

EXCELLENCE

WISDOM

SERVICE



ANNUAL REPORT 2022

ORAN PARK ANGLICAN COLLEGE

An Anglican Schools Corporation School

Established 2012







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A MESSAGE FROM KEY SCHOOL BODIES

CHAIR OF COLLEGE COUNCIL MESSAGE

Oran Park Anglican College was established by the Anglican Schools Corporation, a body established by the Diocese. The College has experienced strong enrolment growth since commencement, educating 949 (including Preparatory) students in 2022. As with all the rest of south west Sydney, the landscape changes monthly and the College facilities continue to expand to accommodate this growing population. This year saw the opening of our second purpose-built secondary building as our masterplan continues to unfold in providing contemporary learning spaces which will engage students in authentic learning experiences. Students have been learning how our core values of courage, curiosity, craftsmanship, collaboration and compassion can shape them as life-long learners equipped with the learning habits and qualifications to thrive in the 21st century.

2022 allowed the College to move closer to uninhibited classroom learning and we are thankful for the leadership of our principal Naomi Wilkins, the Executive team, and the College Council, in steering through the COVID-19 storm. We are grateful for the teaching, support, and operational staff who have remained resilient, giving generously of themselves to care, nurture and guide students in their learning and growth. We are blessed with faithful teaching staff who deliver quality, caring, Christian education – leading our children to discover their gifts and develop into robust young men and women, looking to positively impact the world.

The Australian Education Regulation 2013 requires registered individual non-government schools to prepare an annual report for public disclosure. The College Council is pleased to provide this report according to the determinations of the Minister for Education and Training. The Annual Report for 2022 includes the following reporting areas:

- A message from key school bodies
- Contextual information about the College
- Student outcomes in standardised national literacy and numeracy testing
- Student performance in national and statewide tests and examinations
- Professional learning and teaching standards
- Workforce composition
- Student attendance, management of non-attendance and secondary retention
- Post-school destinations
- Enrolment policies and characteristics of the student body
- School policies
- School determined improvement targets
- Initiatives promoting respect and responsibility
- Parent, student and teacher satisfaction
- Summary financial information

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

Rev. Stuart Starr
College Chairman

MEMBERS OF COLLEGE COUNCIL

Dr Paul Arthur

Mr Tony Pieris

Mrs Kerry Thomas

Rev Jonathan Squire until September 2022

Mrs Stacie Pakula from September 2022

EX OFFICIO

Mrs Naomi Wilkins Principal

Mrs Jennifer Favelle Representing the Sydney Anglican Schools Corporation until August 2022

Mr Jamie Dallimore Representing the Sydney Anglican Schools Corporation from July 2022

PRINCIPAL'S MESSAGE

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

In 2022, the College navigated the challenges of the third year of the COVID pandemic and emerged with resilience and energy. We have a dynamic and hardworking staff team who model and teach our values of 'courage, curiosity, craftsmanship, collaboration and compassion'. These values not only underlay the character we want our students to develop but also their learning habits as we teach them to be powerful life-long learners.

There will always be new challenges in contemporary education and we are committed to a process of continuous review and reflection of current practice to ensure improvement, innovation and effectiveness. In 2022, the College undertook an internal review which allowed for 360° feedback (staff, students and parents) and prompted renewed vigor on our strategic intentions to be 'Growing in Christ, Growing as Learners and Growing our Community'. The review team found the College to be a "positive, joyful community where the care of students was paramount." They described OPAC as a well-ordered school, where the students and parents spoke very well of staff, whose efforts to teach and pastor students well appeared to reveal great diligence, professionalism and deep care for their students. This 'OPAC Difference' means that each student is an individual – not a number – and 'of greater worth than gold' (1 Peter 1:7).

Naomi Wilkins

Principal

CONTEXTUAL INFORMATION ABOUT THE COLLEGE

BACKGROUND INFORMATION

Oran Park Anglican College was established in 2012 by the Anglican Schools Corporation to provide quality, affordable education to Sydney's South-West. It is located in the geographic centre of the Camden Local Government Area in the Oran Park Town precinct. The College offers an innovative, academic curriculum for students from Preparatory to Year 12. In 2022 the College's Direct Measure of Income (DMI) was 101.

The College vision is to be a vibrant learning community that impacts every member for Jesus, through life-changing, caring, quality Christian education. Our mission is to grow a strong and sustainable College community that nurtures Christ-shaped values of courage, curiosity, craftsmanship, collaboration and compassion. This is achieved through:

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

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

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

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

GOVERNANCE

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

STUDENT POPULATION AND CHARACTERISTICS OF THE STUDENT BODY

The College had a total of 949 students enrolled in 2022, of which 40 were enrolled in Preparatory, 551 were in K – 6 and 359 were in Years 7 – 12. There were 48% boys and 52% girls. Whilst the majority of students live within a six kilometre radius of the College, many come from further afield.

In 2022, 2% of students were of Aboriginal descent and 26% of students came from homes with a 'Language Other Than English' background.

STUDENT OUTCOMES IN STANDARDISED NATIONAL LITERACY AND NUMERACY TESTING

NAPLAN RESULTS 2022

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

Our results in all year groups are close to the National Average with students in Year 7 above the national average in Writing and Grammar. As a relatively young school (11 years old) which is growing rapidly our population is always changing and not all our students have benefited from our consistent, direct and explicit instruction approach to teaching Literacy and Numeracy in K-2. A significant number of our students in Years 5, 7 and 9 have been at the College less than two years.

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

Year Group	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	431	439	427	434	409
Year 5	502	488	513	496	486
Year 7	556	555	551	551	557
Year 9	581	575	577	575	583

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

- Above
- Close to
- Below

STUDENTS ACHIEVING ABOVE MINIMUM STANDARDS

YEAR 3 (BANDS 3-10)

	Reading	Writing	Spelling	Grammar & Punctuation	Overall Numeracy
Oran Park Anglican College (%)	94	96	92	93	91
State (%)	89	94	87	89	86
SSSG (%)	93	96	92	93	92

YEAR 5 (BANDS 5-10)

	Reading	Writing	Spelling	Grammar & Punctuation	Overall Numeracy
Oran Park Anglican College (%)	91	85	88	89	85
State (%)	89	85	87	87	86
SSSG (%)	92	90	92	91	86

YEAR 7 (BANDS 6-10)

	Reading	Writing	Spelling	Grammar & Punctuation	Overall Numeracy
Oran Park Anglican College (%)	92	90	86	82	91
State (%)	85	82	85	81	83
SSSG (%)	90	86	90	86	90

YEAR 9 (BANDS 7-10)

	Reading	Writing	Spelling	Grammar & Punctuation	Overall Numeracy
Oran Park Anglican College (%)	76	73	83	70	90
State (%)	79	73	82	75	84
SSSG (%)	84	78	87	80	90

RECORD OF SCHOOL ACHIEVEMENT

The College is registered to award ROSA (Record of School Achievement) to students who conclude their studies prior to the HSC. In 2022, the NSW Education Standards Authority issued seven (7) Record of School Achievement credentials to students of the College.

HIGHER SCHOOL CERTIFICATE

In 2022, 37 students sat the NSW Higher School Certificate in 23 courses. This was the College's fourth Year 12 cohort. In total, 97% of candidates across all courses achieved marks of 50 or more (Band 2 or higher) with nearly 60% of these placed in Bands 5 and 6 (80-100 marks).

Three students studied courses externally:

- French Beginners and Italian Beginners through NSW School of Languages
- Dance through Expressions Dance Academy, Smeaton Grange

100% of students were eligible for an ATAR and received offers for university study in 2022.

HIGHER SCHOOL CERTIFICATE RESULTS – 2022

Subject	No. students	Bands 3-6 (E3-E4)		Bands 1-2 (E1-E2)	
		OPAC (%)	State (%)	OPAC (%)	State (%)
Biology	10	100	79	0	21
Business Studies	20	100	89	0	11
Chemistry	4	100	88	0	16
Community & Family Studies	15	100	94	0	6
Design & Technology	5	100	96	0	4
English Standard	28	93	87	7	13
English Advanced	9	100	99	0	1
English Extension 1	1	100	92	0	8
English Extension 2	1	100	85	0	15
Food Technology	15	100	87	0	13
Information Processes & Technology	3	100	84	0	16
Legal Studies	8	88	84	12	16
Mathematics Standard 2	23	65	82	35	18
Mathematics Advanced	12	100	94	0	6
Mathematics Extension 1	2	100	73	0	27
Mathematics Extension 2	2	0	72	100	28
Modern History	4	100	88	0	12
Music 1	4	100	97	0	3
Personal Development, Health & Physical Education	14	64	79	36	21
Physics	7	86	86	14	14
Society and Culture	2	100	93	0	7
Studies of Religion 1	3	100	96	0	4
Visual Arts	3	100	98	0	2

PROFESSIONAL LEARNING & TEACHER STANDARDS

TEACHER ACCREDITATION

In 2022, the College had 56 full time and 12 part time teaching staff. The following table indicates the level of accreditation by NESA for these staff.

Level of Accreditation	Number of teachers
Conditional	6
Provisional	3
Proficient	59

PROFESSIONAL LEARNING FOR TEACHING STAFF

All teaching staff undertook corporate professional development throughout the year on Child Safety, implementing our teaching and learning framework based on the Learning Powered Approach and our Learning Management System (Canvas). In addition, the following professional learning activities were undertaken by staff throughout 2022:

Description of the Professional Learning Activity	No. staff participating
2022 AHISA Leading, Learning and Caring Conference	5
2022 Australian Inclusive Schooling Conference	4
2022 OPAC Child Safe Policy	77
2022 Research Conversations - Christian Education Conference	1
A Day with Guy Claxton (Building Learning Power)	4
AHISA - Directors of Studies Conference	1
Analysis to Action - In the NSW HSC	1
ASCIA Anaphylaxis e-training: Australasian Schools 2021-22	6
ASET-NSW Conference 2022	1
Aspiring Leadership Conference	2
Australian Mathematical Society's Annual Conference	1
Award Leader Training	1
Being a body - with Sam Allberry	3
Building Culture and Leading Teams - Directors of Studies Conference	1
Child Protection (NSW, 2022)	77
Christian Education / Pastoral Care	72
Completing your Experienced Teacher Standards Pathway Accreditation 2022	1
Concept Based Curriculum and Inquiry	4
Curriculum Leadership Conference: Riding the Waves of Curriculum Reform	2
Dealing with Difficult Parents	2
Diabetes in School Level 1	7
Diabetes in School Level 2	6
Dyscalculia: The dyslexia of maths	1
Divergence in Visual Arts Education	1
EducatePlus 2022 Reignite International Conference	2
Educational Data? Interpreting and Telling the Story	1

Description of the Professional Learning Activity	No. staff participating
Effective Practices for K-12 Whole-School Wellbeing Webinar	1
Epilepsy: An Introduction to understanding and managing epilepsy	9
Executive Coaching – Habits of Leadership Academy	5
Experiments & Theory for HSC Physics Teachers	1
Experiments and Theory for HSC Physics Teachers	1
HICES Wellbeing Network Meeting	2
Including Aboriginal Perspective in the Classroom	1
InitialLit PD Workshop	4
Instructional Leadership Masterclass Sharing Achievements	5
International School Travel - Program Safety Training Day	1
Introduction to Epilepsy for Educators	1
Investigations Masterclass Series	1
Leading and Coaching a Culture of Thinking	1
Lead from the Middle Effectively in a Post-COVID Lockdown, VUCA World	23
Masterclass - Tom Sherrington & Simon Breakspear	4
Mini-COGE Course (Gifted and Talented Student Education)	1
Navigating Transgender / Gender Fluidity	1
Numeracy Essentials for K-2 Teachers (New Maths Syllabus	1
Numeracy Stage 6 Syllabus	2
2022 OPAC New Staff Induction	8
Practical Behaviour Management - Glen Pearsall	10
Resilience @ Work Model Workshop	61
Resurrecting the Cities of Vesuvius with sources and evidence	1
Riding the Waves of Curriculum Reform	1
Rod West Address on Christian Leadership in Education	1
Staff Policy Training including: Child Protection; Staff Professional Responsibility, Whistleblower Policy; Staff Health Presentation; Evacuation and Lockdown Procedures; Firefighting Equipment; Risk Assessments – Event Planning, Food Preparation and Handling Checklist; Chemical Safety; Sun Protection; Incident Reporting; Equal Employment Opportunity and Anti-Discrimination Policy; Harassment policy; Internal Grievance Resolution Procedures, Complaint Handling; Copyright.	61
Student Duty of Care	73
Studying Mathematics - 12 months to HSC	1
The Australian Schools Women's Leadership Summit	1
The Challenge of Cultural Education	2
This is not PEEL - Writing and Source Analysis Skills in History	1
Universal Design for Learning	25
Work Health and Safety in Schools	2
Working Safely from Home	22

PROFESSIONAL LEARNING COSTS

The total cost for Staff Professional Learning was \$93,020. In addition to this course and travel cost for Professional Development, costs were also incurred in providing relief teachers to cover those attending professional development.

WORKFORCE COMPOSITION

COLLEGE STAFF 2022

Category	Number of Teachers
Teaching Staff	66
Full-time equivalent teaching staff	61.2
Support and Operational staff	23
Full-time equivalent Support and Operational staff	18.2

There are two staff members with Aboriginal or Torres Strait Islander ancestry at present.

STUDENT ATTENDANCE AND MANAGEMENT OF NON-ATTENDANCE

ATTENDANCE RATES

In 2022 the annual student attendance rate was 92%. This figure is lower than the attendance rate for previous years. In 2022 students with COVID or who had been contact with family members with COVID were required not to attend school while they had symptoms which did cause students to have extended absences.

Every student absence requires an explanatory note from a parent or guardian provided via email or the parent portal. In the event that parents wish to take their children out of school for a family holiday they are required to apply to the Principal at least four weeks prior.

STUDENT ATTENDANCE PERCENTAGES:

Form	Overall
Kindergarten	93.7%
Year 1	94.3%
Year 2	93.6%
Year 3	94.6%
Year 4	94.6%
Year 5	93.9%
Year 6	93.7%
Year 7	90.2%
Year 8	89.6%
Year 9	89.1%
Year 10	87.1%
Year 11	89.2%
Year 12	88.8%
TOTAL	91.7%

PROCESS FOR MONITORING ATTENDANCE

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

POST SCHOOL DESTINATIONS

In 2022 five (5) students left the College at the conclusion of their Year 10 studies to enter the workforce or begin an apprenticeship.

ENROLMENT POLICY

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

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

The objectives of the Student Enrolment Guidelines are to:

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

STRATEGIES

ENROLMENT PACKAGE

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

INTERVIEW WITH PRINCIPAL OR NOMINEE

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

STUDENT DOCUMENTATION REQUIREMENTS

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

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

ENROLMENT PROCESS

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

STUDENT AGE REQUIREMENTS

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

PRIORITY PLACEMENT

Applications are considered in the following order of priority:

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

LETTER OF OFFER

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

SCHOOL POLICIES

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

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

To ensure that all aspects of the College's mission for providing for a student's wellbeing are implemented the following policies and procedures are in place. They are available to staff on a central policy website, PolicyConnect, published for parents and students on the College website and in the Student Diary (Years 5 – 12).

POLICIES SUMMARY

Policy	Summary
Child Protection	<p>The Child Safe Program is made up of work systems, practices, policies and procedures designed to maintain a child safe environment and to embed an organisational culture of child safety within the College community.</p> <p>The Program deals specifically with child protection issues and is designed to ensure compliance with child protection laws and regulation in NSW.</p> <p>The College has published its Statement of Commitment to Child Safety and Child Safety Code of Conduct on its website.</p>
Student Discipline	<p>Our expectation is that all our students will learn to exercise self-discipline and comply with the College's high standards of personal and community behaviour.</p> <p>Successful management of student learning and behaviour is underpinned by the fostering of positive relationships between all stakeholders. Staff to staff, staff to students and students to students. Students need clear boundaries and high expectations and also need to take responsibility for their own learning and behaviour. Students have a responsibility to themselves and to others to behave in a way that encourages deep learning both in and out of the classroom.</p> <p>The use of restorative practices at the College aims to resolve conflict by prioritising repairing harm done to people and their relationships over assigning blame and dispensing punishment. It is about helping students become aware of the impact of their behaviour on others through personal accountability and being open to learning from conflict situations.</p> <p>Our Student Discipline policy is based on the principals of procedural fairness and involve parents in the processes of procedural fairness for suspension and expulsion.</p> <p>Our college does not permit corporal punishment of students or sanction corporal punishment of students by non-school persons.</p> <p>The Student Code of Conduct is disclosed on the College website.</p>

Policy	Summary
<p>Anti-Bullying (Student Welfare)</p>	<p>Oran Park Anglican College recognises its duty to students to provide a safe and positive learning environment where individual differences and diversity within the college is respected and accepted.</p> <p>Bullying is not tolerated at Oran Park Anglican College.</p> <p>Furthermore, as an Anglican College, we have a primary obligation from biblical teachings whereby each human person is valued by God and the given commandments to love and care for one another. This policy is supported by pastoral and academic programs which focus on conflict resolution, individual choices, promoting self-esteem, healthy relationships, and an understanding of the characteristics and behaviours that constitute bullying as well as an explanation of causes and consequences.</p> <p>We believe the key to encouraging a safe and supportive College environment lies less in legal remedies or disciplinary action than in the College creating a positive culture, a culture which enhances self-worth and builds caring relationships.</p> <p>It is our policy that:</p> <ul style="list-style-type: none"> • Bullying be managed through a ‘whole of college community’ approach involving students, staff and parents/carers • Bullying prevention strategies be implemented within the college on a continuous basis with a focus on teaching age appropriate skills and strategies to empower staff, students and parents/carers to recognise bullying and respond appropriately; • Bullying response strategies be tailored to the circumstances of each incident; • Staff establish positive role models emphasising our no-bullying culture; and • Bullying prevention and intervention strategies are reviewed on an annual basis against best practice. <p>Our Anti-Bullying Policy is publicly disclosed on our website.</p>
<p>Reporting Complaints and Resolving Grievances</p>	<p>The College’s policy for dealing with complaints and grievances includes processes for raising and responding to matters of concern identified by parents and/or students. These processes incorporate, as appropriate, principles of procedural fairness. In relation to grievances and complaints made by students and/or parents, the College follows the guideline set down by the Anglican Schools Corporation.</p> <p>In general, the Principal is ultimately responsible for managing and resolving escalated complaints and may nominate a Deputy Principal or another member of staff who has not been involved to investigate, as appropriate.</p> <p>The full text of the policy is disclosed on the College website.</p>

COLLEGE-DETERMINED IMPROVEMENT TARGETS

ACHIEVEMENT OF PRIORITIES IN 2022

The College achieved the following targets in 2022:

- **Teaching & Learning** – Further implementation of the Learning Power Approach (LPA) across Prep – Year 12 incorporating Habits of Mind, Growth Mindset and Visible Learning. Extension of Literacy and Numeracy Action Plan (LNAP), exploring inclusive schooling strategies including Universal Design for Learning. Preparing for K-2 new curriculum in Literacy and Numeracy.
- **Student Wellbeing** – Expanded Wellbeing Canine program across Junior School to assist students with social-emotional regulation. Introduced Bounce back! program into Junior School to promote positive mental health, wellbeing and resilience for both students and teachers and build safe and supportive class and school learning environments.
- **Community** – Renewed the Year 10 service learning program across three tiers – local, rural NSW and indigenous Australia.
- **Facility Development** – Construction was completed on Building 6 (10 new Senior School specialist and general learning area classrooms). An additional carpark was also completed.

IMPROVEMENT TARGETS FOR 2023

The College staff, in conjunction with the College Council, has set the following improvement targets for 2023:

- **Teaching & Learning** – Using ‘Walkthrus’ (Sherrington and Caviglioli) as a framework to improve pedagogical practice in line with Habits of Powerful Learners. Continuing to investigate universal design for learning with pilot group of teachers, preparing to implement new English and Numeracy curriculum.
- **Student Wellbeing** – Expand the Wellbeing Canine program into Senior Schools to assist students with social-emotional regulation. Continue the Bounce back! program into Junior School. Explore Intergenerational learning program with pilot classes to engage with residents in local nursing home.
- **Community** – Expand the Year 10 service learning program to accommodate higher student numbers and explore two rural programs and a new international trip.
- **Facility Development** – Construction of new Administration building (Building 7) to commence, extension to canteen facilities and refurbishment of current administration into a multipurpose classroom. Final design preparations for Building 8 (new Senior School facilities including Music rooms) with commencement of construction in fourth quarter of the year.

INITIATIVES PROMOTING RESPECT & RESPONSIBILITY

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

The Pastoral Care Program is designed to allow students to develop relationships with their teacher and with each other. Such relationships help to develop a feeling of belonging in students, which has been shown empirically to foster a greater resilience in students when confronted with the challenges of life. Our Buddy program in Junior School provides the opportunity for upper and middle Junior School students to assist lower Junior School students with their interpersonal skills. Year 5, 10 and 11 students participate in Peer Support training and are then able to put this into practice with younger students further developing a sense of community within the College.

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

Some of our Year 10 and 11 students participated in an On Country Indigenous immersion trip to Cape York. This allowed students to make real connections with Indigenous Australians living on their own land who have maintained a deep connection to their culture and history.

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

The College continues to be involved in many fundraising activities to support active social responsibility. In 2022, students were encouraged to not just raise funds but also focus on raising awareness of the issues facing disadvantaged people locally and globally. Through this they promoted action through a sense of responsibility.

Charities that were supported by the College in 2022 were:

- Anglicare Toys and Tucker
- Compassion
- Kids Cancer Project – Pirate Day
- Cancer Council – Word's Greatest Shave
- 40 hour famine

PARENT, STUDENT & TEACHER SATISFACTION

A comprehensive School Review survey was conducted in Term 1, 2022 by the Anglican Schools Corporation (ASC) across parents, staff and students. Results from this survey identified significant strengths at the College in Christian focus, care of students, quality teaching and facilities and resources. Areas for focus were identified in raising academic standards, in general and particularly for academically capable students and retention and extension of students in stages 5 and 6. There was unanimous support across the school community by those who commented on the innovative support dog program and the sensory garden.

PARENTS

The Review data revealed that parents were satisfied in the professional skills of the school's teachers rating all areas surveyed as good to very good and above other ASC baselines.

A key to parental satisfaction is through the successful flow of information. Ensuring that our parents are kept well informed about the activities of the College is a priority. The College continued to use social media (Facebook and Instagram) in addition to a mobile App and our fortnightly newsletter as a means of communicating with our parents and community.

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

STUDENTS

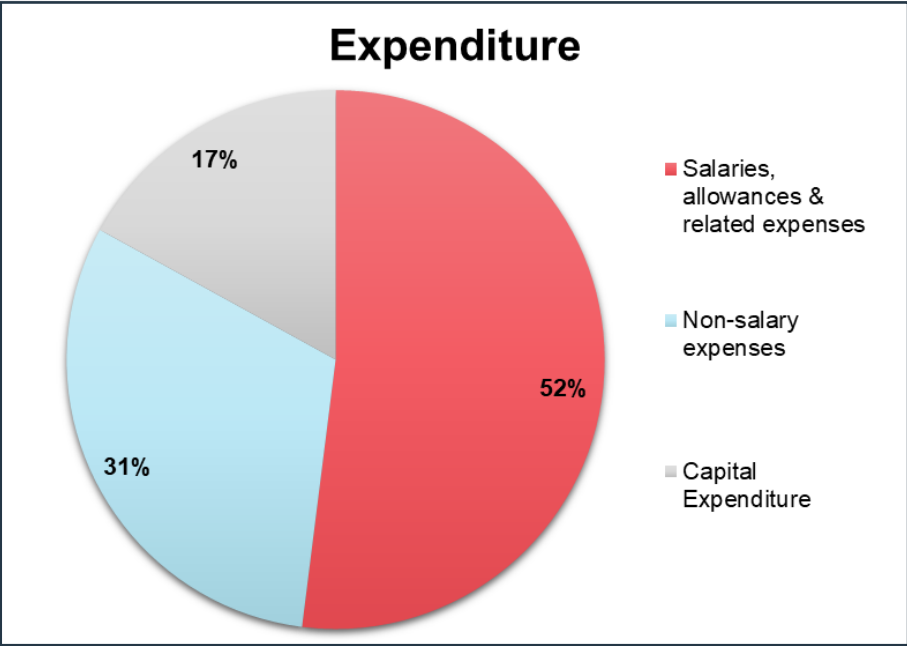
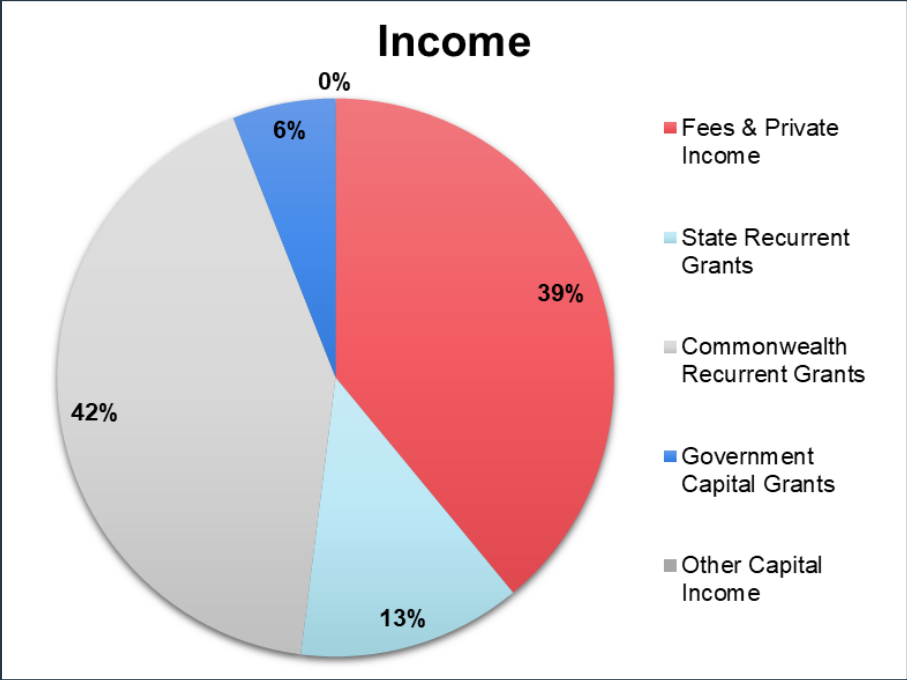
Students rated the care and support given to individuals as fair to good in all areas which was similar to the ASC baselines. In dissected student data, Stage 3 and 4 students perceived they received good care whereas Stage 5 and 6 considered their care as fair. Overall, 22% thought student wellbeing was a strength of the school.

Students rated encouragement for learning success as good overall and similar to ASC baselines.

STAFF

From the Review data, teachers considered there was a good effort to promote students' achievement and effort across the entire school, but it was reported significantly lower than other ASC schools. Staff rated learning support as good, like ASC baselines. Teachers rated the care and support given to individuals as good to very good in all areas surveyed which is similar to ASC baselines. Staff rated discipline at the school as generally good.

SUMMARY FINANCIAL INFORMATION







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