



**MOAMA
ANGLICAN
GRAMMAR**
COMPASSION | RESPECT | INTEGRITY

ANNUAL REPORT 2020







Our School

Moama Anglican Grammar School is a co-educational, independent Anglican School with an open entry policy. It's mission is to provide a safe and inspiring educational environment that equips students with the skills and confidence to help create their future. The School's core values are: Compassion, Respect and Integrity. The School's focus is on each student as an individual, seeking to assist each of them to achieve his or her potential. At the same time, we aim for students to develop a strong sense of honour, caring for themselves, others and the world they live in.

The School opened in 2005 and has established a strong reputation in terms of its academic and cocurricular programs. Students are encouraged to engage with every aspect of school life from camps and excursions, 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 laboratories, mobile laptop sets and

interactive whiteboards in classrooms. Primary classrooms are equipped with class sets of iPads or Chromebooks. Students may choose their own device from Year 7 or access a school iPad until Year 9.

Moama Anglican Grammar School 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 our culture of care (within the context of high standards and expectations) over their whole schooling starting from Kindergarten, with Year 7 being the other common entry point. As a consequence, knowledge about each student can be passed on from year to year ensuring they are catered for in terms of their individual needs.

The students at Moama Anglican Grammar are drawn from both NSW and Victoria. Approximately 57% of student reside in Victoria. The area of Echuca/Moama is an important agriculture region as well as having a strong tourism industry. Many families are engaged in these industries and those that support the servicing and growth of these industries also.

Chair's Report

Moama Anglican Grammar continues to be an inclusive non-selective school, being accessible financially for as many families as possible through good financial management.

As in previous years, the Board and Executive remain focused on ensuring our School is a safe and vibrant learning environment with excellent facilities. The school has continued with its ongoing maintenance of buildings to ensure our facilities remain current. An audit of our IT systems was also undertaken, the recommendations contained within the audit will ensure the school remains as safe as possible in terms of cyber risk. Funding was also put in place in relation to IT infrastructure to ensure that we are adequately meeting the IT needs for students now and into the future.

In 2020 the school community completed a survey through Association of Independent Schools (AIS), this survey is compiled by AIS and is completed on a biennial basis. This survey sought feedback from parents/carers, students and staff. We are thankful to those that took part in this survey process. The feedback provided from the School's key stakeholders in relation to our school assists both the Board and Executive staff to focus on areas for improvement and to ensure we remain relevant and meet the needs of students, staff and families. The results of the survey were pleasing and the Board together with the Executive have taken action to address any areas where a need for improvement was identified. It is intended that the Board will continue with the surveys every second year as provided for by AIS, as well as to continue to survey families within our school community in alternating years with a survey designed by our school. It is important that we continue with these surveys on a regular basis to ensure that we stay in touch with community views and measure our success against survey results.

The Board also reviewed the skills required for an effective board, considering both succession planning as well as future vacancies. The board is cognisant of the need to have new board members with fresh ideas as well as board members with valued experience. There was strong interest in board positions this year, and we are grateful to see more people show interest in taking on a role on the School board.

2020 was certainly not the year anyone was expecting. As a school, border closures created many challenges with students and staff being unable to attend school and work. However, we were very fortunate in that the time our students were unable to attend school was far less than other local schools in the area. We are very grateful for the calm and considered leadership shown by our Principal Carmel Spry during 2020. We also thank our teaching staff and support staff who were able to adapt in difficult circumstances and work together as a team, always keeping our students at the forefront of their minds in terms of delivering quality education in ways which had possibly not been imagined prior to 2020.

We were fortunate in 2020 to be successful in applying for drought funding which allowed the board to pass on fee relief to families impacted by drought. The School was also able to obtain government assistance through funding released during the early stages of COVID19 in 2020.

This allowed the Board to be able to freeze tuition and capital fees for 2021, whilst also being able to support families in need with fee relief which is continuing into 2021. This funding also allowed the School to run buses between Echuca and Moama to assist families in dealing with border closures and to deal with unexpected costs arising from large increases in casual relief staff required to operate classes when teachers were not permitted to travel to New South Wales.

I would like to thank Suzanna Barry for her efforts in managing the business operations of school. The experience she has brought to this role and the School at large has been invaluable. Thank you to all the families and children who continue to choose Moama Anglican Grammar as their school of choice and for sharing our vision for education in Echuca/Moama and surrounding districts. I also wish to express my gratitude to fellow board members who tirelessly volunteer their time, skill and energy to what are often unseen tasks. I also thank existing board members for their support over the last six months during my role as Chair.

Finally, I wish both existing and new board members and the Executive the very best in the coming year, I am excited to see the school continue to grow and develop in the years ahead.

Bronwyn Vine
Board Chair



Principal's Report

Moama Anglican Grammar is a co-educational school from Kindergarten to Year 12 with one campus in Moama which means we work within NSW. The majority of our staff and students live in Echuca, Victoria. Most of our students travel to school via bus and this system is managed by Victoria. During 2020 with COVID-19 the ability of the school to function as normal was challenged. The guidelines for safety during the COVID-19 pandemic have been state based and as a border school we found ourselves in some very interesting scenarios.



Our primary goal throughout 2020 was the safety and welfare of our community. We wanted to keep school running as 'normally' as possible for students, staff and families; we knew that to have some normalcy was important, particularly as our media reported on the number of cases and deaths each day. The school was closed during the first mandatory lockdown. After this first lockdown, decisions about school attendance were state based.

During the June/July school holidays the NSW Government announced that the border between NSW and Victoria would be closed. The NSW police and army personnel set up on the NSW side of the bridge and stopped and checked every vehicle. With each announcement from government, either NSW or Victoria, our leadership team met to decide what we needed to do. The first border closure created some difficulties, the most significant challenge arrived when the NSW government restricted the border area. The new area left us with about 120 students (from a school population of 650) and 6 staff who were unable to enter NSW.

We had to find creative solutions to problems we had not faced before. We considered everything and discussed possible solutions around the table to find the best options. We decided on a hybrid teaching model: both face-to-face teaching and online teaching. The concern about this was for our teachers and their workload, the social connections for students at home and support for families.

We faced challenges with students crossing the border, many experienced increased stress and anxiety, particularly primary children. Our teachers and the parents spent time talking to the children about the border crossing procedures; we emphasised that no one was 'in trouble'. We prepared the children for the process of the bus being stopped, a police officer or army person boarding the bus and checking that every student was carrying a border pass and bus pass as identification. Even with a lot of social stories in class and at home we had some students arriving at school distressed. With help from our generous staff we ensured that a teacher was always aboard the bus to support the students.

During this time, we worked with state representatives in both NSW and Victoria, and the Cross-Border Commissioner in both NSW and Victoria. We made contact with NSW Health, Services NSW and Senator Perin Davey, based in Deniliquin. Additionally, we had the support and assistance of Robyn Yates at the Association of Independent Schools (AIS) who was also working closely with government agencies on behalf of all independent border schools.

One of the challenges for us was the speed of change; government was making decisions 'on the run' and we were trying to apply them in our context in a short timeframe. We spent many hours discussing what we thought some of the directions for health and safety meant in practice. We have had staff and students who needed to attend specialist medical services that are not available in a community of our size, who have then had to isolate for two weeks on their return before entering NSW again. We have done everything possible to support students and staff with leave; again our first priority was to allow them to feel safe and cared for during this time.

Our families have been very grateful that we were able to keep the school running. Some families were split by the border rules and children were unable to spend time with one parent. We are very aware of the increased levels of mental health issues in students, staff and families and have increased our counselling resources to try to meet this need.

During a year of significant change, our students and staff continued to perform well. The graduating class of 2020 achieved strong HSC results, and a number of students moved directly into apprenticeships and employment.

Mrs Carmel Spry
BA, Grad DipEd, M.Ed

Student Attendance

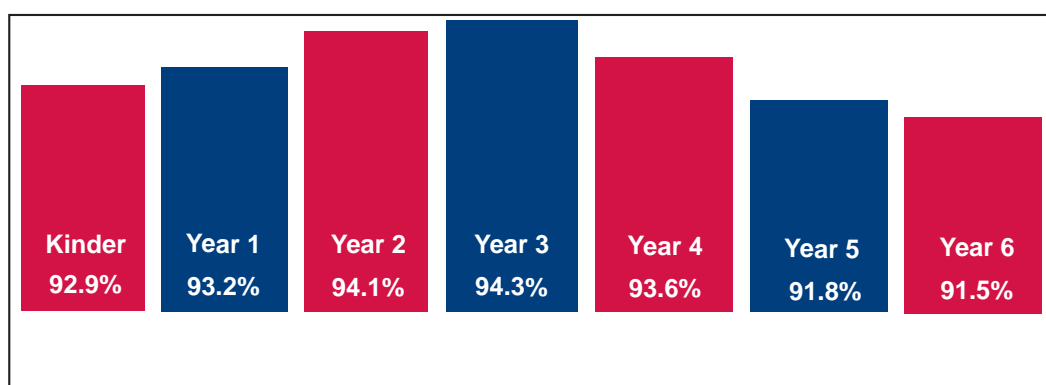
91%

School average
attendance rate

13

Average days absent per student

Average daily student attendance - Primary



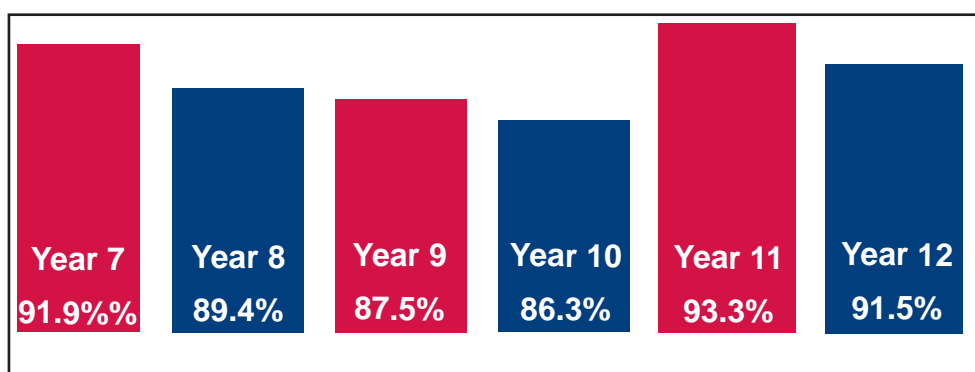
309



375



Average daily student attendance - Secondary



Management of Non-attendance

Parents are requested to advise of any absences by telephone, eform or email to reception@moamagrammar.nsw.edu.au prior to 9:00 am on the day of absence.

The School contacts parents/guardians concerning the absence of a student for whom no explanation or advice is received. This is done by sending an SMS to the parent / guardian, to which a response by return telephone call is required to confirm such absence.

Retention Rates Year 10 - Year 12

Of the 74 students who commenced Year 10 in 2018, 60 went on to complete Year 12 in 2020 (a further five students joined the cohort after the commencement of Year 10 from 2018–2020). This is a retention rate of 81.1%. Three students relocated away from the district, seven transferred or returned to other schools and nine students left to pursue further education or employment.

Post School Destinations

Of the 60 Year 12 students, 42 were offered university placements for 2021. Anecdotally, we are aware of at least two students who are now completing apprenticeships, one student doing a Traineeship with Moama Anglican Grammar, and one student doing a traineeship at another local school.



Parent, Student and Staff Satisfaction

We regularly communicate with our community and welcome feedback at any time. We also have occasions where we actively seek input from our parents, students and staff. In 2020 the school community completed a survey through Association of Independent Schools (AIS), this survey is compiled by AIS and is completed on a biennial basis. This survey sought feedback from parents/carers, students and staff. From this feedback we have been able to identify areas of satisfaction and areas for growth.

From the results of this survey, we have identified areas of satisfaction around the school. The data was categorized into 5 domains; School Environment, Teaching and learning, Student Wellbeing, Leadership and Community. With six stakeholder groups completing the survey; Students, Teachers, Parents/Guardians, Non Teaching Staff, Board and Leaders.

All groups identified the following areas as strengths of the School;

- School Environment: Physical Environment and Vision, Mission and Values
- Student Wellbeing: Respectful Relationships and Inclusivity and Equity
- Community: Communication, Reporting and Reputation

The surveyed groups identified the following as areas for opportunity in the School;

- Designing teaching and learning that is future focussed
- Social and emotional learning
- Growing leaders



NAPLAN

The National Assessment Program - Literacy and Numeracy (NAPLAN) assesses all students in Australian schools in Years 3, 5, 7 and 9.

As NAPLAN assessments were cancelled in 2020 due to COVID-19, the most recent information relates to 2019 NAPLAN results as summarised below.

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	477		458		449		496		436	
	SIM	ALL	SIM	ALL	SIM	ALL	SIM	ALL	SIM	ALL
	458	432	440	423	437	419	469	440	429	408
Year 5	516		487		519		537		506	
	SIM	ALL	SIM	ALL	SIM	ALL	SIM	ALL	SIM	ALL
	521	506	485	474	512	501	516	499	508	496
Year 7	547		525		554		549		568	
	SIM	ALL	SIM	ALL	SIM	ALL	SIM	ALL	SIM	ALL
	558	546	526	513	555	546	556	542	569	554
Year 9	595		574		581		582		616	
	SIM	ALL	SIM	ALL	SIM	ALL	SIM	ALL	SIM	ALL
	602	581	573	549	596	582	595	574	612	592

Interpreting the table

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

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



Senior Secondary Outcomes

Record of School Achievement (ROSA)

In 2020 66 students satisfied the requirements to receive a ROSA. The percentages of students receiving an A or B grade at the end of Year 10 is above the state grading pattern with 65% of students receiving an A or B at the School compared to 61% in the state.

		School Pattern (%)						State Pattern (%)					
Course name	In school	A	B	C	D	E	N	A	B	C	D	E	N
English 200 hours (300)	66	9	53	36	1			12	28	36	15	5	1
Mathematics 200 hours (323)	66	12	33	37	16			15	22	32	22	6	1
Science 200 hours (350)	66	14	35	34	13	3		13	24	35	18	6	1
Geography 100 hours (4015)	66	11	38	39	12			15	27	34	15	6	1
History Elective 100 hours (451)	4	75	25					23	30	29	11	3	
History 100 hours (4007)	66	21	30	22	25			15	27	34	16	6	1
Italian 100 hours (921)	3	67	33					19	35	32	5	7	
Italian 200 hours (920)	3	33	0	66				27	34	26	8	1	
Agricultural Technology 100 hours (1606)	13	15	38	38		7		11	22	33	20	10	
Agricultural Technology 200 hours (1605)	5	40	40	20				17	27	31	16	5	1
Design and Technology 100 hours (1651)	7	29	14	42		14		25	27	31	11	3	
Design and Technology 200 hours (1650)	4	25	25	50				29	33	26	7	2	
Food Technology 100 hours (1626)	40	17	35	42	5			14	28	34	14	6	1
Industrial Technology (Timber) 100 hours (1821)	4	0	50	25	25			11	26	38	16	7	1
Industrial Technology - Multimedia 100 hours (1817)	7	14	43	42				21	30	26	14	7	
Information and Software Technology 100 hours (1831)	6	17	50	33				18	30	31	13	5	1
Drama 100 hours (2011)	9	22	77					19	33	30	11	4	
Music 100 hours (2051)	3	0	67		33			14	25	35	16	6	1
Music 200 hours (2050)	6	50	50					27	31	25	10	4	
Photographic and Digital Media 100 hours (2081)	22	32	45	18	4			18	29	30	13	7	
Visual Arts 100 hours (2061)	15	53	20	26				17	32	32	11	5	1
Personal Development, Health and P.E. 100 hours (2421)	1	0	100					17	34	34	9	3	
Personal Development, Health and P.E. 200 hours (2420)	65	12	38	47	1			13	32	36	12	4	1

100%

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

40%

of students in
Year 12 undertaking
Vocational or Trade
Training

Senior Secondary Outcomes

The HSC results were very pleasing in 2020 and represented an overall improvement on previous HSC results.

The outstanding results are evident as 41% of the students' results were either a Band 5 or Band 6. The students received 17 Band 6 results with ten students from the School being placed on the Distinguished Achievers list for achieving the highest band possible for one or more subjects. The school also received 112 individual Band 5 results with 42 students achieving at least 1 Band 5 result - which is a fantastic effort by the students in this COVID year.

The Grammar has continued to improve on its academic performance which is evident as the students received 10% more Band 4, 5 and 6 results this year as compared to the 2019 cohort. These results will ensure our average ATAR in 2020 is higher than any previous year which in this COVID year is an outstanding achievement from both our Staff and especially our students.

Excellent results were achieved by our VET students in both Tourism, Travel and Events as well as Primary Industries.

Course Name	No. of Students	School HSC Examination Mean Mark	School/State Variation
Agriculture 2 unit	8	75.79	2.39
Ancient History 2 unit	1	70	-2.1
Biology 2 unit	30	76.9	4.32
Business Services Examination 2 unit	1	76	3.8
Business Studies 2 unit	16	74.095	2.05
Chemistry 2 unit	23	70.67	-5.09
Community and Family Studies 2 unit	6	80.115	5.97
Design and Technology 2 unit	12	73.275	-5.34
English Advanced 2 unit	20	84.13	2.8
English Extension 1 1 unit	13	41.835	0.18
English Standard 2 unit	40	72.69	2.79
Food Technology 2 unit	6	69.1	-3.65
History Extension 1 unit	1	34.2	-4.16
Hospitality Examination (Kitchen Operations)	1	83	7.91
Industrial Technology 2 unit	4	85.65	16.15
Italian Continuers 2 unit	4	71.9	-8.55
Legal Studies 2 unit	8	69.015	-6.02
Mathematics Advanced 2 unit	11	77.855	-1.78
Mathematics Extension 1 2 unit	6	69.65	-8.89
Mathematics Standard 2 2 unit	40	74.465	5.84
Modern History 2 unit	5	76.28	3.75
Music 1 2 unit	6	80.215	-2.13
Personal Development, Health and Physical	24	78.085	5.59
Physics 2 unit	8	76.905	1.94
Primary Industries Examination 2 unit	7	77.66	4.4
Retail Services Examination 2 unit	1	71.4	2.57
Society and Culture 2 unit	7	74.485	-2.35
Tourism, Travel and Events Examination 2	4	82.5	7.6
Visual Arts 2 unit	5	82.56	1.58

42

HSC students submitted preferences to study at a tertiary institution (VTAC)

100%

of students submitted preferences and received an offer to study at a tertiary institution (VTAC)

Professional Learning

Moama Anglican Grammar prides itself on the professional learning opportunities available to our leaders and teachers. The aim of a good professional learning program is to maintain high standards of teaching and to enhance the lives and education of our students.

In 2020 much of professional learning practice was conducted online due to the COVID-19 pandemic. However, as our school had registered for a number of online subscriptions that teachers were already using, it made the transition to purely online professional learning much smoother. All staff participated online in the NSW NESA-accredited Child Protection Training, through the Office of the Children's Guardian.

The Executive Team completed Leadership Training, presented by David Buttifant of Keen Edge. Middle Leaders completed similar training for middle leadership, also with David Buttifant.

Our primary staff completed a whole day professional learning session around the teaching of mathematics with education consultant, Sue Pike. Secondary faculties completed whole-day professional learning in their subject areas.

In addition, the following professional learning activities were undertaken by staff throughout 2020:

Description of Professional Learning Activity	# of staff
Professional networking with other independent schools in regard to online learning.	22
Teacher Learning Network online professional learning - as part of our subscription with TLN our staff have access to a wide range of online professional learning opportunities. See www.tln.org.au	64
HSC Marking - Secondary teachers participated in marking the final HSC examinations in English, Agriculture and VET Tourism.	5
Teaching STEM - MAG won a grant through Sydney University for a group of staff to partake in a STEM professional learning program in the planning for Year 8 STEM classes in 2020. Due to the pandemic this program was extended in to 2021 and the professional learning was conducted online.	5
Individual PD - staff attended professional learning activities relevant to their roles including staff and student welfare, innovative pedagogy K-12, technological pedagogy, best teaching practices and engaging families in the school environment.	64
SEQTA and Microsoft Teams professional development on best practice of best use in online learning format (Quality Distance Learning).	64
Professional learning for MyEdOnline for all staff to enhance differentiation activities in the classroom.	58

Staff Qualifications

Teacher Accreditation

Level of Accreditation	Number of teachers
Provisional	4
Proficient Teacher	62
Total Number of Teachers	66

Teacher Qualifications

Category	Number of teachers
Teachers having teacher education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines.	1
Teachers having a Bachelor's degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications.	65
Total Number of Teachers	66

16%

Masters degree

88%

Bachelor degree



Workforce Composition

Teaching staff:	66
Full-time equivalent teaching staff:	61
Non-teaching staff:	35
Full-time equivalent non-teaching staff:	21

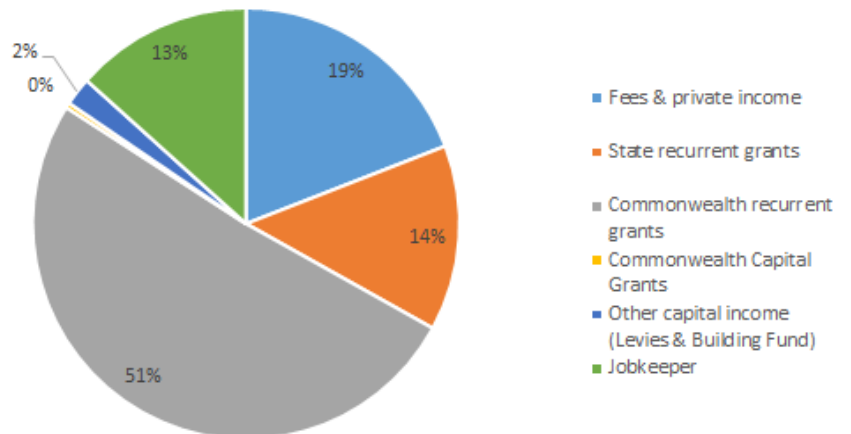
Financial Overview

School Income

The three main sources of income include:

- State Government Funding
- Recurrent Commonwealth Govt Funding
- Fees

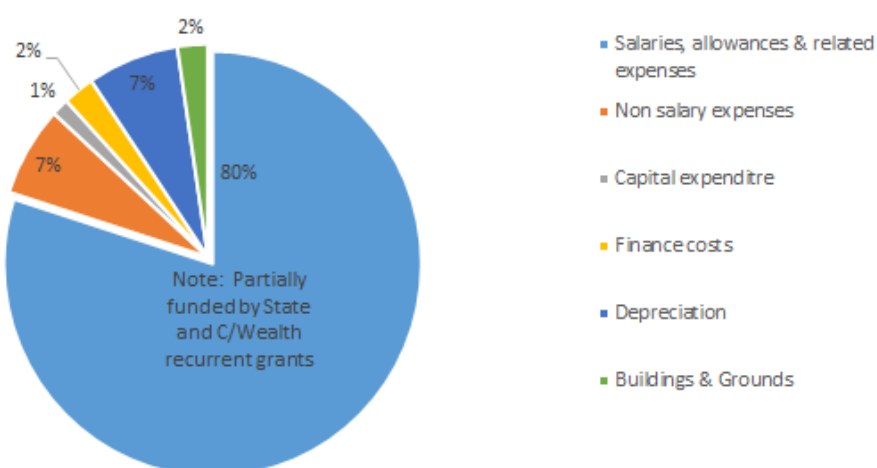
Recurrent/Capital Income



Financial Overview

School Expenditure

Expenditure



The main areas of expenditure are:

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



Initiatives Promoting Respect and Responsibility



Whilst the school faced obstacles during 2020 in engaging directly with our school and wider community, we were still able to identify and create many opportunities for the school to promote respect and responsibility.

Prior to the COVID-19 pandemic affecting school and student routines, the School held an International Women's Day Panel on 8 March, where a panel of school mothers shared their experiences and gave advice to our female students and school community members who attended. The theme for the day was "Each for Equal".

From April onwards, the ability to engage with community members was curtailed, though we participated in or held the following activities:

- ANZAC Day: school students and families stood in front of their homes at 6am in remembrance of those who have died at war, in lieu of attending the services and marches which had been cancelled. Our students also recorded speeches and musical items which were shared with our school community, as we were unable to do these in person as normal.
- The School arranged for gold medal winner Paralympian, Kurt Fearnley, to present virtually to our Year 5-11 students. In the presentation, Kurt shared his insights into what has helped him to overcome adversity and achieve many hard-earned goals in his life; and proved very inspiring for the students.
- The School arranged for motivational speaker, Darren Pereira from Success Integrated, to provide an online informational presentation for parents. The session provided strategies for parents with secondary students on motivation and study techniques, with time for questions and answers. This opportunity was made available not only to Moama Anglican Grammar parents, but to all parents in the region, free of charge.
- The School received Department of Education Special Circumstances Funding to increase counselling hours temporarily for 2020, and to assist families impacted by the drought with fee relief and other support. At the end of 2020 the School received a grant to support additional counselling hours in to 2021.

Priority Areas for Improvement

During 2019/2020 the Moama Anglican Grammar Board and Executive staff with input from teachers, parents and students have contributed to a new strategic plan for 2020 to 2024. This strategic plan has three core areas for focus.

The first area is to strengthen community links between the school and major groups including our parents, ex-students, local businesses and industry, the Anglican Church and within the student body as we work to strengthen links for students between year levels. Many achievements were made in this core area during 2020, including:

- Engaged AIS to facilitate the School's first AIS Perspectives Survey targeting a range of stakeholders
- Held an International Women's Day celebration for students with a panel of speakers featuring School parents
- Darren Pereira (Success Integrated) presented an online workshop on Parenting Strategies for Teenage Success, made accessible to all parents in the Echuca-Moama community, free of charge
- Staff provided training about what it means to be an Anglican school and role of the Anglican Church
- Kurt Fearnley was engaged as a guest speaker to present to Year 5-11 students on overcoming adversity and achieving goals
- Increased number of business supported student awards for the annual Presentation Assemblies
- The end of year Presentation Assemblies were live-streamed to families, enabling grandparents and extended family to share in this important occasion.

The second focus area for the strategic plan is the sustainability of the school. The school will continue to invest in marketing and undertake financial modelling to secure ongoing financial security, using demographics and continue to plan to meet the growth in the local Moama/Echuca area. Major achievements in this area during 2020 include:

- Increased focus on marketing with a new Communication and Marketing plan developed
- Financial modelling was undertaken in light of introduction of Direct Measure of Income Funding.

The third focus area is building capacity of the staff. We have invested in this using a review tool that allows them to gain data from students and colleagues about areas for development. We aim to also work in partnership with universities to support the ongoing development of the profession.

Achievements during 2020 include:

- Introduction of Educator impact for teacher development and review
- Professional Development Reviews introduced for administration staff
- Appointment of a Diversity Coordinator



School Policies

The School has a number of policies relating to various areas of staff and student welfare. These policies are available via an online platform, MAG Policy Plus, introduced in 2019.

Summary of Policy	Changes in 2019	Access to full text
Student Welfare The Student Welfare, Enrolment and Attendance Compliance Policy is designed to provide for student welfare and attendance. Student welfare encompasses the mental, physical and emotional wellbeing of students. Provisions for attendance are integral to providing for student welfare and include policies covering security, supervision, code of conduct, pastoral care and stakeholder communication.	No changes made in 2020	The full text of the policy can be accessed by request from the School and the MAG Policy Plus platform (staff only).
Anti-Bullying Moama Anglican Grammar recognises its duty to students to provide a safe and positive learning environment where individual differences and diversity is respected and accepted. The Bullying Prevention and Intervention policy defines what is and is not bullying, types of bullying, prevention strategies, reporting and responding to bullying, and the action the school will take in the event of a bullying incident/s.	No changes made in 2020	The full text of the policy can be accessed by request from the School, on the MAG Policy Plus platform, and an excerpt is provided in the School Handbook.
Student Discipline The School has developed policies relating to behaviour of students attending the School that are based on principles of procedural fairness and that do not permit corporal punishment of students. These cover strategies to promote positive behaviour, school rules and expected standards of behaviour, consequences, procedures for suspension/expulsion, behaviour management plans and teachers' responsibilities.	Multiple changes made in 2020 including a name change to Student Behaviour Policy	The full text of the policy can be accessed by request from the School, and is on the MAG Policy Plus platform (staff only).
Complaints and Grievances The Complaints Handling Program outlines what constitutes an informal and formal complaint, how to make one, and the School's internal complaint handling process. A separate Procedures for Handling Allegations of Staff Misconduct document also outlines related definitions and how such allegations of staff misconduct are handled by the school.	No changes made in 2020	The full text of the policy can be accessed by request from the School, from the school website, and the MAG Policy Plus platform (staff only).

Enrolment Procedure

Parents interested in enrolling a child at Moama Anglican Grammar 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 (or apply online) together with a cheque or money order for \$50 (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).
- Any Court Orders or legal documents applicable to your child.
- 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.).
 - Please note - In order for the Principal to conduct a fair interview without interruption or distraction it is School Policy that younger siblings do not attend this interview.
- 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 needs 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.
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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 core values and to contribute to the School programs. This will be judged, amongst other things, 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 the student is placed on a waiting list, the child's name would be held until further places are available. Being placed on a wait list does not mean a 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 a child a place, the family is required to pay the \$1000 enrolment fee to secure the place. \$200 of this fee is non-refundable. The remaining \$800 is credited to tuition fees in the second term of the first year of enrolment as outlined in the Fee Schedule.

6. Fees

A term's fee is to be paid in the October preceding commencement at Moama Anglican Grammar. Fees are charged one term in advance. Invoices are forwarded one month prior to due date. Please note that fees and charges are non-refundable if there is a decision not to proceed with the 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.





Our most sincere thanks to all of our sponsors and partners who have generously contributed to the development of our school and helped to improve our grounds, facilities and offerings for our students. Our partners make a difference - together we are providing a safe and inspiring educational environment that equips our students with the skills and confidence to create their future.



**MOAMA
ANGLICAN
GRAMMAR**

COMPASSION | RESPECT | INTEGRITY

- Honour and Excellence -

2 Kirchhofer Street
Moama NSW 2731
E: info@moamagrammar.nsw.edu.au