Orange Christian School
Teaching Children - Growing Leaders

ANNUAL REPORT

2024

(02)6362 7258
500 CECIL RD, ORANGE
WWW.OCS.NSW.EDU.AU

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1 President's Report

Give your children a good reputation to live up to.

As parents we have the wonderful privilege of partnering with OCS to help achieve our school's Vision that is: "To raise up effective leaders of godly character who will blend academic achievement and biblical truth, to influence society for the glory of God."

As parents, one way that we can help raise leaders of godly character is by giving our children a good reputation to live up to.

As it is written, "I have made you the father of many nations, in the presence of the God in whom he believed, who gives life to the dead and calls into existence the things that do not exist." Romans 4:17 ESV.

Romans 4:17 reminds us that God gives life to the dead and calls things which do not exist as though they did.

Often, when we look at ourselves or our children, we don't see what we can become. But when God looks at us, He sees what we can become by His grace.

When Jesus first saw Simon, whose name in Greek means "reed" (as in the tall grass that grows in wet areas), He changed his name to "Peter", which means "rock". But Peter didn't instantly become someone with the characteristics of a rock – solid, stable and unshakable. For a long time, he continued to act like a reed that bent every which way the wind blew.

Once, when Peter saw Jesus walking on the water, he took a bold step of faith and said, "Lord, if it is You, command me to come to You on the water." Then, as he was walking on the water, he felt the boisterous wind, got scared and when he began to sink, cried out, "Lord, save me!" Another time, he said, "Lord, I am ready to go with You, both to prison and to death". Then a few hours later, he denied knowing Jesus three times (Matthew 14:22-33; Luke 22:33).

But Jesus kept calling him "rock" until one day, Peter finally believed the good reputation that Jesus gave him. On the Day of Pentecost, Peter stood to preach and 3,000 people were saved (Acts 2). Peter had indeed become a rock, a pillar in the early church.

Another example of living up to a good reputation comes from sports. I love sporting success stories. Harry Hopman, one of the finest tennis coaches in Australia's history, built the Aussie tennis team that won 15 Davis Cup Championships from 1950 through to 1967. Harry coached by giving the players a good reputation to uphold. He had a slow player who he nicknamed "Rocket". He named another small weak player "Muscles". It certainly gave his players a boost. "Rocket" Rod Laver and Ken "Muscles" Rosewell became tennis champions.

Jesus transformed Peter by calling him "rock". Harry Hopman gave average tennis players a reputation to uphold and transformed them into champions. I think that we can learn a lot from those examples. We can encourage our children and give them a good reputation to uphold helping them grow into leaders of godly character.

I am certainly very grateful for our founding parents, whose vision and servant-heartedness were critical in bringing OCS to fruition. It is now up to us, as an Association and school community to carry that vision forward and maintain a heart posture of being godly servants to ensure our school's continued success.

On behalf of the OCS Board & Association I would like to acknowledge and thank Mr Yooie Choi, our Executive team, teachers and all staff for their outstanding work this year. Our sons and daughters are only able to flourish at OCS because the staff create an environment which enables and encourages them to do so; one which is inspiring and challenging, inclusive and engaging, nurturing and safe. Thank you to all staff for your commitment and dedication to the role of teaching and caring for our children.

1.1 Governance Overview

The Board members meet monthly and routinely discuss, with the Principal and Executive, operational aspects that affect the daily life of the school and longer-term governance issues. Time is spent in prayer to seek wisdom and guidance from our Lord and to intercede on behalf of the school, children, teachers and parents of OCS.

Each month the Board reviews OCS governance policies for compliance with State and Federal Government legislation. The Board's responsibility is to ensure that there are good risk management frameworks, processes, and evidence of compliance in place at our school. Management of operational risks are delegated to the Principal to lead, who reports to the Board. Strategic planning continues to be an important role of the Board and time was also spent with the Executive discussing and praying through the strategic direction of the school.

The Facilities Master Planning Committee (FMP - an advisory committee of the Board) was also very active during the year in supporting the development of buildings and facilities of the school. I want to acknowledge and thank Mr David Buchanan, as convener of the FMP and Mr Chris Cameron for their important work in the planning of future facilities for our school. I also want to acknowledge and thank the Finance Committee (an advisory committee of the Board) members for their work in supporting OCS.

The Board also spent much time in supporting the Principal and Executive in navigating the many demands and challenges associated with finding the right staff for our school. The Board also assisted Mr Yooie Choi, in the appointment of our two new Deputy Principals and our new Business Manager.

Good Governance and Leadership Development

Professional development and ongoing training for the Board is an important aspect of developing good governance skills and aligns with OCS's growth mindset culture. During the year the Board undertook training with Christian Education National covering induction of new Board Members and good governance practice. CEN's 'Flint & Steel' Governance Webinars were also attended by Board members throughout the year.

Serving on the OCS Board

Serving on the OCS Board is both a wonderful privilege and at times a great challenge and I am very grateful for the diligence, prayer and support of my fellow Board Members and the School Executive. I take this opportunity to thank those who have served on the Board during 2024: Renee Reid, Cathy McPhee, Tegan Cunial, Andrew Parkinson, David Buchanan, Stephen Griffith, Robert Weaver and Tim Buckingham-Jones.

Board members have an opportunity to take the biblical mandate of parenthood, to teach your child "in the ways of the Lord" (Prov 22:6; Eph 6:4) a step further by being part of a team that shapes and directs the governing decisions of our school community. The main purpose of the Board is to help steer the school community with wisdom. The Board has several key roles:

- Keeping the school community accountable to its core vision, purpose and values;
- Appointing the Principal to whom the Board delegates responsibility for oversight of daily operations and the practical outworking of the vision, values and purpose;
- Duty of care and diligence including managing risk;
- Fiduciary responsibility – to act in good faith, not to misuse position or information;
- Avoid conflicts of interest; and
- Financial oversight.

Board members come from the school community (being parents of past or present students) as well as the wider Christian community. Currently the Board has members with a wide range of formal and informal skills and experience including business management, compliance, risk management, strategic planning, finance, administration, education, engineering and Christian ministry / pastoral care.

1.2 Association

The Association essentially operates OCS and it was through our Association that parents and friends formed Orange Christian School in the early 1980's. It is essential that OCS has a strong Association from which a strong Board can be formed to oversee and carry forward the vision of the founding members.

During 2024, two Association meetings were held including the Annual General Meeting in May. Additionally, two parent information forums were held during the year. Association meetings and parent information forums are always a good opportunity for parents to ask questions about the governance of the school and operational matters.



Our school was built on a heritage of strong partnership between parents and the school, where open communication and parent involvement are both valued and encouraged. As parents, we are ultimately responsible for educating our children towards a relationship with Jesus and a Christian way of living and OCS aims to continue to faithfully partner with you on this journey. Former American President, Lyndon Johnson, once said: "There are no problems we cannot solve together, and very few that we can solve by ourselves." OCS is a lot stronger through the involvement of parents and families and we can do significantly more with your help. Given the importance of parent partnership, parent engagement will continue to be a focus of school activities in the future. I encourage you to engage with OCS in whatever way that you can in 2025 by participating in school events and by praying for the school.

If you are not an Association member, I ask that you prayerfully consider joining the OCS Association as it is a wonderful way to interact with others in the OCS community to support and pray for the school. Our Association Liaison Officer, Alex McFadyen, assists the Board in promoting the Association to Christian families in the school.

Thank You

Thank you for choosing to partner with OCS in the education of your children. I trust that God will truly bless and enrich your life through involvement with this ministry. God is indeed good, and we can trust in His plans for our future.

David Coleman

President Orange Christian Schools Association
Board Chair



2 Principal's Report

Orange Christian School is a non-denominational, co-educational school that provides Christ-centred education from Prep through to Year 12. Our mission is to partner with parents in raising and nurturing children to know and love God, while equipping them with a strong academic foundation. All educational programs are delivered through a Christian worldview and are designed to cultivate both a deep biblical understanding and a lifelong desire to serve others. The heart of Christian education at OCS is the unique development of each child so they may glorify God and influence the world with godly character.

In 2024, I was honoured to be appointed Principal of Orange Christian School. With the launch of our School's five-year Strategic Directions (2024–2028) and several key leadership appointments, OCS is stepping confidently, under God's sovereign grace, into a new era filled with hope, purpose, and vision.

I am grateful to God for the opportunity to lead such an exceptional school and humbled by the legacy of countless Christian families, administrators, and educators who, over the past 43 years, have shaped Orange Christian School into the vibrant, Christ-centred community it is today. I especially want to thank Ken Greenwood (Principal 2020–2023) for his wisdom, guidance, and servant-hearted leadership in ensuring a smooth transition. We wish Ken and Gail God's blessings in retirement, and we know that even from a distance, they will continue to uphold our school community in prayer.

In 2024, we welcomed several key appointments, including Business Manager, Chris Cameron, and Deputy Principals, Steve Price and Nicki Johnston. The Senior Executive team was expanded to include Heads of School, Cath Buchanan (Primary) and Mel Collins (Secondary), and Adrian Lee (Director of Student Development). This structure was intentionally designed to enhance unity, improve communication, and strengthen staff across the whole school. By streamlining our operations and embedding a culture of high expectations and Christ-like support, we are better positioned to deliver on our Strategic Directions, offer excellent Christian education, and serve our school community effectively.

Several important initiatives were introduced this year to further align every aspect of school life with our Christian foundations. Our Discipline and Welfare practices were reviewed to ensure that all our students feel safe, are clear on expectations, and engage in restorative processes that reflect character and faith. We renewed our commitment to the School Values (CHRIST), not merely as concepts to learn but as daily habits to embody. In Secondary, our Homeroom structure was reshaped to increase pastoral support, including the addition of Chaplains and Stage Coordinators who walk closely with students through every season of their schooling.

The three foundational pillars of OCS: Christian Discipleship, Academic Growth, and Parent Partnership continue to guide our decision-making and direction. We believe that Christian education flourishes when built on a strong, collaborative relationship between home and school. At OCS, we value open communication and active parental involvement, knowing that when we work together, children thrive. We remain committed to bringing every area of school life such as governance, curriculum, administration, and welfare into alignment with God's Word. Through this faithful approach, we aim to provide every student with rich opportunities for academic, spiritual, emotional, physical, and communal growth.

Our dedicated staff are a true gift. Their professionalism, joy, and servant-heartedness whether in the classroom, the office, or on the grounds are a visible witness to the love and grace of Christ. While we acknowledge that we are not a perfect school, we serve a perfect God, and we continue to seek His will in all we do.

As we look to 2025, we do so with great anticipation. I extend my sincere thanks to the Board and the entire school community for your support, prayers, and encouragement. Your investment in the lives of our students is deeply valued. Together, we press on toward our vision: to raise up effective leaders of godly character who blend academic achievement with biblical truth to influence society for the glory of God.

Blessings through Christ our Lord,

Yooie Choi
Principal



3 Business Manager's Report

Overview

2024 was a year of continued growth and development for Orange Christian School. As we reflect on the year, we celebrate the progress made in key areas such as financial sustainability, staffing, infrastructure, and long- term planning. The school community has continued to expand, and with this growth we have remained committed to providing high-quality Christian education while strengthening our facilities and resources. It is a privilege to present the 2024 Business Manager's Report and highlight the achievements and ongoing work that support the mission of OCS.

3.1 Finance

2024 has been a year of continued financial stability and growth for the school. We have maintained strong fiscal management; ensuring sustainability while investing in key infrastructure and educational resources to support our growing student body.

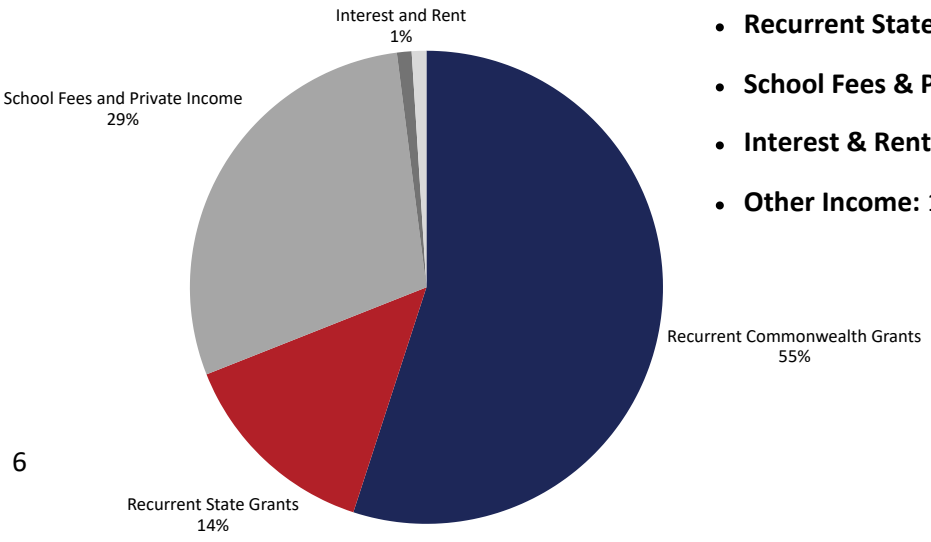
Financial Summary

The financial accounts for the 2024 year reflect the income and expenses associated with Orange Christian Schools Ltd from 1 January 2024 to 31 December 2024. The school's financial position remains strong, ensuring we can continue to invest in our facilities, staff, and students.

Income Breakdown

Income was sourced from a combination of Commonwealth and State Government grants, school fees, donations, and other private sources.

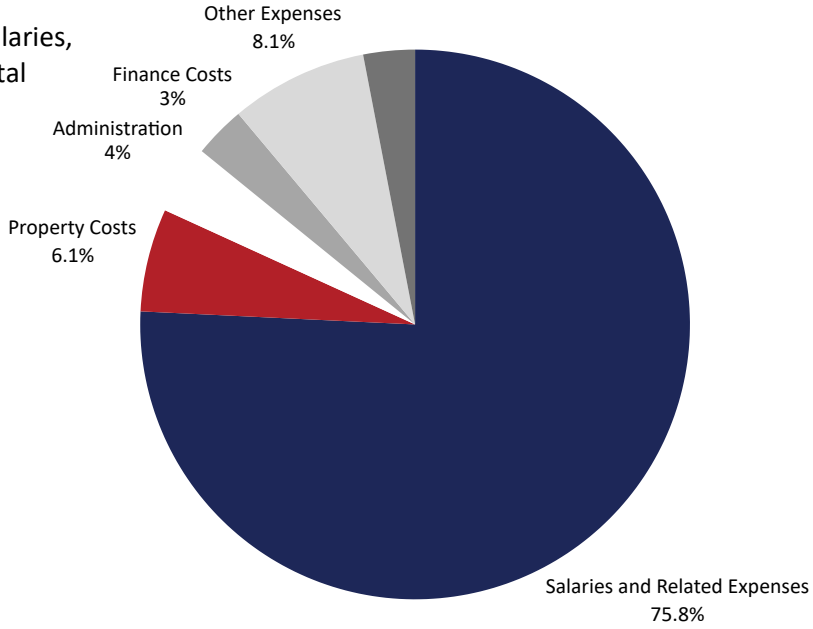
The breakdown is as follows:



- **Recurrent Commonwealth Grants**: 55% of total income
- **Recurrent State Grants**: 14% of total income
- **School Fees & Private Income**: 29% of total income
- **Interest & Rent**: 1% of total income
- **Other Income:** 1% of total income

Expenditure Breakdown

The school's expenditure in 2024 covered salaries, administration, learning resources, and capital investments.



The breakdown is as follows:

- **Salaries & Related Expenses**: 76%
- **Property Costs**: 6%
- **Administration**: 4%
- **Finance Costs**: 3%
- **Other expenses**: 8%
- **Depreciation**: 3%

Financial Performance

The school recorded a net surplus of $161,666 in 2024, reinforcing our ability to invest in capital projects such as the carpark and K-Block expansion, as well as further classroom enhancements. The school remains in a strong liquidity position with cash reserves supporting future planned investments.

3.2 Staffing

OCS continues to employ a highly qualified team of educators and support staff dedicated to delivering Christian education of the highest standard.

Workforce Composition

In 2024 we had 80 staff members with breakdown as follows:

- **Total staff**: 80
- **Teaching staff**: 26 full-time, 18 part-time (FTE: 35.8)
- **Support and administration staff**: 29 (FTE: 23.7)
- **Aboriginal or Torres Strait Islander staff members**: 1

Teacher Accreditation

- 42 of our teaching staff were accredited at the Proficient level and hold the required qualifications and accreditation under NESA guidelines.
- We have 4 at a Conditional level and one Provisional.
- Ongoing professional development has been a key focus, with staff participating in training through NESA, AISNSW, and CEN.

3.3 Master Plan and Facilities

2024 has seen significant progress in our Facilities Master Plan. The school has undertaken key projects to enhance learning spaces and accommodate student growth.

Completed Projects

- **Car Park Upgrade**: Completed end of 2024, improving safety and accessibility for students and families.
- **Technology Upgrades**: Installation of new digital sign out the front of the school and CCTV across the site. Software introductions and upgrades and increased laptop and iPad availability across all year levels. A large focus on improvements in network and monitoring security.

Planned Projects

- Solar panel installation
- K-Block Expansion
- Further development of indoor & outdoor learning spaces.
- The Facilities Master Plan continues to guide the long-term development of the school. The Master Plan Committee, led by board member David Buchanan and consisting of the Principal, Business Manager, and members of the school community with expertise and skills in engineering, planning and building maintenance and design, has actively pursued funding opportunities to support future growth.
- Key developments in 2024 included prioritising the need for additional classrooms in the K-Block expansion and re-evaluating the 5-year plan based on current needs and enrolment projections.



3.4 Workplace Health and Safety Team

OCS remains committed to maintaining a safe and compliant environment for students and staff.

Key WHS Initiatives in 2024

- **Regular safety audits** conducted to identify and address hazards.
- **Updated emergency procedures** in line with current best practices.
- **Increased WHS training** for staff, ensuring compliance with regulatory requirements.

WHS Team

The WHS Team, comprising the Business Manager, Deputy Principals, Compliance Officer, and representatives from both primary and secondary staff, meets quarterly to review incidents and implement proactive safety measures.

Incident Reporting & Risk Management

All incidents are reviewed, and corrective actions are implemented to prevent recurrence.

Policies and procedures are continuously updated to align with legal requirements and best practice guidelines.

Conclusion

2024 has been a year of growth, development, and financial stability at OCS. With increasing enrolments, strengthened infrastructure, and ongoing staff development, the school remains well-positioned to continue delivering quality Christian education.

Christopher Cameron

Business Manager



4 Registrar's Report

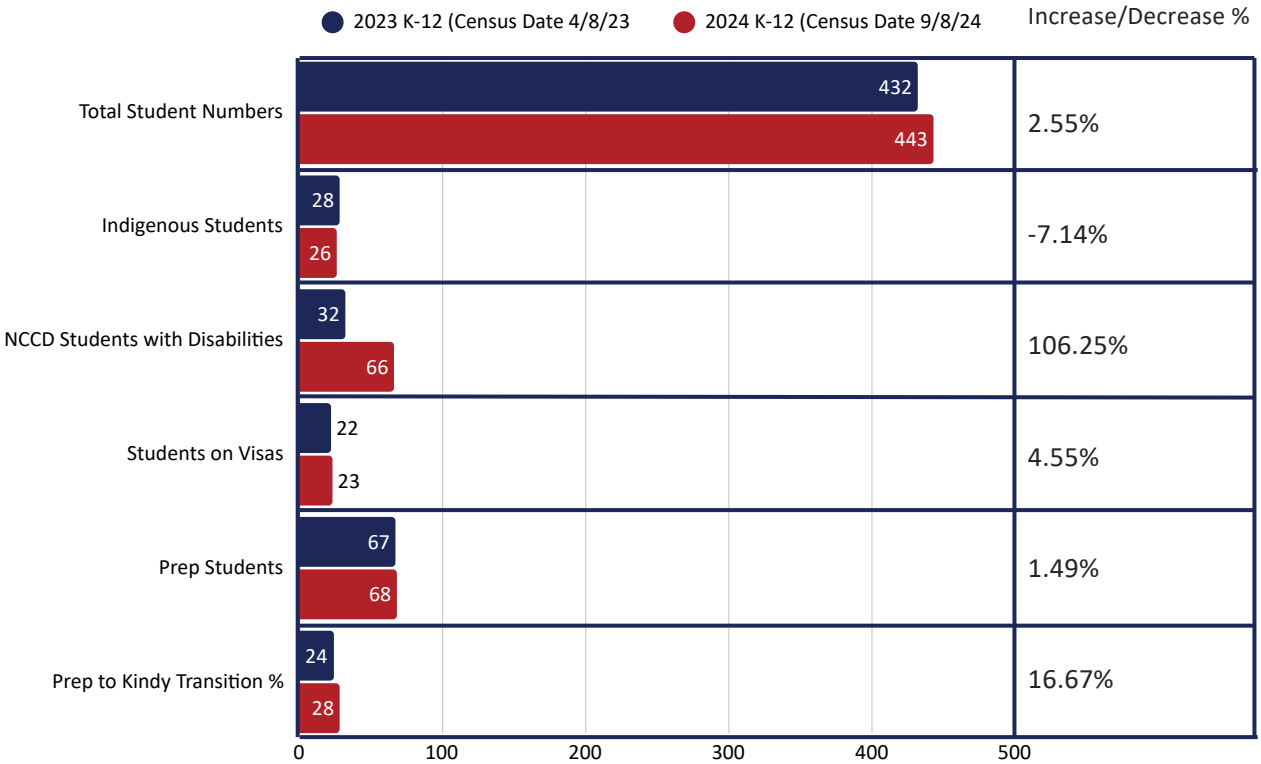
4.1 Enrolment

Orange Christian School is co-educational and welcomes enrolments from all families who value the educational opportunities at OCS and are willing to support the school's statement of faith and non-denominational Christian ethos.

All application forms, prospectus packs, and the school website reflect the school's ethos. Parents provide essential information about individual students and emergency contacts, as required by the government. All information provided by families is kept confidential.

Children are generally admitted to Kindergarten if they turn five before March 31st of that year. For the Prep class, children must be four years old by July 31st, in line with the Start Strong funding requirements.

In 2024, OCS worked closely with enrolling Kindergarten families, conducting individual assessments for all prospective students in the Prep transition program. Term 4 focused on the transition from Prep to Kindergarten, with staff from both departments interacting to ensure a smooth transition into 'big school' for families and teaching staff.



*A student with disabilities is defined in the *Disability Discrimination Act 1992* broadly as any student that has an intellectual, physical, cognitive, or learning disability.

We are projecting student numbers to be 475 by census date in 2025 from Kindergarten to Year 12. Additionally, projection for Prep 2025 enrolments is 68 by census date.

In 2024, our school was fortunate to have many students from diverse cultural backgrounds, including Brazilian, Cambodian, Chinese, Filipino, Ghanian, Indian, Iranian, Kenyan, Korean, Kurdish, Libyan, New Zealander, Nigerian, South African, Sri Lankan, and Papua New Guinean.

Immunisations Prep to Year 12

In line with government legislation on student immunisation, OCS continues to maintain a comprehensive Immunisation Register. All 2024 Prep students have provided their Immunisation History Statements before commencing school to meet mandatory NSW legislation. Additionally, OCS adheres to government regulations by maintaining a secondary Immunisation Register for all new Kindergarten to Year 12 enrolments.

While students in K-12 can still be enrolled without an approved immunisation certificate, these children will be classified as unimmunised. They may be excluded from school during an outbreak of a vaccine-preventable disease or if they encounter someone diagnosed with such a disease, even in the absence of an outbreak.

Please note that COVID-19 immunisations are not currently a requirement for school attendance in NSW.

Prep Enrolments

As of the census date, OCS Prep enrolments included 68 children actively participating in the program. The program offers both 2-day and 3-day options, running Monday to Friday across two rooms—Prep Blue and Prep Green.

Prep Green provides a 3-day program on Mondays, Tuesdays, and Wednesdays, as well as a 2-day program on Thursdays and Fridays. Prep Blue offers a 2-day program on Mondays and Tuesdays, along with a 3-day program on Wednesdays, Thursdays, and Fridays.



On the census date, only four 2-day placements remained available. The 3-day placements were the most popular, while Thursday and Friday placements were the least favoured by families.

Prep to Kindergarten Transition

The Prep program consistently provides an engaging and enriching early childhood experience, preparing students for their transition to Kindergarten. Feedback from enrolling parents has been overwhelmingly positive, with children thoroughly enjoying their time in a safe, dynamic, and stimulating environment. By the end of 2024, 41% of Prep students transitioned to Kindergarten in 2025, 25% opted for a second year in Prep, and 34% moved on to other services.

Kindergarten Enrolments

Due to the growing interest in our school, OCS welcomed two Kindergarten classes for 2024, with 83% of the students having previously attended Prep. As part of the enrolment process, all Kindergarten students and their parents/caregivers, along with families enrolling from Kindergarten to Year 12, participated in interviews with the Principal and Business Manager, conducted either via Zoom or in person, prior to acceptance.

New Student Enrolments

In 2024, OCS K-12 enrolled several new students, families, and siblings. A detailed breakdown of these figures, along with the percentage increase or decrease in enrolments from 2023 to 2024, is outlined in the table below.

Comparison and % increase	2023			2024			% increase or decrease
	Primary	Secondary	Total	Primary	Secondary	Total	
New Students	34	28	62	32	27	59	4.84% decrease
New Families	21	14	35	19	19	38	8.57% increase
New Siblings to current students	5	3	8	4	4	8	0% increase

Senior Secondary Student Retention Rates (Year 11 + 12)

Year	Start of Year 10 2022	Start of Year 11 2023	End of Year 12 2024
Cohort Student Numbers	27	22	18
Departed Students who left the prior year		-5	-4
Retention Rate %		81%	82%

Year	Start of year 10 2023	Start of Year 11 2024	Start of Year 12 2025
Cohort Student Numbers	35	20	18
Departed Students who left in the prior year		-15	-2
Retention Rate %		57%	90%

School Tours

We enjoy offering personal school tours for prospective families. These tours are incredibly popular and provide an excellent opportunity for new families to explore the school and ask questions about how OCS can positively impact their child's life. Prep parents, in particular, are excited to see what OCS has to offer for their children starting Kindergarten.

In 2024, we received approximately 333 enquiries, with 21% converting to enrolments. About 39% of these enquiries led to a family tour booking, and of those who toured, approximately 55% chose to enrol their children in the OCS community.



Student Population

The ratio of boys to girls at census date was 48:52

4.2 Student Attendance

Processes for monitoring attendance at OCS is mainly computerised roll marking, with follow-up from the chaplaincy team, classroom and homeroom teachers, and, in some cases, the Deputy Principal - Students. This approach allows the school administration to monitor and address personal and group attendance trends.

In 2024, the absentee rate across Kindergarten to Year 12 was approximately 11.60% of potential full-time attendance. At OCS, an absentee rate of 10% (5 days per term) for any individual student is considered an attendance problem. In such cases, parents are contacted by telephone and/or email to seek an explanation and determine a suitable resolution. Sometimes, an interview is required between the Deputy Principal - Student and the parent/caregiver.

Students with long-term absentee patterns are supported through discussions including Return-to-School plans which occasionally include Allied Health Professionals.



The K-12 Average Attendance rates are collated in the table below with a comparison of the average attendance from 2023.

Level Description	Average Attendance %	
	2023	2024
Kindergarten	89.39	91.10
Year 1	90.95	89.87
Year 2	86.49	90.65
Year 3	90.47	90.79
Year 4	90.64	90.88
Year 5	91.47	89.95
Year 6	92.65	91.58
Year 7	89.37	88.74
Year 8	85.89	88.51
Year 9	84.93	81.49
Year 10	86.08	83.58
Year 11	82.44	85.50
Year 12	92.53	86.56
K-12 Average Attendance Total	88.72	88.40

In comparison to 2023 the average attendance rate of 88.72% to the average attendance rate of 2024 of 88.40%, there has been a **0.36% decrease in attendance.**

Louise Bornen
Registrar



5 Community Development Report

Introduction

At Orange Christian School, we prioritise the satisfaction and wellbeing of our students, parents, and staff. This report summarises the insights gathered from various feedback mechanisms, including surveys and meetings, illustrating the thriving culture within our community.

5.1 Parent Partnership

Parent Engagement and Feedback This year, we implemented a series of meetings to engage parents in meaningful discussions about their experiences at OCS. A random selection of 35 parents from various stages were invited to meet with Principal Mr. Yooie Choi, and 10 parents attended the initial meetings.

In addition to these discussions, Year 12 graduating students and their parents were invited for an "End of Schooling" discussion where they reflected on their time at OCS and shared their future aspirations. Most families participated in this initiative between 2 September and 20 September.

The reflections gathered from this group provided valuable insights into OCS's positive impact on their educational journey and future goals. One parent expressed their satisfaction, stating, "I'm so happy with the culture and direction of OCS. My children genuinely love coming to school which, to me, is just such a great overall reflection on the school. I always find the teaching and admin staff so lovely and helpful."

Class parents have once again been instrumental in engaging families with the various events happening in the school.

5.2 Staff Satisfaction

In addition to student and parent feedback, the satisfaction of our staff is a vital component of our educational community. This year, 49 staff members participated in a staff wellbeing survey, revealing an average job satisfaction rating of 7 out of 10. This positive outcome reflects our ongoing commitment to creating a supportive work environment that fosters professional growth and wellbeing.

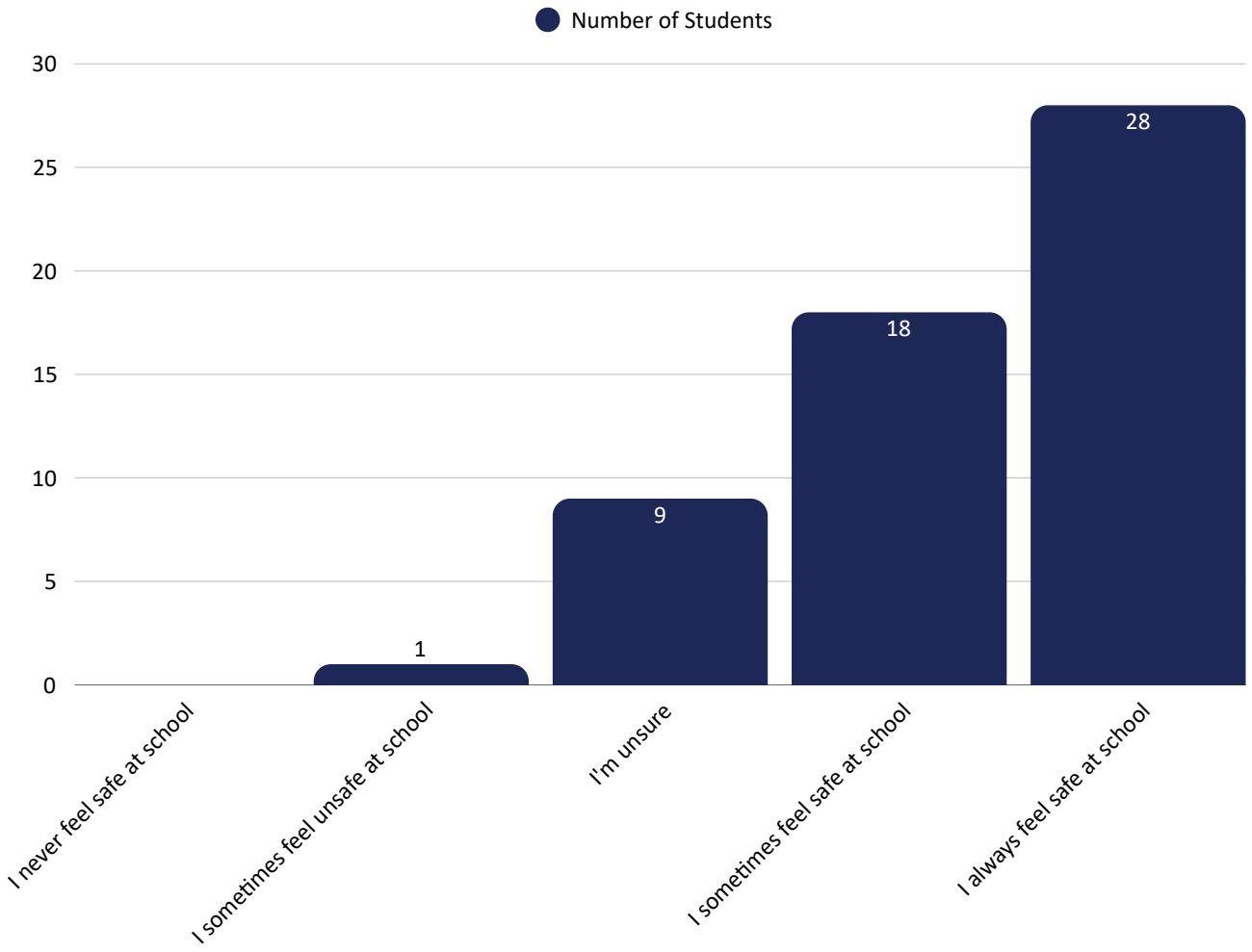
The feedback from staff is instrumental in shaping the policies and practices that make OCS a desirable workplace. Their engagement in this process ensures that we are constantly striving to improve and adapt to meet both their and our students' needs.

5.3 Student Wellbeing

A crucial aspect of any educational environment is the safety and wellbeing of its students. Feedback was sought throughout the year via Student Wellbeing Surveys and weekly Student Leadership Team (SLT) meetings. The SLT meetings provide a weekly opportunity for students to voice their concerns and make recommendations regarding matters that affect them.

This year, an impressive 82% of students surveyed reported feeling very safe at school, highlighting the effectiveness of our efforts to create a secure and nurturing environment.

Student Survey - feeling safe at school



Our commitment to student wellbeing echoes parents' sentiments who appreciate OCS as a supportive place for their children.

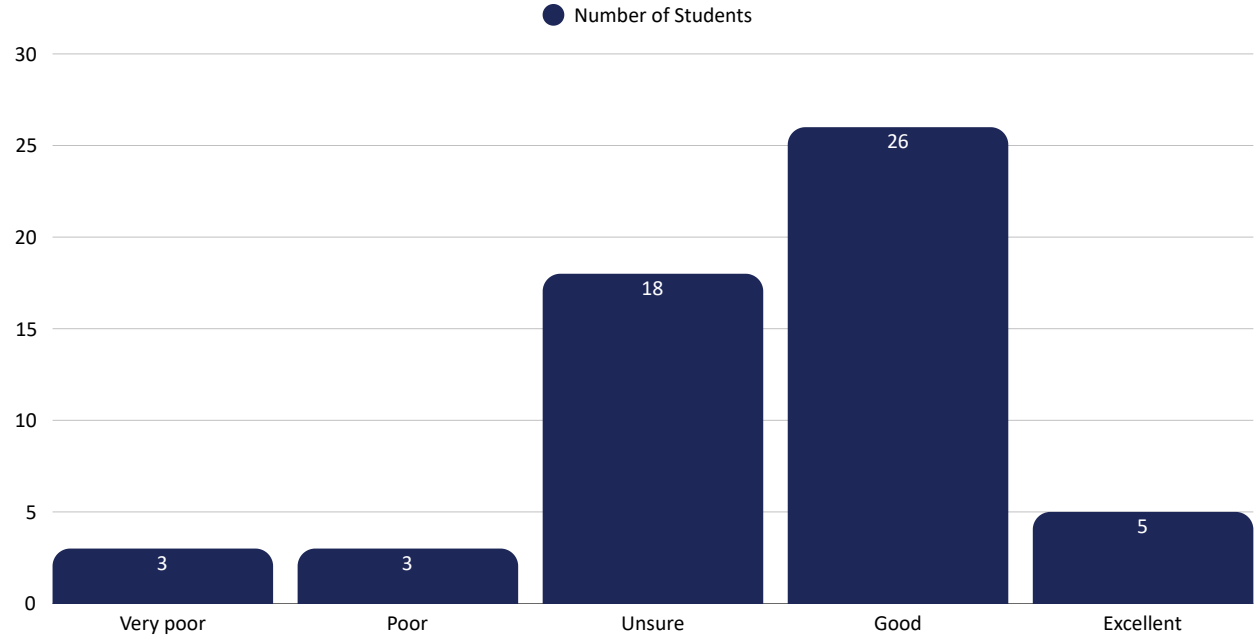
One parent shared, “I can confirm that my child loves attending OCS, and we have always had the most wonderful teachers and support from all staff. It’s nice knowing that your kids look forward to going to school because the environment is nurturing and safe.”

This feedback underscores our focus on fostering a culture where students are learning academically and thriving emotionally, spiritually and socially.

Moreover, students participated in the Peacewise program in 2024. This program sought to develop skills for students and staff to manage conflict when it arises. The course uses Bible passages and relatable modern-day examples for students to engage with and consider how they would respond in each circumstance.

All these initiatives, amongst others, contributed to a positive outcome for student wellbeing across the school as demonstrated by the graph on the next page.

Student Survey - overall wellbeing



5.4 Community Engagement

Throughout the year, the school held various community events, including Father's Day and Mother's Day breakfasts and a host of assemblies. These events were well attended throughout the year and demonstrated the school's strong connections with families. Of particular interest in 2024 was a visible increase in our recognition and celebration of indigenous culture. These were recognised via Reconciliation week and NAIDOC Week assemblies. On both occasions, Indigenous leaders came to the school and shared culture, songs and stories. These events helped everyone in our community acknowledge these occasions in meaningful ways.

Throughout 2024, the school also engaged with the local community through several initiatives. A new initiative involved our Year 9 and 10 students going to The Salvation Army to make meals for those in need. This was a great service-learning opportunity for our students and a blessing to others. This was further exemplified by Year 9 students going to Veritas House to wrap Christmas presents for children who may not otherwise receive presents at Christmas. These experiences help the community and help our students have a greater appreciation for the blessings they experience.

Conclusion

The insights gathered from students, parents, and staff at Orange Christian School paint a promising picture of our school culture. With high levels of student safety, engaged parents, and satisfied staff, we have created an environment where educational excellence can flourish while attending to the needs of the whole child. We remain committed to listening to our community and adapting our practices to continue fostering a supportive and enriching atmosphere for all.

As we look ahead, we are excited to continue building on this strong foundation and work together to ensure that Orange Christian School remains a place where our students can thrive, parents feel involved, and staff find satisfaction in their workplace.

Stephen Price

Deputy Principal (Students, Community, Christian Foundations)



6 Performing Arts

The Performing Arts Program at Orange Christian School has flourished throughout 2024, offering rich and transformative experiences for students across all year levels. From the rehearsal room to the stage, our students have been encouraged to explore their creativity, build confidence, and grow in their God-given talents.

Primary Musical – *The Little Mermaid Jr*

In November, our Primary School students lit up the stage with their enchanting performance of *The Little Mermaid Jr*. This magical production was a vibrant celebration of storytelling, music, and teamwork. It brought together the dedication and passion of our students, staff, and parent community, and was a true testament to the power of collaboration and creativity.









Co-Curricular Music Ensembles

Primary School

- **Stage Choirs**: With separate choirs for Stage 1, Stage 2, and Stage 3, our students rehearse fortnightly, building vocal confidence and ensemble skills in a joyful and encouraging environment.
- **Primary Orchestra**: A dynamic ensemble open to all Primary instrumentalists—woodwind, string, brass, and percussion—offering young musicians a chance to grow in both skill and camaraderie.

Secondary School

- **Stage 4 Band Program**: Every Stage 4 student is given the opportunity to learn a brass, woodwind, or percussion instrument. Through group tutorials and combined rehearsals, students are supported from beginner to advanced levels, culminating in concert band performances.
- **Secondary Orchestra**: Designed for intermediate players, this ensemble nurtures musical excellence and provides a collaborative space for brass, woodwind, and percussion students.
- **Secondary Choir**: Open to all students from Years 5 to 12, this inclusive choir celebrates the joy of singing. A highlight of 2024 was their third-place achievement at the Orange Eisteddfod—an impressive result that reflects their hard work and enthusiasm.
- **Worship Band**: A passionate group of vocalists and instrumentalists who lead our school community in worship, bringing heart and meaning to our assemblies and services.

The Performing Arts Team

Our Performing Arts Program is led by a dedicated team of educators and tutors who bring expertise, encouragement, and inspiration to every student:

- **Curriculum Music**: Melissa Collins, Elyse Denham, Nicki Johnston
- **Co-Curricular Music Ensembles**: Elyse Denham, Melissa Collins
- **Curriculum Drama:** Helen Giger
- **Primary Musical:** Elyse Denham, Rachel Drummond
- **Music Tutors:** Amanda Dietiker (Piano), Melissa Skrinnikoff (Piano), Ebony Cooke (Violin), Toby Johnston (Brass and Guitar)

A Year of Creativity and Connection

2024 has been a vibrant and fruitful year for Performing Arts at Orange Christian School. We are deeply grateful for the opportunities our students have had to express themselves, connect meaningfully with others, and shine both on stage and behind the scenes. It is a joy and a privilege to witness their growth, and we look forward with anticipation to what the future holds.

Nicki Johnston
Deputy Principal (Staff, Academics, Operations)



Interpreting the Table

Selecting school's average when compared to students with a similar background

- Well above
- Above
- Close to
- Below
- Well below
- No comparison available

7 Curriculum Report

Standardised Testing

NAPLAN

	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	415	412	419	418	426
Year 5	524	505	508	541	514
Year 7	539	542	536	536	538
Year 9	600	606	581	573	592

NAPLAN participation for this school is 98%
NAPLAN participation for all Australian students is 95%

Post School Destination

Most students who left school at the end of Year 12, following completion of their school education, enrolled at university, TAFE, or private colleges. Of the 9 students to complete their HSC and receive an ATAR, 100% were offered a place at university. Several students will take a gap year before beginning their tertiary education. For most of these students it will involve joining the workforce for a short period of time.

Senior Secondary Outcomes

Percentage of Year 12 students undertaking vocational training or training in a trade:

- In 2024, 0.06 % of the Year 12 cohort participated in vocational or trade training.

Percentage of Year 12 students attaining a Year 12 certificate or equivalent vocational education and training qualification:

Year 12	Qualification/Certificate	Percentage of Students
2024	Higher School Certificate	100%

HSC Results

Subject	Enrolled	Group	% Students in each band					
			Lower mark.....Higher mark					
			1	2	3	4	5	6
Ancient History	9	**OCS**			**11.11**	**22.22**	**55.55**	**11.11**
		State	4.81	10.62	19.13	28.15	27.68	9.61
Biology	13	**OCS**			**30.77**	**30.77**	**23.08**	**15.38**
		State	2.22	9.53	18.14	34.51	28.89	6.70
Design and Technology	5	**OCS**				**40.00**	**40.00**	**20.00**
		State	0.61	3.46	18.46	29.43	35.95	12.00
Drama	5	**OCS**				**100.00**		
		State	0.11	1.01	6.72	30.25	38.93	22.98
English (Advanced)	12	**OCS**				**50.00**	**50.00**	
		State	0.06	0.44	2.97	28.96	52.47	15.10
English (Standard)	6	**OCS**			**66.67**	**33.33**		
		State	0.66	6.94	25.10	53.89	12.86	0.55
Mathematics (Advanced)	6	**OCS**		**16.67**	**83.33**			
		State	0.54	4.71	17.40	27.32	27.70	22.33
Mathematics (Standard 2)	11	**OCS**		**27.27**	**27.27**	**36.36**	**9.09**	
		State	3.42	13.38	24.10	30.35	19.40	9.35
Mathematics (Ext 1)	1	**OCS**			**E1**	**E2**	**E3**	**E4**
						100.00		
		State			2.51	17.6	45.38	34.95
Music 1	5	**OCS**			**20.00**	**20.00**	**20.00**	**40.00**
		State	0.44	2.44	7.51	22.02	47.36	20.22
Personal Development, Health and Physical Education	8	**OCS**			**50.00**	**25.00**	**25.00**	
		State	1.13	7.78	23.81	32.32	26.45	8.45
Visual Arts	3	**OCS**				**33.33**	**66.67**	
		State	0.05	0.54	5.48	26.99	49.82	17.12

Band 6 = >90%, Band 5 = >80%, Band 4 = >70%, Band 3 = >60%, Band 2 = >50%, Band 1 = <50%
For an extension course, E4 indicates the highest level of performance.

HSC Results comparison to previous 3 years' results

Subject	Year	No of Students	Performance band achievement by number and percentage Higher mark.....Lower mark		
			Bands 5/6	Bands 3/4	Bands 1/2
Ancient History*	2024	9	School: 6 (66.67%) State: (37.29%)	School: 3 (33.33%) State: (47.28%)	School: 0 (0%) State: (15.43%)
	2022	13	School: 1 (7.69%) State: (35.11%)	School: 11 (84.62%) State: (49.31%)	School: 1 (7.69%) State: (15.58%)
	2020	13	School: 6 (46.15%) State: (33.37%)	School: 7 (53.85%) State: (74.1%)	School: 0 (0%) State: (15.6%)
	2018	4	School: 1 (25%) State: (39.69%)	School: 3 (75%) State: (46.72%)	School: 0 (0%) State: (15.08%)
Biology*	2024	4	School: 2 (50%) State: (27.58%)	School: 1 (50%) State: (57.48%)	School: 0 (0%) State: (0.56%)
	2022	4	School: 1 (25%) State: (67.17%)	School: 3 (75%) State: (31.98%)	School: 0 (0%) State: (0.85%)
	2020	9	School: 7 (77.78%) State: (68.8%)	School: 2 (22.22%) State: (30.5%)	School: 0 (0%) State: (0.71%)
Design and Technology*	2024	5	School: 3 (60%) State: (48.04%)	School: 2 (40%) State: (47.89%)	School: 0 (0%) State: (4.07%)
	2022	4	School: 1 (25%) State: (47.10%)	School: 3 (75%) State: (49.25%)	School: 0 (0%) State: (3.64%)
	2020	4	School: 3 (75%) State: (47.27%)	School: 1 (100%) State: (50.6%)	School: 0 (0%) State: (2.12%)
	2018	6	School: 1 (16.67%) State: (46.84%)	School: 5 (83.34%) State: (49.89%)	School: 0 (0%) State: (3.27%)

*Compressed courses offered every second year.

Subject	Year	No of Students	Performance band achievement by number and percentage		
			Bands 5/6	Bands 3/4	Bands 1/2
Drama	2024	5	School: 0 (0%) State: (61.91%)	School: 5 (100%) State: (36.97%)	School: 0 (0%) State: (1.12%)
	2023	3	School: 1 (33.33%) State: (60.35%)	School: 2 (66.67%) State: (38.6%)	School: 0 (0%) State: (1.05%)
	2022	1	School: 0 (0%) State: (58.59%)	School: 1 (100%) State: (39.92%)	School: 0 (0%) State: (1.48%)
	2021	2	School: 2 (100%) State: (45.82%)	School: 0 (0%) State: (52.68%)	School: 0 (0%) State: (1.50%)
English Advanced	2024	12	School: 6 (50%) State: (67.57%)	School: 6 (50%) State: (31.93%)	School: 0 (0%) State: (0.5%)
	2023	4	School: 2 (50%) State: (27.58%)	School: 1 (50%) State: (57.48%)	School: 0 (0%) State: (0.56%)
	2022	4	School: 1 (25%) State: (67.17%)	School: 3 (75%) State: (31.98%)	School: 0 (0%) State: (0.85%)
	2021	9	School: 7 (77.78%) State: (68.8%)	School: 2 (22.22%) State: (30.5%)	School: 0 (0%) State: (0.71%)
English Standard	2024	6	School: 0 (0%) State: (13.41%)	School: 6 (100%) State: (78.99%)	School: 0 (0%) State: (7.6%)
	2022	12	School: 2 (16.67%) State: (13.18%)	School: 9 (75%) State: (76.52%)	School: 1 (8.33%) State: (10.3%)
	2020	5	School: 1 (20%) State: (15.45%)	School: 4 (80%) State: (72.54%)	School: 0 (0%) State: (12%)
	2018	10	School: 3 (30%) State: (16.65%)	School: 7 (70%) State: (73.9%)	School: 0 (0%) State: (9.45%)

Subject	Year	No of Students	Performance band achievement by number and percentage		
			Bands 5/6	Bands 3/4	Bands 1/2
Mathematics Advanced	2024	6	School: 0 (0%) State: (50.03%)	School: 5 (83.33%) State: (44.72%)	School: 1 (16.67%) State: (5.25%)
	2023	7	School: 0 (0%) State: (49.81%)	School: 7 (100%) State: (43.27%)	School: 0 (0%) State: (6.93%)
	2022	3	School: 1 (33.33%) State: (48.99%)	School: 1 (33.33%) State: (45.48%)	School: 1 (33.33%) State: (5.52%)
	2021	5	School: 1 (20%) State: (50.24%)	School: 3 (60%) State: (43.62%)	School: 1 (20%) State: (6.15%)
Mathematics Standard 2	2024	6	School: 0 (0%) State: (38.75%)	School: 6 (100%) State: (54.45%)	School: 0 (0%) State: (17.69%)
	2023	6	School: 0 (0%) State: (31.63%)	School: 6 (100%) State: (50.68%)	School: 0 (0%) State: (17.69%)
	2022	5	School: 0 (0%) State: (29.05%)	School: 3 (60%) State: (52.73%)	School: 2 (40%) State: (18.22%)
	2021	10	School: 0 (0%) State: (24.79%)	School: 9 (90%) State: (53.84%)	School: 1 (10%) State: (21.38%)
Mathematics Ext 1	2024	2	**Band: E4** School: 0 (0%) State: (34.95%)	**Band: E3** School: 0 (0%) State: (45.38%)	**Bands: E1/E2** School: 1 (100%) State: (19.67%)
	2023	4	School: 1 (20%) State: (34.28%)	School: 1 (20%) State: (37.65%)	School: 3 (60%) State: (28.07%)
	2022	0			
	2021	2	School: 1 (50%) State: (37.31%)	School: 0 (0%) State: (37%)	School: 1 (50%) State: (25.69%)

Subject	Year	No of Students	Performance band achievement by number and percentage		
			Bands 5/6	Bands 3/4	Bands 1/2
Music 1	2024	5	School: 3 (60%) State: (67.58%)	School: 2 (40%) State: (29.53%)	School: 0 (0%) State: (2.88%)
	2023	3	School: 3 (100%) State: (68.97%)	School: 0 (0%) State: (28.98%)	School: 0 (0%) State: (2.03%)
	2022	0			
	2021	0			
Personal Development, Health and Physical Education	2024	8	School: 2 (25%) State: (34.97%)	School: 6 (75%) State: (56.13%)	School: 0 (0%) State: (8.91%)
	2023	5	School: 1 (20%) State: (31%)	School: 4 (80%) State: (58.62%)	School: 0 (0%) State: (10.39%)
	2022	1	School: 0 (0%) State: (26.15%)	School: 1 (100%) State: (53.76%)	School: 0 (0%) State: (20.09%)
	2021	2	School: 0 (0%) State: (30.92%)	School: 2 (100%) State: (55.53%)	School: 0 (0%) State: (13.56%)
Visual Arts	2024	3	School: 2 (66.67%) State: (66.94%)	School: 1 (33.33%) State: (32.47%)	School: 0 (0%) State: (0.59%)
	2023	4	School: 2 (50%) State: (67.61%)	School: 2 (50%) State: (33.34%)	School: 0 (0%) State: (1.04%)
	2022	3	School: 1 (33.3%) State: (65.89%)	School: 2 (66.67%) State: (32.69%)	School: 0 (0%) State: (1.42%)
	2021	3	School: 1 (33.3%) State: (63.31%)	School: 2 (66.67%) State: (35.13%)	School: 0 (0%) State: (1.56%)

In 2024, 31 students sat for the NSW Higher School Certificate in 12 courses. In total, 100% of candidates across all courses achieved marks of 50 or more (Band 2 or higher) with 63.1% of these placed in Bands 5 and 6 (80-100 marks). In general, student achievement was at or above state level. This has been a consistent trend over the past three years.

The HSC cohort in 2024 consisted of 31 students:

- 15 Year 12 students.
- 16 Year 11 students for one compressed subject.

The focus on academic excellence and strength has continued to bear fruit in Higher School Certificate results.

From the 31 students who sat an HSC examination, there were:

- 7 Band 6 results (in Ancient History, Biology, Design and Technology, German Beginners, and Music 1).
- 22 Band 5 results.
- No Band 1 results.
- No students achieved an ATAR over 90.

Nicki Johnston

Deputy Principal (Staff, Academics, Operations)



8 Primary School Report

Introduction

2024 saw the first year of the new Strategic Directions (2024-2028), setting a strong foundation for our future vision and priorities.

The three school pillars of Academic Growth, Christian Discipleship and Parent Partnership remained at the forefront for us in Primary School, with the year being marked by growth, achievement, and a strong sense of community.

The enrolments for Primary School were 255 students, an increase of 11% from 2023. An additional class was needed to cater for our expanding numbers. The makeup of the 12 classes was as follows:

Early Stage 1	2 Classes	Kindergarten, Kindergarten
Stage 1	4 classes	Year 1, Year 2, Year 2, Year 1/2
Stage 2	3 classes	Year 3, Year 4, Year 3/4
Stage 3	3 classes	Year 5, Year 6, Year 5/6

The Primary Student Leadership Team continued to expand in 2024, with the introduction of two Vice Captains, and six School Values Leaders, to serve alongside the existing positions of Primary Captains (two) and the three House Leaders (representing Shadrach, Meshach and Abednego).
The leaders had a weekly meeting with the Head of Primary and had a list of key responsibilities to oversee (including assisting at assembly, weekly messages, running lunchtime activities, assisting at carnivals and the like) and has proven to be an important program to develop students' leadership skills. The purpose of this leadership structure is to provide an authentic leadership development program that fits in with the school's vision of 'teaching students and growing leaders'.

The Primary Captains and Vice Captains attended a training day in Bathurst, at the GRIP Leadership Conference (**G**enerosity. **R**esponsibility. **I**ntegrity. **P**eople.). The year's theme was 'Step Forward'. It was a worthwhile day, and we look forward to expanding on it by taking more students next year.
The overwhelming highlight of the year was the student performances in 'The Little Mermaid Jr.'. The sold-out shows were the result of several months of dedicated hard work by both students and staff, supported by a fantastic team behind the scenes.

8.1 Christian Discipleship



The 'Armour of God' was the guiding theme across our fortnightly assemblies this year. The students were challenged to think about how each piece of the Armor of God—truth, righteousness, peace, faith, salvation, and God's Word—helps them stand strong in their faith and make good choices in daily life. On any given day of the school week, you will see Primary classes begin their morning by reading the Bible, sharing prayer points, praying for others or even some worship songs can be heard. An area that has been developed and improved on at the start of this year has been Bible resourcing across the Primary School. Kindergarten students use 'The Beginner's Bible'. Year 1 and Year 2 students use 'The Big Picture Story Bible', and 'The Jesus Story Book Bible' respectively. Stage 2 and 3 students use the NIRV Adventure Bible, and they are currently working through some books of the New Testament. This Bible sequence has been beneficial for our students, and we have plans to keep developing each student's understanding of the whole Bible story, and how it all fits together, next year.

The PeaceWise program was also introduced across the school, with students participating in regular lessons throughout the year. Students discussed peacemaking principles and began learning how to deal with conflict in constructive ways. We hope to refine and build on the implementation of this valuable program next year.
The development of *The OCS Way* whole school framework was introduced, bringing greater consistency to discipline and engagement procedures with the goal of creating calm classrooms and confident students. Staff refined existing practices and focussed on maintaining a unified approach during key moments of the day for students, such as playground time, classroom entries, exits, and eating.

Service and mission are a big part of Orange Christian School. It helps us focus on others and not just on ourselves. Throughout 2024, the Primary School continued with their support of service and mission programs including:

- Clean Up Australia Day in Term 1
- Crazy Hair Day in Term 2 (supporting Cancer Council)
- Operation Christmas Child in Term 3 (supporting Samaritan's Purse)
- RUOK Day in Term 3
- Wellbeing Week with Iceblocks in Term 4 (supporting Compassion – our sponsor child Koi)

The promotion of House spirit and belonging (within Shadrach, Meshach or Abednego) has also been a focus for the Primary students. Having a sense of belonging and contributing to something beyond oneself is an important focus. Two special whole school House Days were introduced this year: Winter and Summer Sports House Days.

The K-6 HOPE Groups met fortnightly during the year. HOPE stands for *Honouring Our Peers with Empathy*. The students are arranged in vertical groups (mixed K-6), with Year 6 students leading each session. Kindergarten students are placed in the same HOPE group as their Year 6 buddy, fostering strong connections between our youngest and oldest primary students. Students participate in activities and discussions that help them grow in their interactions with each other and build their understanding of what it means to show the OCS School values.

8.2 Academic Growth

Foundational skills of literacy and numeracy continue to be the daily focus areas in Primary School. All of K-6 spend the morning session dedicated to English and literacy skills, part of the Middle session on Mathematics and numeracy skills, and the remainder of the day on the other Key Learning Areas/subjects (Science, Technology, History, Geography, PDHPE, Music, Visual Arts and Auslan in Stage 3). Explicit instruction is the main pedagogical approach adopted in the Primary School for English and Mathematics lessons. Student progress and growth is tracked using results from standardised testing such as DIBELS, AISNSW Numeracy Screener and ACER PAT assessments, in conjunction with school-based assessment like observations and class tests. From this, teachers then adjust the teaching and learning activities according to student need.

New English and Mathematics syllabus role out this year, with Years 3-6 the focus. The teachers have dedicated considerable time writing, reflecting, creating and adapting teaching programs, resources and learning activities to align with the new syllabus documents. The Primary team have also been focussed on preparing all curriculum documentation for each Key Learning Area for NESA registration inspection in 2025.

Throughout 2024, K-6 classes have prioritised daily reviews at the start of Mathematics lessons using Ochre Education resources. Daily maths reviews are a critical component of every classroom. They provide regular opportunities for students to reinforce essential mathematical concepts, giving additional rehearsal to reach mastery.

The AISNSW Numeracy Screener was also adopted throughout Years K-6, after a trial in Years K-2 the previous year. This tool, administered three times a year, has been designed to monitor students' acquisition of skills in Number and Algebra. The data elicited from these screening tools are used to plan whole class instruction and differentiated teaching. It aims to provide feedback to teachers and parents with clear evidence about their child's progress in numeracy.

Many Primary students had the opportunity to participate in extra-curricular activities like STEAM Day, Debating Club, Chess Tournament, Primary Orchestra, Junior Ethics Olympiad, Newcastle Permanent Maths Competition and CWA speeches. The Stage 3 Debating Team had five friendly meets with two other local schools, and we were pleased to host two of these. It was also a privilege to be the hosting school for one of the Central West Chess Day tournaments. We welcomed 150 students, together with their teachers, from across the region. In 2024, our 30-student team was made up of students from across Stage 2 and 3, with some keen Stage 1 students also in attendance.

Sporting opportunities for our students expanded this year, with Stage 3 students participating in hockey and tennis programs during Terms 1 and 2. With access to qualified coaches, they refined their techniques and skills during weekly Sport lessons. K-4 students also visited Central West Gymsports for a session focussed on gymnastics skills. This was a very worthwhile program and one we will continue to develop.

8.3 Parent Partnership

Parent Partnership was a core component to our successful 2024 year. Having the support of our parents and carers throughout the year was essential.

Term 1 began with families involved in the Primary School Information Night, OCS Swimming Carnival, Easter Hat Parade, Stage 1 Easter Picnic, Primary School Athletics Carnival, Stage 2 Sleepover at School, and fortnightly assemblies. We were very thankful to all the parents who showed their support for our inaugural Primary School Athletics Carnival by cheering on all the students in their respective events.

Term 2 saw many parents join us to celebrate Mother's Day, with a huge number in attendance for breakfast. Civic Theatre visits, CWA Speeches, Millthorpe Museum excursion and the Primary STEAM Day were also enjoyed by our students.

The 101 Days of Kinder as well as the OCS Book Parade and Picnic was a great success in Term 3 and could not be run without the support of our parents. The Father's Day breakfast celebration, the Stage 2 Ridgecrest Camp, and the Stage 3 CCC Blue Mountains Camp were also highlights. These two camps were new locations for these year groups and were enjoyed by all.

Term 4 saw our families overwhelmingly support the incredible efforts of the Prep-Year 6 students with their attendance at the sold-out performances of 'The Little Mermaid Jr.'.

The K-4 Water Fun Day, which included the very popular inflatable water slide, Stage 3 pool day, Year 6 Celebration Evening and end of year Primary Thanksgiving Award gathering was a special way to finish the year together and celebrate the efforts of every Primary student.

Parents are encouraged to join us in as many events as they are able. We aim to always provide a welcoming environment for our families. In 2025 we will continue to seek ways to further develop parent partnership opportunities.

The Primary teachers are very grateful for the support of our families and their assistance when available.

8.4 Professional Development

Staff have undertaken professional development throughout 2024, with particular emphasis on PD Weeks in January and July. Professional development opportunities included:

- Child Protection; WHS; Compliance
- Etams and Teacher accreditation
- DIBELS and Phonics refresher
- How to lead Devotions
- First Aid; Asthma; Anaphylaxis; Diabetes
- Engaged Classrooms (Making Thinking Visible)
- TbD – Ideas for units of work
- Peacewise
- Complispace/Safe Trip Builder
- Running the Room (Tom Bennett) iTEC conference NESA Workshop (Assessment and grading)

Cath Buchanan

Head of Primary



9. Secondary School Report

Academic growth, Christian Discipleship and Parent Partnership were central to our mission in the Secondary School throughout 2024, as we embarked on the first year of the new Strategic Directions (2024-2028).

As we navigate the dynamic landscape of education, our staff remain committed to fostering compassionate, critical thinkers equipped to thrive in an ever-changing world.

Please find below an overview of the past year's highlights recognising both achievements and challenges. I look forward to the opportunities that are ahead for us as a school community.

9.1 Christian Discipleship

Homerooms were split vertically into junior and senior groups - Years 7 – 9 and 10 - 12 to create cohesion across the years and foster House belonging. This approach also created safe environments for pastoral care groups and the development and exercise of various leadership roles. Students explored and reflected on their personal response to God's word, engaging with their peers and teacher in supportive relationships. Homerooms were complemented by Secondary assemblies, which provided opportunities to extend the Homeroom program, acknowledge our students' achievements and address Secondary matters. Guest speakers were also utilised to bring God's word to us in engaging ways.

A program of Homeroom-based extra-curricular events, such as "Maul in the Hall", were provided to develop group unity, teamwork and to enhance belonging and enjoyment of school. These events continue to be popular with the students.

Student Leadership Team (SLT) has continued to grow under the leadership of Adrian Lee, Mel McGowen and Steve Toms. SLT meet every Tuesday at lunchtime for a devotion, to pray and to develop leadership skills. These meetings are also used to plan for upcoming assemblies and events. In 2024, our school captains attended the NSW Young Leaders Program held at Sydney Parliament House.

Service Opportunities

- Salvation Army, Red Shield
- Appeal Operation Christmas
- Child Clean Up Australia Day
- Salvation Army
- Participated in ANZAC Day march.

A proactive wellbeing initiative, to support positive peer relationships and resolve at peer level relational disputes was introduced in 2024. PeaceWise program enables students to be equipped with the skills and knowledge for age-appropriate conflict resolution.

Other student well-being initiatives include 'StressLess Week' for Years 11 and 12, along with a focus on prayer and discipleship. We also explored innovative ways to engage boys in their education.

9.2 Academic Growth

From the start of Year 7 through to graduation, we are dedicated to fostering academic excellence and maintaining high standards. We aim for students to receive timely and constructive feedback, participate in engaging lessons, and be supported by staff who believe in every student's potential.

Elevate Education Study Seminars were held for students in Years 7 to 12, equipping them with effective study skills and strategies. Students consistently found these techniques valuable. The ongoing delivery of this program was integrated into the Biblical Studies curriculum.

The Learning Hub

The STAR (Students Taking an Active Role) program in the School's Learning Hub continued as a popular option for students. STAR's aim has been to assist parents support their children's learning and study habits by providing students with a safe and structured learning environment to complete homework and receive support from various staff.

Teaching and Learning: Other Areas

Learning Support, under the direction of Cindy Hales and her dedicated team of Teachers Aides, works hard to support our students.

Extra-Curricular

A team of students participated in Inquisitive Minds workshops and the Ethics Olympiad under the guidance of Cindy Hales, providing teams with opportunities to develop a positive attitude towards challenging Maths problems and engage in critical thinking when responding to ethical and moral dilemmas.

In 2024, we had teams of students participate in both the Mayor's Cup Debating and Dudley Debating competitions both of which our students placed first. In addition to this, we had Secondary students represent our school in the CWA Centra West Public speaking with two first place and one highly commended place getters.

9.3 Parent Partnership

Parents and Carers are recognised as having the privilege of being the primary caretakers of their children, entrusted with guiding their education and spiritual growth. They serve as valuable collaborators and partners in the overall well-being, attitudes, discipline, behaviour, and mindset of our students. As a school we are committed to actively partnering with parents and carers in this role.

Parents and Carers will be encouraged to be actively involved as participants in school camps and excursions, as speakers at school events, such as Thanksgiving and Dedication services, and in a multitude of other areas.

Outdoor Education Program

Parent partnership is a vital part of the success of our camps.

Stage 4

- Year 7 + 8 Waves Camp in Sydney

Stage 5

- Year 9 Urban Camp in Sydney
- Year 10 Work Experience and Careers Program

Stage 6

- Retreat in Sydney
- Rite of Passage at Ridgecrest



9.5 Professional Development

A Summary of Professional Learning Undertaken by Teachers

In 2024 the Secondary staff continued pedagogical initiatives and improvements. In particular, the team extended the development of academic rigour, developing personal responses to the strategies and initiatives outlined in a context of performance goals and staff appraisals.

2024 CPL for Secondary included:

January PD Week

- Child Protection Refresher and Creating Safer Schools – AIS
- Vision Strategic Directions
- First Aid Training
- Engaged Classrooms

July PD Week

- The OCS Way
- Risk Management
- Compliance, Policy and Procedures
- Registration and Accreditation
- NESA Workshop
- iTEC Conference Perth
- Running The Room – Behaviour Management. Following this PD a target group was formed to help embed the OCS Way across the school.
- Years 7 to 10 New Syllabus training days.

Mel Collins
Head of Secondary



10 Compliance Report

Compliance is the result of Orange Christian School ('the School') meeting its obligations under regulations from state and federal legislation, the NSW Educational Standards Authority (NESA), and other regulatory bodies. The School's policies and procedures incorporate a biblical basis, legislative requirements and best practice in governance, student welfare, teaching, and administration. This enables the School to minimise risks, provide clarity regarding procedures, and to pursue the Vision and Mission of the School in the Christian education of our students.

Policies and procedures are regularly revised:

- to comply with changes to legislative requirements;
- at regular intervals to ensure currency;
- and with improvements in school processes.

The School's Staff Code of Conduct is revised annually with a particular focus on professional conduct and performance as well as children's safety and wellbeing. All staff are required to sign the Staff Code of Conduct annually.

10.1 Changes in 2024

The following Policy and Procedure documents were updated in 2024:

- Privacy Policy Co-curricular Programs Policy – new document.
- Surveillance Policy – new document.
- Sexual Orientation, Gender and Sex Policy – new document.
- Teaching and Learning Policy – 2-1 Secondary Assessment
- Governance 2-1 Responsible Persons Policy
- Governance 2-2 Delegation Policy
- Notification to NESA Policy
- WHS Framework 3 Incidents: 3-3 Return to Work
- Code of Conduct for OCS Student Employees – new document.

The following policies and documents are publicly available on the School's website:

- Child Safe Framework and "How We Handle A Reportable Complaint Against a Staff Member"
- Anti-Bullying Policy
- Discipline Policy
- Complaints Management
- Enrolment Policy

10.2 Staff Training In Legal Compliance Obligations

Annual mandatory training is held for all staff, including casuals and general staff, in Professional Development (PD) weeks prior to the commencement of Terms 1 and 3. These sessions cover: child protection and child safety topics; the Staff Code of Conduct; WHS requirements; current and new Compliance topics; and training specific to teaching practice and accreditation.

Volunteers and contractors are inducted into the School and are required to sign a Code of Conduct specific to their roles.

The Board complete Professional Learning related to governance throughout their term serving as a Director. The Board also sign annual declarations, including a Board Code of Conduct.

The School seeks to enable all staff, volunteers, and contractors working at the School to understand their responsibilities and to safely meet the requirements of their role at the School. By complying to school policy and procedures, all members of the school community can live in harmony, with respect for one another and in service of student learning.

Amber Wurzer
Compliance Officer



11 Sports Report

When God has something for you, it doesn't matter who stands against you. If it's meant for you, God will open the door for you. God says in Jeremiah (29:11), *"I know the plans I have for you, plans to prosper you and not to harm you, plans to give you hope and a future."*

2024 brought both hope and vision for our School's sporting future through the victories, defeats and general efforts of our students in their sporting endeavours. The 2024 sporting year at OCS started with a 'bang' with all three major carnivals (Swimming, Athletics and Cross Country) held in Term 1. With the growth of the School came exciting changes. The Primary and Secondary Athletics Carnivals became distinct carnivals, with Secondary athletics utilising the Waratahs Sportsground and the Primary athletics carnival held at school. The overall feedback regarding the Secondary Carnival location was a positive one embraced by both staff and OCS community.

The OCS Cross-Country event moved back offsite to next door at Nelson Park. This proved a gruelling course that met the demands of a cross-country track in preparation for the CSSA state event. Swimming was held in Week 3. Staff and representative students headed to Zone Swimming Carnival in Wagga Wagga for the second year in a row. In 2026 we will see the return of Zone Swimming back to Orange for OCS to organise. It was a year of outstanding achievements in higher level sporting competitions. OCS was represented by students at both CSSA and CIS levels for Athletics and Cross Country. One OCS student competed at NSW Primary Schools Sport Association's Cross Country and Athletics and was awarded CIS Medallion in recognition for outstanding sporting success in 2024. The efforts of all the students were commendable, with many achieving personal bests and all displaying exemplary sportsmanship. OCS had several students participate in individual trials to be part of CIS teams in Water Polo, Soccer, Hockey, and Softball. Two students were selected for CIS teams, for the Open Men's Softball Team and Primary Girls Hockey Team. These teams experienced a successful year, placing 1st (softball) and winning the gold medal (hockey) in their respective competitions.

Offsite sporting opportunities across Terms 2 and 3 provided a host of new opportunities for our Stage 4 and 5 students participating in Ten Pin Bowling, Ninja/Parkour courses and skills, Gymnastics, Fitness Classes, Spin Classes, HITT Classes, and Martial Arts.

Stage 3 were blessed with receiving two Sporting Schools Grants in 2024. In Term 1, they participated in a NSW 'Learn to play' hockey program. In Term 2, they participated in Tennis at the local Indoor Tennis Centre.

Both programs provided a wonderful development program for our Stage 3 students who were able to demonstrate these skills in the local June Graham Hockey Cup, which OCS won, and the Todd Woodbridge Tennis cup (a statewide tennis competition). Sporting Schools provides valuable funding to encourage students to increase their levels of physical activity and several students continued to pursue these sports after participating in these programs.



Our Talented Athlete Program (TAP) continued to be a successful extracurricular program for our young athletes seeking to further develop their fitness and to spend time with fellow peers that share similar goals and aspirations. Training was conducted every Wednesday morning at Emus Rugby Club, under the guidance of JLW Performance. This allowed them to stay focussed and remain fit throughout the year. On two occasions the TAP athletes were put through a series of fitness testing regimes to gauge their progress throughout the year.

Summary of sporting involvement:

Event	No. of OCS Competitors
Zone Swimming (Secondary and Primary)	51
CSSA Swimming (Secondary and Primary)	27
CSSA Cross Country (Secondary and Primary)	51
CIS Cross Country (Secondary and Primary)	3
NSWPSSA Cross Country	1
Zone Athletics (Secondary and Primary)	97
CSSA Athletics (Secondary and Primary)	31
CIS Athletics (Secondary and Primary)	4
NSWPSSA Athletics	1
CIS Primary Hockey	1
June Graham Hockey Cup (Primary)	17

CIS Open Boys Softball	1
CSSA Primary Mountain Biking	1
CSSA Gymnastics	1
Far West Zone Soccer Gala Day	98
CSSA Netball Gala Day (Primary Boys and Girls)	28
Todd Woodbridge Cup Tennis Tournament (Primary Boys and Girls)	19
Far West Zone Basketball (Opens + U/15 Boys Teams	12

The summary above reflect the growth in sport at OCS throughout 2024 and the school anticipates that in 2025 there will be even greater participation. Part of this success is contributed to the fact that sport at OCS allows students to shine on the sporting stage, to take up new opportunities and to embrace the gifts God has given them, not just as sportsmen and women but as young leaders of tomorrow.

Every sporting opportunity afforded our OCS students is not assured of success, but the sporting journey allows each of them to work towards the person who God wants them to be. Sometimes we need to feel the pain and sting of defeat to activate the real passion and purpose that God predestined inside of us. The struggles along the way are only meant to shape us for our purpose.

Overall OCS could not be prouder of its students and the way they have embraced every opportunity to participate in sport in 2024.

Cathryn Buckerfield
Sports Coordinator

End of Annual Report



Orange Christian School
Teaching Children - Growing Leaders

(02)6362 7258
500 CECIL RD, ORANGE
WWW.OCS.NSW.EDU.AU