

**EXCELLENCE**

**WISDOM**

**SERVICE**



# ANNUAL REPORT 2019

**ORAN PARK ANGLICAN COLLEGE**

*A school within The Anglican Schools Corporation*

*Established 2012*









# TABLE OF CONTENTS

A MESSAGE FROM KEY SCHOOL BODIES	4
Chair Of College Council Message	
Principal's Message	
CONTEXTUAL INFORMATION ABOUT THE COLLEGE	7
Background Information	
Governance	
Student Population And Characteristics Of The Student Body	
STUDENT OUTCOMES IN STANDARDISED NATIONAL LITERACY AND NUMERACY TESTING	8
Naplan Results 2019	
RECORD OF SCHOOL ACHIEVEMENT	10
HIGHER SCHOOL CERTIFICATE	10
PROFESSIONAL LEARNING & TEACHER STANDARDS	11
Teacher Accreditation	
Professional Learning For Teaching Staff	
Professional Learning Costs	
WORKFORCE COMPOSITION	14
College Staff 2019	
STUDENT ATTENDANCE AND MANAGEMENT OF NON-ATTENDANCE	15
Attendance Rates	
Process For Monitoring Attendance	
POST SCHOOL DESTINATIONS	17
ENROLMENT POLICY	18
SCHOOL POLICIES	20
Policies Summary	
COLLEGE-DETERMINED IMPROVEMENT TARGETS	23
Achievement Of Priorities In 2019	
Improvement Targets For 2020	
INITIATIVES PROMOTING RESPECT & RESPONSIBILITY	24
PARENT, STUDENT & TEACHER SATISFACTION	26
SUMMARY FINANCIAL INFORMATION	27

# A MESSAGE FROM KEY SCHOOL BODIES

## CHAIR OF COLLEGE COUNCIL MESSAGE

Oran Park Anglican College was established by the Anglican Schools Corporation, a body established by the Diocese. The College has experienced strong enrolment growth since commencement, educating 721 (including Preparatory) students in 2019. As with all the rest of south west Sydney, the landscape changes monthly and the College facilities continue to expand to accommodate this growing population. This year saw the opening of our third and final Junior School building. Our masterplan continues to unfold as we seek to provide contemporary learning spaces which will engage students in authentic learning experiences. Students have been learning how our core values of courage, curiosity, craftsmanship, collaboration and compassion can shape them as life-long learners equipped with the learning habits and qualifications to thrive in the 21st century.

Other highlights of the year have been the Junior School Performing Arts night, 'OPAC goes to Hollywood' and Senior School's SRC led 'The Big Event', both of which provided fundraising for drought effected communities, as well as our annual Service Learning trips for students in Years 10.

All of this creative programming requires effort and cooperation. Much credit goes to our Principal, Mrs Naomi Wilkins and her two deputies, Mr Michael Newton and Mrs Katherine Kendon who lead a willing, enthusiastic and able staff. We are also appreciative of our wonderful volunteer parents, grandparents and friends who engage so fully in College life. The College is making a positive contribution to Oran Park and the wider community and building a good reputation.

The Australian Education Regulation 2013 requires registered individual non-government schools to prepare an annual report for public disclosure. The College Council is pleased to provide this report according to the determinations of the Minister for Education and Training. The Annual Report for 2019 includes the following reporting areas:

- A message from key school bodies
- Contextual information about the College
- Student outcomes in standardised national literacy and numeracy testing
- Student performance in national and statewide tests and examinations
- Professional learning and teaching standards
- Workforce composition
- Student attendance, management of non-attendance and secondary retention
- Post-school destinations
- Enrolment policies and characteristics of the student body

- School policies
- School determined improvement targets
- Initiatives promoting respect and responsibility
- Parent, student and teacher satisfaction
- Summary financial information

The College Council has policies and procedures in place to ensure it is meeting and will continue to meet educational and financial reporting requirements in accordance with the legislation. We are pleased to provide this report to the NSW Education Standards Authority (NESA) and the community.

Dr Geoff Huard  
College Chairman

## MEMBERS OF COLLEGE COUNCIL

Rev Jonathan Squire

Rev Stuart Starr

Mrs Kerry Thomas

Mr Tony Pieris

Dr Paul Arthur

## EX OFFICIO

Mr Michael Newman      Representing the Sydney Anglican Schools Corporation

Mrs Naomi Wilkins      Principal

# PRINCIPAL'S MESSAGE

Oran Park Anglican College has established a reputation as a supportive environment for students and staff with high expectations for strong educational outcomes and modern facilities. The College provides a place where all students are valued and nurtured. Staff educate students academically, socially, physically and foster their Christian journey. The values taught are Christ-centred and our Christian beliefs and attitudes come through every day in all that we teach. Oran Park Anglican College aims to create experiences that inspire innovative thinking, inform the future, challenge students to look beyond their own existing boundaries and capture a vision.

In 2019, our third Junior School building was completed which comprises nine junior school classrooms and a staff and student services centre. Landscaping works were also undertaken to improve the playground facilities for both active and passive recreation.

The College has maintained good relationships with the Oran Park Town partners including the developers, council, retirement village and church, which enhances our standing within the community. We are seeking to make a difference in our community by being the 'light on the hill'. We have a dynamic and hardworking staff team who model and teach our values of 'courage, curiosity, craftsmanship, collaboration and compassion.'

We have much to celebrate and be thankful for in our eighth year, but our eyes are lifted to the horizon as we see how rapidly the population around us is growing and we long to see more children and their families become a part of this wonderful College community.

There will always be new challenges in contemporary education and we are committed to a process of continuous review and reflection of current practice to ensure improvement, innovation and effectiveness.

Naomi Wilkins  
Principal

# CONTEXTUAL INFORMATION ABOUT THE COLLEGE

## BACKGROUND INFORMATION

Oran Park Anglican College was established in 2012 by the Anglican Schools Corporation to provide quality, affordable education to Sydney's South-West. It is located in the geographic centre of the Camden Local Government Area in the Oran Park Town precinct. The College offers an innovative, academic curriculum for students from Preparatory to Year 12. In 2019 the College's Socio Economic Status (SES) was 101.

The College vision is to be a vibrant learning community where every member is valued, high standards of character, behaviour and relationships are set and Christ is honoured. Our mission is to grow and nurture Excellence, Wisdom and Service. This is achieved through:

- a commitment to providing a positive and engaging learning community in a safe and supportive Christian environment
- provision of a continuous curriculum across the key learning areas, supporting a seamless transition across the junior, middle and senior years
- teaching programs based on individual needs at all levels
- an established student leadership program providing the opportunity for growth and development
- encouraging achievement in a wide range of settings both inside and outside the classroom
- staff providing positive role modelling and Christian values which aim to nurture the spirit and encourage the heart of our students.

At the heart of the culture of the College are five values. These values reflect our Christian beliefs and commitment to providing meaningful and personal learning experiences for every student: Courage, Curiosity, Craftsmanship, Collaboration and Compassion.

Our College facilities include contemporary learning spaces including specialist rooms for Science and Technology, attractive playgrounds, sporting fields, access to and interaction with technology to support learning.

Every student is introduced to the Christian faith through the teaching of the Bible and through the practical display of Christian character and care. The personal response to the Christian message from each student is respected and the College welcomes students from all backgrounds.

## GOVERNANCE

Oran Park Anglican College is a member of the Anglican Schools Corporation which supports Anglican education and ensures the College's strong financial performance. It is administered by the College Council which numbers amongst its members representatives from the Corporation, the Anglican Synod, and experienced members of the business community. The daily management of the College is the responsibility of the Principal, Naomi Wilkins.

## STUDENT POPULATION AND CHARACTERISTICS OF THE STUDENT BODY

The College had a total of 721 students enrolled in 2019, of which 40 were enrolled in Preparatory, 452 were in K – 6 and 229 were in Years 7 – 12. There were approximately equal numbers of boys and girls. Whilst the majority of students live within a six kilometre radius of the College, many come from further afield. In 2019, 3% of students were of Aboriginal descent and 6% of students came from homes with a 'Language Other Than English' background.

# STUDENT OUTCOMES IN STANDARDISED NATIONAL LITERACY AND NUMERACY TESTING

## NAPLAN RESULTS 2019

The 'My School' website shows the College NAPLAN results in detail and demonstrates comparative data with similar and local schools. The link below will take you to the 'My School' website to view Oran Park Anglican College results: <http://www.myschool.edu.au/>

Our results in all year groups are close to the National Average with students in Year 9 above the national average in Reading, Writing and Grammar. As a relatively young school (less than 9 years) which is growing rapidly our population is always changing and not all our students have benefitted from our consistent, direct and explicit instruction approach to teaching Literacy and Numeracy in K-2. A significant number of our students in Years 5, 7 and 9 have been at the College less than two years.

The table below shows the average result of the College students in each year group tested. The colour shading indicates a comparison between the College's performance and national averages.

Year Group	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	427	424	418	432	408
Year 5	502	478	504	487	504
Year 7	549	507	556	546	556
Year 9	601	571	593	596	602

Selected school's average when compared to all Australian students is:

-  Above
-  Close to
-  Below



# STUDENTS ACHIEVING ABOVE MINIMUM STANDARDS

## YEAR 3 (BANDS 3-10)

Year Group	Reading	Writing	Spelling	Grammar & Punctuation	Overall Numeracy
Oran Park Anglican College (%)	92	97	89	92	92
State (%)	89	95	89	90	88
SSSG (%)	92	96	91	94	92

## YEAR 5 (BANDS 5-10)

Year Group	Reading	Writing	Spelling	Grammar & Punctuation	Overall Numeracy
Oran Park Anglican College (%)	85	89	88	80	94
State (%)	87	84	88	82	86
SSSG (%)	91	86	90	85	90

## YEAR 7 (BANDS 6-10)

Year Group	Reading	Writing	Spelling	Grammar & Punctuation	Overall Numeracy
Oran Park Anglican College (%)	89	71	89	82	89
State (%)	84	74	86	78	85
SSSG (%)	88	77	89	83	89

## YEAR 9 (BANDS 7-10)

Year Group	Reading	Writing	Spelling	Grammar & Punctuation	Overall Numeracy
Oran Park Anglican College (%)	95	68	88	88	91
State (%)	81	64	84	74	85
SSSG (%)	86	67	86	78	89

# RECORD OF SCHOOL ACHIEVEMENT

The College is registered to award ROSA (Record of School Achievement) to students who conclude their studies prior to the HSC. In 2019, the NSW Education Standards Authority issued eight (8) Record of School Achievement credentials to students of the College.

## HIGHER SCHOOL CERTIFICATE

In 2019, 15 students sat the NSW Higher School Certificate in 16 courses. This was the College's first Year 12 cohort.

One student studied Physics externally through Southern Cross School of Distance Education.

100% of students were eligible for an ATAR and received offers for university study in 2020.

### HIGHER SCHOOL CERTIFICATE RESULTS - 2019

Subject	No. students	Bands 3-6 (E3-E4)		Bands 1-2 (E1-E2)	
		OPAC (%)	State (%)	OPAC (%)	State (%)
Biology	5	100	96	0	4
Business Studies	11	91	84	9	16
Chemistry	3	100	88	0	12
Community & Family Studies	3	100	89	0	11
Design & Technology	3	100	95	0	5
English Standard	4	100	87	0	13
English Advanced	11	100	99	0	1
English Extension 1	4	100	94	0	6
Food Technology	3	100	90	0	10
Legal Studies	5	80	84	20	16
Mathematics Standard 2	7	86	84	14	16
Mathematics	8	63	93	37	7
Mathematics Extension 1	3	0	80	100	20
Music 1	7	100	98	0	2
Personal Development, Health & Physical Education	8	100	89	0	11

# PROFESSIONAL LEARNING & TEACHER STANDARDS

## TEACHER ACCREDITATION

In 2019, the College had 42 full time and 6 part time teaching staff. The following table indicates the level of accreditation by NESA for these staff.

Level of Accreditation	Number of teachers
Conditional	5
Provisional	4
Proficient	39

## PROFESSIONAL LEARNING FOR TEACHING STAFF

TEACHING AND LEARNING - JUNIOR SCHOOL
Christians in Teaching Conference 2019
Evidence Based Classroom Management
Early Educators Workshop
Literacy and Numeracy Action Plan (Phase 2) learning modules: <ul style="list-style-type: none"> <li>▪ Numeracy Module 8</li> <li>▪ Numeracy Module 9 Programming effective numeracy instruction</li> <li>▪ Numeracy Module 10 Explicit Instruction in Number and Algebra</li> <li>▪ Numeracy Module 11 Explicit Instruction in Number and Algebra</li> <li>▪ Spelling Module 1 Assessment for Explicit Teaching of Spelling</li> <li>▪ Spelling Module 2</li> <li>▪ Spelling Module 3</li> <li>▪ Spelling Module 4</li> </ul>
Mini GOG Advanced Course
PDHPE Online Familiarisation Syllabus
Play matters
The Collaborative Planning Process - Developing Individual Plans Online Module
Understanding Learning Difficulties Workshop
Working together – Multi-tiered Systems of Support for Student Success
York Assessment of reading for comprehension and understanding learning difficulties workshop

## TEACHING AND LEARNING - SENIOR SCHOOL

2019 Familiarisation: NSW Syllabus for the Australian Curriculum Geography 7-10 Online Module  
Certificate 3 & 4 in Fitness  
Christians in Teaching Conference 2019  
Digital Technologies - The Amazing Game  
Effective Assessment for the K-10 PDHPE Syllabus  
A Coaching Approach to Peer Observation  
HSC Practical Marking - Visual Arts  
Leading Others: Conversations that work  
Max Potential  
Professional Experience and Mentoring  
Professional Support for Experienced Teachers - Standards  
Programs, Ideas and Engaging Tools for English Stage 4 & 5  
Spiritual Development for all Pupils; the contribution of world view  
Teaching the Preliminary Course Y11 in Business Studies for the First Time  
The future of Education: Engaging with Today's Students  
What's new at TAFE NSW for 2019  
Laboratory Technician's network meeting

## WELLBEING AND CO-CURRICULAR

Pastoral Care Network Meeting  
Peer Support Implementation Workshop  
Wellbeing - Designing a K-12 wellbeing scope and sequence webinar

## WHOLE COLLEGE

CPR, Asthma and Anaphylaxis  
Child Protection  
Restorative Practices  
First Aid Certificate

## LEADERSHIP

2019 AHISA Biennial Conference - Forging the Future  
Introduction to Leadership Coaching  
National Flagship Program (AISNSW Leadership Centre)  
Instructional Leadership Masterclasses:

- Strengthening Instructional Leadership for Literacy
- Strengthening Instructional Leadership for Numeracy
- Responding to Developments in Cognitive Load Research
- Purposeful School Change

Renaissance Women's Leadership Network

## ADMINISTRATION

Customer Service Training



## PROFESSIONAL LEARNING COSTS

The total cost for Staff Professional Learning was \$56,081. In addition to this course and travel cost for Professional Development, costs were also incurred in providing relief teachers to cover those attending professional development.

# WORKFORCE COMPOSITION

## COLLEGE STAFF 2019

CATEGORY	NUMBER OF TEACHERS
Teaching Staff	48
Full-time equivalent teaching staff	45.6
Support and Operational staff	18
Full-time equivalent Support and Operational staff	12.8

There is one staff member with Aboriginal or Torres Strait Islander ancestry at present.

# STUDENT ATTENDANCE AND MANAGEMENT OF NON-ATTENDANCE

## ATTENDANCE RATES

In 2019 the annual student attendance rate was 94%. This figure is similar to the attendance rate for previous years. Most students were absent from the College through illness. Every student absence requires an explanatory note from a parent or guardian provided via email or the parent portal. In the event that parents wish to take their children out of school for a family holiday they are required to apply to the Principal at least four weeks prior.

### STUDENT ATTENDANCE PERCENTAGES:

Form	Overall	Male	Female	Indigenous Male	Indigenous Female
Kindergarten	95%	95%	95%		
Year 1	94%	95%	94%	98%	94%
Year 2	94%	94%	94%	88%	89%
Year 3	96%	95%	96%		
Year 4	93%	94%	93%		93%
Year 5	95%	94%	95%		
Year 6	93%	96%	91%		
Year 7	94%	92%	96%		96%
Year 8	92%	89%	95%	90%	
Year 9	89%	89%	89%	87%	73%
Year 10	94%	93%	95%	86%	
Year 11	93%	98%	89%		81%
Year 12	94%	99%	90%		87%
TOTAL	94%	94%	93%	90%	87%

## PROCESS FOR MONITORING ATTENDANCE

1. Rolls are marked online every lesson in the Senior School and by class teachers at the beginning of the day in the Junior School. Absences are recorded on the College's attendance database, Edumate.
2. Parents/Guardians are required to notify the College if their child will be absent, by contacting the office or by accessing the Parent Portal on Edumate. The Parent Portal is a convenient online system, where parents list the reason for their child's absence. Written notes explaining absences as well as emails to [absences@opac.nsw.edu.au](mailto:absences@opac.nsw.edu.au) are also accepted.
3. Unexplained absences will be followed up electronically via automatically generated email to the parents via the Edumate Attendance system. This email will remind the parents to verify the absence via the Parent Portal. A reminder email will be sent automatically if the absence has not been verified by the 5th day. Where absences remain unexplained, the Student Receptionist will fortnightly print an Unexplained Absence report off Edumate, which will be reviewed, and parents contacted by the Head of Junior or Senior School or their delegate.
4. It is the responsibility of the College staff to notify parents and/or guardians if a student's attendance is unsatisfactory. Junior School class teachers and Senior School pastoral care teachers will be the initial contact. They will work with the student and the parents to improve the attendance of the student.
5. Students whose attendance continues to be a concern will be referred to the Heads of School for further follow up. This may take the form of a letter of concern to parents, parent interviews or report to Student Liaison Officer.
6. Parents will also be notified by the Head of Senior School in advance if the student's absences may compromise a student's progression, the grading of the Record of School Achievement or the award of a Higher School Certificate.
7. All students who arrive late to College must come to Parent Reception where their time of arrival will be recorded. Junior School parents must accompany students to reception to 'sign in'. Senior School parents are required to send a note of explanation, via the Student Diary, which will be recorded on Edumate in the Attendance record for the student. Late arrivals to the College may also be verified by parents via the Edumate Parent Portal. Any student who is late without a satisfactory reason will be subject to the College's discipline policy.
8. Students may not leave the College during the day unless they have parental permission. The students are to be signed out at reception via the Edumate Sign In/Out facility where the time and reason for the early departure are recorded.



# POST SCHOOL DESTINATIONS

In 2019 seven (7) students left the College at the conclusion of their Year 10 studies to enter the workforce or begin an apprenticeship.

# ENROLMENT POLICY

The College is accountable to the Anglican Schools Corporation (TASC). Both TASC and the College have developed conditions of enrolment that the College is required to implement. The College is a co-educational Prep – Year 12 school open to children from any religious background providing an education underpinned by religious values outlined in the current College Prospectus and operating within the policies of the NSW Education Standards Authority. Parents are required to have received and read the College Prospectus and to understand that Christianity will be taught as the spiritual and moral basis of life and students will be encouraged to come to a personal faith in Jesus Christ. When parents sign Part D of the enrolment application form they are acknowledging and accepting the College culture and enrolment conditions as outlined on page 1 and 2 of the Anglican Schools Corporation – Conditions of Enrolment when they accept the offer of a place for their child in the College.

It is important that parents wishing to enrol their child at the College are aware of the culture of the College, its educational offerings, the terms on which a child is enrolled as a student and the responsibilities of parents of children enrolled before the parent makes a commitment and signs the enrolment contract. This should help avoid subsequent disputes and help in eliciting from the parent's queries and concerns which may be relevant to the child's future schooling.

The objectives of the Student Enrolment Guidelines are to:

- Ensure procedures are implemented so that parents are aware of the College culture and its educational offerings.
- Ensure parents are aware of the conditions of the enrolment contract prior to making a commitment by signing Part D: Application, Declaration and Agreement.
- Ensure that there is a fair enrolment application process that complies with current legislation.
- Ensure parents are aware of their responsibilities having children enrolled at the College.
- Receive relevant and timely student information on enrolment.
- Utilise student data effectively in order to facilitate decision making processes.
- Reduce the risk of disputes and misunderstandings between parents and the College.

## STRATEGIES

### ENROLMENT PACKAGE

An enrolment package is provided to parents / carers making enquiries regarding student enrolment. The package includes: Application for Enrolment Form, Conditions of Enrolment, College Prospectus and Student Fee Schedule. The Conditions of Enrolment outline the student and parent obligations to the College if enrolment is successful.

### INTERVIEW WITH PRINCIPAL OR NOMINEE

An offer of a place at the College will only be made when a child and his/her parents/guardians have been interviewed by the Principal or her nominee. The Principal has total discretion as to whether a place is offered.

## STUDENT DOCUMENTATION REQUIREMENTS

Prior to the interview, parents will be required to provide a copy of their child's birth certificate, evidence of the child's Australian citizenship, two passport-size recent photographs of the child, evidence that the child has been appropriately immunized, copies of relevant reports on the child's progress at pre-school (in the case of kindergarten) or school (in the case of all other students), NAPLAN results where applicable and disclose details of any educational or other support program/assistance that the child has received or is receiving at a previous school or pre-school. Originals of documents will need to be sighted at the time of interview.

The importance of informing prospective parents to disclose relevant learning information needs to be emphasised to ensure appropriate assessment of students and identification of learning needs. Failure to properly inform the College may lead to the pending enrolment being declined. Students with complex health needs will be required to submit an individual health care plan from their medical services provider. Individual health care plans will be required for: asthma; diabetes (type 1); epilepsy; anaphylaxis; any other condition requiring emergency management or specific health care procedures.

## ENROLMENT PROCESS

All applications will be processed within the College's enrolment policy. All supporting documents will be considered. The educational needs of each applicant will be assessed and where necessary consultation with parents, family and other relevant people will be conducted. Strategies to accommodate applicants will be identified and considered before a decision regarding enrolment is made. Relevant legislation will be identified, and appropriate procedures followed to comply. Applicants will be informed of the outcome.

## STUDENT AGE REQUIREMENTS

Children will not be offered a place in Kindergarten unless they will have reached the age of five years by 30 April in the Kindergarten year. Likewise, children will not be offered a place in Prep unless they will have reached the age of 4 years by 30 April in the Prep year. An exception is made for Gifted and Talented students if, after testing, the Principal feels early entry is feasible. The discretion for this lies entirely with the Principal.

## PRIORITY PLACEMENT

Applications are considered in the following order of priority:

1. Siblings of children who are attending or who have attended the College will be given priority for placement only if the application for the child's enrolment has been received by 31 January two years prior to the year in which enrolment is desired. The offer of placement will then be contingent on there being a place available.
2. Children of Clergy
3. Children of ex-students
4. Children of Staff
5. Date of Application

## LETTER OF OFFER

Offers will be prioritised in accordance with the Conditions of Enrolment document, and then in order of date of receipt of application. If, after the interview an offer is made, a letter of offer is sent to the parent / guardian. A response to the offer is required within 14 days. If there is no place available at the time, a place is offered on the waiting list and when a vacancy becomes available a place is offered.

# SCHOOL POLICIES

The College seeks to maintain a safe and supportive environment which:

- minimises the risk of harm and ensures students and staff feel secure
- supports the physical, social, academic, spiritual and emotional development of students
- provides policies and programs for student wellbeing which develop a sense of self-worth and personal growth.

To ensure that all aspects of the College's mission for providing for a student's wellbeing are implemented the following policies and procedures are in place. They are available to staff on a central policy website, Complispace, published for parents and students in the Parent and Student Handbook available on the College website or from the College office.



## POLICIES SUMMARY

Policy	Summary
Child Protection	<p>The Child Protection Program is made up of work systems, practices, policies and procedures designed to maintain a child safe environment and to embed an organisational culture of child safety within the College community.</p> <p>The Program deals specifically with child protection issues and is designed to ensure compliance with child protection laws and regulation in NSW.</p>
Student Discipline	<p>Our expectation is that all our students will learn to exercise self-discipline and comply with the College's high standards of personal and community behaviour.</p> <p>Successful management of student learning and behaviour is underpinned by the fostering of positive relationships between all stakeholders. Staff to staff, staff to students and students to students. Students need clear boundaries and high expectations and also need to take responsibility for their own learning and behaviour. Students have a responsibility to themselves and to others to behave in a way that encourages deep learning both in and out of the classroom.</p> <p>The use of restorative practices at the College aims to resolve conflict by prioritising repairing harm done to people and their relationships over assigning blame and dispensing punishment. It is about helping students become aware of the impact of their behaviour on others through personal accountability and being open to learning from conflict situations.</p>
Anti-Bullying (Student Welfare)	<p>Oran Park Anglican College recognises its duty to students to provide a safe and positive learning environment where individual differences and diversity within the college is respected and accepted.</p> <p>Bullying is not tolerated at Oran Park Anglican College.</p> <p>Furthermore, as an Anglican College, we have a primary obligation from biblical teachings whereby each human person is valued by God and the given commandments to love and care for one another. This policy is supported by pastoral and academic programs which focus on conflict resolution, individual choices, promoting self-esteem, healthy relationships, and an understanding of the characteristics and behaviours that constitute bullying as well as an explanation of causes and consequences.</p> <p>We believe the key to encouraging a safe and supportive College environment lies less in legal remedies or disciplinary action than in the College creating a positive culture, a culture which enhances self-worth and builds caring relationships.</p> <p>It is our policy that:</p> <ul style="list-style-type: none"> <li>▪ Bullying be managed through a 'whole of college community' approach involving students, staff and parents/carers</li> <li>▪ Bullying prevention strategies be implemented within the college on a continuous basis with a focus on teaching age appropriate skills and strategies to empower staff, students and parents/carers to recognise bullying and respond appropriately;</li> <li>▪ Bullying response strategies be tailored to the circumstances of each incident;</li> <li>▪ Staff establish positive role models emphasising our no-bullying culture; and</li> <li>▪ Bullying prevention and intervention strategies are reviewed on an annual basis against best practice.</li> </ul>

Policy	Summary
Parent Code of Conduct	<p>Clear guidelines are in place regarding expectations of visitors to the College, including parents.</p> <p>A Child Safety Code of Conduct is published on the College website and must be read by all volunteers.</p>
Acceptable Use of Mobile Devices	<p>Students and parents are required to sign a declaration that they have read and agree to be bound by the conditions in the Acceptable Use of Mobile Devices policy.</p> <p>Mobile devices can be used for learning purposes at College or authorised College activities only when the supervising teacher gives permission.</p> <p>Mobile phones are not to be used at any time including before and after school, at lunch and recess and are only to be used in class under special circumstances at the teacher's discretion. Phones should be turned off and left in bags and/or lockers for the duration of the school day.</p>
Reporting Complaints and Resolving Grievances	<p>The College's policy for dealing with complaints and grievances includes processes for raising and responding to matters of concern identified by parents and/or students. These processes incorporate, as appropriate, principles of procedural fairness. In relation to grievances and complaints made by students and/or parents, the College follows the guideline set down by the Anglican Schools Corporation.</p> <p>In general, the Principal is ultimately responsible for managing and resolving escalated complaints, and may nominate a Deputy Principal or another member of staff who has not been involved, to investigate, as appropriate.</p>

# COLLEGE-DETERMINED IMPROVEMENT TARGETS

## ACHIEVEMENT OF PRIORITIES IN 2019

The College achieved the following targets in 2019:

- **Teaching & Learning** - Expanded instructional leadership team in Junior School, continued improvement in direct and explicit instruction across P-11. Implemented InitialLit program into Kindergarten and Year 1. Renewed its accreditation and registration for K-12 for five years.
- **Student Wellbeing** - Wellbeing Coordinators established a working group to develop the College's Wellbeing Framework and Scope and Sequence. Implemented whole school Restorative Practices framework with staff, student and parent training. Promoted and modelled the College values.
- **Staff Development** - Continued to be part of the Literacy and Numeracy Action Plan (Phase 2) which provided training for instructional leaders and classroom teachers in explicit direct instruction in literacy and numeracy. Staff training in Child Protection, Disability legislation and new syllabuses. Renewed Teacher's Accreditation Authority registration for five years.
- **Community** - Engaged with community partners to use College facilities for after-hours sport programs. Established rural community service trip to Temora for Year 10 students.
- **Facility Development** - Construction of Building 5 completed. Central landscaping and playground designed and constructed ready for the commencement of the 2020 school year.

## IMPROVEMENT TARGETS FOR 2020

The College staff, in conjunction with the College Council, has set the following improvement targets for 2020:

- **Teaching & Learning** - Further expand instructional leadership team in Junior School and Senior School, continue to improve in direct and explicit instruction across P-12; Introduce InitialLit program into Year 2.
- **Student Wellbeing** - Introduce mindfulness practices for staff and students.
- **Staff Development** - Continue to develop and support staff through participation in LNAP. Leadership Coaching for all coordinators. Transforming teaching and learning with Growth Mindset
- **Community** - Further develop service learning projects into all year groups Prep - Year 9. Further develop Year 10 service learning program across three tiers - local, rural NSW and Fiji
- **Facility Development** - Further advancement of the College Master Plan including undercroft fit out of Building 5 (Staff and Student Services expansion) and design and development approval for Building 6.

# INITIATIVES PROMOTING RESPECT & RESPONSIBILITY

The College seeks to see all members of its community valued and has set high standards of behaviour, character and relationships. The core values of courage, curiosity, craftsmanship, collaboration and compassion are explicitly taught, modelled and monitored through the pastoral care and merit systems. Responsible classroom management provides the framework in which students learn to take responsibility for their attitude and behaviour.

The Pastoral Care Program is designed to allow students to develop relationships with their teacher and with each other. Such relationships help to develop a feeling of belonging in students, which has been shown empirically to foster a greater resilience in students when confronted with the challenges of life. Our Buddy program in Junior School provides the opportunity for upper and middle Junior School students to assist lower Junior School students with their interpersonal skills. Year 5 and 11 students participate in Peer Support training and are then able to put this into practice with younger students further developing a sense of community within the College.

The College also seeks to see students engaged in serving others in their school, local, national and global communities.

Our Year 10 students participated in a City Mission camp in central Sydney. At this camp students learn about social issues, particularly addiction and homelessness. Students on this camp also provide practical assistance to the charities supporting people affected by these social issues. The College continues to be committed to promoting responsibility for others beyond fundraising but providing and encouraging opportunities for students to be engaged in learning about the social issues in their communities. This in turn encourages long-term respect for others.

Students from Year 9 have the opportunity to participate in the Duke of Edinburgh's International Award program. To earn an Award, each student must learn a skill, improve their physical wellbeing, volunteer in their community and experience a team adventure in a new environment. Through this challenging program students learn to take responsibility for their goals and choices, become connected to and actively engaged with their local community and make a positive contribution to society.

The introduction of our first international community service trip to Fiji is a key initiative in promoting respect for other cultures and responsibility as global citizens. A group of Senior School students travelled to Labasa to assist at All Saints Secondary College. In anticipation of this trip students were involved in fundraising and cultural awareness training, promoting respect for others.



The College continues to be involved in many fundraising activities to support active social responsibility. In 2019 students were encouraged to not just raise funds but also focus on raising awareness of the issues facing disadvantaged people locally and globally. Through this they promoted action through a sense of responsibility.

Charities that were supported by the College in 2019 were:

- Anglicare
- Compassion
- Dilly Drought Appeal
- Mission Australia
- RUOK?
- Samaritan's Purse

# PARENT, STUDENT & TEACHER SATISFACTION

## PARENTS

As a relatively new school, an open door policy has been established, which encourages and welcomes parental involvement. Parents are free to meet with teachers regarding the progress of their child at any mutually convenient time. In 2019 the level of parental involvement in school activities remained high, with their involvement noted in sports coaching, reading in classrooms, assistance at school events such as sports carnivals, Mother's and Father's Day events and fundraising events.

As the College grows, systems evolve and procedures change. A key to parental satisfaction is through the successful flow of information. Ensuring that our parents are kept well informed about the activities of the College is a priority. The fortnightly newsletter aims to provide up-to-date information about activities as does the College's website.

The Parents' and Friends' Association continued to provide parents with the opportunity to offer feedback and suggestions. Feedback from the College families continues to be positive and this is evident by the word of mouth referrals for new enrolments.

## STUDENTS

In a voluntary survey 93% of Senior School students and 95% of Junior School students felt valued as members of the College community and had opportunity to be involved in a range of activities during their College life. In a compulsory Year 12 Exit Survey, 100% students felt known and cared for by their teachers and 87% would recommend the College to other students.

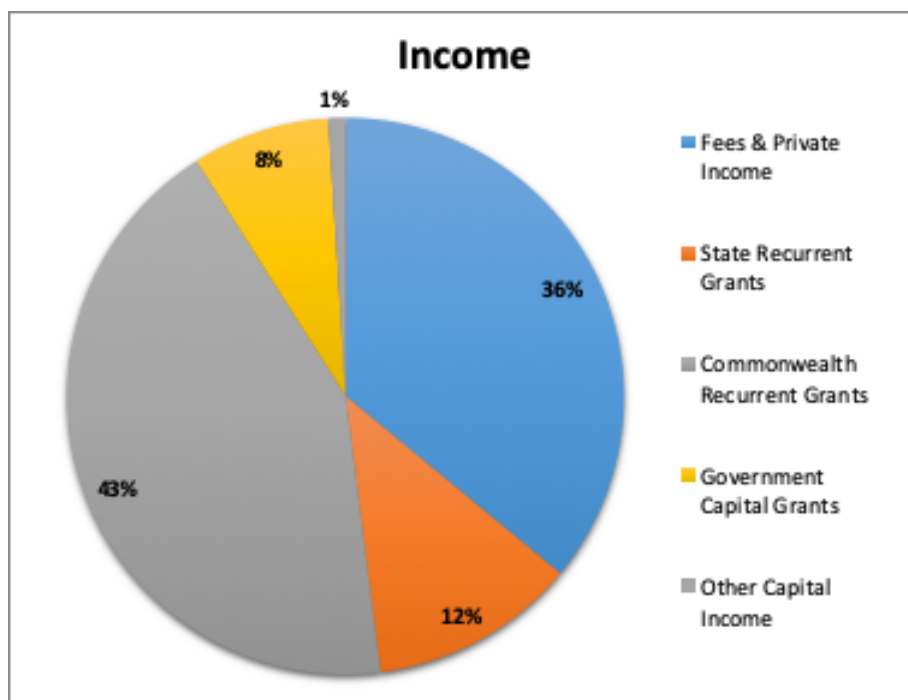
## STAFF

All members of staff gave generously of their time to attend out-of-hours events and functions and continued to provide assistance in a range of areas throughout the college year to ensure the students were given every opportunity to achieve in a wide range of endeavours. Staff were voluntarily surveyed to understand how valued they felt at the College and responses showed 97% of staff felt valued or highly valued in their role at the College in 2019.

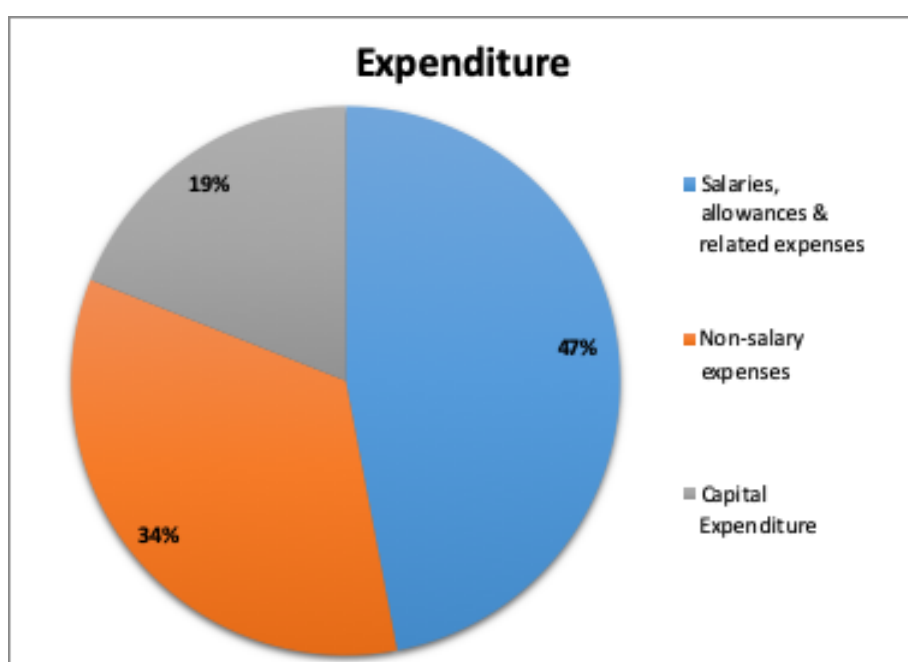
# SUMMARY FINANCIAL INFORMATION

Graph 1 below shows the recurrent/capital income and Graph 2 shows the recurrent/capital expenditure.

**GRAPH 1**



**GRAPH 2**







## ORAN PARK ANGLICAN COLLEGE

60 Central Avenue, Oran Park  
T 4604 0000 E [admin@opac.nsw.edu.au](mailto:admin@opac.nsw.edu.au) W [opac.nsw.edu.au](http://opac.nsw.edu.au)

*A school within The Anglican Schools Corporation*