



# OXLEY

CHRISTIAN COLLEGE



Community Report | 2018

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# Principal's Report

Another year of significant 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 College community. In a year of further excitement, growth and the improvements required of a vibrant educational institution, 2018 proved to be a remarkable time of student achievement.

Oxley continues to have the great privilege of educating students in close partnership with families. We are a multi-denominational College immersed in the Christian tradition and understanding of the world. The College vision and mission are focused on the teaching and ethics of Christ. We maintain a high academic rigour in our curriculum and a commitment to strong learning outcomes for students of all abilities. Our College values delight in learning, and trust, compassion and wellbeing in relationships. We value resilience, wisdom, good character and service within our community relationships.

Christian foundations provide a basis for people to become the agents of transformation. Our 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 is 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-ninth year of operation, I commend the fine reputation the College has for the formation of the whole person.

## 2018 Highlights

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 our 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 being Premiers in: Senior Boys Basketball, Year 8/9 Girls Basketball, Year 8/9 Boys Volleyball B, Year 8/9 Girls Soccer and Year 8/9 Mixed Badminton.

Our participation in the EISM competition provides students with 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 2018, 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.



# Principal's Report

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 biennial 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 most recent College survey results indicated 95% 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 all 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 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 musical productions. On this occasion, the Junior School gave a wonderful performance of the musical called 'The Mender'. It alluded to the One who reaches out to mend the brokenness of human life. The Lord is close to the brokenhearted and saves those who are crushed in spirit, says Psalm 34:18.

Our Senior School production of 'Singin' in the Rain' set an amazingly high standard of performance and of recognition and interest in the wider community. As the fabulous five performances only got better and better during the week, I think the audiences realized the highly professional class of this presentation. There was an enormous energy and talent on display alongside the obvious friendships of cast and crew that have been strengthened over the year of preparation. Events like this make it such an honour to be a part of the Oxley community and to continue to recognise the legacy of our previous Principal, Mrs Sally Broadley, in the Arts.

The Senior School calendar still holds the annual College mission trip in association with Samaritan's Purse. While limited to a relatively small number of senior students, their experience of the Cambodia event is 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 and varied 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 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.



# Principal's Report

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

## Spiritual Life

Spiritual life is a vital part of Oxley Christian College 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.

Students from all year levels have been involved in leadership. Our College Captains, Rachael Hallang and Liam Ting, have been exemplary leaders, strongly supported by Vice Captains, Sarah Jones and Benjamin Foote. Many 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 appreciation and gratitude 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 all staff involved in leadership, learning support, those involved in administration, technology, pastoral care and welfare, catering and property maintenance, for an outstanding service to the College community.

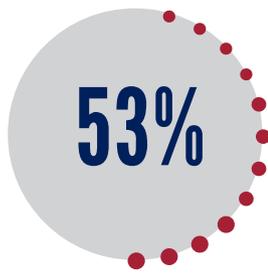
We are grateful to our parents and members of the Oxley community, including past students and many volunteers, for their much-appreciated support this year. We give thanks to God for all that has been achieved.

Dr Douglas Peck

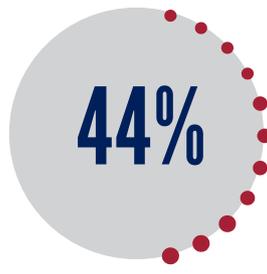


# Financial Summary

## Income



School Fees & Levies



Government Grants

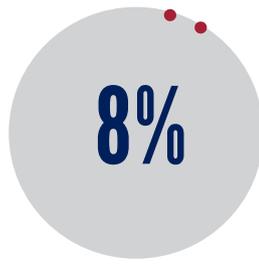


Other Income

## Expenditure



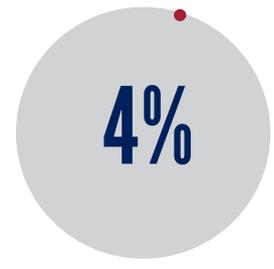
Salaries, On Costs & Professional Development



Curriculum Expenses



Depreciation & Financing Cost



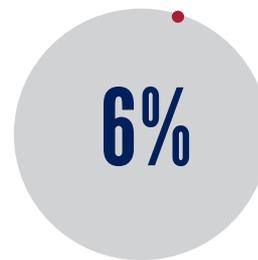
Maintenance & Cleaning



Utilities & Insurance

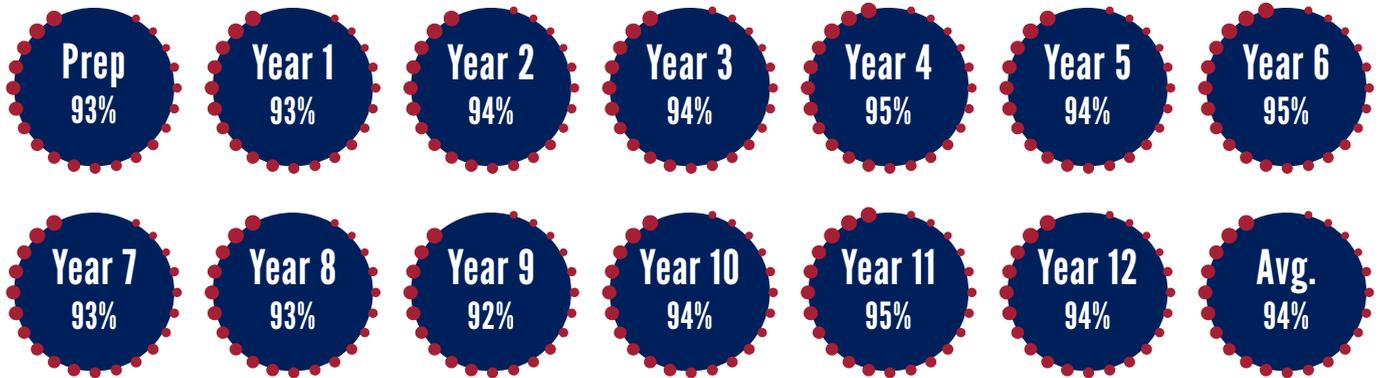


Technology



Other Expenses

# Attendance Rates



## Retention Rate

In 2015, there were 82 students at the beginning of Year 9. 67 (82%) of these students completed Year 12 at Oxley.

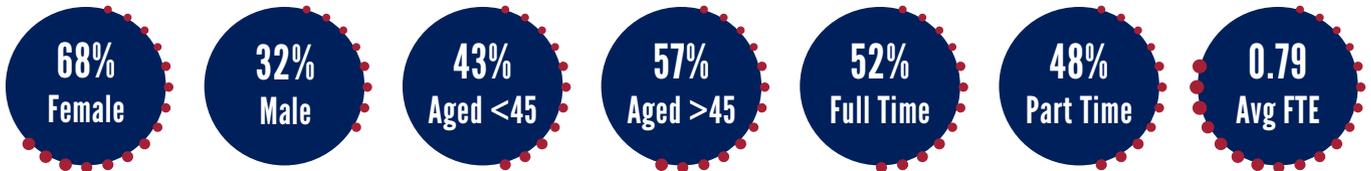
## Attendance Management

Student attendance at Oxley has traditionally been very strong. In both Junior and Senior Schools, absences are managed through the Attendance Officer. 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 155 staff in 2018. Of the 83 teaching staff, 36% have more than 10 years teaching experience at Oxley. The average length of service at Oxley is 8.5 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.

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.



# Class of 2018

## Year 12 Results

The College congratulates members of the Class of 2018. The 89 students who completed their VCE studies with us in 2018 performed very well. The average ATAR score was 73. Over 15% (15 students) gained ATARs in the 90s, including the highest ATAR of 99.65.

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 2018 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 2019, we congratulated Rachael Hallang on her exceptional ATAR of 99.65 and confirmed her earlier selection as dux of the College.

A total of 15 students, or 17%, of our entire cohort achieved an ATAR above 90. Of these, four were international students.

It was pleasing to see a diversity of students and subject combinations represented in our top achievers.

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



# Class of 2018

## Year 12 Destinations

Students chose a variety of tertiary institutions, with most applying through the VTAC system, resulting in 87% of the students receiving a university offer, 7% gaining a place at a TAFE, and the remaining students selecting a private institution.

## 2018 Student Tertiary Institute Selections

Among the Melbourne-based tertiary institutions, the most popular choice for 2018 graduating students was RMIT, followed by Deakin, Monash, Swinburne and University of Melbourne. These five institutions have been the most favoured destinations in recent years.

## 2018 Student Course Selection

The students chose a wide variety of courses. Design was the most popular course, followed by Business, Science, Engineering, Health Sciences (including studies in Physiotherapy, Occupational Therapy, Psychology, and Nursing). The next most popular were Computer Science, Teaching, and Law.

Among the offers made by tertiary institutions, one student received a Deakin Scholarship for Excellence. Two students received scholarships to Monash, including a student receiving the prestigious Vice Chancellor's Scholarship for Excellence.

Greg Barker  
Deputy College Principal / Head of Senior School





# Junior School

With the college vision and mission guiding our practice, we remain committed to building a culture that supports student learning, aligned with a Christian worldview. Our desire is to collaboratively shape a strong sense of shared purpose, with teachers continually examining their practice to ensure that it continues to meet students' needs.

We rejoice in strong growth across all curriculum domains, with the annual NAPLAN results a testament to the exemplary work of students, staff and parents. Student engagement in learning is solid and the programs on offer, coupled with the support of our parent community, are positive influencers of our high rate of student attendance.

## Christian Life

Spiritual formation is an essential component of a Christian school education and building a faith community is pivotal to life and work at Oxley. From morning devotions in Home Groups, to the study of God's word in Christian Studies, students are guided towards an understanding that God is at the centre of every pursuit of knowledge. Our weekly Chapel services, ably led by student leaders and the College Chaplain, foster an appreciation of our shared purpose to share Christ and the Good News of the Gospel. Student voice is encouraged through worship, class presentations of learning, musical performances and the recognition of student achievement. In addition, we foster a sense of connection to the global community through our support of the Amari Community Development Organisation in Uganda.

## Co-Curricular Activities

Co-curricular activities provide students with rich opportunities, beyond the walls of the classroom, to develop physically, emotionally, socially, spiritually and academically. We currently offer a range of clubs for students, some of which are whole school endeavours. From LEGO, Coding, Running, Chess and Knitting Club, students appreciate the aesthetic and recreational value of such programs.



# Junior School

## Parent Volunteers

We strongly encourage and provide scope for parents to be involved in their child's learning. The benefits are two-fold, with parent volunteers helping to send a positive message about the value of learning. Our students also appreciate the encouragement offered by those who support learning in a myriad of ways. Parent volunteers offer a huge resource and support base for the school community and we value the time and effort so generously offered.

## Staff Professional Learning

In 2018, we engaged the support of a Literacy Coach to guide a Prep – Year 6 focus on improving student learning outcomes in the teaching of Writing. Initially, Junior School staff collaborated to observe lessons delivered by the Literacy Coach. Secondly, a process of teacher observation and coaching was initiated, with staff receiving helpful feedback to improve their practice. To complement our work, we engaged in ongoing professional learning, to investigate and come to a shared understanding of the critical elements of an effective writing program. We were intentional to establish a consistent structure to our daily writing lessons, including explicit teaching, guided practice, student-teacher conferences, goal setting and reflection. Common practice and the use of a common language around the teaching of writing was key. Buoyed by school-based learning, our development is both continuous and ongoing, involving follow up and support for further learning in the years to come.

To celebrate the work of our staff and students, in Term 4 all students applied the skills, knowledge and understandings learned to complete a Multi-Genre Writing project.

Another new initiative was to establish professional learning teams to improve teacher practice, enhance leadership skills, support curriculum development and promote student wellbeing. The work of collaborating and co-planning was taken to the teams, with teachers from Prep - Year 2, Years 3 and 4, and Years 5 and 6 meeting on a regular basis. Within the context of these meetings, activities such as moderation and analysis of data could occur. We remain committed to being learning-oriented and supportive of the growth of teachers and students.

**"The mediocre teacher tells. The good teacher explains.  
The superior teacher demonstrates.  
The great teacher inspires."**

**William Arthur Ward**

It is the efforts and ongoing commitment of our expert teaching team, to value and nurture every student, that we celebrate. We extend sincere gratitude to all members of staff for their devotion to the learning and teaching process and to the College leadership for their continued pledge to excellence at Oxley. As we look toward to the future, we continue in active pursuit of the worthy work to which we have been called, that of inspiring learners.

**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

Year Level	2016	2017	2018
Year 3	100 %	98%	100%
Year 5	100 %	100 %	100%
Year 7	97 %	100%	100%
Year 9	96 %	98%	97%

### Writing

Year Level	2016	2017	2018
Year 3	100 %	100%	100%
Year 5	100 %	96%	93%
Year 7	97 %	97%	100%
Year 9	93 %	87%	89%

### Spelling

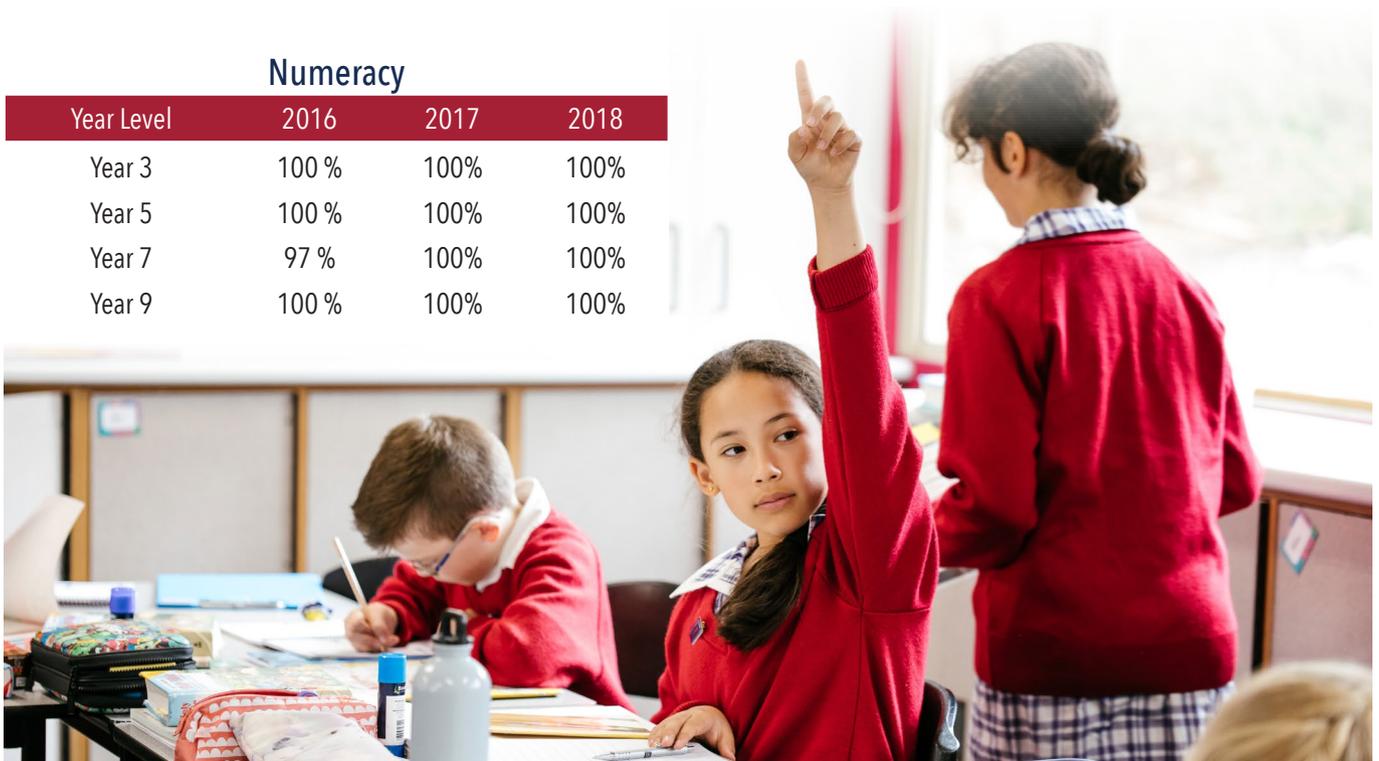
Year Level	2016	2017	2018
Year 3	100 %	100%	100%
Year 5	100 %	100%	100%
Year 7	96 %	100%	99%
Year 9	96 %	95%	90%

### Grammar and Punctuation

Year Level	2016	2017	2018
Year 3	100 %	96%	100%
Year 5	100 %	100%	100%
Year 7	99 %	99%	100%
Year 9	94 %	93%	93%

### Numeracy

Year Level	2016	2017	2018
Year 3	100 %	100%	100%
Year 5	100 %	100%	100%
Year 7	97 %	100%	100%
Year 9	100 %	100%	100%



# Teaching Staff Qualifications

Mrs Emma Ashmore	BTeachPrim, BACHristCouns, BAppSc
Mr Tim Ashmore	BEdPrim, BSc
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
Mrs Kate Broadley	MEd, GradDipEd, BA, BSc
Mr Matthew Burow	GradDipEd, BTh(Hons), MTh(Research)
Mrs Merryn Burt	DipEd, BEd
Mr Shaw Harng Chan	BMus, GradDipTeachSec, MTeach
Mrs Carolyn Connelly	BEdSec, BHSc
Mr Maxwell Cuddon	BSc, DipEd,
Ps Matt Daly	BComp, DipEd
Ms Melinda de Haan	GradDipEdSec, BA, CELTA, Bahasa Ind Lvl1&2
Mrs Susan De Lange	BA, HigherEdDip, DipCompStud
Mrs Linda Doblin	BSocSc&EnvStud, DipEd
Ms Rebecca Dyson	BEd(P-12), BAppSc
Mr Tim Eddy	BSc, BTeach
Mr Gavin Fox	BEd
Mrs Sharee Gaiser	DipTeachPrim, GradDipEd
Mrs Ann Gaschk	DipTeach
Mr Joshua Gaschk	BAppSc
Mr Ric Gaschk	DipTeachPrim, GradDipRE, GradDip IT
Mrs Elise Goodwin	BA, BEd
Mrs Glen Gravis	BA, DipEd, DipSpDrama, GradDipEd(ESL), GradDipEdAdmin, GradDipStudWelf, MSW, MProfEd&Train, CertIVLifeCoach, CertIVtrain&Assess
Miss Melanie Haley	BEdPrim, DipTeachPrim
Miss Eleesha Higbed	BA (Hons), DipEd
Mrs Rebecca Hill	DipEd(sec), BMus(Performance)
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
Mrs Emily Jetten	BEd, BA, Cert EdSupp
Miss Belinda Juchno	BHSc, GradDipTh, MTeach
Mrs Victoria Kirby-Beach	GradTeachProg, GradDipTeach&Learn
Mrs Jeannette Kotzé	MEd, BEd (Hons), DipRem&CompTeaching, HDipEd, BSc
Mr Daniel Kunst	BAppSci, GradDipBible, MTeach
Miss Nicole Latham	Cert AustSwim, Cert LifeBelInt, Cert SportsTrainer, Cert Pool Attendant, BTeachSec
Mrs Druscilla Law	BSc, HDipEd
Mrs Elisabeth Ledwidge	BEdPrim, AssDip Rec, Cert IV TESOL
Ms Adeline Lim	BA, GradDipEd, MEd

# Teaching Staff Qualifications

Mrs Robyn Liney	BA, BTeach
Mr Michael Mancev	BA, GradDipEd, MEd
Mr Shawn Martin	BPhysEd, DipTeach, CertSportsMed
Mrs Rebecca McDonald	BA, BEd, MEd
Miss Melissa Monro	BECEd
Mr Tim Monro	BAppSc (Hons)
Miss Sue 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	MEd, EdD, BSpEd, Adv DipAppSc, DipEd
Miss Holly Pedley	BArts, MTeachSec
Mr Andrew Piper	BEd Sec, BASc
Miss Emily Pyman	BTeachPrim, BTeachEarlyChild, BMus, TEFL/TESOL Cert
Mrs Kristi Reeves	BEd
Mr Daniel Rodgers	MTeachPrim, BA
Miss Heidi Ruhnau	BEd Sec, Cert S'ware Apps
Miss Olivia Samachetty	BA, MTeachSec
Mrs Sharon Sandison	BA (Hons), GradDipEd, BEdPrim
Mrs Leanne Saward	BEdPrim, DipLib
Miss Phoebe Shen	MTESOL, MTeachPrim, BA
Mrs Margaret Signorini	BEd Sci
Mr Rufane Smith	GradDipEd, BA (Hons), MA
Miss Catherine Sparrow	MTeachSec, BA
Mrs Sharon Sutton	BEd, BA
Mr Philip Talapati	BBus, GradDipSec, MBA
Mrs Lynne Taylor	BEd
Mrs Rhiannon Theunissen	BEd, BA
Mrs Nicole Thorpe	DipEd, GradDip
Mr William van Pinxteren	BAMus, DipEd, LCTL, LMusA
Mrs Narelle Walker	DipMus Ed A. Mus.A
Mr Markus Wasono	MArts, GradDipEd, Sarjana Deg English
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 Arielle Willetts	BEdPrim
Mrs Cindy Woodcock	BEd Sec
Mr Matt Wynne	BSci, MTeachSec
Miss Michaela Wynne	BEdPrim
Dr Ruilan Yuan	BA, GradDipEd, MEd Studies (TESOL), MEd, PhD
Mr Yimin Zhang	BEd, GradDip
Mr Leslie Zhou	BAppSc, GradDipEdSec, GradDip Div



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