



MOAMA ANGLICAN GRAMMAR

COMPASSION | RESPECT | INTEGRITY

SCHOOL HANDBOOK



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The School programs and activities may be varied in future years. Some information within this booklet has been modified to comply with our COVID-19 Safety Plan under the guidance of NSW Health and Education departments and the Association of Independent Schools (NSW).

The School's policies which are made from time to time are made pursuant to the requirements set out in section 47 of the NSW Education Standards Authority (NESA) for registration of the school.

Last updated: 13 October 2022

About Our School

OUR MOTTO: HONOUR AND EXCELLENCE

Where **honour** is demonstrated in a person with a healthy view of them self in reference to others and the world in which we live; and **excellence** is striving for our personal best.

OUR MISSION

To provide a safe and inspiring educational environment that equips students with the skills and confidence to help create their future.

OUR CORE VALUES

To promote Christian beliefs and values, we strive to be a community of:

Compassion:

Loving our neighbours as ourselves; being people who show kindness, who care and are willing to help others.

Respect:

Valuing others and their unique contribution to our life.

Integrity:

Living consistently with who we are called to be; doing the right thing even if no one is watching, being true to our beliefs and values.

A MESSAGE FROM OUR PRINCIPAL

Welcome to new families joining Moama Anglican Grammar and current families returning for another year. As a staff we are committed to providing a well-rounded education so that your child experiences growth in the cognitive, physical, social, cultural and spiritual domains of learning. We have been busy planning to ensure your child will receive an education that is suited to their individual needs within our vibrant school community.

I hope you will take the time to read this handbook as the research has found parental interest is the most potent influence on children's learning success. Students at any year level do better in school, feel better about themselves as learners, set higher goals and dream bigger dreams, when parents are knowledgeable about, supportive and encouraging of, and involved in their child's education.

I know our partnership will be strengthened as we work together for the best educational outcome for your child.

Carmel Spry
Principal



A MESSAGE FROM OUR CHAPLAIN

At Moama Anglican Grammar we want everyone to feel welcome. Our Anglican tradition motivates us to create a place where everyone is valued and has the opportunity to live well. Jesus Christ enables us all to find meaning in life and discover our true purpose.

Our classrooms are places where truth, beauty and goodness are to be pursued and celebrated. We believe God is relevant to every area of our lives. His desire is for us to develop in character and understanding.

Life is about service. We want each of our students to develop a character of service. It is to be modelled by our leaders and practiced by all in the way we speak, the things we celebrate, the purpose of our academic pursuits, our use of creativity and in all things beyond the classroom.

The teachers and staff at Moama Anglican Grammar are here to serve our students. Together they have the many skills needed to nurture, encourage and challenge students in their schooling journey so they can become people of 'honour and excellence.'

A teacher of the Law asked Jesus, 'Which is the greatest commandment in the Law?' Jesus answered, 'Love the Lord our God with all your heart, with all your soul, and with all your mind. This is the greatest and most important commandment. The second most important commandment is like it: Love your neighbour as you love yourself.' Matthew 22:36-39.

Stuart Martin
School Chaplain

Contact Information

GENERAL SCHOOL CONTACTS

Address 2 Kirchofer Street (PO Box 786) Moama NSW 2731
Telephone Main Office – 03 5480 5900 Primary School Office – 03 5480 5950
Email info@moamagrammar.nsw.edu.au **Website:** www.moamagrammar.nsw.edu.au

SENIOR STAFF CONTACTS

All student related enquiries should be directed through the School's Office or through the Student Diary/Communication Book to the student's Classroom Teacher / Tutor.

Principal	Mrs Carmel Spry	School Chaplain	Mr Stuart Martin
Deputy Principal	Mrs Kathleen Kemp	EA to the Principal	Mrs Shelley Bennett
Business Manager	Mrs Suzanna Barry	Accounts Officer	Mrs Marlene Stapleton
Head of Secondary	Mr Greg Cadd	Finance Officer	Mrs Shelly Barnes-Webb
Head of Primary	Mrs Nici Deller	Registrar	Mrs Lou Kennaugh
Head of Teaching and Learning (Secondary)		Mrs Hayley Catt	
Head of Teaching and Learning (Primary)		Mrs Melanie Scott	

Anglican Schools Australia

What does it mean to be an Anglican School?

BELIEVING
Anglican schools are places where everyone in the school community is invited to experience God's love. Anglican schools invite all students, staff and parents to share in the story of Jesus and to share their life with others.

THINKING
Anglican schools are places where we like to think. Thinking includes asking lots of questions about our world, ourselves, other people and God, as well as listening to the questions and ideas of others.

WORSHIPPING TOGETHER
Anglican schools come together in Chapel to meet with God and each other. In Chapel we say our prayers, read the Bible, listen, sing songs together and sometimes share Holy Communion.

WELCOMING ALL
Anglican schools seek to tell the story of Jesus while also ensuring the stories of others are welcomed, heard, explored and respected.

LOVING AND HELPING OTHERS
Anglican schools provide a place where everyone in the school community can learn from the example of Jesus. Following the example of Jesus, everyone in the school community is encouraged to think of and help others.

SCHOOL HOURS

Playground supervision commences at 8:10 am and ceases at 3:05 pm daily.
The Resource Centre closes at 4:30 pm on Monday to Thursday and at 4:00 pm on Fridays.

The School Office hours are from 8:00 am to 4:30 pm during term periods.
Office closure dates will be published on the School website, newsletter and in the School Calendar on SEQTA.

Start of Day 8:50 am
Recess 10:45 – 11:05 am (on Wednesday / Assembly Days 11:05 – 11:25 am)
Lunch 12:45 – 1:25 pm (on Wednesday / Assembly Days 12:55 – 1:35 pm)
Dismissal 3:05 pm

SCHOOL TERMS

2023	Students	Commence	Finish
Term 1	Yrs 7 & 12	Mon 30 Jan	Thurs 6 April
	Yr 1-6, 8-11	Tues 31 Jan	Thurs 6 April
	Kinder	Thurs 2 Feb	Thurs 6 April
	<i>Public Holiday:</i>	<i>Mon 13 March – Labour Day</i>	
Term 2		Mon 24 April	Fri 23 June
	<i>Student Free Day:</i>	<i>Mon 24 April</i>	
	<i>Anzac Day</i>	<i>Tues 25 April</i>	
	<i>Public Holiday:</i>	<i>Mon 12 June – Queen’s B’day</i>	
Term 3		Mon 10 July	Fri 15 Sept
	<i>Student Free Day:</i>	<i>Mon 10 July – Staff PD</i>	
Term 4		Mon 9 Oct	Wed 13 Dec
	<i>Student Free Day:</i>	<i>Mon 9 Oct – Staff PD</i>	
		<i>Mon 6 Nov – Exeat Holiday</i>	
	<i>Public Holiday:</i>	<i>Tue 7 Nov – Melbourne Cup</i>	
	Presentation Evening:	Tues 12 Dec	

2024	Students	Commence	Finish
Term 1	Yrs 7 & 12	Mon 29 Jan	Thurs 28 Mar
	Yr 1-6, 8-11	Tues 30 Jan	Thurs 28 Mar
	Kinder	Thurs 1 Feb	Thurs 28 Mar
	<i>Public Holiday:</i>	<i>Mon 11 Mar – Labour Day</i>	
Term 2		Mon 15 Apr	Fri 21 June
	<i>Student Free Day:</i>	<i>Mon 15 Apr – Staff PD</i>	
	<i>Anzac Day</i>	<i>Thurs 25 April</i>	
	<i>Public Holiday:</i>	<i>Mon 10 Jun – Queen’s B’day</i>	
Term 3		Mon 15 July	Fri 20 Sept
	<i>Student Free Day:</i>	<i>Mon 15 Jul – Staff PD</i>	
Term 4		Mon 7 Oct	Wed 11 Dec
	<i>Student Free Day:</i>	<i>Mon 7 Oct – Staff PD</i>	
		<i>Mon 4 Nov – Exeat Holiday</i>	
	<i>Public Holiday:</i>	<i>Tue 5 Nov – Melbourne Cup</i>	
	Presentation Evening:	Tue 10 Dec	

Please note these dates were correct at time of printing, however please verify with the School calendar on SEQTA (See Page 18).

OUR SCHOOL HOUSES

Students are allocated a House upon enrolment. Siblings are in the same House. The House system is used for all major sporting carnivals as well as other intra-school competitions such as Maths Olympiad.

- Chanter** (blue) The name of an early settler in the district, John Moore Chanter.
- Martin** (red) The name of another early settler and the location of the School in its first two years.
- Meninya** (green) The main street of Moama.
- Perricoota** (yellow) The name of one of the original “runs” in the area and the road used to access the School.

OUR SCHOOL CREST

Our logo reflects our region. The mighty river red gum stands majestically beside the Goulburn, Campaspe and Murray Rivers which converge here in Echuca-Moama.

Looking carefully, you will observe the Cross in the tree branches, symbolising our commitment to our Christian beliefs.



SCHOOL GOVERNANCE

Governance involves monitoring risk and compliance, financial performance and sustainability. The School Board's role includes the establishment and oversight of the school's vision, values and strategic direction. The Board of Directors are elected by members of Moama Anglican Grammar Ltd. Directors are elected for three-year terms with elections being held at the Annual General Meeting in May each year. The Board has a number of committees to assist in carrying out its duties including Finance, Risk & Compliance, Strategic Planning & Governance and Building Committees. The Constitution and the School's Governance Charter are key governance documents and are available on the School's website. All matters to do with the day-to-day operation of the School or management issues should be referred to the relevant senior staff member or ultimately to the Principal, Mrs Carmel Spry. The Board does not involve itself in specific management issues such as discipline, the details of curriculum, staff concerns, or the payment of fees.

VOLUNTEERS AND PARENTS AND FRIENDS

We believe that volunteers make a significant contribution to the School community by giving their time and sharing their skills and expertise with others. We appreciate help from volunteers, particularly in the Primary School classrooms. Parents willing to volunteer in the classroom are asked to attend a volunteer induction and sign a Volunteer Agreement form which includes the NSW Working With Children Check (WWCC) number. We also appreciate the help of Parent volunteers in the Uniform Shop. Parents can choose to offer their assistance by joining our Parents and Friends group who assist in such areas as: Parent Teacher Interview BBQ's, Primary School discos, ANZAC Day wreaths, Homelessness Sleepout, Year 12 Breakfast etc. All parents are encouraged to join the [Parents and Friends Facebook group](#). If you would like more information, please email pfa@moamagrammar.nsw.edu.au

Orientation Days



Kindergarten Students

Towards the end of the year, our Kindergarten teachers will visit your child at their preschool setting. Where possible pre-schoolers are then invited to attend three orientation sessions, before the end of the year, in preparation for commencement into our Kindergarten class in the new school year. Each session is extended, so that, on the last session, the group experiences a lunchtime at School. Detailed information about this orientation program is mailed to families early in Term 4.

On our annual orientation day, current students go to their new classroom and teacher for the day.

Years 1 - 6

Our transition program for students going into Year 1 to Year 6 is held early in December. The day is planned to be enjoyable and informative and is an integral part of the preparation for a start in the new school year.

Year 7

Our transition program for students joining us at Year 7 culminates on Orientation Day. Students will also have the opportunity to commence their school year a day earlier than the rest of the school. This ensures that Year 7 students are supported and resourced with all the tools needed for success at the Secondary School level. More information about the school's transition program will be mailed to families during the year.

Other Arrivals

We also welcome students to our School during the year and students may join us at year levels other than Kindergarten or Year 7. We endeavour to provide a smooth transition for all new students, bearing in mind their individual requirements and circumstances. Where possible, we arrange an orientation session prior to a student commencing, to ease any anxieties the student may have.

First Academic Day

Kindergarten

Whilst the first day can be very exciting and stress-free for many children, it can be quite a daunting experience for others. Please communicate all concerns to staff. Settle your child into an activity and then leave as soon as you see an opportunity to do so. Please feel assured that our compassionate staff will take care of your child and alleviate any worries.

Years 1 - 12

As it is for younger students, the first academic day for new students can be exciting and stress-free for some, and daunting for others. To alleviate these problems, the School ensures that new students are eased into their academic year.

Year 7 and Year 12 students return one day earlier than the rest of the student body.

The first academic day for all students will begin with Secondary students meeting with class teachers / tutors and attending an extended Pastoral Care / Tutorial session, in which the necessary organisational matters (such as timetables, maps) are covered.

Primary students go directly to their classroom.

Day to Day Organisation

PASTORAL CARE PROGRAM AND ASSEMBLIES

The School holds regular Pastoral Care sessions.

In the Secondary school pastoral care is held on Wednesday's, generally on alternate weeks with assemblies. The secondary tutor will contact parents by phone at the start of every year to introduce themselves to the family.

In the Primary School pastoral care lessons are timetabled weekly. Primary Classroom Teachers hold parent information sessions at the beginning of the academic year.

Assemblies are generally held fortnightly on Wednesdays for Secondary and Friday period 6 for Primary, dates and times will be communicated with families if they wish to attend. Student Leaders take an active role at each of the Assemblies. Whole school assemblies are held for Academic Assemblies, ANZAC Day, Foundation Day and Remembrance Day each year.

Assembly is usually held in the Multi Purpose Hall. When students are receiving specific awards families receive a personal invitation to attend. The focus of Assembly is always to celebrate the students and our community.

Refer to the School Calendar for dates and times of assemblies.



MORNING SCHOOL ARRIVAL

Arriving at school early enough to prepare for the school day is crucial to classroom routines and valuable social connections occur at these times. This is why all primary classrooms open their doors at 8:30 am. We recommend that children arrive no later than 8:40 am (to be in class / tutor groups by 8:50 am for the commencement of the school day). Arriving after the school day begins can mean children often miss instructions and vital information. This can be upsetting for your child and for the children who have already settled in class.

Students and/or parents/guardians of students, who arrive late, are required to report to either school office to sign in at the Student Late Stations.

Similarly, students who are leaving school early are to report to either school office to sign out.

All student late arrival/early departures require parents/guardians to notify the school (via phone, email or in person) on the day or prior, if known.

CHANGE OF PICKUP ARRANGEMENTS

Always inform the teacher, as well as the School Office, if someone else is collecting your child. A written note is preferred, though a verbal message is a minimum requirement.

CANTEEN

The canteen offers an [online](https://quickcliq.com.au/default.aspx) ordering service for School families. You may register at <https://quickcliq.com.au/default.aspx>. If any students have specific dietary requirements or allergies they are asked to put these in writing and hand them to the canteen supervisor at the beginning of the year / term. The pricelist for the Canteen is available on the School website and from either School Office.

Years K- 4

K-4 students can have a lunch order only. Unless [ordering online](#), students / parents need to complete the lunch order and deposit it in the canteen bag in their classroom each morning before 9:10 am. Student orders will be collected at the beginning of lunch by a pair of students from each class. Students in K - 4 are not permitted to attend the canteen during the day to purchase items over the counter.

Years 5 - 12

Unless [ordering online](#), students will need to drop their orders to the canteen with their full name, class and order written on it prior to school commencing. Collection of the lunch order will then be available from the small side window at lunchtime. Recess and lunchtime food items may be purchased over the counter.

EXCURSIONS

Excursions are an integral part of our educational program. They are planned by the classroom teachers to complement or extend the students' experiences. Parent volunteers often help on excursions. Parents / guardians will receive notification (usually by email) about all excursions outlining any special arrangements and requirements for the trip. Parent / guardian consent is required for all excursions. The cost is generally covered in the fees.

YEAR LEVEL CAMPS

Our camp program is highly valued within the School and aligns with our Mission Statement, "Provide a safe and inspiring educational environment that equips students with the skills and confidence to help create their future". It provides the opportunity for students to become involved in a wide range of cultural and physical activities in addition to the daily program.

The age/stage appropriate camps are designed to stretch students' expectations of their own capabilities and for them to meet challenges and new situations with optimism and confidence. The program is underpinned by our Core Values and is particularly intended to promote resilience and independence.

Participation in these experiences is an expectation of all students, as they are an integral component of a student's social, emotional and educational development. Details of our international travel opportunities are addressed in the Co-Curricular Activities section of this handbook.

HEALTH AND MEDICAL

Each student is required to have a medical information form including relevant Individual Health Care Plans (IHCP's). IHCP's are to be updated annually.

An Individual Health Care Plan must be developed for students:

- Diagnosed with severe Asthma, Type 1 Diabetes, Epilepsy or allergies that can progress to anaphylaxis
- Who have been diagnosed as having a condition that may require an emergency response

The relevant Head of School has discretion as to whether a written IHCP is developed.

Infectious Diseases / Immunisation

Refer to the [NSW Health website](#) for current information about infectious diseases, immunisation and related school attendance. If a student is not immunised, parents / guardians need to be aware that, in the case of a notifiable outbreak, NSW Health will recommend students stay home.

Anaphylaxis Strategy

All children with a known allergy or anaphylaxis require a current Action plan which is to be updated annually.

Nut Minimisation Strategy - The School is unable to guarantee a nut free environment. However, it will endeavour to reduce the risk of exposure to nuts by:

- Requiring the School Canteen to ensure meals produced on site are nut free. Packaged foods may contain nuts, so children need to check labels and avoid such products
- Requiring the Food Technology staff to ensure a nut free food preparation area for use by students with nut allergies and to provide a nut free food technology program for the student
- Ensuring all staff involved in the direct care of students are trained in the use of epi-pens
- Requesting that all parents avoid sending food to school which contain nuts
- Requiring that foods brought for sharing (birthday cakes) are only provided after the prior agreement of the class teacher and are sent in with a list of ingredients showing the items are nut free and were prepared in a nut free environment (ie adequate precautions were taken to avoid contamination – benches washed down, etc).

For more information, refer to Anaphylaxis & Severe Allergic Reactions Guidelines for Schools – Second Edition 2006 as provided by AIS NSW. This guide can be located on the AIS Website www.aisnsw.edu.au

Administering Medication

If a student requires prescription medication to be administered during school hours they must bring their medication to the appropriate School Office. All medication must be clearly named, details of dosage, time of administration and storage instructions. The school requires a signed Authority from the Parents/Guardians. An electronic authorisation form will be available in PCSpider. Administration of the medication is then recorded by the First Aid Provider in a Register.

Where possible, please administer your child's medication before and after school time. However, this does not apply where, in the opinion of a medical practitioner, medication is required to be administered to a child as a matter of urgency.

Extreme Weather Arrangements

The School operates normally during hot weather as all classrooms are air conditioned. Lunchtime eating, play routines, formal uniform expectations and excursions are modified on particularly hot days to ensure student wellbeing. Sport and PDHPE activities are modified during extreme heat.

Extreme Weather includes: wet weather, high winds and hot days. In Primary, Extreme Weather Supervision is called at 10.30am and 12.30pm where possible. Once extreme weather is called it will remain so for the duration of the entire recess or lunch even if the weather clears. If the weather changes during recess and lunch, extreme weather will be called and the Extreme Weather Supervision roster will be activated. Again, once called, it remains for the duration of the recess and/or lunch breaks even if the weather clears.

Medical Emergencies

The vast majority of our staff are trained in First Aid. In the event of an accident or illness, an immediate assessment will be made of the situation and parents notified. In case of an acute medical emergency an ambulance will be called. The cost of any treatment and ambulance charges are the responsibility of parent and guardians.

Sun Safety (Sun Smart School)

A 'no hat, no play' policy operates in Terms 1 and 4 and students are required to wear their hats for all outside activities. Sunscreen is available in the primary classrooms and School Office.

Attendance, Absence and Leave

Attendance

Attendance is to be regular and punctual. No student may leave during school hours without specific permission from parents / guardians. Attendance at Tutor Group / Class and Pastoral Care / Chapel / Assembly is mandatory for all students. Attendance at designated co-curricular activities, whether of a sporting, cultural or service nature, or involving excursions and camps, is a condition of enrolment at the School. At Moama Anglican Grammar, in Years 11 and 12 an 85% attendance rate is required in order to be awarded the HSC.

Absence (for 1-2 days)

There are legal requirements for the School staff to be aware of the location of students each day. Parents are requested to advise of any absences by telephone or email to reception@moamagrammar.nsw.edu.au prior to 9:00 am on the day of absence. An Absence Notification form is readily available on the Parent Portal.

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

Absence from co-curricular activities - Should a student be unable to attend such an activity, training or practice, they are to obtain leave from the teacher concerned, giving as much notice as possible.

Absence not owing to sickness - Should a parent / guardian require a student to keep a special appointment that would interfere with school work or a co-curricular activity, written / verbal request is required. Students must sign in / out at the relevant school office.

Absence due to illness - Unless previously provided, written / verbal notification (absence note is acceptable) upon your child's return to School, together with any relevant medical certificates, is required.

Extended Leave of Absence (3 or more days)

The School policy is that all students should attend the School during scheduled classes on those days as advertised in the Calendar as being in term time. The policy covers both the academic and co-curricular programs of the School. The only exceptions to this should be for urgent medical matters and for compelling or compassionate reasons.

Except for illness, (where the School must be notified by 9:00 am of each day of absence), requests for early leave or late return, for exceptional circumstances should be advised to the School well in advance. An application for Exemption from Attendance at School Under Section 25 of the Education Act 1990 is required for a student to be absent for three or more days. (Refer to the flow chart overpage.) This application can be completed via the Parent Portal 'Student Extended Leave Application (3 or more consecutive school days)' eform.

Parents have a right to take their children out of School but, in doing so, they act contrary to the Department of Education and Communities regulations, and the School's wishes. Please note: when families choose to take their children away during term time a special program of work will not be set. Students must find out about and catch up on any work missed. Parents must understand that their child may face consequences. Usually, no make-up tasks will be allowed for missing assessment tasks, tests and the like (i.e. scoring 0 on the task). There can be no expectation of staff re-teaching the academic work that was covered in the student's unauthorised absence.

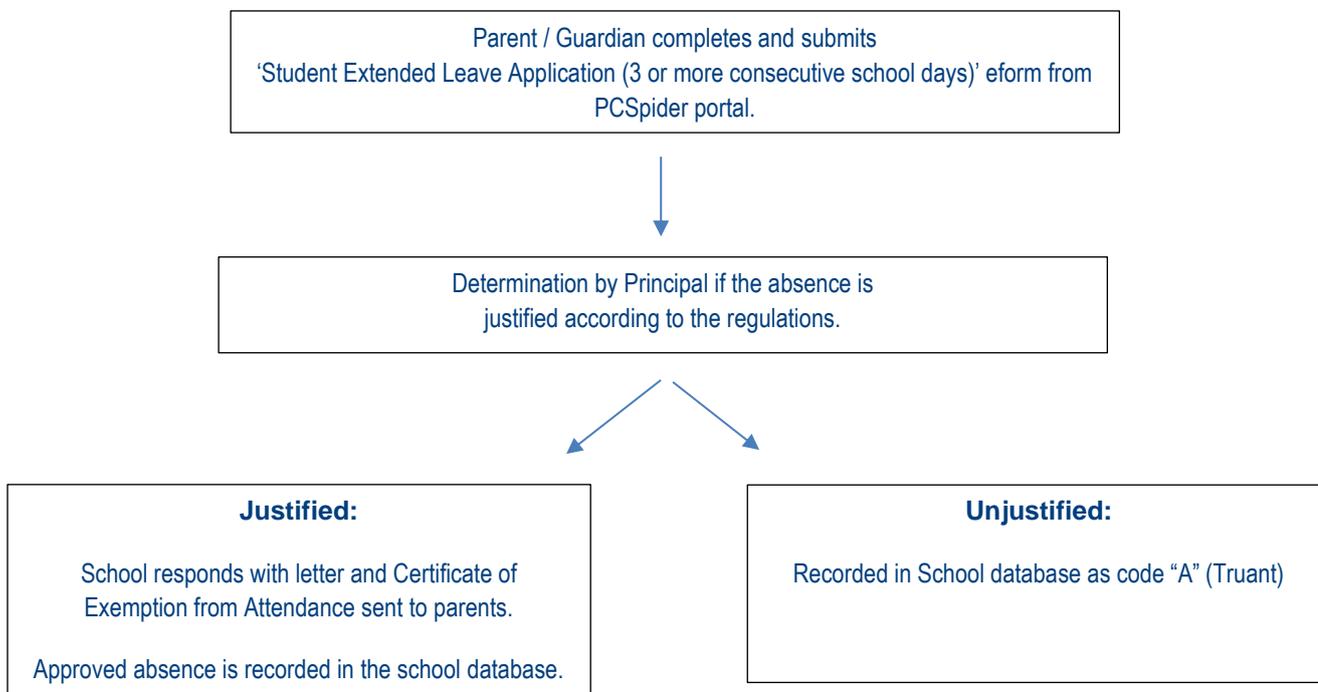
It is expected that any end-of-term travel bookings and arrangements will be made to occur after the final day of term and Presentation Evening.

It is suggested that families avoid taking students out of School in Senior Years (9-12) as assessments are on-going throughout the year and count towards final certificate results.

For families considering withdrawal of students for extended periods of time (eg. travelling around Australia) it should be noted that all school age children in Australia must be enrolled at one school, duplicate enrolments are not permitted. If you are intending to withdraw from attendance at MAG, and make Distance Education arrangements, the school cannot “hold” a place for the anticipated return of that student.

Process for Application for Exemption from attendance at School Under Section 25 of the Education Act 1990

Refer to information re Extended Leave of Absence above, allowing at least 10 School days for the following process.



Before and After School Care

SchoolsOUT deliver a before and after School program at Moama Anglican Grammar. Offering both before and after school care, Monday-Friday with service times of 7:00 - 9:00am and 3:15 - 6:00pm.

Before School program

In the mornings SchoolsOUT provides a delicious breakfast club which offers a range of nutritious foods including cereal and toast. Children can get involved in activities to help them transition into school and have the best possible day.

After School program

The after school care program offers a range of activities to help stimulate and engage young minds with something for everyone. The program aims to be inclusive and supportive of all children and their needs. Here you will see activities such as cooking, life skills, sport, outdoor exploration, STEM and free play everyday.

For details and to book: schoolsout.net.au or call us on 1300 329 106

Academics



Reflective of the School's core values, the academic program is designed to encourage a love of learning and the pursuit of students achieving their personal best. By nurturing resilience and promoting independence or student self-efficacy, students develop a growth mindset and subsequently develop the skills and confidence to achieve their potential even through difficult situations.

The curriculum at Moama Anglican Grammar encourages students to engage in their learning while setting high expectations for themselves. The curriculum along with the assessment tasks encourages students to take academic risks in order to promote higher order

thinking. Feedback is central to our pedagogical approach at Moama Anglican Grammar and teachers work with students (often through our learning management portal, SEQTA – refer next page) to explicitly elaborate on the standard of work that is required.

The curriculum also makes authentic links to the wider community and the workforce in order for students to further value the skills they are developing. As such, the skills attained in the classroom have direct links beyond the classroom both vocationally and for future academic studies. The use of Information and Communications Technology (ICT) in the classroom provides the opportunity for students to develop the skills of the future. Further, through SEQTA the School uses ICT as a platform in the delivery of content to further engage students and improve their written responses.



COMPASSION | RESPECT | INTEGRITY

Co-curricular and Extra Curricular Activities

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

In Secondary School, participation in co-curricular activities is highly regarded in demonstrating leadership eligibility.

With the assistance and involvement of local organisations and groups, students may undertake a range of co-curricular activities.

Extra-curricular activities are available to students outside of the school curriculum and usually require an additional charge.

Music (Extra-curricular)

The School has established a program for students wishing to learn a musical instrument and/or singing. These lessons are provided at the School, during school hours and are conducted on a fee for service basis. Lesson fees vary and are payable in advance each term (contact Reception for further information). Currently lessons are offered for clarinet, flute, saxophone, trumpet, trombone, cornet, drums, piano, guitar, violin and theory. If your child is away due to illness or School activity/excursion, it is your responsibility to inform your child's extra-curricular teacher. Students may also attend Choir (co-curricular), there is both a Primary (Junior Singers) and Secondary (MAG Singers) choir.

School Productions

The School runs various productions throughout the year in many forms, whether it be a play, musical or concert. Involvement of students in older year levels is by audition.

Public Speaking and Debating

There are several opportunities throughout the academic year for students to be involved in Public Speaking and Debating. They can be involved in different competitions such as; Lions Junior Public Speaking, Lions Youth of the Year, Legacy Public Speaking, Apex Debating, Northern Rivers Debating to name a few. Public Speaking and Debating helps students develop their confidence and presentation skills while working as a team. Through this process they build coherent and logical arguments as well as learn the art of rebuttal.

International Trips (Extra-curricular)

Planning for international trips is currently on hold due to COVID-19 restrictions. Usually, opportunities for international travel are provided for senior students.

Students in Years 9, 10 and 11 may choose to participate in our biennial cultural tour of Italy, or our Western Europe Tour.

In alternative years students in Years 9-11 have the opportunity to participate in a social service experience overseas. For example, our 2019 group went to Cambodia with Habitat for Humanity, in 2017 the destination was India, with Mission Travel Group, to support Mukti Mission.

Other overseas travel experiences may be offered from time to time. Student involvement is permitted only if academic and behavioural standards are met.

Duke of Edinburgh Award

The Duke of Edinburgh's International Award is available to students over the age of 14. The Award comprises three levels, each progressively more challenging.

Participation is voluntary and is structured so students can design their own unique program based on their interests, passions or existing activities. Participants are required to complete four sections at each level: Service, Skill, Physical Recreation and Adventurous Journey. Gold level participants (those over 16 years old) also complete a Residential Project.

Sport Representation

Moama Anglican Grammar competes in sports as part of the New South Wales Combined Independent Schools (CIS). NSW CIS aims to provide a pathway to state and national level competition in a wide variety of sports for students in the independent sector.

The first step in this pathway is competing at the Border Independent Secondary Schools Association (BISSA), Border Independent Primary Schools Association (BIPSA) or Riverina Association Schools (RAS) level.

Please note that 1st and 2nd placegetters at a BISSA or BIPSA carnival are not guaranteed selection in the RAS (Riverina Associated Schools) team, as other students from other schools are also eligible for selection. If a student is a member of a local swimming/athletics club they may also use an official time from a carnival in the past twelve months as their nomination. A nomination is put forward before selection is confirmed. We aim to finalise confirmation of selection in a RAS team as efficiently as possible. This is to allow you time to organise transport, accommodation and time off work if necessary.

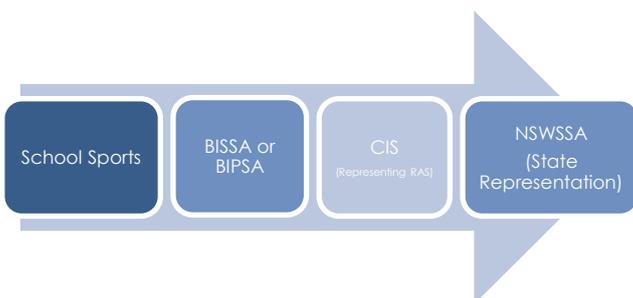
Pathways for School Sport

House Sports are held for Swimming (Year 3-6 & Year 7-12), Athletics (K-Year 6 & Year 7-12) and Cross Country (K-Year 6 & Year 7-12).

Border Independent Secondary Schools Association (BISSA), Border Independent Primary Schools Association (BIPSA) and Riverina Associated Schools (RAS) Carnivals are held for Swimming, Athletics and Cross Country at various Riverina venues.

To enter sports other than swimming, athletics and cross country, eg: netball, football etc., CIS offers a wide range of sports to primary and secondary students in Independent schools in NSW. If a student is interested in trying out for the CIS team for their chosen sport, they need to be nominated. This is an online process, and nominations may only be made by an association member or school staff member, so students need to inform the Co-curricular Coordinator of their intentions to nominate. For information on sports, venues and dates, please visit the following link:

<https://www.cis.nsw.edu.au/sports/>



CIS nomination fees are paid for by the School. CIS are very strict on nominated deadline dates. No late nominations will be accepted. It is important that parents and students understand the responsibility of accepting nomination for sports. By giving permission to nominate for CIS carnivals/sports you are committing your child to participate if they are successful in gaining selection in these teams.

Families of students selected in a CIS team can expect to incur extra costs for uniform and participation at the next level. This varies from sport to sport.

Note for Primary Students: Students turning eight years or over in the current year can be selected for NSW CIS. To be selected in a New South Wales State Sporting Association (NSWSSA) team event however, they must be turning 10, 11 or 12 in the current year.

Due dates for nominations vary for each sport. Please visit the CIS website to check details:

<https://www.cis.nsw.edu.au/sports>

Curriculum

Primary School

Our Primary Academic Program focuses on establishing strong foundations in both Literacy and Numeracy skills and follows the NSW Education Standards Authority (NESA) Curriculum. NESA sets the learning requirements for each stage of primary school. The four stages are:



We offer the following subjects in the Primary School;

- | | |
|---|--|
| English | Visual Arts |
| Mathematics | Information Processing Technology |
| Science and Technology | Italian |
| Personal Development, Health and Physical Education | Stephanie Alexander Kitchen Garden Program |
| History and Geography | Religious and Values Education |
| Music Performance | Pastoral Care |

Specialist teachers are employed in various key learning areas across all Primary classes. All students in Year 6 have the opportunity to demonstrate responsibility and initiative by taking on peer support classes and buddy reading opportunities.

Our students enjoy access to a modern Resource Centre, superb sports grounds and well-equipped specialist rooms for Art, Science and Technology, the Fitness Centre and the Food Technology kitchen. Students have the opportunity to engage with our onsite farm animals (chickens, sheep and alpacas).

Secondary School

The curriculum of Moama Anglican Grammar is designed to develop skills to successfully complete the Higher School Certificate, an internationally recognised 'certificate' that is considered by professional educators as being 'the best' certificate to prepare students for further study or the workforce.

The curriculum at Moama Anglican Grammar follows NESA requirements. In Years 7 and 8, students experience a range of subjects including: English, Science, History, Geography, PDHPE, Visual Art, Italian, Drama, Music, Food Technology, ICT, Religious and Values Education, as well as Graphic Technology and Technology Materials. In Year 8, Italian, Drama and STEM are electives and students may choose two of the three options.

Students in Years 9 and 10 study core subjects of English, Science, Mathematics, HSIE (History/Geography), PDHPE and RVE as well as picking a number of electives that interest them. All of these subjects develop the students' skills to successfully complete the Higher School Certificate.

At the end of Year 10 and Year 11 students receive a ROSA Certificate (Recognition of Student Achievement) from NESA to acknowledge their academic achievement. Successfully completing Year 11 and completing the Minimum Standard Test, allows students to continue to their HSC.

By allowing students the opportunity to demonstrate their current level of proficiency in each subject and providing both a supportive and academically challenging environment, students develop a growth mindset allowing them to become independent learners who achieve their best.

Communication and Reporting

Assessment and Continuous Online Reporting (COR) via SEQTA

Our learning management system is called SEQTA (Saron Education Quality Teacher Assistance). SEQTA incorporates continuous online reporting (COR) which enables teachers to give learning feedback to students and parents in a timely manner. Extensive research by Robert Marzano and John Hattie shows that 6 of their agreed 21st Century fundamental teaching strategies align very well with SEQTA and COR (<http://www.evidencebasedteaching.org.au/robert-marzano-vs-john-hattie/>)

SEQTA contains three core parts:

- SEQTA Teach – used by teachers and includes assessment feedback and notifications to students and parents of future assessment task due dates and requirements.
- SEQTA Learn – used by students and includes access to daily notices, teacher feedback and future assessment task due dates and requirements.
- SEQTA Engage - used by parents and includes access to daily notices, School Calendar, teacher feedback on secondary student learning/assessments and future assessment task due dates and requirements.

Continuous online reporting is provided throughout the year for secondary students and is supplemented by discussions at Parent-Student-Teacher-Interviews (PSTI's). A summary report is issued via SEQTA Engage at the end of each semester.

As families commence at Moama Anglican Grammar they receive an email from noreply@seqta.com.au with the subject title "Welcome to SEQTA Engage". This email contains a link for parents and guardians to set up their SEQTA Engage account.

Parent PCSpider Portal

All new families are emailed their login details and link to the portal at the commencement of the year. If you have any concerns or problems using this service then please contact our School office or email help@moamagrammar.nsw.edu.au

Our Parent Portal currently contains:

Book a Teacher Interview – a simple method for parents to book meetings for multiple teachers / students for our biannual Parent-Student-Teacher-Interviews (PSTI's).

Debtor Dashboard – View debtor information.

Document Manager – Financial statements and receipts are stored for ready access.

View Student Information – View information recorded on our database including emergency contacts, medical details, etc. (please contact the office if edits are required).

Fees and Payments - Parents / Guardians may securely select and pay any amount relevant to a student.

eForms: Select Absence Notification or Late Arrival / Early Departure Absence eForm as the most simple and direct means of communicating a short term (1-2 days) student absence. Please note that extended leave requests still require further department approval as per the information in the Student Leave section of this handbook. There is also a Student Medication Authorisation eForm.

Out of Routine Pass eForms are used to advise relevant staff about matters eg. uniform issues.

Quicklinks available on PCSpider portal are:

MAG School Facebook Page School Email MAG Parents and Friends Canteen Orders

SEQTA Engage Compulsory School Attendance School Website School Handbook

My previous eForms – a handy list of eforms completed for your reference.

Parent / Student / Teacher Interviews (PSTI)

Opportunities to celebrate each child's progress with his or her family are valued at Moama Anglican Grammar. This occurs through Parent-Student-Teacher Interviews generally held in Terms 1 and 3.

Within these processes, academic progress and student wellbeing can be monitored and enhanced, where necessary.

Parents are welcome to discuss the progress of their child, informally with the class teacher, or with the team of relevant staff by appointment. Close communication between home and school is encouraged to share valuable knowledge of each child to support his or her success.

It is always advisable to contact the School if you have concerns about your child's progress. Arrange an appointment with your child's secondary Year Level Coordinator or primary class teacher to establish if there are any grounds for your concern and, if so, what action is possible.

Information Evenings

In Term 1 of each new academic year, parents from most year levels are invited to meet the staff and hear about the exciting curricular experiences planned.

Subject Selection (Years 9 -11)

Evenings are held to inform secondary students and parents about appropriate course selection for the following year. Students are counselled in meetings with senior staff, to which parents / guardians are invited to attend.

Newsletters

A whole school fortnightly newsletter and primary classroom term newsletter links are emailed to relevant families and published on the website.

Email Communication

Much of our communication occurs by email. Therefore, it is imperative that all families provide a current email address which they check regularly.

Student Diary / Communication Book

Students in Kindergarten to Year 12 students are issued with formal school diaries that are used as a communication tool between school and home. The Diary is designed to be a record of work to be done by a student, dates to be remembered and deadlines to be met. It also includes a record of Home Learning activities.

Diaries should be taken by students to all lessons/classes and taken home at night.

Class teachers in the Primary School check diaries daily and will communicate with parents this way.

Secondary tutors check diaries regularly.

Home Learning

Moama Anglican Grammar aims to provide a safe and inspiring educational environment that equips students with the skills and confidence to help create their future. Home Learning time is an opportunity for students to explore what they have learnt in the classroom.

Home learning is an important aspect of a student's academic work and is very effective in assisting students to understand learning covered in class and to develop a deeper understanding of topics being studied. Students who develop a regular pattern of home learning routines are usually more able to cope with the increasing academic demands as they progress through the School.

Home learning serves some very basic purposes. It can supplement and reinforce skills and learning done in class; provide opportunities to use skills and knowledge learned at school in creative ways outside of school; promote independent study and research skills, and help develop individual responsibility by teaching students how to manage time and organise materials.

Beyond these provisions, the School believes that effective home learning includes the following considerations:

1. It should contain problem-solving activities and assignments to challenge the critical thinking abilities of students.
2. It should include project oriented, long-term assignments to enable students to integrate their learning.
3. It should provide challenges and extensions to further expand opportunities for learning.

Home Learning Guide

The home learning guide at each level on average is as follows:

- Years K-1: 10 to 15 mins Monday - Thursday nights (Reading only).
- Year 2: 15 to 20 mins Monday - Thursday nights (Reading and a short literacy or maths based activity as the year progresses).
- Years 3-4: 20 mins Monday – Thursday nights (Reading and other activities).
- Years 5-6: 30 mins on week nights (includes reading).
- Years 7-8: 1 hour to 1.5 hours per night on week nights, 1 hour on a weekend
- Years 9-10: 1.5 to 2 hours per night on week nights, 2 hours on a weekend
- Years 11-12: 2-3 hours per night on week nights, 3-4 hours on a weekend.

Homework will not be set during holidays except for HSC and Preliminary students. If your child is doing significantly more than indicated in this guide, please contact the Head of Teaching and Learning or primary class teacher to discuss.

Assessments

The School's secondary (Stage 4, 5 and 6) Assessment Protocols are published on our website. These protocols cover topics including course requirements, minimum attendance requirements, submission requirements, process for assessment / extensions / lateness in submitting tasks and malpractice / plagiarism / non-completion / zero marks for a task.

Parents should take the time to familiarise themselves with these documents. On the website refer to: Teaching and Learning / Secondary School / Curriculum, select the relevant Stage and Moama Anglican Grammar Assessment Protocols.

International Student Exchange

If families are considering sending their student on exchange, or hosting an exchange student, only organisations approved by Department of Education and Communities can provide official student exchanges. Please also refer to leave requirements in this handbook.

The Principal must be asked if the School will approve the exchange. As it could impact on the academic progress of the student, it is important that all implications are examined prior to approval being given.

The ideal time for a one-year exchange is over a calendar year. It is recommended that students taking a one-year exchange do so at the end of Year 10. It is important to note that students would then commence Year 11 on their return. The Preliminary course (studied in Terms 1 to 3 of Year 11) must be completed prior to that subject at HSC level. HSC courses commence in Term 4 of Year 11.

As a general rule the School will not approve an exchange which would involve an interruption to HSC studies. The School will not approve an exchange which would involve a student studying Preliminary HSC courses with one cohort (year group) and then completing HSC studies with a different cohort. This is due to the fact that a direct match of subject combinations between two cohorts is very unlikely to be achievable and the student would not be able to satisfy Board of Studies requirements for the award of the HSC.

Shorter exchanges of 2-3 months duration are allowed in Year 10, but must not intrude into Preliminary studies by more than 1 month and will not be approved for HSC students at all.

If families are considering hosting an exchange student and wanting the School to accept that person as a student for the duration of the exchange, the following points need to be noted:

The Principal must be asked if the school is willing to have an exchange student for the period specified and at the year level indicated. Agreement will only be given if the School is able to take on that student. Only a certain number of exchange students can be catered for at any given time. If the School agrees to take a student it will not charge a fee for that student.

Host families should be aware that:

- The Host family and/or exchange student's family must provide suitable uniform, textbooks and other relevant school equipment
- The Host family and/or exchange student's family must cover any incidental costs such as camps, excursions and photographs
- Exchange students are expected to satisfy course requirements of the subjects they are enrolled in during their time at this School
- The School will not offer assistance in English over and above that offered to all students.

Uniform

We encourage our students to be dressed as proud members of our School community. Wearing the uniform well is about being part of a team. It shows respect and integrity and paves the way for the team to learn effectively and efficiently together. If students, parents/guardians and teachers all work together to encourage our students to be part of the team we can all focus on what is most important – wellbeing and the academic development of our students.

All uniform items are expected to be maintained and worn in good condition. Uniform is monitored by all teachers.

Our Uniform Shop is onsite and is generally open during term times on Tuesday mornings from 8:30 – 9:15 am and Thursday afternoons from 2:45 – 3:15 pm.

SUMMER UNIFORM EXPECTATIONS

- Short sleeved white School shirt with formal blue School shorts/skort and plain navy school socks (no logos) with polished, laced black leather school shoes (Year 5–12), approved black leather school shoes (K–4)
OR
- Summer School dress (no shorter than to the middle of the kneecap) with plain white school socks (no logos); polished, laced (Year 5-12), black leather school shoes, approved black leather school shoes (K–4)

Hats

During Terms 1 & 4, at Recess and Lunchtime, and while engaged in outside PDHPE and Sport classes (or any class doing practical work outside), ALL students are expected to wear School hats, even if under shade. Hats should be in good condition (no fraying, rips or graffiti) and should be removed prior to entering a classroom.

WINTER UNIFORM EXPECTATIONS

- Long sleeved white School shirt with long School pants, navy school socks (no logos), School tie (Years 5 – 12) and red School jumper, plain black leather belt (secondary), polished, laced (Years 5-12), black leather school shoes, polished approved black leather shoes (Years K-4)
OR
- School pinafore / kilt or School pants with navy tights or knee-high School blue socks, long-sleeved white School shirt, School tie (Years 5 – 12) and red School jumper, polished, laced (Years 5-12), black leather school shoes, polished approved black leather shoes (Years K-4)

Blazers

Blazers are worn, as the outer garment, by students in Years 9-12.

Anoraks

The navy anorak supplied by the School is an optional outer garment available for students in Kindergarten to Year 8 to wear over the red School jumper. It is replaced in Years 9-12 with the blazer.

The anorak may also be worn in Kindergarten to Year 12 as an outer garment over the School's sports jacket when students are wearing the School's sport uniform.

HSC Rugby Tops

Students in Year 12 may wear their HSC Rugby jumpers on days when there are no formal events. The HSC Rugby garment is not part of the formal uniform.

Please note that Tour Rugby jumpers are not considered part of the school uniform and are not to be worn at school.

SPORTS UNIFORM

Navy School sports shorts and/or navy School track pants and/or School leggings (Years 5-12), School sports shirt, plain white sports socks and sport shoes/runners suitable for athletic activities should be worn for PDHPE and Sports days.

The School Sports jacket should be worn for sport activities and the School Anorak worn in cooler weather. Primary students are required to wear Sports Uniform for the whole day on days when they have Sport or PDHPE timetabled.

Normally, students in Secondary (Years 7-12) are expected to change into sports uniform at the break closest to a Sport or PDHPE period and then to change back in the break following that lesson, unless given express permission to do otherwise. The timetable will be confirmed at the beginning of the school year and may then be viewed on SEQTA. While COVID restrictions are in place, all students may wear their sports uniform on days when they have Sport or a PDHPE practical class.

UNIFORM AND GROOMING GUIDELINES

Dress Length

Dress and skirt/kilt length is to be no shorter than the middle of the knee.

Belts

In Secondary School, a plain black leather belt is to be worn with the school trousers in winter. No other type of belt is permitted.

Hairstyles and Grooming

Students' hair should be neat and tidy; if below the collar, hair must be tied back, with a plain ribbon, hair tie or a plain band in one of the school colours. Students should not have hair styles which are extremes of style or colour as per Principal's discretion. Students are not permitted to have beards, moustaches or tattoos.

Makeup

Skin toned, tinted moisturiser is allowed as a cover for skin blemishes.

Lipstick / coloured gloss, blush/cheek stain/bronzer and/or eye make-up (including false lashes, eye shadow, eyeliner or mascara), nail polish and false nails are not permitted to be worn at school or to outside events where the student is representing the School.

Jewellery

Students may wear one small, plain sleeper or stud in the lobe of each ear. Small (up to 5mm in diameter), simple designs. Studs/sleepers should be plain silver or gold (no stones or pearls). Drop earrings are not to be worn.

No other visible jewellery may be worn except for wrist watches. The exception to this is for students who request to wear religious icons. A formal parent/guardian application letter is to be made to the relevant Head of School to seek permission for this type of jewellery to be worn at school.

Shoes

Students in Kindergarten to Year 4 are permitted to wear black leather shoes that are either laced, t-bars, velcro or buckle styles. Students in all other years should wear black, laced, polished leather school shoes. The shoes should be low cut, not boot style.

ALLOWED (Kinder – Yr 4 only)



ALLOWED (all Year levels):



NOT ALLOWED



LOST PROPERTY

Lost property is located in both of the School Offices. Please ensure that all items of uniform and any other clothing brought to school, camps and excursions are named clearly in a permanent way. This means that any item found can be easily returned to the owner.

It is the student's responsibility to keep track of his/her clothing and look for property as soon as possible after loss is noticed.

CASUAL DRESS POLICY

On designated Casual Dress Days, the School does expect that students will dress in a way that reflects positively on themselves and on the School.

The mode of dress is expected to be modest and appropriate for the designated event and monitored by staff, accordingly the following guidelines should be followed (at all year levels):

- Closed shoes. No thongs, flip-flops or heels.
- Shoulders and midribs to be covered. No see through tops.
- No short shorts/skirts or shirts; skirts are to be at least mid-thigh to knee length.
- Neat, clean and presentable appearance, as per the uniform guidelines.
- Items of clothing in good repair.

Student Leadership

The development of leadership potential within students is seen as a major function of the School, and students will be given numerous opportunities to assist in the running of the School, the management of students within the School and in representing the School to the wider community. School Leaders have certain roles assigned to them, such as chairing various student committees.

To develop leadership, students must be given the opportunities to practice leadership, to reflect on their performance and to be instructed in the techniques and art of leadership. Students are encouraged to develop leadership skills, through a number of opportunities, including involvement in clubs and special interest groups. Teams and other group activities will be used to foster student leadership opportunities. Year 6 students are given the opportunity to take on leadership roles within the K-6 area.

Primary

School Leaders x 4

House Captains x 8 (2 per house)

Music Captains x 2

Co-curricular Captains x 2

Students are elected to these positions at the end of Year 5 by their Year 5 peers and teachers.

Secondary

School Captains and Vice Captains from Year 12 are elected by secondary students and staff.

House Captains have authority for executive and management action within a House and are selected by their House group

Beacon Leaders are elected from Year 9

Student Representative Council members are elected from Years 7 - 11

Music and Public Speakin Captains from Year 9 - 12

Transport to and from School



WALKING

Students who live locally may walk to School at their parents / guardian's discretion.

RIDING YOUR BICYCLE

Students riding bicycles to and from school are required to wear a protective helmet of approved safety design (recommended AS/NZ 52063:2008), colour is immaterial. Bicycles must be secured to bike racks with a chain and lock. Scooters and skateboards are not permitted on school grounds.

CAR PARKING AND ROAD SAFETY

For the purpose of collecting or delivering children to school, parents are asked to park in either Brick Alley or the car parking area in Boyes Road. There is no parking for cars along Kirchofer Street during bus times. Please do not leave your car in this zone. There is limited short term parking (5 bays only) in the area in front of the main administration building intended for short term visitor parking. The area must be clear for bus access.

Bus Travel

Moama Township

Students who live in Moama township are generally eligible for subsidised bus travel to Moama Anglican Grammar (subject to distance and / or safety criteria). Apply for the relevant bus pass from Transport for NSW by completing an application at www.transportnsw.info/school-students and selecting Newton's Bus Service as the relevant Transport Operator. This is for travel from home to school only. Online updates are required if there are changes to school enrolment, residential address or as a result of a new shared parental responsibility situation. Contact Echuca Moama Transit for timetable information – 03 5484 1129.

Echuca Township

Students who reside in Echuca township may apply for a Public Transport Victoria (PTV) Student Concession and Victorian Student Pass (Myki). If the student resides more than 4.8 km from the School a claim for reimbursement from the Victorian Department of Education and Early Childhood may be made through the School. Students with a Victorian Student Pass are entitled to unlimited travel on metropolitan trains, trams, and buses, regional bus services and V/Line train and coach services (except for special or chartered services) operating wholly within Victoria. Both the Myki and PTV Student Concession Card must be carried at all times when travelling and are required to be renewed annually. Other students may use the town bus service as required by simply paying the required trip fare. Contact Echuca Moama Transit for timetable information – 03 5484 1129.

Country (Victoria)

Our Victorian students come to us from far and wide via the Echuca District Country Bus Network which is jointly administered by Victorian Department of Early Childhood Development and Public Transport Victoria. School Bus Program Applications for Permission to Travel (Vic Country) should be submitted to the Moama Anglican Grammar office. Unless there are changes of address, applications remain current for the extent of school enrolment. Some families are also eligible for Private Vehicle (Car) Conveyance Allowance (Vic) if they must travel more than 4.8km from home to their nearest country bus stop; contact School office for application form.

Country (NSW)

Subsidised bus travel is provided for our NSW country students who come to us from Barham, Barmah, beyond Bunnaloo and Deniliquin and all districts in between. Apply by completing an application at www.transportnsw.info/school-students. Select the country Transport Operator relevant to the route from home to School: LC Dysons Bus Services Pty Ltd. New applications are required if there are changes to school enrolment, residential address or as a result of a new shared parental responsibility situation.

In the afternoons, students are supervised until their buses arrive.

Some rural NSW families are also eligible for School Drive Subsidy for the portion of the trip from home to the nearest bus stop. Refer to Transport NSW website.

STUDENTS WHO DRIVE

Any Year 11 or 12 student wishing to drive to school must write to the Head of Secondary School, with the written support of their parents, requesting permission.

Permission will be granted subject to the following conditions:

- A copy of the student's provisional licence has been provided.

Also, the student and parents sign an agreement that the student will:

- Not transport any other persons without the written permission of the Head of Secondary and the relevant parents.
- Not leave the School grounds during school hours without permission of the Head of Secondary and parents;
- Park in the designated area for student cars;
- Demonstrate appropriate safe driving behaviour when driving to and from the School.

Student Welfare

PASTORAL CARE

Pastoral care is based on a deep respect for the dignity and uniqueness of the individual person as we are all made in the image of God (Genesis 1:27).

At Moama Anglican Grammar we are keenly aware that, in partnership with our families, we wish to provide a place where students, teachers and families work and learn together in a safe, secure and happy environment. We aspire to develop citizens of the future of whom we will be proud.

In order to achieve this we have set goals, in keeping with our Anglican tradition, to:

- Provide an environment that is safe, nurturing and caring in which our students can learn and grow.
- Promote policies and practices that shape a respectful, welcoming and caring environment for all members of our community.
- Promote positive, connected and respectful relationships across the school community.
- Engage a comprehensive whole-school approach to Pastoral Care and Wellbeing.

We implement a whole school restorative approach to student behaviour management policies and practices. This whole school approach is based on a set of underlying principles which aim to:

- have students take ownership of behaviour and consequences
- focus on the relationship and how people are affected by certain behaviours;
- restore damaged relationships;
- talk about the behaviour without blame or being personal;
- see mistakes and misbehaviour as an opportunity for learning;
- be future focussed and talk about how to make things right.

Our Pastoral Care is guided by our School Core Values.



PASTORAL CARE – Secondary

In the Secondary School, each student belongs to a Tutor Group, a Core class, Year Group and a House. Tutor groups meet each morning fostering the development of strong relationships between students and their Tutors.

Tutors are the 'first port of call' for students and parents queries and concerns, about any aspects of school, pastoral or academic. They monitor student performance and oversee and act as advocates for their students' wellbeing.

Each Year is managed by the Year Level coordinators who organise camps and other year level activities that promote strong connections within the cohort. There is a separate Pastoral Care program, taught by the Tutor as well as units within subjects that support adolescent wellbeing.

Additionally, the school provides Wellbeing Services to support the educational needs, learning needs, development, welfare and wellbeing of students at the School.

PASTORAL CARE – Primary

We believe that we learn best when our relationships are healthy and that all members of our community need to feel that they belong and are valued, not only for the role that they play in the school community, but also for WHO they are as a person.

Promoting a greater sense of community, social connectedness and positive regard, and developing skills and opportunities for communication leads to improved emotional wellbeing.

When conflict arises, we encourage our students to work things out in ways that respect and restore relationships. We consider it to be important that those who have been harmed work together to find a way to move on and feel better about themselves.

If conflict should occur in our primary school, students are to use "The Door" strategy in a calm manner to help them sort things out:

- I don't like it when ...
- I feel ...
- I want you to ...
- What do I want you to do?

When assistance from teachers is required, we help students by facilitating Restorative Conversations. These conversations give all students involved a chance to tell their side of the story and feel heard, helping them to better understand how the situation happened and how it might be avoided in the future.

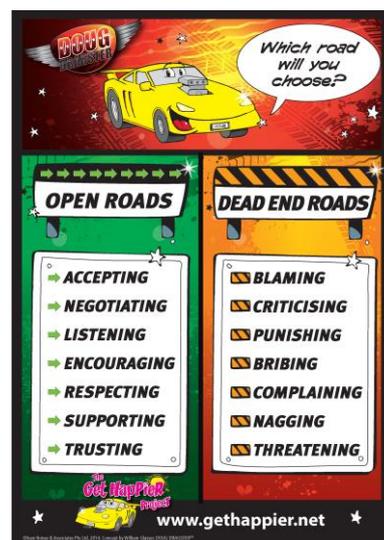
In cases where several people are involved, we conduct Restorative Circles (otherwise known as Solving Circles) to seek solutions to the problem and restore relationships so that we can all focus on our learning. These may occur in class or out of class time.

Throughout the whole school, our Restorative Conversations are guided by the following questions:

- What happened?
- What were you thinking?
- How have people been affected?
- What can we do to make things better?

Moama Anglican Grammar is a 'Get Happier' primary school. In each Year level we implement the 'Get Happier Project' which provides students with the cognitive skills to be happier.

The Get Happier School links to the Australian Curriculum in the areas of Personal, Social and Community Health and the Physical Education strand.



This system is based on a framework that is easily understood, remembered and applied by students, teachers and parents. It is fun to learn and easy to teach, and utilizes the principles of Blooms Taxonomy to ensure understanding and practical implementation of the learning.

The Get Happier School integrates the values of citizenship, responsibility and positive relationships with self-knowledge and awareness. It is designed to nurture mature, mentally healthy and creative young people who have the required mindsets and skills to thrive in the 21st century.

It is comprehensive and follows a sequential and developmental process in the delivery of skills, from the beginning classes to Year 6, where students undertake team projects to build a happier school community.

The Get Happier School creates a consistent positive culture which is constantly improving every year. As a whole school program it uses a common language with powerful, logical reasons for engagement, motivation and high performance.

The Get Happier School is designed to eliminate the underlying causes of bullying, mental ill health and behaviour problems, by teaching the framework and the requisite skills for developing a satisfying and happy life.

The primary school office has available to borrow a parent resource titled 'Happy Parenting - Raising Positive and Empowered Kids'. This fantastic book links directly to the student program and provides parents with the same tools to support their child's development.

STUDENT WELLBEING

The wellbeing of our students is integral for effective teaching and learning, therefore counselling support is available to all students, as required. Students in Years K-8 can be referred to the counsellor through a process usually involving the Head of School, Year Level Co-ordinator, Primary Stage Coordinators, Year 7 - 8 tutor and their parent / guardian. In Years 9 – 12, students generally self-refer.

CHAPLAINCY

Moama Anglican Grammar is a place where everyone is valued and supported to think deeply about the big questions of life. Our Anglican identity guides us as we pursue truth and a meaningful life. When we enter into conversation together about this life we learn from and challenge each other to consider our God-given purpose. Jesus is central to these conversations, as the Gospel is key to discovering the truth, beauty and goodness of the world.

School Chaplain, Mr Stuart Martin, represents the Anglican faith as he offers encouragement, spiritual support and counselling to our students. He also has a part-time role under the National School Chaplaincy Program and coordinates the Religious and Values Education program. Prayer support is available for students, staff and families. If you or your family are in need of prayer please contact Mr Martin directly: smartin@moamagrammar.nsw.edu.au

Students participate in Chapel services twice each term following the themes of the Church calendar. They also travel to the local Anglican churches to celebrate Christmas, Easter and St. James day. These services help students form their beliefs and appreciate God's word, singing together and praying in the Anglican tradition. School assemblies also involve readings from the Bible, prayers and a message from the Chaplain.

Voluntary Christian Lunch programs provide opportunities for students who wish to explore faith in a more personal way. May our students discover the meaningful life God has made them for and the joy of following Jesus. Amen.

SERVICE

We aim to follow the greatest commandments which Jesus highlighted in the Gospel of Matthew: to love the Lord our God with all our heart, soul, strength and mind and to love our neighbour as we love ourselves.

Service is an area we are seeking to develop in the school. Students currently are able to serve through our bi-annual International Service Trip. Part of the preparation for this trip involves fundraising through school and community events.

We want all of our students to develop characters of service and encourage their awareness of and fundraising for charities, community organisations and global emergency appeals. It is to be modelled by our leaders and practiced by all in the way we speak, the things we celebrate and the purpose of our academic pursuit

Code of Conduct

STUDENT BEHAVIOUR MANAGEMENT

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

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

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

The Principal has the responsibility for students, staff and the curriculum and has the authority to suspend (internal or external) a student or cancel / terminate a student's enrolment at the School.

At Moama Anglican Grammar the behaviour management practices promote respect, co-operation, collaboration, communication, problem-solving and self-responsibility. The following strategies are intended to assist students to modify their behaviour and allow them to be more successful. They have the capacity to enable students to change their behaviour, restore damaged relationships, be forgiven, and to move forward with a positive attitude.

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

Under normal circumstances, very few students would be expected to be subject to higher forms of discipline. Lunchtime or after school commitments are issued for serious and/or repeated breaches of School values and the requirement of respectful and responsible behaviour – e.g. bullying and harassment, insolence, repeated misbehaviour, including failure to attend a commitment.

A Student Expectation Agreement (or equivalent) may be issued if the student's behaviour is becoming of increasing concern, and they are not responding to either the School's restorative approaches or disciplinary measures.

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

There are two kinds of suspension. Internal School suspension is when a student is excluded from certain activities or lessons for a period of time and must complete class work and other set tasks.

Additionally, the student will be required to participate in a conference with senior staff to address the conditions of their return to class and to build an understanding of appropriate and respectful behaviours. This may include a reconnection meeting with other students or staff who have been affected by the student's behaviour.

External suspension from School happens when a student is excluded from school attendance, usually only for a period of days.

Exclusion from the School

- a. If the Principal, or any person deputising for the Principal, considers that a student has breached school values or expectations or has otherwise engaged in conduct which is prejudicial to the school or its students or staff, the Principal or delegate may exclude the student permanently or temporarily at their absolute discretion.
- b. If the Principal believes that a mutually beneficial relationship of trust and cooperation between a parent and school has broken down to the extent that it adversely impacts on that relationship, then the Principal may require the parent to remove the child from the school.
- c. The school will only exercise its powers under this clause to exclude a student permanently if it has provided the pupil and the parents or guardians of the pupil with details of the conduct which may result in a decision to exclude the student and provided them with a reasonable opportunity to respond.

No remission of fees will apply in relation to any of the above cases.

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

Procedural fairness involves the following principles:

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

Again, it must be understood that under normal circumstances, very few students would be expected to be subject to these higher forms of discipline.

ANTI-BULLYING

What is bullying?

Bullying is an ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm. It can involve an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening.

Bullying can happen in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records)

Bullying of any form or for any reason can have immediate, medium and long-term effects on those involved, including bystanders. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.

Behaviours that do not constitute bullying

- mutual arguments and disagreements (where there is no power imbalance);
- not liking someone or a single act of social rejection;
- one-off acts of meanness or spite;
- isolated incidents of aggression, intimidation or violence.

The by-stander

Students observing or becoming aware of behaviour they consider to be bullying have a responsibility to act. They play an influential role in defusing a bullying event. Students at Moama Anglican Grammar are encouraged to be a 'positive bystander' (directly intervening by discouraging the bully, defending the victim or redirecting the situation away from bullying) rather than a 'negative bystander,' if they witness potential bullying occurring. It is important for positive bystanders to report the bullying to a teacher. Doing nothing or turning a blind eye is not acceptable.

Categories of Bullying

- i. Cyber
 1. *Posting* negative, abusive, hurtful comments, images or video on a social media platform;
 - a. *'Liking' and commenting* on the posts of others or *sharing and distributing* comments, images or video to others
 2. *Flaming* – a coordinated attack on another person's social media page, instant messages platform, email or mobile phone with the intent of crashing or slowing down apps or their device;
 3. *Cyber-stalking* – invading the privacy of others online.
- ii. Social and/or Psychological
 1. *Excluding* others (implicitly or explicitly) from a game or group with the intent of causing distress and isolating him from the peer group;
 2. *Victimising and threatening* another person.
- iii. Verbal
 1. Name-calling, teasing and unwelcome 'banter';
 2. Slurs which denigrate appearance, ability or disability, background, ethnicity, religion or race;
 3. Homophobic comments or statements regarding sexual orientation or gender identity;
 4. Spreading rumours or falsehoods behind the target's back.
- iv. Physical intimidation – using one's body to exert power over others (e.g. punching, pushing, kicking and other physical attacks); aggressive behaviour to an individual and/or their property.

Action

At this School any form of bullying will be considered to be school related when our students are involved, regardless of where, when and how it occurs. In these cases the school's Anti Bullying and Behaviour Management Policies will come into effect and be followed by the school staff in resolving the matter.

It is vital that concerns about bullying are reported in a timely matter and not allowed to persist for a length of time. Please report any issues to the Year Level Co-ordinator in secondary or the primary class teacher.

DRUG EDUCATION

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

We must teach our students to accept responsibility for themselves and others, in developing a healthy and caring environment. Education in this matter is actively delivered jointly through our Pastoral Care and PDHPE curricula.

Any drug use (illicit, inhalant, substance abuse etc) by students of the School which affects the life of the School, in the opinion of the Principal, shall be acted upon by the Principal in a manner consistent with our Student Discipline Policy.

No student will be permitted to consume alcohol or tobacco at the School, in School uniform, or at School functions.

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

MOBILE PHONES/DEVICES

Our mobile phone/device protocol acknowledges the needs of both parents and students in relation to additional communication support over and above what the School normally provides. This usage is balanced against the concerns of the School in relation to security, privacy, educational constraints and acceptable mobile phone/device etiquette.

The foundation of this protocol is the agreed understanding and cooperation between home and School. The School cannot ignore the role mobile phones play in reassuring parents about communication capacity, especially outside of school hours. Parents too must acknowledge and appreciate the risks associated with such an item.

Parents wishing to contact their child during school time are to do so, in the first instance, by phoning main reception, Student Services (Secondary) or Primary School office who will forward the message to the student. If a student has an urgent need to contact their family, they should see Student Services, Primary School office staff or Year Level Coordinator (Secondary) and who will establish contact on their behalf.

If a student is feeling unwell during the school day, they need to advise their teacher at the time who will then direct them, with an accompanying note in their diary (or contact), to Student Services (Secondary) or the Primary School office. Once in the care of one of these locations, a decision will be made about contacting parents.

The conditions listed below follow a “common sense” approach with respect to the use of mobile phones.

Mobile phones will be allowed under the following conditions:

- Students should only bring mobile phones to School if there is a genuine need for them to use them outside of school hours;
- From arrival at School, until 3.05pm, mobile phones are to be secured in the students’ locker (Secondary) or school bag (Primary) and are to be switched off or on silent;
- Students may, with the express permission from their classroom teacher or as stated on their IEP, use their mobile phones for an academic purpose. The mobile phone is to be returned to their locker (Secondary) prior to the commencement of their next class;
- Students who bring mobile phones to school are charged with their full responsibility for their safeguard;
- The School does not accept any responsibility for theft, loss, damage or health issues (potential or actual) resulting from the use of mobile phones;
- During exams and assessments, mobile phones must be left in lockers (Secondary);
- Students are not permitted to use mobile phones during excursions or any other off-campus supervised activities unless specified otherwise by the supervising staff;
- Mobile phones are not to be used for the abuse, harassment or distributing inappropriate images of self or others;
- The use of a mobile phone in filming any person/s at the School is strictly prohibited;
- Any breach of these conditions will result in the mobile phone being confiscated for a period of time. Confiscated mobile phones will be handed to the Year Level Coordinator (Secondary) or the Head of Primary School (Primary). The mobile phone will be returned at the end of the day and a consequence will be issued commensurate with the nature of the breach;
- Any ongoing breaches (3 in a School Semester, then each occasion thereafter) will require the student’s parent or guardian to collect the mobile phone from the school.

PLAYGROUND EXPECTATIONS

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

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

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

These rules apply whenever a student is under the jurisdiction of the School. They also apply, where reasonable, whenever a student is identifiable with the School, for example, when wearing the School uniform or when at a School-sponsored event.

Playground supervision commences at 8:10 am in the Primary, Middle and Senior areas. For students other than NSW Country Bus travellers, playground supervision ceases with the school day at 3:05 pm. Before school, in the Primary area, please wait for the duty teacher to arrive before allowing your child to play on the equipment. This ensures each child's safety and care in the event of an accident.

The Primary School playground equipment is ideally suited for 5 - 10 year old children. Younger children must be closely supervised. If you allow your children to play on the equipment it is necessary for you to remain at their side at all times. Year 5 and 6 students may choose to use the Upper Primary area play equipment located next to the sandpit. The Primary School playground equipment is not intended for use by older students in Years 7 – 12.

EXPECTATION OF PARENTS

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

- Parents will involve themselves fully in the education of their children in a partnership with the School that is essential for their ongoing education. To simply leave everything up to the School is to deny their child all that can be gained from an education at Moama Anglican Grammar.
- Parents will support their child, wherever possible, by attending various information sessions, co-curricular games, activities and performances with them.
- Parents will support the School in its expectation, care and discipline of their child.

Technology

Technology is a core component of the NSW Curriculum from Kindergarten. All students have Science and Technology lessons as a component of teaching and learning. Use of technology is valued by the School as an educational tool. Students have a legal and a moral responsibility to use technology responsibly and each student and their parent / guardian is required to abide by School Policies as per conditions of enrolment.

The School provides access to Microsoft Office suite to all students for use on School supplied and BYOD (Bring Your Own Devices) devices.

Kindergarten – Year 2

Each class from Kindergarten to Year 2 has a class set of iPads so that each student has access to an individual learning device. These are generally kept at school unless circumstances arise such as learning from home.

Years 3 – 6

Students in Year 3-6 are supplied with a Chrome book for their individual use, which may be taken to and from school under the instruction from the classroom teacher. The device remains the property of the School and will be stored in a computer trolley each night. Whilst at school, each student is responsible for caring for their own device.

Years 7 – 9

Students in Years 7-9 are encouraged to begin transitioning to a device with a keyboard and BYOD (Bring Your Own Device) is now optional. This change was prompted in 2021 by increased online learning and testing platforms that require the use of a keyboard. The School provides licences for Microsoft Office and other educational software required by students. Students who do not have access to a personal device will be supplied with a School iPad on request.

The School is phasing out the use of iPads for secondary students.

Years 10 – 12

In 2023, students in Years 10-12 are required to bring a suitable device that complies with the minimum specifications and are suitable for use at school.

BYOD

It is preferred that students have a Windows or Mac device, with a minimum of 64GB hard drive, 11" screen size, 6 hour battery life and current anti-virus and security software. Devices should be in good working order and ideally be not older than 3 years. Note that the School provides licences for Microsoft Office suite to all students.

It is important for parents and students to understand that bringing any electronic device to school may require the School to be given full access to the contents of such devices. Where devices are password protected these passwords etc. must be supplied by students on request. Staff members have the right to randomly search a student's device to ensure it is being used appropriately.

Expectation of all students – Be Ready to Learn with their Device

- Bring the Device in its case to school each day, charged and ready for use. It is preferred that Students leave their charger at home to prevent loss or damage.
- Store the Device in locked lockers/primary classrooms when at sport or during other activities not requiring this device.
- Take care of the device to avoid physical damage and/ or data loss.
- Use the device in a responsible manner and comply with 'close and put away' requests from teachers.
- Maintain the security of their accounts by not sharing their passwords with others.
- Students may not install personal games or programs on School supplied devices.
- Students must only connect to the School's wireless network when at school.
- Not use the Device to bully others, access inappropriate websites or material. Read [Cyber Safety](#).
- Comply with any restrictions of the School network, the Information and Communications Technology (ICT) Policy and other relevant policies.

Note Policies are located at <https://www.moamagrammar.nsw.edu.au/about-us/strategic-plan-and-policies/>

School supplied Device - Loss or Damage

All instances of damage to School supplied devices must be reported to the School Office as soon as possible and an ICT Device Service Request or Incident Report must be completed.

If any damage occurs which involves another student, the relevant Year Level Coordinator will investigate the incident. All repairs of devices are to be organised through the school (third party repairs are not permitted). Parents / Guardians must pay for the cost of repairs or replacement of damaged School supplied devices.

CYBER SAFETY

Moama Anglican Grammar will continue to:

- Educate students on safe and responsible internet and social media use.
- Follow Federal Government and best practice approaches to cyber-safety in schools through the E-Smart School program.
<https://www.esafety.gov.au/>
- Filter and monitor all content accessed by students while at school.
- Discourage parents and guardians from purchasing wireless hotspot devices, internet plans for student smartphones or any form of mobile internet, as these devices can be used to circumvent the school filter and monitoring system.
- Advise students that unacceptable and/or prohibited use may contravene State and/or Federal legislation and that emails or messages / postings that may appear humorous and innocent can be unlawful and infringe racial and sexual discrimination and harassment policies.
- Educate students that inappropriate or illegal use of technology may be referred to the police, in addition to sanctions imposed by the School.



Devices are a learning tool and must not be used at times or in ways deemed by the School to be inappropriate. A student at Moama Anglican Grammar is expected to adhere to the School's rules and expectations with respect to use of iPads and other electronic devices.

If these conditions are breached, students risk having disciplinary action taken against them. In some cases misuse could constitute a breach of the law and incur legal consequences for children or their parents/guardians.

Students are encouraged to explore and discover methods utilising this technology effectively within the schooling context. The School has the right to check all written, graphic, audio and other materials created, produced, communicated, stored or accessed on school iPads / electronic devices by students, including emails.

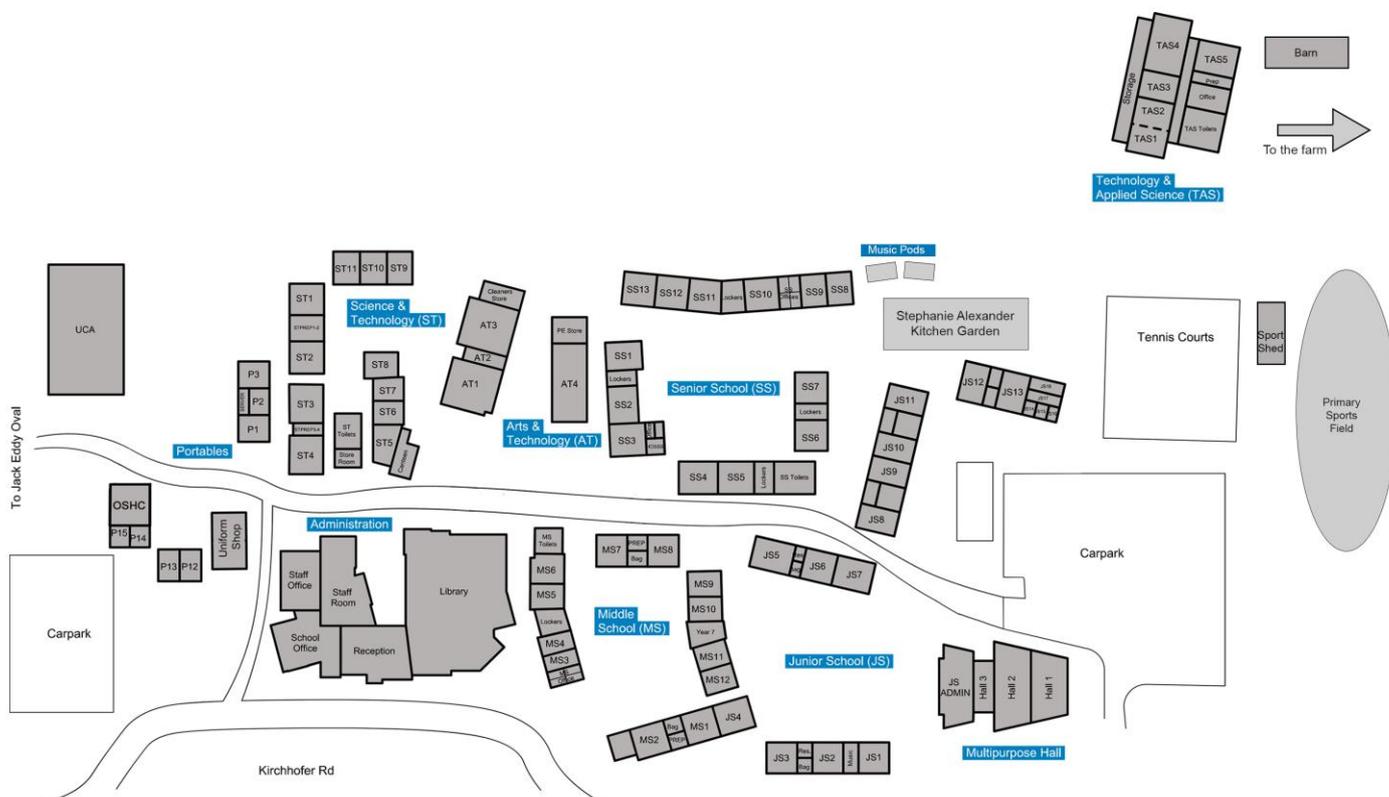
TECHNOLOGY TIPS FOR HOME

Moama Anglican Grammar recommends the following for parents and guardians at home:

- Devices should be used in an open area, where they can be visually monitored.
- Invite your child to show you what tools they have been using.
- Restrict access if devices are not being used in a manner that suits you.
- Familiarise yourself with eSafety Commissioner information for parents and guardians at <https://www.esafety.gov.au/parents>.



School Map





MOAMA ANGLICAN GRAMMAR

COMPASSION | RESPECT | INTEGRITY

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