

**MOAMA ANGLICAN GRAMMAR SCHOOL
ANNUAL REPORT TO THE NEW SOUTH WALES
BOARD OF STUDIES FOR 2008**



This report has been submitted by
Mr Andrew Phillip Pullar, Principal
Phone 03 5480 5900
The year covered by this report is 2008

This report is available as a PDF document on the School webpage at <http://www.moamagrammar.nsw.edu.au>
I certify that the information in this annual report is correct.

**CHAIRMAN'S REPORT ON
MOAMA ANGLICAN GRAMMAR SCHOOL IN 2007
FOR THE ANNUAL GENERAL MEETING OF
MOAMA ANGLICAN GRAMMAR LTD**

Another year has passed and once again in our short history it has been a very busy year for Board and Management. To all members it has been a successful year in terms of growth of student numbers and financially we have exceeded our budget expectations. I would like to highlight some of the things that have been achieved during the past twelve months:

- The "Hill project" was completed, with the sand dune in front of the school now an attractive bush garden.
- A small refurbishment to the Administration has seen additional offices being built
- The Music Room has been converted to a new Science Lab
- The decision to move forward in 2011 to a K-12 School
- Master plan revised and changed slightly for future growth
- Student No's have increased from 233 in 2008 to 303 in 2009
- Brick Alley has been sealed
- Employment of ten new staff teachers and an additional office support person

A lot of these projects have been achieved with the assistance of many hard working people and without acknowledging individuals, I would like to thank everybody who has helped in anyway.

The only unfortunate thing to happen this year has been the breakdown of the Church/School project and as hard as both parties worked, it has been proven that in the current financial climate it was unachievable. From the Board we thank everybody at St James for their efforts and maybe one day there will be an opportunity for us to unite.

Moving forward, Stage three is set to start building in late May/early June and expected to be completed for the school year 2010. In this stage construction on the Middle school will continue. Administration will expand, and more classrooms will be built. The Master plan is available at any time to be viewed and I would be more than happy to answer any questions if anybody so desired.

Thanks must go to the Ogden Foundation for their generous support in funding a three year full scholarship which has enabled the School to offer a place to a student who without their generosity may not be at our school. A win for all involved.

I would like to thank all Board members for their efforts this year, it is most pleasing to note that all Board members have indicated to me they plan to continue in their present roles for the next twelve months.

To Jenny, Ron, and all of our staff, as we grow so does the commitment to make this School as great as we can. Your efforts are critical in this process. Thank you all for the past twelve months and I look forward to working with you over the next twelve months.

In closing I would like to acknowledge the efforts and commitment of Andrew Pullar. I have worked closely with Andrew throughout the year and I have found this to be a very rewarding experience. His job is not an easy one and with the growth in student and staff numbers, our building commitments, and general day to day running of the school, Andrew has shown his dedication to the role of founding Principal to be ongoing and complete. Thank you Andrew.

Yours, most sincerely from the Chair David Connally

PRINCIPAL'S REPORT ON MOAMA ANGLICAN GRAMMAR SCHOOL FOR 2008

BUILDINGS AND FACILITIES

Stage 2 of the School's Master Plan was commenced at the end of 2007 and several new buildings were completed over the course of 2008. Three more relocatable classrooms were brought on site and provided much needed classroom space while the permanent buildings were being completed.

The Food Technology wing was the first new building to be completed. It was added to the Science Building and consisted of a fully equipped kitchen with 14 work stations as well as a teacher demonstration bench, a general classroom and a prep room. Two Art rooms were built on either side of a prep room as the first stage in the Art/Technology precinct. More student amenities were added alongside a two classroom sized Library and two more General Purpose Classrooms. The final building works involved the conversion of Room 1 into a Science Laboratory. When the Science Wing was first planned it was always envisaged that Room 1 would be fitted out as a general classroom for the first 2 years and then converted into a second laboratory.

STUDENT NUMBERS AND GRADES

The School has continued to grow with one class each at Years 5 and 6, 3 at Year 7, two at Years 8 and 9 and one at Year 10. The School year started with 230+ students enrolled.

STAFFING

In 2008 there were 19 teachers, with ten of these being full time. The administrative staff was expanded as well with an additional person being employed on a part time basis.

FINANCIAL GRANTS AND FURTHER BUILDING

The School applied for financial assistance from the Commonwealth Government for Stage 3, to commence in 2009. The application was successful and a grant of \$600 000 will be made towards Stage 3, which will cost \$2.2 million.

HIGHLIGHTS OF THE SCHOOL YEAR

The School has continued to offer a very busy program of co-curricula events alongside its academic offerings. The School Musical "Bugsy Malone" was very successful and the students enjoyed the experience of being on stage at the Paramount.

The first School Certificate Examinations were held and the students performed very well when compared with the rest of the NSW Year 10 cohort. All students passed the examinations in English, Mathematics, Science, Australian History and Geography and Computer Skills. 50% of students gained an average of 80% or higher overall in these exams and 4 of the 24 gained an overall average of 85% or better.

FUTURE DIRECTIONS

The School continues to expand its academic offerings as it moves into the Higher School Certificate. Subjects such as Graphics and Robotics have been added at Years 9 and 10 and a wide range of subjects is on offer for Year 11 in 2009.

CONCLUDING REMARKS

The success of this School is due to the strong partnership between, parents, staff and the School Board. The level of interest in the community is very gratifying and indicates that the School is well placed to continue to expand in size, while maintaining a high standard in all it does.

Andrew P Pullar B Com, LLB, Dip Ed, M Ed Admin, MACE, AIAMA
Principal

STUDENT PERFORMANCE

The School only had students enrolled in Years 5-10 in 2008 and students at Year 10 sat for the School Certificate Examinations in English, Mathematics, Science, Australian History and Geography and Computer Skills. The results were very pleasing: All 24 students

passed every subject, 92% of students attained an average result of greater than 70%, 50 % received averages of 80% or higher and 17% had an average of 85% or higher.

In the computer Skills Test 100% were graded as competent, with 83% being shown to be Highly Competent.

These results are a credit to the students and to those who have taught them for 4 years.
The overall results compare well with the state averages:

The School took part in NAPLAN at Years 5, 7 and 9.

Percentage of students achieving national literacy and numeracy benchmarks:

The percentage of students achieving above national benchmarks is pleasing overall, with all students achieving above the benchmark.

In terms of comparison with percentages in each band the School compares well against the State, especially in Year 9.

The School views the Year 5 results as indicative of the level of student achievement at the time students joined the School as it does not have any lower year levels at this time. There is a big intake at Year 7, so again figures are affected by the inheritance of students from other schools. In Year 9 the majority of students have been at this School since Year 7 or perhaps Year 6. At this level it is noted (see Table 3) that 43% of students attained a Band 9 or higher in Literacy (compared to a State figure of 21%). Similarly in Numeracy 50% attained Band 9 or 10, while the State average is 28%.

PROFESSIONAL LEARNING AND TEACHER STANDARDS

The Teaching staff consisted of the Principal, 11 other full time teachers and seven part time teachers. The average teaching experience of these staff was in excess of 14 years. Each member of staff was observed in their teaching and standards of work were monitored through teaching programs, reports, lesson observations by the Principal, assessment items and results (for students).

In Service

All staff received in service training in:

- The use of interactive whiteboard technology
- Reporting procedures with PC Schools

Staff Details

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Name of teacher	Category of teacher as per p18 of the manual (ie (i), (ii) or (iii)) and Institute of Teachers level of accreditation (if applicable)	Formal qualifications, where and when obtained and, if applicable, date AEI-NOOSR equivalence granted	Number of years teaching experience	Full-time/Part-time/ (eg 0.2 or 0.6)	Classes, Years and/or subjects taught or areas of special responsibility (eg Principal, Deputy Principal, Head of Department)
				Part-time	
				(eg 0.2 or 0.6)	
Carol AYLWARD	i	B Mus, Dip Ed, Adelaide University, 1975	25	0.44	Music
Timothy BOWLES	ii	B Min (Adelaide Bible College) 2005	1	0.48	RE
Gregory CADD	i	B Ed (Ballarat U) 1996	10	1	PDHPE
Maris CARMODY	i	B Sc (UMelb) 1986, Grad Dip Ed (Inst Cath Ed) 1987	11	0.65	Science, Maths
Ronald COUCHMAN	i	B Ed (Ballarat CAE) 1986	17	1	PDHPE
Judith DANAHER	i	B A (MonU) 1982 Dip Ed (Gippsland Inst) 1983	12	0.74	English, History, Geography
Alan DAVIDSON	i	Dip Ed (Callendar Coll) 1978, M A (Ed Stud) (Stirling U) 1993	29	1	Year 5
Michelle DEVEREUX	i	B Ed (U South Aus) 1992 Cert IV	11	0.78	Science, IT, Library
Bradley DOWNIE	i	B A (Umelb) 1987, Dip Ed (UMelb) 1988	17	1	English, History, Geography
Susan HARRISON	i	B A (Caulfield Inst) 1980, Dip Ed (Latrobe U), 1993, Cert IV AWT	11	1	Art, Technology
Rosalie KEIR	i	TPTC (Bendigo TC) 1969, B Ed (Deakin) 1990	30	1	Italian, English, HISE
Kathleen KEMP	i	B Sc (Monash U) 1985, Dip Ed Catholic Inst Ed) 1986 Cert IV	12	0.57	Maths
Jade LYONS	i	B FSc (Hons) (Deakin U) 2005, Dip Ed (Umelb) 2006	1	1	Science, IT, Maths
Carlie MASON	i	BA UniMelb 2000, Grad Dip Ed UoW 2002	3	0.61	English, Drama, Dance
Tara Lee MOON	i	B Vis Arts, Latrobe Uni, 2006.	0	1	Art, Technology
Andrew PULLAR	i	Diploma of Education, Latrobe University Bendigo, 2007.	30	1	Commerce, HSIE, Principal
Jennifer PULLAR	i	B Ed (SydU) 1975	17	1	Year 6
Maree SLATTER	i	Dip T (Inst Cath Ed) 1984, B Ed (UMelb) 1988	12	0.57	Italian
Stuart YOUNG	i	BEd (Secondary), Deakin University (formerly Victoria College, Rudsen), 1989	18	1	Science, Maths

Teacher Attendance and Retention

Attendance: Average Staff attendance in 2008 was 97%

This is very similar to 2008, despite one staff member being away for 4 weeks recovering from major surgery.

Retention: 97% (One part time staff member of staff left the School at the end of 2008).

Student Attendance and Retention rates in Secondary Schools

Secondary School student attendance:

The average attendance for Secondary School students was 96%

The average attendance in 2007 was 97%.

This slight increase is not seen as statistically significant.

Retention Rates:

Year 7-10 retention rate: 150%

Year 9-10 retention rate: 97%

The School had no students in Years 11 or 12 in 2008.

Post School Destinations:

As this School no students within the post compulsory schooling age range it has nothing to report in this section.

ENROLMENT POLICIES AND PROFILES

Enrolment Policies

The following is an extract from the Information Booklet sent to applicants:

Parents interested in enrolling a child at Moama Anglican Grammar school are advised that the School uses the following procedure for processing of applications:

- 1) An information pack is provided on request.
- 2) Parents are to complete and return the enclosed blue enrolment application form together with a cheque or money order for \$50.00 (being the non refundable application fee). **Please note that a significant number of enrolment applications have been received for many years ahead.**

- 3) **It is important to note that payment of the application fee does not guarantee your child a place.** What it does do is place your child on our database so the School will contact you early in the year prior to your child's proposed entry, to arrange an interview with the Principal. Either or both parents should attend this interview with their child.
- 4) What to bring to the interview:
 - A copy of Birth Certificate (if you have not already done so)
 - A recent photograph of your child
 - A copy of the most recent school report
 - A copy of the most recent AIM or Basic Skills test
 - Some samples of your child's school work
 - The completed pre enrolment forms sent out prior to interview
 - Anything else you think would assist the Principal in getting to know more about your child.
- 5) It is anticipated that by the end of June you will be notified as to whether or not your application has been successful.
- 6) On receipt of this letter offering your child a place, you are required to pay the \$200.00 enrolment guarantee to secure the place.
- 7) Board policy is that a term's fee is to be paid in the August preceding enrolment and fees are always charged one term in advance.
- 8) Please note that fees and charges are non refundable if you decide not to proceed with enrolment.

Enrolment Profiles

The School had the following general composition in 2007:

- 230 Students across Years 5 to 9
- 0.6% Indigenous
- 0% With a Language other than English being spoken in the home.

School determined improvement targets:

The School is in a growth phase and targets relate to the Strategic plan developed in 2005, and reviewed annually.

- Growth is planned into Year 12 in 2010, with an expansion in the number of classes at Years 5-12 as demand warrants.
- An expansion is planned into Year K-4 in 2011.
- Stage 3 is planned to be completed by then end of 2009 and Stage 4 is already in the planning stage for completion in 2010.

Parent, Teacher and Student Satisfaction

The level of satisfaction among each of these groups was formally audited through the use of a whole school survey., but enrolment growth has been significant:

2005: 16

2006: 91

2007: 171

2008: 230

2009: 302

Staff Retention; 97%

A formal questionnaire was sent out in 2008.

The results of that survey indicate a high degree of parent satisfaction in all areas.

Specific Policies relating to student welfare, discipline and grievance procedures

The following documentation was prepared and is stored at the School:

The School Handbook (issued to all families on enrolment of a child). This document contains:

- Student welfare policies (see Appendix 1)
- Discipline policies (Appendix 1)

The Staff Handbook. This document contains:

- Student Grievance Procedures (see Appendix 2)

The Information Pack (issued to all families on application for a student place).

- Enrolment policies (extracted above)
- The School Handbook as above

Initiatives promoting respect and responsibility

See School Handbook (Appendix 1)

Financial Performance

The School's financial performance is reported in the Annual Report issued to all company members and submitted to ASIC. A copy is being sent by post

Prepared by Andrew P Pullar, Principal
June 2007

MOAMA ANGLICAN GRAMMAR SCHOOL



2008 REPORT TO BOARD OF STUDIES APPENDIX 1

HANDBOOK 2008

Moama Anglican Grammar School is a low-fee Anglican School of Excellence, open to all, in a caring, disciplined and Christian environment. The School sees its mission as caring for students and their families and preparing the students for the next phase of their lives so that they can move forward with hope and confidence. The School is pledged to operate at the lowest level of fees possible, while maintaining a very high quality educational offering, for families of Moama/Echuca and surrounding districts.

SCHOOL IDEALS

Moama Anglican Grammar School is a School instituted for the Christian education of people. It should be the ambition of every student at this School, therefore, to strive after high standards of excellence in all areas of life. In particular, every student should make the fullest use of the personal gifts that have been granted them, both to reach the heights of excellence themselves and to help others to reach their own.

- *We should recognise our own dignity as a child of God and act accordingly.*
- *We should recognise a similar dignity in others and show this by our respect, courtesy and consideration for them.*
- *We should appreciate the efforts that others make on our behalf and express our gratitude by a spirit of co-operation, loyalty and service.*

- *We should respect ourselves and be true to ourselves.*

SCHOOL AIMS

AIM 1

- The School will aim to establish a comprehensive and balanced academic programme of studies.
- The course of studies will seek to cater for the spread of interests and abilities in the student population.
- By engaging a competent and well-qualified staff, the School will be able to provide learning that will enable students to reach standards to qualify them for further studies and employment.
- In support of its teaching role the School will develop a pastoral care system that will enable support and care to be given to each student and, where acceptable, to his/her family as well.
- Tutorial support and career counselling will encourage all students to make the most of their abilities and their schooling.

AIM 2

- The School will seek to provide a foundation in the Christian faith for the training of character and in the development of ideals of service and concern for others.
- It is the intention of the School to impart an understanding of the Christian faith and to encourage an awareness of God in the life of each individual.
- To organise and administer the School and its programmes in such a way that the Christian ideals of service to others are clear to all.

AIM 3

- To develop a program of extra-curricular activity with special reference to music and the performing and creative arts.

AIM 4

- To be concerned with and to establish a comprehensive programmes to promote health and physical well-being at all levels of the School.

- To encourage a basic sports programme and to assist students to participate in community sports competitions.

AIM 5

- To support and develop interaction between the School, students and families and to pursue involvement in the wider community as opportunity emerges.

SCHOOL CODE

My Rights	<i>My Responsibilities</i>
<ul style="list-style-type: none"> • I have the right to move about the School without being laughed at, hit, pushed, threatened, or in any way molested or mocked. 	<ul style="list-style-type: none"> • I am responsible to see that I do not laugh at, hit, push, threaten or in any way molest or mock other people at the School.
<ul style="list-style-type: none"> • I have the right to be treated with respect and fairness, irrespective of my race, creed, intelligence, gender, physical prowess, language, shape, size or whether I may be different in any way from the majority. 	<ul style="list-style-type: none"> • I am responsible to see that I treat all people with respect and fairness even though they may differ in some way from the majority.
<ul style="list-style-type: none"> • I have the right to expect my property to be safe within the School. 	<ul style="list-style-type: none"> • I am responsible to see that I do not steal, damage or destroy the property of others.
<ul style="list-style-type: none"> • I have the right to learn in pleasant, well-kept surroundings that are free from noise or litter pollution. 	<ul style="list-style-type: none"> • I am responsible to see that I treat my surroundings with respect, and that I do not contribute to any kind of pollution within the School.
<ul style="list-style-type: none"> • I have the right to attend to my School work without interference of any kind from other students. 	<ul style="list-style-type: none"> • It is my responsibility to see that I do not interfere with, or distract, other students from their work.
<ul style="list-style-type: none"> • I have the right to be taught by teachers who are fair, competent and sympathetic to my needs. 	<ul style="list-style-type: none"> • It is my responsibility to co-operate and comply with the instructions of staff.

A CODE OF CONDUCT

Moama Anglican Grammar School exists as a place where a complete education may be undertaken in a challenging and co-operative environment. To develop such an environment, it is necessary to provide more than facilities for classes and cultural activity; we need to have an atmosphere that will foster the development of the soul, mind, body and character.

It is important therefore, that all associated with the life of the School regard themselves and other persons with dignity, courtesy and respect, and learn the importance of co-operating in a Christian learning community with diverse interests and traditions, but with a common concern for the well being of all its members, and for the promotion of sound values.

Being enrolled at the School acknowledges acceptance, by students, parents and guardians, of the above Code of Conduct.

THE SCHOOL DIARY

The Diary is designed to be a record of work to be done by a student, dates to be remembered and deadlines to be met. It is also the primary means of communication between the School and parents. Teachers will often write comments in the diary concerning a student, addressed to parents, alerting them to some aspect of the student's performance, both positive and negative. Such comments should be signed by parents to show that they have received the note.

Similarly, parents should write notes for teachers in the Diary, who will sign them to show that they have been received. For instance, notes should be written if parents wish their child to be excused from some co-curricular activity, to be absent for medical appointments and the like, or to explain an absence due to illness.

Detentions will also be recorded in the Diary, as will late arrivals to the School.

Parents will be asked to sign their child's Diary every week, as part of their involvement with the education of their child.

Diaries should be taken by students to all lessons and taken home at night. Home Group teachers will inspect diaries each week.

DAILY TIMES

The School day commences at 8:50am. Please note that students should not arrive before 8:10am (unless they are coming for an official school activity) as they will not be supervised before that time. Similarly the school day ends at 3:00 pm and students not involved in an official after school activity will not be supervised after 3.20pm. NSW country bus travellers are supervised until their buses arrive at 3:50pm

Each school day consists of six 50 minute periods, with a 20 minute recess and a 40 minute lunch. Students should be prepared to be responsible for their own punctuality and not rely on bells or other people. Detentions and after School activities will take place at 3.20pm.

EXPECTATION OF PARENTS

In assisting the Staff to meet the above ideals, the School expects that:

1. Parents will involve themselves fully in the education of their children in a partnership with the School that is essential for their proper education. To simply leave everything up to the School is to deny their child all that can be gained from an education at Moama A.G.S.
2. Parents will support their child, wherever possible, by attending co-curricular games, activities, performances with them.
3. In keeping with the low-fee nature of the School, parents will be expected to contribute to the physical maintenance and development of the School by participating in Working Bees. They are also encouraged to be generous and creative in helping to provide for the diverse physical, skilled and labour needs of the School and its students.
4. Parents will support the School in its expectation, care and discipline of their child.

BULLYING AND HARASSMENT

EVERYONE HAS THE RIGHT TO BE SAFE, HAPPY AND FREE FROM HARASSMENT AT THIS SCHOOL.

Bullying is a repeated attack on another, be it physical, psychological, social or verbal, often with actual or implied violence or threats, by people using power for their own selfish gain or gratification. The consequences of such actions result in other people feeling distressed, pressured, insecure or fearful.

All students should be able to pursue their education in a positive and supportive environment, and therefore the School will use its counselling and/or disciplinary structures to stop and resolve incidents of bullying for the well-being of all parties.

Harassment takes place when someone deliberately troubles, torments or distresses someone else. It takes the form of verbal and or physical abuse, and is closely linked with bullying. It can emotionally affect the people who are the victims of it, by unnerving, disturbing or worrying them. Harassment can badly hurt people. The comment "I was just joking" is no justification or defence for harassment, nor is retribution when the harassment becomes too bad to tolerate and the victim seeks help.

All students, parents and staff have a role in preventing or stopping harassment and bullying. Informing the School of bullying and harassment will help lead to its early resolution.

HOMESTUDY

The classroom is the place where much of the learning activity begins. However, real understanding is often confirmed when, outside the classroom and some time later, students review the work introduced in class, test their understanding, work out what they do not understand, and extend their reading. This additional work comes under the heading "HOMEWORK".

Unless a student develops a sound pattern of study, academic success will be more difficult and a student will be unlikely to realise his/her potential. This is especially so when considering the competitive and state-wide School Certificate and Higher School Certificate examinations, but equally applies to gaining an apprenticeship, obtaining a place at a TAFE, gaining acceptance into the Police Force, the Armed Forces, or winning a suitable job in the workforce.

Work done in the students' own time is important to progress and becomes steadily more so as they proceed through school. The higher the goals, the more time will have to be devoted to study-related activities.

Homework will normally be checked, but not necessarily always marked, by the teacher. It is important that homestudy and assignment deadlines are strictly observed and that the effort and presentation should represent the best possible effort. Handwriting, ruling, setting out and general tidiness need every care. This is consistent with what an employer will require, so good habits need to be developed.

A summary of homestudy tasks is to be entered each day in the Diary, with special care to note the Due Date. It is your responsibility to know what work is set. If a teacher does not set any homestudy on a particular night, write "None set" against that subject.

If a student is absent, it is HIS/HER responsibility to find out what work was missed and negotiate with the teacher when it will be completed. This is required behaviour in any work situation.

A Homestudy Timetable will be issued at the start of each year.

Homestudy should be completed on five days of the week, Monday to Thursday and sometime over the weekend. The recommended minimum amount of time to be spent each week is set out below:

Monday – Thursday		Weekend
Year 5/6	30 minutes	30 minutes
Year 7	1 hour	1 hour
Year 8	1½ hours	2 hours
Year 9	1½ hours	2 hours
Year 10	1½ hours	2 hours
Year 11	2 hours	3 hours
Year 12	3 hours	4 hours

“I don’t have any Homework to do tonight!” – a message to parents.

How many times have you heard from your student offspring and despaired, saying to yourself “In my day, we had lots of homework, every night. What’s wrong with the school?” If your own personal student says this, then they are either a brilliant, well-organised scholar, or they are telling a little fib, or they are missing the point of Homestudy.

There are several sorts of Homestudy, as distinct from Homework (there is a difference):

- the sort that is due the next day and has to be done now;
- the sort that is due next week and has to be worked on progressively;
- revision of past work, to make studying for exams easier and more effective;
- re-doing past tests, essays, exams etc., to avoid making the same mistakes again;
- working ahead, so when the teacher discusses something new, it makes sense and you

- know which questions to ask;
- re-working class notes and drafts into a well-organised set of notes;
- wide reading.

Homework is confined in the minds of most students to the first two alternatives: preferably only the first one (at least until number 2 becomes number 1, i.e. a panic).

Homestudy is concerned with all 6 of the tasks outlined above and work done at home should involve a programme that includes all of the tasks in a set rotation.

So if your son or daughter tells you that they have nothing to do, what they probably mean that there is nothing that they have to do which will result in some sort of punishment if it is not done by tomorrow: this is called the minimalist position.

All students always have work that they can and should do at home. There is not enough time for a student to learn all that they should during school hours; they need to indulge in a little Homestudy to make up the difference and to ensure that their schoolwork is as good as they can manage, so that they can achieve their personal best.

Any student who needs help with setting a Homestudy programme should see their teachers or the Director of Studies: and do it sooner rather than later!

Homestudy Detention

In Years 7 to 10, where Homestudy is not completed by the due date, and where there is no explanatory note from parents explaining why it was not done, students will be given a “Homestudy Detention”. This will be done on the following Wednesday night after school.

ASSESSMENT AND REPORTING

At the beginning of each semester each subject teacher will provide students with a written outline of the assessment requirements for that subject. The outline will provide details as to the overall value of each assessment piece and when the assessment is to take place.

There will be two major examination sessions at Moama Anglican Grammar School each year for Years 7-8. The first comes towards the end of Term 2 and the other towards the end of Term 4. Formal reports will be written for each student at these times and will be sent home. At the end of Terms 1 and 3, parent/student/teacher interviews will be scheduled to discuss achievement and application.

Projects and assignments will be set in all subjects and there is a section of the student diary set aside for the recording of progress dates, due dates and results. Whenever an assignment extends beyond a week there will be a progress date set. On this date the teacher will check to ensure students are making reasonable progress towards completion of the assignment.

Regular assessment serves a number of purposes. Firstly, it breaks the year up into small units more easily managed by students. Secondly, it provides individual goals to aim for in maintaining academic progress. Thirdly, it provides an on-going record of how students are managing in the various areas of their study and shows quite clearly the areas of achievement, and the areas where more work is still required.

The most important grade lies in the Effort comment of any report. If marks are low but effort is high, the student will be praised by us.

STUDENT LEADERSHIP

The development of leadership potential within students is seen as a major function of the School, and students will be given numerous opportunities to assist in the running of the School, the management of students within the School and in representing the School to the wider community. Student leaders act with the referred authority of the Principal and are able to give minor impositions, which are monitored by staff. House Seniors have authority for executive and management action within a House.

To develop leadership, students must be given the opportunities to practise leadership, to reflect on their performance and to be instructed in the techniques and art of leadership. It is especially important to understand the close relationship of cause-and-effect in the application of authority. Students are expected to make mistakes, but also to learn from the experience and not make the same mistake twice.

Students are encouraged from Year 6 to develop leadership skills, through a number of opportunities. From the commencement of the School students will be involved in clubs and special interest groups. A Students Representative Council will be formed and will grow each year to include successive year levels. Teams and other group activities will be used to foster student leadership opportunities.

CO-CURRICULAR PROGRAMME

The co-curricular programme is an important part of a student's education at Moama Anglican Grammar School. It provides the opportunity for students to become involved in a wide range of cultural and physical activities in addition to the daily programme.

Opportunities will be made available, with the assistance and involvement of local organisations and groups, for students to undertake a range of co-curricular activities.

It will be compulsory for all students to involve themselves in at least ONE physical, cultural or service activity each year. This need not necessarily be directly associated with the School, although it is expected that the School could derive some benefit from any outside involvement. Evidence in such outside involvement should be provided if requested.

ATTENDANCE AND LEAVE

Attendance

- Attendance is to be regular and punctual. No student may leave during school hours without specific, written authority (usually contained in the Diary) from the Principal.
- Attendance at Home Group and weekly Chapel/Assembly is mandatory for all students.
- Attendance at designated co-curricular activities, whether of a sporting, cultural or service nature, or involving excursions and camps, is a condition of enrolment at the School.

Absence

- There are legal requirements for the School staff to be aware of the location of students each day. Students absent from the School for one or more days are to bring a note of explanation with them on their return, signed by a parent/guardian. Parents are requested to advise by telephone any absences by 9.00am **on the day of absence**.
- The School will contact parents concerning the absence of a student for whom no explanation or advice is received.
- Absence from co-curricular activities. Should a student be unable to attend such an activity, training or practice, they are to obtain leave from the teacher concerned, giving as much notice as possible.
- Absence not owing to sickness. Should a parent require a student to keep a special appointment that would interfere with school work or a co-curricular activity, a written request is required. Such an application, however, does not warrant the assumption that permission will be granted.

Late Arrivals

Students who arrive late are required to report to the School Office to sign in the Student Late Arrival Register. Unexplained or regular lateness will result in disciplinary action.

Leave

The School policy is that no student will be granted leave from attending the School during scheduled classes on those days as advertised in the Calendar as being in term time. The policy covers both the academic and co-curricular programmes of the School.

The only exceptions to the above will be for urgent medical matters and for compelling or compassionate reasons. Except for illness, (where the School must be notified by 9.00am of each day of absence), permission for a student to be absent from school must be obtained beforehand. A written explanation from the parent or guardian is required for every absence from the School. Students requesting leave are required to present a note from a parent or guardian to the Principal.

It is expected that any end-of-term travel bookings and arrangements will be made to occur **after** the final day of term or Speech Day. Requests for early leave or late return, for exceptional circumstances should be addressed to the Principal well in advance. Generally, leave will not be given.

Parents have a right to remove their children from the School for unauthorised leave, but in doing so they act contrary to the School's wishes. If unauthorised leave is taken, parents must understand that their child may face consequences. No make-up tasks will be allowed for missing assessment tasks, tests and the like (i.e. scoring 0 on the tasks). There can be no expectation whatever of staff re-teaching whatever academic work was covered in the student's unauthorised absence. It is also likely that students will face impositions for non-attendance at co-curricular activities.

APPROACH TO DRUG EDUCATION

This, in today's Australia, is of vital concern to *all* families. At Moama A.G.S. we must develop our policies in such a way that the moral fibre of our students is strengthened. Elements of love, repentance, forgiveness and reconciliation ought to be woven into our plans. It is a part of our Christian teaching through action, not words. This means we must have a firm policy that clearly defines what we find acceptable and which will protect our young children.

General Comments

We must teach our students to accept responsibility for themselves and others, in developing a healthy and caring environment.

We will inevitably have students enrol at the school who are in the habit of drug use and abuse, this being culturally acceptable to them.

We must have a policy that enables the drug pusher and supplier to be exposed, and not protected because of secrecy. This secrecy is established if student users have to protect each other from the School.

Any drug use by students of the School which affects the life of the School in the opinion of the Principal, shall be acted upon by the Principal in the same manner as if it occurred at the School.

THE POLICY

Policy 1

Aim: To define our standard and position clearly.

Any student caught in possession of illegal drugs (including marijuana), by a staff member will be expelled by the Principal, who shall notify the Police.

Policy 2

Aim: To enable students to define their standards and allow repentance, forgiveness and reconciliation.

Any student, with perhaps encouragement by other students, who reports his/her use or possession of illegal drugs to the Principal, and voluntarily confesses involvement, will receive strong discipline, but not expulsion, providing the confession is total and otherwise unavailable to the Principal.

Policy 3

Aim: To enable students to report to staff, to discourage cover-ups and a growth of the problems.

Any student may speak to a Chaplain confidentially, who may encourage those involved to come forward.

Policy on Legal (non-medicinal) Drugs (alcohol, cigarettes etc.)

No student will be permitted to consume legal drugs at the School, in School uniform, or at School functions. Students who do so will be given at least a "within school" suspension, then suspended for the second offence, and then expelled for the third offence.

SCHOOL BEHAVIOUR MANAGEMENT POLICY

The School endeavours to create an environment where the rights of others are preserved at all times, so that the staff can teach and students may learn. This assists students to become responsible members of our society through the development of self-discipline.

Adolescents are in a process of learning appropriate social skills and in most cases they benefit from advice and counselling, not punishment.

We believe everyone has the right to feel and be safe, that respect for all should be given and received, and that all students have the right to work and play without unwanted interference. They are to be recognised and praised for good and positive behaviour.

The discipline and behaviour management policies of the School are based on mutual respect between children and adults. Teachers are expected to build up students with firm, fair and reasonable discipline. At all times, the emphasis should be based on a dislike of the actions of the student rather than a dislike of the student as a person.

The School aims to have all students grow in self-discipline and to show care and understanding for the particular needs and circumstances of every student. At the same time, the School expects conformity to high standards of courtesy, public behaviour and uniform.

The Principal has the responsibility for students, staff and the curriculum and has the authority to suspend or expel a student from the School. These last resorts will only be taken if the student shows that they are not responding to the procedures at the School, and that the School has little chance of changing their behaviour.

Corporal punishment is not allowed within the School.

The following sanctions allow the School a graded ability to exert influence on the behaviour of its students, and eventually to 'force the issue' with chronically misbehaving students (not necessarily acute ones), in an attempt to modify their behaviour and allow them to be more successful at their schooling. These policies have the capacity to allow students to change, to be forgiven, and to start over with a 'blank slate'.

This brief explanation of the discipline policy is intended to explain what will happen to students who habitually refuse to conform to the expectations of the School. Much of the discipline of the School will be carried out informally in the normal course of teachers interacting with students in their care, as well as by counselling.

Under normal circumstances, very few students would be expected to be subject to the higher forms of discipline.

Homestudy Detention

These will be issued for work not completed in class or at home.

Weekday Detention

These will be issued for classroom or playground misbehaviour.

After School Detention

These will be issued for serious and/or repeated breaches of School rules and the requirement of good behaviour – e.g. students failing to attend a detention, insolence, bullying and harassment, repeated misbehaviour.

Progress Card

When a student's behaviour is becoming of increasing concern, and they are not responding to the normal discipline measures of counselling, detentions and feedback to parents, a Progress Card will be issued for an initial period of four weeks.

Contract of Good Behaviour, Attitude and Performance

If the behaviour of a student warrants it, they will be placed on a Contract of Good Behaviour, Attitude and Performance as a condition of their continuing their enrolment at the School, which they and their parents will be expected to sign. If the student is to continue at the School, they will be asked to accept full personal responsibility for a change in their behaviour, attitude and performance at the School.

Suspension

The Principal has the right to suspend any student, for any period of time, for activities considered serious enough to warrant such action.

There are two kinds of suspension:

- Within School suspension: Where a student is excluded from certain activities or lessons for a period of time and must complete class work and other set tasks.
- Suspension from School: This would usually only be for a period of days, it may be that a student who is suspended from the School will not be permitted to attend the School for a period of 12 months. In this case, the student may apply for re-admission to the School at the end of that period.

Expulsion

Any student, who behaves in a manner which, in the Principal's opinion, damages the School, its reputation and the health and safety of the School community to a sufficient degree, will be expelled from the School immediately. Such a student will not be permitted to re-enrol in the School at a later date.

Exclusion

Within the Education Act exclusion means that a student will be banned from enrolling in a number of schools (for example: a school system). As Moama Anglican Grammar School is not a member of a system it is unlikely that it would ever be a party to the exclusion of a student.

Procedural fairness

It should be noted that the School is committed to procedural fairness in matters of discipline. This particularly applies to situations where the potential penalty involves suspension or expulsion.

Procedural fairness involves the following principles:

- a) For any student suspected of a serious breach of school rules, both the student and his/her caregiver, will be provided with an explanation of:
 - the nature of the accusation;
 - the seriousness of the matter and the likely consequences;
 - any other information which would be likely to be taken into account in considering the matter;
 - how the matter will be dealt with;
 - the opportunity to answer the accusation and;
 - an understanding of how to seek a review of any decision.
- b) The manner in which the investigation is undertaken and the decision-making will be structured to ensure:
 - Impartiality of investigation and;
 - absence of bias in decision-making

SCHOOL RULES

Some rules are essential in order to contribute to the harmonious and efficient operation of the School. These are based on courtesy, commonsense and consideration for others – the injunction to “Do unto others as you would have them do unto you” is a guiding principle.

The following 5 points summarise the expectations of students upon which the School rules are based.

- 1 Students will respect teachers, parents, visitors and their fellow students.
- 2 Students will be on time for School assemblies and classes.
- 3 Students will wear, and maintain in good order, their School uniform.
- 4 Students will care for the School property, buildings and gardens.
- 5 Students will stay in the areas set aside for them.

Specific rules, together with a brief reason for their establishment, are listed below, and apply whenever a student is under the jurisdiction of the School. They also apply, where reasonable, whenever a student is identifiable with the School, for example, when wearing the School uniform or when at a School-sponsored event.

The School has specific rules with regards to:

1. COURTESY

Courteous behaviour is expected of students at all times.

2. ATTENDANCE AND PUNCTUALITY

Students should be in attendance at all School sessions. A written explanation from a parent, in the Diary, is required if a student is absent from all or part of the School day.

Punctuality for all periods is essential, especially to periods at the start of the day and after recess and lunch breaks.

3. LATECOMERS

Latecomers must present themselves to the School office on arrival, to sign the Student Late Arrival Register.

4. UNIFORM

The standard of grooming required is consistent with what would be expected of employees in an office situation.

5. HEALTH AND HYGEINE

Smoking, the consumption of alcohol or the taking of drugs other than for medicinal reasons is not permitted.

6. AREA REGULATIONS AND BOUNDS

Students are to remain within the bounds of the School property during School hours unless permission has been obtained from the Principal or Class Teacher.

Each student is expected to respect and take care of the School property and facilities so that all may benefit from their good order. Any damage should be reported immediately so that it may be repaired.

7. OUT OF HOURS SUPERVISION

The School will provide supervision of students between the hours of 8.10 am and 3.20 pm. (Unless the student is a NSW country bus traveller. These students are supervised until 3:50pm.) Students are not to arrive at school before 8.10 am and should not remain after 3.20 pm unless they are travelling home by NSW country bus or by specific arrangement with staff, such as for training or clubs.

8. LITTER

We are all responsible for condition of the School grounds and buildings.

9. HAIRSTYLES

The School requires students to be groomed appropriately. The standard of grooming required is consistent with what would be expected of employees in an office situation. Girls with hair longer than the collar should have it tied back. Hair should not be dyed a colour other than one which occurs in nature among humans. Boy's hair is to be no longer than the collar and not over the ears. Beards and long sideburns are not permitted.

10. MEDICATION

Any Student who requires medication to be administered during school hours must bring their medication to School Office at the beginning of the day. All medication must be clearly named with the details of dosage and time to administer medication. All Students must bring a signed note from their Parents/Guardians giving School Staff permission to administer the necessary medication.

Medication that needs to be refrigerated will be kept in the refrigerator in the Main Staffroom. Any other medication will be kept in a locked drawer in the School Office.



MOAMA ANGLICAN GRAMMAR SCHOOL

2006 REPORT TO BOARD OF STUDIES APPENDIX 2

3.6.2 STUDENT GRIEVANCE PROCEDURES

Definitions

Complainant - Person who lodges a grievance.

Grievance – Any problem on the part of a student.

Grievance Procedure - A prescribed set of actions to be followed when a grievance is presented.

Respondent - Person who it is alleged undertook the behaviour which resulted in the grievance.

PROCEDURE

- 1 Behaviours or actions which give rise to a grievance
 - 1.1 A grievance arises when a student perceives a problem has occurred for which he/she is seeking redress/resolution.
- 2 Resolving a grievance
 - 2.1 Informal procedure
 - 2.1.1 As a first step each student should seek to raise the matter with the person concerned. If the grievance cannot be resolved through discussing it directly, or the student does not feel that she/he can approach the person directly, the student may raise the matter with any other member of the teaching staff.
 - 2.1.2 The member of staff will provide informal guidance as to the options available for the student or will refer the student to a senior staff member able to deal with the matter.
 - 2.1.3 Where a student has a complaint against a member of staff who is a senior member of staff or in a case where the student feels that to approach a senior member of staff is not appropriate, the student may take his/her complaint to the Principal. The Principal can deal with the matter or nominate another member of the School Executive to carry out the role otherwise assigned to that senior staff member, in these grievance procedures.
 - 2.1.4 The senior member of staff will discuss the complaint with the student and advise the student as to available options
 - 2.1.5 If the student's preference is for internal resolution of the complaint, the senior staff member will take a written record of the

complaint on a pro forma grievance form.

It will contain:

- a) the name of the complainant;
- b) the date the complaint is made;
- c) the date(s) the grievance;
- e) a brief description of the nature of the complaint;
- f) a summary of follow-up actions taken.

2.1.6 The complainant will read and sign the grievance form as being a true record, after making any appropriate alterations.

2.1.7 With the agreement of the complainant, the senior person will then attempt to resolve the grievance through informal discussion and conciliation with other parties if this is applicable.

3 Conciliation and resolution

3.1 The senior person will meet informally with the respondent for the purposes of:

- a) outlining the grievance
- b) making a written record of the respondent's reply to the complaint, which is signed and considered a true record;
- c) attempting to reach an agreement with the respondent that is acceptable to the complainant;
- d) attempting to ensure that there are no reprisals taken against a student who has made a complaint in good faith;

3.2 If the grievance is successfully resolved to the satisfaction of the complainant the informal procedure will cease at this point.

3.3 The written record of the informal complaint will be retained for a period of twelve months in a confidential file in the office of the Principal.

4 Follow-up actions

4.1 The senior person will meet with the student each semester for a period of twelve months following successful resolution of the complaint, to ensure that retaliatory actions were not taken against the student by virtue of the complaint.

4.2 The Senior person will ensure wherever practically possible, that marks awarded for work presented by the complainant to be marked by the respondent will be independently verified (on the request of the complainant) for the period of one year, following successful resolution of the complaint.

4.3 Where the student is subjected to retaliation he/she may approach the Senior person or Principal and an investigation will be instituted.

4.4 Where a member of staff is found to have retaliated against the student, disciplinary procedures will be instituted.

4.5 Such disciplinary action may be taken against the member of staff complained of in the original complaint or any other

member of staff undertaking retaliatory action.

5 Formal procedure

5.1 If a grievance cannot be successfully conciliated by the Senior person to the satisfaction of the complainant, the complainant may instruct that person to proceed with a formal complaint.

5.2 All formal complaints will be presented to the Appeals Committee or to an independent arbiter (if requested by the complainant)

The Appeals Committee will comprise:

- a) the Principal's nominee (other than whichever senior person heard the informal complaint) who shall act as the Chair;
- b) a Student Counsellor if appointed or another staff member; and
- c) a staff member of the student's choice.

5.3 The written reports compiled by the Senior person and signed by the complainant and the respondent will be forwarded by the Senior person to the Chair of the Appeals Committee.

5.4 The complainant or the respondent may submit any other written material to the Committee in support of their case. Any additional evidence so provided, should first be submitted to the other party or parties named in the complaint.

5.5 The Chair of the Appeals Committee will advise the School Executive if the grievance includes allegations of behaviour outlawed under State or Federal Government anti-discrimination legislation or Board Policy on Equal Opportunity.

6 Investigation of complaint

6.1 The Appeals Committee will investigate the grievance in the following manner:

a) The Committee will meet within seven working days of the date the formal complaint is made and consider all written documentation including the written statements of the complainant and respondent and the written statements of witnesses;

b) the Committee may call the complainant or the respondent to attend the meeting to explain any aspect of their written statement. If the complainant is required to appear before the Appeals Committee he/she may be accompanied by an adult of his/her choice. If the respondent is required to attend he/she may be accompanied by his/her staff association or union representative. The complainant and respondent would not normally appear before the Appeals Committee at the same time;

c) the Committee may call any witnesses who have submitted written statements concerning the grievance to appear before the Appeals Committee;

6.2 Following deliberations the Committee will make appropriate recommendations. Committee decisions will be achieved

through consensus or agreement reached between all members.

6.3 The Committee will forward its written recommendation to the Principal together with documentation of the grievance. Actions which may be taken are limited to:

- a) not upholding the case;
- b) upholding the case and stating that the following be considered, where relevant:
 - (i) reparation be made to the complainant for any loss of academic credit or achievement suffered as a consequence of the behaviour,
 - (ii) re-admitting a student who has been excluded from a course,
 - (iii) directing the respondent to undertake appropriate staff development programs,
 - (iv) reprimanding the respondent,
 - (v) ensuring that the complainant is not subjected to retaliatory action by virtue of the complaint;
- c) in the case where a grievance which concerned discrimination against a student the following action may also be recommended: suggesting that the respondent undertake counselling.

6.4 All grievances shall have undergone the process of a formal resolution within a period of three months of the receipt by the Chair of the Appeals Committee of the formal written complaint.

6.5 The complainant and the respondent will be advised in writing by the Chair of the Appeals Committee of the decision made within seven days of submission of the Appeals Committee's recommendation to the Principal

7 Appeals

7.1 Either party shall have the right of appeal. The appeal should be submitted in writing to the Principal within seven days of the receipt of the Committee's decision. The appellant shall be entitled to present new evidence or to re-argue his/her case.

7.2 The finding of such an appeal shall be communicated to the appellant within fourteen days of the appeal being lodged.

8 Complaints of discrimination - external procedures

8.1 In the case of a grievance being concerned with allegations of discrimination against the complainant on the grounds of that person's status or private life, the complainant has the right to present a complaint to the appropriate external authority.

8.2 Where internal grievance procedures are being followed, the complainant may wish to refer the matter to the appropriate external authority at any stage of the process, and in particular:

- a) when no further action is taken;
- b) when he/she may wish to appeal against the Committee's decision.

8.3 Where the matter is taken up with the external authority, the internal grievance procedure shall cease to apply in the case.

8.4 The appropriate external authority in the case of discrimination complaints is determined under State legislation.

9 Confidentiality

Confidentiality will be strictly observed throughout the conciliation and resolution process. Information and records related to

complaints will be considered exempt documents under Freedom of Information legislation.

10 Record keeping and storage

10.1 The written record of the complaint will be retained for a period of twelve months in a confidential manner.

10.2 Where all appeal mechanisms are exhausted or where the complaint is not sustained, written documentation of the case will be destroyed.

11 Conflict of interest

11.1 If the Senior person feels that to undertake conciliation of a complaint would place him/her in the situation of a conflict of interest, the Principal will direct the student to take the grievance to another member of the School Executive.

11.2 A complainant may at any stage of the informal procedure seek the assistance of the Senior person if he/she believes a conflict of interest exists or may arise as a result of the complaint.

12 Resources

12.1 The complainant may at any stage of the grievance procedure approach where relevant, the following offices or persons for advice and/or support:

- a) A Student Counsellor;
- b) A Tutor; or
- d) Another adult.

12.2 Members of staff so contacted are advised to direct the complainant to the Principal.

12.3 The respondent, if an employee, may approach the Staff Association or union for advice and support.