





*Moama Anglican Grammar strives to provide a safe and inspiring educational environment that equips students with the skills and confidence to help create their future.*





# Moama Anglican Grammar

## Our Core Values

As students transition into Secondary School, vast opportunities await. Our mission is to provide a safe and inspiring educational environment for all students. We aim to equip students with the skills and confidence to help create their future.

The School's focus is on each student as an individual, seeking to assist each of them to achieve their personal best. At the same time, we aim for students to develop a strong sense of honour, caring for themselves, others and the world they live in. Our School's core values of Compassion, Respect and Integrity are embedded into all facets of the School.

The School culture is one of nurture and care, ably supported by our pastoral care program that establishes a sense of personal responsibility and self-efficacy in students throughout their educational journey. Teachers provide dynamic, purposeful and engaging learning environments for students with an explicit teaching approach. The School currently has a focus on Deep Learning which is being embedded across the Primary and Secondary School.

Moama Anglican Grammar particularly focuses on the practical application of critical and creative thinking skills that underpin Deep Learning. This approach builds a growth mindset that will be needed for the future; one that embraces critical questioning, innovation, service and continuous improvement. Our commitment to life-long learning is evident in our educational program, learning environments and in the co-curricular opportunities we provide to our students. We work in close partnership with families to support the development of the whole person.





# Curriculum Year 7

Year 7 is considered an important formative year during which students are given the opportunity to study courses from a diverse range of subject areas.

## Learning Areas:

English

Mathematics

Science

Technology

- Digital technologies
- Materials - Engineering

HSIE (Human Society and It's Environment)

Creative Arts

- Music
- Visual Arts

PDHPE (Personal Development Health and Physical Exercise)

Language (Italian)

RVE (Religious Values and Education)

Students also participate in timetabled Sport and Pastoral Care lessons.

The School offers specific support classes within the current timetable to cater for the additional learning needs of the students.





# 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). It is the philosophy that underpins 'the way we do things' at Moama Anglican Grammar, enhancing our relationships between teachers, students and their families. Moama Anglican Grammar prides itself on the high level of care provided by our teachers in the classroom, in co-curricular activities and by support staff in the daily operations of the school.

## **Tutor Groups**

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.





# Co-Curricular and Extra-Curricular

Our School provides a wide range of co-curricular opportunities for students. These include sport, school productions, music and singing lessons, debating and public speaking competitions, international trips and clubs, which assist to define and shape student identities. Our co-curricular music program includes the drumline, jazz ensemble, strings ensemble, singing groups and school bands at various year levels.

These activities allow students to blend their intellectual and emotional experiences, which contributes to evolving confidence, creativity and imagination, and aids in the development of well-rounded individuals.

Extra-curricular music activities are available to students outside of the school curriculum and usually require an additional charge. Currently lessons are offered for clarinet, flute, saxophone, trumpet, trombone, cornet, drums, piano, guitar, violin and theory.





# A Deep Learning School

Deep Learning is defined as the process of acquiring the Six Global competencies. These competencies describe the skills and attributes needed for learners to flourish as citizens of the world and encompass compassion, empathy, socio-economic learning, entrepreneurialism, and related skills for functioning in a complex universe. At the end of each year, students demonstrate their growth as a learner by participating in the “Connect @ MAG” project that is built on The Global Competencies.

Data indicates that individuals will have up to 15 different jobs once they finish their schooling. Our curriculum integrates Deep Learning throughout student learning opportunities and allows students to confidently adapt to life's challenges.

Deep learning is not just about teaching what is relevant or building skills to prepare for a changing world, it is about reminding the students of their relevance in the world and how they can make a difference. By creating a culture of inquiry, students see themselves as partners in the learning design.

Moreover, Deep Learning provides connection between our academic opportunities and pastoral components at Moama Anglican Grammar. Students are here to develop as a whole person and we provide opportunities for them to develop critical and creative thinking skills, empathy for others and to engage in the world around them.

## Deep Learning Global Competencies - 6Cs

### Critical Thinking

Critically evaluating information and arguments, seeing patterns and connections, constructing meaningful knowledge, and applying in the real world.



### Creativity

Having an entrepreneurial eye for economic and social opportunities. Asking the right inquiry questions to generate novel ideas, and leadership to pursue those ideas and turn them into action.



### Citizenship

Thinking like global citizens, considering global issues based on a deep understanding of diverse values and worldviews, and with a genuine interest and ability to solve ambiguous and complex real-world problems that impact human and environmental sustainability.



### Collaboration

Work interdependently and synergistically in teams with strong interpersonal and team related skills including effective management of team dynamics and challenges, making substantive decisions together, and learning from and contributing to the learning of others.



### Communication

Communicating effectively with a variety of styles, modes, and tools (including digital tools), tailored for a range of audiences.



### Character

Learning to deep learn, armed with the essential character traits of grit, tenacity, perseverance, and resilience; and the ability to make learning an integral part of living.





# Leadership Opportunities

Leadership at Moama Anglican Grammar goes beyond the badge and teaches our students a more contemporary view of leadership, where they influence others through respect, trust and service to the school community. Our leaders learn to empower, mentor, inspire and create in a supportive environment.

Being a K-12 school, Moama Anglican Grammar provides a variety of opportunities to learn and practice leadership within the school community through various events, curriculum tasks, assemblies and sporting opportunities.

Our Primary school has opportunities for Primary Student Leaders, House Captains, Music Captains and Student Representative Council Captains. There are also opportunities to be involved in the organisation and running of events, assisting with younger student reading and joining the Resource Centre committee.

In the Secondary School students have opportunities to participate in planning and organising events, learn leadership qualities through service activities and, in a more formal setting, take up leadership positions as follows: Beacon Leader, House Leader, Student Representative Council Captain, House Captain, School Vice-Captain or School Captain.

All students over the age of 14 can participate in the Duke of Edinburgh awards. Through this award the students develop their leadership and teamwork skills, while challenging themselves in a variety of different areas of self-development.





*"Being a school leader has opened up many opportunities for us to step outside our comfort zones, meet new people and build relationships. This experience has allowed us to understand areas of growth and areas of strength. Some of the highlights include working with the younger students, managing social events and being a part of the Indigenous Awareness Committee."*

*- Abbey Champion (Class of 2021)*





# Learning beyond Year 7

## Year 8-10

In Year 8, students begin to select elective courses for the first time, while still undertaking common core subjects to enable a sound foundation to their studies. All students in Year 8 study English, Mathematics, Science, PDHPE, HSIE, Technology, Visual Arts and Religious Education.

In addition students in Years 8-10 choose three electives. Year 8 have a rotating selection of electives and Year 9-10 choose from a diverse range offered by the school. In Year 9, Careers Education is studied by all students. Year 10 students take part in the Career Wise program and receive a profile about their career interests and abilities. They also participate in the Year 10 Careers Camp and work experience in November. At Year 10 students have the opportunity to commence VET courses (see below).

Year 9 and 10 students from 2023 will undertake a Student Interest Module (SIM) during period 5 and 6 one day a week. Each SIM will go for 5 weeks and students undertake four per semester.

Student Interest Modules, as the name suggests, are opportunities for students to undertake different activities from the normal school day. They have been suggested by students, parents and staff with varied topics, interests and skills.

## Year 11-12

The award of the NSW Higher School Certificate (HSC) is made at the end of at least two years of study. Year 11 is known as Preliminary. Students are required to complete 120 hours (equivalent to three terms) of a subject at Preliminary level prior to attempting that subject at HSC level. HSC Courses run from early Term 4 in Year 11 until October of Year 12 when the HSC examinations commence. If undertaking a VET course, students in Year 11 will sit an examination with the Year 12 cohort.

### Preliminary Courses

Students must study at least 12 units (including English and Mathematics) at Preliminary level. Most subjects are worth two units, so most courses will consist of six subjects at this level.

### HSC Courses

Students must study at least 10 units at HSC level. Most subjects are worth two units, so most courses will consist of five subjects at this level. English is the only compulsory course for the HSC.

### Extension Pathways (Year 11 - 12)

- English Extension 1
- Mathematics Extension 1
- Studies of Religion
- Science Extension (Year 12 only)

### Vocational Education and Training (VET)

Allows students to attain nationally accredited certificates alongside their school qualifications.

Onsite subjects include:

- Tourism, Travel and Events
- Construction
- Primary Industries

Other pathways are accessible through local businesses in our School-Based Apprenticeships/Traineeships program which allows us to best cater to the students learning needs.







*Primary Industries has been a wonderful subject and I have enjoyed learning more about the industry. I'm interested in pursuing a career in Veterinary Studies so it has been great to get hands on experience and receive one-on-one learning in the subject.*

- Year 10 Primary Industries

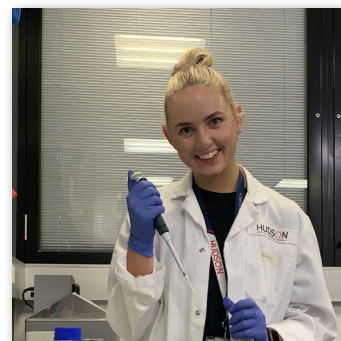




# Our Alumni

“When I first started at MAG in year seven, the majority of my classes were in portable classrooms. I look back and feel so fortunate being able to have watched the school evolve and grow over the six years I was there. Each year was filled with excitement and fresh opportunities with brand-new resources and beautiful learning spaces. These classrooms (including the original portable classrooms) were always happy environments, filled with laughter and enabled the best memories to be generated. I loved the creative and personal touches of student art that filled the walls of the school. From the colourful caravan that was a temporary canteen in my early years to the student murals on the permanent buildings, MAG is such a colourful place, and all of my memories of my time there are bright and warm.”

**- Ruby Oberin, PhD Candidate Hudson Institute of Medical Research**



“MAG presented me with the opportunity to try many different activities and instilled in me to always push myself at whatever I do. This has really helped me through university and into the early stages of my career and life since school.”

**- Tom Eason, Hospital Pharmacist**



“I fondly remember my time at MAG. I had amazing teachers who inspired and encouraged me throughout my time there, I wouldn't be where I am today without their hard work. My fondest memories at MAG are those in my final years spent with great friends.”

**- Sarah Cain, Nurse**



“I am so thankful for the time I had at MAG and it is such a privilege to see how much it's grown since I started in 2010. The opportunity that MAG gave me and the support I received from my teachers has enabled me to end up where I am today.”

**- Ingrid McDonald (formally Williams), Podiatrist**



“I found my love for events at MAG by joining a lot of committees, being a School Leader and a foundation student. Being on the committee for the Teddy Bears picnic was my first taste of events, after that I was hooked on the adrenaline of coordinating chaos.”

**- Monique Smith, Rutherglen Winery Sales and Marketing Manager**





# Key dates

## Dates for commencing in 2024

### Information evening

Monday 27 March 2023

### Scholarships close

Academic: Friday 28 April 2023

All others: Saturday 13 May 2023

### Orientation Day

Tuesday 5 December 2023

### First day of school 2024

Tuesday 30 January 2024

## Term Breakdown for 2024

### TERM 1

Monday 30 January – Thursday 28 March

### TERM 2 (three week break at the end of Term 2)

Monday 15 April – Friday 21 June

### TERM 3

Monday 15 July – Friday 20 September

### TERM 4

Monday 7 October – Wednesday 11 December

Further dates available on our website

## Application Process

Once you have received all your enrolment information from our Registrar, please complete the following steps:

1. Complete an online Application form

Head to our website under the enrolments tab or go directly to our [online form](#)

2. Pay the enrolment fee as per the Application form and Fee Schedule

3. Your application will be acknowledged by our Registrar once received

4. An email will then be sent inviting you to make an appointment for an enrolment interview with the Principal or Head of Secondary

5. Attend interview

6. Following a successful interview an online Enrolment Offer will be sent to Parents/Guardians requesting payment of \$1000 (per child) to confirm acceptance of the offer.

Included with this email will be an online Enrolment Acceptance form.

Fees are payable in advance and enrolments are considered confirmed when payment of Term 1 fees is made by October 31 in the year prior to entry.

7. Attend our welcoming Orientation Day in December

Thank you for considering Moama Anglican Grammar for the educational future of your child.



# 2022 HSC Highlights



## Dux of 2022 Harper Raverty ATAR 95.3

After almost three years of interrupted schooling due to the COVID-19 pandemic, Harper Raverty was relieved to be going into her final term, focused on her HSC studies and final examinations.

Little did she or her classmates realise that they would be commencing examinations at the same time that the Echuca-Moama

community battled against 1 in 100 year floods – the likes of which this generation has never seen before. While two of her examinations were cancelled, Harper divided her time between studying for the remaining exams and sandbagging to save people's homes.

Harper emerged from the chaos of the floods with flying colours, attaining an ATAR of 95.30, gaining her the esteemed title of 2022 School Dux at Moama Anglican Grammar. She also collected Band 6 results for Music, English Advanced and PDHPE.

Harper has constantly felt the push and pull of her passion for the arts versus her desire to achieve highly in academic areas such as science and English. By selecting a diverse mix of the two, Harper shone in her HSC results and is hoping to study bio-medicine at either the University of Melbourne or Monash University in 2024. This year, she will utilise a gap year working at a local café and teaching performing arts at Dillmac Entertainment – Harper loves all forms of the arts including theatre, dance, playing the piano, and is blessed with an amazing singing voice.

Harper encourages students to stick to subjects they love if they want to do well and enjoy their final years of schooling, 'In my case, staying with music and doing extra-curricular performing arts activities during secondary school has been great for building my confidence overall'.

**Top ATAR  
95.3**



**Hamish Smith  
91.95**



**April Eeles  
91.6**



**Emma Weiser  
91.45**



**Silas Kingma  
89.65**



**Rudy Webb  
89.6**

## Band 6 Recipients

|                          |  |
|--------------------------|--|
| <b>Charlotte Bowler:</b> | Community & Family Studies                 |
| <b>Jaymi Clancy:</b>     | Music 1                                    |
| <b>April Eeles:</b>      | PDHPE                                      |
| <b>Brodie Jardine:</b>   | Tourism, Travel and Events                 |
| <b>Joshua McMaster:</b>  | Industrial Technology                      |
| <b>Harper Raverty:</b>   | Music 1, PDHPE, English Advanced           |
| <b>Rudy Webb:</b>        | Design & Technology, Industrial Technology |
| <b>Emma Weiser:</b>      | English Extension 1                        |
| <b>Carmen Yuan:</b>      | Chinese Beginners                          |

## First in Course - VET Tourism, Travel and Events

Congratulations to Year 11 student Brodie Jardine, who placed First in Course for VET Tourism, Travel and Events out of all students in the course throughout NSW! Brodie thinks living in a regional area worked to her advantage. "Because we're such a small class I got a lot of one-on-one attention which really helped me in achieving the mark I got," she said.



**Brodie Jardine**





# MOAMA ANGLICAN GRAMMAR

COMPASSION | RESPECT | INTEGRITY

**- Honour and Excellence -**

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