Orange Christian School
Teaching Children - Growing Leaders

ANNUAL REPORT

2025

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1. President's Report

***Kids will be kids* – including us parents sometimes!**
As parents, we have the wonderful privilege of partnering with Orange Christian School to help achieve our school's vision; "*To raise up effective leaders of godly character who will blend academic achievement and biblical truth, to influence society for the glory of God."*

I think we all know this, but *kids will be kids.* It's an obvious statement, yet one I still need to remind myself of as I watch my own son, Lochie, or other children get into mischief or do what I might consider *crazy* things. Rather than simply dismissing and justifying these moments as *just what kids do*, I often find myself reflecting on my own childhood.

I can remember plenty of *crazy* and silly things I did growing up (and when I was not so little), and I sometimes wonder how my mum and dad managed to put up with me. Those memories act as a reality check and give me helpful perspective. They remind me of the innocence behind many of Lochie's actions and reinforce the saying that *kids really will be kids*.

Thankfully, we don't remain children forever. We eventually grow up. As the Apostle Paul points out in 1 Corinthians 13:11, there comes a time when we leave childish things behind, stop doing silly things and begin to act with greater maturity and responsibility. In the Amplified Bible, Paul writes: "*When I was a child, I talked like a child, I thought like a child, and I reasoned like a child; now that I have become a man, I am done with childish ways and have put them aside.*"

Understanding this truth encourages me greatly. It reminds me that God isn't quick to become upset when I, as an adult, occasionally revert to childish behaviours such as sulking, complaining or getting frustrated when things don't go my way. Is God disappointed at times? Probably. But He understands that we are human. He knows there are moments when we think and act immaturely like a child.

It doesn't surprise God when we make poor choices or do foolish things. What matters most to Him is that we don't choose to remain there. God looks at us through His Son, Jesus, with eyes full of love, compassion and forgiveness. He sees our potential. He sees the gifts and talents He has placed within us and our capacity to grow, mature, and use those gifts for good.

God looks forward to the time when we will fully put away childish things and walk in His fullness, exercising God given gifts and talents, as mature Christians. He is gracious enough to recognise that there will always be just a sliver, a small part of *kid* in all of us. And for that, I think we can all be very grateful.

I am deeply grateful for our founding parents, whose vision and servant-hearted commitment were instrumental in bringing Orange Christian School to fruition. It is now our responsibility, as an Association and school community, to carry that vision forward and to continue cultivating a heart posture of godly servanthood, ensuring the ongoing strength and success of our school.

On behalf of the OCS Board and Association, I would like to sincerely acknowledge and thank Mr Yooie Choi, our Executive team, our teachers and all staff for their outstanding work throughout this year. Our sons and daughters are able to flourish at Orange Christian School because of the environment our staff create, one that is inspiring and challenging, inclusive and engaging, nurturing and safe.

Thank you to all staff for your unwavering commitment, dedication and faithfulness in the vital role you play in educating and caring for our children.

OCS Association

The Association is the body through which Orange Christian School is operated, and it was through the Association that parents and friends came together to establish Orange Christian School in the early 1980s. It is essential that OCS continues to have a strong and active Association, from which a capable Board can be formed to oversee and faithfully carry forward the vision of the founding members.

During 2025, two Association meetings were held, including the Annual General Meeting in May. In addition, a parent information forum was conducted during the year. Association meetings and parent information forums provide valuable opportunities for parents to ask questions, engage in discussion, and gain a deeper understanding of school governance and operational matters.

Our school was built upon a heritage of strong partnership between parents and the school, one where open communication and parent involvement are both valued and encouraged. As parents, we hold the primary responsibility for guiding our children toward a relationship with Jesus and a Christian way of living, and OCS remains committed to faithfully partnering with you on this journey.

Former United States President Lyndon B. Johnson once said, "*There are no problems we cannot solve together, and very few that we can solve by ourselves.*" This sentiment strongly reflects the value of partnership within our school community.

Orange Christian School is strengthened through the involvement of parents and families, and together we can achieve far more with your help. Given the importance of this partnership, parent engagement will remain a key focus of school life in the future. I encourage you to engage with OCS in whatever way you are able in 2026, through participation in school events and by faithfully praying for the school.

If you are not an Association member, I prayerfully invite you to consider joining the OCS Association. Membership provides a meaningful way to connect with others in the OCS community and to actively support and pray for the school.

Serving on the OCS Board

Serving on the Orange Christian School Board is both a wonderful privilege and, at times, a significant challenge. I am deeply grateful for the diligence, prayer, wisdom, and support of my fellow Board Members and the School Executive. I would like to take this opportunity to sincerely thank those who served on the Board during 2025: Renee Reid, Cathy McPhee,

Tegan Cunial, Andrew Parkinson, David Buchanan, Stephen Griffith, Robert Weaver and Tim Buckingham-Jones. In particular, I would like to acknowledge and honour the service of Cathy McPhee and Andrew Parkinson, who stepped down as Board Members at the 2025 Annual General Meeting. Thank you, Cathy and Andrew, for your outstanding contributions, faithful service, and years of commitment to Orange Christian School.

Serving on the Board provides parents of the Association with the opportunity to take the biblical mandate of parenthood, to teach our children "*in the ways of the Lord*" a step further by participating in a team that helps shape and guide the governance of our school community. The primary purpose of the Board is to steward the school community wisdom and integrity, ensuring decisions are made in alignment with the school's vision and values.

The Board undertakes several key responsibilities, including:

- Holding the school community accountable to its core vision, purpose and values.
- Appointing the Principal and delegating responsibility for the oversight of daily operations and the practical outworking of the school's mission
- Exercising duty of care and diligence, including risk management
- Upholding fiduciary responsibility by acting in good faith and not misusing position or information
- Identifying and managing conflicts of interest
- Providing financial oversight and stewardship

Board members are drawn from both the school community (being parents of current or former students) and the wider Christian community. The current Board comprises individuals with a diverse range of formal and informal skills and experience, including business and organisational management, compliance, and risk management, strategic planning, finance, administration, education, engineering and Christian ministry and pastoral care.

Governance Overview

The Board meets monthly and works closely with the Principal and the Executive to discuss both operational matters that impact the daily life of the school and longer-term governance and strategic issues. Each meeting includes dedicated time in prayer, seeking wisdom and guidance from our Lord and interceding on behalf of the school, its students, staff and families.

Each month, the Board reviews Orange Christian School governance policies to ensure compliance with State and Federal Government legislation. The Board's role is to ensure that strong risk management frameworks, effective processes, and evidence of compliance are in place. Responsibility for the management of operational risks is delegated to the Principal, who provides regular reports to the Board. Strategic planning continues to be a significant focus, with time spent alongside the Executive discussing and prayerfully discerning the future direction of the school.

The Facilities Master Planning Committee (FMP), an advisory committee of the Board, was also very active throughout the year, providing valuable support in planning and development of the school's buildings and facilities. I want to sincerely thank Mr David

Buchanan, as convener of the FMP, and Mr Chris Cameron for their important contributions in planning for the future facilities of our school. I also wish to acknowledge and thank the members of the Finance Committee, a sub-committee of the Board, for their ongoing work in supporting OCS.

The Board also devoted significant time to supporting the Principal and Executive as they navigated the many demands and challenges associated with recruiting and retaining the right staff for our school.

Good Governance and Leadership Development
Professional development and ongoing training for Board members are essential to developing strong governance capability and align closely with OCS's Growth Mindset. During the year the Board undertook compliance training through Independent Schools NSW and with Christian Education National (CEN), covering the induction of new Board members and principles of good governance. Board members also participated in CEN's *Flint & Steel* governance webinars throughout the year, contributing to the Board's continued growth and effectiveness.

Thank you
Thank you for choosing to partner with OCS in the education of your children. I trust that God will continue to bless and enrich your life through your involvement in this ministry. I encourage you to engage with OCS in whatever ways you are able during 2026, through participation in school events and by faithfully praying for the school.

God is indeed good, and we can confidently trust in His plans for our future.

David Coleman
President Orange Christian Schools Association

2 Principal's Report

2.1 Christian Education

Orange Christian School is an interdenominational, co-educational school providing a Christ-centred education from Prep through to Year 12. Our mission is to partner with families in raising and nurturing children to know and love God, while equipping them with a strong academic foundation grounded in biblical truth.

At Orange Christian School, education is understood as far more than the transmission of information. We believe learning is a transformative process that engages both the heart and the mind. This transformation is nurtured through a biblical worldview, enabling students to understand their identity in God and encouraging them to develop and use their God-given gifts and talents to contribute positively to the world around them.

Our dedicated Christian staff play a vital role in this process. Through caring relationships built on trust, alongside professional expertise, teachers support the unique development of each child. At the heart of Christian education at Orange Christian School is the desire to equip students with godly faith and character to glorify God.

2.2 Christian unity and purpose

One of the great joys of serving at Orange Christian School is the unity we share between staff, the School Board, Association members, and our wider community. As brothers and sisters in Christ, we are united in faith as we serve a holy, sovereign, and good God who reigns as our King. It is a genuine privilege to serve our students and their families by providing a Christ-centred education here in the Central West. We entrust our school entirely to God, recognising that nothing we do occurs outside of His knowledge or control. As Scripture reminds us in Romans 8:28, *"We know that in all things God works for the good of those who love him, who have been called according to his purpose."*

I am deeply grateful to God for the 2025 year. The school has been richly blessed, with steady growth in enrolments, the appointment of key staff, and the expansion of subject offerings. The school commenced 2024 with 449 K–12 students and began 2025 with 482 students, representing a growth of 7.3 per cent. The school is projected to commence 2026 with more than 525 students, an anticipated increase of 8.9 per cent. In response to this growth, we have expanded our subject offerings, particularly in Stage 6, including the introduction of Business Studies and Sports, Lifestyle and Recreation. We have also established important new roles, including a Wellbeing and Sustainability Teacher (Primary), Indigenous Support Officer, and a Wellbeing Coordinator.

2.3 Parent Partnership and Community connections

Parent partnership remains a key focus at Orange Christian School, and throughout 2025 many events were organised to encourage parent involvement and active participation in the life of the school. This year saw the reintroduction of the Working Bee, alongside a Fundraising Trivia Night. The school also hosted volunteer information sessions, Creative and Performing Arts showcases, a Parent Forum with guest speakers, and successfully building up the Primary School's *Reading Army*. Of particular note was the introduction of *Prayer and Praise* mornings, held throughout the year. These mornings provide a dedicated opportunity for staff, students, and families to come together for worship through songs of praise, and shared prayer. My sincere thanks to Steve Price for organising and leading these uplifting and encouraging community events. I would also like to thank the many parent volunteers who generously support the school through their involvement in camps, excursions, sporting carnivals and the numerous activities at school. We greatly value the presence and contribution of our parents at these events and warmly encourage anyone who has not yet been involved to consider doing so in the future.

I take this opportunity to thank our Class Parents who provide a valuable service for our parents by sharing updates, advice and support to our parent community. I also like to acknowledge Alex McFadyen for her role as Parent liaison to the Association.

The school is also continuing to strengthen its connections within the wider community. Students have been actively involved in serving through various community and social service organisations, such as the Salvation Army, as well as visiting local nursing homes. Orange Christian School also supports Scripture Teaching and regularly welcomes church leaders to the school to lead devotions and speak at assemblies, partnering in gospel ministry within our community.

2.4 Summary of highlights and accomplishments

In 2025, the school successfully completed the NESA Registration and Accreditation process. This affirmed the significant work undertaken by Amber Wurzer (Compliance Officer) in consolidating and updating school policies and procedures. Staff wellbeing remained a key focus, with the introduction of an Employee Assistance Program (EAP) and seminars on flourishing through Abound. The school also continued its commitment to gospel-centred mission, with a team traveling to Fiji to share the gospel and serve the local school community. The Secondary School Musical, *Peter Pan*, was a highlight of the year and received glowing feedback from the wider community, showcasing the talents, commitment, and enthusiasm of both students and staff.

2.5 All thanks to God

I sincerely thank our staff for their dedication and faithful service, which contributed to making 2025 a productive and God-honouring year. I also extend my heartfelt thanks to the Board, Association, and the entire school community for your prayers, encouragement, and ongoing support. Your partnership is deeply valued. I commend this Annual Report and give thanks for the many good things that have been accomplished, all of which reflect God's goodness and faithfulness toward our school. As we look ahead to 2026, we do so with great anticipation, trusting in God's continued leading and provision for Orange Christian School.

As Proverbs 3:5–6 encourages us: *"Trust in the Lord with all your heart and lean not on your own understanding; in all your ways submit to him, and he will make your paths straight."* May this truth continue to guide and encourage our community as we move forward together.

Yooie Choi
Principal, Orange Christian School

3 Business Manager's Report

Overview

2025 has been another year of strong and steady growth for Orange Christian School under God's hand. Building on the momentum of previous years, we have continued to expand our capacity through strategic investment in both facilities and staffing, ensuring the school is well-positioned to meet the needs of our growing community. This growth has been supported by careful financial stewardship and a clear commitment to long-term sustainability.

As our enrolments have increased, so too has our investment in people and infrastructure, strengthening our ability to deliver high-quality Christian education in an environment that is both well-resourced and future focused.

It is a privilege to present the 2025 Business Manager's Report, highlighting the progress made this year and the ongoing work that underpins the mission and vision of OCS.

3.1 Finance

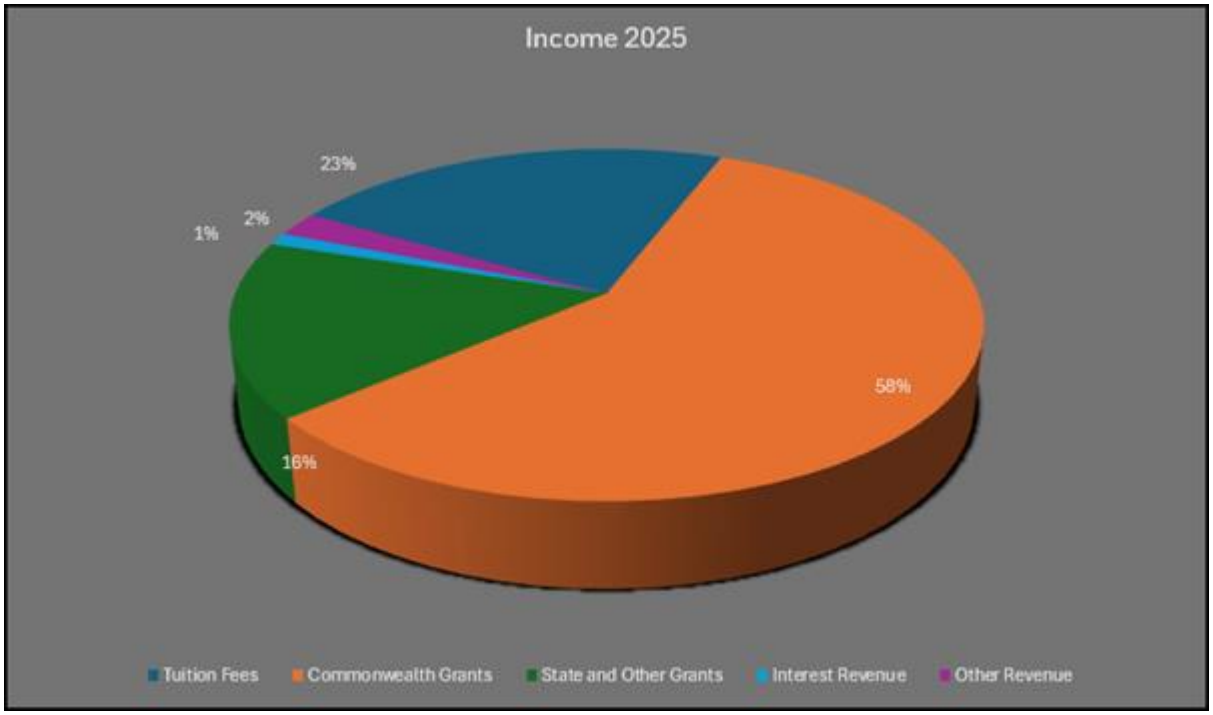
2025 has been a year of continued financial stability and growth for the school. We have maintained strong fiscal management; ensuring sustainability, while investing in key infrastructure and educational resources to support our growing student body.

Financial Summary

The financial accounts for the 2025 year reflect the income and expenses associated with Orange Christian Schools Ltd from 1 January 2025 to 31 December 2025. The school's financial position remains strong, ensuring we can continue to invest in our facilities, staff, and students.

Income Breakdown

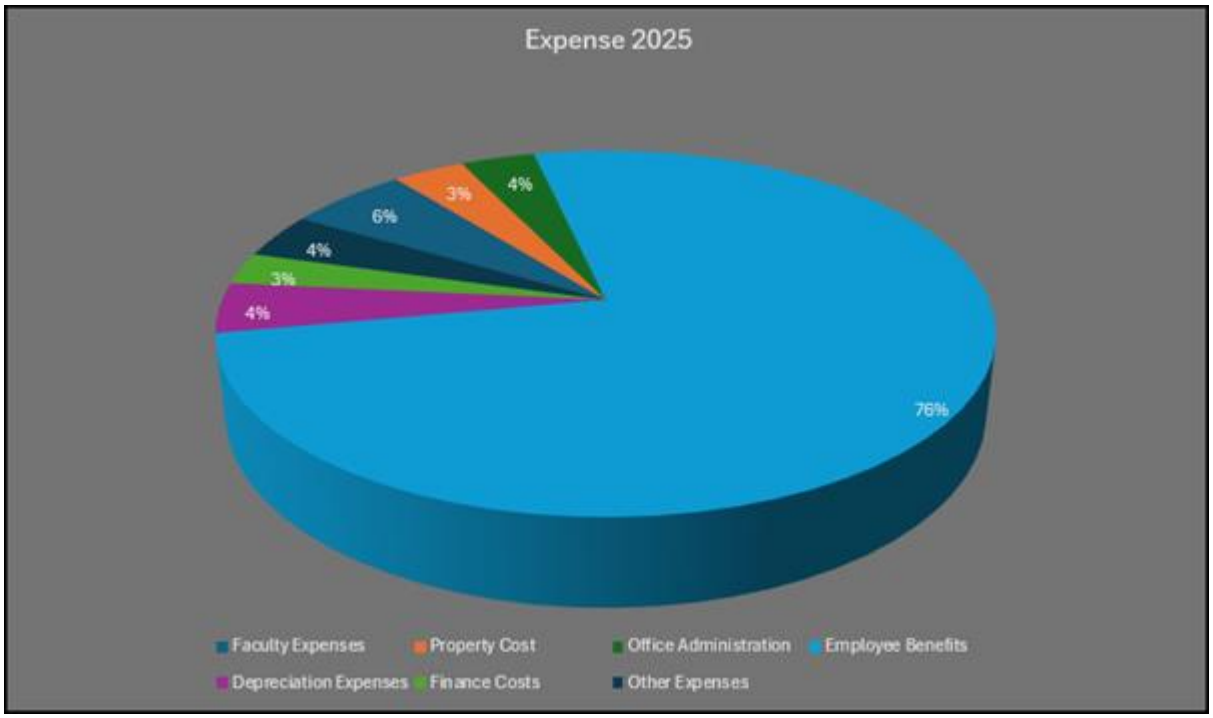
Income was sourced from a combination of Commonwealth and State Government grants, school fees, donations, and other private sources.



The breakdown is as follows:

- Recurrent Commonwealth Grants: 58% of total income
- Recurrent State Grants: 16% of total income
- School Fees & Private Income: 23% of total income
- Interest & Rent: 1% of total income
- Other Income: 2% of total income

Expenditure Breakdown



The school's expenditure in 2025 covered salaries, administration, learning resources, and

capital investments. The breakdown is as follows:

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

Financial Performance

The school recorded a net surplus of $1,085,419 in 2025, reinforcing our ability to invest in capital projects such as the K-Block expansion, utilities upgrade, future secondary build 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

OCS finished 2025 with 81 staff members. Breakdown is as follows:

- Total staff: 81 Including Prep
- Teaching staff: 25 full-time, 20 part-time (FTE: 37.4) *Exl Prep
- Support and administration staff: 24 (FTE: 17.56) *Exl Prep
- 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, ISNSW, CEN and other accredited training providers.

3.3 Master Plan and Facilities

2025 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

- K-Block expansion: The relocation of the existing K Block, together with the installation of new learning spaces, has significantly enhanced our facilities. This development includes the addition of two purpose-built art rooms, a dedicated art

storage area, a large Drama/General Learning space, and new toilet amenities. In addition, a landscaped grassed quadrangle has been created, featuring amphitheatre-style seating to support both informal gatherings and outdoor learning.

- Solar panel installation: With the assistance of Australian Government grant funding we installed 100kw of solar panels and a 67kW battery system. This has cut our electricity use from the grid by 54 per cent over the period since commissioning in April 2025.
- Technology Upgrades: Deployment of the *Uniflow* print management system to reduce printing costs, upgrades to iPad and Laptop devices, CCTV additions and upgrades. A large focus on improvements in network and monitoring security.
- Improvements to existing facilities, including creation of a Wellness Hub, Nurses station and sick bay, Seniors common room and Senior Study area.

Planned Projects

- Utilities upgrade: Relocation and upgrade of our Fire System and installation of an electrical substation on Cecil Rd verge
- Development Application for student increase: We are approaching our 550 student capacity, as approved by Orange City Council in a 2023 DA. This new application will allow us to increase to 650 students
- Secondary Building : Planning underway for a two-storey building in lower staff carpark area. It is estimated that this will be for a 2027 build, 2028 occupation.
- Entranceway upgrade : In order to get occupancy on a new building, our main entrance requires upgrading.
- Further development of indoor and 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, Deputy Principal - Students, Christian Foundations and Community, and members of the school community with expertise and skills in engineering, planning and building maintenance and design, has actively pursued plans and funding opportunities to support future growth. Key developments in 2025 included working with Stanton Dahl Architects to drive the development projects listed above, as well as re-evaluating the 5-year plan based on new 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 2025

- 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

2025 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.

Chris Cameron

Business Manager

4 Registrar's Report

4.1 Enrolment

Orange Christian School provides education from Prep to Year 12 within a Christian environment where the teachings of Jesus shape students' attitudes, actions, and relationships. We are a co-educational, interdenominational school that welcomes enrolments from families who value the educational opportunities offered at OCS and are willing to support the school's vision, mission and values along with our Statement of Faith and Christian ethos.

Our approach to enrolment at OCS is founded on partnership with parents. Biblical principles are intentionally woven through all aspects of school life, including administration, curriculum, governance, and student welfare. This commitment is reflected in both our enrolment documentation and on our website. As part of the enrolment process, families provide important information about their child and emergency contacts in accordance with government requirements. All personal information is managed responsibly and kept confidential.

Children are generally eligible for Kindergarten if they turn five years of age before 31 March in the year of entry. For the Prep program, children must be four years old by 31 July, in line with *Start Strong* funding requirements.

During 2025, the school worked closely with families enrolling in Kindergarten, offering individual school tours, careful review of applications, and further assessments where required for all prospective students entering the Prep transition program. Term 4 was then dedicated to supporting a smooth transition from Prep to Kindergarten, with staff from both areas working collaboratively to help students and families feel confident, supported, and well prepared for the commencement of *big school*.

Student Enrolment trends from 2024 to 2025 at Census Dates.

	2024 K-12 (Census Date 9/8/24)	**2025 K-12 (Census Date 1/8/25)**	**Increase/-Decrease**
Total Student Numbers	443	490	10.61%
Indigenous Students	26	35	34.62%
Students with disabilities*	66	77	16.67%
Students on Visas	23	25	8.7%
	2024 Prep Only (Census Date 9/8/24)	**2025 Prep Only (Census Date 8/8/25)**	
Prep Students	68	70	2.94%

Prep to Kindy Transition %	28	29	3.57%

*A student with disabilities is defined in the Enrolment Policy as any student that has a cognitive, sensory, physical, socio-emotional disability.

Student enrolments are projected to reach 510 students from Kindergarten to Year 12 by the 2026 census date, with Prep enrolments projected at 72 students by the same time. These projections reflect continued and steady growth across the school.

During 2025, OCS was blessed with a richly diverse student population. Our community including students from a wide range of cultural background, including British, Brazilian, Cambodian, Chinese, Filipino, Ghanian, Indian, Indonesian, Iranian, Kenyan, Korean, Kurdish, Libyan, Malaysian, Nepalese, New Zealander, Nigerian, Russian, South African, Sri Lankan, Tongan and Zimbabwean. This diversity continues to enrich the life of our school community and reflects hospitality and inclusivity.

Immunisations Prep to Year 12

In accordance with NSW government legislation relating to student immunisation, OCS maintains a comprehensive Immunisation Register. All Prep students enrolled in 2025 provided an Immunisation History Statements prior to commencing school, in compliance with mandatory legislative requirements. In addition, the school maintains adheres to government regulations by maintaining a secondary Immunisation Register for all new Kindergarten to Year 12 enrolments.

While students in Kindergarten to Year 12 may be enrolled without an approved immunisation certificate, they are classified as *unimmunised*. In such cases, students may be excluded from attending school during an outbreak of a vaccine-preventable disease or if they are identified as having been in contact with someone diagnosed with a vaccine-preventable disease, even if no outbreak has been formally declared.

It is noted that COVID-19 immunisations is not currently a requirement for school attendance in NSW.

Prep Enrolments

As of the 2025 Independent Schools Census date 1 August, Orange Christian School's Prep program had 70 children actively enrolled and participating. Of these students, 34 per cent were female and 66 per cent were male. The Prep program offers both 2-day and 3-day attendance options, operating Monday to Friday across two learning spaces: 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.

As at the census date, only two 2-day places remained available, with 3-day placements proving the most sought-after option for 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 2025, 38 per cent of Prep students transitioned to Kindergarten in 2026, 25 per cent opted for a second year in Prep, and 37 per cent moved on to other services.

Kindergarten Enrolments

Due to the growing interest in our school, OCS welcomed two Kindergarten classes for 2025, with 71 per cent 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 2025, 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 2024 to 2025, is outlined in the table below.

Comparison & % increase	2024			2025			% increase or decrease
	Primary	Secondary	Total	Primary	Secondary	Total	
New Students	32	27	59	11	37	62	+5.08%
New families	19	19	38	15	30	45	+18.42%
New siblings to current students	4	4	8	1	5	6	-25%

Senior Secondary Student Retention Rates (Year 11-12)

Year	Start of Year 10 2023	Start of Year 11 2024	End of Year 12 2025
Cohort Student Numbers	35	19	19
Departed Students who left in the prior year		-14	-3
Retention Rate %		54.3%	100%
Year	**Start of Year 10 2024**	**Start of Year 11 2025**	**Start of Year 12 2026**
Cohort Student Numbers	41	30	24
Departed Students who left in the prior year		-7	-0
Retention Rate %		73.2%	80%

Personalised Tours
Orange Christian School is pleased to offer personal school tours for prospective families. These tours continue to be highly popular and provide an excellent opportunity for new families to explore the school, observe the school in action, and ask questions about how OCS can positively support their child's educational journey. Personal tours are offered on Tuesdays, Wednesdays and Thursdays between 10am and 2pm, with flexibility available to accommodate family needs where possible.

Group Tours
During 2025, the school also offered four group tours, aligned with key entry points into the school, Kindergarten and Year 7. Two group tours were conducted for prospective Kindergarten 2026 families, and two tours for prospective Year 7 2026 families. These tours provided families with valuable opportunities to experience the school environment first-hand and to engage directly with members of the Senior Executive and selected Key Learning Area (KLA) Coordinators. Families were given insight into curriculum offerings, subject selection pathways, the Creative and Performing Arts Program, sporting opportunities, Hospitality courses, and the Academic Growth Centre, which supports both learning support and enrichment.

Of the two Kindergarten tours offered, one achieved a 20 per cent conversion rate to enrolment, while the second was cancelled due to no registrations. Both Year 7 tours proceeded successfully, with the first tour achieving a strong 66 per cent enrolment conversion rate and the second tour achieving a 20 per cent conversion rate.

New *Digistorm* Enquiry and Enrolment Platform - Funnel
In 2025, the school successfully launched a new online enquiry and enrolment platform, *Funnel,* developed by *Digistorm* Marketing. This implementation followed a comprehensive two-year planning and development process, reflecting a strategic commitment to strengthening enrolment systems and improving engagement with prospective families.

The introduction of the Funnel platform has modernised the school's enrolment processes by streamlining enquiry management, improving data collection and tracking, and enabling

more targeted and timely communication with families throughout the enrolment journey. This inaugural implementation represents a pivotal milestone in supporting sustainable enrolment growth, enhancing operational efficiency, and positioning the school for future demand through data-informed decision-making.

Conversion Rates from Enquiry to Commenced Enrolment (1 January 2025 – 31 December 2025)

The following data outlines the conversion of enrolment enquiries received during the 2025 calendar year. This dataset includes enquiries relating to both current and future enrolment years and reflects enrolments across the 2025 intake, as well as confirmed commencements scheduled for 2026.

Enrolment Stage	Number / Percentage	Description
Total Enquiries Received	561 enquiries	All enrolment enquiries received during 2025, including future intakes
Enquiry to Enrolment	32%	Percentage of total enquiries that converted to enrolled students
Enquiry to Family Tour Booking	54%	Percentage of enquiries that progressed to a family tour
Tour to Enrolment	60%	Percentage of touring families who proceeded to enrol

Student Population

The ratio of student males to females at census date was 49 per cent to 51 per cent.

4.2 Student Attendance

Attendance at OCS is monitored through a combination of manual and digital roll-marking processes, with follow-up undertaken by classroom teachers and homeroom teachers, and, where necessary, the Coordinator of Student Wellbeing. This structured approach enables the school to effectively identify, monitor, and respond to both individual and cohort attendance patterns.

In 2025, the absentee rate across Kindergarten to Year 12 was approximately 12.13 per cent of potential full time attendance. At OCS, an absentee rate of 10 per cent or more (equivalent to approximately five days per term) for an individual student is regarded as an attendance concern. In these situations, parents or caregivers are contacted by telephone and/or email to seek clarification and explore appropriate strategies to support improved attendance. In some cases, a meeting between the parent/caregiver and the Coordinator of Student Wellbeing is required.

Students demonstrating ongoing or long-term patterns of absenteeism are supported through collaborative partnerships with families and, where appropriate, with external agencies, including Child and Adolescent Mental Health Services (CAMHS).

The table below compares the K–12 average attendance rates for 2024 and 2025.

Year Level	Average Attendance %	
	2024	2025
Kindergarten	91.10	89.33
Year 1	89.87	90.12
Year 2	90.65	85.20
Year 3	90.79	90.88
Year 4	90.88	89.19
Year 5	89.95	90.46
Year 6	91.58	88.58
Year 7	88.74	87.28
Year 8	88.51	90.67
Year 9	81.49	83.46
Year 10	83.58	84.01
Year 11	85.50	85.43
Year 12	86.56	87.67
K-12 Average Attendance Total	**88.40**	**87.87**

The average attendance rate declined from 88.4 per cent in 2024 to 87.9 per cent in 2025, reflecting an overall decrease of 0.6 per cent.

Louise Bornen

Registrar

5 Community Development Report

Introduction

At Orange Christian School, we continue to 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

This year, we continued the notion of inviting Year 12 graduating students and their parents for an "End of Schooling" discussion where they reflected on their time at OCS and shared their future aspirations.

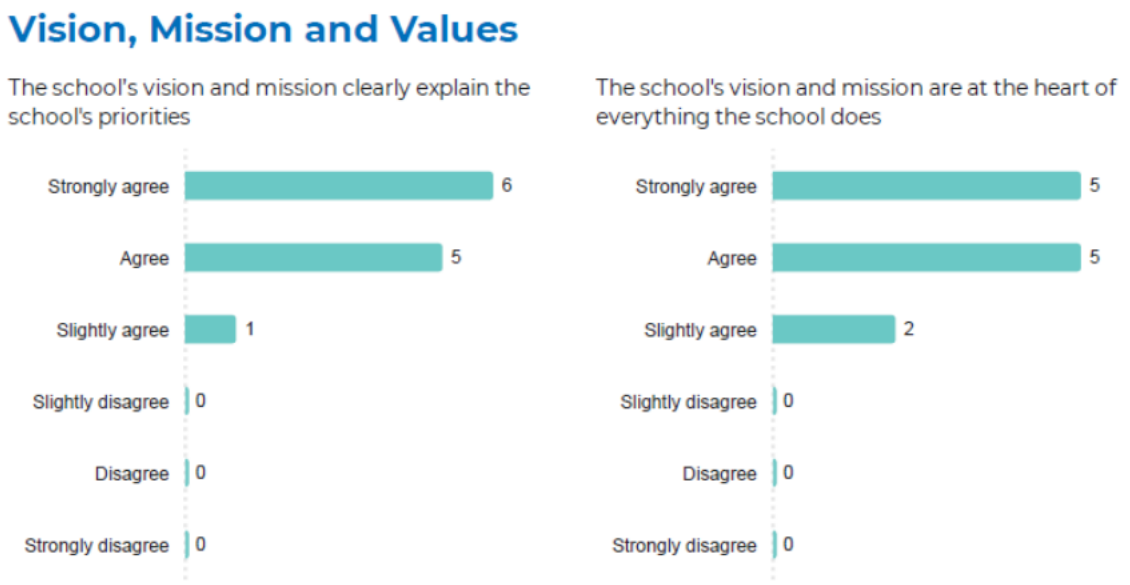
The reflections gathered from this group provided valuable insights into OCS's positive impact on their educational journey and future goals.

Parents also continued to play a pivotal role in supporting the school through various events such as sports carnivals, reading groups, school camps, attending prayer and praise mornings, and our whole school events continue to be well supported by the community.

5.2 Staff Satisfaction

Staff satisfaction continues to be an essential component of a flourishing educational environment. In 2025, staff participated in the Association of Independent Schools (AIS) *Perspectives Survey*, providing valuable insights into workplace culture, professional alignment, and engagement.

A key indicator of a healthy school environment is the degree to which staff feel connected to the vision, mission, and values of the organisation. As demonstrated in the diagram below, OCS staff reported strong levels of alignment and shared purpose. This cohesion plays a critical role in delivering consistent, high-quality teaching and fostering a positive learning environment.



Staff feedback continues to inform school policies and practices, ensuring that OCS remains a supportive, encouraging and God-honouring workplace. This ongoing dialogue supports continuous improvement and responsiveness to both staff and student needs.

5.3 Student Wellbeing

Student safety and wellbeing remain foundational priorities at Orange Christian School. Throughout the year, valuable feedback was gathered through Student Wellbeing Surveys and regular Student Leadership Team (SLT) meetings. These weekly SLT meetings continue to provide students with a meaningful platform to raise concerns, share ideas, and contribute to decisions that affect school life.

This year, 143 students responded to the wellbeing survey, with a pleasing 80 per cent indicating that they feel *very safe* at school. This strong result affirms the effectiveness of our ongoing commitment to providing a secure, caring, and supportive learning environment.

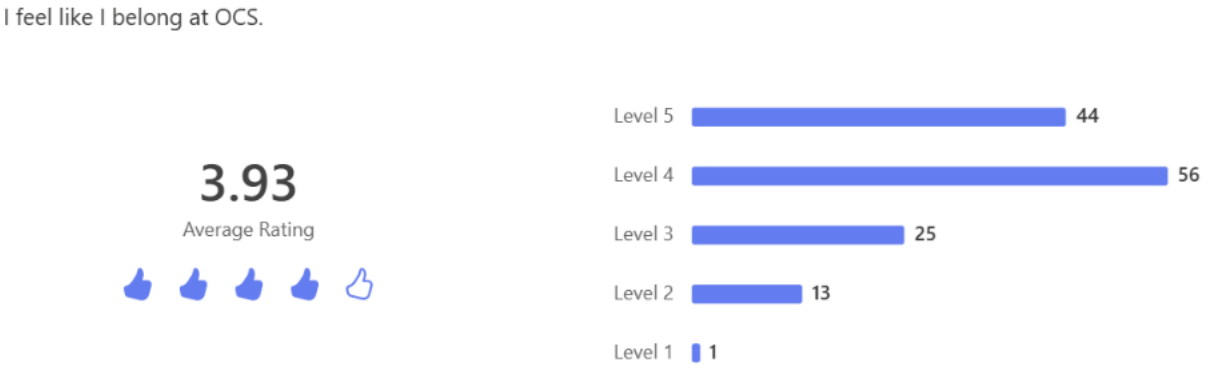


Our focus on wellbeing is further reinforced by positive parent feedback, with families consistently describing OCS as a nurturing and encouraging place for their children. Together, this feedback highlights our dedication to developing a school culture where students are not only achieving academically but also flourishing emotionally, spiritually, and socially.

Students were actively involved in a range of wellbeing initiatives throughout the year, including *R U OK* Day activities featuring a visiting Christian band from Sydney, as well as celebrations for NAIDOC Week and Reconciliation Week. These initiatives, alongside our wider wellbeing programs, contributed positively to student outcomes across the school. As illustrated in the graph below, the majority of OCS students report a positive outlook on life, with overall wellbeing ratings sitting firmly in the *good to very good* range.



A strong sense of belonging continues to be a key contributor to student wellbeing. Student data demonstrates that, on a Likert scale, the sense of belonging score is approaching 4 out of 5. This excellent result reflects the strength of relationships across the school and the deep sense of community that exists at OCS.



5.4 Community Engagement

Community engagement remained a vibrant and valued aspect of school life throughout the year. The school hosted a range of well attended events, including Mother's Day and Father's Day breakfasts, as well as numerous assemblies that welcomed families into the school community. These occasions provided meaningful opportunities to strengthen the partnership between home and school.

Of particular significance in 2025 was the continued growth in our recognition and celebration of Indigenous culture. Through our partnership with Independent Schools NSW and participation in the *Waratah Project*, the school further developed meaningful practices and learning experiences. Reconciliation Week and NAIDOC Week assemblies were

highlights, with Indigenous leaders visiting the school to share culture, stories, music, and perspectives. These experiences enriched our community and supported greater understanding and respect for Australia's First Nations peoples.

The school also maintained strong connections with the broader local community through initiatives such as the Red Shield Appeal, engagement with the St Vincent de Paul Society, and collaboration with Orange City Council. These opportunities not only supported community needs but also helped students develop gratitude, compassion, and an appreciation for the blessings in their own lives.

Conclusion

Feedback from students, parents, and staff continues to paint a very encouraging picture of life at Orange Christian School. High levels of student safety and wellbeing, strong parent engagement, and positive staff experiences all contribute to an environment where educational excellence can thrive while nurturing the whole child.

As a school, we remain committed to listening carefully to our community and refining our practices to ensure a caring, supportive, and enriching environment for all.

Looking ahead, we are excited to build on this strong foundation as we continue working together to ensure that Orange Christian School remains a place where students thrive, families feel connected, and staff experience fulfilment and purpose in their work

Stephen Price

Deputy Principal (Students, Community, Christian Foundations)

6. Curriculum Report

6. 1 NAPLAN results overview

NAPLAN results for 2025 indicate that student achievement at Orange Christian School is consistent with students of a similar background across all assessed areas, reflecting a stable and equitable level of performance.

When compared to all Australian students, results highlight areas of strength, with several domains performing above the national average. This includes strong performance in Year 5 literacy, as well as above-average results in Year 3 numeracy and Year 9 reading. These outcomes suggest that, while overall performance is aligned with similar schools, there are areas where students are achieving at a higher level than national benchmarks (highlighted in green below).

2023 2024 2025

Compare to Students with similar background All Australian students

	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	419	425	401	426	422
Year 5	510	495	508	517	496
Year 7	551	538	539	552	557
Year 9	584	586	579	566	584

NAPLAN participation for this school is 99%
NAPLAN participation for all Australian students is 95%

6.2 NAPLAN performance trends over time

NAPLAN results over the past three years indicate a consistent pattern of performance across the school. When compared with students of a similar background, results have remained stable, with achievement generally aligned with comparable cohorts and occasional areas of above-average performance.

When compared to all Australian students, results demonstrate sustained areas of strength across multiple year groups. In particular, performance in Year 5 literacy has remained consistently strong, with results across reading, writing, spelling and grammar above the national average in both 2024 and 2025. Strengths are also evident in Year 3 reading and numeracy, as well as Year 7 literacy and Year 9 reading in earlier cohorts.

Overall, the data indicates a stable foundation in literacy and numeracy, with consistent areas of above-average performance relative to national benchmarks. This pattern reflects sustained student achievement over time, with identified areas of strength maintained across successive cohorts.

6.3 NAPLAN Performance Trends Summary (2023–2025)

Year Group	2023	2024	2025
Year 3	Above (Reading)	Close to	Above (Numeracy)
Year 5	Close to	Above (Grammar, Literacy)	Above (Literacy)
Year 7	Above (Reading, Grammar)	Close to	Close to
Year 9	Close to	Above (Reading)	Above (Reading)

6.4 HSC results overview

The 2025 HSC results reflect a positive pattern of academic achievement and growth across the cohort. Performance in a number of subjects exceeded state averages in the higher bands, while overall results indicate a consistent level of attainment across most courses. Importantly, analysis of School Assessment and HSC Examination performance demonstrates that a strong proportion of students achieved measurable growth over the course of their study, with many exceeding their internal assessment results in the external examination.

Over time, trends in higher band achievement indicate areas of sustained improvement, particularly in subjects such as Visual Arts, PDHPE and Music 1. While some variation between cohorts is evident, particularly in subjects with smaller candidature, the overall pattern of results reflects a strengthening level of academic performance. Together, these outcomes support the school's focus on academic growth and the ongoing development of student learning.

Key highlights

- Several subjects achieved results above the state average in Bands 5 and 6, including Community and Family Studies, PDHPE, Visual Arts and Music 1.
- A strong pattern of academic growth was evident, with the majority of students improving from School Assessment to HSC Examination across many subjects.
- Consistent cohort-wide improvement was observed in English Standard, Mathematics Standard 2, Modern History, Music 1 and PDHPE.
- Positive growth trends were also evident in English Advanced, Mathematics Advanced and Physics, with most students exceeding their internal assessment performance.
- Over time, an upward trend in higher band achievement is evident in subjects such

as Visual Arts, PDHPE and Music 1.

- Results across most subjects demonstrate a consistent baseline of achievement, with limited representation in the lower bands.
- One student in Music 1 was nominated for *Encore*, recognising outstanding performance at a state level.

2025 HSC Snapshot

Subject	Students	Bands 5/6 (OCS)	Bands 5/6 (State)	Difference	Bands 3/4 (OCS)	Bands 3/4 (State)	Bands 1/2 (OCS)	Bands 1/2 (State)
Chemistry	8	12.50	38.03	-25.53	75.00	51.73	12.50	10.21
Community and Family Studies	3	66.66	32.80	+33.86	33.33	58.65	0.00	8.32
English (Advanced)	11	54.54	65.22	-10.68	45.45	34.49	0.00	0.25
English (Standard)	7	0.00	12.87	-12.87	100.00	81.36	0.00	5.75
Legal Studies	8	37.50	44.68	-7.18	50.00	42.58	12.50	12.71
Mathematics (Advanced)	8	37.50	51.46	-13.96	50.00	42.93	12.50	5.57
Mathematics (Standard 2)	5	0.00	29.77	-29.77	50.00	53.57	33.32	16.64
Modern History	9	11.11	35.85	-24.74	44.44	50.61	33.33	12.57
Music 1	4	75.00	66.85	+8.15	25.00	28.85	0.00	4.24
PDHPE	3	66.66	35.29	+31.37	33.33	55.19	0.00	9.49
Visual Arts	4	75.00	64.16	+10.84	25.00	35.07	0.00	0.73

Subject	Students	E4 (OCS)	E4 (State)	Difference	E3 (OCS)	E3 (State)	E1/E2 (OCS)	E1/E2 (State)
English Extension 1	4	0.00	42.15	-42.15	75.00	53.07	25.00	4.75
Mathematics Extension 1	3	0.00	34.71	-34.71	33.33	42.62	66.66	22.66

Note: Percentages represent the proportion of students within each subject cohort achieving

each performance band. State percentages are provided for comparison.

6.5 Student performance overview

The 2025 HSC results demonstrate a number of areas of strength across the cohort, with several subjects achieving a higher proportion of students in Bands 5 and 6 compared to the state. In particular, strong performance relative to the state was evident in Community and Family Studies, PDHPE, Visual Arts and Music 1, indicating a high level of achievement among students in these courses.

Across the cohort, results in Bands 3 and 4 were consistent with, or stronger than, state patterns in several subjects, reflecting a solid level of overall attainment. In most courses, the proportion of students in the lower bands remained limited, supporting a broadly consistent baseline of performance.

There were some subjects where the proportion of students achieving in Bands 5 and 6 was below the state average. In these cases, results were often concentrated in Bands 3 and 4, indicating that students were achieving at a satisfactory level, with scope for further growth into the higher bands.

Performance in Extension courses reflects small cohort sizes and should be interpreted with appropriate context. Results indicate variation in outcomes relative to the state, with most students achieving in the mid performance bands. Given the limited candidature, these results provide an indication of individual performance rather than a cohort trend.

Academic Growth: School Assessment to HSC Examination

Subject	Students	Improved	Same	Declined
Chemistry	8	5 (62.5%)	0 (0%)	3 (37.5%)
Community and Family Studies	3	2 (66.7%)	1 (33.3%)	0 (0%)
English (Advanced)	11	8 (72.7%)	2 (18.2%)	1 (9.1%)
English (Standard)	7	7 (100%)	0 (0%)	0 (0%)
Legal Studies	8	4 (50.0%)	1 (12.5%)	3 (37.5%)
Mathematics (Advanced)	8	6 (75.0%)	1 (12.5%)	1 (12.5%)
Mathematics (Standard 2)	5	5 (100%)	0 (0%)	0 (0%)
Modern History	9	9 (100%)	0 (0%)	0 (0%)
Music 1	4	4 (100%)	0 (0%)	0 (0%)
PDHPE	3	3 (100%)	0 (0%)	0 (0%)
Physics	5	4 (80.0%)	0 (0%)	1 (20.0%)
Visual Arts	4	2 (50.0%)	0 (0%)	2 (50.0%)

English Extension 1	**4**	3 (75.0%)	0 (0%)	1 (25.0%)
Mathematics Extension 1	**3**	1 (33.3%)	2 (66.7%)	0 (0%)

6.6 Growth in student performance

Analysis of the relationship between School Assessment Marks and HSC Examination Marks indicates that a strong proportion of students demonstrated measurable academic growth over the course of their study. In many subjects, the majority of students achieved higher examination marks than their internal assessment, reflecting effective preparation for external assessment conditions.

Notably, several courses, including English Standard, Mathematics Standard 2, Modern History, Music 1 and PDHPE, showed consistent improvement across the entire cohort, with all students demonstrating growth from School Assessment to HSC Examination performance. Strong patterns of improvement were also evident in English Advanced, Mathematics Advanced and Physics, where a clear majority of students exceeded their internal assessment results.

Across the cohort, there were relatively few instances where students performed below their School Assessment Mark, and in most subjects, results were either in line with or above expectations. This indicates a consistent level of academic development and supports the school's focus on growth in student learning.

Variation between subjects reflects differences in cohort size and subject-specific demands. In a small number of courses, results indicate an opportunity to further strengthen students' ability to translate internal performance into examination outcomes. Performance in Extension courses, while based on small cohorts, also demonstrated positive patterns of growth, with most students either improving or performing in line with expectations.

6.7 HSC performance trends over time

Bands 5/6 or E4 (Extension subjects)

Subject	2022	2023	2024	2025
Chemistry*	–	9.09	–	12.5
Community and Family Studies	66.66	100.0	–	66.66
English (Advanced)	25.0	50.0	50.0	54.54
English (Standard)	20.0	16.66	0.0	0.0
Legal Studies*	–	60.0	–	37.5
Mathematics (Advanced)	33.33	0.0	0.0	37.5
Mathematics (Standard 2)	0.0	0.0	9.09	0.0
Modern History*	0.0	7.69	0.0	11.11

Music 1	–	33.33	40.0	75.0
PDHPE	0.0	20.0	25.0	66.66
Physics	0.0	75.0	0.0	60.0
Visual Arts	33.33	50.0	66.66	75.0
English Extension 1	0.0	100.0	0.0	0.0
Mathematics Extension 1	0.0	20.0	0.0	0.0

**Compressed Course – run alternating years*
Note: Percentages represent the proportion of students within each subject cohort at OCS achieving a band 5 or 6. A dash (-) indicates that the course was not offered in that year.

Trends in student performance over time

Analysis of HSC performance over recent years indicates patterns of both growth and variability across subjects. In several courses, there has been a clear upward trend in the proportion of students achieving in Bands 5 and 6. This is particularly evident in Visual Arts, PDHPE and Music 1, where results in 2025 reflect sustained improvement in higher band achievement over time.

In other subjects, including English Advanced, performance has remained consistently strong, with a stable proportion of students achieving in the higher bands across successive cohorts. Subjects such as Mathematics Advanced and Physics show greater variation between years, reflecting differences in cohort size and composition; however, results in 2025 indicate a positive improvement following earlier fluctuations.

In a small number of courses, including English Standard and Mathematics Standard 2, the proportion of students achieving in Bands 5 and 6 has remained low across the period. In these cases, results have typically been concentrated in the middle bands, indicating a consistent level of attainment with an opportunity to support further movement into higher achievement bands.

Overall, while some variation between cohorts is expected, particularly in subjects with smaller candidature, the broader pattern across subjects, when considered alongside the 2025 results and evidence of growth from School Assessment to HSC Examination, reflects a strengthening level of academic performance over time.

6.8 Post school destinations

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 17 students to complete their HSC and receive an ATAR, 100 per cent 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.

6.9 Senior Secondary Outcomes

Qualification/Certificate	Percentage of Students
HSC	89%
Trade qualification	0.05%

Nicki Johnston

Deputy Principal (Staff, Operations & Academics)

7. Primary School Report

7. 1 Introduction

2025 was a year of consolidation and steady progress in the Primary School. As we continued into the second year of the Strategic Directions (2024–2028), the pillars of Christian Discipleship, Academic Growth, and Parent Partnership guided our planning and practice. Across Kindergarten to Year 6, staff worked consistently to strengthen teaching, wellbeing, and school routines while maintaining a supportive and nurturing environment for students. Primary enrolments remained strong, and the consistency of the year allowed for refinement of whole-school processes and programs. Our focus remained on ensuring each child was known, supported, and challenged to grow academically, socially, and spiritually within a consistent and caring environment.

7.2 Christian Discipleship

Christian Discipleship remained central to daily life in Primary. Students began each morning immersed in God's Word—reading, prayer, worship, and discussions appropriate to each stage. Our resourcing was strengthened further through the continued use of a sequenced K–6 Bible program: *The Beginner's Bible* (Kindergarten), *The Big Picture Story Bible* (Year 1), *The Jesus Storybook Bible* (Year 2), and the *NIRV Adventure Bible* for Stages 2 and 3. This progression supported students in understanding the overarching narrative of Scripture and its application to daily life.

Assemblies continued to build spiritual formation, with themes that encouraged students to grow in character, faith, and service. HOPE Groups (Honouring Our Peers with Empathy) remained a key feature of the Primary School, meeting fortnightly in mixed-age groups led by Year 6 students. Kindergarten students were placed in the same group as their Year 6 buddy, supporting strong relationships across K–6. Through shared activities and guided discussion, students developed empathy, leadership, and a deeper understanding of the OCS School values.

Students also engaged in key service opportunities throughout the year, including participation in *Clean Up Australia Day*, Crazy Hair Day fundraising (Cancer Council), *Operation Christmas Child*, *RUOK?* Day activities, *Compassion* fundraising for our sponsor child Koi, and *Jump Rope for Heart*. These experiences supported the development of an outward focus and servant-heartedness.

The *Our Footprint, Our Future* wellbeing and sustainability initiative continued throughout 2025 and was expanded beyond the Primary School into other sections of the school. Originally established within Primary and led by Stage 3 students, the program focuses on the collection and management of recycling and green waste. Students worked together in small teams on a short weekly roster, serving the school community through shared responsibility and leadership. The program supported student wellbeing by strengthening students' sense of belonging, purpose, and contribution, while reinforcing the school's commitment to caring for God's creation. As the initiative expanded, opportunities for student leadership and service were extended more broadly across the school community.

Throughout the year, the continued implementation of *The OCS Way* supported the development of calm classrooms and confident students. A consistent, school-wide

approach to discipline, expectations, and routines was reinforced across key moments of the day, supporting positive engagement in learning. The OCS merit system recognised students' academic effort and achievement, as well as their demonstration of character and school values, as students worked towards Bronze, Silver, and Gold levels

7.3 Academic Growth

Academic Growth remained a core focus across the Primary School in 2025, supported by explicit instruction in English and Mathematics and consistent daily structures throughout K–6. Mornings were dedicated to literacy learning, with the middle session prioritising Mathematics. Students engaged in high-quality, carefully sequenced lessons designed to support skill development, confidence, and increasingly deep thinking.

A strong emphasis on the use of data continued, with teachers drawing on a range of assessment tools including *DIBELS*, the AISNSW Numeracy Screener, *ACER PAT* assessments, classroom-based assessments, and professional observation. This data informed teaching decisions and targeted support. Daily Reviews in Mathematics, supported by *Ochre Education* resources, were embedded across stages to consolidate essential skills and improve retention.

DIBELS data remained strong across Primary, with the majority of students meeting or exceeding benchmark expectations in foundational literacy skills. Overall results indicate effective core literacy instruction, supported by targeted interventions to address cohort-specific needs.

Teachers invested significant time in the ongoing implementation of the new English and Mathematics syllabuses for Years 3–6. Alongside this work, extensive curriculum review and documentation were undertaken across all Key Learning Areas. This included refining scope and sequences, strengthening assessment practices, and ensuring consistency of teaching and learning programs. In 2025, the Primary School successfully completed the NESA registration process and was granted registration for a further five years, affirming the quality and compliance of our teaching, learning, and operational practices.

Students engaged in a wide range of enriched learning and co-curricular opportunities throughout the year, including:

- Primary STEAM Day
- CWA Public Speaking
- World of Maths incursion
- Newcastle Permanent Maths Competition
- Stage 3 inter-school debating
- Junior Ethics Olympiad
- *GRIP* Leadership Conference (Year 6)
- Primary Orchestra
- Regional Chess Competitions, with OCS again hosting a major event involving approximately 200 students

These experiences supported students in applying their learning in practical contexts and developing confidence across academic, creative, and leadership domains. Participation in external competitions provided further challenge and extension, including a strong regional result in the CWA Public Speaking Competition, where a Year 6 student placed 2nd in a field of 40 competitors.

Creative Arts also continued to flourish, with the Year 3 Dance team achieving 3rd place and the Year 4–6 Dance team receiving Highly Commended at the regional Dance Eisteddfod.

Sport continued to play an important role in student development. Stage 3 students benefited from Sporting Schools grants for hockey and tennis, supported by qualified coaches. K–4 classes attended gymnastics sessions at Central West *Gymsports*, and Year 2 students participated in a swimming program during Term 3. Students also engaged in Athletics and Cross-Country carnivals, soccer and netball gala days, the Todd Woodbridge Cup tennis competition, and a range of representative sporting pathways.

7.4 Parent Partnership

Parent partnership remained an important focus within the Primary School throughout the year. At Orange Christian School, we recognise parents and carers as the primary caregivers of their children, with an important role in supporting their learning, wellbeing, and faith development. As a school, we are committed to working alongside families in ways that support students both individually and collectively, recognising the importance of decisions and practices that serve the wellbeing and learning of the whole-school community.

Across the year, families participated in a range of school events and community activities, providing opportunities for connection and involvement within the Primary community. These included the Dedication Service and Meet the Teacher Evening, Easter celebrations across stages, the 101 Days of Kindergarten celebration, Book Parade and Primary School picnic, Mother's Day and Father's Day breakfasts, the Primary Athletics and Cross Country Carnivals, stage-based camps and excursions, K–4 Water Fun Day, Stage 3 Pool Day, and end-of-year events such as the Primary Thanksgiving Service and the Year 6 Celebration Evening. Parents also attended assemblies, excursions, and sporting events, supporting students by engaging with key moments in school life.

Targeted opportunities for parent involvement continued through programs that directly supported student learning. The *Reading Army* operated across the year, with parents, grandparents, and caregivers assisting students with reading practice, with approximately 120 children reading each week. This program provided valuable support for early literacy development and offered a practical way for families to contribute to learning.

7.5 Looking Ahead

As we look ahead to 2026, our focus remains on continued improvement across key areas of the Primary School. Priorities include:

- preparing for the implementation of the incoming 2027 syllabus through ongoing planning, professional learning, and curriculum review
- strengthening literacy and numeracy growth
- deepening discipleship opportunities

- expanding leadership pathways for students
- continuing to build strong partnerships with families
- enhancing enrichment opportunities that extend student learning, challenge thinking, and support students to pursue interests and strengths
- further supporting student wellbeing through consistent practices, targeted programs, and the continued development of positive relationships across the school community

7.6 Professional Development

Staff engaged in ongoing professional learning throughout the year, aligned with school priorities, curriculum requirements, wellbeing, and compliance obligations. Professional development opportunities included:

- Child Protection; WHS; Compliance
- Neurodiversity in the Classroom
- Pedagogy – Teaching Practice
- Embedding Indigenous Perspectives in Primary Curriculum
- *Waratah Project* AIS
- WHS: Abound and EAP
- Pedagogy Workshop: On Christian Teaching
- *OCS Way*
- NESA Workshop – Primary Assessment and Grades
- First Aid; Asthma; Anaphylaxis; CPR

We remain thankful for the dedication of our staff, the support of our families, and the efforts of our students. It continues to be a privilege to serve the Primary School community and to work together in supporting the growth and development of each child.

Cath Buchanan

Head of Primary

8 Secondary School Report

Throughout 2025, the Secondary School continued to centre its mission on Academic Growth, Christian Discipleship, and Parent Partnership. These priorities shaped decision-making, program development, and daily practice as we sought to nurture our secondary students academically, spiritually, and relationally.

8.1 Christian Discipleship

Christian Discipleship remained a cornerstone of secondary school life in 2025. Homerooms continued to operate in vertically aligned junior (Years 7–9) and senior (Years 10–12) groupings, strengthening cross-year connections and reinforcing House identity and belonging. These structures fostered safe, supportive pastoral environments and provided meaningful opportunities for students to develop and exercise leadership.

Within Homeroom groups, students were encouraged to explore and reflect on their personal response to God's Word, engaging in faith conversations with peers and teachers in trusting and respectful relationships.

Secondary school Assemblies complemented the Homeroom program by providing opportunities to gather around God's word, celebrate student achievements, address matters specific to the Secondary School, and develop shared expectations and values. Our Assemblies are often student-led gatherings and there are regular lunch time bible study groups. These opportunities provide our students with a platform to speak to school culture, present and perform items and speak to our Christian culture.

Homeroom-based cocurricular activities, including events such as *Maul in the Hall*, continued to be a highlight for students. These initiatives fostered unity, teamwork, and enjoyment, strengthening students' sense of belonging within the school community.

The Student Leadership Team (SLT) met weekly during Tuesday lunchtimes for devotion, prayer, leadership development, and planning for school events and assemblies. In 2025, our School Captains again represented OCS at the NSW Young Leaders Program hosted at Sydney Parliament House, gaining valuable leadership insight and experience.

8.2 Academic Growth

From the commencement of Year 7 through to graduation, Orange Christian School remains deeply committed to academic growth, effort, and high expectations. Throughout 2025, students continued to benefit from engaging lessons, timely and constructive feedback, and the support of staff who are committed to helping every student reach their potential.

Elevate Education Study Seminars were again delivered to students in Years 7–12, providing practical study skills and strategies that students consistently reported as valuable. The principles of this program were reinforced through ongoing integration within the Biblical Studies curriculum.

Within the Secondary staff team, significant Professional Development focused on the Common Grade Scale that shifted the awarding of grades based on marks alone, towards student effort, growth and achievement in class throughout the year. This has resulted in

more accurate reporting and recognition, expanding our awards on Thanksgiving towards students who showed academic growth, effort as well as excellence in their studies.

8.3 Cocurricular Opportunities

Secondary students participated enthusiastically in a broad range of academic enrichment opportunities throughout 2025. Under the guidance of the Academic Growth Centre, students were involved in Public Speaking and Debating competitions, *Inquisitive Minds* workshops and the *Ethics Olympiad,* developing confidence in public speaking, tackling challenging mathematical problems and engaging critically in ethical and moral reasoning.

The Secondary School engaged in a number of sporting gala day events and in 2025, the school produced the musical, *Peter Pan*, which was widely celebrated within the community, as one of the finest productions the school has presented. This achievement was a testament to the commitment, skill, and collaboration of student performers and staff.

8.4 Parent Partnership

Parents and carers are recognised as the primary caregivers of their children, entrusted with guiding both their education and spiritual growth. As valued partners, parents play a crucial role in shaping student wellbeing, attitudes, discipline, and learning mindset. Orange Christian School remains committed to intentionally partnering with families in this shared responsibility.

Throughout 2025, parents and carers were encouraged to be actively involved in school life, participating in camps and excursions, contributing as guest speakers at events such as Thanksgiving and Dedication Services, and supporting a wide range of school programs such as volunteer Reader and Writers for students with a disability and subject selection evenings. We are always welcoming new and creative ways for parents to be involved in the Secondary school, so please feel free to reach out and let us know.

8.5 Professional Development

Further to the work on the Common Grade Scale, in 2025 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.

A Summary of Professional Learning Undertaken by Teachers

- January PD Week
- Child Protection Refresher and Creating Safer Schools
- Waratah Project Indigenous student support - AIS
- First Aid Training
- Engaged Classrooms
- July PD Week
- The OCS Way discipline and welfare procedures
- Risk Management
- Compliance, Policy and Procedures
- Registration and Accreditation

- NESA Workshops on assessment
- Years 7 to 10 New Syllabus training days.

I acknowledge the hard work and dedication of Ms Melissa Collins as Head of Secondary who departed the school at the end of 2025. Her care, enthusiasm and involvement in CAPA, mission and pastoral care initiatives will be missed.

Stephen Price

(Acting) Head of Secondary

9 Compliance Report

Compliance is the result of Orange Christian 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 legislative requirements and best practice in governance, student welfare, teaching, and administration, all under a Christian rationale that encompasses a biblical worldview. This enables the school to minimise risks, and to pursue the vision and mission of the School in the Christian education of our students.

Policies and procedures are 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 children's safety and wellbeing. All staff are required to sign the Staff Code of Conduct annually and includes a commitment to attend a local church, abide by the Statement of Faith and live lives worthy of the gospel.

The following documents were updated or developed in 2025:

- Governance 1-1 Board Charter
- Governance 1-2 Board Code of Conduct
- Governance 3-1 Compliance Framework
- Child Safe Framework
- Teacher Accreditation Policy
- Governance 3-3 Financial Viability Framework
- Governance 2-4 Related Party Transactions
- Child Safe Procedures – new document
- Teaching and Learning 2-1 Secondary Assessment
- Teaching and Learning 2-3 Monitoring Student Eligibility for RoSA and HSC – new document
- Notification to NESA Policy
- Teaching and Learning 2-2 Grades and Reporting
- Code of Conduct for Parents and Visitors
- Audio-Visual Communication Policy – new document
- Student Medication Policy
- Enrolment Terms and Conditions

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

- Child Safe Framework and "How we handle a Reportable Conduct complaint against a staff member"
- Anti-Bullying Policy
- Discipline Policy
- Complaints Management

- Enrolment Policy

Training in Legal Compliance Obligations
Annual mandatory training is held for all staff, including casuals and non-teaching 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 Christianly, pedagogical 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 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.

Amber Wurzer
Compliance Officer

End of 2025 Annual Report