



# ANNUAL REPORT 2013

**OAKHILL COLLEGE**



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## **INTRODUCTION**

### **Purpose of Report**

The 2013 Annual Report is a special-purpose Report, produced to comply with the requirements of the Education Act (NSW) of 1990, specifically as outlined in the Registered and Accredited Individual Non-Government Schools (NSW) Manual (p. 39-42). The Report adopts the headings and guidelines provided in the Manual.

This Report summarises or refers to information which is made available to the College community on the College Website ([www.oakhillcollege.com.au](http://www.oakhillcollege.com.au)) and in documents such as the Annual Yearbook, the Student Record Book and Weekly eBulletin; and information which is made available to State and Commonwealth statutory bodies under legislated accountability requirements.

### **The College**

Oakhill College is an independent Catholic Secondary School governed by Oakhill College Ltd, a company limited by guarantee. The members of the company are the Trustees of the De La Salle Brothers, Province of Australia, a legal body corporate established under the Roman Catholic Community Lands Act (NSW) of 1942. A Board of Directors is responsible for policy and governance. Responsibility for the conduct of the College is vested in the Principal. Students at the College enjoy the benefits of a large site (18.2 hectares) with a wide range of buildings and facilities.

### **Historical Background**

The College commenced in August 1936 with 4 students, increasing to 30 in 1937 when there were 10 day and 20 boarding students. Primarily a boarding school for boys for many years, the College grew rapidly in the 1960's and 1970's as the demand for places for boys as day students increased. The College ceased to offer places for boarders in 1974 and became co-educational in Years 11 and 12 in 1975. In 2013 enrolments stood at 1,678.

## **VISION STATEMENT**

The College mission is to provide a quality education in the setting of a comprehensive school curriculum.

In particular, the College strives through a planned and carefully considered management of resources, to permit the realisation of the following goals for each of its students at a level of personal excellence.

- the realisation of one's potential;
- the improvement of one's character;
- a sense of personal well-being;
- a commitment to the truth;

Central to the achievement of these goals is a school experience drawn from the Lasallian tradition.

## MESSAGE FROM KEY SCHOOL BODIES

### Message from the Chair of the College Board

Hence, we are proudly a Catholic School operating within the Lasallian Tradition

Oakhill College has been described by some as being “the best kept secret around” and 2013 has again proven this to be so. Without undue fanfare, enrolments continue to reflect the demand for places within the College from parents who appreciate the opportunities provided by the College and made available to their sons and daughters. Such a spirit and culture within a school does not just happen by chance. It develops over time as a result of the leadership and foresight of the Principal and the College Executive and to this end it has been strongly guided by the heritage and teachings provided by the Founder of the Christian Schools, St John Baptist de La Salle. Hence, we are proudly a Catholic School operating within the Lasallian Tradition.

2013 saw the baton change when Brother Peter Ryan FSC, was appointed as the 17<sup>th</sup> consecutive De La Salle Brother to be appointed Principal, taking over from Brother Ken Ormerod FSC who had completed his six year appointment. The transition has been seamless, as Brother Peter with his extensive knowledge and background has quickly stamped his own style on the leadership of the College Community.

One of the initial objectives of the Board was the establishment of a new College Strategic Plan, never an easy task. Brother Peter has championed this cause, and as we draw to the end of 2013, the Board has endorsed the College Strategic Plan for 2014-16, which will be unveiled by Brother Peter in the near future.

On behalf of the Board I would like to congratulate and thank all those members of the Oakhill Community who help make the College what it is today. These include; the staff, the teachers who inspire their students and the support staff who provide the backup to ensure a smooth working environment; the parents, who support the College in so many different ways and the students, who are the visible face of Oakhill College to the outside world, not only whilst attending school, but as ambassadors for the College once they leave and commence their chosen roles within the community.

I know that the future of the College is bright, but it is the duty of the Board working with the College Executive to ensure we do not become complacent. We are working to continuously improve the educational facilities available to the students, and at the same time plan the funding for new building works. This is at a time of some political uncertainty with respect to future government funding and the impact any reduction will have on school finances.

From a governance perspective the Board met on seven occasions during 2013. We also had a half day retreat in May, led by the Brother Visitor Mark McKeon FSC, and Brother Peter, where we considered in some depth the origins of our Lasallian Heritage. During 2013 Brother Chris Gorringer FSC and Mr Michael O'Brien joined the College Board bringing to nine its membership.

I would also like to take this opportunity to thank the members of the Board for their ongoing support and commitment to the wellbeing of Oakhill College.

Mr David Collins  
Chairman

## Message from the Principal

Community is one aspect that distinguishes us as a Catholic, Lasallian school.

As we reflect on the year just past and look forward to the future, we can feel a deep sense of gratitude and appreciation for all the events and experiences of 2013. The Year Book seeks to record the people and events that have given us the many fond memories we enjoy as a College community. It attempts to capture the pulse, the passion and the vitality of College life, our aspirations, struggles and triumphs. There is so much spirit in our young men and women, so much energy and talent yet to be harnessed. We hope that each of them will develop their potential fully, give of their best in every endeavour and make significant contributions to their College and community in the coming years.

2013 has been a year of celebration for the College. We began the year with pleasing Higher School Certificate results. The Year 12 group were a very united cohort and set a strong academic tone. The results were a tribute to the hard work and dedication of the young men and women, their parents and to all College staff who taught them throughout their years at the College.

As a Catholic school Oakhill would cease to be true to itself if the spiritual lives of our students were not a priority. For a good number here the school is their main experience of church. Our many liturgies seek to inject a touch of the sacred, the rumour of God, in a world where faith is easily side-lined. They remind us that we are called by God into relationship with Him.

At our Dedication Mass in February this year, the staff and students acknowledged their responsibilities and commitments to being part of the Lasallian tradition. As teachers, our responsibility is to educate all of our students in their search of learning and truth and to prepare the way for individuals to grow spiritually, academically and socially. We are also committed to helping each of our students find God in all that they do and recognise and walk with Christ on their learning journey. In the same way, the boys have the responsibility to participate in what Oakhill College has to offer them - education, friendship, service to others, belonging - that is, the way in which they present themselves each day.

Community is one aspect that distinguishes us as a Catholic, Lasallian school. It was this aspect that our College theme, *Though many, we are one body in Christ* tried to accentuate throughout the year. The young men and women at Oakhill have, again, exemplified their responsibilities by their actions and deeds through the Lenten Appeal, fund-raising for the Lasallian Foundation and the numerous social justice events held throughout the year. In particular, this year we have had the largest number of students participating in Team India, with 56 boys and girls, accompanied by 10 staff travelling to Madurai to work with the Brothers in their various ministries in South India. Early in the year 110 Years 9 and 10 boys travelled to Vietnam where an important part of the trip was a community service day with one of the Brothers, Brother Victor, in Hue. Throughout the year we have had a variety of community service days. All students are to be commended for their generosity and commitment.

Another important aspect of community is the connectedness and association we endeavor to nurture with our parent body. The Welcome Evenings for Years 7 and 11 parents at the

beginning of each year provides new parents the opportunity to become and continue to be part of our Lasallian family, as does 'Art in the Hills', the Gala Day, the Mother's Day Liturgy, Father's Day Liturgy, Open Day and the Golf Day. My acknowledgement and thanks to those parents who have supported the College throughout the year, especially the members of the Parents and Friends Association, under the leadership of Mark Rider.

The strong association of Brothers, former staff and students builds our College by enlarging and enriching our community. Throughout the year, the College hosted a number of class reunions where Alumni from the Classes of 1973, 1983, 1993, and 2003 were invited to reconnect, reminisce and reflect on their experiences at the College and their part in its future success.

In the co-curricular sphere, the College experienced yet another successful year. It reflects Oakhill's emphasis on the education of the whole person. Our music and drama programs reflect important elements of culture and creativity. Instrumentalists and vocalists from all Year Groups had many opportunities to display their talents and love of music to appreciative audiences beginning with the *Battle of the Bands* and continuing with a number of other opportunities throughout the year. Drama also had a wonderful year both in terms of creativity and achievement. Our excellent HSC performances were complemented by a number of significant productions throughout the year – the Year 12 production of *Rumours*, the Year 10 production of *Twelve Angry Men*, and the Year 9 Drama evening. The collaboration of the Drama and Music Departments saw a wonderful production of *Tin Pan Ali* continuing the fine tradition of a "smaller-scale" musical each year alternate to our major production.

In the sporting life of the College, our Swim Team won the ISA Swimming Championships, and our 1<sup>st</sup> XI Cricket, 1<sup>st</sup> Tennis and Girls 1<sup>st</sup> V Basketball were ISA Premiers. Our 1<sup>st</sup> XV Rugby again qualified for the final of the Waratah Shield and we congratulate Ben Cotton who was selected for the NSW Schoolboys Rugby Team and Joshua Anderson who has become only the fifth Oakhill student to be selected as an Australian Schoolboys representative. My thanks to Andrew Wisemantel (Head of Sport), Anthony Toro (Assistant Head of Sport) and the many staff and parents who coached and managed sports teams this year. Your support and commitment is valued and very much appreciated.

To our Provincial, Br Mark McKeon FSC, College Board members, and the Leadership Team, staff, parents and students, thank you for your valued time and support throughout the year.

Student leadership is vital to engendering a spirit and character into a school. I would like to thank the College Leaders, led by College Captains, Joshua Anderson and Chloe Taylor and congratulate all the Leaders on a job well done and thank them for their dedication throughout the year. They have done themselves proud and been superb ambassadors for our school.

I also wish to thank the many parents who have supported their sons and daughters in their education by being there for them. Your strong interest and support, your regular presence at many College events, celebrations and parent-teacher evenings throughout the year make a definite and strong statement to your son and daughter, of your interest and commitment to their education and future.

We thank God for these wonderful people and the many blessings given to us. We pray that God

will continue to bless us and guide us as we continue in our educative mission to touch the hearts of our young men and women so that they can develop into young men and women of faith, integrity and scholarship, becoming men and women for others.

Throughout the following pages of this Year Book, you will witness the remarkable individual and team accomplishments of the staff and students during 2013. Being Principal of Oakhill is made so much easier by the competence of so many of its people and their love for the College.

Brother Peter Ryan, FSC  
Principal

## 2013 School Leaders' Report

“Though we are many, we are one”

Throughout our entire schooling life, countless people have told us how much they enjoyed their time at school, and just how fast it all went by. It is only now we realise just how right they were – 2013 has rapidly gone by, and it is the vast range of successful and enjoyable events and activities we have all participated in which will create the memories that we will cherish as we leave to face the next part of our lives.

Perhaps the biggest change commencing 2013 was the introduction of Br Peter Ryan as Oakhill College's new Principal. We welcomed Br Peter back to the College, and his fresh and innovative ideas brought new direction and leadership to the school, allowing us all to further grow and embrace our Lasallian community.

At the start of Year 12 (October 2012), the new College Leadership Team attended a three-day camp at Swansea. This camp not only strengthened the relationships between ourselves and the numerous staff who were involved, but became a foundation where ideas were developed that would further enrich the College's legacy and prepare for the countless opportunities that the year was to provide. On this note we would like to congratulate College Vice-Captains, Christian O'Reilly and Brianna Gardoni, along with the six House Captains, Ashleigh Croft, Matthew Collins, Benjamin King, Mark Moussad, Emily Ham and Mitchell Anderson who have all consistently portrayed their individual and unique ideas and talents throughout the year. We thank them for their positive leadership to the school and to their respective Houses.

In January 2013, along with Christian O'Reilly and Brianna Gardoni, we attended a Lasallian Youth Leadership Seminar in Collaroy. It was a chance for us to further improve our leadership skills and strengthen the bond between the College and College Vice-Captains. The seminar consisted of many Lasallian schools from around Australia, Papua New Guinea and New Zealand. It was a great opportunity to create friendships with other captains and to share the differences and similarities between the schools in order to enrich our own ideas to take back to Oakhill. Many friendships were made during our time there, and it was a positive way to start 2013.

After attending these leadership camps the Leadership Team decided on the theme “Though we are many, we are one” for the year. This theme focused on the need for us to look out for each other and promote the pride and spirit we have at Oakhill, whether it is through helping a friend out in class, standing side-by-side on the sporting field or participating in community service.

For Year 12 students, 2013 has been a year that presented us with opportunity after opportunity, in areas such as academia, sport, music, drama, arts and entertainment. Events, such as the College Gala Day, Battle of the Bands, Retreat, Formals, Founder's Day and the Debutante Ball have all allowed us to enjoy our final year at school. They have helped us develop as young adults through experiencing spiritual, social and physical opportunities in a Lasallian community that prides itself on touching hearts and inspiring minds through actions such as faith, service and community.

As College Captains we worked closely with Year 7 by visiting their Homerooms monthly to give them lollipops when it was their birthdays. Although a simple gesture, it was a way for us to become more involved with the junior students as well as a chance for the boys to get to know us and feel more comfortable during their first year of high school.

Oakhill has placed a large focus on extra-curricular activities within the College. At the beginning of Year 11 we took part in the process of becoming Lasallian Youth Leaders. This meant that we could represent Oakhill and participate in various service events. Over our two senior years, many Year 12 students have gone above and beyond with service to Oakhill College. Through participation in various events many students have been able to give back to the community. The events which spread over two years, consisted of the St Vincent De Paul Door Knock Appeal, Special Olympics coaching of swimming and dance, Years 8 and 9 Reflection Days, visiting retirement villages, creating Christmas hampers, attending overseas trips such as India and Cambodia or simple fundraisers to raise money for the Lasallian Foundation. Through participation in these events we were many working together as one in order to make a difference to others around us.

We would like to congratulate incoming College Leaders Ambrose Teo and Holly Winter and wish them the best of luck, not only with their leadership of the College, but with embracing the new College leadership system and putting their plans into action.

We would like to say a special thank you to Mr Munday for his support and guidance so willingly given to us as leaders this year. His devotion to the College and our Leadership Team is enormous and he has positively contributed to our final year at school in so many ways.

To current Year groups, as 2013 ends, we wish you the best with the rest of your time at Oakhill. Take every opportunity that is put in front of you and don't wish your time away as it is truly the best years of your life.

To Year 12, first of all we thank you for making the past two years so memorable for us all. The friendships made at Oakhill will be lifelong friendships and the memories forged in the Year 11 and Year 12 yards will never be forgotten. Good luck with all your future endeavours, we hope that all of your dreams come true. Embrace the end of our schooling, it is a way for us to use all that we have learnt over the years and achieve the best we can. We are now able to step outside of our comfort zones into a broader place and take control of our own life decisions. Treat this as a new beginning where we can excel in the world we choose to create around us.

Joshua Anderson and Chloe Taylor  
College Captains

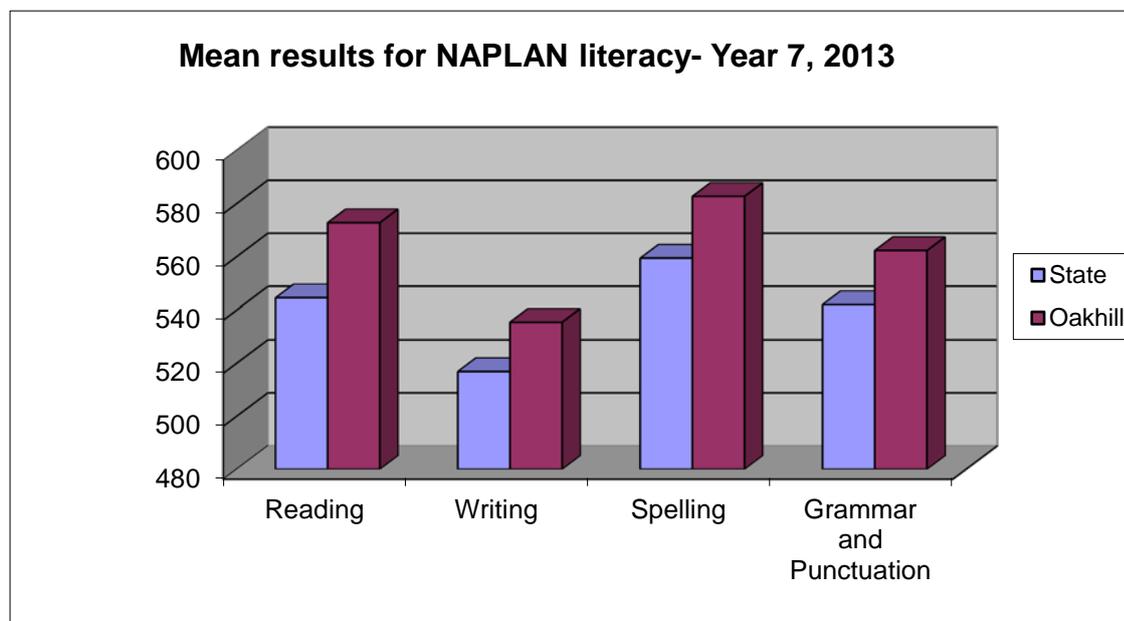
## COLLEGE PERFORMANCE IN NATIONAL AND STATE-WIDE EXAMINATIONS

The following Graphs and Tables present Oakhill College students' results (aggregated), compared with results of students State-wide, in various tests and examinations.

### NAPLAN Test - Literacy (Year 7)

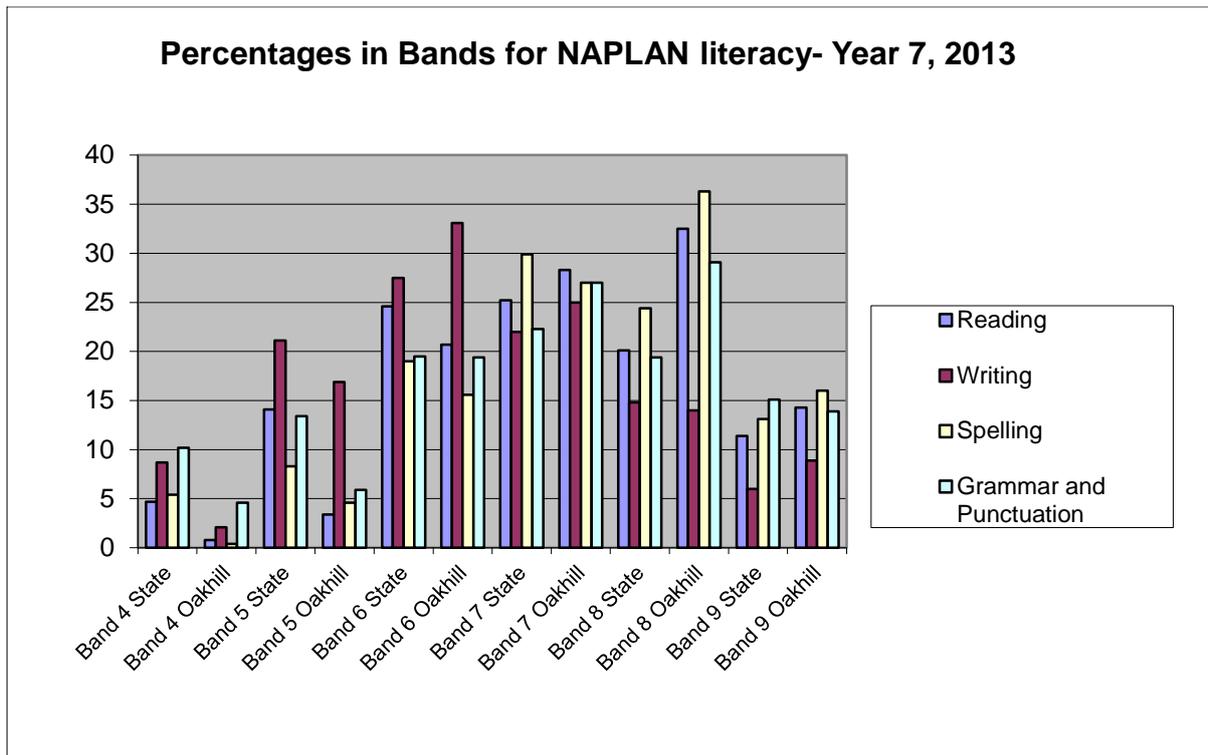
Literacy and Numeracy are monitored nationally via the National Assessment Program for Literacy and Numeracy (NAPLAN) which assesses students in Years 3, 5, 7 and 9. A cohort of 240 Year 7 students sat for the NAPLAN Tests.

Graph One indicates that our students achieved above state average in all strands of literacy assessed by the NAPLAN test.



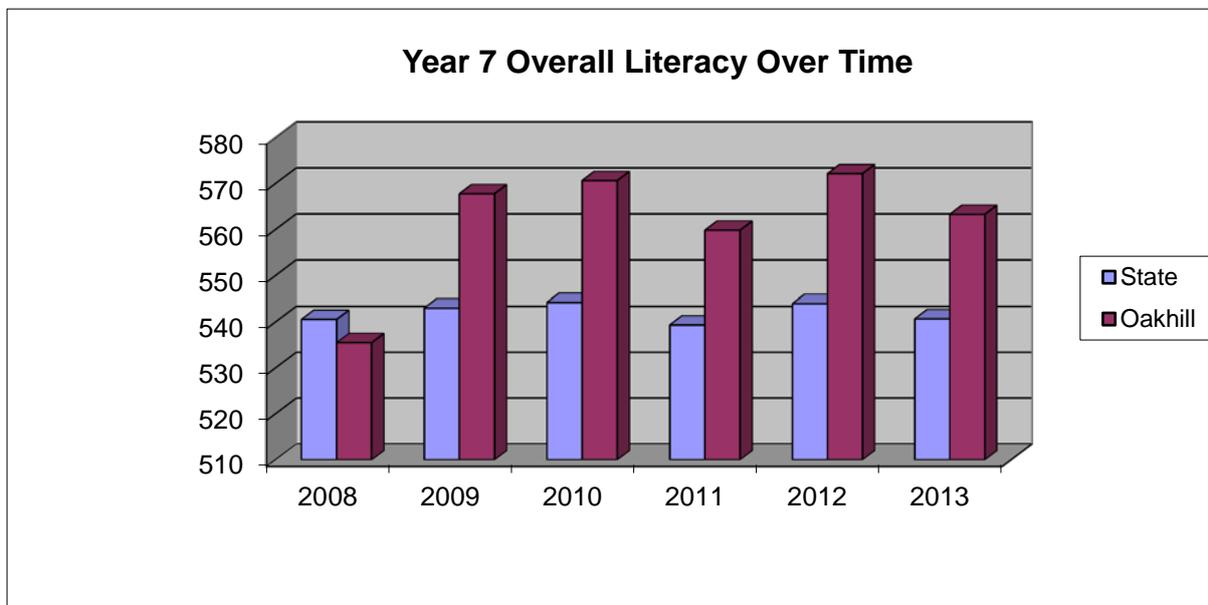
Graph One: Mean Results for Students, State and Oakhill.

Graph Two compares the literacy band levels achieved by Oakhill students with students across the State. The data demonstrates that the distribution of bands for Oakhill is skewed upwards relative to State results for Reading, Writing, Spelling and Grammar and Punctuation.



Graph Two: Results by Literacy band level, State and Oakhill, for each strand.

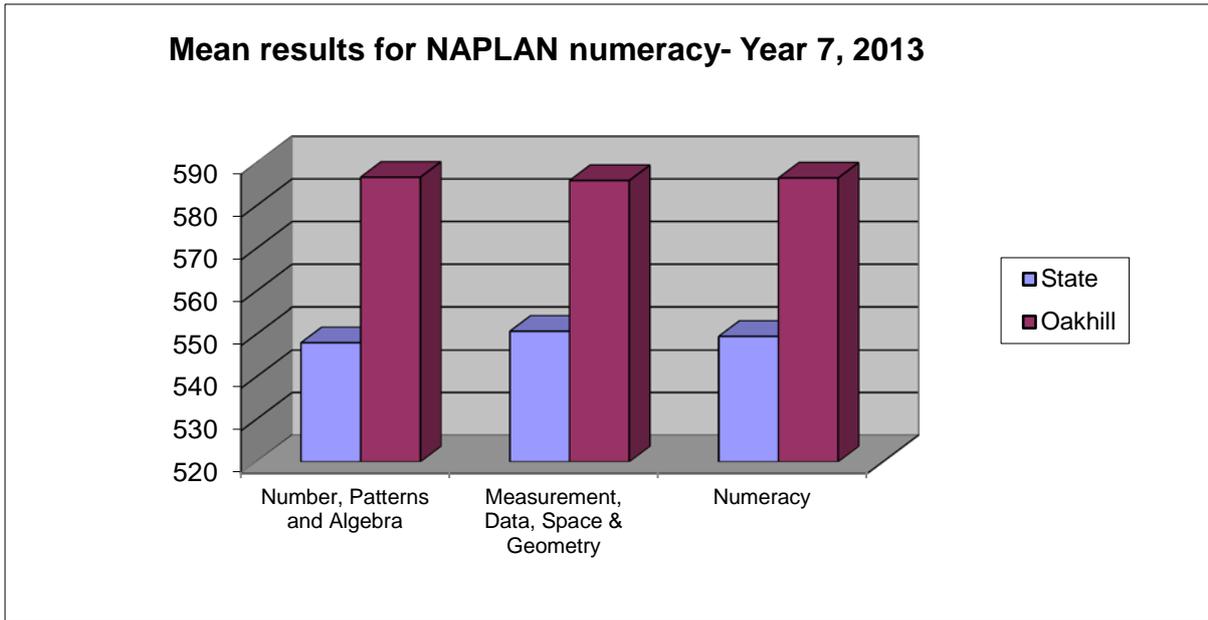
Graph Three illustrates historic data from NAPLAN tests. The achievement of Oakhill students in literacy tests has been quite consistent over time in relation to the NSW state mean. This result is calculated by calculating the mean results for Reading, writing, Spelling and Grammar and Punctuation.



Graph Three: Historic Achievement levels in overall Literacy.

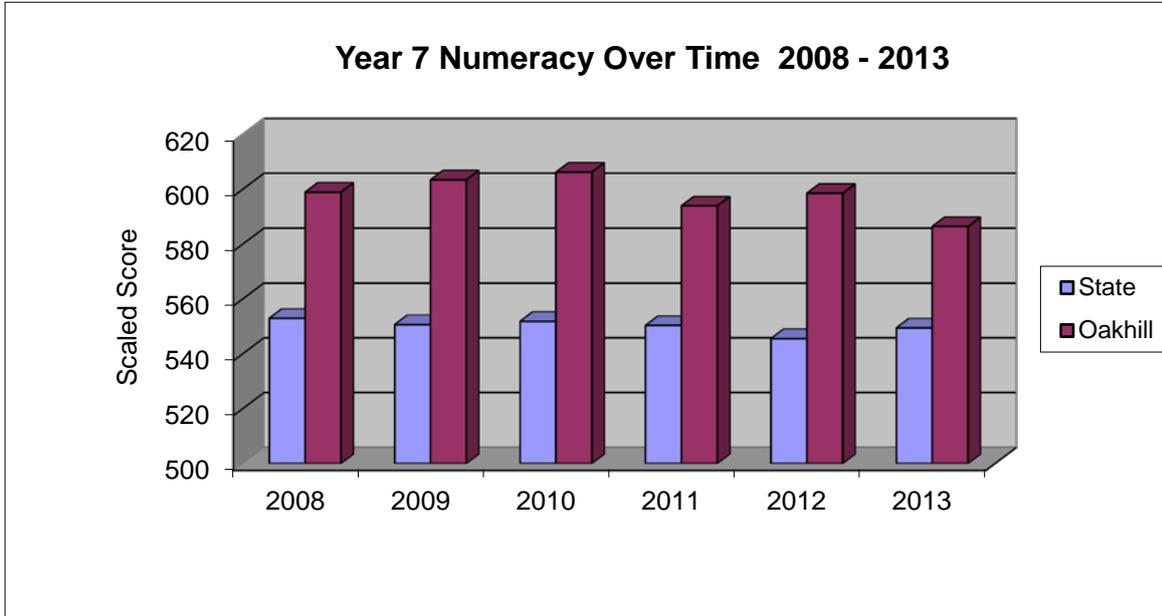
### NAPLAN Test - Numeracy (Year 7)

Graph Four shows that Oakhill students achieved means well above the State cohort in all numeracy areas assessed in the 2013 NAPLAN.



Graph Four: Mean Numeracy Results for Students, State and Oakhill

The data from the last six years of NAPLAN results illustrates the consistently outstanding performance of Year 7 students from year to year in all strands of Numeracy. In a similar pattern to Literacy, Oakhill students consistently outperform the state mean.

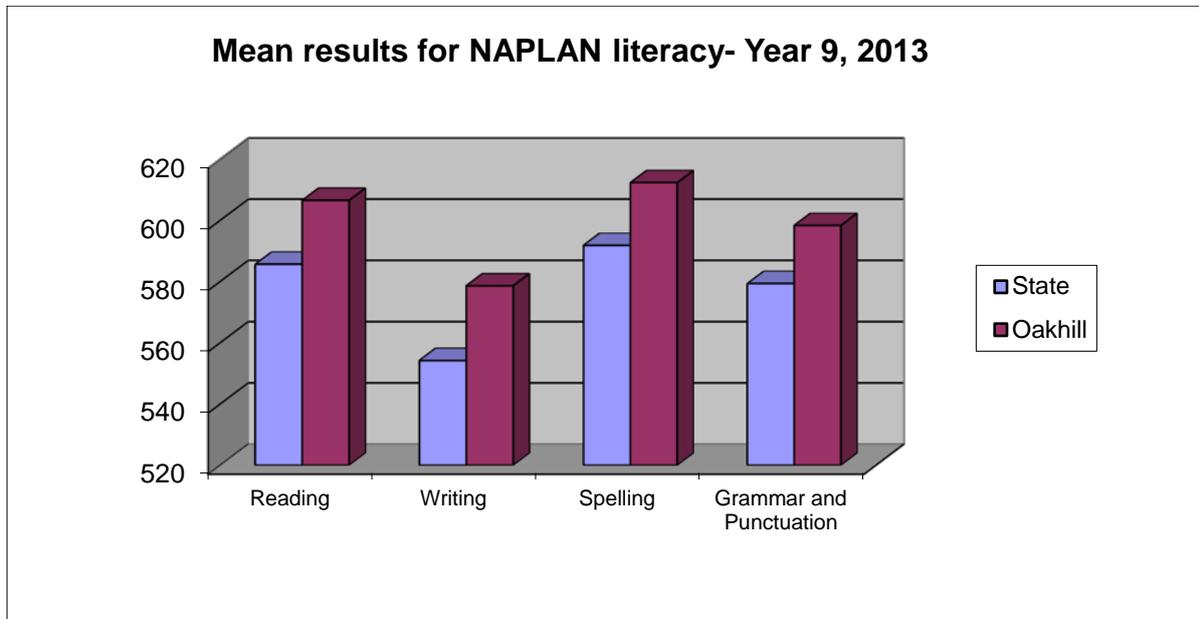


Graph Five: Historic Achievement Levels for Numeracy

## NAPLAN Test - Literacy (Year 9)

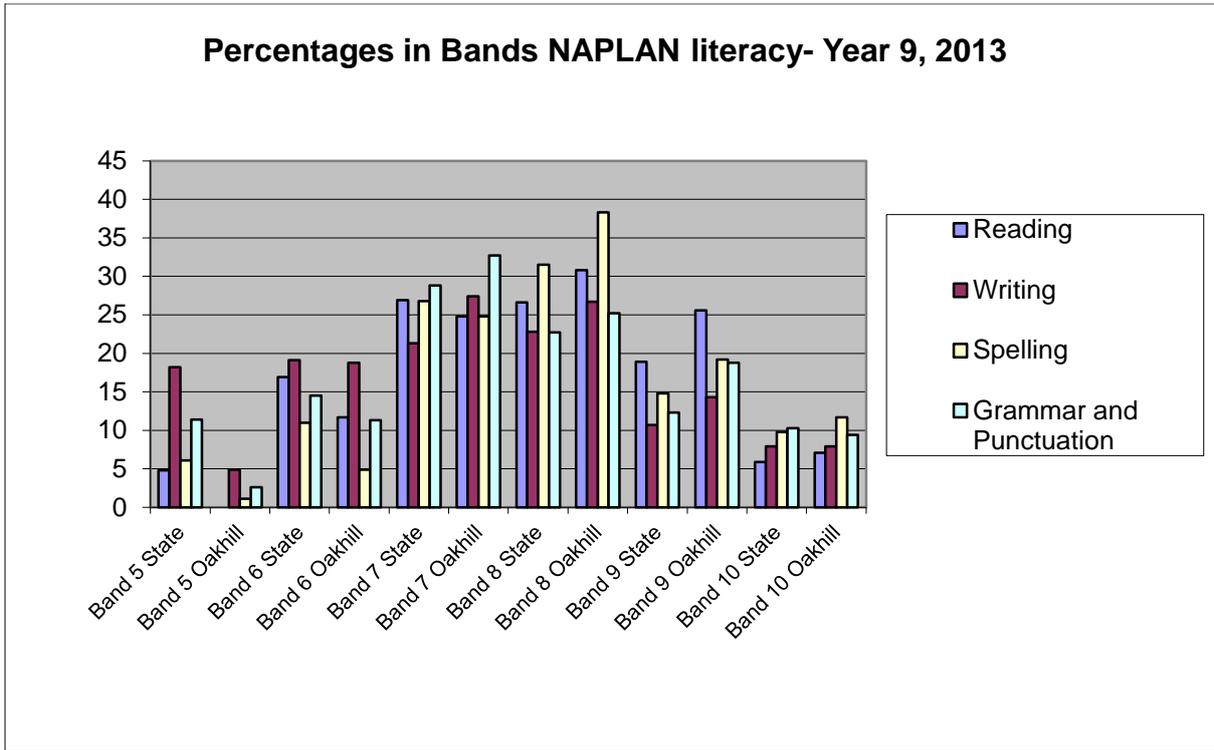
In 2013 cohort of 270 Year 9 students sat for the NAPLAN Tests.

Graph Six shows that Oakhill students perform above State average in all aspects of Literacy assessed.



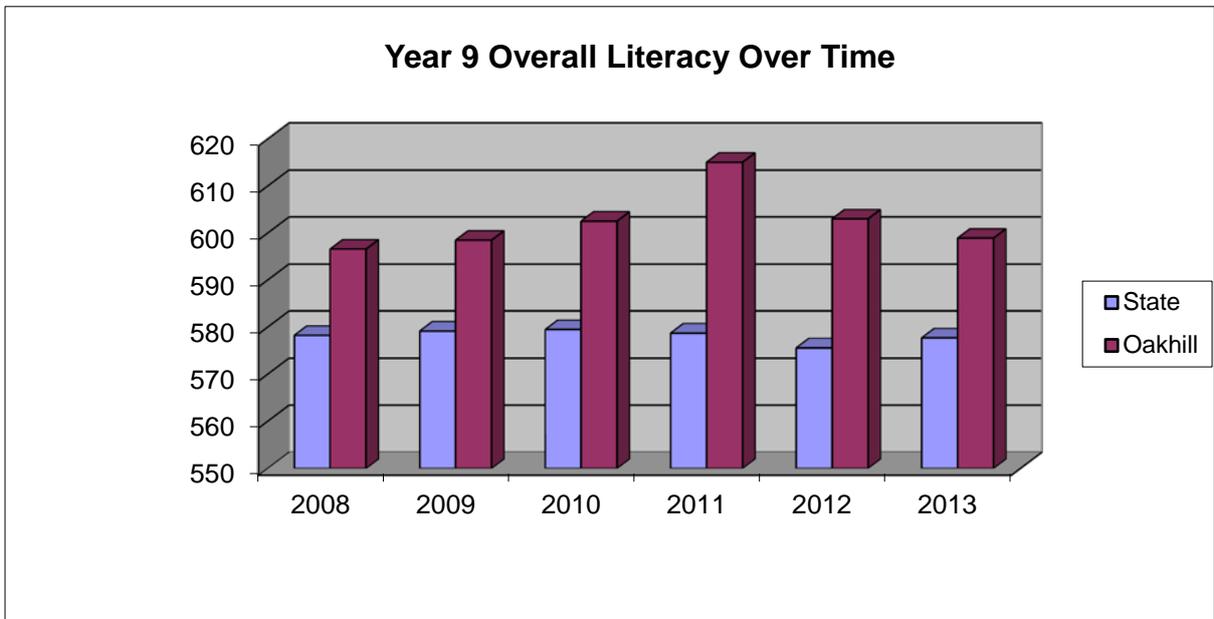
Graph Six: Mean results for students, State and Oakhill, in the 4 strands of literacy.

Graph Seven compares the literacy band levels achieved by Oakhill students with students across the State. The data demonstrates that the distribution of bands for Oakhill is skewed upwards relative to State results.



Graph Seven: Results by literacy band level, State and Oakhill, for each strand.

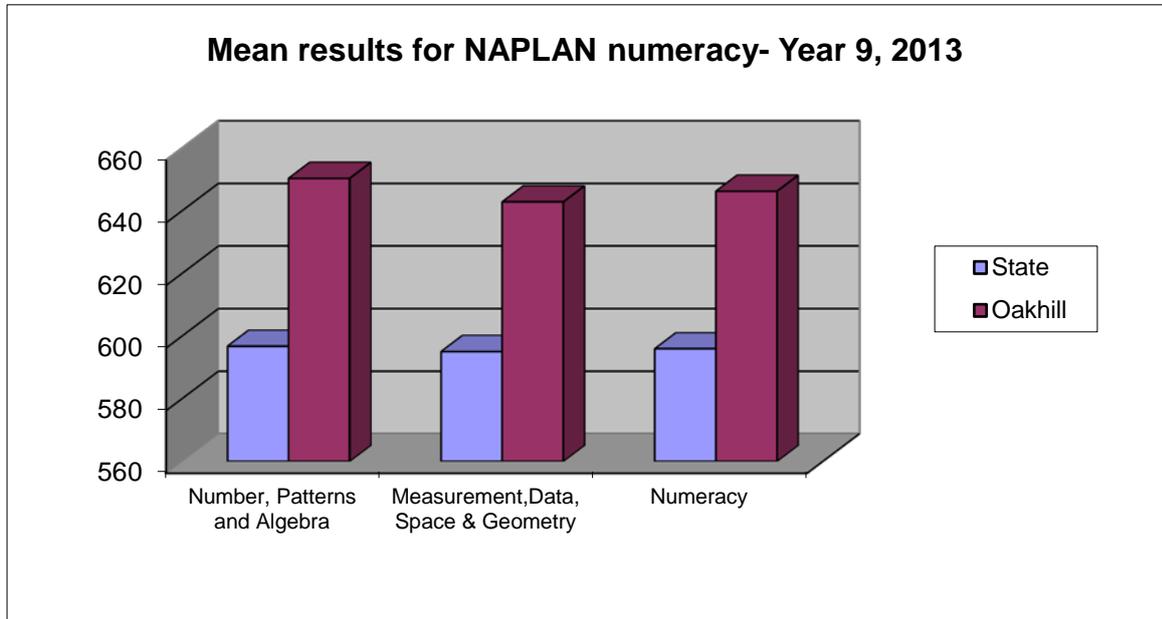
Graph Eight demonstrates that overall literacy standards are generally increasing over time with a significant gain in 2011. The 2012 and 2013 results were not as high as expected and are being addressed as part of the Literacy Program implemented in the school.



Graph Eight: Historic Data for Overall Literacy for Year 9.

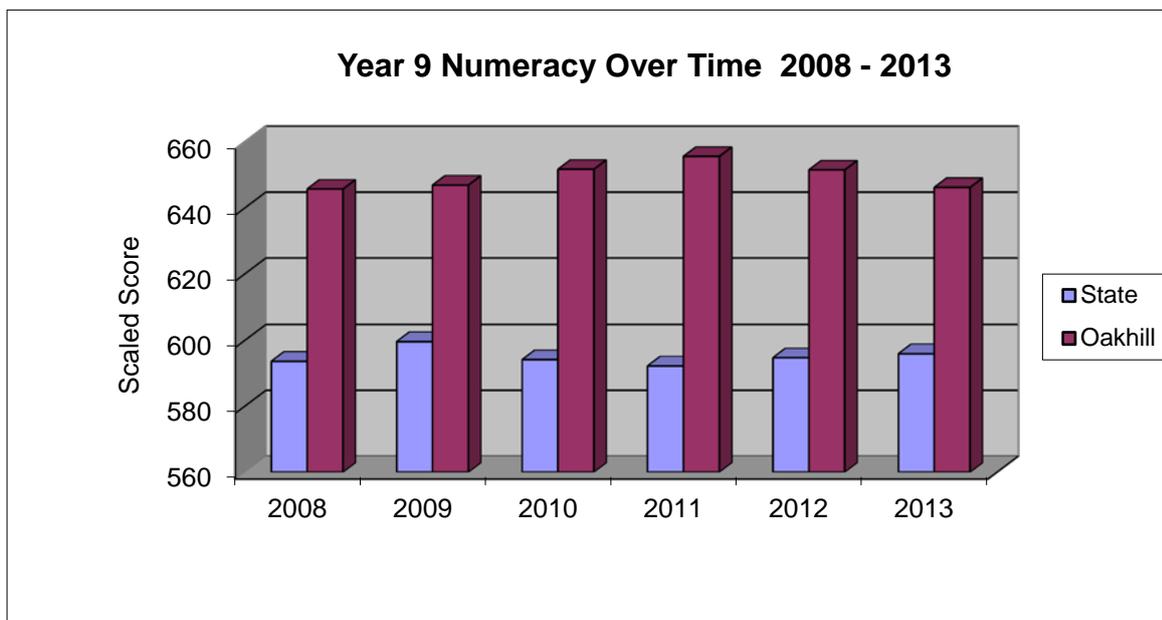
## NAPLAN Test - Numeracy (Year 9)

Graph Nine shows that Oakhill students achieved means well above the State cohort in all numeracy areas assessed in 2013.



Graph Nine: Mean Results for numeracy, State and Oakhill, by strand.

Graph Ten demonstrates that Numeracy standards achieved remain at a very high standard in relation to the State means.



Graph Ten: Numeracy levels over time, State and Oakhill

## 2013 Higher School Certificate Examination (Year 12)

The 2013 HSC results contained many significant highlights for Oakhill College. As in previous years the majority of Oakhill subjects achieved a mean score greater than the state mean for NSW and some of these were significantly above the NSW mean.

In 2013, over 40% of all results from Oakhill College students were in the top 2 bands (either band 5 or band 6) and is comparable with the State result of approximately 37%. This indicates that the majority of Oakhill results were of a high standard. The number of students achieving band 1 or 2 results was very low with only 4% of all results falling in this category. The State comparison for this measure is 9%.

Some of the exceptional results for 2013 include Italian Continuers, with all students achieving a band 6 result; Extension 2 Mathematics, where all students achieved results in the top 2 bands; Extension 1 English, where 95% of students were in the top two bands and Music Extension with all students in the top two bands. In addition the following Creative Arts subjects had no results below a band 4, again indicating a very high standard of achievement: Drama, Music 2, and Visual Arts.

The top achieving student in 2013 received an ATAR of 99.50. He was closely followed by two other students with ATARs of 99.25 and 99.10. There were 10 students with an ATAR greater than 97 and 18 above 95.

Other significant student results included two students receiving places in their course, second place in NSW in Italian Continuers and a placing in Earth and Environmental Science.

Two students were listed on the distinguished achievers list having received band 6 results in all of their subjects.

Our mission at Oakhill College is to develop both a faith and learning community with a focus on Catholic Education and Identity, Academic Excellence, Pastoral Care and Well-Being. The feedback from our Year 12 class of 2013 has been that most students are happy with their results and have been successful in securing the place they were working towards in further education or the workforce. This feedback is evidence that Oakhill is indeed successful in living out its mission.

## HSC High Level Achievements (across courses)

The following table shows the total number of band 5 and band 6 results across all subjects since 2007. These results increased steadily since 2008 until 2013 which recorded a dip. The potential reasons for the dip have been discussed at school level and are being addressed through various programs implemented in 2014.

	<b>Combined number of Bands 6 + 5 results in HSC courses</b>
<b>2007</b>	<b>823</b>
<b>2008</b>	<b>767</b>
<b>2009</b>	<b>860</b>
<b>2010</b>	<b>876</b>
<b>2011</b>	<b>898</b>
<b>2012</b>	<b>1003 (44%)</b>
<b>2013</b>	<b>746 (37%)</b>

Table 1 – Combined band 5-6 results for Oakhill since 2007

## Course Means

The subjects in which the College HSC Examination Mean was **three marks or more** above the State Mean are listed in the following table. The anomaly to the pattern of increasing results noted above is seen again in the number of subjects achieving more than three marks above state mean.

<b>Year</b>	<b>Subjects &gt;3 above State Mean</b>	<b>Subjects equal or better than State Mean</b>	<b>Subjects below State Mean</b>
<b>2007</b>	<b>21</b>	<b>30</b>	<b>5</b>
<b>2008</b>	<b>13</b>	<b>27</b>	<b>11</b>
<b>2009</b>	<b>19</b>	<b>27</b>	<b>11</b>
<b>2010</b>	<b>18</b>	<b>28</b>	<b>11</b>
<b>2011</b>	<b>20</b>	<b>32</b>	<b>6</b>
<b>2012</b>	<b>23</b>	<b>30</b>	<b>11</b>
<b>2013</b>	<b>15</b>	<b>29</b>	<b>14</b>

Table 2 – Oakhill subjects which scored a mean greater than state mean since 2007

## Course Band Summary

The following table shows the percentage of results in each band compared to the State. In 2013 the number of band 6 results was slightly less than the State average, however, the band 5 results were greater than the State.

Band	Oakhill (%)	State (%)
6	6	10
5	29	27
4	39	30
3	21	20
2	5	7
1	0	2

Table 3 – Percentage of Oakhill results in each band vs state percentages

## University Admission Index / Australian Tertiary Admission Rank (ATAR)

The following table sets out the Highest UAI/ATAR and the number of students with UAI scores above 90 and 95 since 2007. In 2009 the index was changed to an ATAR. The level of achievement indicated reflects a continuing level of excellence at the College.

Note results prior to 2009 are records of the UAI (University Admissions Index). The ATAR commenced in 2009.

	2007	2008	2009	2010	2011	2012	2013
<b>TOP ATAR</b>	<b>99.40</b>	<b>99.55</b>	<b>99.70</b>	<b>99.20</b>	<b>99.35</b>	<b>99.80</b>	<b>99.50</b>
<b>Above 95</b>	<b>20</b>	<b>26</b>	<b>17</b>	<b>19</b>	<b>23</b>	<b>13</b>	<b>18</b>
<b>Above 90</b>	<b>56</b>	<b>52</b>	<b>56</b>	<b>52</b>	<b>53</b>	<b>51</b>	<b>40</b>

Table 4 – Top ATAR scores since 2007

## Senior Secondary Outcomes

Of the 336 students in Year 12 in 2013, 23% undertook vocational or trade training. All 336 students in Year 12 achieved their Higher School Certificate.

## PROFESSIONAL LEARNING AND TEACHER STANDARDS

In 2013, 135 teachers were engaged at the College with a full-time equivalence of 124.9. The experience of these teachers is shown in the following table.

Years of Teaching	Full-Time	Part-time (FTE)	Total (FTE)
1 <sup>st</sup> year	4	0	4
2 <sup>nd</sup> year	2	0	2
3 <sup>rd</sup> to 5 <sup>th</sup> year	14	0.6	14.6
6 <sup>th</sup> to 10 <sup>th</sup> year	22	0.6	22.6
11 <sup>th</sup> to 15 <sup>th</sup> year	19	3.5	22.4
16 <sup>th</sup> to 20 <sup>th</sup> year	14	5.4	19.4
More than 20 <sup>th</sup> year	32	7.8	39.8
Experience Totals	107	17.9	124.9

Categories of Teachers		Number
1.	Have teacher education qualification	133
2.	Have a bachelor degree but no teacher education qualification	2
3.	Have neither qualification but have relevant teaching experience and were employed as teachers before 1.10.2004	0

New Scheme Teachers/Existing Teachers	Number	Percentage
Existing Teachers	97	72
New Scheme Teachers	38	28
Nature of Employment		
Full-time	107	79
Part-time	28	21
Gender of teachers		
Male	57	42
Female	78	58

### Professional Learning

During 2013 staff attended a number of professional learning sessions. There were internal sessions for all teachers and groups of teachers as well as external activities (e.g. in-services and conferences) for individuals and groups of teachers.

## Internal Sessions for all staff (Staff Training Days or Sessions after school)

ICT and internal sessions included the following:

- Child Protection
- 21<sup>st</sup> Century Technologies
- School Culture, UBD & IT
- Sentral Attendance Training
- Sentrum Attendance Training
- First Aid Training

## External Activities

Department	Course Name	Hours
Counselling	AASW Nat Symposium	12
Counselling	ACT Intro Workshop	12
Counselling	Advances in Cognitive Assessment	6
Counselling	AIS Counsellors Conference	12
Counselling	AIS School Counsellors' \Conference	12
Counselling	Kids & Alcohol	3
Counselling	Obligations -Schools managing mental health	1
Counselling	Redbank/Westmead Hospital Conference	1
Counselling	Training in ACT with Adolescents	12
Creative Arts	Differentiation in Curriculum	6
Creative Arts	Sinfionetta Composition Project	2
Creative Arts	The Art of Now	6
Creative Arts	VA Symposium	6
Creative Arts	21 st C.Music Classroom	6
Creative Arts	Designing Successful HSC Case Scenarios	5
Creative Arts	Printed Clay Surface	4.5
Creative Arts	Mission; one heart, many voices	18
Creative Arts	SOR (Islam)	12
English	AIS Eng Teachers Conference	18
English	Beginning Teachers Workshop	6
English	Brainwaves-2013 HSC Lectures	6
English	Brave new World: English Literacy teaching	24
English	Connected learners	6
English	CSDA Debating/Public Speaking Workshop	6
English	Early career Teachers Day	6
English	eduTECH Nat. Congress	12
English	engaging students to text	6
English	English/Literacy teaching	24
English	ETA Conference-Innovation	10
English	Exploring 2015 HSC Text List	6
English	Google Lit Trips	5
English	HSC Creative Writing	6
English	Multi Media interactive teaching	6
English	Programming new 7-10 Eng Syllabus	6
English	Schools Study Tour	24
English	Tablets in 7-12 Classroom	6
HSIE	Ancient History Seminar	6

HSIE	BOS Meet on Society & Culture	2
HSIE	Boys Education Conference	16
HSIE	Building Successful teams	6
HSIE	Bus Studies Conference	6
HSIE	Coaching mentoring for Good teaching	12
HSIE	Deal effectively with Misbehaviour in Schools	6
HSIE	ELC Ecos Conference	12
HSIE	Equipping teachers for Mod Hist core Ww 1	6
HSIE	Geography -making a difference for Australia	6
HSIE	Head Start to Extension	10
HSIE	Higher Order Thinking Assessment	12
HSIE	How the Brain Learns	18
HSIE	Inquiry learning in new History Curriculum	6
HSIE	Inquiry Learning in new History Syllabus	6
HSIE	Inspiration to teach Business Studies	6
HSIE	iPhone & Android App Development	6
HSIE	Lasallian Induction	18
HSIE	Legal Studies Conference	12
HSIE	Modern History Conference	12
HSIE	Pompeii Documentary	6
HSIE	Schools Study Tour	24
HSIE	SOR Islam	12
HSIE	SOR Judaism	6
HSIE	Turning Points in HSIE	12
HSIE	Understanding students mental health issues	6
HSIE	Unlocking Conceptual Mystery	12
LOTE	MLTA Conference	6
LOTE	Modern Languages Conferences	6
Mathematics	21st C. Fluencies	6
Mathematics	Australian Curriculum: New Thinking	6
Mathematics	Congregational Schools Programs	6
Mathematics	CSSA Forum	6
Mathematics	Dealing effectively with School Misbehaviour	6
Mathematics	edu TECH Nat. Congress	12
Mathematics	Go Google	6
Mathematics	Guiding Behaviour in Secondary Schools	6
Mathematics	HOD's issue day	6
Mathematics	Integrated Inquiry in the Middle Years	6.5
Mathematics	Lasallian Induction	6
Mathematics	Lasallian Intro Program	24
Mathematics	Maths Ext 1 Long Course	17.5
Mathematics	Maths General 1 & 2	24
Mathematics	Relationships-the heart of quality teaching	6
Mathematics	Schools Study Tour	12
Mathematics	Supporting Struggling Students	6
Mathematics	Supporting Struggling students in 7-8 Maths	6
Mathematics	Thinking & Learning Conference	18
Mathematics	Training Coteses (timetabling)	18
PDHPE	Cert 3 in Fitness Workshop	24
PDHPE	Dealing effectively with School Misbehaviour	6
PDHPE	Leading a digital school	18
PDHPE	Prof. Barista course	6

Science	AITIS Learning Collective	6
Science	Flip Your classroom	5
Science	HSC Chemistry Distilled	6
Science	Issues for Contemporary Biology	12
Science	Lasallian Induction	12
Science	Oxford Educ Conference	6
Science	Programming new Science Syllabus	12
Science	Space to Grow	18
Science	Thinking & Learning Conference	18
Science	Thinking & Learning Conference	12
Student Support	AIS Spec. Ed Conference	12
Student Support	ELC Multilit Conference	6
Student Support	Exploring pathways	6
Student Support	Lasallian Induction	6
Student Support	Sleep deprivation in teens	2
Student Support	Standardised Assessments of Reading	6
Student Support	Understanding Autism Spectrum	6
Student Support	Careering thru the Web	5
TAS	Boys Education Conference	32
TAS	Brick & Block	18
TAS	Cert 2 upgrade in Construction	6
TAS	Intro to Inventor for Educators	24
TAS	Managing Risk	20
TAS	TAS Conference	12
TAS	Upgrade Cert 2 in Construction	12

### Professional Learning - External - Statistics

Department	Hours	No. of Staff	% of Staff
Counselling	71	3	75
Creative Arts	65.5	6	33.3
English	183	12	66.6
HSIE	262	14	58.3
Library	-	-	-
LOTE	12	2	50
Mathematics	204	11	58
PDHPE	54	5	33.3
Science	107	7	50
Student Support	49	4	66.6
TAS	124	8	57.1
College Staff	1131.5	72	53.3%

\*Note that RE Staff excluded from Staff Statistics due to RE Staff being in other departments.

# TEACHER ATTENDANCE AND RETENTION

## Teacher Attendance

<b>Number of FTE Teachers</b>	<b>Teaching Days per Teacher</b>	<b>Total Number of Days Absent</b>	<b>Average Teacher Attendance Days</b>	<b>Average Teacher Attendance - %</b>
124.9	191	1322	180.42	94.5

## Teacher Retention

<b>Total Number of Teachers Employed at End 2012</b>	<b>Total Number of Teachers who resigned/retired during 2013</b>	<b>Retention Rate - %</b>
135	13	90.4

## STUDENT ATTENDANCE AND RETENTION RATES

### Average Student Attendance Rate in 2013

Year Group	Term 1	Term 2	Term 3	Term 4
Year 7	98.02	99.13	97.68	97.08
Year 8	98.54	98.64	97.02	96.35
Year 9	97.09	98.51	96.74	96.12
Year 10	98.00	98.82	97.03	96.85
Year 11	97.74	96.72	96.75	97.05
Year 12	96.89	98.82	97.55	-
<b>Average for Whole School</b>	<b>97.71</b>	<b>98.44</b>	<b>97.13</b>	<b>96.69</b>

### Management of Student Non-Attendance

The law in NSW (Education Act 1990 / Amended 2009) states that a child is of compulsory school-age if the child is of or above the age of 6 years and below the minimum school leaving age. The minimum school leaving age is the age at which a child completes Year 10 of secondary education or the age of 17 years whichever comes first. A child who completes Year 10 of secondary education but who is below the age of 17 years is of compulsory school age unless the child participates on a full time basis in approved education or training or if the child is of or above the age of 15 years and is in paid work or a combination of approved education or training and paid work.

Student attendance is a key priority at Oakhill College. This reflects the findings of research demonstrating a strong correlation between student learning, attendance at school and improved life outcomes. Our management of student non-attendance has been developed to ensure compliance of the College with school attendance requirements for compulsory school-aged students as outlined by the New South Wales Department of Education and Training.

Parents should telephone the College attendance line on the first morning of absence if their child is unable to attend school due to illness or misadventure. A note of explanation should be provided by the parents on the first day back at school after an absence and this is then presented to their child's homeroom teacher. Alternatively, parents can provide a note of explanation on the parent portal of Sentral, on the College intranet.

For absences of three days or more a doctor's certificate should be provided. The Student Assessment Handbooks for Years 10, 11 and 12 outline procedures for students who miss school assessment tasks through absence. It is a requirement that a doctor's certificate be provided when a student in Year 10, 11 or 12 misses a formal assessment task through illness.

Students arriving late to the College must report to the Main Student Office where their student identification number and time of arrival is recorded. Advice that the student is late is noted in Sentral on the College intranet.

At Homeroom each day, an electronic roll call is taken by the Homeroom Teacher where absent students are recorded. All parent messages, notifying of a student's explained absence because of sickness, family leave or late arrival at the College have already been entered into the attendance system.

House and Year Deans are able to access their House attendance records at all times via the Attendance electronic management system.

Homeroom teachers are the first to see any patterns of high absenteeism, including lateness. Even if absences are justified by a parent, high absenteeism is reported to the Dean for follow up. Such follow up may include:

- Consultation between the Dean and the Counselling Department.
- Interviewing the student to see what the barriers to attending school may be.
- Interviewing of the parents to emphasise the importance of regular attendance.

Any barriers to regular attendance are identified and a plan to address those barriers is put in place.

- Referral to relevant student support services such as Counselling and/or Learning Support to help the student to improve attendance.

In accordance with the Mandatory Reporter Guide, Neglect Education - Habitual Absence is defined as "the child / young person is of compulsory school age and is habitually absent. Habitually absent is a minimum of 30 days absence within the past 100 school days. However, this is context / age dependent". This means that in the case of a student with learning difficulties or other risk factors, earlier action may be required as the impact of absenteeism is greater.

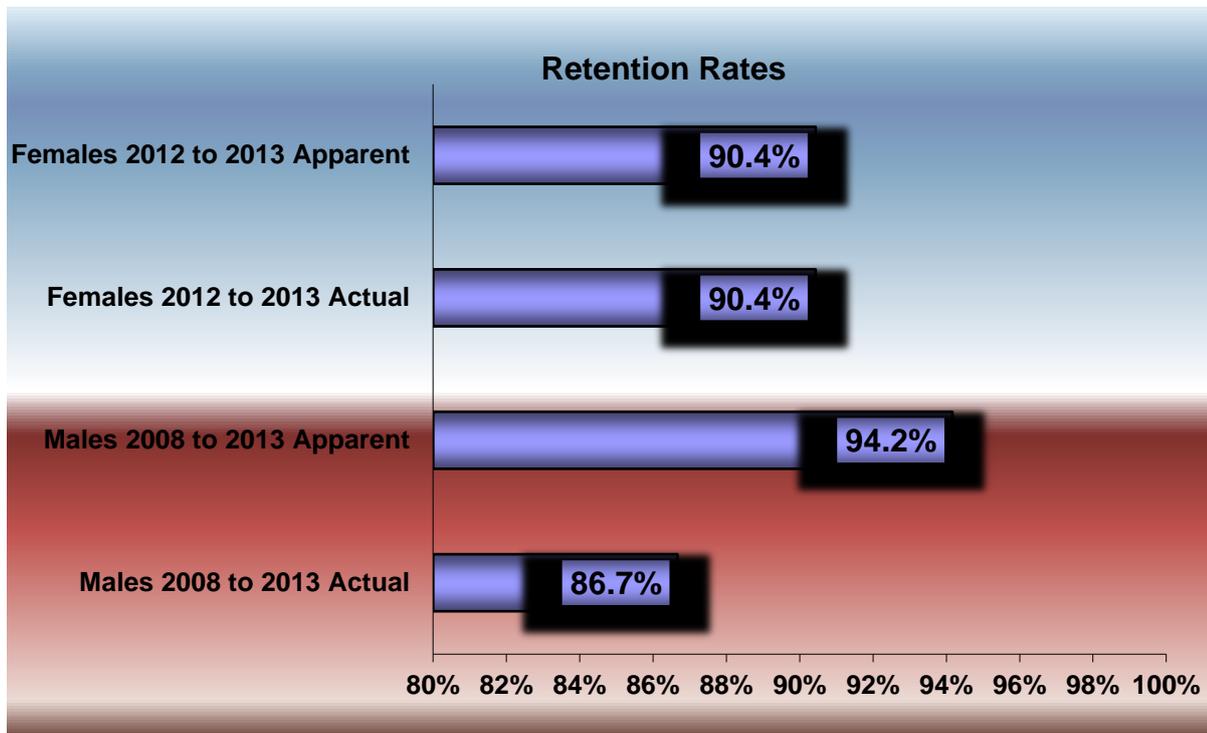
Before any student reaches such a high level of absenteeism, the steps listed above should have taken place. If attendance is still a problem, Deans refer the student to the Assistant Principal - Pastoral Care for follow-up and possible reporting to Community Services (known formerly as DoCs).

Class attendance is recorded by teachers completing their class roll for each period on Sentral, the College intranet. These records are monitored by the Assistant Principal - Pastoral Care, Student Coordinators and Deans. In addition, random roll checks of classes are made to ensure the reliability and accuracy of records.

When truancy is suspected, a teacher will inform the relevant Dean immediately. The Dean will

then contact the student's parents to ascertain the reason for the absence. If truancy is confirmed, the Dean will notify the Assistant Principal - Pastoral Care.

All requests for special leave must be made in writing to the Principal prior to the leave period. Families are encouraged to arrange holidays during the school vacation periods which are clearly marked on the College calendar.



## Student Retention

The chart above shows the actual and apparent retention rates for the following groups of students: boys who commenced in Year 7 in 2008 and girls who commenced in Year 11 in 2012. Both these groups undertook the Higher School Certificate in 2013. The College experiences a high real retention rate for boys from Year 7 through to Year 10 (approx. 87% for the 2013 cohort), somewhat higher from the end of Year 10 through to Year 12 (see Chart) where, under the guidance of experienced Careers staff, students are supported in taking up options other than HSC studies should they wish to do so.

## POST-SCHOOL DESTINATIONS

The reasons for students leaving the College are shown below. Of the students who completed the Higher School Certificate in 2013 (336 students), 74.1% were offered places at a range of Australian Universities, compared to 79.9% in 2012.

Reason	Year 10	Year 11	Year 12
Apprenticeship	4	5	1
Other School	1	2	
TAFE	3	7	3
Employment		2	
Moved out of area			3
Other (illness, overseas, tba)		3	
Total	8/240	19/349	7/336

## ENROLMENT POLICIES AND STUDENT PROFILES

### Enrolment

Oakhill College is a non-selective secondary school which gives preference to Catholic applicants from ten Catholic Primary schools. Other applicants are considered at the discretion of the Principal. The College's enrolment process and the responsibilities and commitment of parents are detailed on the College's Application Form. All applicants are provided with a copy of the College prospectus and fees policy and are directed to the College's privacy policy at [www.oakhillcollege.com.au/collegeinfo/policies.html](http://www.oakhillcollege.com.au/collegeinfo/policies.html). A copy of the Enrolment Application Form is available on the College website.

Requirements for continuing enrolment from Year 10 to Year 11/12 are outlined in the Year 11 2011 Curriculum Handbook. Prerequisites are eligibility for the Award of the School Certificate, a satisfactory record of work habits and application and positive co-operation within the College community.

## Student Profiles

At the date of the 2013 Commonwealth Schools Census, the College had an enrolment of 1,678 full-time students. A comparison of enrolments in 2012 and 2013 is shown below.

Year Level	2012			2013		
	Male	Female	Total	Male	Female	Total
Year 7	240	0	240	239	0	239
Year 8	270	0	270	240	0	240
Year 9	240	0	240	270	0	270
Year 10	240	0	240	241	0	241
Year 11	240	109	349	232	125	357
Year 12	215	104	319	226	105	331
Total:	1,445	213	1,658	1,448	230	1,678

Of the 1,678 students:

- 240 were of a religion other than Catholic (14.30%);
- 29 had a language background other than English (1.73%);
- 29 were in receipt of specialist ESL support (1.73%);
- 32 were students with disabilities (1.91%);
- 15 were indigenous students (0.89%).

# STUDENT WELFARE AND DISCIPLINE POLICY

## Summary of Student Welfare Policy

Student welfare or school-based pastoral care refers to the total care of the individual. At Oakhill College pastoral care practices are based on Catholic values and a belief in the uniqueness of each individual.

"So God created humankind in his image, in the image of God He created them; male and female He created them." (Genesis 1:27)

The pastoral care and development of students in a Lasallian school are directed by a perception of students being, in De La Salle's terms, "disciples". At the heart of the Lasallian School is a deep regard for the inherent dignity of each member of the school community, especially the students and of the teacher-student relationship, which is expressed in terms of sisterhood-brotherhood. This underpins an understanding of the causes of behaviour which is respectful of each person and their circumstance.

At Oakhill College our pastoral care philosophy is expressed through these five guiding principles:

1. God is our focus. God is spoken about and we give time and energy to worship and social action.
2. Brothers and sisters to each other. We always take care of each other. The older students will guide and care for the younger students. The Lasallian spirit of brotherhood and sisterhood will underpin all our actions.
3. Always be honest - The value of honesty is at the heart of relationships at Oakhill College.
4. Respect for self, others and property. These are gifts and are sacred.
5. Achievement is valued. In the cultural, academic and sporting fields we strive to give our best effort.

All members of the school community are expected to treat each other with respect, dignity and compassion. We aim to develop happy, confident young people who believe in their self-worth and are able to reach their potential through positive experiences and interactions with others. A wide range of curricular and co-curricular opportunities are offered to nurture the talents and gifts of all students. In particular, we strive to foster in each of our students:

- The realisation of their potential;
- The improvement of their character;
- A sense of personal well-being;
- A commitment to the truth.

Students develop most happily when the school and families are working together with common purpose and values. In keeping with the principles of Lasallian education, Oakhill College encourages a strong connection to faith, service and community.

The pastoral care of students is the responsibility of all members of staff. Through positive adult role modelling and restorative management practices we challenge students to live with

courage and integrity, as exemplified by St John Baptist De La Salle, founder of the institute of the Brothers of the Christian Schools.

Pastoral care at the College operates in a horizontal year based system for students in Years 7 and 8 and a vertical six House based system for students in Years 9-12. In this system, the Year Deans (Years 7 and 8), House Deans (Years 9-12) and Homeroom teachers are primarily responsible for the care and attendance of the students. In addition, there is a Student Coordinator responsible for Years 9 and 10, a Student Coordinator responsible for Years 11 and 12 and two full time and one part-time Counsellor.

The Pastoral Care Committee (PCC) meets weekly to discuss issues pertaining to student welfare and management. It comprises of Deans, Student Coordinators and representatives from the Student Support Services. The PCC is the body responsible for the review of existing policies and creation of new policies associated with pastoral care and student management under the leadership of the Assistant Principal-Pastoral Care.

### **Summary of Anti-Bullying Policy**

Oakhill College has an anti-bullying policy which is clearly outlined in the Student Diary and on the College intranet. Bullying in any form is not tolerated at the College. Our Guiding Principles state that "we are brothers and sisters to each other". The College promotes bystander behaviour. Research has shown that if a bystander intervenes in a bullying situation, there is a 50% chance the bullying will stop. Bystander intervention and using peer pressure in a positive way has been found to be the most effective way to stop bullying. This is an area which will be further developed in 2014.

A student support page is available to all students on the College intranet. This page contains relevant policies, management options, coping strategies, links to bullying resources and an email referral system. All students involved in bullying management processes have access to counselling support.

### **Summary of Discipline Policy**

At Oakhill College the discipline or student management policy is grounded in the philosophy of Lasallian pastoral care, whereby all members of the school community:

- are treated with dignity and justice;
- feel safe and secure;
- are free to be involved in the teaching and learning process unhindered by anti-social behaviour;
- have their rights acknowledged , but are also aware of their responsibilities to themselves and others;
- are aware of the procedures that will be followed in managing inappropriate behaviour;
- are assured that teachers will be fair and consistent in matters of discipline; and
- know that students have been made aware of the consequences of their actions.

The student management programme focuses on recognising and rewarding achievement, effort and excellence and ensures that all students have an equal opportunity to develop to their full potential. The aim of the programme is to assist students in looking after themselves, each other and their school. To enable this, the management programme is based on a Level System. The details of the Student Level System are found in the Student Diary, the Staff Handbook and on the College intranet.

It is hoped that through actively engaging with the Level System students will develop a sense of belonging in their school community, which will in turn nurture in them a positive self-image and identity. The College's Rights and Responsibilities document is closely aligned with this programme.

It should be the goal of every student to advance their way through the levels. They are encouraged to discuss their ongoing level promotion with their respective Deans. The Level System recognises a number of areas in which students may contribute to College life, including these examples:

- Academic achievement;
- Application to studies (effort);
- Student leadership;
- Lasallian Youth Leader;
- Community Service;
- School service - House-based initiatives, sport days, Open Day, fundraising;
- Contribution to Performing Arts: drama, music;
- Exemplary attendance: classes, carnivals;
- Sporting representation and assisting with coaching of teams;
- Extra-curricular representative: chess, debating, public speaking, etc.

Students who continually contravene College rules will move down the levels. Those who are experiencing discipline problems will be provided with as much support and guidance as is necessary to help them to rectify their behaviour, and thus enable them to move up levels. The supporting Student Safe School Rules document clearly outlines expectations for student conduct. Parents will be informed about any problems at school and are asked to support and assist the College in solving them.

The line of responsibility in matters of discipline is as follows. In the first instance, the classroom or supervising teacher is responsible and has authority to insist on any matter which in her/his professional judgement is concerned with the good order of the College. In cases where there appears to be no teacher immediately responsible for a particular situation, any member of the College teaching staff has the responsibility and authority to intervene in the interests of good order. Students who are consistently uncooperative or are of concern are referred to their Dean. Cohort problems in the yard or class are to be referred, in the first instance, to the Student Coordinator.

N.B Corporal Punishment is not used or permitted in the College nor is it supported to be used in the home.

## Summary of Complaints and Grievance Policy

Grievances are to be resolved preferably at the most immediate personal level possible, i.e. directly between the individuals who are party to the grievance.

The following guidelines outline the preferred steps in resolving grievances.

- The aggrieved person should speak to the party who is the subject of the grievance, e.g. if a parent has a grievance with a teacher, the parent should first seek to speak to the teacher privately. If the grievance is between two members of staff they should first seek to resolve it privately. If it is a student who has a grievance against a teacher, it would be appropriate for the student's parents to speak on their behalf.
- If the grievance cannot be resolved privately or if the aggrieved person is uncomfortable acting on their own, another appropriate person (e.g. staff member, parent) should be invited to assist in presenting the grievance. The College Counsellor may be invited to act as a support person or mediator.
- If the grievance cannot be resolved in this manner, a member of the College Executive should be approached for their assistance and a meeting should be set up with the member of the Executive acting as mediator.
- If the grievance cannot be resolved at this level, the Principal should be informed in writing and an appropriate meeting scheduled to resolve the grievance.
- If a grievance is against the Principal and if it cannot be resolved at the local level, the aggrieved person should contact the College Board.

When a grievance or complaint is communicated initially to the Principal, in ordinary circumstances it will be referred to an appropriate member of staff (e.g. Deputy/Assistant Principal, Dean, Student Co-ordinator, Counsellor) to facilitate resolution in the spirit of the above policy and procedures.

In relation to managing complaints of discrimination, harassment or bullying, the College makes reference to its own anti-harassment and anti-bullying policies and to the policy document "Maintaining Right Relations" issued by the Catholic Education Office.

In the case of complaints and grievances which come within the ambit of NSW Child Protection Legislation (Ombudsman, CCYP), the relevant legislated procedures are followed.

## Student Welfare Policies

A full text of Student Welfare Policies can be accessed via Oaklife (Scholaris), the College Intranet. Hard copies of these policies are kept with the Assistant Principal - Pastoral Care and with the Deputy Principal's secretary. The Board of Studies inspectors highly commended our College's Safe and Supportive Policies and Procedures.

## **INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY**

An effective pastoral care system is paramount to student welfare. At Oakhill College existing pastoral care activities are annually evaluated by the College Pastoral Care Committee. The Pastoral Care Committee also has the responsibility for considering, developing and implementing new initiatives.

A major pastoral care initiative introduced in 2013 was a 2 year cycle where the Year 7 Dean, Assistant Dean and their Homeroom team follow their students on to Year 8 and the Year 8 pastoral team, return to Year 7 in 2014. Other pastoral care initiatives included an additional Year 12 Retreat, a staff day devoted to the pastoral care of our students, electronic roll marking of attendance, motivational guest speakers at College Assemblies and Year Group Assemblies, acknowledging RU OK Day, providing the opportunity for all Year 7 students to attend the ISA Swimming Carnival and the introduction of a Year 11 girls mentoring programme. In addition, the number of Year 12 student leaders was doubled from 10 to 20 and included the introduction of student leaders with specific portfolios in the areas of Drama, Music, Sport and Social Justice.

## **PARENT, STUDENT AND TEACHER SATISFACTION**

Although the College did not undertake any formal survey of levels of satisfaction among parents and students, it is possible to identify many primarily qualitative, but also quantitative indicators of very high levels of satisfaction across the whole College community during 2013.

Among these indicators of high satisfaction are the following:

### **Parents**

The consistently high number of applications for enrolment, due almost exclusively to current parent satisfaction which has led to “word-of-mouth” advertising. Without any formal advertising as such, by the end of 2012 425 applications had been received for the 240 places available in Year 7 in 2013; a further 169 applications for 125 places had been received for entry into Year 11 in 2013.

The high attendance rate of parents at parent-teacher nights and their expressions of satisfaction with the feedback obtained from teaching staff.

The extensive support and direct involvement of parents in the co-curricular programme of the College.

The high level of involvement by parents and ex-parents in the organisation and conduct of Parents and Friends activities such as the Art and Craft Show, the Gala Day and the Golf Day.

Positive feedback obtained from parents during public occasions such as Parents and Friends meetings, the College Open Day, and welcome evenings.

The low number of complaints in 2013.

### **Students**

The number of senior students who volunteered to serve the College through the Lasallian Youth Leaders programme: 190 in total in Years 11 and 12 in 2013 volunteered to serve the College community in this programme. Of these 190 students, 100 were “badged” and 20 of these received gold badges.

The large number of senior students in Year 11 who volunteered and paid for themselves to travel to India in the Term 3 school holidays to serve children and families born into poverty and hardship. There were 54 Oakhill students who served on Team India in 2013, which has seen an increase from 6 students in the first year of the trip in 2009.

The large number of senior students who nominated for selection as College Leaders in 2012.

The vibrant spirit within the House groups, illustrated by their enthusiastic participation in swimming and athletics carnivals and representative inter-school sporting teams.

A strong sense of students wanting to achieve academically to the best of their ability.

The large number of students participating in the voluntary co-curricular programmes, including participation in sporting teams and the College Musical.

Confidence of students in accessing the College counsellors to discuss a wide range of personal, home and school issues.

A positive “tone” and a sense of feeling safe within the school.

The number of ex-students who are now sending their own children to Oakhill College – 20 students in Year 7 in 2013 were the children of ex-students and 10 new students in Year 11.

## **Teachers**

The high retention rate of staff. In 2013 there were 24 staff members who had been employed at the College for 20 years or longer – of these 6 staff members had been employed for over 30 years. There were 60 staff members who had been employed between 10 and 20 years and 42 staff members between 5 and 10 years. This shows a consistently high level of staff satisfaction with the College.

The large numbers of staff members who volunteer to be involved in co-curricular areas of the College. This is not a compulsory requirement for College staff. These co-curricular activities range from coaching sporting teams to those who volunteered to lead overseas service groups to India and Cambodia. There is also a very active Duke of Edinburgh Scheme at the College which requires the participation of an active team of volunteer staff members.

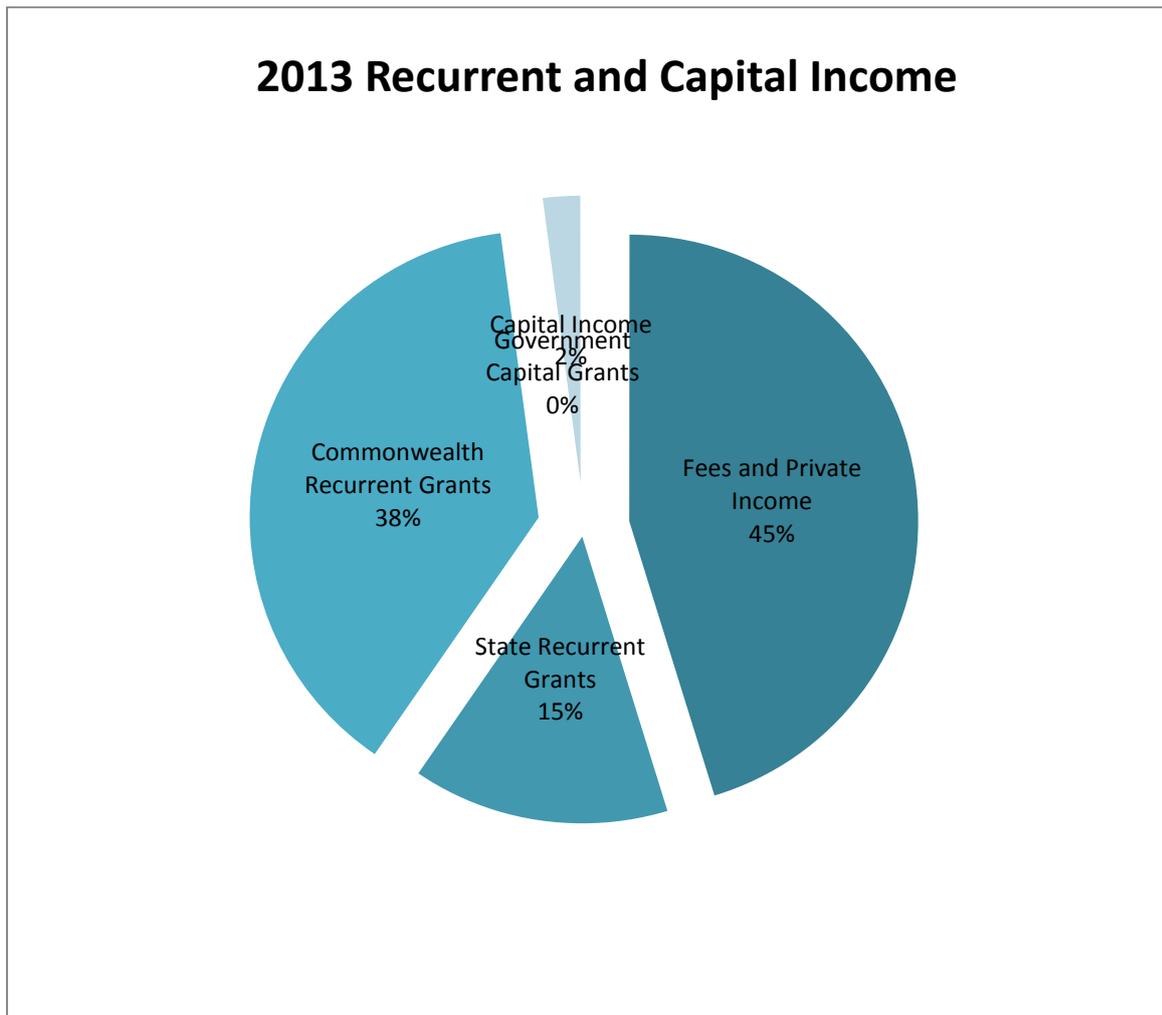
The number of staff members who are ex-students of the College – 16 in total.

The number of staff members whose children are current students at the College – 10 in total.

## SUMMARY OF FINANCIAL INFORMATION

The College is a funding-maintained school under the SES system of Commonwealth grants and attracts State grants at a comparable level.

The following graphs summarise sources of income and patterns of expenditure for the 2013 Academic Year, highlighting the significance of Government funding for the continued operation of the College at affordable fee levels for families.



## 2013 Recurrent and Capital Expenditure

