



Annual Report, 2022

Educational and Financial Reporting

1. Messages from Key School Bodies

A Message from the Chairman of School Council

2022 was another year of ongoing growth and development for Orange Anglican Grammar School. As the impacts of COVID-19 continued to be felt, albeit in different ways, the school responded and adapted effectively to each new challenge that arose. The role that the school staff played in this continually changing environment, and in particular the contribution of the headmaster and the executive team, was crucial to obtaining successful outcomes.

With an enrolment growth of nearly a hundred students from the previous year, it is evident that more and more families in Orange and its surrounds are seeing Orange Anglican Grammar as the school of choice for their children. We have been pleased to welcome these new students, and their families, to the school community. At the same time we said goodbye to our eighth group of Year 12 students at the end of the year as they completed their HSC. We wish each one well as they take up the next stage of their education or move into the workforce.

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 and, in partnership with the Headmaster, exercises governance and strategic oversight of the school. In 2022 the members of the School Council were Mr David Bracey, the Rev. Bob Cameron (Chair), Mrs Tracey Drabsch and Mr Tom Sheehan. Throughout much of the year Ms Jessica Apperley provided sound financial advice as our Business Partner with the Anglican Schools Corporation; in the latter part of the year, Mr Jamie Dallimore took on this role.

The Council's objectives are to provide an excellent place of education for all our students, and also to support the Headmaster and his team in fostering a safe, welcoming and caring community, where all who are part of it experience the wisdom and goodness of God. We pursue these objectives with a firm understanding that every blessing we enjoy, each challenge we face, and all that we will become, are gifts of God's grace.

We are very grateful for the able leadership provided to the school by the headmaster, the Rev. Louis Stringer, along with his executive team, and for the hard work of our dedicated school staff. We have been greatly blessed by God in the provision of each one, and also in the vision and support given by the Anglican Schools Corporation board and staff. We pray that God will continue to look favourably on the school in all that we undertake for the good of its students and the glory of his name.

Rev. Bob Cameron

Chairman

Orange Anglican Grammar School

A Message from the Headmaster, Reverend Louis Stringer

Established in 2007 our community celebrates 15 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 650 Pre Kindergarten to Year 12 students, and we have grown from 5 staff to over 50. 2022 also saw the completion of the much celebrated ACE facility (Agricultural Centre of Excellence), Technology workshop and new Music rooms.

In just the last eight years of offering the HSC we have succeeded and excelled in our Year 12 results. The School is now achieving ATARs above 99. Over the last 5 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 both the 2017 and 2021 Anglican Schools Corporation five year School Review and subsequent surveys. These four key areas have been embedded into our five year Strategic Vision, 'Securing Success' a vision for 2018 to 2022.

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

During 2016 and 2017, in consultation with the staff, Executive, School Council and Review team, the School engaged in the 5 year strategic vision for Orange Anglican Grammar School, 2018 to 2022. A vision forward that both honours the past decade of our School, and as we continue to thrive and grow, 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 transparency and unity in achieving successful outcomes by prioritising our efforts in the aforementioned key areas.

Despite the many challenges, fire, drought, global pandemic, and the ever increasing costs of living, OAGS continues to grow and prosper. Our agility in being able to respond to the needs of our growing community and provide support and stability during uncertain times, has ensured our school and its students continue to go from strength to strength.

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

Rev. Louis Stringer

Headmaster

Orange Anglican Grammar School

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 more than 600 students from Prep (Preschool) to Year 12. 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.

Below: Pictures of the new ACE Facility (Agricultural Centre of Excellence) commissioned Term 4





Above: Pictures of the new Music Room and connecting pathways

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 carefully considering 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 Anglican Grammar School 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 Anglican 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 2022

The annual NAPLAN tests in 2022 took place online at Orange Anglican Grammar School during the test window of 10 May 2022 - 20 May 2022.

- Year 3 **42** candidates consisting of 21 girls, 21 boys
- Year 5 **39** candidates consisting of 21 girls, 18 boys
- Year 7 **73** candidates consisting of 38 girls, 35 boys
- Year 9 **64** candidates consisting of 39 girls, 25 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 its primary purpose 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 2022 NAPLAN results provide an insight into students areas of strength and areas that need development, flag students that may need additional testing, identify additional support requirements 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 questioning of student learning. 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 Yarc. 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.

NAPLAN 2022

	Reading		Writing		Spelling		Grammar		Numeracy	
Year 3	474		424		430		458		421	
	454 - 494		420 - 448		420 - 448		436 - 479		404 - 438	
	SIM	ALL	SIM	ALL	SIM	ALL	SIM	ALL	SIM	ALL
	467	438	437	418	437	418	462	433	423	400
Year 5	502		453		494		492		485	
	482 - 523		453 - 471		476 - 513		470 - 513		468 - 503	
	SIM	ALL	SIM	ALL	SIM	ALL	SIM	ALL	SIM	ALL
	517	510	487	484	507	505	507	505	495	488
Year 7	551		547		547		547		557	
	538 - 565		531 - 562		533 - 560		533 - 560		544 - 571	
	SIM	ALL	SIM	ALL	SIM	ALL	SIM	ALL	SIM	ALL
	558	543	544	530	538	547	538	547	564	546
Year 9	576		571		578		578		572	
	562 - 590		553 - 588		563 - 594		563 - 594		559 - 585	
	SIM	ALL	SIM	ALL	SIM	ALL	SIM	ALL	SIM	ALL
	586	578	570	560	582	577	582	577	590	584

4. Senior Secondary Outcomes

HSC Band Performance Details

In 2022, 25 students completed the Higher School Certificate. Courses were undertaken by students sitting for a total of 114 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
Agriculture	2022	6	0	17%	83%	56%	17%	46%
	2021	3	0%	20%	33%	44%	66%	34%
Ancient History	2022	3	33%	16%	33%	50%	33%	34%
	2021	4	25%	34%	75%	45%	0%	34%
Biology	2022	7	14%	20%	86%	53%	0%	27%
	2021	3	0%	7%	66%	60%	33%	31%
	2020	9	13%	0%	100%	56%	0%	31%
CAFS	2022	4	0%	5%	50%	60%	50%	35%
	2021	4	0%	7%	25%	60%	75%	32%
	2020	6	0%	10%	67%	56%	33%	34%
Chemistry	2022	7	43%	15%	43%	51%	14%	34%
	2021	3	0%	11%	66%	48%	33%	40%
	2020	6	0%	10%	100%	47%	0%	43%
	2019	2	0%	12%	100%	42%	0%	46%
Design and Technology	2022	7	0%	3%	43%	49%	57%	48%
	2021	4	0%	3%	25%	42%	75%	55%
	2020	3	0%	3%	67%	50%	33%	47%
Economics	2022	1	0%	7%	100%	43%	0%	50%
	2021	2	0%	6%	50%	44%	50%	50%

English Standard	2022	14	7%	12%	93%	72%	0%	16%
	2021	11	0%	9%	100%	73%	0%	17%
	2020	12	8.3%	11%	91.7%	77%	0%	12%
English Advanced	2022	9	11%	1%	77%	32%	12%	67%
	2021	7	0%	1%	86%	30%	14%	67%
	2020	4	0%	1%	75%	36%	25%	63%
Investigating Science	2022	6	0%	16%	83%	59%	17%	25%
	2021	5	0%	7%	60%	51%	40%	40%
Mathematics Advanced	2022	5	20%	6%	80%	45%	0%	49%
	2021	5	0%	6%	80%	44%	20%	50%
	2020	2	0%	5%	100%	43%	0%	52%
Mathematics Standard 2	2022	15	0%	18%	93%	52%	7%	30%
	2021	14	14%	31%	86%	53%	0%	25%
	2020	11	18%	25%	73%	50%	9%	25%
Modern History	2022	5	0%	12%	100%	54%	0%	34%
	2021	5	0%	15%	60%	46%	40%	38%
	2020	7	14%	16%	86%	47%	0%	37%
Music 1	2022	2	0%	3%	0%	28%	100%	69%
PDHPE	2022	13	15%	21%	86%	53%	0%	26%
	2021	8	0%	13%	100%	55%	0%	31%
	2020	8	12.5%	15%	87.5%	51%	0%	34%
Physics	2022	4	0%	14%	75%	45%	25%	41%
Visual Arts	2022	1	0%	2%	100%	33%	0%	65%
	2021	4	0%	2%	50%	35%	50%	63%
	2020	3	0%	3%	67%	33%	33%	65%

HSC Band Performance: Extension Subjects

Subject	Year	No. students	E1 - E2		E3 - E4	
			School	State	School	State
History Extension	2022	1	0%	16%	100%	84%
	2021	2	50%	22%	50%	77%
	2020	3	100%	24%	0%	76%
Mathematics Extension 1	2022	3	67%	26%	33%	74%
	2021	1	0%	26%	100%	74%
Mathematics Extension 2	2022	1	0%	15%	100%	85%
	2021	1	0%	13%	100%	87%

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 2022 school year.

Whilst there were disruptions whilst adhering to COVID-19 PHO's, professional development commitments included participation in and attendance at four 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 NESAs.

Particular emphasis was on supporting accreditation for teachers, curriculum planning, welfare and wellbeing.

The average expenditure per staff member on professional learning in 2022 was \$348.00. There was a significant decrease in face-to-face Professional Development opportunities due to the Covid-19 pandemic and many staff took advantage of free accredited online Professional Development. The school also provided access to a subscription service for online Professional Development via the TTA platform.

Teacher Standards

All OAGS teachers are accredited and registered through NESAs. Each have formal teaching qualifications from a higher education institution.

Teacher Accreditation 2022	
Level of Accreditation	Number of Teachers
Conditional	0
Provisional	4
Proficient	43

Staff Retention Rates and Teacher Attendance

Two full time staff members left the School at the conclusion of the 2022 Academic year. Seven full time staff members and one part time staff members were appointed during 2022. The attendance rate for teachers at work or on approved leave during the year was 100%.

6. Workforce Composition, including Indigenous

A total of forty one (40) full-time and six (6) part-time non-indigenous teachers and one (1) full-time indigenous teacher delivered the school Prep to Year 12 curriculum in 2022. Fifteen (15) non-teaching staff including five(5) full-time teacher aides, three (3) part-time aides, four (4) full-time administrative staff, one (1) site manager, one (1) full time canteen manager and one (1) full time school counsellor.

7. Student Attendance and Retention Rates

2022 Attendance Data:

Form	Attendance %	Male Attendance %	Female Attendance %	Indigenous Male Attendance %	Indigenous Female Attendance %
Kindergarten	91.50%	90.80%	92.40%	91.50%	93.10%
Year 1	93.00%	92.70%	93.20%	96.00%	96.20%
Year 2	91.20%	90.80%	92.00%	95.00%	-
Year 3	92.50%	92.50%	92.50%	-	88.90%
Year 4	92.70%	92.10%	93.70%	96.40%	96.00%
Year 5	90.60%	91.00%	90.10%	-	-
Year 6	92.70%	93.00%	92.50%	92.50%	-
Year 7	90.80%	91.20%	90.40%	73.20%	96.70%
Year 8	91.10%	89.90%	92.20%	85.90%	93.80%
Year 9	87.50%	88.60%	86.70%	81.90%	74.90%
Year 10	88.70%	89.90%	86.90%	-	71.10%
Year 11	87.50%	89.90%	84.80%	96.10%	92.20%
Year 12	88.60%	91.20%	86.30%	91.90%	89.20%

8. Post-School Destinations

In 2022,

Year	Other School	Apprenticeship/Work	Further Study
10	0%	3.2%	3.2%
11	0%	3%	0%
12	0%	16%	84%

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

Conditions of Enrolment

In accepting and signing an Acceptance of Offer of Enrolment and these Conditions of Enrolment, those documents set out the terms of the enrolment contract between the Parents and Anglican Schools Corporation.

Interpretation

"Corporation" means the legal entity, Anglican Schools Corporation, ABN 63 544 529 806.

"Parents" means the Student's parent/s, carer/s or legal guardian/s, who are responsible for the Student's education.

"Student" means the person who is enrolled as a student at the School.

"Principal" means the principal or acting principal of the School, by whatever title he or she is known, and/or his or her nominee.

"School" means the school or college conducted by the Corporation at which the Student is enrolled and is an operational part of the legal entity, Anglican Schools Corporation.

"Group Office" means the shared administrative and advisory office of the Corporation.

Fees and Charges

1. The Parents are to pay to the Corporation in respect of the School, all fees and charges for school fees, extra subjects, activities including camps and excursions, and the supply of other goods and services to the Student, as determined by the School or the Corporation, or incurred on behalf of the Student from time to time (Fees and Charges).
2. The Parents are to pay all Fees and Charges in advance. Payment may be made using a Corporation-approved payment method and paid either at the end of the first week of each term (where no direct debit arrangement is in place), or via a Corporation-approved direct debit arrangement, other than Fees and Charges on amended invoices raised for mid-term enrolments, which the Parents are to pay within seven days from the date of the invoice. If the Parents fail to pay an invoice for Fees and Charges within 21 days of the due date, they will be liable to pay an overdue charge which reflects (among other things) the administrative and financial cost of collecting the outstanding Fees and Charges. The Parents may enquire as to the current amount of the overdue charge at the Group Office of the Corporation.
3. While an invoice for Fees and Charges remains outstanding, the Student may not be permitted to participate in any discretionary activity offered by the School (for example, excursions, local, interstate or overseas trips).
4. If an invoice for Fees and Charges is not paid in full within 60 days from its due date, the Student's enrolment may be suspended and the Principal may without further notice refuse entry of the Student to the School and/or the Principal may terminate the Student's enrolment. The Fees and Charges remain payable to the Corporation in respect of the School. The School may also cancel the future enrolment of a student from the same family where Fees and Charges remain outstanding.
5. The School and/or the Corporation may take all actions it considers appropriate to collect overdue Fees and Charges and all other amounts owed to the School and/or the Corporation. The Parents agree to reimburse the School and the Corporation for all liability, loss, costs and expenses (including, without limitation,

- legal fees and debt recovery agents fees) in connection with any failure to pay the overdue Fees and Charges and all other amounts owed to the School and the Corporation.
6. The Parents are to give at least one full term's notice in writing to the Principal before terminating the Student's enrolment. The notice must be given no later than the day before the first day of student attendance of the last term of enrolment. If the Parents do not give one full term's notice of termination of the Student's enrolment, they are to immediately pay to the Corporation in respect of the School, one full term's Fees and Charges.
 7. No remission or refund of Fees and Charges, either in whole or in part, will be made if the Student is absent due to illness, leave, suspension, expulsion, or any other reason.
 8. The School may incur from time to time such incidental expenditure on behalf of the Student as it may consider necessary, including for items such as books, excursions, educational programs, stationery and equipment. This incidental expenditure will be included in the Fees and Charges invoiced to Parents.
 9. The Parents are to pay all medical and ambulance expenses incurred by the School and/or the Corporation on behalf of the Student (which the School and/or the Corporation are not able to otherwise recover).
 10. The School reviews the Fees and Charges at least annually and these Fees and Charges are generally increased on an annual basis. In general, prior to the end of each year, Parents are advised of the Fees and Charges for the following year, and the timing requirements of the payment options.

Requirements of Students

11. Students are to:

- (a) demonstrate high standards of behaviour;
- (b) abide by the School rules and code of conduct as they apply from time to time;
- (c) act courteously and considerately to each other and to staff, visitors and other members of the School community at all times;
- (d) support the goals and values of the School;
- (e) meet the minimum standards of effort, attitude and behaviour required by the School;
- (f) not do or say anything which may adversely affect the reputation of the School, or the Corporation, including in print, or on social or other electronic media whether during or outside of School hours;
- (g) attend and, as required, participate in:
 - i. chapel services and assemblies;
 - ii. the School sports program;
 - iii. important School events such as Speech Presentation Day/Night or other events determined by the Principal;
 - iv. Christian living/Biblical studies classes;
 - v. activities including camps and excursions that are an integral part of the School curriculum;

(h) wear the School uniform as prescribed at School and when travelling to and from School, and on all School occasions unless otherwise authorised, and follow conventional standards of appearance in accordance with the School's guidelines and the expectations of the School community; and

(i) attend the School during school hours, except in the case of sickness or where leave not to attend has been approved.

Requirements of Parents

12. The Parents are to:

(a) accept and abide by the requirements and directions of the Principal relating to the Student or students generally and not interfere in any way with the conduct, management and administration of the School;

(b) be aware of, acknowledge and support the Corporation's Vision, Mission, Strategic Objectives and Philosophy of Education published on the Corporation's website, www.tasc.nsw.edu.au;

(c) support the goals, values, and Christian foundation and activities of the School;

(d) read the School newsletter and any other communications from the School;

(e) advise the School in writing of any change of previously communicated information including home, mailing, email address, other contact details, and information on the Application for Enrolment/Placement on a Waiting List, within one month of such change. Applications for a Student place may be cancelled if the School loses contact with the Parents or has mail returned to it;

(f) ensure the Student has each item of official required uniform, clean and in good repair, and all other requirements such as textbooks, stationery and other equipment specified by the School;

(g) accept and abide by the directions of the School and the directions of School staff in relation to picking up and dropping off the Student at or near the School's premises;

(h) while on the School's premises or attending School activities elsewhere, comply with School procedures, the requests of School staff, any applicable code of conduct of the School or the sporting association of which the School is a member, and encourage others attending in relation to the Student to do the same;

(i) not do or say anything which may adversely affect the reputation of the School, or the Corporation, including in print, or on social or electronic media;

(j) comply with any School or Corporation community code of conduct, guidelines and policies;

(k) communicate with students, parents, staff, visitors and other members of the School community in a courteous manner, and follow the communication guidelines laid down by the School from time to time; and

(l) use their reasonable endeavours to attend parent-teacher interviews, parent forums, and participate in courses offered by the School which are relevant to the Student's education.

Progress

13. The Principal may determine minimum standards of effort, attitude and behaviour to

be required of students before they will be allowed to progress to the next academic year level. If there are deficiencies in any of these areas, the School may require the Student to repeat the academic year, exclude the Student from certain activities, temporarily suspend the Student or exclude the Student from the School in accordance with clause 14 below.

Exclusion of Students

14. The Principal may in his or her absolute discretion, suspend or expel the Student for:

- (a) failing to abide by the requirements set out in clauses 11 or 13, above;
- (b) breaches of rules or discipline; and/or
- (c) behaviour prejudicial to the welfare of the School, its staff or students.

15. The Principal may in his or her absolute discretion terminate the Student's enrolment if:

- (a) any Parents have failed to comply with these Conditions of Enrolment;
- (b) any Parents have failed to abide by the requirements set out in clause 12; and/or
- (c) the Principal considers that a mutually beneficial relationship of trust and cooperation between the Parents and the School has broken down to the extent that it adversely impacts on that relationship.

Leave

16. Requests for leave from School activities, including academic and co-curricular programs, and for early departure at the end of a day or term and/or late return from breaks are, in general, considered only in exceptional cases, and only on receipt of written application from the Parents by the Principal or any other process required by the School. No arrangements or commitments should be made prior to the application being approved. In addition, Parents are to explain in writing to the Principal any Student absence for a part or whole day during term time, including late arrivals or early departures and should follow any other process relating to absences as required by the School.

Educational Offering

17. The Principal determines the educational and other programs and activities conducted at the School from time to time at his or her absolute discretion, and the method of delivery of those programs and activities. The School may change its programs and activities, and the content and delivery of these programs and activities without notice. This may include discontinuation of teaching subjects and other programs.

18. The Student will be required to participate in all compulsory programs and activities unless the Principal agrees otherwise, and the School will determine which programs and activities are compulsory.

Medical/Educational Needs

19. The Parents are to disclose fully any needs, or changes in needs, of the Student (including but not limited to any medical, physical, learning or psychological needs) at the time of applying for enrolment and by the stated date to the School. By accepting an Acceptance of Offer of Enrolment, the Parents warrant that they have provided all relevant information (including any report or diagnosis of doctors or other treating professionals) regarding the Student's needs to the School and the School's Offer of Enrolment is conditional upon the Parents having done so. Following enrolment, Parents must inform the School of any needs of the Student, not previously communicated, as soon as they become aware of those needs, and immediately of any changes in needs

previously communicated.

20. The Parents are to accurately complete and return the Student's medical form/s or plan/s by the stated date as required by the School. Parents must immediately inform the School of any changes to the Student's health previously communicated on the medical forms/ or plan/s. Parents must also provide any medical information about the Student requested by the School, including medical reports.

21. If the Student is ill or injured, necessitating urgent hospital and/or medical treatment (for example, injections, blood transfusions, surgery) and if the Parents are not readily available to authorise such treatment, the Parents authorise the Principal or, in the Principal's absence, a responsible member of the School staff to give the necessary authority for such treatment.

Health and Safety

22. The Parents must notify the School immediately if the Student has a communicable infection or condition or a notifiable condition under public health regulations.

23. The Parents acknowledge that the Student may not be fully covered under any Corporation or School insurance policy for accidental injury during School-related activities.

24. The Principal or delegate may search the Student's bag, locker or other possessions where reasonable grounds exist to do so.

25. The Parents acknowledge that the Student's personal property is not insured by the Corporation, and the Corporation or School does not accept any responsibility for loss of or damage to the Student's personal property.

26. The Parents and Student are to observe School security procedures.

Privacy

27. The Parents acknowledge that they have read and understood the Corporation's Privacy Policy and Standard Collection Notice, which are displayed on the Corporation's website, www.tasc.nsw.edu.au, or as otherwise published.

Court Orders and Provision of Reports

28. In agreeing to these Conditions of Enrolment, the Parents warrant that any other Parents who have responsibility for the Student's education agrees to the enrolment.

29. The Parents are to provide to the School all current Family Court or other court orders relating to the Student (Court Orders) at the time for applying for enrolment. The Parents must immediately notify the School of any new Court Orders or changes to any previously communicated Court Orders. Such information will be dealt with in accordance with the Corporation's Privacy Policy.

30. The Parents must provide accurate information to the School about any arrangement between Parents in relation to the Student at the time for applying for enrolment. The Parents must immediately notify the School of any new arrangements or changes to any previously communicated arrangements.

31. The School will provide academic reports in writing to the Parents. If the Parents are separated or divorced, reports will generally be sent to each of the Parents on request, to the address notified by each of the Parents unless there is a Court Order that reports are to be sent to only one of the Parents or the School considers that it is in the best interests of the Student.

General

32. The Parents must provide the School with a copy of either their Australian state or territory driver licence or passport or another identity document acceptable to the School (Identity Document) and copy of the Student's original Identity Document, prior to the commencement of the Student's enrolment at the School. If a Parent's or Student's legal name changes at any time during the Student's enrolment, the Parents must immediately provide the School with a new copy of the Identity Document showing the new name.

33. The Student must at all times (including on application to the School) be an Australian citizen or a permanent resident of Australia, or one of the Parents must be an Australian citizen, permanent resident or otherwise hold an eligible and valid visa. In the case of an overseas Student, the Student must, at all times, hold an eligible and valid visa to study in Australia for the duration of the Student's intended study period at the School. The School may require appropriate documentation to satisfy itself that these requirements are met.

34. The Corporation may change these Conditions of Enrolment, provided the Corporation gives the Parents at least one term's notice in writing.

35. The Parents' obligations to the School and the Corporation, as set out in these Conditions of Enrolment, are joint and several.

36. Unless amended, these Conditions of Enrolment continue to apply to the Student and their Parents for the duration of the Student's enrolment at the School.

37. These Conditions of Enrolment continue to apply to the Student and their Parents until the obligations of the Student and their Parents have been met.

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 and staff with a safe and

supportive school environment, where student 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. Detailed information around school policy can be found on the School's website <https://www.oags.nsw.edu.au/policies-and-publications> or by contacting the administrative office admin@oags.nsw.edu.au

School Attendance

The school takes student non-attendance seriously. In K-6, all rolls are completed prior to 9:50 am and are recorded electronically on edumate. In years 7-12, rolls are electronically marked at the start of roll call. The roll is also taken 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 School Welfare team members to alert them. This is then followed up via a phone call home by the class teacher (Primary) or the Pastoral Care 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 Pastoral Care Teacher/Class teacher
- Follow up meetings with Leaders of Welfare
- Follow up meetings with the Head 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 achievement 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 tracking sheet for up to a fortnight following a series of behavioural problems 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 offence, 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 Headmaster or Deputy 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 an 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 Pastoral Care Policy Summary

The welfare of students at Orange Anglican Grammar School is the concern of every member of staff. Pastoral Care 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 reports of bullying are taken seriously. Students, parents and caregivers are encouraged to raise issues of bullying by informing: a trusted Teacher, School Counsellor, Pastoral Care Coordinator, Director 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 (<https://www.oags.nsw.edu.au/policies-and-publications>) 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 2022:

- Staff Appraisal Program
- 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)
- Child Safe Assessment and Improvement Plan
- Playground Supervision Policy (Student Welfare)
- Reporting to Parents Procedures (K-12)
- Responsible Persons Policy (Student Welfare)
- Discrimination, Harassment and Bullying Policy
- Student handbooks (Assessment Guidelines, Policies and Procedures for Student Drivers, etc.)
- Student Leadership (Student Welfare)
- Risk Management
- Student Code of Conduct
- General Supervision
- Supervision and Inspection - Playground
- Critical Incident Management Plan

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

2022 saw ongoing progress 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 2022

Area	Priorities
<p style="text-align: center;">Teaching and Learning</p>	<ol style="list-style-type: none"> 1. Continued alignment of 2 year Teaching and Learning Programmes to Scope and Sequence documents along with content tracking documents, ensuring NESAs compliance. 2. Preparation for new syllabus implementation in English and Mathematics K - 2 3. Expansion of secondary school enrollments, recruitment of additional secondary staff 4. Continued development of Canvas (LMS) to facilitate blended learning opportunities at OAGS. 5. Improved NAPLAN results 6. Development of process to transition to point of time reporting.
<p style="text-align: center;">Student Welfare</p>	<ol style="list-style-type: none"> 1. Appointment of Primary Pastoral Care Coordinator. 2. Appointment of Secondary Girls Pastoral Care Coordinator. 3. Implementation of Leader in Me in Primary School as part of their Pastoral Care Programme. 4. Tuning into Teens to continue to run with families through personal invitation. 5. Counsellor and Director of Secondary continue to offer one on one guidance including career counselling. 6. Student leadership training and leadership opportunities. 7. Students provided with their own unique camp program in Stage 2, Stage 3, Year 7, Year 8, Year 9, Year 10, Year 11 and Year 12. 8. Development of K to 12 Leader in Me framework and application to register as Leader in Me school. 9. Primary School focus on positive education and restorative practice

	10. Planning for Secondary School to transition from vertical year 7 to 12 based PC and move to a year based PC system.
Staff Development	<ol style="list-style-type: none"> 1. WHS 2. Staff Appraisal Program 3. Embedding of Faculty and Stage teams K to 12 4. Training in Feedback 5. Leader In Me Training K to 12 6. Differentiation professional develop P-6 7. Neurodiversity professional development P-6
Ministry	<ol style="list-style-type: none"> 1. Invite parents to become prayer partners with the school. 2. Develop a Secondary School Christian Studies scope and sequence 3. Training Primary staff to integrate a Christian worldview into their curriculum. 4. Enlarge Grow - our secondary Christian leadership development program, and provide leadership opportunities for secondary Christian students within the school 5. Establishment of evangelistic games nights. 6. Attendance at a large Christian conference for teenagers.
Facilities and Resources	<ol style="list-style-type: none"> 1. Establishment of an Agricultural Centre 2. Secondary Music Room planned development 3. Secondary Technology Workshop planned development 4. Science Lab improvements 5. Establish Thrive Centre (Library) 6. Establish additional Prep classroom

Priorities were achieved as follows:

Teaching and Learning

The continued development of school wide teaching and learning programmes has continued to be a focus for the school in 2022. This focus includes the digitisation of programmes and incorporating the professional development that staff undertake over the course of the academic year. This process has been and continues to be supported with programme templates, visibility of Teaching and Learning programmes across the school K - 12 through digital access. Exploration of different file structures and processes was begun to better integrate the leadership positions of Coordinator of Stage and Coordinator of Faculty.

The main drivers in the Teaching and Learning framework is Visible Learning. The continued development of teaching and learning programmes that incorporate clear learning intentions and success criteria.

The school has been restructured to incorporate stage teams in primary and faculty teams in secondary. Each team has a coordinator to assist implement the schools focus areas and lead improvement within a section of the school.

There is a 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. Continued use of the schools data

enables teachers to better understand what students need at different points in their learning.

The School continues to increase specialist staff to cater for the academic curriculum at OAGS whilst supporting students with identified learning needs. This continues to enable the School to provide greater levels of support for these students.

Student Welfare

- A primary school Pastoral Care Coordinator was appointed and a Secondary Girls Pastoral Care Coordinator was appointed in the secondary school. Plans for further expansion of this important area are planned for 2023 and 2024 as the student population grows.
- The Primary School Behaviour Management Process was revamped to include new staff structures and provide greater detail to ensure a consistent approach to student behaviour and expectations. Based on positive behaviour management and positive education, restorative conversations are a key component of the process to assist students in developing reflective practices for personal growth.
- Appointment of Faculty Coordinators alongside the existing Secondary Pastoral Care Team provided an additional tier of follow-up to student behavioural issues within the Secondary School.
- Planning to transition from a vertical (year 7 to 12) to a horizontal (year based) began and the transitioning of the pastoral care program so that programs target the needs of specific year groups.
- Students who would like advice concerning post school opportunities can see either the Director of Secondary School or the School Psychologist will offer one on one guidance including career counselling.
- Student leadership training with Primary and Secondary through GRIP leadership. Senior Students assist with delivery of Danygamarra Shield and Pastoral Care Activities, while Year 6 primary students assist in the running of assembly and playground equipment management.
- School Camps have been run for all students Stage 2 to Stage 6. Stage 3 went to Vision Valley in Sydney and Stage 2 enjoyed a 3 day camp at Burrendong Sport and Recreation Centre. Year 7 to 10 participated in 4 differentiated camp style outdoor education activities: Year 7 to Blue Gum Lodge-Springwood, Year 8 to Waterslea-Nowra, Year 9 to Camp Somerset-Colo and Year 10 to Urban Challenge - Sydney. Year 11 and 12 participated in a snow retreat at Jindabyne and combined visits to various Tertiary Institutions in Canberra. Year 12 also participated in an end of year retreat to RidgeCrest.

Staff Development

An induction programme for new staff continues to be refined by the School based on feedback from inducted staff. Teaching staff are aligned with a peer as part of the induction process to ensure a contact point is established. The 'Complilearn' workspace has been progressively developed to assist with the onboarding and induction of new and casual staff. Staff pursuing accreditation at all levels are supported by the Deputy throughout the process of accreditation and maintenance. All staff were provided with the opportunity to participate in Professional Development with a current focus on Visible Learning as a teaching and learning framework, in 2021 due to COVID-19 restrictions this was conducted online. The school continues to use an online PD platform service 'TTA' for all staff to further promote individualised, point of need Professional Development options

for 2021 and beyond.

Ministry

- Parents were offered the opportunity to become prayer partners with the school and receive a prayer letter every fortnight.
- The secondary Christian Studies teachers finalised a Christian Studies scope and sequence for years 7-10.
- The leadership development group, Grow, entered its second year. New students were integrated and longer term students were given ministry opportunities such as speaking in Primary and Infants Chapels and giving their testimonies in Secondary Chapel.
- Secondary Chapel was divided into 2 (years 7-8 and years 9-12) in order to accommodate the growing number of students.
- Lunch time groups for Years 3-6 and high school were maintained with the aim of helping students both explore a new faith or grow in their existing faith.
- Staff devotions continued
- Three evangelistic games nights were run throughout the year entitled Big Night In, with the aim of Secondary students having fun together and hearing a short talk encouraging them to explore Jesus more.
- 21 students attended KYCK, a Christian youth conference, in Katoomba, with many committing or recommitting their lives to Jesus.

Strategic Planning

- The Strategic Plan 'Securing Success' 2018-2022 has served the community well. Work continued with staff on developing core values, vision and mission. A working group were provided some time during the year to assess the success of the current strategic plan and develop some preliminary thinking for future strategic development beyond 2022.

Information Technology

- Continued development of security for the school network
- Review of campus security and security cameras
- Updated Primary Chromebooks.
- Updated Primary iPads devices.
- Continued Vivi rollout as part of AV upgrades on the campus.
- Continued Google education app development and training.
- Continued training with Canvas LMS
- Continued training with edumate SIS

Teaching and Learning

- Further development of the use of Renaissance Readers and staff interaction with the data generated.
- Continued implementation of PLD in the Primary School.
- Teaching and Learning Framework used as reference to align core aspects of the academic curriculum.
- Development of Canvas (LMS) courses T-12 to enhance blended learning opportunities and better track student progress

Grounds and Facilities

- The completion and establishment of a K to 12 Agricultural Centre
- Science Lab improvements
- Establish the Thrive Centre (Library)
- Establish the additional Prep classroom
- The development of improved paths and walkways to the South

Registration

- The School has registration with NESA until December of 2023.

Priorities for 2022

Teaching and Learning

1. Continue the expansion of the School's elective programme and, with increased enrolments, continue the recruitment of additional Secondary staff.
2. Continue to improve NAPLAN reading results.
3. Continue to improve NAPLAN writing results.
4. Identify key areas for improvement in HCS subjects.
5. Feedback through Canvas to provide parental visibility.
6. Staff working group on reporting and assessment procedures Stage 4.
7. Better use of collected student data in developing teaching and learning programmes

Student Welfare

1. Continue to develop the School Welfare Team structure to include additional pastoral care staff across year groups
2. Develop a K-6 Pastoral Care Program based on the principles of Leader In Me.
3. Maintenance of the timetabled Year 7 Social Skills Subject (Equip) that focuses on resilience, anxiety, conflict management training, integrity & dignity, honour, service, truth and forgiveness.

Staff Development

1. Continue ICT training
2. Develop a Professional Learning Community
3. WHS
4. Supporting students with Learning difficulties
5. Professional development plan in line with school strategic vision
6. Individualised Professional Development via the TTA platform.

Facilities and Resources

1. Develop the Creative and Performing Arts
2. Develop the Thrive Centre and Admin Centre
3. Develop the Early Learning Facilities
4. Continue the acquisition of resources for students in all KLAs.

12. Initiatives Promoting Respect and Responsibility

The School focuses on providing a safe, positive learning environment to genuinely and actively engage students in learning. Staff, students and families demonstrate the School values of Excellence, Service and Truth through interactions which cultivate a community where all members experience belonging, acceptance and friendliness in a positive and supportive environment.

Pastoral Care at OAGS seeks to:

- Acknowledge God's pastoral care as our model and motivation (Psalm 23:1-4)
- Be holistic by taking into account the physical, emotional, academic, social and spiritual needs of students
- Lead our students in a way that guides and refreshes them, spurring them onto love and good deeds (Hebrews 10:24)
- Utilise both reactive and proactive measures

Care of our students is achieved through a number of areas - effective teaching, proactive practices, restorative practices and behaviour support and intervention. This system encourages personal responsibility and builds respect towards others.

In 2022, the primary school piloted a student character development program based on the 7 Habits of Highly Effective People by Stephen Covey. After an outstandingly successful trial year, the School officially became a Leader In Me school in 2023. The Leader in Me is an P-12 evidence-based framework that empowers staff and students with skills they need to achieve success in school and in life in general. It teaches 21st century leadership and life skills to staff, students and families and creates a culture of student empowerment based on the idea that every child can be a leader. Content from The 7 Habits of Highly Effective People is a key component of the overall The Leader in Me process. The 7 Habits is a synthesis of universal principles of personal and interpersonal effectiveness (such as responsibility, vision, integrity, teamwork, collaboration and renewal) and staff and students learn the skills to approach everyday scenarios and challenges in a positive manner.

The school continues its participation in activities and initiatives designed to promote respect and responsibility for individuals and the community, with new initiatives including:

1. The creation of a whole-school Pastoral Care Program using The Leader In Me resources to consistently empower students across the school to demonstrate the school values.
2. expansion of the Primary school's recognition system to reflect the Leader In Me framework and the school values, using GOTCHA tokens for instant, meaningful feedback to students demonstrating the key skills and Habits.
3. Students have participated in the ANZAC Day march, NAIDOC week and the Orange Eisteddfod in 2022.
4. 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.
5. In 2022, student support for a range of fundraising initiatives has been encouraged through various activities, including Ronald McDonald House Orange, The Salvation Army Red Shield Appeal, Bullying No Way Day, RUOK Day and Harmony day.

13. Parent, Student and Teacher Satisfaction

Our School continues to encourage and welcome parental involvement. Parents are free to meet with teachers regarding the progress of their child at any mutually convenient time. Our School also encourages communication between the School staff and community using the various electronic platforms including direct emailing, Class Dojo, Seesaw and social media platforms including the OAGS official website and Facebook.

For the most part of 2022 the level of parental involvement in school activities was necessarily halted due to COVID restrictions. While there was some early involvement noted in sports coaching, reading and art in the classrooms, assistance at normal school events such as Sports Carnivals, Grandparents' Day, canteen volunteering, Eisteddfod assistance and fundraising events were largely not possible. The Parents' and Friends' Group was heavily impacted by COVID and was unable to undertake many of its usual activities in 2022. They did continue to facilitate the 'Second Hand School Uniform' store, providing the school community with cost efficient uniform options. The Parents' and Friends' Group continued to provide parents with the opportunity to offer feedback and suggestions, working closely with the Headmaster to build community within the School.

Each year we continue to develop systems that allow for successful flow of information and clear communication within our community. Our School continues to provide a fortnightly newsletter which is emailed out and published on the school website for ease of access. The School's website and Facebook account continue to be successful tools in building community engagement and communicating information of importance. Our live calendar, located on the website, continues to provide parents with a snapshot of the events happening within our School. The electronic message board at the entry to the School is also used regularly to convey pertinent reminders. The OAGS Facebook page continues to be developed as a powerful marketing tool which has over 1900 followers.

All members of staff continued to give 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. By the latter half of 2022 the school's Co Curricular programme had reemerged after much of it had been cancelled during the Covid pandemic.

14. Summary of Financial Information

