



OXLEY

CHRISTIAN COLLEGE

2017 Annual Report





Principal Report

Another year of remarkable accomplishment by students at Oxley Christian College highlights the quality and breadth of teaching and learning, and an enjoyment of the co-curricular program in our school community. In a year of excitement, growth and the developments required of vibrant educational programs for our time, 2017 proved to be an exceptional time of student achievement.

Oxley continues to have the great privilege of educating students in close partnership with their families. We are a multi-denominational College immersed in a Christian tradition and understanding of the world. The College vision and mission are focused on the teaching and values of Christ through an excellence of educational endeavours and commitment to strong learning outcomes for students of all abilities.

Our College values are those of trust, compassion and wellbeing in relationships. We value resilience, wisdom, good character and service among our

community. Alongside our inclusive operational policies, we value an excellence in teaching and learning that sets a school apart.

Christian foundations provide a basis for people to become the agents of transformation. The challenge is to live out Christian virtues in an Australian democratic context. We believe Oxley has a good balance between the nurture and safety of children, quality teaching and learning, and an informed engagement with the wider community.

Oxley Christian College has an active and involved community where staff and families work together for the common good and a well-rounded education. While academic achievement is our core business, we know the education of young people encompasses far more than the academic curriculum. In our thirty-eighth year of operation, I commend the fine reputation the College has for the education and formation of the whole person.

Highlights of 2017

Like any community, Oxley Christian College depends on all members' gifts and talents to become something greater than the individuals who make it up. We appreciate the College Council and its role in high levels of governance, right through to the interest and enthusiasm of the most recent families enrolled at the College. At all year levels, teachers have engaged students in a rich diversity of appropriately challenging and innovative educational programs, both on and off campus. We applaud the work of students in all subject areas. We have delighted in the performances and special events which draw families and members of the community to celebrate with us; from Open Day to swimming and athletic carnivals, performing arts evenings, musical productions, commemorations, art and design exhibitions, grandparents' days, special assemblies and presentation evenings.

The College maintains an active program of international interest and student exchange as part of the International and Language programs. Oxley continues to have a number of significant outcomes in the sporting arena in both Junior and Senior Schools. Sporting success is underpinned by our intentional approach to students participating in life, rather than merely being the spectators of life. With our continuing involvement in the EISM mid-week sports group, Oxley has recorded great success by having the Year 10 to 12 and Year 8 to 9 teams represented in five Grand Finals. Our Year 8/9 Boys shared the Premiership in Volleyball with Bialik College. Our participation in the EISM competition is giving students the opportunity to challenge others in a wide range of sports across both the Winter and Summer seasons. Congratulations to all our students for their contribution in sport in 2017, especially those who served as captains in the different teams. A big thank you to all our Year 12 students who willingly gave up their time to represent Oxley in their final year.

College surveys of our local community help us better understand our community and to identify the opportunities for improvement. A continuing air of optimism about Oxley Christian College as a great place is as evident from surveys as it is on the faces of students in photographic records. It is well founded as the improvements of the past few years and those on the near horizon will lead to an even greater appreciation of the grace of God in the provision and experience of a Christian education here. In particular, the College survey results indicated 93% of parents believe the College has a safe, supportive environment and that staff are approachable, caring and enthusiastic. This was a view supported by 90% of final year students as well.

The College continues to appoint staff to provide the necessary impetus to drive new elements of our educational framework. This year saw the continued roll-out of the MS Surface Pro for students. Among the purchase of other major software, Oxley has committed to a new means of performance management software known as Touchstones. Our student management system (SEQTA) has a parent portal that will allow us to communicate directly with parents and to provide online reports of assessments and learning from next year. SEQTA has some great features in this area to allow for an adequate curriculum and learning adjunct. A highlight for the College this year was its biennial productions. On this occasion, the Junior School gave a wonderful performance of the musical called 'Giant Slayer-David and Goliath'. Meanwhile, we look forward to the 2018 Senior School production of 'Singing in the Rain' to set an amazingly high standard of performance and of recognition and interest in the wider community.



The Senior School calendar still holds the annual College mission trip. While limited to a relatively small number of students, their experience of the Cambodia event was for them a profound and emotional occasion. Experiences like these are memorable in themselves, but the College leadership sees them as being among the highly supportive activities of engagement that underpin a learning far wider than the academic disciplines and our guided inquiry based methodologies. Similarly, students value our many programs of enhancement like the Duke of Edinburgh leadership courses.

Extended year level excursions are also a frequent but great event in the calendar. Junior School students travel to Sovereign Hill, Mill Valley Ranch and Canberra. Special mention is made here of the Year 9 program that includes a significant city-life (City-Cite) experience. All of this is in addition to students' annual adventure camps and week of service to others in the general community.

Our College community's energy, passion and commitment to vision have made the year not only memorable, but eminently successful. The summary here can only allude to the Oxley experience!

Spiritual Life and Service



Spiritual life is a vital part of the Oxley culture. The development of Oxley as a vibrant, caring community emphasises the place of Christian faith and the development of integrity and compassion in the lives of students, equipping them to assist others. In Chapel this year there have been many noteworthy highlights, as well as private moments of deep spiritual significance. Many students have been involved in prayer groups. Other teams have raised money and given their time to serve with local charities or with international aid organisations overseas.

Students from all year levels have been involved in leadership. Our College Captains, Gabrielle Wilson-Gardner and Brenton Ashley-Cooper, have been

exemplary leaders, strongly supported by Vice Captains, Grace Spratt and Jacob Bell. Hundreds of other students serve in various parts of the College as leaders of international students, faculties, home groups, houses, chapel, enviro teams, sports groups, performing arts, music bands, ensembles, student groups, and clubs. Their work is often with multi-age groups which adds an exciting dynamic to their influence.

Appreciation

On behalf of the College I extend sincere thanks to the Elders and Directors of Life Ministry Centre, College Council Chairman, Pastor Graham Nelson, and Members of Council. The executive team of Deputy Principal - Head of Senior School, Mr Greg Barker, Head of Junior School, Mrs Sharee Gaiser, and Business Manager, Mr Andrew Holland, have given invaluable leadership to their respective teams and support to me as Principal. Congratulations and thanks to our teachers and to staff involved in learning support, those involved in administration, technology, catering and property maintenance, for their outstanding service to the College. We are grateful to our parents and members of the Oxley community, including past students and many volunteers, for their much-appreciated support this year.

Of special note, this year saw the retirement of Mr Ian Broadley. Ian provided an outstanding service to Oxley and its international students program for some 30 years. We are deeply appreciative of his talented leadership in this area and the international connections Oxley has as a result of Ian's connections with the University of Melbourne and International Agents.



Mr Ian Broadley 2017

The College is now pleased to report further substantive information about another wonderful year. We give thanks to God for all that has been achieved.

Dr Douglas Peck



Financial Summary

Income

44%

Government Grants

53%

School Fees & Levies

0%

Capital Grant Income

3%

Other Income

Expenditure

74%

Salaries, On Costs & Professional Development

6%

Depreciation & Financing Cost

2%

Technology

8%

Curriculum Expenses

2%

Utilities & Insurance

4%

Maintenance & Cleaning

0%

Capital Grant Expenses

4%

Other Expenses



Attendance Rates



Retention Rate

In 2014, there were 103 students at the beginning of Year 9. 75 (73%) of these students completed Year 12 in 2017.

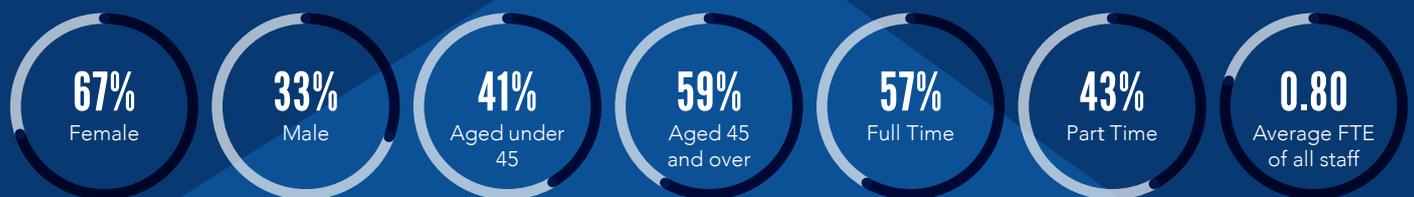
Attendance Management

Student attendance at Oxley has traditionally been very strong. In both Junior and Senior Schools, absences are managed through the Attendance Administrator. Expected absences are entered ahead of time via the management system. Parents call the absence line for any late notice of non-attendance. Unexplained absences are followed up promptly.



Staff

Oxley employed 151 Staff in 2017. Of the 86 teaching staff, 34% have more than 10 years teaching experience at Oxley. The average length of service at Oxley is 7.9 years. Oxley staff members come from a wealth of diverse backgrounds.



Professional Development

The College has a long history of investing in the professional development of our staff. Staff access conferences and seminars beyond the College, and there is a formal program of professional development built into the structure of the College operations. As a result, all staff are involved in rich and diverse professional learning. The total expenditure on Professional Development in 2017, including replacement staff, staff wages and direct provider costs, was approximately \$213,200.

New staff participate in a thorough induction program, and mentors guide them through the first year at the College. Graduate teachers are supported through the process, enabling them to gain full registration with the Victorian Institute of Teachers. All teaching staff receive first aid training as part of the professional development program.





Year 12 Results

The College congratulates members of the Class of 2017. The 97 students who completed their Year 12 VCE studies with us in 2017 performed very well. The average ATAR score was 73. Over 15% (15 students) gained ATARs in the 90s, including two students who gained ATARs above 99. Overall, students achieved more than 50 study scores of 40 or greater.

VCAA (Victorian Curriculum and Assessment Authority), through the VCE Data Service, offers an independent analysis of our school performance, by providing "value-added" data. This data demonstrates that the College has a long tradition of enhancing student performance above that which would normally be predicted. This is attributable to the quality of the teaching and the quality of the overall learning environment. The College maintained that tradition with the 2017 graduates, on average significantly improving the study scores for each student.

Over the last three years, more than 15% of our Year 12 students have gained an ATAR of at least 90.

Top Performers and Dux of College

At a Senior School assembly early in 2018, 3 recipients were presented with an award acknowledging their outstanding achievements. Each had achieved an ATAR of close to 99, or in two cases higher than 99, which is indeed a remarkable feat.

Joel Fung obtained the highest ATAR and is currently studying to gain the Diploma of Ministry at Hillsong in Sydney.

Caitlin Xavier is also congratulated for her ATAR, which assisted her in achieving entry to the Bachelor of Design (Communication Design) (Honours) at Swinburne University of Technology.

Grace Spratt also performed to an exceptional level both in the VCE and the UMAT, and was enrolled in the Bachelor of Medicine at Monash University

We celebrate these and all of our students who have worked hard to enable them to follow their dreams and passions.



Year 12 Destinations

Students chose a variety of tertiary institutions, with 94% applying through the VTAC system, resulting in 84% of the students receiving a University offer, 7% gaining a place at a TAFE, and the remaining students selecting a private institution.

2017 Student Tertiary Institute Selections

Among the Melbourne-based universities, the most popular university of choice for 2017 graduating students was Monash, followed by Swinburne, RMIT, ACU, University of Melbourne and Deakin. These six institutions have been the most favoured destinations in recent years.

2017 Student Course Selection

The students chose a wide variety of courses. Health Sciences were the most popular courses, including studies in Physiotherapy, Occupational Therapy, Psychology, and Nursing. The next most popular were Commerce, Science, Design, Law, Arts, Technology, Education, Engineering and Music. Student offerings included Science / Biomedicine at the University of Melbourne and Medicine and Arts/Law at Monash University. Some students received scholarships to a variety of courses, including one student receiving a scholarship of \$40,000 to complete a Bachelor of Information Technology at Swinburne University, which also includes 40 weeks of industry based experience.

Mr Greg Barker
Deputy College Principal / Head of Senior School



Junior School

In the Junior School, a strong learning culture exists owing to the ongoing commitment of students, teachers, parents, and the broader community. High expectations and clear accountable measures, within a collaborative professional environment, ensure quality teaching and improved learning outcomes for all students.

Differentiated learning continues to be a focus as we create learning sequences that address the individual needs of all students. Opportunities exist, both in the classroom and beyond, for students to receive a balance of support and challenge in their educational endeavours. Fostering responsibility for learning is a key factor in student achievement. Junior School students continue to be asked to identify and use strategies to help them reach their goals and to monitor their progress toward those goals.

Opportunities exist for every student to engage and develop as a learner. Our specialist programs, in the Performing and Visual Arts, Physical Education, Languages and Enviro Studies, contribute to the development of every student's spiritual, academic, social, physical and creative potential.

Artist in Residence

The Artist in Residence program, launched in 2017, is testimony to the consolidation of the valuable internal and external partnerships that are being embedded into our culture. Ivan Smith, an accomplished artist, willingly shared his knowledge and expertise with students. This project resulted in students learning and applying skills to produce a wall mural which highlighted the uniqueness of our identity in Christ.



Co-Curricular Activities

We celebrate the ongoing success of enrichment programs such as the Lego and Coding Clubs. Students learn the art of living and working together while developing leadership and critical thinking skills. The weekly Running Club continues to be well supported and is a positive avenue for promoting stamina, health and welfare.



We are also grateful to our School, House, Music, Home Group and Enviro Captains, who enthusiastically serve our community in a myriad of ways. In the Performing Arts, students can participate in Choir and instrumental ensembles, providing wonderful entertainment to many at events in the College calendar.

Buddy Program

The Buddy Program continues to foster cross-age connections and supportive relationships for Prep to Year 6 students. Throughout the year, classes meet and participate in activities which promote social and support networks for children. From picnic lunches to reading books together, spending time with your buddy promotes a sense of community and belonging for all students. A highlight is the Buddy Chapel, held every term.

Staff Professional Learning

Throughout 2017, staff participated in professional learning that focused on improving student learning outcomes in the teaching of Reading. With a focus on the essential elements of reading instruction (phonemic awareness, phonics, fluency, vocabulary, and comprehension), staff undertook professional reading, observation, collegiate conversations, collaborative planning and program review. With a sense of shared responsibility for student learning coming to the fore, staff could determine how children best learn to comprehend what they read. They reviewed studies of three areas regarded as



essential to developing reading comprehension: vocabulary development, text comprehension instruction, and teacher preparation and comprehension strategies instruction. As a result, students have been introduced to reading journals, where they make their thinking about texts visible and participate in metacognitive processes which build their critical thinking skills. We now carry this important work into our future practice.

Parent Support

Parental engagement recognises that both parents and teachers play a vital role in children's learning, development and wellbeing, and that children generally experience greater success when there are positive connections between the different spaces they learn in. The support of parents makes the partnership between home and school one that we can be proud of. We are grateful for the willingness of our parents to participate in supporting learning both in the classroom and beyond.



With such a dedicated and collegiate staff, the opportunities are endless. We extend genuine appreciation to all members of staff for their attention to the learning and teaching process and to the College leadership for their continued teamwork and commitment to excellence at Oxley. We celebrate the wonderful achievements of the Junior School community and look forward, with much enthusiasm, to the year ahead.

Mrs Sharee Gaiser
Head of Junior School

Student Progress and Achievements

The table below indicates the performance of Oxley students against the National Minimum Standards for Literacy and Numeracy. It also indicates the percentage of students in Years 3, 5, 7 and 9 who have reached or exceeded the National Minimum Standards. Students who have not reached the National Minimum Standards are students with specific learning difficulties. The College supports all of these students and several receive assistance through Government funding. Students who are below the mean, but not below the Minimum Standards, are also offered extra support by the College.

NAPLAN Results

Reading

	2015	2016	2017
Year 3	100%	100%	100%
Year 5	97%	100%	98%
Year 7	100%	97%	91%
Year 9	100%	96%	97%

Writing

	2015	2016	2017
Year 3	98%	100%	98%
Year 5	100%	100%	100%
Year 7	95%	97%	88%
Year 9	99%	93%	95%

Spelling

	2015	2016	2017
Year 3	100%	100%	100%
Year 5	100%	100%	100%
Year 7	97%	96%	90%
Year 9	98%	96%	95%

Grammar and Punctuation

	2015	2016	2017
Year 3	100%	100%	100%
Year 5	100%	100%	100%
Year 7	99%	99%	90%
Year 9	99%	94%	95%

Numeracy

	2015	2016	2017
Year 3	100%	100%	100%
Year 5	100%	100%	100%
Year 7	100%	97%	90%
Year 9	100%	99%	95%



Staff Qualifications

Mr David Anderson	BA, BEd, BTh, CertTESOL
Mrs Emma Ashmore	BTeachPrim, BACHristCouns, BAppSc(HumM'ment)
Mr Tim Ashmore	BEdPrim, BSc
Mrs Aida Awad	BHE, BEd, GradDipEdSec
Miss Caitlin Backholer	AdvDipHosp, BEdPrim
Mrs Judith Backholer	BA(Hons), DipEd, CertS'wareApps
Mr Greg Barker	BSc, CertIVAss&WplaceTrain, GradDipEd
Mrs Fiona Bennett	BATeach
Mr Carl Bird	BEdSec, BA
Mrs Anita Bradshaw	DipTeachPrim, BEd
Mr Ian Broadley	CertTeach, DipPE, BA, BEd, MEd, GradCertTESOL, GradDipStudWelf
Mrs Kate Broadley	MEd, GradDipEd, BA, BSc
Mr Matthew Burow	GradDipEd, BTh(Hons), BTh
Mrs Merryn Burt	DipEd, BEd
Mr Shaw Harnq Chan	BMus, PGradDip Teach Sec, MstTeach
Miss Michelle Chin	BComm&Ed
Mrs Carolyn Connolly	BEdSec, BHSc
Mr Maxwell Cuddon	BSci, DipEd
Ps Matt Daly	BComp, DipEd
Mr Doug Davidson	CertTeach, BA, Dip, GradDipSpecEd
Ms Melinda de Haan	Grad DipEdSec, BAarts, CELTA, Bahasa Ind Lvl1&2
Mrs Susan De Lange	BA, HEdDip, DipCompStud
Mrs Linda Doblin	BSocSc&EnvStud, DipEd
Ms Rebecca Dyson	BEd(P-12), BAppSc(Hospitality)
Mr Tim Eddy	BScTeach
Mrs Joanna Elliott	BEdSec
Mr Gavin Fox	BEd
Mr Stephen Frigo	BAppSc, GradDipEdSec
Mrs Sharee Gaiser	DipTeachPrim, GradDipEd
Mrs Ann Gaschk	DipTeach
Mr Joshua Gaschk	BAppSc (PE&Health)
Mr Ric Gaschk	DipTeachPrim, GradDipRE, GradDip IT
Mrs Elise Goodwin	BA, BEd
Mrs Glen Gravis	BA, DipEd, DipSpDrama, GradDipEd (ESL), GradDipEd Admin, GradDipStudWelf, MSW, MProfEd&Train, CertIVLifeCoach, CertIVTrain&Assess
Miss Melanie Haley	BEd(Primary), DipTeach(Primary)
Mrs Ulla Hansson	BSc, MSc, Principalship, CLAD
Miss Eleesha Higbed	BA (Hons), DipEd
Mrs Cindy Hogan	BSc, GradDipEd, MA
Miss Claire Hogan	BA, BEd
Mrs Jennifer Humphreys	BSc (1st-Class Hons), DipEd, Cert ELTA
Mrs Anne Ives	BFArt Ed, Cert IV Min
Miss Belinda Juchno	BHSc, GradDipTh, MTeach
Mrs Victoria Kirby-Beach	GradTeacherProg, GradDipTeach&Learn
Mr Andrew Knee	DipGrArts. CertIV H&F, BComm&Design, GradDipEdSec
Mrs Jeannette Kotzé	MEd, BEd (Hons), DipRem&CompTeaching, HDipEd, BSc

Staff Qualifications

Mr Daniel Kunst	BchAppSci, GradDipBible, MastTeach
Miss Nicole Latham	Cert AustSwim, Cert LifeBelInt, CertI SportsTrainer, Cert Pool Attendant, BTeach Sec
Mrs Druscilla Law	BSc, HDipEd
Mrs Elisabeth Ledwidge	BEd Prim, AssDip Rec, Cert IV TESOL
Ms Adeline Lim	BA, GradDipEd, MEd
Mrs Robyn Liney	BA, BTeach
Mr Michael Mancev	BA, PostGradDipEd, MIT Ed
Mrs Rebecca McDonald	BA, BEd, MEd
Mr Bruce Mitchell	BSc, DipEd
Miss Susan Moore	BSc (Hons), BLett (Hons), GradDipEd
Mr Paul Moseley	BSc IT, BSc, GradDipEd Sec
Mrs Seh Yeh Ong	BA, GradDipEd, MEd, LTCL Piano
Mrs Carol Oswald	BSc, DipEd
Mrs Kerrilyn Palmer	BTeach, BEdPrim
Dr Douglas Peck	DipAppSc, DipEd, BSpEd, MEd, EdD
Miss Holly Pedley	BArts, MTeachSec
Mr Andrew Piper	BEdSec, BAppSc
Miss Emily Pyman	BMus, BTeachPrim, BTeachEarlyChild, TEFL/TESOL Cert
Mrs Louise Rambaud	BEd, MArts Childhood
Mrs Kristi Reeves	BEd
Mr Daniel Rodgers	MstTeachPrim, BA
Mrs Miranda Roediger	CertIV PT, BA, GradDip Comm, GradDipEd
Miss Heidi Ruhnau	BEd Sec, Cert S'ware Apps
Mrs Sharon Sandison	BA (Hons), GradDipEd, BEdPrim
Mrs Leanne Saward	DipLib, BEdPrim
Miss Phoebe Shen	Mst TESOL, MstTeachPrim, BA
Mrs Margaret Signorini	BEd Sci
Miss Catherine Sparrow	MTeach (Secondary), BA
Mrs Sharon Sutton	BEd, BA
Mrs Lynne Taylor	BEd
Mrs Rhiannon Theunissen	BEd, BArts
Mrs Carol Thompson	BMus Ed
Mrs Nicole Thorpe	DipEd, GradDip
Mr William van Pinxteren	BAMus, DipEd, LCTL , LMusA
Mrs Narelle Walker	DipMus Ed A. Mus.A
Mr Markus Wasono	Sarjana Deg English, MArts, DipEd, GradDipEd
Mrs Claudia Weller	DipEd, GradDip SpecEd, GradDip ECTeach (Dist)
Mr Stephen White	GradDipEd, BA
Mr Trevor Whittle	DipTeach LSec, Deg Baccalaureus Artium, BA Hons, Prel Cert TEFL
Mrs Cindy Woodcock	BEd, EnvSc, Sec
Mr Matthew Wynne	BSci, MTeach Sec
Miss Michaela Wynne	BEdPrim
Dr Ruilan Yuan	BA, GradDipEd, MEd Studies (TESOL), MEd, PhD Ed
Mr Yimin Zhang	BEd, GradDip
Mr Leslie Zhou	BAppSc, GradDipEdSec, GradDip Div





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