained the HSC

10 students undertook VET courses

- Hospitality
- Tourism & Events
- Design Fundamentals
- Construction
- Automatic Mechanics
- Human Services – Nursing

POST-SCHOOL DESTINATIONS

In 2014, 56 students at Oxford Falls Grammar School completed Year 12.

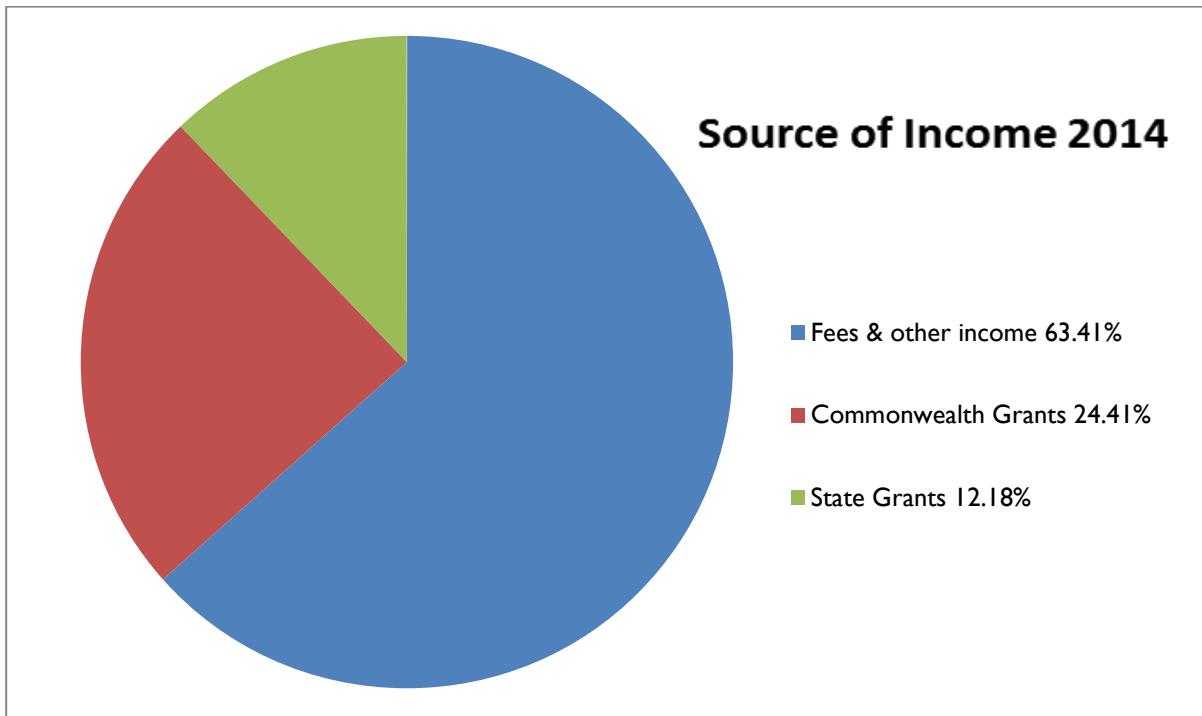
100% of Year 12 attained the HSC. 18% of Year 12 students completed VET Courses.

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

Known Post-school Destination	Number of Students
Further Study	46
Workforce	0
Unknown	10

SUMMARY OF FINANCIAL INFORMATION

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



SUMMARY OF FINANCIAL INFORMATION

Expenditure on all purposes – recurrent and capital expenditure

