



MOAMA ANGLICAN GRAMMAR

ANNUAL REPORT 2017





Our School

Moama Anglican Grammar is a co-educational Anglican School, with an open entry policy. It sees its mission to provide a safe and inspiring educational environment that provides students with the skills and confidence to move forward in life. The School's core values are to: provide a safe and caring community; encourage a love of life and learning and the pursuit of personal best; and to promote Christian values and beliefs including compassion, respect, tolerance, honesty, integrity and kindness.

In addition, the School's focus is on each student as an individual, seeking to assist each of them to achieve his or her potential, all the while nurturing their resilience and independence. We aim also for students to develop a strong sense of honour and excellence, caring for themselves, others and the world they live in.

The School opened in 2005 and it has already established a leading reputation in terms of academic and cocurricular programs. All students are encouraged to engage with every aspect of school life from camps, through to sporting pursuits and the performing arts. Annual productions of musicals and plays are complemented by music and drama concerts.

The School operates academically as separate primary and secondary schools, although students are able to mix in the grounds. Specialist facilities in Arts, Sciences and Technology, as well as the Resource Centre, are accessed by all year levels. ICT is provided by way of computer labs, mobile devices and interactive whiteboards in all classrooms. Students have school ipads from Years 5-9 and BYOD Years 10-12.

Moama Anglican Grammar is the only educational institution in the region to offer K-12 on the one campus. This enables students to pass seamlessly across the traditional transition points of primary and secondary school. They can experience the culture of care (within the context of high standards and expectations) over their whole schooling from Kindergarten or join at another level, with Year 7 being the other common entry point.

The one campus close knit community of over 730 students results in a culture where everyone in the school is known and valued. Knowledge about each student can be passed on from year to year ensuring that students are catered for on a personal level academically, socially and pastorally.



Chairman's Report



Moama Anglican Grammar has continued to thrive in education due to the considerable time and effort from the Board Members and I wish to thank them for their efforts. Their dedication and contribution is reflected in this fantastic school and the exciting direction in which we are heading

Thank you to Ian James, Graeme Danher and Craig James for their time and efforts spent on the board, especially Craig doing 10 years of Service.

The school continues to grow and develop the physical resources for improved teaching and learning. In 2017 the new TAS (Technology and Applied Science) building was begun and will be ready for the first day of Term 3 in 2018 for our students and staff to move in.

The Resource Centre was completed and opened in May 2017 and is working very well as a learning space with staff spaces and specialist computer laboratories.

The school continues to schedule maintenance work to renew and refresh rooms such as painting, re carpeting and replacing table tops to keep the school looking an engaging physical space for students and staff.

The enrolment in the school has continued to grow and the numbers indicate a healthy interest and commitment from the Moama/Echuca community in the school. There are some limitations emerging to enrolments with some bus services being at capacity and the school will explore possible options.

Waiting lists are starting to occur at some levels

Outcomes of our students' education is progressing well, including our 2017 DUX achieving excellent results that compare well to other schools in NSW and Victoria.

Staff are to be thanked for the excellent outcomes and the great environment that has been created that lets our students achieve their best.

The school is in a secure financial situation and has a strong financial base.

Finally I would like to thank the members of the Executive team for your support and efforts throughout the year; your caring attention and professionalism contributes to an inclusive, enabling and progressive school environment that defines Moama Anglican Grammar and its ongoing success.

Mr Craig Smith

Encourage a love of life and learning and the pursuit of personal best.



Principal's Report

Moama Anglican Grammar has continued to grow and strengthen as an independent school in the Moama/Echuca area. The focus of 2017 has been on improved teaching and learning, welfare of student, staff and families and developing extra curricula activities. The school Principal for 2017 was Ms Teresa Deshon and the Acting Principal Miss Kelly McKay.

The Resource Centre was completed and opened in May 2017 and has become a central hub of the school. The library/research facilities are used by class groups as well as small groups of students undertaking independent research work. The space also incorporates small rooms or 'break out' spaces for individuals and small groups to engage in learning. These small rooms are very valuable for our students, particularly those who rely on subjects through Distance Education. The space includes a number of staff spaces such as careers.

The teaching and learning programs in the school have continued to be renewed and a focus of teacher development has been central in both primary and secondary education. The review of programs in the primary school has led to the creation of two middle leadership positions to support teachers, a Literacy Coordinator and a Numeracy Coordinator which will begin in 2018. The school continues to work on a school improvement program in cooperation with AISNSW.

The pastoral care program in the school has also continued to develop with the primary school working closely with an external specialist to introduce a school base practice in 'Choice Theory' called 'The Get Happier' program. This has been very successful as a pilot program and will continue to be developed and embedded into the primary school in 2018.

The focus of pastoral care in the secondary school has been the ongoing work in restorative justice practices. The staff have all been involved in training programs to familiarize themselves with the philosophy and practice of restorative programs and how to use this successfully with teenagers. This program will be introduced as a way of working together for students and staff as well as staff and staff.

The focus for teaching and learning in 2017 has been the structured introduction of visible thinking strategies into teaching and learning. The school engaged an external consultant to work with all teachers to develop visible thinking techniques into their current teaching programs and to develop a consistent use of language for students around thinking.

The teaching staff at Moama Anglican Grammar are engaged in their registration requirements through NESA and the improved understanding of the AITSL standards. Our staff are supported in meeting and exceeding their registration requirements by the AIS.

The targeted areas for improvement in teaching and learning continue to be informed through student performance in external and internal assessment. We examine our NAPLAN and HSC results each year and set goals for learning. The target areas for improvement continue to be student writing. The school has also increased the number of teacher-aides employed to work alongside teachers in classrooms to improve the support of students who learn in diverse and challenging ways. The inclusion and success of all learners is an important goal for us as a school community.

2017 saw the creation of a parents and friends group in the school. This group of parents have created guidelines and begun meetings to look at ways they can support the ongoing growth and development of the school. This group has established its key purpose as being to enrich community.

The school continues to offer a range of extracurricular activities through sport, outdoor education camps, Beacon (leadership and career training), Duke of Edinburgh award schemes as well as extensive music programs for individuals and groups. Our students are also offered a range of co-curricular activities in sport, music, drama and social service activities. The school has a student leadership program and continues to offer students in a range of year levels leadership training.

The school has excellent physical resources, is established in a wonderful natural environment and has committed staff and parents; our students are privileged to have the opportunities and support offered to engage with learning and achieve their personal best.

Mrs Carmel Spry
BA, Grad DipEd, M.Ed

Student Attendance

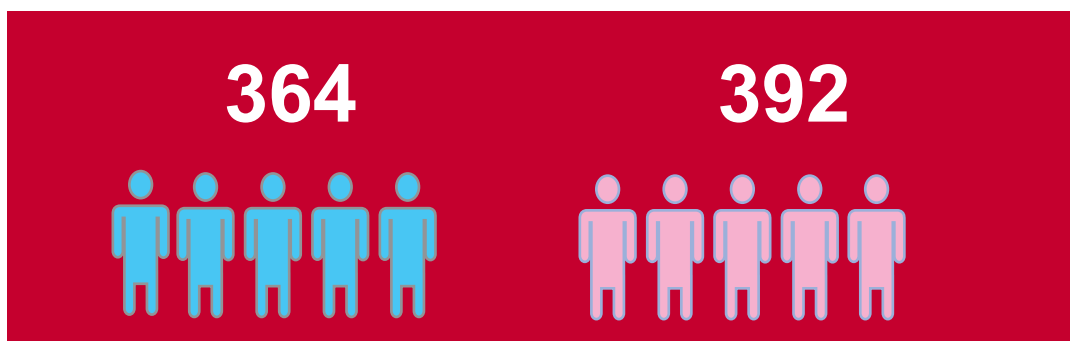
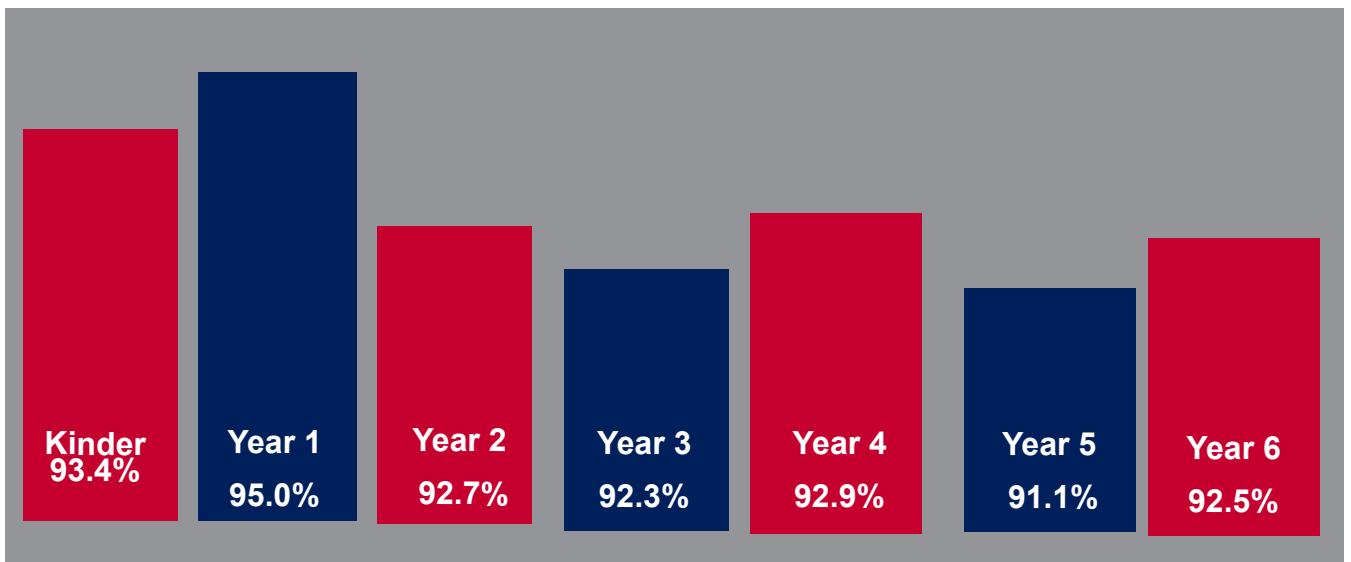


Student
Attendance
rate

Average
days absent
per student



Average daily student attendance Primary



Average daily student attendance Secondary



There are legal requirements for the School staff to be aware of the location of students each day.

Parents are requested to advise, either by telephone or email to reception@moamagrammar.nsw.edu.au, any absences prior to 9.00am on the day of absence. Emails from parents / guardians are deemed to be the required "written notification".

Students absent from the school for one or more days are to bring written notification with them on their return, signed by a parent/guardian, if the School has not already received notification, via reply to the electronic documentation sent by the school or other written communications. i.e. email or Absence Slip or written explanation.

Retention rates have been steady over the past few years for cohorts of Year 10 moving on to complete Year 12.

Year 10 2013 to Year 12 2015 - 81%
Year 10 2014 to Year 12 2016 - 69%

Last year saw retention increase, with 80% of the 2015 Year 10 cohort complete Year 12 in 2017. Based on the information provided it would appear that many of the students who left the school at the end of Year 10 or during Year 11 did so because of family circumstances or to pursue vocational studies.

One student in 2017 achieved the Record of Student Achievement.

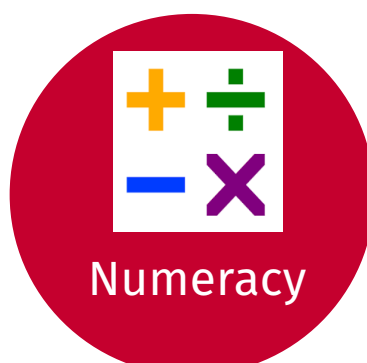


NAPLAN

The National Assessment Program - Literacy and Numeracy (NAPLAN) assesses all students in Australian schools in Years 3, 5, 7 and 9. The chart below displays average NAPLAN scores for each domain. Moama Anglican Grammar's scores are displayed in blue. Also displayed are average scores for statistically similar schools (SIM) and all Australian schools (ALL). The coloured bars indicate whether the selected school's scores are above, close to, or below the other scores.

| | Reading | Writing | Spelling | Grammar | Numeracy |
|--------|---------|---------|----------|---------|----------|
| Year 3 | 459 | 444 | 438 | 480 | 424 |
| Year 5 | 524 | 485 | 520 | 510 | 503 |
| Year 7 | 556 | 527 | 551 | 552 | 586 |
| Year 9 | 610 | 578 | 590 | 581 | 628 |

Selected school's average when compared to schools with similar students is:



HSC Results

| Course | Number of Students in Cohort | School HSC Examination Mark Mean | State HSC Examination Mark Mean | School/State Variation |
|--|------------------------------|----------------------------------|---------------------------------|------------------------|
| Agriculture 2 unit | 7 | 75.83 | 70.58 | 5.25 |
| Biology 2 unit | 25 | 75.82 | 74.30 | 1.52 |
| Business Studies 2 unit | 18 | 74.91 | 73.17 | 1.74 |
| Chemistry 2 unit | 14 | 75.79 | 75.28 | .51 |
| Community and Family Studies 2 unit | 6 | 83.17 | 72.71 | 10.46 |
| Design and Technology 2 unit | 9 | 71.60 | 76.75 | -5.15 |
| Drama 2 unit | 8 | 72.38 | 77.68 | -5.30 |
| Economics 2 unit | 6 | 74.63 | 76.60 | -1.97 |
| English (Advanced) 2 unit | 6 | 82.57 | 80.96 | 1.61 |
| English (Standard) 2 unit | 58 | 72.41 | 69.19 | 3.22 |
| Food Technology 2 unit | 9 | 72.67 | 71.52 | 1.15 |
| Industrial Technology 2 unit | 6 | 69.43 | 67.54 | 1.89 |
| Italian Continuers 2 unit | 4 | 73.80 | 80.10 | -6.30 |
| Legal Studies 2 unit | 16 | 72.56 | 75.86 | -3.30 |
| Mathematics Extension 1 2 unit | 6 | 76.33 | 81.09 | -4.76 |
| Mathematics General 2 2 unit | 45 | 73.63 | 68.51 | 5.12 |
| Mathematics 2 unit | 12 | 78.90 | 77.96 | .94 |
| Modern History 2 unit | 6 | 75.17 | 73.73 | 1.44 |
| Music 1 2 unit | 4 | 76.10 | 81.45 | -5.35 |
| Personal Development, Health and Physical Education 2 unit | 23 | 77.84 | 71.03 | 6.81 |
| Physics 2 unit | 18 | 70.52 | 73.45 | -2.93 |
| Tourism, Travel and Events Examination 2 | 7 | 75.69 | 74.76 | .93 |
| Visual Arts 2 unit | 12 | 78.92 | 79.74 | -.82 |

100%

of students in Year 12 attaining a Year 12 certificate or equivalent

10.6%

of students in Year 12 undertaking Vocational or Trade Training

Tertiary offers to students by field

| | |
|-------------|-----|
| Science | 9% |
| Health | 24% |
| Business | 22% |
| Computing | 9% |
| Humanities | 16% |
| Media | 5% |
| Agriculture | 5% |
| Engineering | 5% |
| Education | 4% |

83%

HSC students who submitted preferences to study at a tertiary institution

100%

students who submitted preferences and received an offer to study at a tertiary institution

17%

HSC students entering the workforce or unknown

Staff Information

\$1951

Was spent on Professional Development per staff member.

Staff attended Professional Development activities for accreditation.

Activities included:

Schools Leading, Learning

Positive Education

HSC Syllabus Updates

Pastoral Care

SEQTA

First Aid



26% Male,
74% Female



Teaching staff: 69

Full-time equivalent teaching staff: 62

Nonteaching staff: 33

Full-time equivalent non-teaching staff: 23

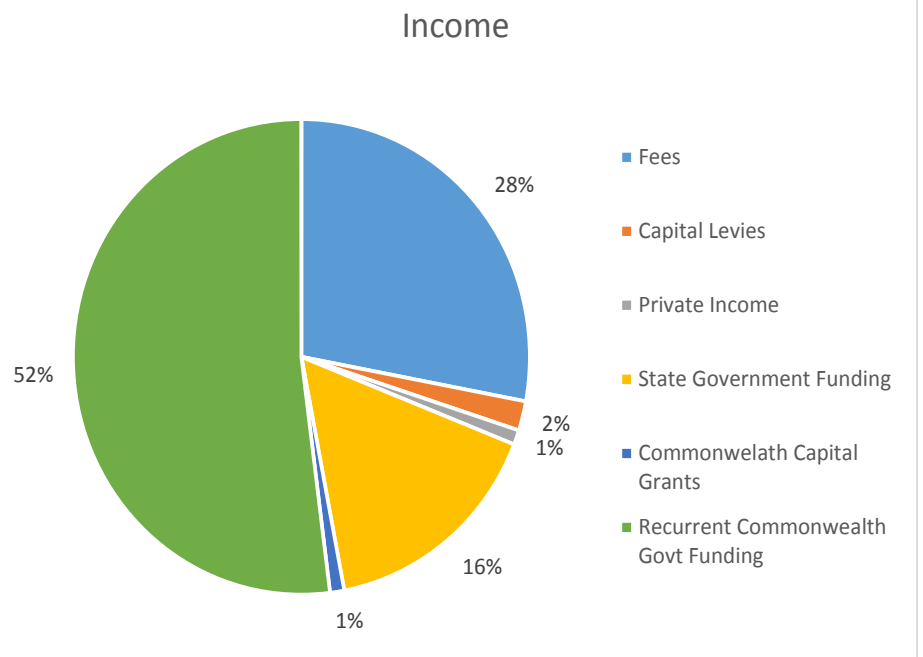
All current teaching staff are fully accredited with NESAs.

Financial Overview

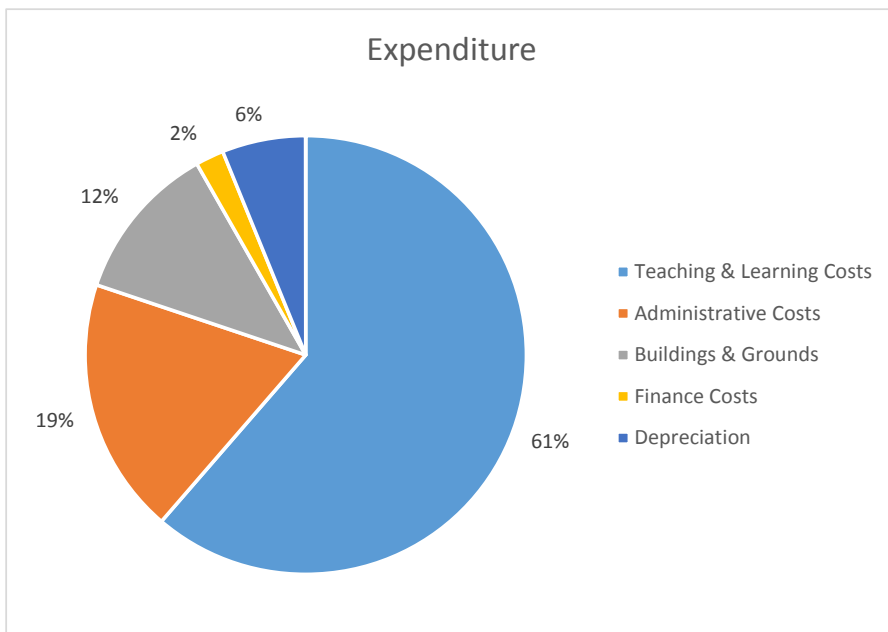
School Income

The the three main sources of income include:

- State Government Funding
- Recurrent Commonwealth Govt Funding
- Fees



Financial Overview School Expenditure



The main areas of expenditure are as follows:

- Teaching and Learning
- Building and Grounds
- Administrative Costs
- Finance Costs
- Depreciation



Parent, Student and Staff Satisfaction

Our school engages with students, staff and families on a regular basis, with honesty and integrity at the centre of all of our communications. We have an active Parents & Friends association who meet monthly and are involved in various activities across the school as well as providing a formal channel for feedback. Newsletters are distributed fortnightly and provide updates on the successes of our students along with important school information. Our high levels of student retention are an indication of the strong relationships we develop with all of our families.

Pastoral care and student wellbeing is a focus across the school, with a formal program for Years 7-12 and an emphasis on personal development and wellbeing in the Primary, including the ongoing expansion of the “Get Happier” project. Formal and informal feedback from students is that they find these programs enriching and that they assist in their overall academic and personal development.

Feedback is regularly sought from staff in relation to all aspects of the school, including staff wellbeing, program structure, opportunities for professional development, ongoing infrastructure requirements and development of our next strategic plan (due for completion in 2019). By engaging with staff and ensuring that feedback is acted upon where appropriate we create an environment which fosters collaboration and increased job satisfaction.



School Policies

The School has a number of policies relating to various areas of staff and student welfare.

- Anti-Bullying
- Behaviour Management
- Child Protection
- Complaints Handling
- Community Code of Conduct (Updated 2017)
- Electronic Communication
- Pastoral Care
- Privacy
- Student Counselling and Wellbeing

These policies are available via the School's website.

Enrolment Procedure

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. General Enquiry

An information pack is provided on request.

2. Application Process

- (i) 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).
- (ii) This application registers your child for the enrolment process which begins in the year prior to your child's proposed entry. The School will contact you early in the year (February/March) to arrange an interview with the Principal (or delegate). It is important to note that payment of the application fee does not guarantee your child a place.

3. Interview

Either or both parents or guardians should attend this interview with their child.

- (i) In order for the Principal to make an informed decision on the appropriate placing of your child, the following items need to be brought to the interview. The Principal will not offer a place until these items have been sighted, and may have to postpone the interview until such time as the items requested are available.
 - A copy of Birth Certificate or passport and visa details (if applicable)
 - A recent photograph of your child (head & shoulders), suitable for scanning to our database
 - A copy of any progress reports or most recent semester report provided by the preschool (or school) to date
 - A copy of most recent NAPLAN results (if applicable)
 - Some samples of your child's preschool (or current school) work
 - Completed student pre-enrolment interview writing and drawing form
 - Anything else you think would assist the Principal to understand the needs of your child. (i.e. competition certificates/results, awards etc.).
 - Special Needs (Gifted or Learning Difficulties) – It is important to note the enrolment of a child with special needs is considered on the same basis as any other applicant. The School must know of any special needs before enrolment so that an accurate determination may be made of whether the School is able to reasonably meet those needs. Failure to disclose special needs may result in the school not being able to adequately cater for the welfare and education of that child and of the other children enrolled at the School. The following need to be brought to the interview
 - Copy of up to date reports generated by a consultant, specialist or psychologist or any other professional supporting the child
 - Details of any medication taken regularly



4. Enrolment Offers

(i) Places at the School are offered at the discretion of the Principal. The following criteria are among those used to determine allocations:

- The ability of the applicant, or the applicant's family, to support the Moama Anglican Grammar School core values and to contribute to the School programs. This will be judged, inter alia, by reference to school reports, an interview with the candidate and parents/guardians, and by confidential reference.
- The award of a scholarship or bursary.
- The attendance of siblings or step siblings at the School, providing all conditions of admission to the School are adhered to.
- Other family connections with the School.
- Date of application.

(ii) It is anticipated that offers of a place for the following year would be made by the end of June. If you are placed on a waiting list, your child's name would be held until further places are available. Please note that being placed on a wait list does not mean your child's application has been rejected, nor does it mean a guaranteed offer of a place during the next round of offers.

(iii) All children with enrolment applications received after initial offers would be interviewed and placed on a waiting list until subsequent offers are made. It is anticipated that this round of offers would be in October/November of the year preceding enrolment.

5. Acceptance of Offer

On receipt of the letter offering your child a place, you are required to pay the \$1000.00 enrolment fee to secure the place. \$200 of this fee is non-refundable. The remaining \$800 is credited to tuition fees after minimum 12 month enrolment as outlined in the Fee Schedule.

6. Fees

Board policy states that a term's fee is to be paid in the October preceding commencement at Moama Anglican Grammar School. Fees are always charged one term in advance. Invoices are forwarded one month prior to due date. Please note that fees and charges are non-refundable if you decide not to proceed with enrolment.

7. Withdrawal of enrolment

The Principal may require the removal of a student from the School as a consequence of a serious breach of discipline or if, in the Principal's sole discretion, this is necessary for the good order or reputation of the School.

8. Insurance

While the School takes reasonable precautions to prevent loss and damage the School does not accept liability and will not be responsible for damage to, or loss, theft or destruction of, students' personal effects (including electronic devices).

The School does not have a 'no fault' policy of insurance which covers students who may hurt themselves. Students are thus not automatically covered by an Accident Insurance Policy which provides cover for injuries students might sustain at school, at sport, at camp or on school excursions. Parents are therefore strongly advised to make their own arrangements and to have in place suitable health insurance cover.



MOAMA
ANGLICAN
GRAMMAR

Honour and Excellence

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