



ANNUAL REPORT 2022



**MOAMA
ANGLICAN
GRAMMAR**

COMPASSION | RESPECT | INTEGRITY

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CHAIR'S REPORT

I would like to sincerely thank all my fellow Board Directors for their commitment and the time, effort, and skill they have invested into tirelessly working for the good of our school during the last 12 months.

In 2022 we engaged a recruiter to attract high-quality applicants for the role of principal, resulting in the Board appointment of Scott Downward as our new Principal from January 2023. Scott has outlined his vision and is passionate to take Moama Anglican Grammar (MAG) to greater heights. He is a man of integrity, skilled in leadership, communication, and goal setting. His appointment has been very well received, and there has been a smooth transition to his leadership with respect to the Board, the executive team, staff, and the wider MAG community.

The Board supports Scott as he takes on the leadership and continues to develop his team in working to address the priorities outlined in the Strategic Plan for MAG.

Thank you to our Business Manager, Suzanna Barry, who continues to provide the Board with a monthly report and has been instrumental in continuing to improve the financial sustainability of the School under the Board's Governance and oversight. I would also like to thank on behalf of the board all MAG staff for their hard work over the last 12 months.

Thank you to our Finance, Strategic Planning & Governance, Risk & Compliance and Building sub-committees.

The unprecedented one-in-a-hundred-year floods and the COVID-19 pandemic impacted the school community, including students, families, staff and Board Directors, at a personal and professional level. I would like to thank all the staff and Board Directors who worked through this with unwavering commitment and perseverance as a community.

2022 was the mid-point of the 4-year Strategic Plan and the Board reviewed the Plan in December 2022. The Board reflected on the progress made since the adoption of the 2020 Strategic Plan and agreed to continue positioning MAG as a school of choice; to continue the development of our staff and to ensure a strong robust leadership structure within the school; to continue the School's Motto, Mission & Values; and to develop the staff and student alumni network.

The Board self-evaluation was completed in 2022 and there was an strong engagement and commitment demonstrated by all Directors. An action plan has been developed to further enhance the performance and effectiveness of all Board members, who continue to engage in Board training.

Looking forward to the next 12 months:

- Work collaboratively with the Principal and his team to further define what makes MAG the school of choice and to have a renewed focus around celebration of the positives and marketing of our point of difference.
- Continue a proactive focus on Risk and Compliance including policies, procedures, and governing documentation.
- Revisit the strategic plan to ensure accountability, celebrate success on what has so far already been achieved, and to focus on those elements for the remaining 2 years of the Strategic Plan.
- Continue to provide financial oversight, ensuring MAG maintains its strong financial position.

CHAIR'S REPORT

- Support all Board sub-committees to achieve their Annual Work Plan objectives, to ensure MAGs adheres to all relevant finance, risk, compliance, and governance obligations.
- Continued implementation of aspects of the Strategic Plan by the Executive Staff, including strengthening business connection, fostering whole school staff and community support, and celebration of the wonderful and diverse achievements of our students.

Finally, our school Motto, Mission and Core Values outline the principles necessary for the nurturing of, the leadership of, and the maintaining of accountability within our community.

They also allow us to reflect, and ensure that we treat others in our school community with the care and respect that we desire to receive and that we expect our children to show to others.

At MAG we treat every child as an individual and nurture every aspect of their development, providing the guidance, inspiring the curiosity, and developing the knowledge, resilience, and love of learning that they need to thrive today and in the future.

The Motto, Mission and Core Values of MAG are not statements that are tucked away in a drawer somewhere, but they are shared and talked widely by our School Community, at school open days, at information sessions, and at Board meetings. They are used by all staff to reflect on their purpose and direction in teaching the students.

In closing, I extend my best wishes to all my fellow Board Directors and to Principal Mr Scott Downward, the executive team, all staff, and the wider MAG community for the next 12 months.

Dr Sydney Paul
Board Chairman

PRINCIPAL'S REFLECTION

Moama Anglican Grammar is a co-educational school from Kindergarten to Year 12 situated on one campus in Moama, NSW. The school was established 19 years ago due to the commitment of a passionate group of community members, and the vision of the local Council, to offer parents and families in the Echuca/Moama region access to a high-quality independent school education. The school continues to thrive and draws students from a wide area across both NSW and Victoria.

Following on from the challenges encountered throughout 2021 and the significant complexities of running a school in a border town during COVID 19, 2022 was also another year of challenge and resilience for the Echuca/Moama community. The major flood event had a devastating impact, forcing the closure of our school and causing significant disruption to the 2022 HSC Examination period. HSC student study and preparation for examinations was also significantly impacted. This event, however, saw our community at its best with people rallying and 'living' our core values of compassion, respect, and integrity to support one another. We are proud of the response of our students, staff, and families to proactively support each other and the broader community through this challenging period.

Much was achieved in 2022 thanks to the dedication and commitment of our staff. Building upon momentum from 2021, teaching staff continued to strategically focus on the Deep Learning Project, a teaching and learning continuous improvement initiative delivered in partnership with AIS NSW. Deep Learning is a pedagogical model that explicitly focuses on explicit teaching of six global competencies that 'describe the skills and attributes needed for learners to flourish as citizens of the world' (Quinn, McEachen, Fullan, Gardner and Drummy).

Towards the end of 2022 Mrs Carmel Spry concluded her near 5-year tenure as Principal of Moama Grammar and I take this opportunity to thank and acknowledge Carmel for her years of service and commitment to our community, and for all that she contributed to our school and achieved during her Principalship.

In January 2023 I was afforded the honour of being appointed as the 5th Principal of Moama Anglican Grammar. It is a genuine privilege to join the School Community and to have the opportunity to serve our students, staff, and families. During Term 1, 2023 my number one priority has been relationship development and establishing community connection. To me, relationships are the keystone of high-performance learning environments, strong school culture and are the foundation of trust.

Mid 2023 I look forward to sharing my vision for the future direction of our School, in alignment with Strategy 2020-2024, and to detailing a selection of exciting strategic initiatives that will enable this vision to be realised. In closing, I'm committed to working together with our students, staff, families, and our Board to build upon the traditions and foundations of our great school, and, as others have done before us, work tirelessly and purposefully towards a bold future vision for the next 20+ years of our schools' development.

Mr Scott Downward
Principal

ABOUT OUR SCHOOL

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

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

Moama Anglican Grammar is the only educational institution in the region to offer K-12 on the one campus. This enables students to pass seamlessly across the traditional transition points of primary and secondary school. Students can experience our culture of care (within the context of high standards and expectations) over their whole schooling starting from Kindergarten, with Year 7 being the other common entry point. As a flow-on effect, knowledge about each student can be passed on from year to year ensuring they are catered for in terms of their individual needs. Being a K-12 school, Moama Anglican Grammar provides a variety of opportunities to learn and practice leadership within the school community through various events, curriculum tasks, assemblies and sporting opportunities.

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

The students at Moama Anglican Grammar are drawn from both NSW and Victoria. Approximately 52% of students reside in Victoria. The area of Echuca/Moama is an important agriculture region as well as having a strong tourism industry. Many families are engaged in these industries and those that support the servicing and growth of these industries also.

In 2022, there were 661 students of whom 338 were in the secondary school, and 323 were in the primary. There are slightly more girls (357) than boys (304) throughout the school. A number of students have special needs. In addition, 18 students identify as Aboriginal or Torres Strait Islanders (2.7%). (Based on 2022 Census data)



NAPLAN

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

The chart below displays average NAPLAN scores for each domain. Moama Anglican Grammar's scores are displayed below. The coloured bars indicate whether the selected school's scores are above, close to, or below the other scores of Australian Students. NAPLAN participation for Moama Anglican Grammar in 2022 was 98%.

	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	456	433	403	449	408
Year 5	522	491	510	517	493
Year 7	545	526	555	532	555
Year 9	594	565	590	584	589

Interpreting the table

Selected school's average when compared to all Australian students

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



SENIOR SECONDARY OUTCOMES

Requirement 1- Granting of Records of School Achievement

The school did not have any students that required the award of a Record of School Achievement in 2022.

Requirement 2-Band Results of the Higher School Certificate

- The total number of HSC certificates awarded in 2022 was 47, this is an increase from 35 in 2021
- The total number of students undertaking a Partial Pattern of Study in 2022 was 16, in 2021, 21 students completed a partial Pattern of Study.
- The total number of HSC course that ran in 2022 was 33, this is an increase on 2021 where the school ran 27 courses.

Course	Name	Included Students	Omitted Students	Band 6	Band 5	Band 4	Band 3	Band 2	Band 1
15010	Agriculture	7	2	0	3	2	2	0	0
15030	Biology	22	3	0	6	8	2	6	0
15040	Business Studies	12	4	0	4	6	2	0	0
15050	Chemistry	12	2	0	1	7	4	0	0
15060	Community and Family Studies	9	1	1	1	5	2	0	0
26299	Construction Examination	12	0	0	6	2	4	0	0
15080	Design and Technology	6	1	1	3	1	1	0	0
15110	Economics	5	0	0	3	1	1	0	0
15140	English Advanced	34	6	1	13	15	5	0	0
15130	English Standard	16	5	0	2	8	6	0	0
15180	Food Technology	2	1	0	1	1	0	0	0
15200	Industrial Technology	6	1	2	0	4	0	0	0
15215	Investigating Science	2	1	0	0	2	0	0	0
15220	Legal Studies	6	0	0	1	3	2	0	0
15255	Mathematics Advanced	11	1	0	5	5	1	0	0
15232	Mathematics Standard 1 Examination	3	0	0	0	2	1	0	0
15236	Mathematics Standard 2	35	8	0	8	15	10	2	0
15270	Modern History	5	2	0	1	3	1	0	0
15290	Music 1	5	2	2	3	0	0	0	0
15320	Personal Development, Health and Physical Education	13	4	2	1	4	5	1	0
15330	Physics	8	2	0	3	3	2	0	0
15350	Society and Culture	3	3	0	2	1	0	0	0
15370	Studies of Religion I	2	1	0	0	2	0	0	0
27499	Tourism, Travel and Events Examination	3	0	1	0	1	1	0	0
15400	Visual Arts	7	1	0	4	3	0	0	0

Band Results of the Higher School Certificate

SENIOR SECONDARY OUTCOMES

Comparison of student performance to state-wide performance

Preliminary

In 2022, 43 students completed the Year 10 requirements to attain the Year 11 RoSA. The table below shows a comparison of School results and how these correspond to the State based on the NESA Stage 6 Course Performance Descriptors.

Course	School Total	State Total	School Pattern (%)						State Pattern (%)					
			A	B	C	D	E	N	A	B	C	D	E	N
English Advanced	29	29277	13.79	51.72	34.48				20.66	44.76	29.55	4.44	.50	.09
English Extension 1	5	5671		60.00	40.00				42.41	40.89	14.07	2.05	.51	.07
English standard	14	34515		42.86	42.86	14.29			4.13	25.55	47.86	17.51	4.30	.65
Mathematics Advanced	15	24354	13.33	26.67	26.67	6.67	26.67		24.48	26.76	30.84	14.94	2.96	.02
Mathematics Extension 1	5	11374		20.00	40.00	20.00	20.00		27.42	29.36	30.12	10.89	2.19	.02
Mathematics Standard	28	40372	10.71	28.57	28.57	28.57	3.57		7.98	21.11	37.19	23.74	9.12	.86
Biology	26	25873		50.00	7.69	26.92	15.38		12.79	27.51	38.96	16.24	4.20	.30
Chemistry	13	14473		46.15	38.46	15.38			16.71	27.15	36.61	15.82	3.49	.23
Investigating Science	9	3771	33.33	22.22	22.22	11.11	11.11		10.24	26.86	37.95	17.40	6.42	1.14
Physics	5	10882		40.00	20.00	20.00	20.00		17.22	28.58	36.38	14.41	3.30	.11
Business Studies	17	24523	11.76	23.53	52.94	11.76			12.94	28.41	36.74	16.47	4.94	.51
Economics	3	7792		33.33	66.67				20.01	32.19	32.92	11.86	2.84	.19
Legal Studies	14	14042	7.14	7.14	35.71	42.86	7.14		16.82	28.74	33.98	14.91	4.84	.71
Modern History	14	14028	7.14	21.43	42.86	28.57			16.92	30.44	33.61	13.84	4.68	.51
Italian Continuers	3	232	66.67	33.33					38.36	29.74	23.28	6.47	2.16	3
Design and Technology	3	5501	66.67	33.33					20.23	29.83	31.45	13.47	4.31	.71
Food Technology	7	5548		42.86	14.29	28.57	14.29		13.70	26.53	34.34	17.93	5.98	1.51
Industrial Technology	6	9095	16.67	50.00		33.33			11.18	25.05	35.24	19.11	7.97	1.45
Music 1	1	5579	100.00						21.42	34.04	28.45	11.13	3.76	1.20
Visual Arts	5	11240	40.00	20.00	40.00				21.47	34.83	28.31	10.45	3.73	1.21
Community and Family Studies	5	11963	40.00		60.00				10.92	27.61	37.46	17.09	6.02	.91
PDHPE	20	21107	15.00	35.00	5.00	45.00			11.24	26.70	38.02	18.11	5.48	.45

SENIOR SECONDARY OUTCOMES

Year 10

In 2022, 60 students completed the Year 10 requirements to attain the Year 10 RoSA. The table below shows a comparison of School results and how these correspond to the State based on the NESA Common Grade Scale for Stage 5.

Course	School Total	State Total	School Pattern (%)						State Pattern (%)					
			A	B	C	D	E	N	A	B	C	D	E	N
English 200 hours	60	91663	13.33	38.33	45.00	3.33			12.28	28.81	36.16	15.86	5.87	1.02
Mathematics 200 hours	60	92011	25.00	35.00	31.67	5.00	3.33		14.54	21.99	32.20	23.62	6.77	.88
Science 200 hours	60	91753	28.33	16.67	28.33	20.00	6.67		12.60	23.92	36.73	19.39	6.42	.94
Commerce 100 hours	13	6212	46.15	15.38	38.46				20.17	32.68	31.58	10.95	4.25	.37
Geography 100 hours	60	91636	10.00	20.00	58.33	6.67	5.00		15.03	27.91	34.74	15.58	5.93	.81
History 100 hours	60	91654	8.33	25.00	53.33	6.67	6.67		14.75	27.70	34.46	15.91	6.31	.86
Italian 200 hours	3	588	33.33	33.33	33.33				31.63	28.91	27.21	11.05	1.19	3
Agricultural Technology 200 hours	8	5188	25.00	25.00	37.50	12.50			16.92	27.53	31.96	14.80	7.67	1.12
Food Technology 100 hours	28	6594		14.29	53.57	17.86	14.29		17.02	27.63	32.23	14.91	7.81	.41
Industrial technology (Multimedia) 100 hours	8	527	25.00	25.00	37.50	12.50			23.53	30.36	29.60	11.76	4.17	.57
Music 100 hours	4	2587		25.00	75.00				14.38	26.63	33.98	17.47	7.19	.35
Photographic and Digital Media 100 hours	8	2854	12.50	12.50	75.00				19.66	29.71	28.66	14.26	6.80	.91
PASS	32	18709	18.75	25.00	46.87	9.37								
PDHPE	60	71151	8.33	38.33	43.33	10.00			12.49	33.16	37.20	12.16	4.13	.8

HSC RESULTS

Moama Anglican Grammar's 2022 HSC students have excelled despite the many challenges thrown at them. The cohort of 50 students and their dedicated teachers have worked through the pandemic, completing a full year of class time, only to have their HSC examinations interrupted by far reaching floods. For many of our students, these floods meant that they were not provided the opportunity to sit their subject exams. To have this final milestone taken away from our students is not only heartbreaking for them, but also for their teachers who spent countless hours preparing them for this final right of passage. The school, led by Principal Carmel Spry, worked closely with the NESA Misadventure team to ensure the floods did not dampen the students' opportunities to be successful in their HSC and final results. The strong and supportive academic focus for each student is evident in the results attained by our cohort this year.

The students results reflect their outstanding efforts, with 11 Band 6 (90-100) results and 9 students from the school being recognised on the Distinguished Achievers list for attaining the highest possible band for one or more subjects. This year, English Extension 1 and Mathematics Extension 1 have proven to be an excellent option for students to undertake as part of their pattern of study, with 1 E4 recipient and 9 students attaining an E3 result in their course. The students also collectively received 71 Band 5 (80-89) results across their subjects, which is an excellent outcome.

The DUX of the School is awarded based on a student's ATAR result, and it is with enormous pleasure that the School announces Harper Raverty as DUX of 2022 with an ATAR of 95.30. Harper has attained State recognition on the Distinguished Achievers List. Her efforts during such a difficult time are truly commendable.

Brodie Jardine, of the Year 11 cohort, was honoured on Wednesday 14 December in the First in Course ceremony in Sydney. This award and state recognition is given to the student attaining overall 1st in HSC VET Tourism, Travel and Events. This is a truly praiseworthy achievement. Brodie has also been recognised as a Top Achiever in NSW for her efforts.

The School's 2022 ATAR results have continued to impress, with 10 students attaining an ATAR over 80 from a cohort of 50 students. Of these 10 students, 4 (8%) attained an ATAR over 90, and 7 (14%) over 85.

NESA Honour Roll

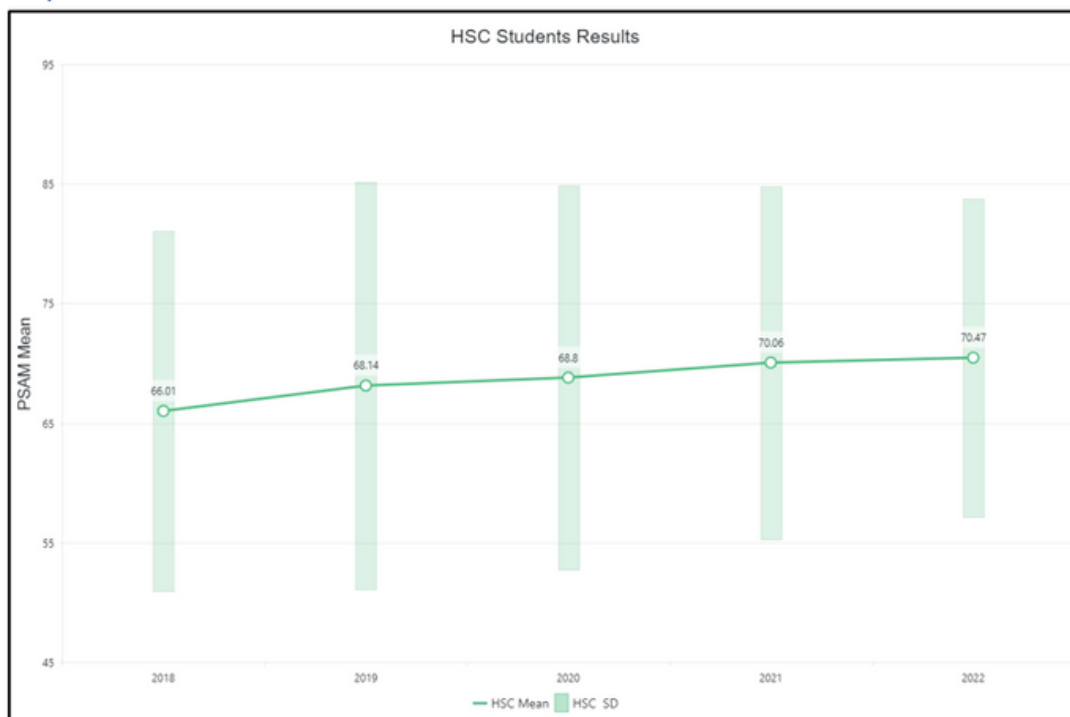
MOAMA ANGLICAN GRAMMAR					
NESA Honour Roll					
	2018	2019	2020	2021	2022
Distinguished Achievers					
Total No. of Distinguished Achievements	12	31	16	19	12
Total No. of Graduate Distinguished Achievers	7	14	10	9	8
% of Distinguished Achievers in the Graduating Cohort	14.89	22.22	16.95	25.71	17.02
Total No. of Non-Graduate Distinguished Achievers	0	0	1	0	1
% of Distinguished Achievers in the Non-Graduating Cohort	0	0	8.33	0	6.25
All Rounders					
Count	0	1	0	2	0
Percentage	0	1.5	0	5.7	0

HSC RESULTS



MOAMA ANGLICAN GRAMMAR						
Key ATAR Benchmarks (HSC)						
		2018	2019	2020	2021	2022
All Students						
	Result ≥ 99	0 (0.00%)	1 (1.59%)	0 (0.00%)	1 (2.86%)	0 (0.00%)
	Result ≥ 95	2 (4.26%)	1 (1.59%)	1 (1.69%)	2 (5.71%)	1 (2.13%)
	Result ≥ 90	3 (6.38%)	8 (12.70%)	2 (3.39%)	4 (11.43%)	4 (8.51%)
	Result ≥ 80	9 (19.15%)	17 (26.98%)	17 (28.81%)	10 (28.57%)	10 (21.28%)
Girls						
	Result ≥ 99	0 (0.00%)	0 (0.00%)	0 (0.00%)	1 (3.57%)	0 (0.00%)
	Result ≥ 95	1 (3.57%)	0 (0.00%)	0 (0.00%)	2 (7.14%)	1 (3.45%)
	Result ≥ 90	2 (7.14%)	6 (17.65%)	1 (3.57%)	3 (10.71%)	3 (10.34%)
	Result ≥ 80	5 (17.86%)	11 (32.35%)	13 (46.43%)	9 (32.14%)	4 (13.79%)
Boys						
	Result ≥ 99	0 (0.00%)	1 (3.45%)	0 (0.00%)	0 (0.00%)	0 (0.00%)
	Result ≥ 95	1 (5.26%)	1 (3.45%)	1 (3.23%)	0 (0.00%)	0 (0.00%)
	Result ≥ 90	1 (5.26%)	2 (6.90%)	1 (3.23%)	1 (14.29%)	1 (5.56%)
	Result ≥ 80	4 (21.05%)	6 (20.69%)	4 (12.90%)	1 (14.29%)	6 (33.33%)

Key HSC ATAR Growth



PROFESSIONAL LEARNING

At Moama Anglican Grammar we actively promote the principle of lifelong learning. This holds true for both students and all staff in our school community.

The aim of a good professional learning program for our staff is to maintain high standards of teaching to specifically enhance the lives and education of our students. Moama Anglican Grammar provides staff with access to a wide range of professional learning opportunities.

In 2022 several of the Executive Team continued their work with Leadership Coach, Dr Paul Teys that began with a two day Executive Professional Development program in January.

In 2022, we continued our school wide focus on Deep Learning. Deep learning is defined as the process of acquiring six Global Competencies of Character, Citizenship, Collaboration, Communication, Creativity and Critical Thinking.

In addition, the following professional learning activities were undertaken by staff throughout 2022:

Description of Professional Learning Activity	No of staff participating
All staff, including our CRT staff, Music Tutors and Board members participated in Child Protection Training which covered the legislation for and expectation of professionals who work with young people in a school environment with a focus on border town schools.	110
Teacher Learning Network online professional learning – as part of our subscription with TLN our staff have access to a wide range of online professional learning opportunities. See www.tln.org.au for list of the variety of professional learning activities.	55
HSC Marking – Secondary teachers participated in marking the final HSC external examinations in English and VET Tourism.	2
Individual PD – a number of staff attended professional learning activities relevant to their roles in the school in a variety of professional learning areas including staff and student welfare, innovative pedagogy K to 12, technological pedagogy and best teaching practices.	92

Teacher Accreditation

Level of Accreditation	Number of teachers
Provisional	12
Proficient Teacher	54
Total Number of Teachers	66

Teacher Qualifications

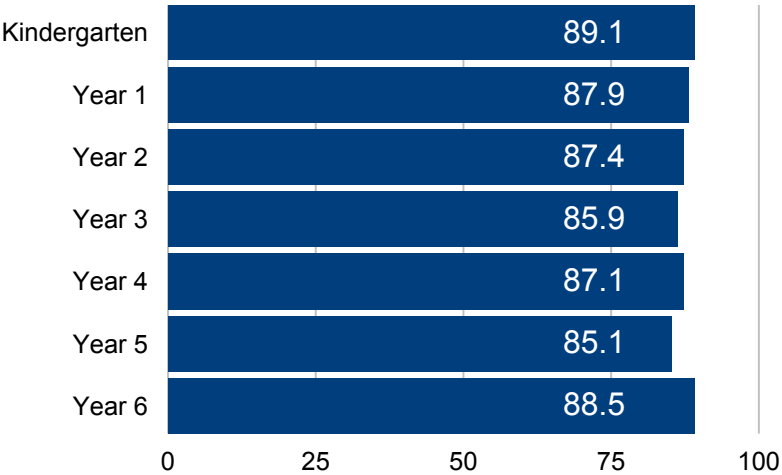
Category	Number of teachers
Teachers having teacher education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines.	66
Teachers having a Bachelor's degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications.	0
Total Number of Teachers	66

Workforce Composition Including indigenous and Torres Strait Islander

Teaching staff	69
Full-time equivalent teaching staff	58
Non-teaching staff (exclusive of cleaning staff)	27
Full-time equivalent non-teaching staff	22



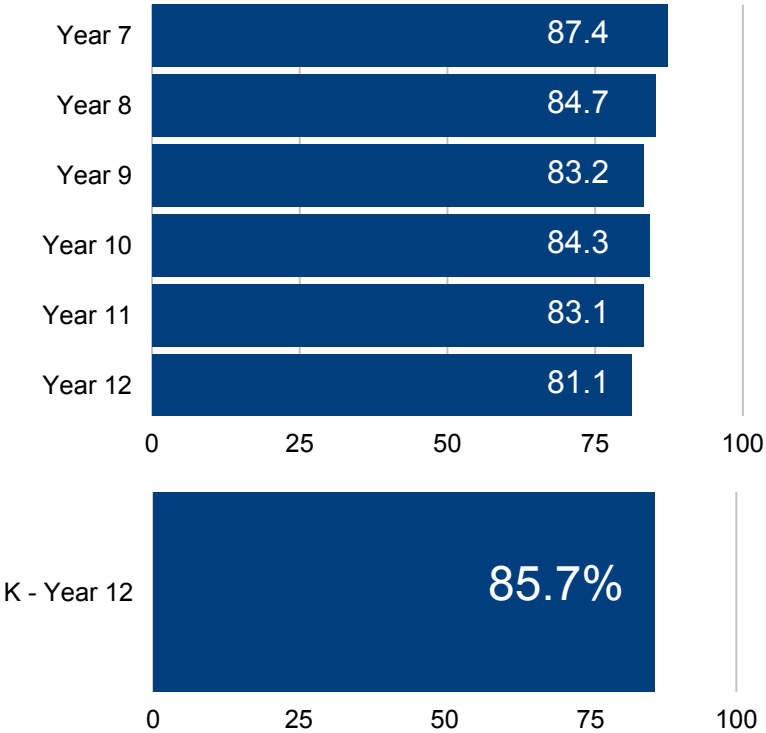
STUDENT ATTENDANCE



Management of Non-attendance
Parents are requested to advise of any absences by telephone, eform or email to reception@moamagrammar.nsw.edu.au prior to 9:00 am on the day of absence.
The School contacts parents/guardians concerning the absence of a student for whom no explanation or advice is received. This is done by sending an SMS to the parent/guardian, to which a response by return telephone call is required to confirm such absence.

Retention Rates Year 10 - 12
Of the 69 students who commenced Year 10 in 2020, 50 went on to complete Year 12 in 2022 (a further 3 students joined the cohort after the commencement of Year 10). This is a retention rate of 72%. This represents a rise from last year (70%). 5 students relocated away from the district, 8 transferred or returned to other schools and 9 students left to pursue further education or employment.

Post School Destinations
Of the 51 Year 12 students, at least 33 students applied to study at a tertiary institution and all were offered university placements for 2023. Anecdotally, we are aware of at least two students who went on to commence apprenticeships. Two students were offered and commenced Traineeships with Moama Anglican Grammar. One student gained entry into the Australian Defence Force. There are approximately 10 students whose post-school destination is unknown.



ENROLMENT POLICIES

Student Enrolment Policy and Procedures:

Introduction

The governing body of a registered individual school must demonstrate that the school has enrolment and attendance procedures that comply with all relevant laws and are detailed in written documents in a clear and concise manner.

Purpose and Objectives

This Policy and its Procedures outline how the school meets the requirements regarding Enrolment Policies.

Scope

This Policy and its Procedures apply to all students at the school.

Responsibilities

There are no specific roles or responsibilities associated with this Policy.

Policy

Student Enrolments

Moama Anglican Grammar keeps a register of enrolments of all children at the School in electronic form.

Procedures

Parents interested in enrolling a child at Moama Anglican Grammar are advised that the School uses the following procedure for processing of applications:

General Enquiry

– in person, by phone or online. Invited to lodge online enquiry OR apply online, invited to tour school / discuss circumstances and availability.

Application Process

(i) Parent / Guardians are to apply online including payment of the non-refundable application fee as per current fee schedule and submission of birth certificate (or visa and passport, if applicable) and Government data collection. This application registers your child for the enrolment process which begins in the year prior to your child's proposed entry.

(ii) The School will contact you early in the year (February/March) to arrange an interview with the Principal (or delegate). It is important to note that payment of the application fee does not guarantee your child a place.

Interview

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

(i) In order for the Principal to make an informed decision on the appropriate placing of your child, the following items need to be brought to the interview. The Principal will not offer a place until these items have been sighted, and may have to postpone the interview until such time as the items requested are available.

Any Court Orders or legal documents applicable to your child.

A preschool or school photograph of your child (head & shoulders), suitable for scanning to our database.

A copy of any progress reports or most recent semester report provided by the preschool (or school) to date.

A copy of most recent NAPLAN results (if applicable).

Some samples of your child's preschool (or current school) work.

Completed

Parent / Guardian Questionnaire form

Completed

New Student Questionnaire form

(ii) You may provide anything else you think would assist the Principal to understand the needs of your child. (i.e. competition certificates/results, awards etc.). Please note - In order for the Principal to conduct a fair interview without interruption or distraction it is School Policy that younger siblings do not attend this interview.

(iii) Regarding Special Needs (Gifted or Learning Difficulties) – It is important to note the enrolment of a child with special needs is considered on the same basis as any other applicant. The School must know of any special needs before enrolment so that an accurate determination may be made of whether the School is able to reasonably meet those needs. Failure to disclose special needs may result in the school not being able to adequately cater for the welfare and education of that child and of the other children enrolled at the School. The following needs to be brought to the interview. Copy of up to date reports generated by a consultant, specialist or psychologist or any other professional supporting the child. Details of any medication taken regularly.

4. Enrolment Offers

Places at the School are offered at the discretion of the Principal. The following criteria are among those used to determine allocations (not necessarily in this order):

(i) The ability of the applicant, or the applicant's family, to support the Moama Anglican Grammar core values and to contribute to the School programs. This will be judged, amongst other things, by reference to school reports, an interview with the candidate and parents/guardians, and by confidential reference.

(ii) The award of a scholarship or bursary.

(iii) The attendance of siblings or step siblings at the School, providing all conditions of admission to the School are adhered to.

(iv) Other family connections with the School.

(v) Date of application.

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

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

5. Acceptance of Offer

A Letter of Offer is emailed via Enquiry Tracker, requiring submission of medical information, immunisation details, dietary requirements and MAG company membership nomination. On receipt of the letter offering a child a place in the following year, the family is required to pay the \$1000 enrolment acceptance fee to secure the place. \$200 of this fee is non-refundable. The remaining \$800 is credited to tuition fees in the second term of the first year of enrolment as outlined in the Fee Schedule.

For a child commencing in the current year (imminently), the family is required to pay the \$200 non-refundable portion of the Enrolment Acceptance Fee.

6. Fees

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

Term fees for children commencing immediately are issued after enrolment acceptance when student profiles are imported to the school's student management database.

7. Withdrawal of enrolment

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

Information for Register of Enrolments

The register of enrolments records the following information for each student:

- name, age and address
- the name and contact telephone number of parent(s)/guardian(s)
- date of enrolment and, where appropriate, the date of leaving the school and the student's destination
- for students older than six (6) years, previous school or pre-enrolment situation
- where the destination of a student below seventeen (17) years of age is unknown, evidence that the Department of Education has been notified of:
 - * the student's full name
 - * the student's date of birth
 - * the student's last known address
 - * the student's last date of attendance
 - * parents'/guardians' names and contact details
 - * an indication of possible destination, other information that may assist officers to locate the student
 - * any known work health and safety risks associated with contacting the parents/guardians or student.

Records of the Register of Enrolments

The register is retained for a period of seven years after the last entry is made, and copies of information in the register are stored off-site at regular intervals.

Implementation

The Principal and School Board and appointed delegates are responsible for the effective implementation of this Policy.

Source of Obligation

The NSW Registration Manual (3.8) requires the Principal and School Board of the School to keep a register, in a form approved by the Minister, of the enrolments of all children at the School.

The NSW Registration Manual (3.6.2) requires the School to provide a safe and supportive environment by maintaining a student enrolment register.

Related Policies and Procedures

Student Welfare, Enrolment and Attendance Compliance Policy and Procedures, Student Code of Conduct

Related Forms and Documents

There are no additional documents that are related to this Policy.

Policy History and Schedule

Policy reviewed February 2023

SCHOOL POLICIES

Summary of Policy

Student Welfare

Student Welfare Enrolment and Attendance Compliance Policy and Procedures

The school seeks to provide a safe and supportive environment to support the mental, physical and emotional wellbeing of students through programs that:

- * meet the personal, social and learning needs of students
- * provide early intervention programs for students at risk
- * develop students sense of self-worth and foster personal development.

Anti-Bullying

Bullying Prevention and Intervention

The school policy provides processes for responding and managing allegations of bullying including the contact information for the local police School Liaison and Youth Liaison Officers.

Student Discipline

Student Discipline Policy and Procedures

The School has developed policies relating to behaviour of students attending the School that are based on principles of procedural fairness and that do not permit corporal punishment of students. These policies involve parents in the processes of procedural fairness for suspension and expulsion. These cover strategies to promote positive behaviour, school rules and expected standards of behaviour, consequences, procedures for suspension/expulsion, behaviour management plans and teachers' responsibilities.

Changes in 2022

In 2022 the policy was revised to include the provision to follow up on student attendance issues as an integral part of student welfare

In 2022, the school's anti-bullying policy and procedures were reviewed. The policy implemented included the role of and processes for contacting support services available to the school community including the local police School Liaison Police and the Youth Liaison Officers.

In 2022/2023, the school's anti-bullying policy was updated with information regarding the eSafety Commissioner in relation to Cyberbullying. Bullying Support Services were updated to include a link to the Office of the eSafety Commissioner.

Following a review of the discipline policy and procedures in 2021, the policy implemented in 2022 includes revised processes for disciplinary action that are based on procedural fairness. There was also the inclusion of MAG specific procedures for Suspension, Expulsion and Exclusion.

Access to full text

The full text of the school's Student Welfare, Enrolment and Attendance Compliance Policy and Procedures can be accessed by request from the Principal.

The full text of the school's anti-bullying policy can be accessed by request from the Principal, and is also accessible from the school website and intranet. Some information from the policy is summarised in the school diary.

The full text of the school's Student Welfare, Enrolment and Attendance Compliance Policy and Procedures can be accessed by request from the Principal.



SCHOOL POLICIES

Summary of Policy

Complaints and grievances resolution Complaints Handling Policy

The policy uses as appropriate, procedural fairness in dealing with complaints and grievances and includes processes for raising and responding to matters of concern identified by parents and/or students. These processes incorporate how parents raise complaints and grievances and how the school will respond.

Changes in 2022

No changes were made in 2022

Access to full text

The full text of the school's complaints and grievance resolution policy can be accessed by request from the principal, and is also accessible on the school website and intranet, and parent information booklet.

PRIORITY AREAS FOR IMPROVEMENT

The School has continued to implement the 2020 – 2024 Strategic Plan which has three core areas of focus:

The first Strategic Objective is focussed on strengthening community links between the school, and key stakeholder such as parents, alumni, local businesses, the Anglican Church and within our student body, particularly focussing on links for students across year levels. The second area of focus within the Strategic Plan relates to positioning the School for the future, and the third focus of the strategic plan is a focus on equipping our students for the future. The School also undertook it's second AIS Perspectives Survey to gain feedback from the students, parents and staff.

A sample of the achievements and School improvements during 2022 include:

- Continuation of the Deep Learning Project for students.
- The involvement of two staff as regional representatives on the Teacher Expert Network for NSW Curriculum reform.
- Preparation for the introduction of the new Stage 1 Curriculum in 2023.
- Our inaugural Business Connect day, held in June, which included an open invitation to local businesses and community groups. This was well attended and educated local businesses on the variety of pathways our students are undertaking. The event also included two of the School's alumni who shared their journey at MAG and their subsequent career paths.
- An Alumni Committee was formed to promote the development of events and ongoing involvement of Alumni.
- Our International Women's Day event included video presentations from Alumni and a member of staff who has followed a non-traditional employment pathway.
- A Creative and Performing Arts weekend camp was held on site, with participating students from MAG, Echuca College, Deniliquin and St Josephs Echuca.
- Parents and Friends increased their activity in the School community, and were able to hold in person meetings as COVID restrictions lifted.
- A whole school Father's Day event was introduced, strengthening connections with school families.
- An additional Kinder Class (3) for the first time in the School's history.
- Trial of a designated Primary Chaplain and Secondary Chaplain.
- Negotiation with local services for a more direct bus service for Deniliquin students reducing travel and wait times.
- A mid-point review of the Strategic Plan occurred late 2022.
- Increased investment in staff training related to Cyber Safety with the implementation of the Business Australia Cyber training program for all staff.
- Refurbishment of School buildings.
- Installation of School Music Pods to meet the needs of our expanding music program.
- Introduction of the weekly staff Pulse survey.
- Engagement with local government to extend understanding of demographic forecasts.
- Recruitment and appointment of new School Principal for 2023 following the advance notice of the resignation of the current Principal at the end of 2022.

PROMOTING RESPECT AND RESPONSIBILITY

Despite a 2-week closure and the ongoing effects of major flooding in the region, the School was able to undertake a wide variety of activities and events to promote respect and responsibility related to respectful behaviour, community service and class-based activities.

Some of these many activities and events included:

- An online International Women's Day panel featuring Moama Anglican Grammar alumni and a MAG staff member, with students from Years 9-11 invited to participate in the event.
- Success Integrated courses for students in secondary school (Years 7,8, 11,12), which cover motivation and planning strategies.
- Students and families actively volunteered during the October-December floods, participating in filling sandbags, building sandbag levees and preparing food and drinks for SES volunteers – demonstrating a great deal of community spirit and pride in their region.
- Year 7 and Year 8 Love Bites 1-day programs, run by the school Social Worker and Student counsellor, focused on the development of respectful relationships for young people aged 11-17 years.
- A Child Safety Standards zoom session run by Principal Carmel Spry – designed to introduce parents/guardians to the ways in which we create a child safe culture at Moama Anglican Grammar.
- A new Creative and Performing Arts Camp was opened to all young people in the region, encouraging new friendships and respectful relationships.
- A whole-school Father's Day event was introduced, strengthening connections with school families.
- In many of the 'Deeper Learning' activities in the secondary school, the focus was on community service and volunteering, with students taking part in visits to aged care facilities to interact with the elderly and painting playground equipment in a local park.
- Peer Support Training for Year 6 students where teachers coached students to be aware of the importance and requirements of their role as leaders of the Primary School.
- Year 6 student leaders participated in the GRIP Leadership Conference in Shepparton, where the students developed their leaderships skills, and collaborated and connectd with Other Year 6 leaders in the region; leaving the workshop with a clear vision and understanding on how to develop their roles.
- Year 12 students initated and ran a regular school podcast - where students were repsonsible for sourcing content, organising interviews, conducting recording and production, and ensuring editorial standards and deadlines were met. This activity not only emphasised responsibility, but built confidence and strengthened relationships across year levels through cooperation and learning about each other through the content of the podcasts.

PARENT, STUDENT, TEACHER SATISFACTION

Regular two-way communication with families, students and staff is an integral part of our way of working at Moama Anglican Grammar.

In 2020 we implemented the Association of Independent Schools NSW (AISNSW) run Perspective Surveys to gather data on student, staff, school leaders, parents/guardians and board members satisfaction with Moama Anglican Grammar. The survey data was categorised into 5 domains: The School Environment, Teaching and Learning, Student Wellbeing, Leadership and Community.

In 2022 we completed the Perspectives surveys again. This gave us an opportunity to reflect and compare the survey results from 2020 with those from 2022.

Our 2022 the survey response rates were:

Students – 443 survey link emails sent out with 330 responses = 74% response rate.

Teachers – 61 survey link emails sent out with 52 responses = 85% response rate.

Parents – 438 survey link emails sent out with 192 responses = 44% response rate.

Non-teaching Staff – 35 survey link emails sent out with 24 responses = 69% response rate.

Board Members – 9 survey link emails sent out with 5 responses = 56% response rate.

Executive – 7 survey link emails sent out with 7 responses = 100% response rate.

In 2022 all groups identified the following areas as strengths of the School:

- School Environment: Physical Environment
- Student Wellbeing: Inclusivity and Equity
- Leadership: Growing Leaders, Leading Teaching & Learning, Leadership practices and Engaging with Community
- Community: Reporting

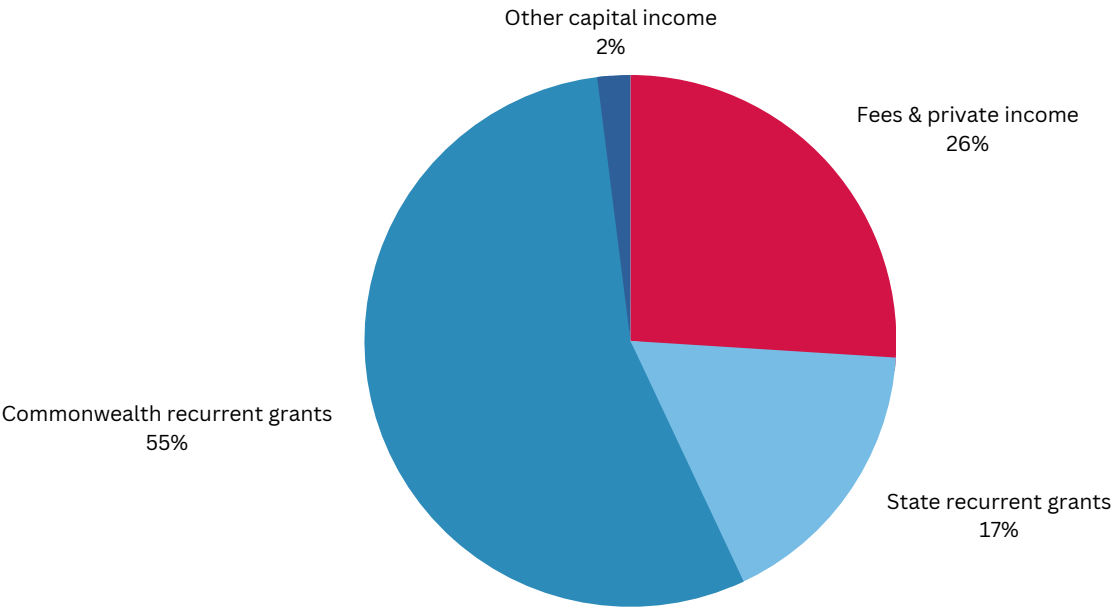
In 2022 all groups identified the following as areas of opportunity in the School:

- School Environment: Vision, Mission & Values, Religion & Faith, Sense of Safety
- Teaching and Learning: Designing Learning, Quality Pedagogical Practises, Inclusive Learning
- Student Wellbeing: Social & Emotional Learning, Respectful Relationships
- Community: Communications, Student Community Engagement, Reputation

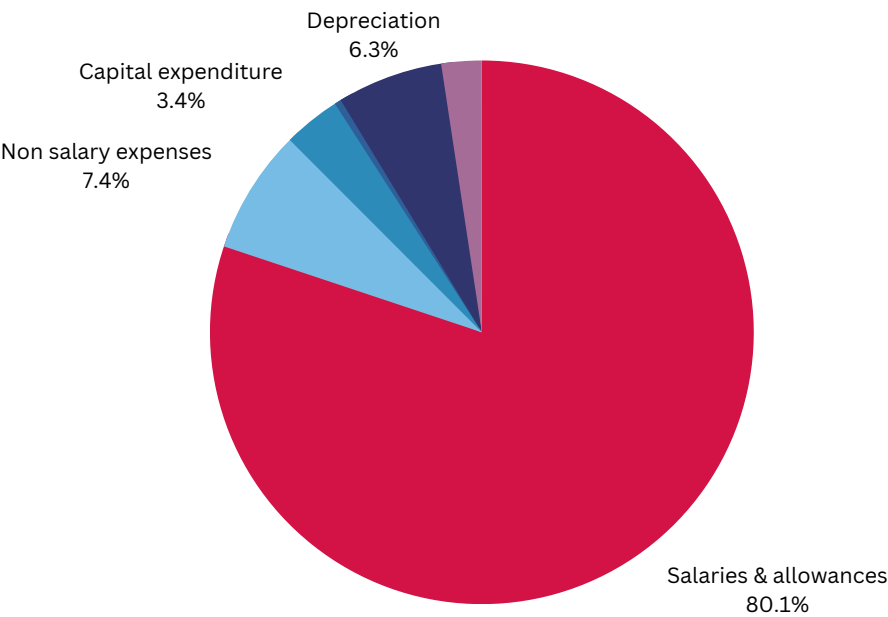


FINANCIAL SUMMARIES

School Income



School Expenditure





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

Ace Radio - Edge FM

Alison & Andrew Wright

AWM

Beechworth Bakery

Brandrick

Brian McLeary & Co Accountants

Campaspe Cohuna Local Learning

Employment Network (CCLLEN)

Charles L King Real Estate

Christ Church Anglican Echuca

Closters

Colacino Family*

Community Bank Tongala (Bendigo Bank)

Community Living & Respite Services

Cosgriff Lawyers

Deller Family

Dillmac

Double Dragon Restaurant

Echuca Amcal Pharmacy

Echuca CIH Sales & Service

Echuca Moama Family Medical Practice

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The Apprenticeship Factory

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Worklocker Echuca

*2022 Year Level Dux Sponsors



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