



**MOAMA
ANGLICAN
GRAMMAR**

COMPASSION | RESPECT | INTEGRITY

ANNUAL REPORT 2021



Chair's Report

It is my pleasure on behalf of the Board, to reflect on the activities of Moama Anglican Grammar during 2021. As we can all appreciate, with a vision to continue making Moama Anglican Grammar the school of choice in this region, we need support and guidance from a range of people within the school community. Our School Board has many committed members from different walks of life who have our students' interests at heart. It is a privilege serving on a School Board and contributing to the outcomes of the school, students, staff, parents, and community. I would like to thank my fellow Board Directors who generously give of their time and work tirelessly using their skills and energy. This year we welcomed four new members to our Board. I thank past Board members for their valued service.

I would like to thank our dedicated Principal Ms Carmel Spry and the committed teachers and support staff. It has been a pleasure collaborating with the School leadership team and administration staff over the last 12 months as Board Chair. I would like to thank the school Business Manager, Mrs Suzanna Barry for her tireless efforts in managing the business operations of the school. Her continuing role in this position has been invaluable to the school.

The members of the Board have strategic oversight of the school's achievement targets, finance and overall direction and have worked in positive unison with the school administration. The Board has been very satisfied with the planning, implementation and execution of the various strategies set out in the School's Strategic Plan. We are now two years into our Strategic Plan and have been well able to continue creating connections, positioning Moama Anglican Grammar for the future and equipping our students for the future. The Board will review the Strategic Plan progress in 2022 and will rework some measures/goals for the remainder of the plan. A review of the Constitution has also begun with the aim for this to be completed by the 2023 AGM.

In 2021 the Board established the Principal review committee to ensure that moving forward we can benchmark Principal outcomes with the strategic plan and form a strong relationship with the executive team to achieve the best outcomes for Moama Anglican Grammar. The Board receives presentations from the Executives and key Primary and Secondary teaching staff outlining the different programs offered in the school.

During 2021, the Board approved refurbishments of the middle school classrooms, toilets, new gardens, resurfacing of the undercover area and the purchase of music pods. The music pods will be a great addition to facilities for students. Future building projects continue to be explored and investigated to ensure our infrastructure and resources support the teaching and learning needs of our current and future students.

The Board was able to freeze tuition fees in 2021 and continued to provide fee relief for families impacted by COVID. With the population of Moama growing and increasing interest in Primary School enrolments, the Board was delighted to approve an additional kinder class for 2022. Audits of our IT systems are ongoing, to ensure that the School is proactive in mitigating cyber risk. In 2021 the Board undertook various training modules facilitated by the Australian Institute of Company Directors to support the Board's governance role.

Moama Anglican Grammar continues to be the only K-12 school in the region. The School offers extensive co-curricular programs, VET pathways, and is an affordable regional Grammar School. The Board congratulates the graduating class of 2021, and it is a pleasure to note their outstanding performance despite a delay in the start of the examinations due to COVID uncertainties. Their results are a great testament, not only to the students and their families, but also to the Principal, teachers, support staff and school management. This success has enhanced Moama Anglican Grammar's reputation within the sphere of education and surrounding local communities.

I would also like to thank all the families and students who completed their schooling in 2021 and those who have continued to choose Moama Anglican Grammar as their school of choice. The Board also appreciates the wonderful contribution of the Parents and Friends, and the Alumni in the School and the community. The Board was pleased to meet with Rev Phil Zamagias, the new minister at the Anglican Church Echuca to link with the local Anglican Church community.

Finally, with Ms Carmel Spry informing the Board and the school that she will finish her contract as Principal at the end of 2022, the Board appointed a committee and approved Fisher Leadership to assist with the recruitment of a new Principal for Moama Anglican Grammar for 2023.

I would like to wish all my fellow Board Directors and the Executive the very best in the coming year.

Dr Sydney Paul
Board Chair



Principal's Report

Moama Anglican Grammar is a co-educational school from Kindergarten to Year 12 with one campus in Moama, NSW. The school was established 18 years ago from the passion and commitment of community members to offer parents and families in the area an Independent Anglican school for their children. The school has flourished since these early years and draws students from a wide area in both NSW and Victoria.

During 2021 the challenges of the NSW and Victorian border and COVID 19 continued. We are very proud of the dedication of our staff who have worked tirelessly in both face to face and virtual modes to maintain continuity of education and care for our students, families, and each other. With forced closures of schools in Victoria, our students were able to travel to school in NSW and attend as normal, despite a small closure during August. There were also times when our teachers delivered a hybrid model of education running both face-to-face teaching and virtual for those unable to attend due to various lockdown scenarios. Again, the dedication of our staff allowed us to adapt quickly and meet the social, emotional and learning needs of students.

With the announcement from NESA to delay the start of the 2021 HSC examination period, our teachers and students rallied to support our Year 12s. We extended our teaching period and had Year 12 students attend school longer than has occurred traditionally. We also made the decision to hold the HSC examinations off-site as a precaution. We were keen to reduce the risk to our Year 12s of COVID-19 outbreaks in the school. All HSC candidates were able to sit examinations as scheduled without interruption.

We embarked on a major project in Teaching and learning during 2021. As a school we have committed to the concepts of Deep Learning following the research and work of many schools over time to re-engage students in learning. The Deep Learning model alters pedagogy to focus on the explicit teaching of six global competencies that “describe the skills and attributes needed for learners to flourish as citizens of the world.” (Quinn, McEachen, Fullan, Gardner and Drummy).

The school has partnered with AIS NSW to facilitate professional learning for all teachers in the six global competencies (6Cs) of Character, Citizenship, Collaboration, Communication, Creativity and Critical Thinking. Our core planning team introduced the concepts to all teachers, and we focussed in 2021 on the two competencies of Collaboration and Citizenship.

At the end of the year, the work produced by the students clearly demonstrated their renewed focus, energy, and motivation in learning. The school will continue to build these competencies through the curriculum and develop our students' skills as well as their love of learning.

We also introduced the VET subject Construction into the choices for Secondary students which offers our students a third VET and HSC subject to add to their learning pathways. In junior Secondary we also added an elective in STEM. In partnership with the University of Sydney, a group of our teachers participated in a project to learn skills in the STEM area to support creating and developing a program that is relevant and engaging. This elective and staff training has been very successful and will continue.

The end of 2021 also marked the mid – point for Moama Anglican Grammar's Strategic Plan. The three strands of the Strategic Plan: Creating Connections; Positioning Moama Anglican Grammar for the future and equipping our students for the future have been the focus for the school. While we have been hindered by restrictions in response to COVID-19 we are also very pleased with the progress we have made, and the positive benefits to our students.

Mrs Carmel Spry
BA, Grad DipEd, M.Ed





Moama Anglican Grammar is a co-educational, independent Anglican School with an open entry policy. Our 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 their 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.

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. Students 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 flow-on effect, knowledge about each student can be passed on from year to year ensuring they are catered for in terms of their individual needs. Being a K-12 school, Moama Anglican Grammar provides a variety of opportunities to learn and practice leadership within the school community through various events, curriculum tasks, assemblies and sporting opportunities.

Specialist facilities in Arts, Sciences and Technology, as well as the Resource Centre, are accessed by all year levels. Primary classrooms are equipped with class sets of iPads or Chromebooks. Students may choose their own device from Year 7 or access a school device until Year 9.

The students at Moama Anglican Grammar are drawn from both NSW and Victoria. Approximately 52% of students 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.

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. The coloured bars indicate whether the selected school's scores are above, close to, or below the other scores of Australian Students.

	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	502	471	450	479	450
Year 5	538	501	526	525	508
Year 7	547	527	555	537	546
Year 9	589	570	586	586	590

Interpreting the table

Selected school's average when compared to all Australian students

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



Record of School Achievement (RoSA)

In 2021, of our 50 enrolled students in Year 10, all 50 students completed and attained the requirements to receive a RoSA. The table below shows a comparison of School results with state grading based on Course Performance Descriptors.

	In School	School Pattern (%)						State Pattern (%)					
Course Name	Total	A	B	C	D	E	N	A	B	C	D	E	N
English 200 hours (300)	50	16	44	36	4			13	29	36	16	6	0.63
Mathematics 200 hours (323)	50	6	22	42	14	16		15	23	32	23	7	0.54
Science 200 hours (350)	50	20	24	28	26	2		14	25	36	18	6	0.64
Commerce 200 hours (430)	25	12	40	28	16	4		26	34	29	8	2	0.11
Geography 100 hours (4015)	50	10	32	44	14			16	28	34	15	6	0.49
History 100 hours (4007)	50	20	34	22	18	6		16	28	34	15	7	0.51
Italian 200 hours (920)	6	50	33	17				32	32	27	7	2	
Food Technology 100 hours (1626)	7	14	43	43				17	38	33	15	7	0.3
Industrial Technology - Multimedia 200 hours (1816)	6	33	16	50				27	30	29	10	4	0.21
Music 200 hours (2050)	5	60		20	20			29	30	25	11	4	0.56
Photographic and Digital Media 100 hours (2081)	3	66	33					21	30	29	14	6	0.63
Physical Activity and Sports Studies 200 hours (38100)	50	20	20	48	12			14	32	35	13	4	0.56
Visual Arts 100 hours (2061)	3		100					18	31	33	14	5	0.6

Accelerated students in Year 11 HSC VET subjects excelled in 2021

- VET Primary Industries students achieved 5 Band 5 results.
- VET Tourism, Travel and Events students received 2 Band 5 results for this subject.

100%

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

0

students in
Year 12 undertaking
Vocational or Trade
Training

80%

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

100%

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

Moama Anglican Grammar 2021 HSC students have excelled yet again this year, despite all challenges of another COVID year. Our cohort of 36 students and their dedicated teachers have worked through the pandemic with grit and tenacity, which is reflected in the amazing results attained across many of our courses. The School, led by Mrs Carmel Spry, has ensured that all students have had access to the best learning opportunities possible, through teaching and learning remotely and onsite. Our strong academic focus for each student is evident in the results attained by our cohort.

This year our students results reflect their outstanding efforts with 18 Band 6 (90-100) results and 9 (25.71% of the cohort) students from the school being recognised on the Distinguished Achievers list for achieving the highest possible band for one or more subjects. Our students also collectively received 57 Band 5 (80-89) results across their subjects, which is an excellent result. Excitingly we have two students on the NESA All-Rounders Honour Roll.

Our 2021 ATAR results have improved from 2020, with 17 students attaining an ATAR over 80 from a cohort of 36 students this is incredibly impressive. Of these students 17 students, 2.86% attained an ATAR over 99, 5.71% attained an ATAR over 95, 11.43% over 90 and 10 attained an ATAR over 80.

High School certificate Examination Results

Course Name	Students Included	School HSC Examination Mean Mark	School/State Variation
Agriculture 2 unit	5	75.6	4.59
Biology 2 unit	24	73.06	-0.32
Business Studies 2 unit	9	75.84	2.52
Chemistry 2 unit	8	73.13	-1.24
Community and Family Studies 2 unit	12	77.27	2.99
Design and Technology 2 unit	4	82.5	3.39
Economics 2 unit	1	86.4	8.74
English Advanced 2 unit	21	82.75	0.83
English Extension 1 1 unit	5	40.86	-1.21
English Standard 2 unit	14	70.49	0.02
Food Technology 2 unit	2	89.5	16.14
Industrial Technology 2 unit	3	74.87	5.45
Investigating Science 2 unit	1	77.6	2.08
Italian Continuers 2 unit	1	85.2	1.14
Legal Studies 2 unit	6	74.17	-0.55
Mathematics Advanced 2 unit	6	76.57	-1.84
Mathematics Standard 2 2 unit	25	72.36	3.21
Modern History 2 unit	5	76.36	3.51
Personal Development, Health and Physical Exercise	14	77	4.81
Physics 2 unit	1	92.2	16.86
Primary Industries Examination 2 unit	11	78.55	4.28
Society and Culture 2 unit	3	72.4	-4.48
Studies of Religion I 1 unit	2	41.5	4.12
Tourism, Travel and Events Examination 2	9	77.96	3.55
Visual Arts 2 unit	5	83.36	2.37

Professional Learning

The aim of a good professional learning program is to maintain high standards of teaching and more importantly to enhance the lives and education of our students. Moama Anglican Grammar gives staff a wide range of professional learning opportunities.

The Executive Team continued their work with Leadership Coach, David Buttifant from Keen Edge, that was started in 2019. Professional reading and workshops were also conducted by the Executive Team around the book *The Five Dysfunctions of a Team*, by author Patrick Lencioni.

In 2021, we had a school wide focus on Deep Learning. Deep learning is defined as the process of acquiring six Global Competencies. To this end, teachers participated in a number of professional development sessions that focussed on how we can embed two of six Global Competencies into our teaching practise. From the six Global Competencies of Character, Citizenship, Collaboration, Communication, Creativity and Critical Thinking we focussed on Citizenship and Collaboration in 2021.

In addition, the following professional learning activities were undertaken by staff throughout 2021:

Description of Professional Learning Activity	# of staff
All staff participated in the Association of Independent Schools (AIS) Child Protection Training which covered the legislation for and expectation of professionals who work with young people in a school environment.	99
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 for list of the variety of professional learning activities.	64
HSC Marking – Secondary teachers participated in marking the final HSC external examinations in English and VET Tourism.	3
Teaching STEM – As part of the work around the successful grant application in 2019 through Sydney University, a group of teachers together with the Deputy Principal presented our schools STEM project to Sydney University representatives and other schools in July 2021.	4
Individual PD – a number of staff attended professional learning activities relevant to their roles in the school in a variety of professional learning areas including staff and student welfare, innovative pedagogy K to 12, technological pedagogy and best teaching practices.	
Staff first aid training	82

Staff Qualifications

Teacher Accreditation

Level of Accreditation	Number of teachers
Provisional	5
Proficient Teacher	60
Total Number of Teachers	65

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.	64
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.	1
Total Number of Teachers	65



Workforce Composition

Teaching staff:	64
Full-time equivalent teaching staff:	61.7
Non-teaching staff:	27
Full-time equivalent non-teaching staff:	21.8

*no staff identifying as Aboriginal or Torres Strait Islander.



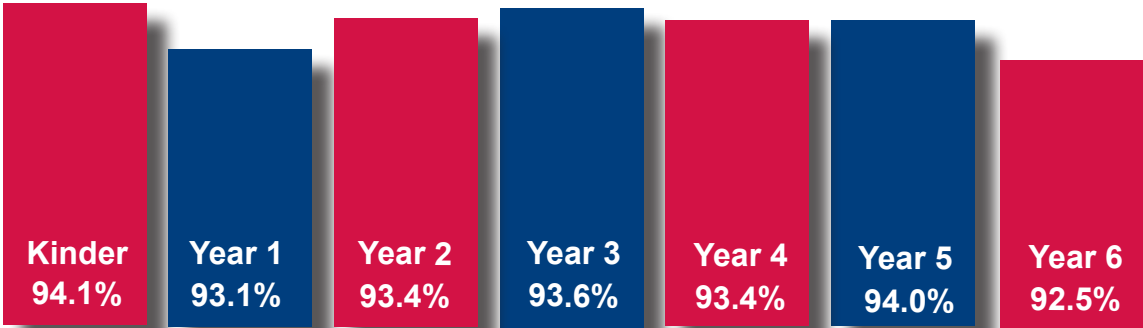
School average attendance rate



Average days absent per student

Ninety-two per cent of students attended school on average each school day in 2021. This was similar to the daily attendance in 2020.

Average daily student attendance - PRIMARY



Male: 302
Female: 377

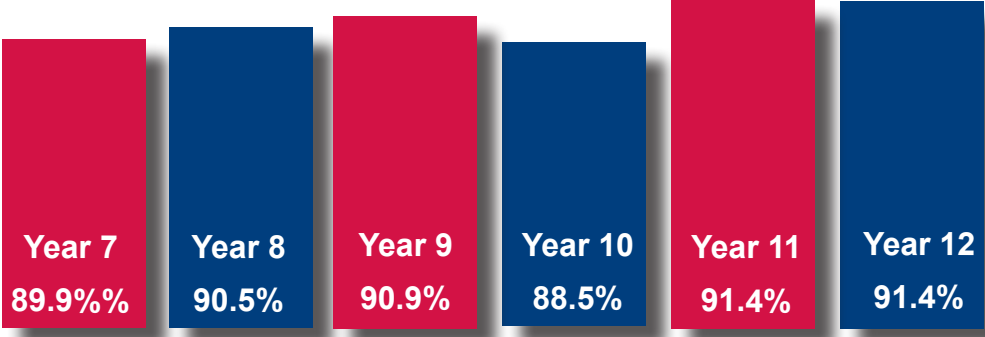


Male Female



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 50 students who commenced Year 10 in 2019, 36 went on to complete Year 12 in 2021 (a further three students joined the cohort after the commencement of Year 10 from 2019–2021). This is a retention rate of 72%. A decline from last year. Two students relocated away from the district, 12 transferred or returned to other schools and three students left to pursue further education or employment.

Post School Destinations

Of the 36 Year 12 students, 29 students applied to study at a tertiary institution and all were offered university placements for 2022. Anecdotally, we are aware of at least two students who are now completing apprenticeships, three students are completing Traineeships with Moama Anglican Grammar.

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 enrolment application form (or apply online) together with a cheque or money order for the non-refundable application fee as per current fee schedule.

(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.

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 acceptance 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.



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 Connect.

Summary of Policy	Changes in 2021	Access to full text
Student Welfare The Student Welfare, Enrolment and Attendance Compliance Policies are 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 2021	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 2021	The full text of the policy can be accessed 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.	No changes made in 2021	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 2021	The full text of the policy can be accessed from the school website, and the MAG Policy Plus platform (staff only).

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 2021, including:

- Engaging with local PreSchools with the provision of workshops on Sport, Italian and Music.
- Head of Primary MC'ing the Annual Teddy bears Picnic and providing the drumline as entertainment
- Drumline and music students performing at various community events
- Innaugural Visual Arts Exhibition, including alumni, current students and teachers at Custom's House Gallery Echuca.
- Increased alumni connections including commencement of the Alumni Committee and guest speakers at the International Women's Day panel presentation.
- Parents and Friends lawn bowls evening.
- Introduction of Year level Dux Sponsors from the business community.

The second focus area for the strategic plan is positioning the school for the future. 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 2021 include:

- Introduced a new Kindergarten class for 2022.
- Continued focus on IT security including identifying whole of staff training from business Australia in 2022.
- Increase investment in ICT infrastructure including high speed internet and network upgrades.
- The Board completed online governance training.

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 2021 include:

- Joined Ecumenical Schools Network.
- Review of leadership positions (Stage Coordinators) in the Primary School.
- Deep Learning project continued in conjunction with AIS NSW.

Despite the continued interruption of COVID-19, excellent progress has been made during the second year of the plan.



Initiatives Promoting Respect and Responsibility

Whilst the school faced continuous obstacles during 2021 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.

- We again held our International Women's Day panel and invited students from Year 9-11 to attend the event.
- Success Integrated courses for students - Some online, some in person.
- The School arranged for a speaker, Michael Grose one of Australia's leading parenting educators and an award-winning speaker, to present "Parenting Anxious Kids." This online presentation 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.
- The Indigenous Awareness Committee was created - and plans for an Indigenous garden within the school grounds commenced.
- Students attended the Moama Bakery Coffee, Cake and Company program on Friday morning when possible. This was to support seniors in getting connected with the community.
- LGBTQIA+ whole staff training and transgender policy development.



Satisfaction - Parent, Student and Staff

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 2022 the school community will again complete a second survey through Association of Independent Schools (AIS), this survey is compiled by AIS and is completed on a biennial basis. This survey seeks feedback from parents/carers, students and staff. From this feedback we are able to identify areas of satisfaction and areas for growth.

From the results of the 2020 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

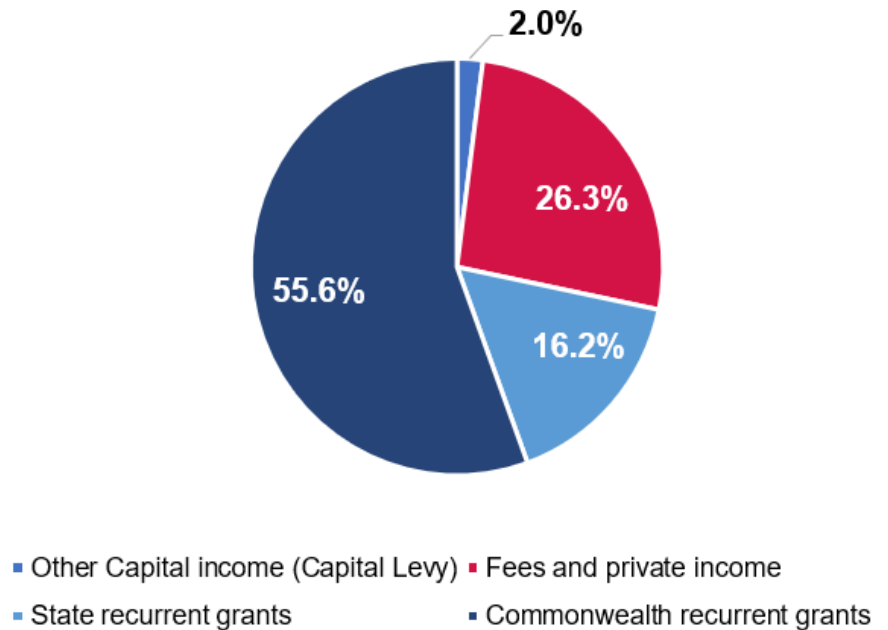


School Income

The three main sources of income include:

- State Government Funding
- Recurrent Commonwealth Govt Funding
- Fees

Recurrent/Capital Income 2021

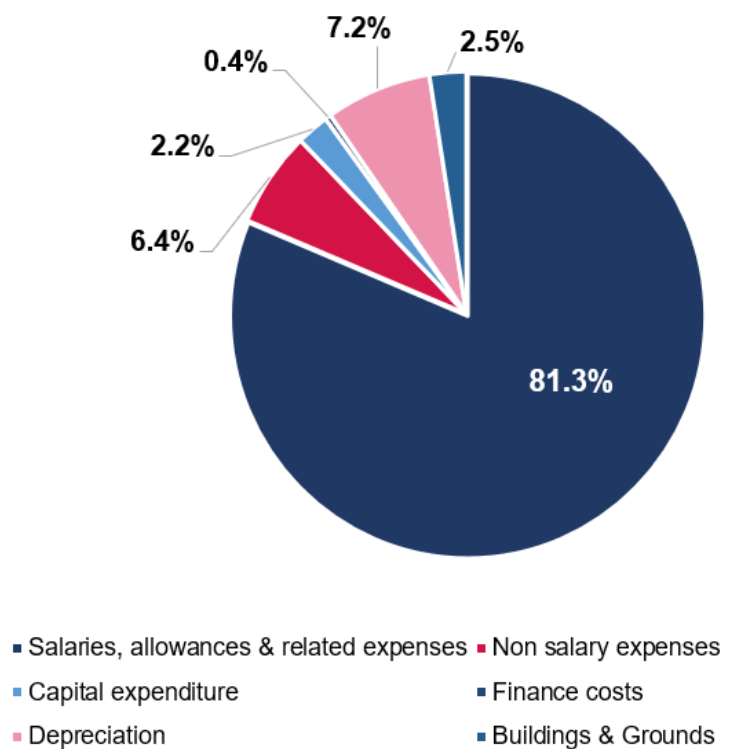


School Expenditure

The main areas of expenditure are:

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

Recurrent & Expenditure 2021





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.

Amcal Echuca
Apex Echuca Moama
AWM Echuca
Beechworth Bakery Echuca
Blaze Essential Services
Brandrick Architects
Campaspe Cohuna Local Learning & Employment Network
Charles & Carolyn Smith
Charles L. King & Co
Christ Church Echuca
Community Bank Tongala
Community Living & Respite Services
CompleteComs
Cosgriff Lawyers
Craig & Carolyn Smith
Double Dragon Restaurant
Eason Family
Echuca CIH Sales & Service
Echuca Glass & Aluminium
Echuca Moama Family Medical Practice
Echuca Moama Physiotherapy
Echuca Moama Signs
Echuca Moama Theatre Company
Echuca Newsagency
Echuca-Moama Apex Club
Hearn Plumbing
iDance
Intersports Bennetts

Jacobson's*
Kagome*
Lockwood Partners
M & K Pearce Family
Mark Haydon Painting
McDonald's Echuca*
Midfords
Moama Bakery
Moama Bowling Club
Moama Lions Club
Moama RSL
Moama Village Pharmacy
Morrison & Sawers Lawyers
Murray River Council
O'Brien - Hehir family
Office Choice Echuca
Peat Partners
Peter Walsh MP
Port Ice Creamery
Rich River Golf Club
Riverine Herald
Rotary Club of Echuca Moama
The Colacino Family*
Thompsons Electrical
Woolworths Moama
Worklocker Echuca



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

- Honour and Excellence -

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