ANNUAL REPORT 2016

CONTENTS

Purpose of Report

The 2016 Annual Report is a special-purpose Report produced to comply with the requirements of the 1990 Education Act (NSW) 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) and in documents such as the Annual Yearbook, the Student Record Book, the fortnightly 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, District of Australia, New Zealand, Pakistan and Papua New Guinea, 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 2016 enrolments stood at 1,683.

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

In 2016 Oakhill College celebrated its 80th year with a great sense of pride. The provision of a Lasallian education, focused on core values, has given generations of young men and women a passion to achieve in a range of areas. This year Oakhill College also celebrated 40 years of educating young women. In 2016 the College had a transitional leadership team and for the first time a lay person as Acting Principal. On behalf of the Board and the wider College community we thank Mr Jonathan Byrne for his stewardship this year. With 1,683 students Oakhill College in 2016 has its largest role ever.

Oakhill College offers a comprehensive education ensuring the demands of modern learners are met, where they gain the skills needed to meet a future focused on adaptability, creativity and a sense of social responsibility, which are key to their success. The Board of Directors of Oakhill College is committed to continuing to emphasise the importance of striving for excellence within a holistic education pertaining to the charism of a Christian and human education.

This year the Board of Directors led one of the most important processes for a governing board: the recruitment of a new Principal. Oakhill College is one of the few schools in Australia to have an almost unbroken history of Brother Principals. In consultation with the Brother Visitor, Br David Hawke, Br Steve Hogan was appointed Principal of Oakhill College starting in January 2017.Br Steve has led several significant De La Salle schools, including his last placement as Principal of La Salle College, Kowloon, Hong Kong. He brings a wealth of experience and a compelling vision to Oakhill. As we close this College year we could pause to reflect on the generosity of spirit that has been shown to us by the Brothers, and give thanks for the opportunities that they have made possible for our community.

The College Year Book is a rich historical record of the year that has been. Documents like the Year Book are an important reflection of school life. One of the many events show-cased within these pages is the first amateur performance of the musical Starlight Express. Oakhill staff and students demonstrated the powerful sense of community and the spirit of excellence that is evident on occasions like this. From academic achievement, sporting prowess, and representational accolades, to excellence in the performing and visual arts, skilful agricultural and technical expertise, and compelling examples of ethics, international empathy, and expressions of Catholic and Lasallian identity, Oakhill in its 80th year has continued to be a strong community of learners.

In reviewing the achievements of the College over the course of 2016, the College's core values are clearly visible through the actions of the community. The ongoing capacity of the College to lead service work overseas and to recognise and support students and other less fortunate community members is a testament to the vibrant Lasallian tradition at Oakhill continuing. The Board is committed to working with the new Principal and the College's staff to continue to develop Oakhill College as a Catholic Lasallian secondary college and a flagship among Colleges in New South Wales and Australia.

It was with great regret that we learned we were losing a number of senior staff at the end of 2016. Their ability to secure positions as leaders in other institutions is a testament to the continuation of Oakhill's track record providing meaningful and relevant professional development for educational leadership.

Jonathan Byrne has been Acting Principal for 2016 as the Board deliberately took its time in identifying and then appointing the new Principal. In the middle of the year Mr Byrne was appointed as the Principal of St Augustine's College in Brookvale commencing in January 2017. The College offers its congratulations to him and extends sincerest thanks to him for the professional way he led the College during 2016. Mr Byrne has been at Oakhill College for six years and has made a name for himself as a man who is an insightful and thoroughly professional educator. His generosity in supporting students has been beyond the call of duty. The Board is deeply grateful to him as our Acting Principal and wishes him well in his new position.

Assistant Principal Curriculum Mr Tim Hildebrandt, lead the College through significant changes in the educational landscape and will leave a rich legacy of excellence in learning. A creative and innovative leader, he has championed the renewal of teaching and learning and is responsible for many of the recent innovations in curriculum delivery and improvement, and in reflective practice to improve teaching. Mr Hildebrandt has been appointed Principal in the Broken Bay Diocese. The College community congratulates Mr Hildebrandt and wishes him every success in his new appointment. Assistant Principal, Mission, Mr Andrew Millar, was the first member of staff to hold this role. As a leader in this role he introduced superior systems and built relationships and partnerships with the local community and the wider Lasallian community. He has taken an idea and transformed it through leadership and vision to ensure the mission of the school is clear. The Board and the entire Oakhill College community, past and present, sincerely thanks Mr Millar for his significant achievements. I warmly register our gratitude to these men for their devotion to Oakhill College.

The College was acknowledged by the NSW Accreditation Authority BOSTES (now NESA) for the excellent state of its teaching and learning. Oakhill College was compliant with all requirements of an independent school in NSW and received an unqualified re-registration for five-years. All of this is a credit to all staff who contribute and practice in such a cohesive fashion.

Finally, I would like to thank the entire Oakhill College community for its support of the Board of Directors during 2016. The Board of Directors and I look forward to serving you and working with you in 2017.

Mr Chris McNicol PSM

Chair

Message from the Principal

The Oakhill College community reflects the diversity of the College. In a modern world, connected, global and with opportunities created though change and innovation we position graduates as self-assured young people, confident they can make their way in the world. With 80 years of excellence, 40 of those years as a coeducational senior school, the College has continued to renew the intensity, presence, and visibility of the core Lasallian values though action and evidence. Our focus on these values ensures students are challenged to accomplish beyond their perceived goals. Oakhill's learning framework, graduate document and strategic plan have emphasised the importance of research and data driven change. This has ensured that we continue to provide our young men and women with skills as learners, allowing them to confidently move into a modern world knowing they can achieve anything.

2016 has marked some important College milestones. Our policy and practice was audited by BOSTES. The College was acknowledged by the accreditation authority for excellence of teaching and learning. Oakhill was judged to be compliant, but was acknowledged to be indicative of a school with a clear mission and vision to provide young men and women with a learning environment that imbues excellence. This is a testament to the leadership of the curriculum and pastoral care teams. Having met all requirements of an independent school in NSW we received an unqualified re-registration for five years, a credit to all staff who contributed and practice in such a cohesive fashion.

It is with great regret that we learned we are losing several senior staff at the end of 2016. Their ability to secure positions as leader in other institutions is a testament to the continuation of Oakhill as a breeding ground for educational leadership. Assistant Principal-Curriculum Mr Tim Hildebrandt and Assistant Principal-Mission Mr Andrew Millar have been instrumental in the leadership of Oakhill for a decade. We wish them every success in the future.

Our trophy cabinet and honour boards are a testament to the successful learning environment at Oakhill College. However, often the most significant outcomes are not to do with these public acclamations of excellence. Rather, they relate to the personal growth that comes from friendships and interactions with fellow students and with staff and the learning that takes place in the formal and informal situations.

2016 has been another year where daily, so many people have shown their generosity and goodwill toward the College. The large number of parents dedicated to assisting with co-curricular activities is an outstanding feature of this College. The numbers of staff who voluntarily participate in sports, debating, music and study-support is clear evidence of the way staff see their contribution to the development of our students as being something extending far beyond the classroom. Few other schools can claim such enthusiasm from their parents or staff.

Finally, I would like to thank the entire Oakhill College community and the Board of Directors for your support during my time at Oakhill. 2016 has been a wonderful year, trusted with the care and guidance of such a tremendous school. In finishing this report, I would like to recognise the incredible sense of belonging and pastoral support from staff, students, and parents that I have been privileged to experience. It is with great sadness I leave Oakhill, a community that has given so much to me and my family. This thought is clear to me; without Oakhill, I could not have learnt, grown and been as successfully prepared for the next stage in my life.

Mr Jonathan Byrne, Acting Principal

Message from the Mission Team

A great concern must be to get to know each student individually so as to be the better able to understand them and discern the best way to guide them. (jbdls meditation 33)

The most important role of Mission in Lasallian schools is to make Jesus Christ known and loved to our young people, so that they may be filled with the joy of the promise of a future full of hope. To achieve this we must get to know and understand them, to meet them where they are at and guide them towards fulfillment of their potential. De La Salle recognised this from the very beginning.

Though a simple concept, it is this aspect that can often be our greatest challenge as educators, as we compete with constantly shifting social norms and sometimes, dangerous and harmful influences that make hope and joy seem obscure to our students. In the face of these challenges, it is our foundational pillars such as the Core Lasallian Values and our touchstones of faith, service and community that keep us grounded and charged for the task.

It is our calling as Lasallian educators to provide our young men and women with opportunities to develop in their hearts the 'flame of faith'. We believe that with this flame of faith they will know a future full of hope. At World Youth Day in Krakow, Pope Francis urged the young people to "download the best link of all, that of a heart which sees and transmits goodness without growing weary" while challenging them to "abandon the paths of rejection, division and emptiness" and to leave their mark on history by changing the world through collective action. The work of our Lasallian Youth Leaders exemplifies this call to action. Through their ministries of prayer, service and social justice, and with the guidance of the Holy Spirit they have left a positive mark in our local community, across metropolitan Sydney and abroad in countries such as India and the Philippines.

It has been quite humbling to work with such determined and committed young men and women who repeatedly answer the call to service. Their servant leadership is perhaps best characterised by the following quotation from our Oakhill Graduate document: "The Oakhill Student strives for what really matters – to finish the race, to keep the faith, knowing that in their life they have played their part in bringing about the reign of God in the world." Leading the way throughout the year has been our Lasallian Captain, Matthew D'Souza. Among other contributions, Matthew travelled to India as a volunteer with Oakhill's 'Lasallians Without Borders' team and established and managed a student altar serving team for our weekly Friday morning Chapel Masses. Matthew is a model of servant leadership, at all times humble, respectful of others, steadfast in his faith and gentle hearted. He was a thoroughly deserving recipient of the Bishop of Parramatta's Award For Student Excellence.

In this Jubilee Year of Mercy we have been reminded of our Christian obligation to corporal and spiritual works of mercy, which involve kind acts to help our neighbours and acts of compassion – acts that require exercise of the heart; touching hearts. Our Staff Spirituality Day program day was focused on this theme of mercy with a pilgrimage to St Patrick's Cathedral Parramatta for a symbolic walk through the Holy Door to a Eucharistic celebration focused on the Mass of 'Giving Thanks to God'. Afterwards, we were treated to a wonderful keynote address by Br Sir Patrick Lynch who challenged his audience with an examination of Catholic School culture and what that means in the context of mercy and grace.

Term 3 saw the publication of our new e-newsletter titled Mission@Oakhill, designed to provide a quarterly report about the various liturgical and mission activities and events in the Oakhill community. It is through such communication that we can further animate our Catholic identity and

Lasallian tradition, ensuring that we continue to develop as a vibrant, authentic and inclusive faith community; one linked to the wider Lasallian Mission. An external review of Mission was also undertaken, with the feedback used to direct the Mission Team from a phase of establishment and consolidation to new areas of structure and focus. Our College Mission pervades all aspects of life at Oakhill, including curricula, pastoral care and co-curricula dimensions, so it is imperative that we continue to reflect upon its animation in the

fabric of our school community. Fundraising is an integral part of the College's commitment to solidarity with the poor and marginalised. The primary organisations at the focus of our fundraising are Caritas Australia (Project Compassion) and the Lasallian Foundation. We managed to raise an amazing total of more than $12,500 during our Lenten season, while in Term 3 our Mission Action Week got a whole lot bigger with the inclusion of our MAD Walkathon. At the heart of our MAD campaign was a new twinning arrangement with a fellow Lasallian school in Multan in Pakistan – Alban's Academy. Students at the Multan school struggle with poor access to clean drinking water and the funds we raised will help to construct a new toilet block, urgent building repairs and computers in the classroom.

The MAD fundraising will also help to improve teachers' salaries at La Salle Technical College, a coeducational school at Hohola near Port Moresby, which focuses on vocational education and training programs. These examples highlight the incredible generosity of our school community and the capacity we have to change lives.

Working with and for young people is a work of the heart. During the past three years we have seen extraordinary growth and development in areas such as social justice and solidarity, as well as student leadership through youth ministry and other programs such as AIME. Through these experiences our students are encouraged to keep their eyes on the stars and their feet firmly on the ground. Behind the success and educational value of all these opportunities is a committed and dedicated team of staff.

My heartfelt thanks go to the extraordinary men and women of the Mission Team. They are a truly inspiring bunch of educators. Early in his papacy, Pope Francis said, "Let the Church always be a place of mercy and hope, where everyone is welcomed, loved and forgiven." This beautiful message is one we would wish for our own homes and indeed our school. May God continue to bless our community with the grace and humility to recognise the Holy Spirit working through us in all we do, so that we remain truly alive and present in all our endeavours.

Live Jesus in our hearts forever!

An Oakhill education is one where the five core Lasallian Values underpin effectively the vision of the Oakhill student being a young person who is well prepared as an Oakhill Graduate to take on the opportunities and challenges that life will bring them;

Respect for all persons	We honour and respect the dignity of all individuals
Quality Education	We engage in quality education together as students and staff by thinking critically and examining our world in light of faith
Faith in the presence of God	We believe in the living presence of God in our community and in our world
Concern for the poor and social justice	We are in solidarity with the poor and advocate for those suffering from injustices
Inclusive Community	We celebrate and welcome all members of our community

Message from the School Leaders 2016

'Keep Your Head in The Clouds and Your Feet on the Ground'

Reflecting on the amazing year that has been, it is surreal to think that our time as Oakhill College Captains has come to an end. We have been incredibly privileged to be a part of the Oakhill College community and to have had the opportunity to lead our student body in a year of milestones, tradition and success across all fields.

2016 has been monumental in Oakhill history, and as College Captains, we have been honoured to celebrate these moments. Throughout the year we acknowledged 110 Years of the De La Salle Brothers in Australia, the 80th Anniversary of Oakhill College and the 40th Anniversary of the College opening its doors to female students. Furthermore, the graduating class of 2016 is the largest cohort to have graduated from Oakhill College in its history.

This year has proved very challenging and also extremely rewarding. At the beginning of our time in leadership, our team set a goal to serve Oakhill College and the wider community. By following the principles of servant leadership, we have strived to enrich the lives of all students and create a caring environment. Through following the footsteps of our founder St John Baptist de La Salle, we have implemented initiatives at the College to make a positive difference. Ultimately, all of our actions throughout our time as leaders have been driven towards leaving a legacy. This goal of leaving a legacy and making a difference in people's lives was reflected in our personal and team leadership goals. As a leadership group we were able to raise funds and support Inala, a local organisation supporting individuals with disabilities at the annual Inala Fair. Our participation in serving at the wood-fire pizza store at this event was enjoyable and rewarding.

In conjunction with fellow students, the leaders aimed to make a difference in the lives of Oakhill students. This was depicted in our goal to line the drive on the first day of Term One in 2016 and hand out lollipops to welcome students back to the inclusive community that is Oakhill College. This inclusivity of welcoming all students each day at Oakhill College was continued as leaders welcomed students every morning on the drive, as a simple 'hello' can make an immense difference to a student's day.

Overall, the year has been filled with events which have shaped the young men and women we have become. One of our favourite highlights was the amazing attendance at the annual Oakhill College Gala Day. Despite the torrential rain and horrible conditions, we reached for the stars and set the mighty goal to raise $80,000 for Oakhill College's annual Mission Action Day.

In the words of the Oakhill Graduate, *"Keep Your Head in the Clouds and Your Feet on the Ground"*.

We would like to take this opportunity to thank all the Oakhill College staff who have supported us through our leadership journey. We would especially like to thank Mr Byrne and the Senior Leadership Team who have assisted us throughout the year to achieve our best.

Ryan Papenhuyzen and Madison Hare, College Captains

College Performance in NAPLAN Tests and the Higher School Certificate

NAPLAN Tests

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.

Literacy - Year 7

A cohort of 266 Year 7 students sat for the NAPLAN Tests in 2016.

Graph One shows the mean results for each strand of literacy achieved in NAPLAN and compares Oakhill College to the State. These graphs indicate that Oakhill College students are achieving means above the State mean in all strands of Literacy. Year 7 students demonstrate greater strengths in Reading and Writing when compared with the State means.

Mean Results for NAPLAN Literacy Year 7 - 2016
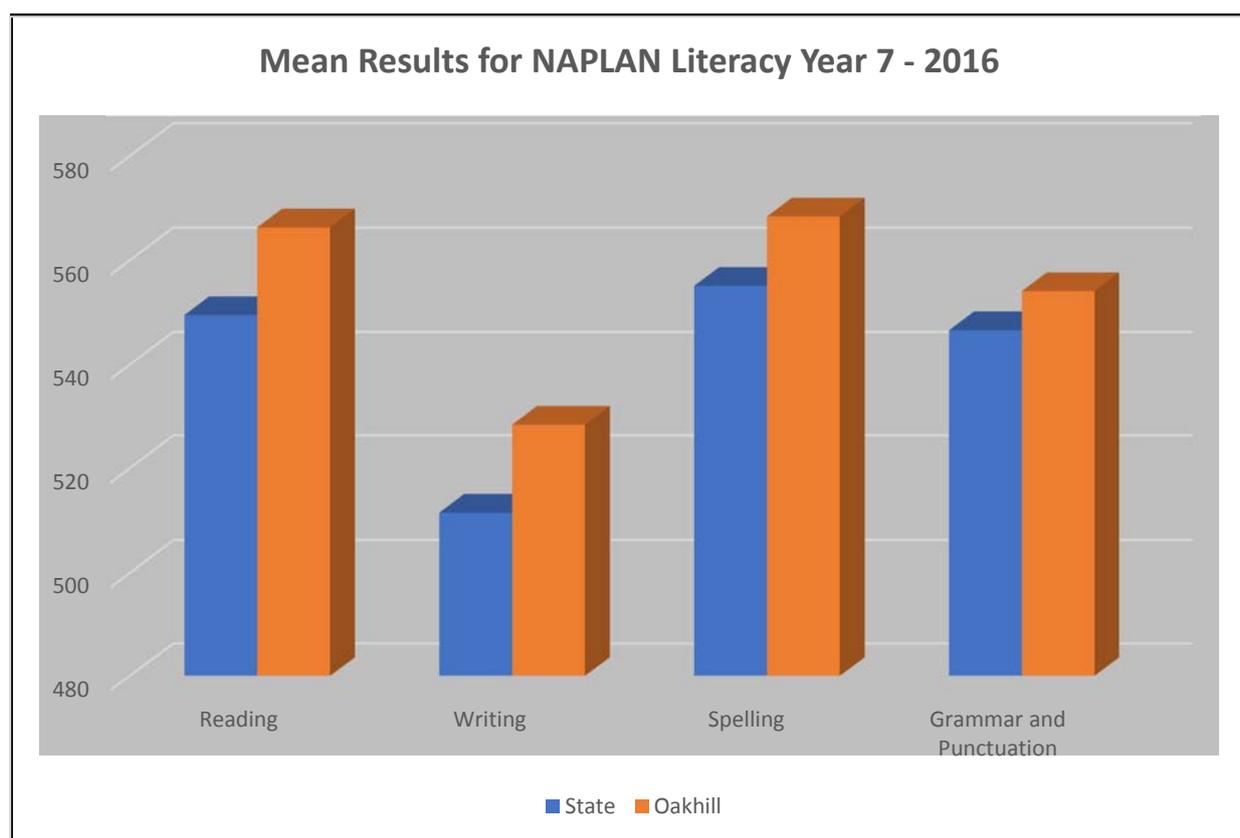
Graph One Mean Results Literacy: State and Oakhill College

Graphs Two, Three, Four and Five compare the literacy Band levels achieved by Oakhill College students compared to students across the State. The data shows that Oakhill College students obtain

significantly fewer Band 4 and Band 5 results compared to the State. The majority of Oakhill College students gain a Band 6, 7, or 8. Oakhill College students gain a lower proportion of Band 9 results in all literacy domains in Year 7 when compared with the State.
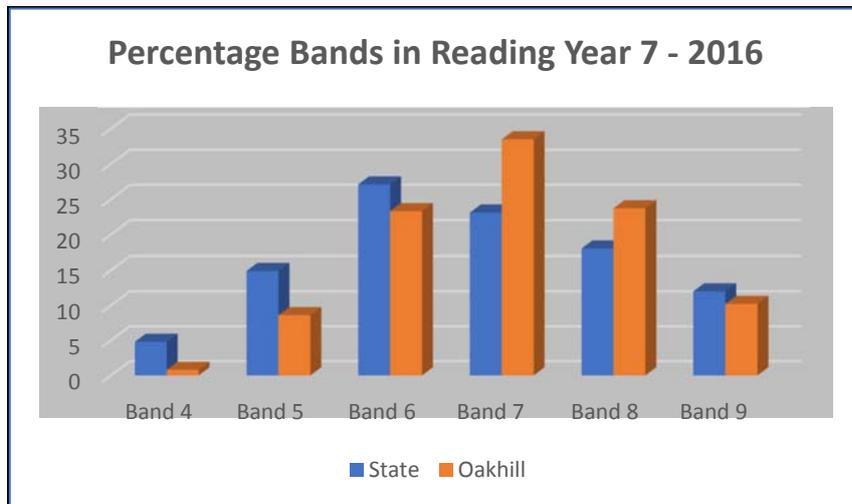
Graph Two Reading: Results by Literacy band level for State and Oakhill College
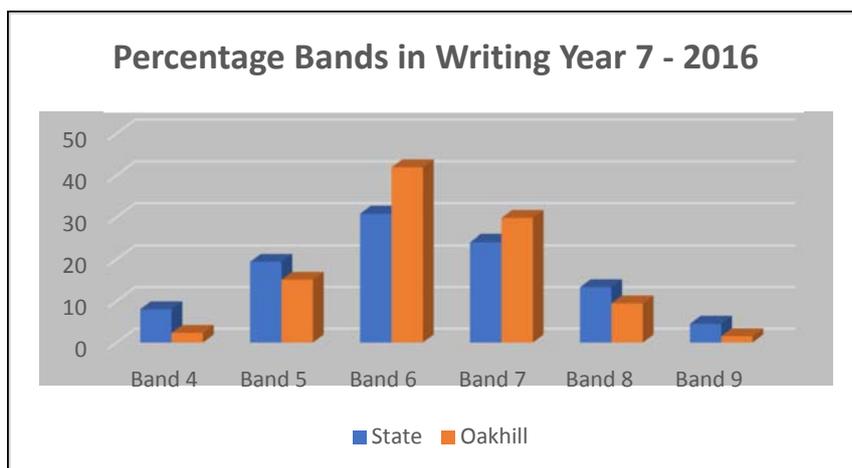
Graph Three Writing: Results by Literacy band level for State and Oakhill College
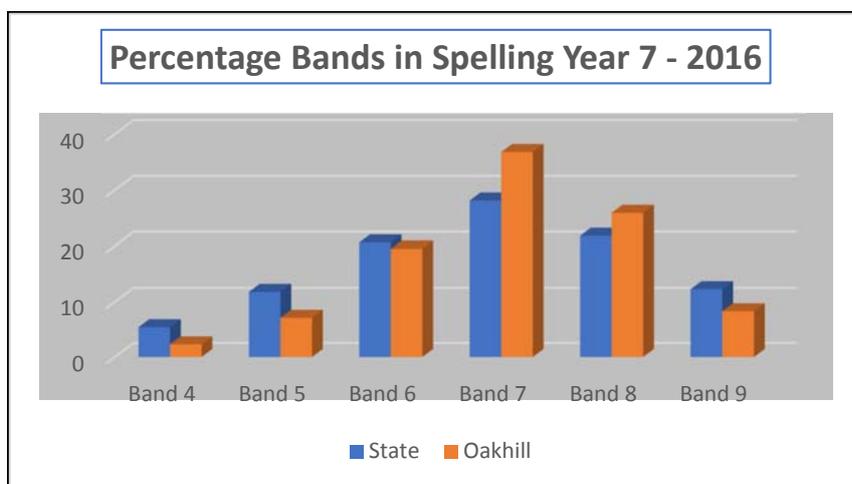
Graph Four Spelling: Results by Literacy band level for State and Oakhill College.

Graph Five Punctuation and Grammar: Results by Literacy band level for State and Oakhill College.

Graph Six illustrates how Year 7 students have performed in NAPLAN literacy tests since 2008. The achievement of Oakhill College students in literacy tests had been consistent until 2013 (567-568). The 2014, 2015, and 2016 cohorts of Year 7 students demonstrated lower overall literacy skills than the preceding years (542, 549, 541).
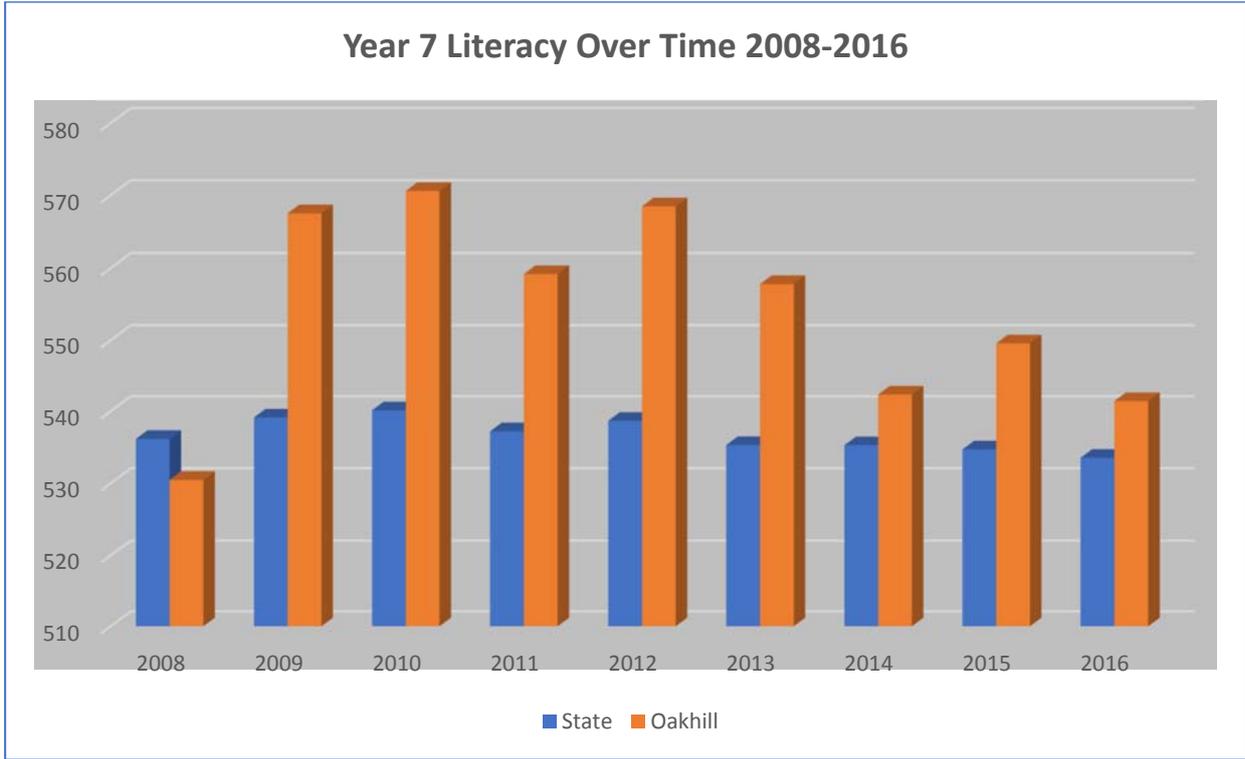
Graph Six: Year 7 Literacy Over Time: State and Oakhill College

Numeracy - Year 7

Graph Seven shows a comparison of the means in Numeracy between the State and Oakhill College. Oakhill College students achieved means well above the State cohort in all numeracy areas assessed.
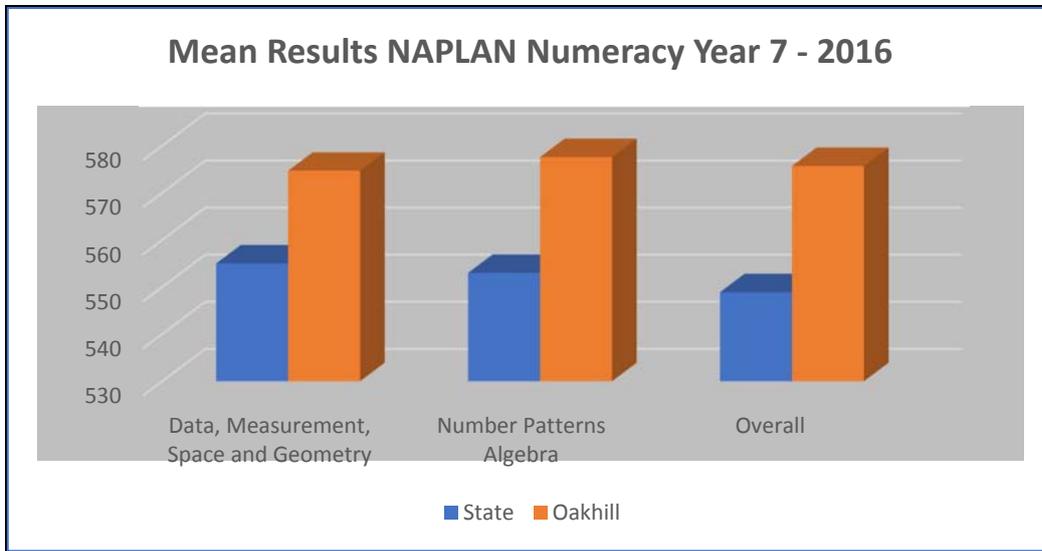
Graph Seven Mean Results Numeracy by Strand: State and Oakhill College

The last eight years of Year 7 NAPLAN results demonstrate a slight decline in the Numeracy skills of our incoming Year 7 students. This has been particularly significant over the past four years. However, Oakhill College students are still performing above the State average in terms of their Numeracy skills.
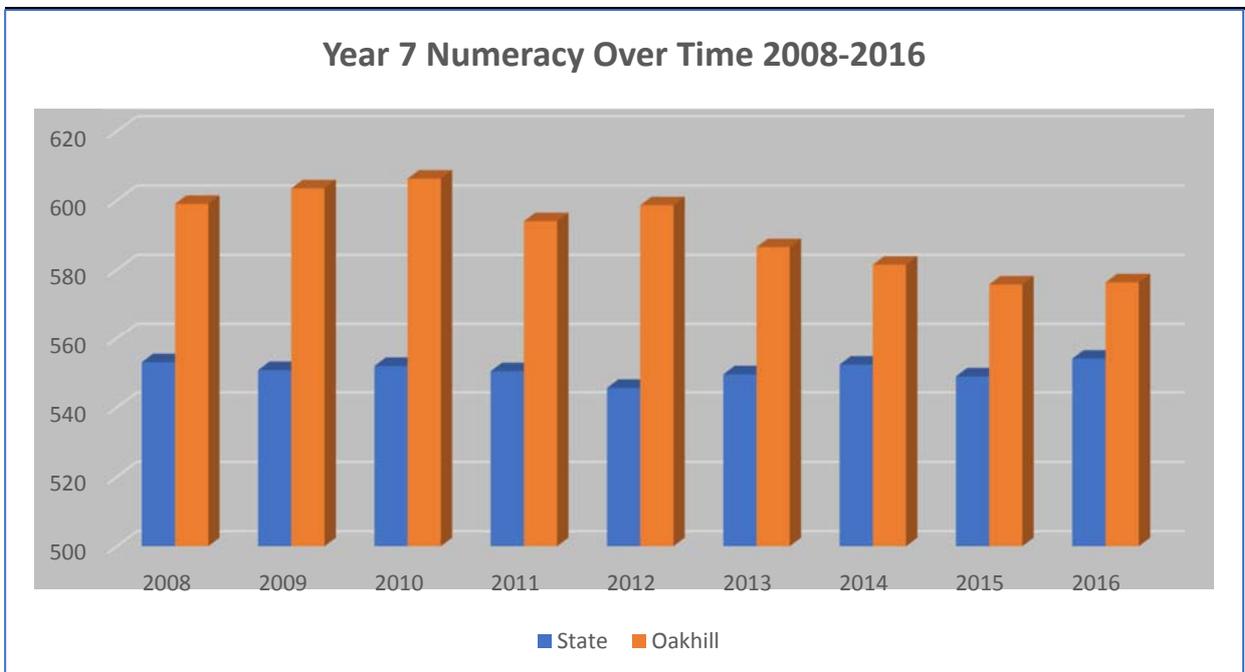
Graph Eight Numeracy Over Time: State and Oakhill College

Literacy - Year 9

In 2016, cohort of 240 Year 9 students sat for the NAPLAN Tests.

Graph Nine shows that Oakhill College students performed above the State average in Reading and Writing. Oakhill College students achieved similar results to the State average in Spelling. Our students achieved below the State average in Grammar and Punctuation.

Mean Results for NAPLAN Literacy Year 9 - 2016
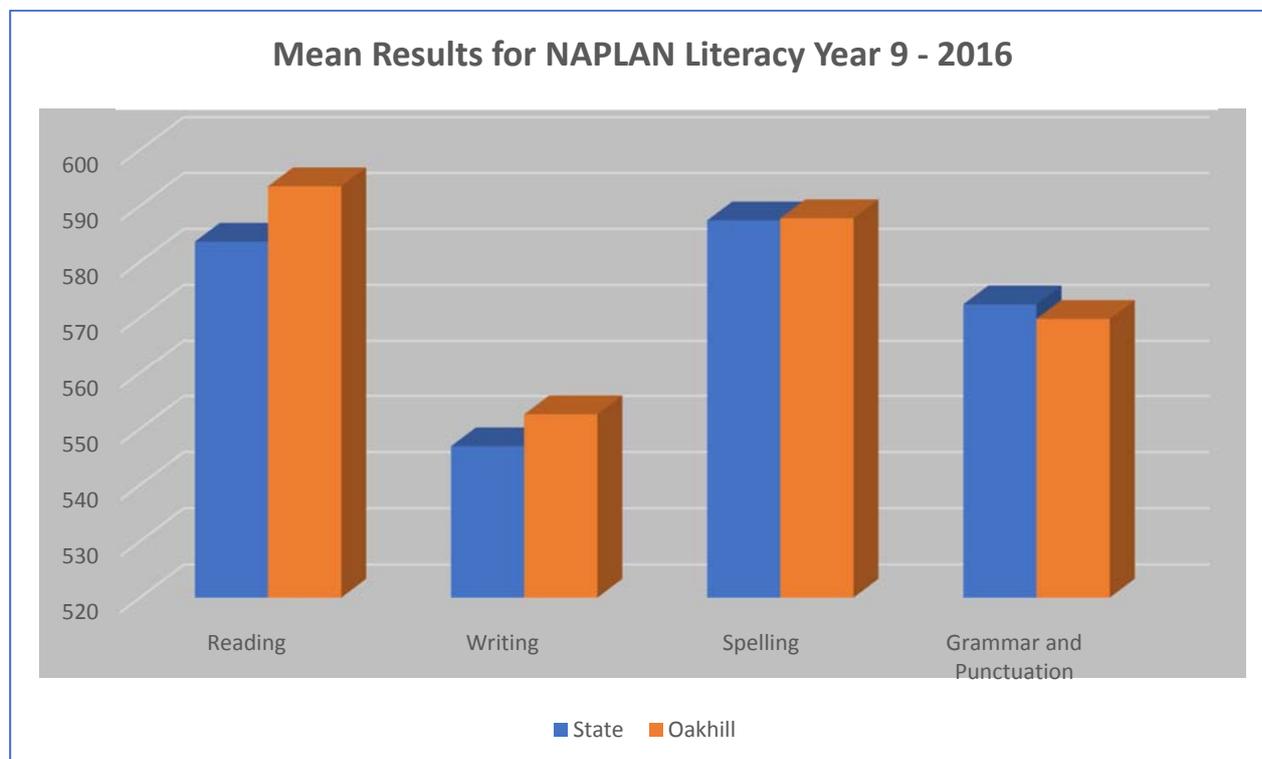
Graph Nine Mean Results Literacy: State and Oakhill College

**Graphs Ten, Eleven, Twelve and Thirteen** compare the literacy Band levels achieved by Oakhill College students compared to students across the State. Oakhill College students achieved more Band 7 results in all areas of literacy when compared with the State average. However, our students achieved less Band 10 results in all literacy areas when compared with the State. With the exception of Reading, Oakhill College students also achieved less Band 9 results across literacy areas when compared with the State.
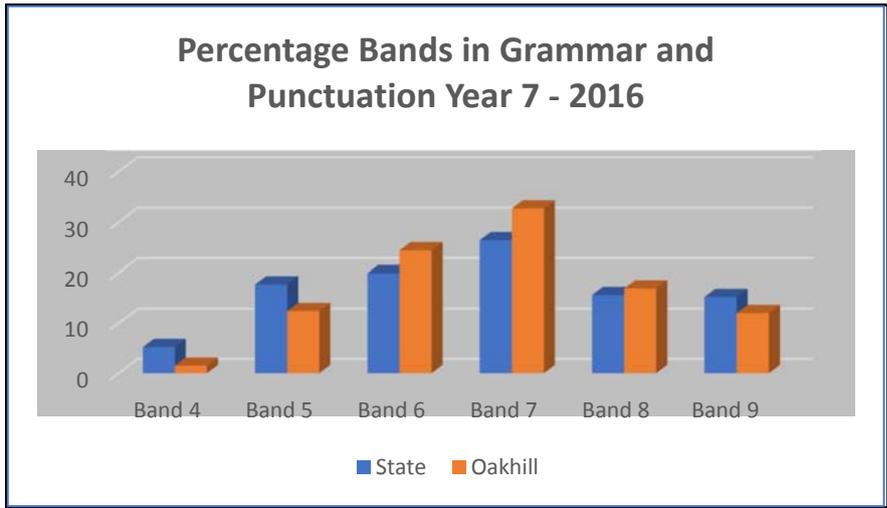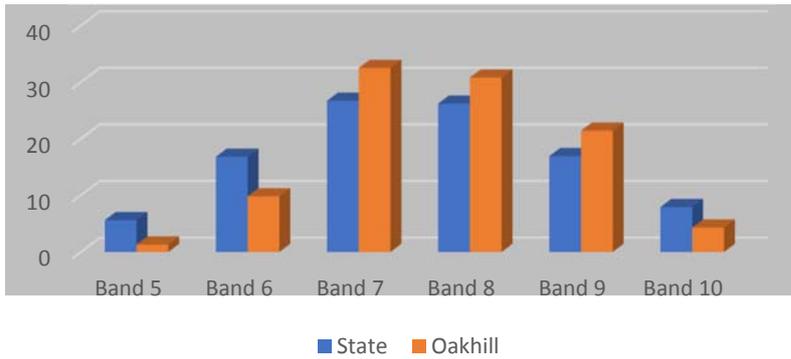
Graph Ten Reading: Results by Literacy band level for State and Oakhill College

Graph Eleven Writing: Results by literacy band level for State and Oakhill College


Graph Twelve Spelling: Results by literacy band level for State and Oakhill College

Percentage in Bands Grammar and Punctuation Year 9 - 2016
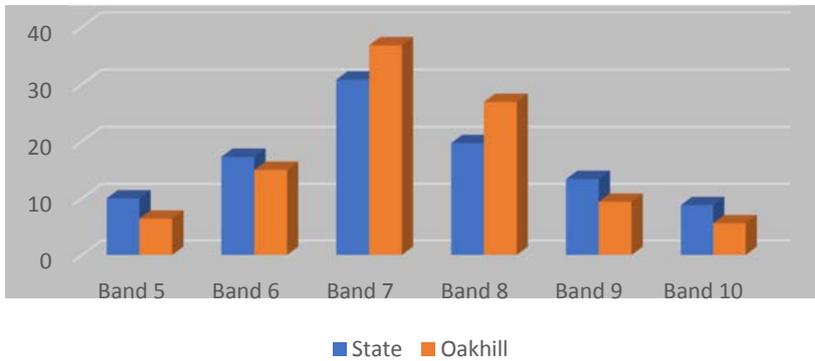
Graph Thirteen Grammar and Punctuation: Results by literacy band level for State and Oakhill College

Graph Fourteen demonstrates that overall Year 9 literacy standards at Oakhill College have been declining since 2011 (615-572). In 2016, our overall Literacy results were only just above the State mean (567/572). This has been identified as an area of concern and the College has implemented a school-wide literacy initiative to address this decline.

Year 9 Literacy Over Time 2008-2016
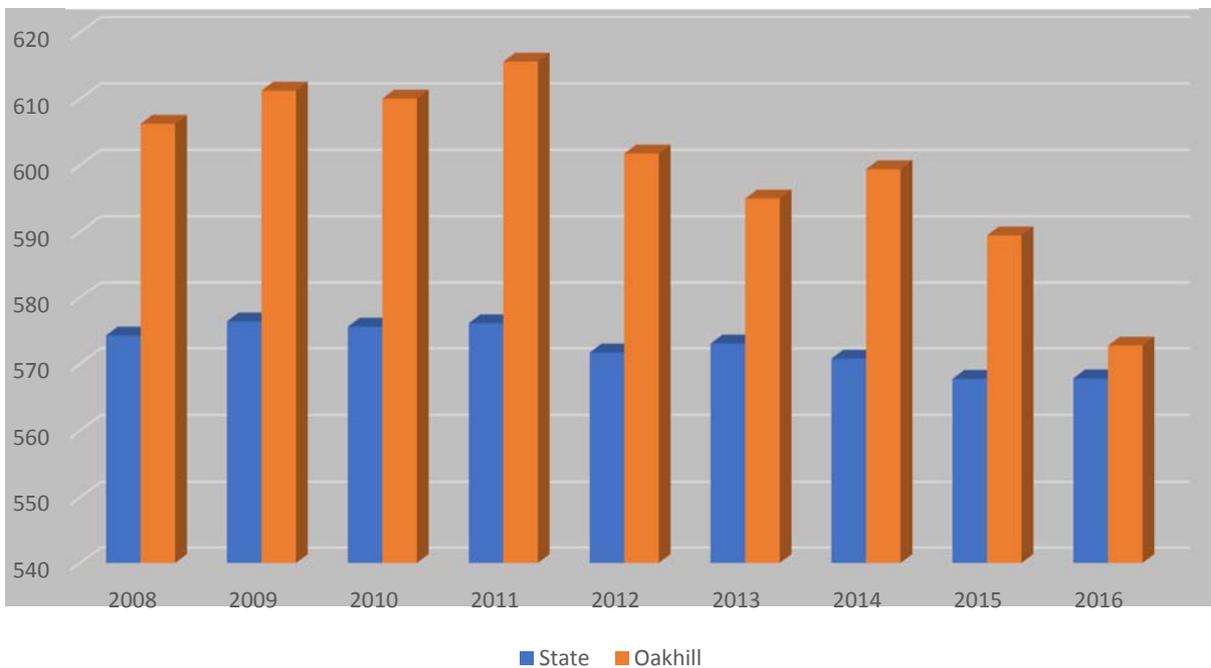
Graph Fourteen: Year 9 Literacy Over Time: State and Oakhill College

Numeracy - Year 9

Graph Fifteen shows that Oakhill College students achieved means well above the State cohort in all Numeracy areas assessed in 2016.
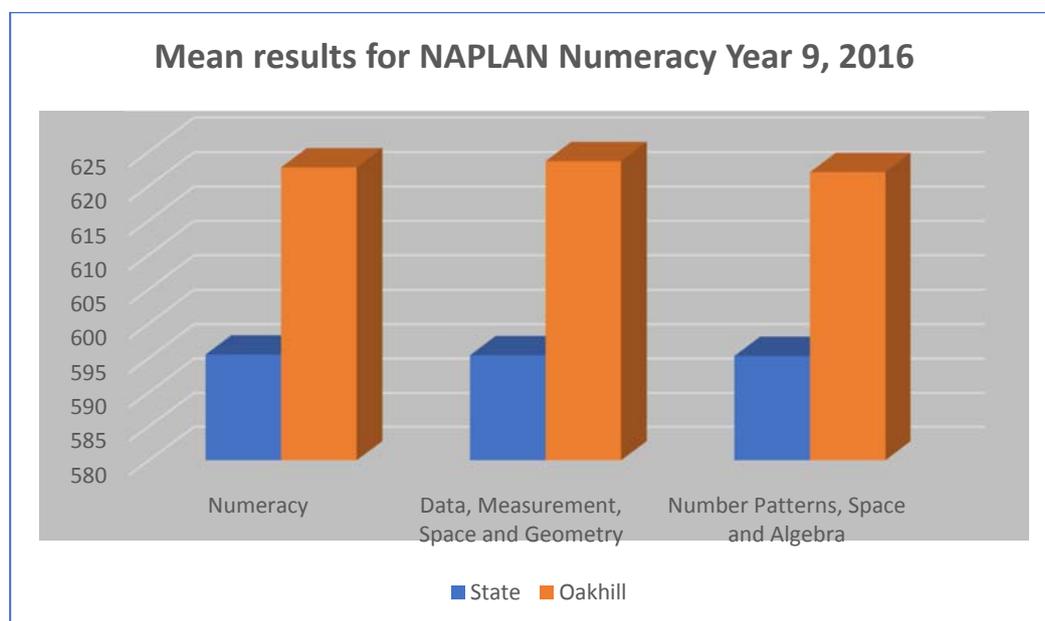
Graph Fifteen Mean Results Numeracy by Strand: State and Oakhill College

Graph Sixteen demonstrates that Numeracy levels at Oakhill College have remained much higher than the State results since 2008. However, since 2011 Oakhill College Numeracy results in NAPALN have been steadily declining while the State mean has been increasing.
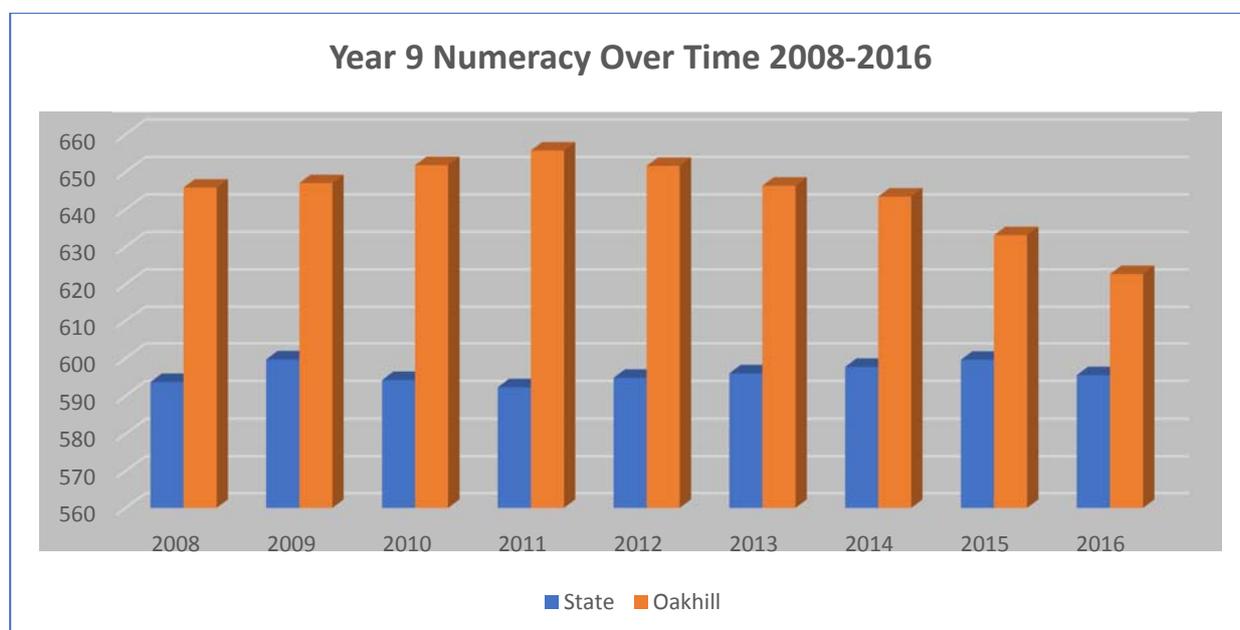
Graph Sixteen Numeracy Over Time: State and Oakhill College

Higher School Certificate (HSC) Examination

The 2016 Higher School Certificate results were again worthy of celebration for Oakhill College. The results of the 2016 Cohort reflect the dedication, enthusiasm and hard work of students and teachers at Oakhill College.

In 2016, Oakhill College had a student who was awarded *First Place in Course* in Senior Science. This student was also on the *Top Achiever List*. The College also had one student who was listed on the *All-Rounders List* having received a band 6 result in all his subjects. Oakhill College had 176 students on the *Distinguished Achievers List* for receiving a Band 6 result in at least one subject.

Some of the exceptional results for 2016 include Business Services (VET) that achieved mean results 10% higher than the State mean. General Mathematics is another course where students achieved exceptionally well in comparison to the State with the Oakhill College student results 9.18% above the State mean.

39% of Music 1 students achieved a Band 6. Drama, Mathematics and Chemistry also had a significant number of Band 6 results. 71% of Visual Arts and 65% of Drama students gained a Band 5 or 6 result. 50% of the HSC subjects at Oakhill College achieved means great than three above the State mean. 84% of subjects at Oakhill College achieved means greater than the State mean.

The top achieving student in 2016 achieved an ATAR of 99.80. There were 16 students who achieved an ATAR over 95 and a total of 29 students who achieved an ATAR over 90.

The College also received nominations across the Creative Arts and Technology Applied courses. Two nominations for *ArtExpress*, with one being showcased at the Art Gallery of NSW, which is an outstanding achievement for the student and her teacher.

The College also had 6 *Onstage* nominations for Drama, four of these were a group performance and two were individual performances, as well one nomination for Design & Technology and Music 2 Viva Voce, and a call back for Dance.

Our mission at Oakhill College is to develop a graduate who aims for the stars and is resilient in their commitment to achieving their very best. Behind each result is a personal story of commitment and dedication. As a school community, we are extremely proud of each student's achievement.

Throughout 2016 the Higher School Certificate students have shown a commitment to their studies and their achievements are a testament to their continued dedication and effort throughout their time at Oakhill. The feedback from our Year 12 class of 2016 has been that they 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 more than any other, is evidence that Oakhill is indeed successful in living out its mission.

HSC Achievements (All Courses)

The following table shows the total number of Band 5 and Band 6 results across all subjects since 2008.

	Combined Number of Band 5 + 6 All HSC Courses
2008	**819 (43%)**
2009	**904 (48%)**
2010	**937 (50%)**
2011	**961 (51%)**
2012	**1003 (53%)**
2013	**746 (37%)**
2014	**970 (48%)**
2015	**866 (46%)**
2016	**954 (48%)**

Table 1 – Combined Band 5-6 results for Oakhill College since 2008

Course Means

The subjects in which the Oakhill College HSC Examination Mean was three marks or more above the State Mean are listed in the following table. Over time there has been an average increase in the number of subjects with a mean three or more above the NSW State Mean. Furthermore, in 2016, less subjects were below the state mean than ever before (apart from 2011 when the numbers were equal).

Year	Subjects >3 above State Mean	Subjects equal or better than State Mean	Subjects below State Mean
2008	**13**	**27**	**11**
2009	**19**	**27**	**11**
2010	**18**	**28**	**11**
2011	**20**	**32**	**6**
2012	**23**	**30**	**11**
2013	**15**	**29**	**14**
2014	**29**	**34**	**8**
2015	**23**	**34**	**9**
2016	**22**	**38**	**6**

Table 2 – Oakhill College vs State Variation 2008-2016

Course Band Summary

The following table shows the percentage of results in each band compared to the State. In 2016, the number of Band 6 results was slightly lower than the State number, however, the combined Band 5 and 6 results were significantly greater than the State.

Band	Oakhill (%)		State (%)	
6	8.1	(100%)	9.9	(100%)
5	38.3	(91.9%)	27.5	(88.1%)
4	35.5	(53.6%)	29.8	(60.6%)
3	15.0	(18.1%)	20.8	(30.8%)
2	2.8	(3.1%)	7.8	(10%)
1	0.3	(0.3%)	0.2	(0.2%)

Table 3 – Percentage of Oakhill College results in each Band vs State percentages

Australian Tertiary Admission Rank (ATAR)

The following table displays the highest ATAR and the number of students who achieved above 90 and 95 since 2010. The number of high ATAR results have been relatively consistent since 2010. In 2016, Oakhill College had slightly less high ATAR results compared with previous years.

	2010	2011	2012	2013	2014	2015	2016
Top ATAR	99.20	99.35	99.80	99.50	99.35	99.45	99.80
Above 95	19	23	13	18	19	19	16
Above 90	52	53	51	40	50	50	39

Table 4 – Top ATAR scores since 2010

Post-School Destinations

The destination/reason for students leaving Oakhill College in 2016 are shown below. Of the students who completed the Higher School Certificate in 2016 (336 students), 82% were offered places at a range of Australian Universities, compared to 53.6% in 2003.

Reason	Year 10	Year 11	Year 12	Total
Apprenticeship	4	5	1	10
Other School	1	2		3
TAFE	3	7	3	13
Employment		2		2
Moved out of area			3	3
Other(illness, overseas, tba)		3		3
Total	8/240	19/349	7/336	34

2016 Year 12 University Offers

In total 284 students from the 2016 HSC cohort were made 342 offers for Degree courses or alternative entry pathways (Diploma courses offered by universities/private providers). The most offers came from Sydney based universities with the top six universities as follows:

- Macquarie University   97 offers
- Western Sydney University   95 offers
- Australia Catholic University   46 offers
- University of Technology, Sydney   45 offers
- University of Sydney   20 offers
- University of NSW   17 offers
- **TOTAL**   **320 offers**

The top areas of study Oakhill College students received offers for were as follows:

1. Business/Commerce/Economics related   85 offers
2. Health Sciences   41 offers
3. Arts/Social Sciences/International Studies   27 offers
4. Education   25 offers
5. Architecture, Construction and Built Environment 24 offers
6. Engineering   23 offers
7. Law   20 offers
8. Psychology /Counselling/Social Work   15 offers
9. Science   15 offers
10. Communications   14 offers
11. Medical Science   14 offers
12. Information Technology   12 offers

It is of interest to note that there is an increase in the number of students who have been offered Pathway Programs through the universities. This year 26 students were made Pathway offers. These courses allow students to complete either a pre-university entry program or complete subjects towards the first year of a degree course. Successful completion of these pathway courses allow students to enter their desired course at first year entry level or with credits for first year courses and in some cases being able to go directly into second year.

Total UAC/Notre Dame University Offers

Offer Round	Male	Female	TOTAL
Preliminary Round: Up to 5th Jan 2016	67	30	97
Main Round: 18th Jan 2017	101	42	143
Third Round: February 2017	27	17	44
TOTAL OFFERS	195	89	284

No. of Year 12 Students Offered a University Place:
It is possible some students may have received university offers but have not been included in the
report used to collect the above statistics as they may have requested not to have their information
published.

Total Enrolment Year 12 (as at end of 2016)   346
% of Year 12 receiving a University offer   82%

The percentage of university offers are slightly lower in 2016 compared to 2015 (83.4% - 82.0%).

% Year 12 Students Offered a University Place (2003-2016)

	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2916
Percentage	53.6	63.4	64.0	73.0	69.8		72.1	74.9	76.6	83.0	74.1	79.6	83.6	82.0

University Offers by Gender

Offer Round	Male	Female
Total Number of Males/Females in Year 12	240	106
Number in Year 12	195	89
% Receiving Offers	81.25%	84.0%
% of Males/Females as a % of all Offers	54.6%	25.7%

University Offers by University/College

University	Commonwealth Supported Places	Fee Paying Places	Total Places	% of Overall Offers
Macquarie University	97		97	28.4%
Western Sydney University	95		95	27.8%
Australian Catholic University	46		46	13.5%
Uni. of Technology, Sydney	45		45	13.2%
University of Sydney	20		20	5.9%
Uni. Of NSW	17		17	5%
Uni. Of Notre Dame, Sydney	4	1	5	1.5%
Australian National University	4		4	1.2%
Uni. Of Newcastle	2		2	0.6%
Uni of New England	2		2	0.6%
Charles Sturt University	1		1	0.3%
CQ University, Sydney	1		1	0.3%
Griffith University Gold Coast	1		1	0.3%
Uni of Canberra	1		1	0.3%
Uni of Wollongong	1		1	0.3%
National Art School		1	1	0.3%
MIT, Sydney		1	1	0.3%
Top Education Group	`	1	1	0.3%
Think Education Group		1	1	0.3%
TOTAL	337	5	342	

Early Entry Offers made before Wednesday 18th January 2017 UAC Main Round Offers by University

MU	WSU	ACU	US	UTS	ANU	UND	GU (GC)	UW
40	33	14	3	2	2	1	1	1

Total Early Offers for 2016 HSC Cohort: 97 UAC Participating Institutions and Uni. of Notre Dame

University Offers by Subject Categories

Subject Category	Number of Offers	% of Total Offers
Agriculture & Animal Science	2	0.6%
Architecture/Construction/Built Environment • Construction Mgt.(8) • Building Design Mgt. (2) • Architecture (3) • Landscape Architecture (1) • Diploma Entry Pathway (8)	24	7%
Arts/Social Sciences/Social Work/International Studies Related • Arts/Social Science Diploma Entry Pathways (7)	27	7.%
Business/Commerce/Economics Related (Including Double Degrees) • Commerce/Business Diploma Entry Pathways (5)	85	24.9%
Combined Law or Law only	20	5.8%
Communications Related • Communications(1) • Digital & Screen Media (2) • Public Relations(1) • Media (5) • Visual Communication (1) • Diploma Entry Pathway – Communications (4)	14	4.1%
Creative Arts • Music (7) • Fine Arts (1)	8	2.3%
Design Related • Design & Technology (2) • Industrial/Product Design (2) • Interior Design (1) • Photography (1)	6	1.8%
Education • Early Childhood (2) • Birth to 12 years (1) • Primary (11) • High School (10) • Inclusive Education and Disability Studies (1)	25	7.3%
Engineering (Including double Degrees) • Engineering (no Specialisation) (7) • Aeronautical (1) • Civil (4) • Electrical (1) • Mechanical (2) • Software (2) • Engineering/Commerce (2) • Engineering /Science (3) • Engineering/Creative Intelligence (1)	23	6.7%
Environmental Sciences	3	0.9%
Health Sciences Related • Chiropractic Science (1) • Exercise Physiology (3) • Exercise Science/Sport & Ex. Sci./PDHPE (13) • Health Science (3) • Nursing (8) • Nursing/Business Admin (1)	41	12%

Subject Category	Number of Offers	% of Total Offers
• Nutrition & Food Science (1) • Occupational Therapy (3) • Paramedicine (2) • Pharmacy (1) • Public Health/Global Studies (1) • Speech & Hearing Sciences (2) • Vision Science/Optometry (1) • Diploma Pathway Health Science (1)		
Hospitality/Tourism/Events	1	0.3%
Information Technology & Communications including Double degrees: • ITC/Commerce or Business (4) • ITC/Science (1) • ITC - Diploma Pathway (1)	12	3.5%
Medical Science/Clinical Science/Biomedical Science and Pre-medicine	14	4.1%
Psychology /counselling/Social work (including double degrees	15	4.4%
Policing/Security Studies	7	2.1%
Science	15	4.4%

Professional Learning and Teacher Standards

Teaching Staff

In 2016, 140 teachers were engaged at the College with a full-time equivalence of 130.1 FTE. The experience of these teachers is shown in the following table.

Years of Teaching	Number of Full-Time Teachers	Number of Part-time Teachers (FTE)		Total Number of Teachers (FTE)		% of Oakhill Teachers
1 Year	5	1	(0.6)	6	(5.6)	4 %
2 Years	5	3	(0.8,0.8,0.8)	8	(7.4)	6 %
3 to 5 Years	12	1	(0.8)	13	(12.8)	9 %
6 to 10 Years	22	4	(0.8,0.8,0.6,0.8)	26	(25.0)	19 %
11 to 15 Years	12	4	(0.6, 0.8, 0.5, 0.6)	16	(14.5)	11 %
16 to 20 Years	17	5	(0.8, 0.8,0.6,0.6,0.6)	22	(20.4)	16 %
More than 20 years	38	11	(0.6,0.8,0.8,0.6, 0.4,0.4,0.6, 0.8,0.6 0.4, 0.4)	49	(44.4)	35 %
Experience Total	111	29	(19.1)	140	(130.1 FTE)	100 %

Categories of Teachers		Number
1.	Have a teacher education qualification (e.g. Dip.Ed.)	139
2.	Have a Bachelor degree but no teacher education qualification	1
3.	Have neither qualification but have relevant teaching experience and were employed as teachers before 1.10.04	0

New Scheme Teachers/Existing Teachers (N=140)	Number	Percentage
Existing Teachers (or pre-2004 Teachers)	82	59 %
Accredited Teachers	58	41 %
Accredited Teachers (Graduate or Proficient)		
Graduate Level	16	11 %
Proficient Level	42	30 %
Nature of Employment (N=140)		
Full-time	110	79 %
Part-time	30	21 %
Gender of Teachers (N=140)		
Male	55	39 %
Female	85	61 %

Professional Learning (PL)

During 2016 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 PL Sessions for all staff (Staff Training Days or Sessions after school)

Title	Date	Duration
Staff Day 1: *Note: for staff who did not complete these elements in Dec 2015* CPR Anaphylaxis Training Child Protection E-module	25.1. 2016	2.5 hr 1 hr 1 .5 hr
Staff Day 2 Analysis of HSC Results IR Rounds Recording PD & provision of 3 hrs /cycle for PD Nature of Oaklife intranet	27.1. 2016 Wk 1 Term 1	Whole day 6 hrs
Staff day Know our impact- the power of feedback	29.2.2016 Wk 6 Term 1	6 hrs
Staff meeting Instructional Rounds: How they will work at the College	9.5.2016	45 mins
Staff Spirituality day Theme: Year of Mercy Key note address by Br Pat Lynch: Catholic educators in the Jubilee year of Mercy	10.6.2016 Wk 7 Term 2	4 hrs whole day 1 hr
Staff Day Reflection , Wellbeing & Growth & Assessment Sessions options such as: Stress management Super explained Mindfulness Interview technique	18.7.2016 Wk 1 Term 3	6 hrs in total
Staff Meeting Principal's Address: The Need for Oakhill Culture & Practice to Change esp. re Transparency	5.9.2016 Wk 8 Term 3	1 hr
Staff Day Best Practice in Pastoral Care in Schools	10.10.2016 Wk 1 Term 4	3.5 hrs
Staff day Asthma/Anaphylaxis/CPR E-module on Reportable Conduct (re Child Protection)	7.12.2016 Wk 9, Term 4	3 hrs 1.5 hrs

Internal Professional Learning chosen voluntarily by some staff (Internal facilitation)

Session	No. of Participants	Date & Duration
1:1 ICT Professional Learning	20	Over the duration of the year 1 hour per session
Hapara Software training	30	Feb 2 & 4 1 hour /session
Using ICT in Learning Support	6	One 1 hour session/term
Learning Intention & Success criteria workshops	140	Nine 1 hour sessions

Other Forms of Internal Professional Learning

Sixteen staff at Conditional or Provisional Accreditation level underwent observation and feedback, conducted observations of peers teaching, followed an Induction program and gathered evidence of their teaching for Accreditation at Proficient level.

Of that group, four teachers gained their compulsory Proficiency Level Accreditation by gathering professional evidence and submitting it for approval by the TAA.

Another group numbering about 46 teachers continue Maintenance of Accreditation by attending external and internal PL, participating in various professional activities, logging it and evaluating its usefulness by linking PL activities to the National Standards for teachers. Six of those teachers met their deadlines and requirements for maintaining their accreditation at Proficient level within their five-year cycles ending in 2016. Three to four teachers are at various stages of working towards one of the two higher levels of Accreditation.

External Professional Learning Activities

Department	Course Name	Hours	Cost
Counselling	Law for School Counsellors (two counsellors)	12	
Counselling	Introducing WISC V	6	
Counselling	Anxiety, depression & self-harm: school- based support	7	
Counselling	The thriving teen: ACT & positive psychology for teens	12	
Creative Arts	Meet the Music 2 seminar	4	
Creative Arts	Dogman Course	25	
Creative Arts	AIS NSW Research Network Meet (two teachers)	12	
Creative Arts	Excellence in professional practice Conference	12	
Creative Arts	3D Printing & CAD	6.5	
Creative Arts	Deus Ex Photos Photo Media Conference	6	
Creative Arts	VADEA Conference	15	
English	Effective Pedagogy in English	6	
English	AIS Draft Stage 6 English Consultation day	6	
English	Becoming Accredited at a Higher level (Lead or HA)	6	
English	HSC Area of Study-Teaching Writing Skills (two teachers)	10	
English	Teacher Wellbeing	6	
English	Byron Bay Writers Festival (three teachers)	42	
English	Becoming Accredited at lead Teacher level	6	
English	Pastoral care: Brains & Creativity (two teachers)	10	
English	AHISA Dos Conference	12	
English	Leading a Digital School	18	

Department	Course Name	Hours	Cost
English	Literature for all Times & Places (two teachers)	12	
English	Excellence in Professional Practice Conference	12	
English	National Conference for teachers of English & Literacy	24	
HSIE	Estelle lazar-Pompeii & Herculaneum	5	
HSIE	Pearson Geography	1.5	
HSIE	HTA Conference	12	
HSIE	Intro to Extension History	6	
HSIE	Thinking of a Leadership Role	12	
HSIE	Enhance the Soc. & Cult. Classroom	4	
HSIE	Wrestling with Effectiveness (Legal Studies)/ (two teachers)	5	
HSIE	AIS Geog conference	12	
HSIE	I can learn all by myself	6	
HSIE	Workplace Health & safety	6	
HSIE	Student Behaviour & How to Decipher it	6	
HSIE	AIS Soc. & Cult. Conference	4	
HSIE	Public Speaking Adjudication course	2	
HSIE	Take the Guess work out of the new Geog syllabus (two teachers)	2	
HSIE	Legal Studies Conference (two teachers)	18	
HSIE	Business Studies Conference (two teachers)	12	
HSIE	Economics teachers Conference (four teachers)	42	
HSIE	HSC Legal Studies Student lectures	6	
HSIE	Jacaranda Geoactive Workshop	2	
HSIE	Understanding new Geog syllabus (two teachers)	4	
HSIE	Hist Extensuion: Embedding Historiography	6	
HSIE	Society & Culture Day	6	
HSIE	Getting others on board	6	
HSIE	Accreditation at Proficient teacher level	2	
HSIE	E-Learning Environment in Stage 6 History	10	
HSIE	Stage 6 History HTA day	6	
HSIE	Enhancing teacher Effectiveness	24	
HSIE	Lasallian Facilitation program	8	
HSIE	Pastoral care: Brains & Creativity	6	
HSIE	AIS History conference (two teachers)	12	
Library	AIS Teacher Librarian conference	7	
Library	Connected Educator Summit 2016	6.5	
Library	Getting Started (Mind Matters)	7	
LOTE	NSW Cross-Sectoral Italian Conference (two people)	12	
LOTE	Enhancing Teacher Effectiveness	27	
LOTE	AIS Language Conference	6	
LOTE	MLTA Annual Conference (two people)	7	
LOTE	NAFT Workshop: Stage 6 Marking & Assessment	7	
LOTE	Positive Schools Wellbeing Conference	9.5	
Maths	Stage 6 Maths General: Programming & Resourcing (two teachers)	12	
Maths	Maths HODS Conference	5	
Maths	Implementing STEM	12	
Maths	Middle Leaders Program	23	

Department	Course Name	Hours	Cost
Maths	Mental Health in Schools Conference	15	
Maths	Learning Space Design	12	
Maths	Teaching maths- Focussing on Audience	5	
Maths	Flipped Classroom	12	
Maths	Mental health in Schools Conference	12	
PDHPE	Taking it to the next level	12	
PDHPE	AISNSW Heads of Sport Conference	12	
PDHPE	Rock & Water program (two teachers)	36	
PDHPE	Beginning the Stage 6 PDHPE Journey: Assessment	6	
PDHPE	Mind Matters-Getting Started	6	
PDHPE	Leading a Digital School	18	
RE	Conference-The Dreaming, past present and future	2.5	
RE	Studies of Religion Judaism In-service (two teachers)	12	
RE	AIS Middle Leaders Conference	18	
RE	Lasallian Spirituality for Educators	12	
Science	Completing Accreditation	7	
Science	Unischools Steer competition (two teachers)	4	
Science	Biology teachers: New Research (two teachers)	12	
Science	Collider Virtual tour (three people)	18	
Science	Mental health Schools Conference	24	
Science	Primary Industries orientation	24	
Science	STEM Project Collaboration	3	
Science	Mind matters- Getting Started	6	
Science	Assessment leading to Learning in Science (two people)	10	
Science	Safety in Laboratories (three people)	40	
Science	Thinking of a leadership role?	12	
Science	Head of Dept.-online	5	
Science	Surviving your first year of teaching	5.5	
Science	Autism Spectrum: fundamentals & practicalities	5.5	
Science	Excellence in professional practice conference	12	
Science	PD for technology teachers	18	
Stud. Support	Understanding dyslexia	6	
Stud. Support	ASPECT-supporting students in a mainstream setting	6	
Stud. Support	Learning support network meeting	6	
Stud. Support	Westmead Hospital Back- on -Track program	6	
Stud. Support	Google summit	12	
TAS	Auto Desk University Australia (two teachers)	24	
TAS	Implementing STEM Education	12	
TAS	Yrs 7-8 Technology Syllabus Consultation Meeting	2	
TAS	Digital Creativity using Technology	4	
TAS	Lasallian Educators conference	12	
TAS	Teaching HSC Food Technology successfully	5	
TAS	STEM Project Collaboration (two teachers)	6	
TAS	MANSW Annual Conference	18	
TAS	ICTENSW Conference (two teachers)	24	

Department	Course Name	Hours	Cost
TAS	TAFE Cert 4 Hospitality	60	
TAS	Technology Education Conference	12	
TAS	AIS TAS Conference (two teachers)	6	
TAS	Improving STEM Education & Skills Conference (two teachers)	18	
TAS	3D Printing & Designing for the Classroom	6	
TAS	HSC Analysis Seminar	8	

Note: For calculation purposes, one day was allocated 6 hours if the number of hours was not specified for a PD activity.

External Professional Learning Participation Statistics, 2016

Department	Total External PL Hours	No. of Staff Attending External PL	Participation Rate (%)	Average No. of External PL hrs /Capita/Dept.	Average No. of External PL hrs/ PL Participant/Dept.
Counselling	31	3/4	75 %	7.8	10.3
Creative Arts	86.5	7/16	44 %	5.4	12.3
English	170	10/19	53 %	8.9	17.0
HSIE	255.5	19/23	83 %	11.1	13.4
Library	20.5	2/4	50 %	5.1	10.3
LOTE	68.5	5/5	100%	13.7	13.7
Mathematics	108	7/19	37 %	5.7	15.4
PDHPE	90	7/16	44 %	5.6	12.9
Religious Education	56.5	6/27	22 %	2.1	9.4
Science	216	14/17	82 %	12.7	15.4
Student Support	36	3/5	60 %	7.2	12
TAS	185	10/16	63 %	11.6	18.5
Total	1179.5	See note (a)	63 %	9.3	14.8

(a) *The whole College calculations (bottom row) reflect the fact that most RE & Learning Support staff attended external PL across other faculties. Hence RE & Learning Support stats are not used to calculate the College stats in the bottom row. Also, because these stats are about teachers' PL, the Counselling & Library stats are not included in the College stats in the bottom row.*

Note: These statistics reflect external PL activities that the College is aware of and which the College contributed to and supported in terms of cost, time and staff cover. It does not include external PL which was done by staff and which is unknown to the College (in other words, some staff may do PL independently of the College's support).

A Comment about External Professional Learning
A general trend to note is that the majority of teachers (63 %) undertook some form of external PD at least once during 2016. Those who participated in external PD averaged nearly 15 hours each during 2016.

Teacher Attendance and Retention

(1)   Teacher Attendance (2016)

Number of FTE Teachers	Teaching Days per Teacher	Total Number of Days Absent	Average Teacher Attendance Days	Average Teacher Attendance - %
140 (130.1 FTE)	189	1284.65	168.4	89.1 %

(2)   Teacher Retention 2016

Total Number of Teachers Employed at Oakhill	Total Number of Teachers who resigned/retired during 2015	Retention Rate - %
140	14	90 %

(3)   Teachers

Oakhill College retention of teachers is high. In 2016 there were 21 teachers employed at the College for more than 20 years. Of these, seven had been here for more than 30 years. The number of teachers retained from between 11 to 20 years was 43 and from five to 10 years was 45 teachers. In total, 109 teachers have been employed at Oakhill for at least five years, representing 78% of the teaching workforce in 2016.

A large number of teachers and other staff members volunteer to be involved in the co-curricular life of the College. These co-curricular activities represent a wide range of choices across the main school sport disciplines and the arts such as drama, music, debating and chess. There are also outdoor pursuits such as the Duke of Edinburgh Scheme and the Agriculture Show team. In addition, large groups of students under the management of staff undertake overseas tours with a mission element to India, Cambodia and, the Philippines. There are also sport-based tours such as rugby and basketball to Europe, the USA and South America.

The number of teachers who are ex-students is 13.
The number of teachers whose children currently attend Oakhill College is 11

Workforce Composition

Teaching Staff: Indigenous and Non-Indigenous

	Full Time	Full Time	Total Full Time Staff	Part Time Male		Part Time Female		Total Part Time Staff	
Non-indigenous staff	Male	Female	Total	Male	FTE	Female	FTE	Total	Total FTE
Principal	1	0	1	0	0	0	0	0	0.0
Teaching Staff	49	58	107	4	3.0	25	16.3	29	19.3
Non-indigenous Total	50	58	108	4	3.0	25	16.3	29	19.3
Indigenous Staff	Male	Female	Total	Male	FTE	Female	FTE	Total	Total FTE
Principal	0	0	0	0	0	0	0	0	0
Teaching Staff	1	1	2	0	0.0	1	0.8	1	2.8
Indigenous Total	1	1	2	0	0.0	1	0.8	1	2.8
Teaching Staff Total	51	59	110	4	3.0	26	17.1	30	130.1

Management of Student Non-Attendance

The NSW Education Act 1990 (Amended 2015) 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. The College 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 are to 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 is to 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 electronically 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.

Since 2012, the NSW Government has introduced a number of amendments to the legislation relating to student attendance and applications for leave. In 2015, the Minister for Education has instituted further changes to the process of the recording of attendance and applying for absence from School. There a number of categories under which an application for absence from school may be submitted:

(1) Application for Extended Leave (Travel/Vacation)
From 2015, under changes to the legislation, **any family holiday taken during term time will be counted as absence**. Families are requested to holiday or travel during school vacation time only. **Certificates of Exemption no longer apply to family holidays/travel taken during term time**. Instead, if "in-term holidays" are unavoidable, parents should apply for Leave on the *Application for Extended Leave (travel/vacation)* directly to the Principal providing as much supporting evidence as possible. Under what conditions might leave for an "in-term holiday" be considered?

Parents need to submit an *Application for Extended Leave (travel/vacation)* to the Principal for approval at least 2 weeks prior to the requested travel period. If the reason for requesting leave is in keeping with the requirements under the Education Act and considered to be in the student's best academic interests, the Principal will accept the request and either and Leave will be granted and the absence will be recorded as "L" (Leave/Absence). If the Principal does not accept the request for Leave, it will be recorded as "A" (Unexplained or Unjustified Absence). If leave is approved by the Principal, a Certificate of Extended Leave will be issued and emailed to parents. Parents will be notified by email if leave is not approved.

A copy of all Leave documents will be kept on the student's file. In the case of Certificates of Extended Leave, the original must be kept by the parents.

(2) Application for Exemption from Attendance at School

An Application for a Certificate of Exemption is still required for all non-holiday related requests for Leave. These include:
- exceptional domestic circumstances
- other exceptional circumstances – for example, a specialist appointment that cannot be made any other time;
- direction under section 42D of the *Public Health Act, 1991*

- participation in elite sports events or employment in the entertainment industry
- school representation in a sporting, cultural or educational event

Parents need to submit an *Application for Exemption from Attendance at School* form to the Principal for approval at least 2 weeks prior to the requested Exemption period. If the reason for requesting an exemption is in keeping with the requirements under the Education Act and considered to be in the student's best academic interests, the Principal or his delegate will accept the request and an Exemption will be granted and the absence will be recorded as "L" (Leave/Absence). If the Principal or his delegate does not accept the request for an Exemption or Leave, it will be recorded as "A" (Unexplained or Unjustified Absence). If an Exemption is approved by the Principal, a Certificate of Exemption will be issued and emailed to parents. Parents will be notified by email if leave/exemption is not approved.

A copy of all Leave/Exemption documents will be kept on the student's file. In the case of Certificates of Exemption, the original must be kept by the parents.

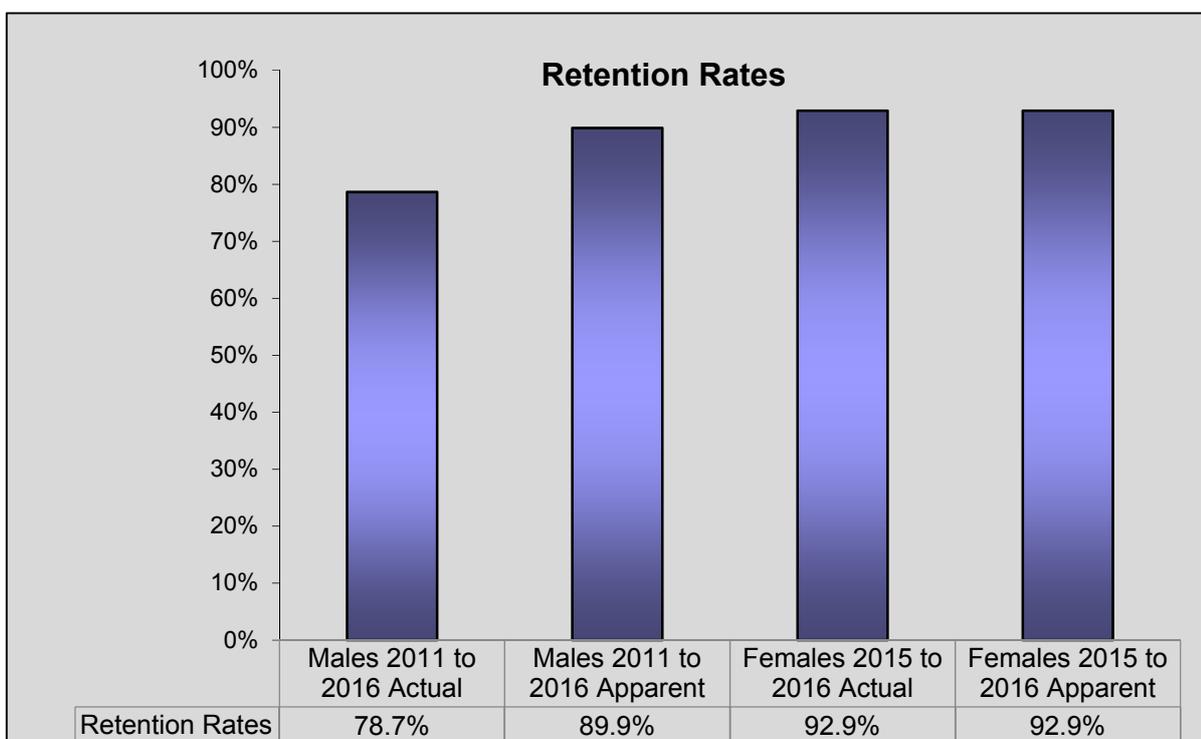The following must be taken into consideration when applying for Leave/Exemption:
- **The Education Act** requires that students are at school unless they are ill or there are exceptional circumstances. A family holiday is not considered, under the Act, to be an exceptional circumstance. It is an expectation that a request for leave during Term time will be made well in advance and at least 2 weeks prior to the requested leave period, to ensure that any special arrangements can be put in place if Leave is granted.
- **Leave during Years 10 to 12** is extremely difficult because of the Board of Studies' Teaching and Educational Standards (BOSTES) Assessment requirements. Students who are seeking Leave will need to speak to the Deputy Principal (Curriculum), to determine how they might complete all BOS Assessment and Coursework requirements. If Leave is approved, any assessment tasks due in or scheduled during the leave period will need to be completed prior to departure unless a suitable arrangement can be made with the Deputy Principal (Curriculum), to complete the task at a later date. Formal documentary evidence will need to be provided to justify leave when an assessment task is scheduled during the leave period. If Leave/Exemption has not been granted, and a student misses an Assessment Task, a mark of zero will be recorded.
- **Students in Years 7 to 9** are also required to meet sufficient course outcomes and complete scheduled assessment tasks. In the case of Leave or an Exemption being granted when an in-class assessment task is scheduled during this period, parents must write to the Academic Head requesting a re-scheduling of the task. The task/s is/are to be completed prior to departure whenever possible. If this is not possible, the student will complete an alternative task upon return to school for each subject impacted. The date for the re-scheduled task must be arranged with the Academic prior to departure. The mark for this alternative task will be the basis of an estimate. Failure to do this will result in a zero mark being awarded. Any hand-in tasks which are due during the period for which Leave has been granted, must be submitted prior to departure. If Leave/Exemption has not been granted, and a student misses an Assessment Task, a mark of zero will be recorded.

Additionally, students must speak to each of their teachers to find out from their class teacher what work will be covered during the leave period. They must catch up on all work missed as well as ensuring that any class assignments or home learning tasks are completed and submitted.

(3) Application for Exemption for Enrolment at School for a Year 10 Student Who Wishes to Participate in a Full-Time Apprenticeship or Traineeship

A student under the age of 17 who has not completed Year 10 must remain at school unless he/she has been granted an exemption from attending school. Under Section 21B of the Education Act, the Principal may grant exemptions from schooling for the purpose of completing a full-time apprenticeship or traineeship. While the Minister has allowed the category of full-time apprenticeship or traineeship to be considered as a special circumstance, the use of this category was agreed to be rare. Eligible students must have completed Year 9. The minimum age of 15 for TAFE may not apply to apprentices and trainees, depending on TAFE approval to waive the requirement. Approval depends on the student holding a registered apprenticeship or traineeship employment contract. The student approval process for apprentices and trainees involves a collaborative process between school principal, employer, RTO staff, students, parents/caregivers and the Commissioner for Vocational Training.

Student Retention

	Males 2011 to 2016 Actual	Males 2011 to 2016 Apparent	Females 2015 to 2016 Actual	Females 2015 to 2016 Apparent
Retention Rates	78.7%	89.9%	92.9%	92.9%

The chart above shows the actual and apparent retention rates for the following groups of students: boys who commenced in Year 7 in 2011 and girls who commenced in Year 11 in 2015. Both these groups undertook the Higher School Certificate in 2016. The College experiences a high real retention rate for boys from Year 7 through to Year 10 (approx. 89% for the 2016 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.

Student Attendance and Retention Rates

Year Group	Term 1	Term 2	Term 3	Term 4	Total
Year 7	97.6	96.5	94.6	96.2	96.0
Year 8	95.4	94.2	94.3	95.6	94.87
Year 9	95.2	94.6	93.6	93.6	94.25
Year 10	95.4	94.4	94.3	95.6	94.93
Year 11	97.1	94.7	95.4	95.6	95.7
Year 12	97.2	96.0	95.4		
Average	**96.3**	**95.0**	**96.1**	**95.3**	**94.93**

Enrolment

Oakhill College is a non-selective secondary school. 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 ore directed to the College's privacy policy at www.oakhill.nsw.edu.au

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 2014 Curriculum Handbook. Prerequisites for enrolment in Year 11/12 include eligibility for the award of the Recognition of School Achievement (RoSA), a satisfactory record of work habits, and positive co-operation within the College community.

Student Profile

At the date of the 2016 Commonwealth Schools Census, the College had an enrolment of 1,683 full-time students. A comparison of enrolments in 2014 and 2016 is show below.

Year Level	2014			2015			2016		
	Male	**Female**	**Total**	**Male**	**Female**	**Total**	**Male**	**Female**	**Total**
Year 7	240	0	240	239	0	239	268	0	268
Year 8	240	0	240	239	0	239	239	0	239
Year 9	241	0	241	238	0	238	235	0	235
Year 10	270	0	270	239	0	239	232	0	232
Year 11	234	97	331	251	110	361	234	130	364
Year 12	219	121	340	226	94	320	239	106	345
Total	1,444	218	1,662	1,432	204	1,636	1447	236	1,683

Of the 1,683 students:
- 258 were of a religion other than Catholic (15.77%)
- 17 had a language background other than English (1.02%)
- 21 were students with disabilities (1.28%)
- 23 were indigenous students (1.22%)

Student Welfare and Discipline Policy

A full text of Student Welfare Policies can be accessed via Sentral 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 the College's Safe and Supportive Policies and Procedures.

Summary of Student Welfare Policy

Student welfare or school-based pastoral core refers to the total care of the individual. At Oakhill College pastoral core practices ore 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 core and development of students in a Lasallian school ore 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 core 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 core 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 on 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. The College's 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.

A student support page is available to all students on the College intranet. This page contains relevant policies, management options, coping strategies, and 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 rewording 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 Leadership — - community service
- School Service — - House-based initiatives, sport days, Open Day, fundraising
- Contribution to Performing Arts - drama, music
- Exemplary attendance — - classes, school events, 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 ore 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 ore consistently uncooperative or ore of concern ore referred to their Dean. Cohort problems in the yard or class ore 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 o student who has a grievance against o 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 o 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 o 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 Coordinator, Counsellor) to facilitate a 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.

Initiatives Promoting Respect and Responsibility

An effective pastoral care system is paramount to student welfare. At Oakhill College existing pastoral care activities ore 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 2014) is a 2-year cycle where the Year 7 Dean, Assistant Dean and their Homeroom team follow their students on to Year 8. Other pastoral care initiatives include an additional Year 12 Retreat, electronic roll marking of attendance, motivational guest speakers at College Assemblies, and Year Group Assemblies. 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 in 2016, it is possible to identify many primarily qualitative, but also quantitative indicators of very high levels of satisfaction across the whole College community during 2016.

Among these indicators of high satisfaction re 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 2015 xxx applications had been received for the 240 places available in Year 7 and xxx applications for 125 places for girls had been received for entry into Year 11 in 2015.
- 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 2016.

Students

- The number of senior students who volunteered to serve the College through the Lasallian Youth Leaders programme: 250 students in total in Years 11 and 12 in 2016 volunteered to serve the College community in this programme, of these 250 students, 100 received badges of which 80 were gold badges.
- The large number of senior students in Year 11 who volunteered and paid for themselves to travel to India and the Philippines in the Term 3 school holidays to serve children and families born into poverty and hardship. There were 75 Oakhill students who attended the 'Lasallians Without Borders' (LWOB) programs in 2016, an increase from 6 students in the first year of the program in 2009.
- The large number of senior students who nominated for selection as College Leaders in 2016.
- The vibrant spirit within the House groups, illustrated by their enthusiastic participation in swimming and athletics carnivals and representative inter-school sporting teams across the ISA network.
- 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 – 26 students in Year 7 and 13 girls enrolling in Year 11 in 2016 were the children of ex-students.
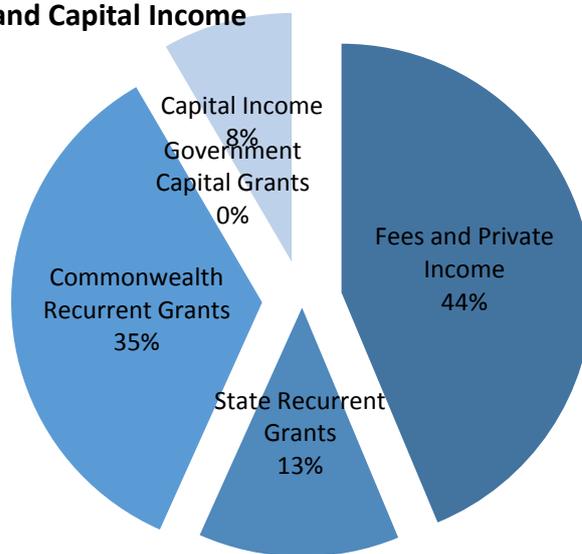
Teachers

- The high retention rate of staff. In 2016 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 Indio, Philippines and Cambodia and language and sporting tours to Italy and France. There is also a very active Duke of Edinburgh Scheme at the College which requires the participation of on active team of volunteer staff members.
- The number of staff members who are ex-students of the College - in total.
- The number of staff members whose children are current students at the College- 20 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 summarizes sources of income and expenditure for the 2016 Academic Year highlighting the significance of Government funding for the continued operation of the College at affordable fee levels for families.

2016 Recurrent and Capital Income

- Capital Income 8%
- Government Capital Grants 0%
- Commonwealth Recurrent Grants 35%
- State Recurrent Grants 13%
- Fees and Private Income 44%

2016 Recurrent and Capital Expenditure

- Capital expenditure 3%
- Non-salary expenses 29%
- Salaries and related expenses 68%