



Annual Report, 2018

Educational and Financial Reporting

1. Messages from Key School Bodies

A Message from the Chairman of School Council

Orange Anglican Grammar School is a member school of the Anglican Schools Corporation and operates under the authority of that body. The School Council is responsible to the Board of the Corporation.

The School Council had five members over the last twelve months. The membership consisted of Mr David Bracey, Mrs Bronwen Johnston, Dr Paul Drabsch, Rev Bruce Bennett and myself as Chairman. Rev Bruce Bennett stepped down from School Council in December after many years of dedicated service to the School. Rev Bob Cameron, rector of St Barnabas Anglican Church Orange, was welcomed to Council in August, officially taking his place as a member later in the year. Ms Jessica Apperley attended all Council meetings as financial advisory and Business Partner to the Anglican Schools Corporation. In 2018 the Council met on nine occasions.

I would like to pay tribute to the members of our School Council – they are a motivated and committed group of volunteers who, with our Headmaster, are responsible for the governance and strategic oversight of Orange Anglican Grammar. Our School Council has embraced the predominant mood of optimism, governing with assurance and faith. Our Council works in the assured understanding that all the blessings we enjoy, the challenges that have helped us grow, and all we will become, are given to us by God's grace.

Orange Anglican Grammar strives to be a Centre of Excellence in teaching and learning, pastoral care, and service which models and teaches the Christian faith.

The School celebrated our fourth cohort of HSC graduates with great success.

On behalf of the Council, I would like to acknowledge warmly the ongoing, wonderful support of the Parents' and Friends' group in the life of the School and to offer our sincere thanks for the vital contribution they have made over the past year

Mr Greg Catto

Chairman

Orange Anglican Grammar School

A Message from the Headmaster, Reverend Louis Stringer

Established in 2007 last year OAGS celebrated 11 years of Orange Anglican Grammar School. In that time we have moved from a shared site with The Holy Trinity Church to the beautiful 28 acres we now have on Murphy Lane. We have grown from 5 students to over 400 Pre Kindergarten to Year 12 students, and we have grown from 5 staff to over 40.

In just the last four years of offering the HSC we have succeeded and excelled in our Year 12 results. Over the last 11 years it has become apparent that there are key areas we need to continue to protect and invest in. Key areas that were also reflected by the staff, students and parents in the 2017 Anglican Schools Corporation five year School Review and subsequent surveys. These four key areas have been embedded into our five year Strategic Vision this year, 'Securing Success' a vision for 2018 to 2022.

1. Christian Mission
2. High Quality Education
3. Care and Character
4. Sustainable Growth

Over the last 12 months, in consultation with the staff, Executive, School Council and Review team, the School has developed a 5 year strategic vision for Orange Anglican Grammar School, 2018 to 2022. A vision forward that both honours the past 10 years of our School, and as we continue to grow and thrive, prioritises our work moving forward. It is a vision that aims to secure our success in the years to come and a vision that secures the individual growth, character and care of our children and our School.

The 5 year strategic vision 'Securing Success' provides our School and community with a clear understanding of where we are going, what our priorities are and how we are going to get there along the way. With an ever increasing school population we need to be agile and proactive in catering for the needs of our families. This strategic document provides a transparency and unity in achieving successful outcomes by prioritising our efforts in the aforementioned key areas.

Never before has our School been positioned so well, to secure the success of our School and it's students well into the future.

With the strategic vision launched, we started a substantial investment in professional development for our dedicated teaching team from Transition to Year 12. This investment is in a move towards visible learning. Here we can more carefully track individual student growth and student engagement and therefore better understand how we engineer teaching and learning environments that cultivate and maximise individual growth for every student every day.

In partnership with parents, the strategic vision was shared during parent and Headmaster meetings scheduled across Monday evenings of Term 1 and Term 2, 2018.

'I am the way and the truth and the life.' (John 14:6)

2. Contextual Information about the School

Orange Anglican Grammar School is a young and vibrant, co-educational day school, in the Anglican tradition, situated in Orange, NSW. Since opening in 2007, the School has experienced significant growth and currently caters for 400 students from Transition to Year 12 in 2018. Situated on a 28-acre site in the scenic North-West sector of the city of Orange, the School has an innovative master plan that incorporates modern, environmentally sensitive architecture and the use of cutting edge technology.



The area to the left in the photograph above has recently been developed into a sporting field named the 'The Trinity Oval'.

'At Orange Anglican Grammar School we believe every child is created in God's image and blessed with many unique gifts and talents. We are committed to exploring and developing these gifts in preparation for a life fulfilled in service.'

The School is well positioned and prepared to assist and encourage each young person placed in its care, to develop to their full potential in every aspect including physical, creative, social and emotional, moral and spiritual, academic and intellectual. Within a caring Christian environment, each student is valued as an individual and shown and taught, through a strong Core Values Program, the importance of respecting those with whom they interact, as well as considering carefully their wider global community. Programs for students of all ages focus on providing an inspiring and encouraging

environment that helps each student grow in positive self- esteem and confidence.

The School's curriculum, including curriculum outcomes, focuses on developing the whole child and complies with the requirements set out in Part 3 of the NSW Education Act 1990. The curriculum for students in Kindergarten to Year 6 is taught in accordance with the outcomes of the NSW Board of Studies syllabuses for the six key learning areas of Primary education - English, Mathematics, Science and Technology, Human Society and its Environment, Creative Arts, Personal Development, Health and Physical Education. Appropriate courses of study are provided for each K-6 student in each key learning area, each year.

At Orange Grammar we value service to others and provide ways for students to help support those in need. Encouraging children and young adults to grow in acceptance, respect and empathy prepares them for the challenges they will ultimately face beyond their school years. An Orange Grammar education aims to provide a strong foundation for the development of attitudes, values and skills that will enable its graduates to live fulfilling and happy lives.

Please refer to Orange Anglican Grammar School at <http://www.myschool.edu.au> for student background information.

3. Student Outcomes in National and Statewide Tests and Examinations

NAPLAN 2018

The annual NAPLAN tests took place on 15 - 17th of May 2018. This year OAGS presented in

- Year 3 **38** candidates consisting of 26 girls, 12 boys
- Year 5 **32** candidates consisting of 21 girls, 13 boys
- Year 7 **33** candidates consisting of 18 girls, 16 boys
- Year 9 **18** candidates consisting of 11 girls, 7 boys

Overview

The NAPLAN tests focus on 4 areas or domains: reading, writing, language conventions and numeracy. While the NAPLAN is a useful measure of student progress the data should be interpreted using the following premise: As a large scale standardised test it is disconnected from the curriculum content of the school, its primary purposes is to test students achievement of minimum national literacy and numeracy standards, it provides broad feedback on student performance in the 4 domains, with smaller cohorts the margin for mean deviation is greater and with students who have previously achieved in the higher bands growth and performance improvement is limited. That being stated the 2018 NAPLAN results provide an insight into students areas of strength and areas that need development, flag students that may need additional testing to identify additional support structures and provide growth information and identification of consistent question types that need improvement over time.

The growth measurement is perhaps the most useful measure resulting from the NAPLAN tests, this provides a snapshot of student progress in the 4 domains over time and prompts the questioning of student learning?

The NAPLAN band performance is used by Learning Support as an additional indicator to prompt additional questioning of student ability. Students identified at National Standard or below national standard band performance are assessed individually to gain a more accurate insight into their learning needs, additional tests used include the Woodcock. This additional testing provides more specific, focused data for individual student needs and enables the tailoring of any differentiation strategies necessary. In relation to cohort performance this can inform teaching practice in the selection of texts used across the curriculum, a broad spread of student groupings to ensure meaningful, informed differentiation occurs within the classroom.

School Performance

	Reading		Writing		Spelling		Grammar		Numeracy	
Year 3	461		433		438		475		420	
	439 - 482		415 - 451		418 - 458		452 - 498		402 - 438	
	SIM	ALL	SIM	ALL	SIM	ALL	SIM	ALL	SIM	ALL
	446	434	422	407	431	418	457	439	420	409
	437 - 455		414 - 431		423 - 440		447 - 466		414 - 428	
Year 5	492		477		501		506		483	
	471 - 514		456 - 497		481 - 521		482 - 529		464 - 501	
	SIM	ALL	SIM	ALL	SIM	ALL	SIM	ALL	SIM	ALL
	525	509	480	465	515	502	520	504	507	494
	517 - 534		471 - 488		507 - 523		510 - 529		499 - 515	
Year 7	561		538		564		577		576	
	542 - 580		516 - 560		544 - 585		555 - 599		557 - 594	
	SIM	ALL	SIM	ALL	SIM	ALL	SIM	ALL	SIM	ALL
	562	542	529	505	653	545	566	544	568	548
	554 - 569		521 - 538		555 - 570		557 - 575		561 - 576	
Year 9	607		589		596		610		602	
	580 - 633		553 - 624		567 - 626		579 - 640		578 - 626	
	SIM	ALL	SIM	ALL	SIM	ALL	SIM	ALL	SIM	ALL
	607	584	572	542	603	583	604	581	613	596
	600 - 614		562 - 581		585 - 601		596 - 613		606 - 621	

The above table is located in a similar format on the my schools website: <http://myschools.com.au> and is publicly available information.

Growth Data

When interpreting the data arrows up indicate growth, while those in orange are for students who have exceeded growth expectation based on past NAPLAN performances, blue has growth but less than expected based on past NAPLAN performance. Growth data is more specific than the overall scores as it identifies individual student growth based on expected rates. Generally there is positive growth in the student body as a whole but it is noted that there are areas where there has been no growth or lower than expected growth. Additional analysis of collected data is undertaken with teaching staff to engage teachers with a reflective and informed teaching practice that is informed by data.

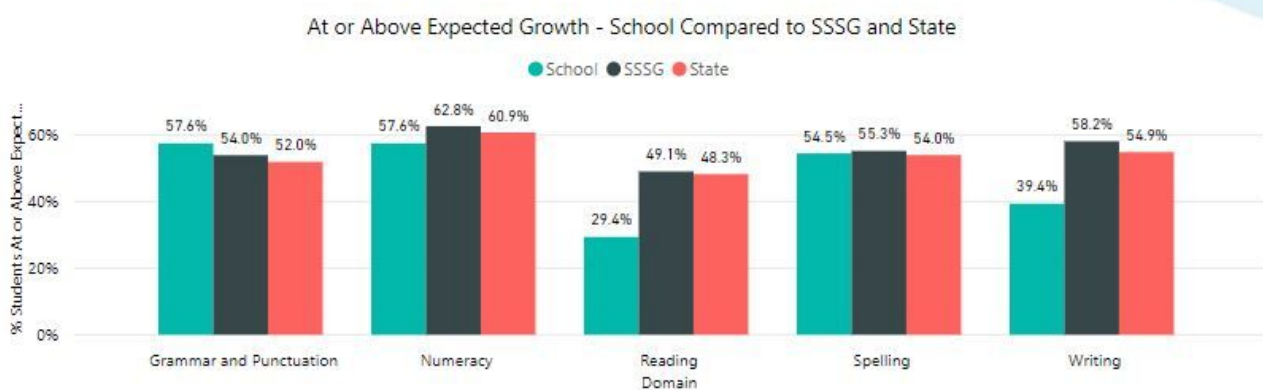
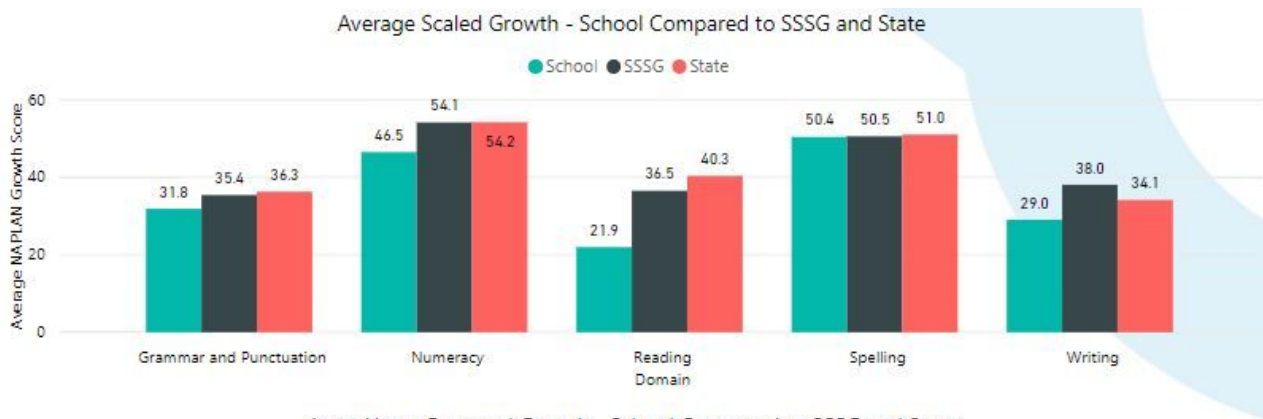
Year 3 - Growth Data

Year 3 has no growth data as it is the first time that students have completed the test. Results from Year 3 are used to create a baseline of student achievement and measure growth in Year 5.

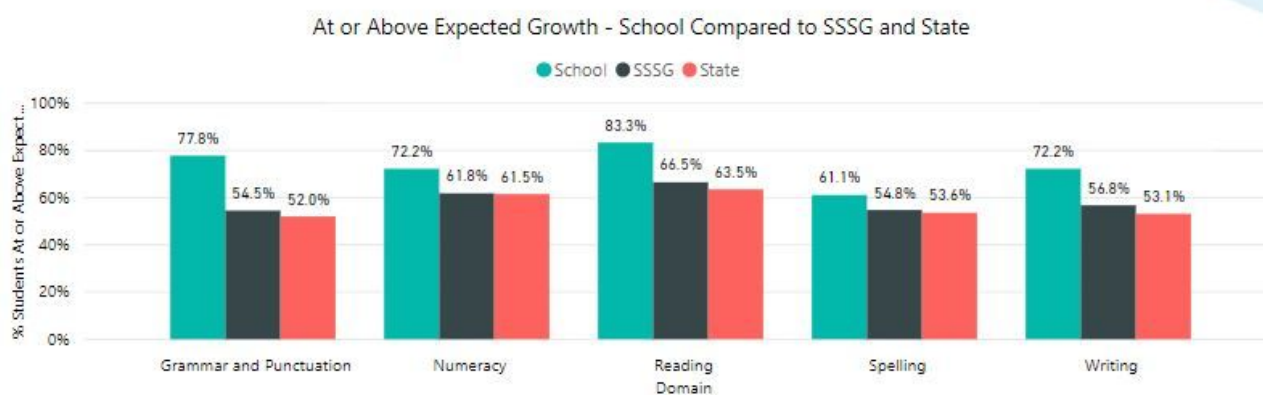
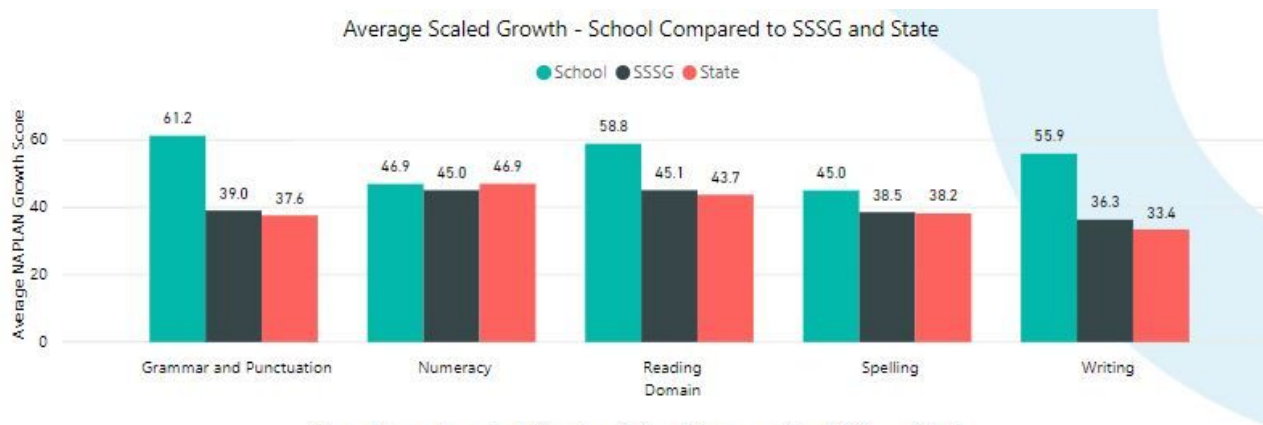
Year 5 Growth Data



Year 7 - Growth Data



Year 9 - Growth Data



Please refer to Orange Anglican Grammar School at www.myschool.edu.au for additional details about the 2018 NAPLAN results.

4. Senior Secondary Outcomes

HSC Band Performance Details

In 2018, 12 students completed the Higher School Certificate. Courses were undertaken by students sitting for a total of 54 examinations, with the following results.

Many schools report band distributions by grouping the bands together to provide a better representation of student performance. The below table indicates % performance by OAGS students against state performance in joined bands.

Subject	Year	No. of Students	Band 1 and 2		Band 3 and 4		Band 5 and 6	
			School	State	School	State	School	State
Aboriginal Studies	2018	0	-	-	-	-	-	-
	2017	0	-	-	-	-	-	-
	2016	1	0%	24%	0%	47%	100%	22%
	2015	0	-	-	-	-	-	-
Agriculture	2018	4	0%	7%	75%	49%	25%	32%
	2017	0	-	-	-	-	-	-
	2016	3	0%	16%	66%	51%	33%	31%
	2015	1	0%	100%	55%	17%	0%	28%
Ancient History	2018	1	0%	5%	100%	48%	0%	47%
	2017	0	-	-	-	-	-	-
	2016	3	0%	17%	67%	48%	33%	31%
	2015	4	0%	75%	50%	17%	25%	33%
Biology	2018	8	25%	4%	63.5%	53%	12.5%	37%
	2017	5	20%	12%	60%	48%	0%	39%
	2016	4	0%	10%	25%	55%	75%	35%
	2015	5	0%	100%	56%	16%	0%	28%
Business Studies	2018	3	0%	13%	100%	49%	0%	37%
	2017	8	15%	13%	62.5%	50%	12.5%	36%
	2016	0	-	-	-	-	-	-
	2015	0	-	-	-	-	-	-

Subject	Year	No. of Students	Band 1 and 2		Band 3 and 4		Band 5 and 6	
			School	State	School	State	School	State
CAFS	2018	5	0%	14%	60%	56%	40%	30%
	2017	0	-	-	-	-	-	-
	2016	1	0%	15%	100%	54%	0%	31%
	2015	0	-	-	-	-	-	-
Chemistry	2018	6	50%	11%	33.3%	47%	16.6%	42%
	2017	0	-	-	-	-	-	-
	2016	5	0%	6%	80%	53%	20%	41%
	2015	4	25%	75%	52%	7%	0%	41%
Construction	2018	0	-	-	-	-	-	-
	2017	0	-	-	-	-	-	-
	2016	1	0%	35%	100%	52%	0%	13%
	2015	0	-	-	-	-	-	-
Design and Technology	2018	5	0%	3.5%	80%	49%	20%	47.5
	2017	0	-	-	-	-	-	-
	2016	4	0%	4%	0%	66%	100%	30%
	2015	3	0%	67%	59%	5%	33%	36%
Engineering Studies	2018	0	-	-	-	-	-	-
	2017	0	-	-	-	-	-	-
	2016	3	0%	6%	67%	56%	33%	38%
	2015	0	-	-	-	-	-	-
English Standard	2018	6	0%	33.3%	66.6%	69%	0%	15%
	2017	4	0	14	100	70	0	16
	2016	10	0%	13%	80%	74%	20%	13%
	2015	4	0%	100%	76%	16%	0%	8%

Subject	Year	No. of Students	Band 1 and 2		Band 3 and 4		Band 5 and 6	
			School	State	School	State	School	State
English Advanced	2018	6	0%	2%	100%	36%	0%	52%
	2017	7	0	1	86	35	14	64
	2016	7	0%	1%	86%	36%	14%	63%
	2015	4	0%	50%	41%	1%	50%	58%
Entertainment	2018	0	-	-	-	-	-	-
	2017	1	0	7.28	0	48	100	34
	2016	0	-	-	-	-	-	-
	2015	0	-	-	-	-	-	-
Hospitality	2018	0	-	-	-	-	-	-
	2017	0	-	-	-	-	-	-
	2016	3	0%	20%	100%	51%	0%	29%
	2015	0	-	-	-	-	-	-
Legal Studies	2018	0	-	-	-	-	-	-
	2017	1	0	8	100	47	0	43
	2016	0	-	-	-	-	-	-
	2015	0	-	-	-	-	-	-
Mathematics	2018	4	25%	6%	75%	40%	0%	54%
	2017	5	60	9	20	37	20	53
	2016	9	22%	8%	56%	39%	22%	53%
	2015	2	0%	50%	38%	10%	50%	52%
Mathematics General 2	2018	6	0%	22%	100%	52%	0%	26%
	2017	6	33	25	67	48	0	25
	2016	7	86%	24%	14%	51%	0%	25%
	2015	4	50%	50%	48%	26%	0%	26%

Subject	Year	No. of Students	Band 1 and 2		Band 3 and 4		Band 5 and 6	
			School	State	School	State	School	State
Music 1	2018	0	-	-	-	-	-	-
	2017	1	0	1	0	33	100	65
	2016	0	-	-	-	-	-	-
	2015	1	0%	0%	36%	2%	100%	62%
PDHPE	2018	6	16.6%	15%	83.3%	52%	0%	33%
	2017	6	33	18	33	50	33	33
	2016	9	0%	18%	89%	48%	11%	34%
	2015	3	0%	100%	60%	10%	0%	30%
Physics	2018	0	-	-	-	-	-	-
	2017	3	66	11.43	33	54	0	34
	2016	9	11%	12%	89%	58%	0%	30%
	2015	2	50%	50%	60%	11%	0%	29%
Software Design and Development	2018	0	-	-	-	-	-	-
	2017	1	0	11	100	52	0	36
	2016	1	0%	7%	0%	59%	100%	34%
	2015	0	-	-	-	-	-	-
Studies of Religion 2	2018	0	-	-	-	-	-	-
	2017	0	-	-	-	-	-	-
	2016	0	-	-	-	-	-	-
	2015	3	0%	100%	60%	10%	0%	30%
Visual Arts	2018	4	0%	3%	100%	45%	0%	53%
	2017	6	0	1	83	44	16	54
	2016	6	0%	3%	50%	43%	50%	54%
	2015	4	0%	50%	45%	2%	50%	53%

Extension Subjects

Subject	Year	No. students	E1 - E2		E3 - E4	
			School	State	School	State
Mathematics Extension 1	2018	0	-	-	-	-
	2017	1	0%	18%	100%	82%
	2016	5	80%	21%	20%	79%
	2015	1	0%	16%	100%	84%
English Extension 1	2018	2	100%	5%	0%	95%
	2017	1	0%	6%	100%	93%
	2016	1	100%	5%	0%	95%
	2015	1	0%	6%	100%	94%
English Extension 2	2018	0	-	-	-	-
	2017	1	100%	22%	0%	77%
	2016	0	-	-	-	-
	2015	0	-	-	-	-

NB: Percentages are based on students completing the course in NSW. There is a small percentage who do not complete the examinations.

5. Professional Learning and Teacher Standards

A commitment to ongoing professional learning is a prerequisite for employment at Orange Anglican Grammar School. All teachers and support staff have been involved in professional learning activities during the 2018 school year.

Professional development commitments included participation in and attendance at eight staff development days, some with specific courses run, and weekly meetings held after school. All teaching and support staff attended external courses and conferences conducted by providers such as the Association of Independent Schools and NESA.

Particular emphasis was on supporting new scheme teachers, improving literacy and numeracy standards, preparation for registration in 2018, use of technology to enhance teaching practices and support for students with learning difficulties, indigenous backgrounds or disabilities.

The average expenditure per staff member on professional learning in 2018 was \$1,356.78

Teacher Standards

All teachers have formal teaching qualifications from a higher education institution within Australia.

Staff Retention Rates and Teacher Attendance

Six full time staff members and two part time staff members left the School during 2018. Nine full time staff members and two part time staff members were appointed during 2018. The attendance rate for teachers at work or on approved leave during the year was 100%.

6. Workforce Composition, including Indigenous

A total of 25 full-time and 9 part-time non-indigenous teachers delivered the school Transition to Year 12 curriculum in 2018. Non-teaching staff included four full-time and three part-time non-indigenous staff members.

7. Student Attendance and Retention Rates

2018 Attendance Data:

Year Level	Attendance Rate
Kindergarten	96.3%
Year 1	96.2%
Year 2	96.4%
Year 3	95.5%
Year 4	94.9%
Year 5	96.1%
Year 6	94.3%
Year 7	94.1%
Year 8	94.3%
Year 9	92.4%
Year 10	92.4%
Year 11	90.8%
Year 12	93.5%
Whole School	94.4%

8. Post-School Destinations

In 2018,

Year	Other School	Apprenticeship/Work	Further Study
10	0%	0%	0%
11	0%	0%	0%
12	0%	10%	90%

Year 12 Post School Destinations are only known if the student contacts the school to communicate their plans, so it is difficult to give a completely accurate picture for this year group.

9. Enrolment Policies and Characteristics of the Student Body

Enrolment Policy

Orange Anglican Grammar School is a comprehensive, co-educational T-12 school, in the Anglican tradition, providing an education underpinned by Christian values and operating within the policies of the NSW Board of Studies.

1. Object and Application

1.1 Object

The object of this Policy on Student Enrolment is to ensure that the School's decisions to enrol particular children as students:

- a) are made in a fair, consistent, equitable and transparent manner; and
- b) comply with State and Commonwealth anti-discrimination legislation.

1.2 Application

The Policy on Student Enrolment applies to all students and prospective students.

2. Criteria for Enrolment

2.1 Academic Criteria

Children applying for enrolment as students at the School shall meet any academic requirements for enrolment as approved from time to time by the School Council.

2.2 Other Criteria

Children applying for enrolment as students at the School shall meet any other requirements for enrolment as approved from time to time by the School Council.

2.3 Anti-Discrimination Obligations

The School's academic and other criteria approved under 2.1 and 2.2 above, shall comply with State and Commonwealth anti-discrimination legislation.

3. Deciding Applications

3.1 Headmaster to Decide

The decision whether to enrol a child at the School will be made by the Headmaster, ideally in partnership with the child's parents or guardians. The decision will be based on an assessment of the child's educational, social and spiritual needs and the extent to which the School is likely to be able to meet those needs. Enrolment is also subject to quotas (see 3.2 below).

3.2 Class Quotas

To ensure the School meets its educational and other objectives in relation to the education of its students, the School Council shall set a quota of student places for each class. An applicant who meets the academic and other criteria for enrolment may be refused enrolment if a place is not available in the relevant class quota.

4. Religious Affiliation

4.1 Christian

Children of any Christian denomination may be enrolled as students at the School. Such children who are not of the Anglican faith shall be enrolled on the understanding that they shall be taught Christian beliefs and practices from an Anglican perspective through Christian Studies classes, regular Chapel services and in other ways while at the School and they shall be required to participate in Anglican worship.

4.2 Other than Christian

Children who have no religious affiliation or whose religious affiliation is other than Christian may be enrolled as students at the School. Such children shall be enrolled on the understanding that they will be taught Christian beliefs and practices through Christian Studies classes and in other ways and that they will have to attend Chapel, but they may elect not to actively participate in Christian worship.

5. Administrative Requirements

5.1 Application

Parents and guardians seeking to enrol their child at the School shall apply in accordance with instructions set by the Conditions of Enrolment. Successful applicants shall receive, in writing, an offer of enrolment in the School from the Headmaster.

5.1.1 Disclosure of Relevant Information

Parents or guardians applying to enrol their child at the School shall be required to disclose all information that will, or has the potential to, affect their child's schooling. In particular:

- (a)** any special needs their child has, particularly those relating to learning;
- (b)** any medical, psychological, behavioural or other condition affecting their child's health or wellbeing; and
- (c)** any parenting or constraint order affecting their child (a copy of such orders must be provided).

5.2 Acceptance of Enrolment

Parents or guardians who wish to accept the offer of enrolment of their child at the School shall comply with the instructions accompanying the offer, which as a minimum, will involve:

- (a) returning the appropriate forms including the Immunisation form and Birth Certificate;
- (b) signing the declaration on the offer form to accept the philosophy and values of the School and to abide by the policies and rules of the School; and
- (c) paying the acceptance fee.

5.3 Deferment of Enrolment

The parents or guardians of a child who is offered enrolment at the School may apply to the Headmaster to defer their child's enrolment for a period not normally exceeding one term.

5.4 Leave of Absence

The Headmaster may approve leave of absence for a student for a period not exceeding four consecutive terms.

5.5 Termination of Enrolment

The Headmaster may terminate the enrolment of a student whose parents or guardians have failed to meet the obligations of enrolment. In particular for:

- (a) providing false or misleading information in relation to their child's application for enrolment; or
- (b) withholding information relevant to their child's application for enrolment; or
- (c) failing to pay fees.

6. Rules Relating to Enrolment

The Headmaster may make Rules relating to student enrolment that are consistent with this Policy.

Student Population

In August 2018 the student body numbered 416 students from Pre Kindergarten to Year 12 of which 1.92% were indigenous. As Orange Anglican Grammar School is a comprehensive day school in a regional city, the students come from a wide range of geographic locations (within a 50 kilometre radius of the city of Orange) and socio economic backgrounds. The student population included 11 children with diagnosed disabilities requiring supplementary support.

10. School Policies

Orange Anglican Grammar School is a Christian co-educational day school in the Anglican tradition.

The School seeks to:

- Foster academic achievement, an excitement for learning, creativity and the fulfilment of individual potential;
- Nurture spiritual awareness and maturity in a family environment that welcomes people of all faiths;
- Develop confidence, integrity and respect for oneself and others through participation in a range of physical and cultural experiences;
- Encourage independence, responsibility and self-motivation in a challenging but caring environment; and
- Prepare students to become articulate and valued participants in the local and global community.

The School takes seriously its responsibility to provide students with a safe and supportive school environment, where discipline is consistent, appropriate and fair, where grievances are dealt with promptly and fairly, with all involved given the opportunity to respond, and where those working with children and young people do so in accordance with the School's policies as required for the purposes of registration by the NSW Board of Studies.

School Attendance

The school takes student non-attendance seriously. In K-6, all rolls are completed prior to 9:50 am and are internally recorded electronically. In years 7-12, rolls are electronically marked at the start of each period for the duration of each school day. In the event that a student is absent, an automated email is sent to the primary carers on the same day that the absence is recorded. In the event that a student is absent for 3 consecutive days, an automated email is sent to the Head of School Welfare and Wellbeing to alert them. This is then followed up via a phone call home by the class teacher (Primary) or the tutor teacher (Secondary) to enquire after the student's wellbeing. In the event that a student is encountering difficulties attending school, support is offered via multiple pathways including:

- Counselling via the school counsellor
 - Subsequent referrals to external bodies as requested/required
- Police Liaison Officer support as required
- Follow up meetings with Tutor/Class teacher(s)
- Follow up meetings with Heads of Welfare
- Follow up meetings with the Deputy and/or Headmaster

School Discipline

The school is committed to ensuring that all disciplinary action involving students is done so in a manner that is based on procedural fairness. The school has developed an internal and age specific continuum of awards for recognising positive contributions and uses this as an exemplar of behaviour for students. In the event that students require disciplinary measures, the discipline policy identifies the following consequences as appropriate:

- warnings or reprimands (verbal and written);
- time outs;
- clean up duties;
- cancellation of privileges;
- withdrawal from school activities;
- sports detentions;
- lunchtime detentions;
- after school detentions;

It is usual for a student to be issued with a behaviour monitoring card for up to a fortnight following a series of detentions to help identify and correct the behaviour(s) which are in breach of school expectations.

Should a student continue to exhibit behaviours that are not in keeping with the school rules, and depending on the seriousness of the offense, the school will pursue such measures as:

- Saturday detentions;
- Internal suspension;
- External suspension;
- Expulsion.

A decision to suspend or expel a student may only be made by the Deputy Headmaster or Headmaster.

Reviewing the Disciplinary decision, The Headmaster will reach a preliminary decision in relation to the allegation and any penalty to be imposed and advise the student (and parents) of the view. The preliminary decision is not final, but based on the information the School currently has, and made prior to hearing any student and parent response. The student (and parents) are advised that if they wish this preliminary decision to be reviewed they may make application for a review to the Headmaster and submit any information they wish to be considered during the review process.

The Headmaster will then either confirm the preliminary decision as final or amend the preliminary decision based on additional information provided. Whilst the process is important, the School also understands that any delays in reaching a final decision can cause further anxiety and frustration. The School will prioritise serious issues so that they are dealt with in an appropriate and timely way.

Any decision that imposes expulsion will be made in consultation with the Chairman of the School Council.

Student Welfare Policy Summary

The welfare of students at Orange Anglican Grammar School is the concern of every member of staff. Welfare covers the safety of all students in our care and is concerned with their emotional, social, spiritual and intellectual well-being as well as their behaviour and conduct. The Christian foundation of the School is evident in the way we care for our students and it also provides a structure that encourages students to care for each other; positively promoting student leadership, citizenship and community awareness.

Orange Anglican Grammar School has developed a comprehensive policy framework designed to provide for student welfare.

The key policies are set out below:

Security

- School Security (Building and Grounds)
- Emergency Evacuation Procedures
- Lockdown Procedures
- Critical Incident (Emergency Situations) Response

Supervision

- Supervision (General)
- Supervision and Inspections – Playground
- Excursions Policy

Code of Conduct and Behaviour Management

- Staff Code of Conduct
- Student and Parent and Guardians Code of Conduct
- Anti-Bullying Policy
- Counselling Services (Students)
- Critical Incident (Emergency Situations) Response

Complaints Handling

- Grievance Policy & Procedures

Pastoral Care

- Pastoral Care Policy
- Students with Special Needs Policy
- Medication Administration
- Homework Policy

Enrolment and Attendance

- Student Enrolment Policy
- Student Attendance Policy
- Student Achievement Data
- Quality of Education Program (Record of Achievements and Engagement in Learning)
- Truancy Policy

Stakeholder Communication

- Parent Communication and Involvement Policy

Staff are trained in child safe policies and procedures each year and are able to access them on our school intranet.

Anti-bullying Policy Summary

As documented in the Anti-bullying Policy, the school recognises bullying as repeated and intentional behaviour causing fear, distress or harm towards another person, that involves an imbalance of power. It can involve humiliation, domination, intimidation, victimisation and harassment.

Bullying can take many forms:

- Physical Bullying - which involves physical actions such as hitting, pushing, obstructing or intimidation.
- Psychological bullying - is when words or actions are used to cause psychological harm.
- Indirect bullying - is when deliberate acts of exclusion or spreading of untrue stories are used to hurt or intimidate someone.
- Cyber bullying - is the ongoing abuse of power to threaten or harm another person using technology.

Bullying is not tolerated at the school and it takes reports of bullying seriously. Students, parents and caregivers are encouraged to raise issues of bullying by informing: a trusted Teacher, School Counsellor, Leader of Welfare, Head of School Welfare and Wellbeing, Deputy Headmaster or Headmaster and where appropriate, document the case in writing using the schools bullying report form. There are set procedures and practises in place for responding to these reports. The school will:

- Provide assurance to the victim that they are not at fault and their confidentiality will be respected;
- Take time to properly investigate the facts including discussing the incident with the victim, the bully and any bystanders;
- Take time to understand any concerns of individuals involved;
- Maintain records of reported bullying incidents; and
- Escalate its response when dealing with persistent bullies and/or severe incidents.

There are various strategies used to manage bullying behaviour at the school. The most appropriate intervention is determined by the developmental stage of the student(s) and the circumstances involved in the specific situation. There are also various levels of response which are determined by the seriousness of the bullying behaviour.

Level 1 – First report of bullying behaviour

Level 2 – Recurrence of bullying behaviour or report of severe bullying behaviour

Level 3 – Continued bullying behaviour or report of extreme bullying behaviour

The appropriate course of action is spelt out in detail in the Anti-bullying policy but may include: talking to the students involved, talking to the class/year group, review of access to relevant activities or play areas, undertaking of school community service, withdrawal of privileges, detention, suspension and meeting with the parents involved as part of a management plan.

Student Welfare & School Procedures

To ensure that all aspects of the School's mission for providing for a student's welfare and appropriate student discipline are implemented, and that complaints and grievances are properly dealt with, the following policies and procedures were reviewed during 2018:

- Annual Report Policy
- Anti-Bullying Policy (Student Welfare)
- Assessment Notification (Years 7-12)
- Child Protection Policy (Student Welfare)
- Discipline Policy
- Emergency Evacuation Procedure
- Lockdown and Lockout Procedures (Student Welfare)

- Enrolment Policy
- Enrolment Register and Attendance Policy and Procedures (Student Welfare)
- Grievance Policy and Procedures (Reporting Complaints and Resolving Grievances)
- Homework Guidelines (Years 7-12)
- ICT Use Policy (Student Welfare)
- NSW Institute of Teachers Staff Accreditation Policy
- Notifications to the NSW Board of Studies Policy and Procedures Workplace Health and Safety Manual (Student Welfare)
- Playground Supervision Policy (Student Welfare)
- Register of Visitors (Student Welfare)
- Reporting to Parents Procedures (K-12)
- Responsible Persons Policy (Student Welfare)
- Sexual Harassment Policy
- Student handbooks (Assessment Guidelines, Policies and Procedures for Student Drivers, etc.)
- Student Leadership (Student Welfare)
- Policy for Remotely Piloted Aircraft Drones
- Risk Management
- Student Code of Conduct for Excursions-Tours-Camps
- General Supervision
- Supervision and Inspection - Playground
- Critical Incident Management Plan
- Teacher Accreditation Authority Guidelines
- Teacher Accreditation Authority Orientation
- Teacher Accreditation Authority Decision Making Policy
- Teaching Staff Accreditation Policy

Complaints and Grievances

Orange Anglican Grammar School recognises the right of all staff, students and parents to express their concern about school related issues and to have their grievances acknowledged through a fair hearing. By following the School Grievance Policy and Procedures the School will hear and attempt to resolve all complaints fairly, efficiently, promptly and in accordance with relative legislation. The School seeks to be clear, open and consultative in its communication in order to achieve a harmonious, positive and productive school environment.

All staff have access to School Policies and any updates if and when they are made.

To access the full text of any of the policies above, please contact School Administration on 6360 4811.

11. School-Determined Improvement Targets

2018 saw the commencement of the five year strategic vision, 'Securing Success', 2018 to 2022. This years achievement Priorities identified in the School's Annual Report are as follows:

School determined targets for 2018

Area	Priorities
Teaching and Learning	<ol style="list-style-type: none"> 1. Program development T-12 with NESA inspection due 2018 2. Expansion of elective program, recruitment of additional secondary staff 3. Develop use of Canvas (LMS) to facilitate online electives for Year 11 and 12 across OAGS and MAGS. 4. Improved NAPLAN results 5. Revision of reporting procedures 6. Empower a team of high quality educators through innovative teaching practice and high quality professional development
Student Welfare	<ol style="list-style-type: none"> 1. Appointment of Heads of Welfare Primary and Secondary 2. Development of welfare policy and procedures 3. Programs for specific groups of students. 4. Commencement of Weekly Welfare Team Meetings. 5. Wellness nights.
Staff Development	<ol style="list-style-type: none"> 1. Professional Learning Communities developed 2. WHS 3. Development of SAGE teams K to 12 4. Training in high quality shared programme development 5. Training in google docs and team drives
Ministry	<ol style="list-style-type: none"> 1. Develop the direction of the overarching T to 12 Christian Studies program 2. Chaplaincy team was inaugurated 3. Chaplaincy team responsible for weekly staff devotions 4. Weekly Chapel service 5. Split Lower and Upper Primary JOLT
Facilities and Resources	<ol style="list-style-type: none"> 1. Improvements in the outdoor learning and recreational areas 2. Year 11 and 12 specialist and study areas developed 3. Secondary Staff common room developed 4. Continuing acquisition of resources for students in all KLAS

Priorities were achieved as follows:

Teaching and Learning

The continued development of school wide teaching and learning programmes will continue to be a focus for the school in 2018. This focus includes the digitisation of programmes, incorporating the professional development focus from visible learning workshops and renewal of registration. This process is facilitated with the development programme templates, digitalisation of programmes and visibility of Teaching and Learning programmes across the school K - 12. External professional development for teaching and learning staff will assist in the implementation of visible learning, with a focus on Learning Intentions and Success Criteria.

The Teaching and Learning Framework was redeveloped to reflect the shift in the schools Strategic Plan. The main drivers in this framework is Visible Learning and Real Learning. In 2018 the 4 year Visible Learning professional development plan will commence. Initial focus sessions will include foundation day, Visible Leaders training and Learning intentions. In 2017 the commencement of STEM programming commenced as a result of the schools participation in the University of Sydney STEM Academy. 2018 will see a trial of the STEM programme as a term unit of work between the Mathematics, Science and Technology subject areas with Stage 4 students.

SAGE teams continue to form an important part of the schools approach to monitoring student engagement, wellbeing and academic performance. Each SAGE group within the context of the school is responsible for actively engaging with the stage group and developing action plans that respond to the students needs as identified through class observations and data collection and analysis.

Professional Learning Communities or PLC continued to be a vehicle for staff to explore areas of educational interest. Self forming groups in STEM, Visible Learning, Data and Feedback worked on presentations, presentation and action plans for implementation or consideration. These groups ensured a high level of professional dialogue amongst teaching staff from across the various areas of the school on personal areas of interest.

Continued aim for student growth in academic areas of school. Data collected from NAPLAN and the schools internal testing and assessment programme informs teaching and learning programme modifications. In 2018 a review of the current literacy programme will be undertaken.

The School increased its specialised staff numbers to cater for students with identified special needs. This will enable the School to provide greater levels of support for these students.

Student Welfare

- In 2018 the school appointed two school counsellors. These counsellors commenced individual psychotherapy counselling for students, parents and staff. This was well received by the school community and provided a much needed service as part of the welfare structure.
- A variety of policy and procedure documents were developed to provide structure and process to the newly appointed counselling services. Student Consent to

Counsel, Consent to Release Information, Suicide Risk Assessment, Intake forms, and School Refusal and Engagement documents were created and implemented.

- Weekly Welfare Team Meetings commenced. These meetings were minuted with an agenda and provided a professional context for the discussion of students of concern. During these meetings follow-up procedures were identified and their implementation discussed.
- Programs for specific groups of students focussing on social interactions, anger management and relationships were developed:
 - Kindergarten boys, Stage 3 girls & Year 7 students participated in conflict and communication training.
 - A weekly Board Game social skills group commenced for students across the school. Board games were used as a vehicle to develop positive social interactions.
 - 'Leave it on the Court', an Anti-bully and Resilience Social Skills Group for girls in stage 3 commenced.
 - A Year 7 Girls - Building Relationships Through Service in term 4
- Wellness and Wellbeing nights facilitated by the Wellness Working Group have been informative and professional evenings that engage the wider school community. These evenings, normally attended by parents have covered topics including: Wellbeing and Mental Health, the Gut-Brain Connection, and Every child needs a champion – the importance of connection.

Staff Development

An induction programme for new staff was developed by the School and continues to be refined and expanded based on staff feedback. Teaching staff are aligned with a peer as part of the induction process to ensure a contact point was established. All new staff were provided with the opportunity to participate in Professional Development.

Ministry

- The School continued to refine the new Christian Studies curriculum for implementation across T- 10, based on publications by Christian Education Publications (CEP) in Primary and school developed resources in secondary.
- The Chaplaincy team was expanded in the school and continued working on the production of a relevant Christian Studies curriculum for T-12.
- The Chaplaincy team took responsibility for the delivery of a weekly staff devotion every Monday morning.
- The Primary Christian lunchtime group 'Jesus Over Lunch Time' (JOLT) has become so popular in 2017 that the development of a split into Upper and Lower Primary was announced for 2018. This has better catered for the numbers and enable more age specific activities. Highschool groups 'The Feast' and '46:5' have commenced to cater for the older students in the school and they continue to grow in number.
- A Ladies prayer group meets weekly on a Tuesday morning, while a Men's group now meets on a Friday morning.

Strategic Planning

- In establishing the Strategic Plan 'Securing Success' 2018-2022, work continued with staff on establishing core values, vision and mission.

Information Technology

- Internet reliability and accessibility were significantly improved, supported by improvements in the staff's use of IT through professional development.
- Network switching was upgraded to cater for increased demand, vivi units and future expansion of the security system.
- Wireless network was upgraded in 2018 to ensure equitable and reliable access across the school campus.
- Programs and registers migrated to Google and Team Drives for collaborative development across key stages and departments.
- Device management was streamlined with console deployment of updates and apps for the iPad fleet along with chromebook management system.

Teaching and Learning

- 2018 saw the development of an OAGS Teaching and Learning (T&L) framework
- The T&L framework led to the development of a plan for present and future professional development eg Visible Learning (Corwin)
- Further development and consolidation of the Pre-Kindergarten to Year 12 continuum
- The School moved towards the centralisation and digitalisation of programmes, registers and resources
- An emphasis was placed on the development of stage based learning and professional collaboration in programme development.

Grounds and Facilities

- OAGs facilitated it's first onsite athletics day carnival for 2018.
- The Trinity Oval had some minor improvements to allow for an eight lane 300m athletics track.
- Work on the long jump and triple jump pits were completed.
- The flags and signage on Trinity Oval, adjacent to Mitchell Highway, required light and therefore power. Power is also required on the Trinity Oval whilst hosting the HICES and WAS cross country carnivals and School athletic days in 2018. In preparation for this work was completed in underground cabling and conduit was laid and power sources located in the appropriate locations.
- With the increased enrolments in Kindergarten and the Secondary School, a new building (Chestnut 10 and Peripatetic Rooms 1-4) were put in place in December of 2017 ready for School commencement 2018. The building provided a classroom along with four sound proofed classrooms for music tuition.
- A large undercover area facilitating two netball, basketball and tennis courts commenced construction in front of the Media Centre in September 2018. This will be ready for use commencing 2019 and will provide an area for the CAPA as well as whole school gatherings.

Registration

- The School has registration with NESA until December of 2022.

Priorities for 2018

Teaching and Learning

1. Maintain registration of K-12
2. Continue the expansion of the School's elective program and, with increased enrolments, continue the recruitment of additional Secondary staff.
3. Continue to improve NAPLAN results.
4. Implement Learning Intentions and Success criteria as per visible learning professional development
5. Expand Learning Support through the appointment of additional teacher aides.
6. Continue to revise and improve reporting procedures.
7. Develop value-added programs in Mathematics, Science and English, such as Maths Week, Science Week, etc.
8. Enter Agriculture students' work in local shows, leading to the Royal Easter Show
9. Use Orange Anglican Grammar School staff as facilitators for staff development to develop in house skills and knowledge sharing.
10. Develop a coherent T-12 approach to quality teaching standards
11. Maintain increased level of quality applicants to teach across the board at Orange Anglican Grammar School.

Student Welfare

1. Continue to develop the School Welfare Team to include Head of School Welfare and Wellbeing, Leaders of Welfare in Primary and Secondary School as well as a Leader of Wellbeing.
2. Develop a Primary and Secondary Leadership Structure that identifies leadership opportunities, roles and development.
3. Continue to expand the vertical house Tutor Groups, Years 7-12.
4. Develop a K-12 Pastoral Care Program that supports wellbeing and develops the character based upon the schools Christian Foundation and School Values.
5. Commencement of a timetabled Year 7 Social Skills Subject that focuses on resilience, anxiety, conflict management training, integrity & dignity, honour, service, truth and forgiveness.
6. School Honour Boards to acknowledge: Secondary School Captains, Primary School Captains; Dux of Year 12; Dux of Year 6; Sportsman of the Year; Sportswoman of the Year; Citizen of the Year (Rotary Award for Student Service)

Staff Development

1. Continue ICT training, with a focus on the use of iPads and apps to support the curriculum.
2. Develop a Professional Learning Community
3. WHS
4. Supporting students with Learning difficulties
5. Professional development plan in line with school strategic vision

Facilities and Resources

1. Develop the Creative and Performing Arts
2. Develop the School's sporting facilities and programs
3. Expand the Library collection.

4. Expand the Agriculture plot and department.
5. Continue the acquisition of resources for students in all KLAs.

12. Initiatives Promoting Respect and Responsibility

The School wants students to recognise that they are valued and integral parts of the School community, with parents and staff providing the care and support that engender self-esteem, mutual respect and responsibility.

The values of Respect and Responsibility have been outlined in the School's Student Handbook. This document includes the School's Code of Behaviour which advises Students of their expected behaviour and responsibilities.

In 2018 the School continued its participation in activities and initiatives designed to promote respect and responsibility for individuals and the community, and strengthened its in-house approach through the development of a Core Values Program.

1. Each term the School focuses on a particular value (ie. responsibility, compassion, respect). Assembly activities are tailored to promote behaviour emphasising the specific value. Students of all ages are recognised for promoting the School's Core Values with awards presented in Assembly.
2. The School participated in community events including the annual ANZAC March and wreath-laying ceremony, NAIDOC Week Awards program and School celebration, Australian National Field Days, Orange Show and Orange Eisteddfod.
3. The School continued sponsoring two children through the Project Compassion organisation. Throughout the year students held activities to raise the funds needed to sponsor both children.
4. Support was provided through fundraising activities for a range of charities, including Project Compassion, Ronald McDonald House Orange, The Salvation Army and Give Me Five for Kids.

13. Parent, Student and Teacher Satisfaction

As a relatively new school, an open door policy has been established, which encourages and welcomes parental involvement. This policy remains in place and encourages parents to feel welcome at the School. Parents are free to meet with teachers regarding the progress of their child at any mutually convenient time. In 2018 the level of parental involvement in school activities remained high, with their involvement noted in sports coaching, reading and art in the classrooms, PE activities, assistance at school events such as Sports Carnivals, The OAGS Easter Fair, Grandparents' Day, book covering, canteen volunteering, Eisteddfod assistance, book club and fundraising events. The Parents' and Friends' Group initiated the 'Second Hand School Uniform' store, providing the school community with cost efficient uniform options.

As the School grows, systems evolve and procedures change. A key to parental satisfaction is through the successful flow of information. Ensuring that our parents are kept well informed about the activities of the School is a priority. The fortnightly newsletter aims to provide up-to-date information about activities as does the School's website and the School's Facebook account. The website continued to provide an easy link to the newsletter and facebook account. The electronic message board at the entry to the School was used regularly to convey pertinent reminders. OAGS Facebook page was further developed as a powerful marketing tool which had over 900 followers by the end of 2018.

The Parents' and Friends' Group continued to provide parents with the opportunity to offer feedback and suggestions.

All members of staff gave generously of their time to attend out-of-hours events and functions, and continued to provide assistance in a range of areas throughout the school year to ensure the students were given every opportunity to achieve in a wide range of endeavours.

14. Summary of Financial Information

