



MAMRE ANGLICAN SCHOOL

ANNUAL REPORT

2013

Reporting Area 1- A message from key school bodies

Message from the Chairman of the Board and the Headmaster

Over the last five years MAS has continued to grow, to offer an ever wider range of programs, and to refine the teaching and learning processes of the teachers and students. It is the firm belief of the leadership that a full education involves students learning how to apply their intellect to every challenge and to realise that brain work is the chief path to success in this century. With the decline of manufacturing and the need for many industrial skills, MAS is determined to ensure that the students have the intellectual tools to succeed in the workforce. In addition MAS instructs its students in knowledge of the Christian faith thus giving them the opportunity to live life to the fullest and to serve the Lord Jesus Christ.

The co-curricular and sporting life of the school has been revolutionised over the last few years. From 7am to 6pm students are receiving coaching in sports, assistance with their academic work and are provided with after-school care. The community of Mamre Anglican School is delighted with the continued growth of the school. In 2015 the school will have a record kindergarten and year seven enrolment.

By census day 2013 the school had an enrolment of 398 students, with enquiries for many more. (At the point of composition the school has 475 students from Pre-Kindergarten to Year 10.)

The school has benefited from new programs, facilities improvements, and staff professional development undertaken over the previous three years.

The aims of the school include serving Christ and serving the community, advancing the academic achievements of our students and giving them a wide range of activities and sports.

With the growth of the school came new challenges. MAS continued the practice of offering new programs including a service program for all students and additional sporting and recreational options throughout the school. The activities program running after lunch each Friday has added new experiences and skills for our students. In 2013 we created additional activities on Fridays and we introduced Ballet, Tennis and Cricket training to the already successful Gymnastics development program and after-school Art Class. The After School Care has continued to be a popular addition to our provisions.

The success of our Pre-Kindergarten with 33 students enrolled in 2013 enabled us to create two kindergarten classes for the first time in the history of the school.

With the assistance of the PALL program funding we have undertaken a regimen of ensuring all our infants children succeed at Literacy and Numeracy. Existing and new teachers have been trained in direct instruction in these key areas and additional funds have been put into teacher's aides to support students one-on-one and in small groups.

Our Naplan results are improving with individual advances over time being tracked effectively.

Students across the school were provided with additional extra-curricular activities, excursions and sporting choices.

The school competed in the Christian Schools Sporting Association events in a variety of sports and used many local venues to encourage an active and healthy life among its students.

MAS hosted two Japanese school groups during 2013. Both were very successful. Buddies were provided for each guest and cultural events were organised to encourage a deeper knowledge of different nations. MAS expects to continue this kind of program for many years to come. We also were visited by staff and students from Mo'unga Olive College in Tonga in 2013. Some of our staff and students will be travelling to Tonga in the upcoming school holidays in July. We are quite certain that

this will be an enriching experience for all involved. We will be taking along resources for the use of the students at Mo'unga College.

Mamre expanded its sport development program concentrating on giving students who were good at Football, Gymnastics and Futsal an opportunity to do additional training at the school.

As a result of these changes MAS was able to enhance its profile in the community, attracting media attention and excellent word-of-mouth publicity which led to a dramatic increase in enquiries and enrolments. Over the last year the teachers and Chaplain have done considerable work organising the Christian education program. Chapels are well run and give students the opportunity to show leadership. There are also camps which are used to further develop the spiritual insights of the students. In 2013 we held a Father/ Son Camp in order to boost the relationships of fathers and sons. This will continue in the near future.

The plan for 2014 is to continue adding value to the education of the students through curriculum development and the addition of stimulating extra-curricular activities.

The Board is pleased with the progress that was made in 2013 to continue the rebuilding process. In September 2013 we received news that MAS had been granted \$750,000 towards the construction of a Senior Studies Centre. The building will commence on 10 June 2014.

Vanda Gould
Chairman of the Board of Governors

Victor Branson
Headmaster

A message from the School Captains

On the 12th of December 2013, Mr Branson announced the school captains for 2014, and to my surprise, I was given this great position.

Mamre has given me many great opportunities over the years so it was a great honour to be appointed school captain of Mamre Anglican School. I started coming to Mamre in 2010 when I was in year 6. There were only 13 of us then, but now there are over double that amount in our grade. In fact, the school as a whole has just about tripled in size and is still growing. Due to this rapid growth in numbers our school has decided to start teaching year 11 and 12 and has designed a magnificent new Senior Studies Centre which everyone is extremely excited about. All of this is great, but we all know that without the teachers we have at Mamre it would be a very different place.

The teachers here are some of the best teachers I have experienced over my schooling, they are always willing to go the extra mile to help you with whatever it is that you may need. All of the teachers have a great relationship with all the students and make the experience just that bit better. Even though our school has grown dramatically, it is still a small school, but I think that makes it better. Everyone knows each other and gets on with each other. The smaller classes mean that each year group feels closer, which in a larger school would be much harder, if not impossible to achieve. Each class has a great bond and I think that's what makes Mamre special, without the teachers and your classmates, it would have a completely different feel.

Mamre has had many changes over the last couple of years and there will most likely be many more changes, but these changes have made the school what it is today and I'm expecting great things to come in the near future.

Alexander Reincastle

This year, I am honoured to be selected as one of Mamre's captains and leaders. One of the greatest things about Mamre is the school community. Students are friends with people not just from their own age group but from varying year groups and everyone knows everyone. As the school continues to grow, this is still staying the same and the community feel continues to grow along with the size and developments of the school. The teachers are also amazing, not just at what they teach us about English or Maths or Science, but about life. I don't think there are many schools where students have the kind of connections and relationships we have with our teachers. I know I personally appreciate what our teachers do for us and how they are so willing to listen and help us when we need them. Mamre also has excellent sports programmes and elite footballers and athletes who represent our school at the highest levels of competition.

Some really exciting things that are happening at Mamre this year are the preparations for year 11 in 2015! Our Subject Information and Selection Evening is coming up this month and I'm very interested to see what Mamre is going to be offering. Also this month the new building is going to be breaking ground! We have been taken through the plans and were also involved in having ideas for the building as the first year group to use it which was very special. While we were on camp, the architect came and spoke to us about the plans and showed us the design which a lot of us are pretty happy with.

Also in the upcoming holidays a team of teachers and students from Mamre are going to visit our sister school in Tonga for a mission trip. They will be getting to know what their school is like after them coming to visit our school last year.

Mamre is a great environment and somewhere I am so glad I have spent the last 4 and a half years of my school life. Since starting at Mamre in 2010, I have done many things I never expected myself to be capable of. Mamre has taught me more than just syllabus material, but also things like how to be a

leader and how to be part of a team. They've given me opportunities to use my abilities and find new ones I didn't know I had.

Sierra Hadfield

Reporting Area 2: Contextual information about the School

MAS is a co-educational Prep to 10 day school that is committed to academic excellence and growth in Christian values. We are preparing for advancement to go to HSC courses from the beginning of 2014. MAS has a huge drawing area with one third of its students coming from "out of Area". We have invested in three buses to bring our students from up to 40 kilometres distance. This strategy is proving successful enabling our enrolment base to broaden across the whole range of suburbs in the western region.

In addition, MAS is creating a wide range of sporting and co-curricula activities to enable students to thrive across a range of physical, cultural and intellectual domains.

In 2013 the student population had grown from 331 students to 365, plus a class of 33 Prep students, drawn from the St Marys and surrounding areas. There are approximately equal numbers of boys and girls throughout the School. The school is non-selective. Students come from a wide range of backgrounds, including indigenous (0.03%) and language backgrounds other than English.

In 2013 the School's Socio Economic Status (SES), a ranking used by the Commonwealth to determine per capita recurrent funding levels, was 95. In 2011 MAS commissioned a demographic survey of the school families which revealed that the drawing area was not conducive to an independent school charging the fees which Mamre had in place. The drawing area was too small, the population too poor and getting poorer, the percentage of people of Catholic faith was too great and the school was too far from its population base. In short, it was unlikely that a school of this type could exist in this area. Nevertheless MAS has defied its demographic. The school continues to grow, reaching 398 students including our Prep class. As a result of the study, the board decided to lower the fees by 10% for the 2012 year. This assisted with enrolment growth.

In 2013 MAS continued to develop its programs and activities.

After-school care grew, and as a result our pre-kinder class commenced.

The foundation of the school is the Christian faith and students are taught that faith and are actively involved in chapels and Christian clubs. Students are encouraged to achieve their best, to demonstrate initiative to become self-disciplined, and to show sensitivity to the needs of others.

In its pursuit of academic excellence the School places emphasis on the acquisition of literacy and numeracy skills by all students. Many senior school students and select junior students sit the UNSW ICAS tests. Music and Visual Arts are taught to all students from Kindergarten to Year 8 and all students in Years 4-6 learn a musical instrument. Students may apply for academic scholarships for entry to the School in Year 5, 7 and 9. One of the features of the school is the Football Development Program in which talented footballers are given expert training before and after school. This has been expanded to include Gymnastics, Tennis Cricket, Ballet and Futsal.

The community is voting with its feet and the school continues to grow.
Thanks be to God!

Reporting Area 3: Student performance in national and state-wide tests and examinations

NAPLAN Results – Years 3, 5, 7, 9

All Australian students in Years 3, 5, 7 and 9 are assessed using national testing in reading, writing, language conventions (spelling, grammar and punctuation) and numeracy.

YEAR 3

In 2013, Year 3 students participated in the state wide National Assessment Program – Literacy and Numeracy (NAPLAN).

Students in Year 3 obtained results from Band 1 to Band 6.

Year 3 – Literacy (Bands 3-6)

Year		Reading	Writing	Spelling	Grammar & Punctuation	Overall Literacy
2013	State (%)	87	90	85	88	88
	MAS (%)	89	94	91	92	92
2012	State (%)	86	93	81	87	87
	MAS (%)	97	100	97	94	97
2011	State (%)	83	90	83	85	85
	MAS (%)	76	91	93	84	86
2010	State (%)	84	90	81	86	85
	MAS (%)	100	100	100	100	100
2009	State (%)	88	92	88	88	91
	MAS (%)	83	100	67	84	83
2008	State (%)	93	100	100	88	91
	MAS (%)	100	100	100	93	100

Year 3 – Numeracy (Bands 3-6)

Year		Number, Patterns & Algebra	Measurement, Data, Space & Geometry	Overall Numeracy
2013	State (%)	n/a	n/a	86
	MAS (%)	n/a	n/a	91
2012	State (%)	n/a	n/a	87
	MAS (%)	n/a	n/a	81
2011	State (%)	n/a	n/a	84
	MAS (%)	n/a	n/a	83
2010	State (%)	n/a	n/a	84
	MAS (%)	n/a	n/a	79
2009	State (%)	84	85	85
	MAS (%)	100	100	100
2008	State (%)	87	86	90
	MAS (%)	80	100	93

YEAR 5

In 2012, Year 5 students participated in the state wide National Assessment Program – Literacy and Numeracy (NAPLAN)

Students in Year 5 obtained results from Band 3 to Band 8.

Year 5 – Literacy (Bands 5-8)

Year		Reading	Writing	Spelling	Grammar & Punctuation	Overall Literacy
2013	State (%)	87	80	82	85	84
	MAS (%)	89	84	87	87	87
2012	State (%)	82	86	85	80	83
	MAS (%)	84	78	88	69	80
2011	State (%)	78	80	79	81	79
	MAS (%)	80	76	88	72	79
2010	State (%)	76	82	79	81	80
	MAS (%)	92	100	92	92	94
2009	State (%)	82	85	84	84	86
	MAS (%)	89	100	100	88	100
2008	State (%)	81	85	84	83	87
	MAS (%)	75	88	88	79	88

Year 5 – Numeracy (Bands 5-8)

Year		Number, Patterns & Algebra	Measurement, Data, Space & Geometry	Overall Numeracy
2013	State (%)	n/a	n/a	78
	MAS (%)	n/a	n/a	81
2012	State (%)	n/a	n/a	78
	MAS (%)	n/a	n/a	78
2011	State (%)	n/a	n/a	69
	MAS (%)	n/a	n/a	79
2010	State (%)	n/a	n/a	80
	MAS (%)	n/a	n/a	89
2009	State (%)	83	84	84
	MAS (%)	89	100	100
2008	State (%)	77	77	80
	MAS (%)	67	67	71

YEAR 7

In 2013, Year 7 students participated in the state wide National Assessment Program – Literacy and Numeracy (NAPLAN).

Students in Year 7 obtained results from Band 4 to Band 9.

Year 7 – Literacy (Bands 6-9)

Year		Reading	Writing	Spelling	Grammar & Punctuation	Overall Literacy
2013	State (%)	81	70	86	76	79
	MAS (%)	77	69	84	77	77
2012	State (%)	82	70	86	85	81
	MAS (%)	92	67	90	92	85
2011	State (%)	81	77	80	79	79
	MAS (%)	86	76	86	87	84
2010	State (%)	82	80	81	77	80
	MAS (%)	70	76	77	68	73
2009	State (%)	82	83	86	79	85
	MAS (%)	88	100	95	88	94
2008	State (%)	82	83	85	78	84
	MAS (%)	84	90	85	79	90

Year 7 – Numeracy (Bands 6-9)

Year		Number, Patterns & Algebra	Measurement, Data Space & Geometry	Overall Numeracy
2013	State (%)	n/a	n/a	81
	MAS (%)	n/a	n/a	76
2012	State (%)	n/a	n/a	78
	MAS (%)	n/a	n/a	82
2011	State (%)	n/a	n/a	81
	MAS (%)	n/a	n/a	76
2010	State (%)	n/a	n/a	81
	MAS (%)	n/a	n/a	72
2009	State (%)	80	84	81
	MAS (%)	81	94	95
2008	State (%)	80	76 (Measurement & Data) 82 (Space & Geometry)	82
	MAS (%)	79	73 (Measurement & Data) 84 (Space & Geometry)	84

YEAR 9

In 2012, Year 9 students participated in the state wide National Assessment Program – Literacy.

Students in Year 9 obtained results from Band 5 to Band 10.

Year 9 – Literacy (Bands 7-10)

Year		Reading	Writing	Spelling	Grammar & Punctuation	Overall Literacy
2013	State (%)	78	62	83	74	75
	MAS (%)	71	70	96	74	78
2012	State (%)	76	62	80	72	76
	MAS (%)	92	69	81	81	81
2011	State (%)	75	66	76	74	73
	MAS (%)	74	79	84	74	78
2010	State (%)	73	68	74	76	73
	MAS (%)	87	64	75	75	75
2009	State (%)	79	67	80	76	78
	MAS (%)	61	46	85	62	62
2008	State (%)	77	69	81	79	77
	MAS (%)	70	70	85	80	70

Year 9 – Numeracy (Bands 7-10)

Year		Number, Patterns & Algebra	Measurement, Data, Space & Geometry	Overall Numeracy
2013	State (%)	n/a	n/a	75
	MAS (%)	n/a	n/a	75
2012	State (%)	n/a	n/a	76
	MAS (%)	n/a	n/a	80
2011	State (%)	n/a	n/a	75
	MAS (%)	n/a	n/a	85
2010	State (%)	n/a	n/a	78
	MAS (%)	n/a	n/a	76
2009	State (%)	82	78	82
	MAS (%)	58	75	66
2008	State (%)	76 (Number & Data) 75 (Patterns & Algebra)	80 (Measurement, Space & Geometry)	77
	MAS (%)	65 (Number & Data) 60 (Patterns & Algebra)	85 (Measurement, Space & Geometry)	70

Higher School Certificate

The school currently does not offer the HSC. We will commence with year 11 for the first time in 2015.

RoSA Credentials for 2013

All students from Year 2013 were eligible for RoSA Credentials

Reporting Area 4: Senior secondary outcomes

N/A

Reporting Area 5: Professional learning and teacher standards

Teacher Standards

In 2013 all teachers except one had teaching qualifications from recognised Higher Education Institutions and had been teaching before 1st October, 2004 or had acquired registration after 2004.

One teacher is working with the NSW Institute of Teachers toward a relevant teaching degree and has been granted Conditional Accreditation with the NSW Institute of teachers.

Category	Number of Teachers
Teachers who have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines, or	28
Teachers who have qualifications as a graduate from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher qualifications, or	0
Teachers who do not have qualifications as described in (a) and (b) but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context	1

Note: The teacher in the third category has been employed due to their expertise in the content areas and work. The teacher in the third category is registered with the NSW Institute of Teachers as a conditionally trained teacher.

Professional learning

The School Executive participated in courses conducted by the Leadership Centre of the Association of Independent Schools. In 2013 all the teaching staff participated in professional learning about meeting the needs of diverse learners during the school development days to increase staff understanding of effective differentiation in their classroom practice.

The following tables summarise the Professional Learning undertaken by staff at the School.

Course Date	In-Service	Presenter	Number of Staff	Time Allocation
Term 1				
24/1/13	New Working With Children	NSW Commission for Children	1 JS	1 hr
1/3/13	Child Protection	AIS	1 SS	8 hrs
1/3/13	English Syllabus	AIS	2 SS	8 hrs
1/3/14	Smartboard Webinar	Electroboard	1 JS	2 hrs
15/3/13	Inquisitive Young Minds	Pearson Kindergarten Conf.	1 Early childhood	8 hrs
20/3/13	Library Conference	Penrith CS	1 Lib	8 hrs
1/4/13	New Syllabus	AIS	6	8 hrs
Term 2				
29/4/13	Mental Health First Aid	Geoffrey Ahern	9 SS 1 Adm. 9 JS 1 Sup	16 hrs
19/5/13	Director Studies Conference	Various	1 SS	16 hrs
8/5/13	New National safe schools Framework	AIS	1 JS	6 hrs
22/5/13	Planning/Programing English New Syllabus	AIS	1 SS	8 hrs
27/5/13	Library Prof Dev networking	Christian Schools library Conference	1 Sup st	8 hrs

27/5/13	Library Prof Dev networking	Christian Schools library Conference	1 SS/JS	16hrs
1/6/13	United Book Distributors	Primary Learning Conference	1 Early Child	8 hrs
3/6/14	WHS in Science	AIS	1 Sup St	8 hrs
Monthly	Principal's Regenerative	SASC	1 SS/JS	40 hrs
Term 3				
31/7/13	Teaching Excellence in multi stage/ ability classroom	AIS	1 JS	8 hrs
1/8/13	Inquiry Learning	Pearsons	1 Early child	8 hrs
9/8/13	Principals' as leaders in Literacy and Numeracy	AIS	1 SS 1 JS	8 hrs
19/8/13	Teaching Excellence in multi stage/ ability classroom	AIS	1 JS	8 hrs
21/8/14	Minilit Literacy workshop	Multilit	1 JS 2 Sup St	16 hrs
9/9/13	Resourcing for Australian curriculum	SCIS	1 JS	8 hrs
4/9/13	Developing Independent Learners	AIS	1 JS	8 hrs
9/9/13	Planning & Progaming Maths	AIS	2 SS	8 hrs
10/9/13	Numeracy Workshop	AIS	4 JS	11 hrs
17/9/13	Numeracy Workshop	AIS	3 JS	11 hrs
17/9/14	Numeracy Workshop	AIS	2 Sup St	11 hrs
Ongoing	Edumate	Greg Collins	2 Ad 1 SS	12 hrs
Term 4				
1/10/13	Numeracy K-2	AIS	3 JS	8 hrs

Ongoing	Edumate	Greg Collins	2 Ad 1 SS	12 hrs
8/10/13 14/10/13	Getting off to a good start Reading	AIS Sue Stacey	1 JS 1 SS	14 hrs
17/10/13	Multilit training in literacy program	Multilit	3 JS	8 hrs
25/10/13	Intro to ASD & mainstream strategies K-6	Autism spectrum	1 JS	8 hrs
2/11/13	Experienced Teacher Prof support	AIS	1 JS	7 hrs
28-29/11/13	Information on new developments & ideas in science	Various	1 Sup S	16 hrs

Reporting Area 6: Workforce Composition

25.3FTE Teaching Staff, 9.9FTE non-teaching staff

Further detail can be found on the My School website: <http://www.myschool.edu.au>

Staff Retention Rate: 95%

There are no indigenous teaching staff members. There are no indigenous non-teaching staff members.

Reporting Area 7: Student attendance and management of non-attendance, secondary retention rates

Student Attendance 2013

Year	Attendance %
Pre-Kinder 1 day	98%
Pre-kinder 2 days	96%
Pre-Kinder 3 days	97%
Kindergarten	94%
Year 1	95%
Year 2	95%
Year 3	97%
Year 4	95%
Year 5	95%
Year 6	95%
Year 7	95%
Year 8	94%
Year 9	93%
Year 10	93%
Whole College	95%

Student attendance in 2013 was similar to rates in 2012.

Management of Student attendance

Attendance and Absence

The student is expected to attend throughout the school year which is divided into four terms. Absence on any day for any reason must be notified to the School in writing or electronically via the Parent Portal. A request by a parent/guardian for special leave of absence must be made in writing to the Headmaster well in advance. Such leave will be granted only for medical and special reasons.

Roll Policy

- All Junior and Senior rolls are kept electronically using the software Edumate.
- Students arriving late are to report to the office for a late note.
- In the case of an emergency evacuation, teachers are to take classes to the evacuation point. Reception staff will bring the rolls to the evacuation point for the teachers to check. Teachers are to complete the appropriate 'Evacuation Roll'

MARKING THE ROLL

- The class roll must be marked daily at the commencement of the roll call period.

PARENTAL NOTIFICATION

- Parents are automatically notified of pupil absences by email at 4pm on the same day.
- Parents then have 7 days to log on to the parent portal to submit the pupils absence reasons.
- A reminder email is sent 5 days after the absence.
- Parents may provide a written note to the office within the same timeframe.
- Failure to supply absence reasons within the time period will result in an automatic Unexplained Absence coding.
- Parents will be required to provide explanation for all absences (full day and partial) even after unauthorized absence is recorded in the roll (system).
- Reception staff will contact the family or caregiver within seven (7) days of absence being recorded as unauthorized.

Student Retention Rates

Since the school abandoned HSC studies at the end of 2009 this category is not relevant. This section will become relevant from 2015.

Reporting Area 8: Post school destinations

All 2013 Year 10 students were successful in enrolling for senior secondary studies at other schools for Years 11 and 12.

Reporting Area 9: Enrolment policies and characteristics of the student body

Enrolment Policy

Mamre Anglican School is a comprehensive co-educational K-10 school providing an education underpinned by Christian values and operating within the policies of the NSW Board of Studies. All applications will be processed in the following order:-

In general, the following criteria will be used to determine the priority order in which students will be interviewed:

- Children of M.A.S. staff members
- Children of Clergy and full-time Christian ministry workers
- Siblings of enrolled children
- Children of past M.A.S. students*
- Scholarship winners
- Date of receipt of application form

*This criteria will only be accepted for priority entry if the child has been enrolled at least by the first day of Term 1 the year preceding the year of entry.

In some circumstances the Headmaster may select students for interview on the basis of other criteria if he believes it is appropriate to do so.

Following a successful interview, parents/guardians will be given a letter of offer. For a place to be accepted, the School must be advised in writing within fourteen (14) days of the date of the letter.

Accompanying the acceptance must be the acceptance fee of \$600. This bond covers any future children from the same family.

Parents must give one term's notice if they intend withdrawing their child from the School. Otherwise a half term's fees in lieu of notice will be charged.

Scholarship Entry

Academic scholarship entry is available in various years, to be determined by the Headmaster. Scholarships are awarded on the basis of internal examinations and trials, held in each year.

The offer of Scholarship is subject to the following conditions:

- The student has completed an application form for entry to the school and the appropriate application fee has been paid.
- The Scholarship is offered for Tuition Fees only. All other fees (i.e. acceptance fee, each term's service fee and uniform costs are not covered by the scholarship).
- The Scholarship is offered for each year of schooling but is subject to annual review by the Headmaster. In this review, the Headmaster will examine the Scholarship holder's academic record over the year as well as his/her contribution to the full life of the School community. Both need to be deemed satisfactory for the Scholarship to be extended into the next academic year.
- The Headmaster's decision regarding the continuation of the Scholarship is final.

Conditions of Enrolment

These Conditions form part of the enrolment contract between the Parents and Sydney Anglican Schools Corporation from 1 Jan 2012.

Interpretation

"Corporation" means Sydney Anglican Schools Corporation, ABN 63 544 529 806.

"Parents" means the Student's mother and father; or, where the Student has only one parent, that parent. "Parents" also includes the Student's guardian.

"Student" means the person who is enrolled as a student at the School.

"Principal" means the principal or acting principal of the School, by whatever title she or he is known, and/or his or her nominee.

"School" means the school or college of the Corporation at which the Student is enrolled.

Fees and Charges

1. The Parents are to pay to the School all fees and charges for school fees, extra subjects, excursions, camps and the supply of other goods and services to the Student, as determined by the Corporation or incurred on behalf of the Student from time to time (Fees and Charges).

2. The Parents are to pay all Fees and Charges in advance, at the end of the first week of each term, except Fees and Charges on amended accounts and accounts raised for mid-term enrolments, which the Parents are to pay within seven days from the date of the invoice. If the Parents fail to pay an account for Fees and Charges within 21 days of the due date they will be liable to pay an overdue charge which reflects the administrative and financial cost to the Corporation in collecting the outstanding Fees and Charges. The Parents may enquire as to the current amount of the overdue charge at the Group Office of the Corporation.

3. If an account for Fees and Charges is not paid in full within 60 days from its due date, the Student's enrolment may be suspended and the Principal may without further notice refuse entry to the Student and/or terminate the Student's enrolment.
4. The Parents are to give at least one full term's notice in writing to the Principal before terminating the Student's enrolment. If the Parents do not give sufficient notice of termination of the Student's enrolment, they are to pay to the School one term's school fees, plus GST as applicable. The Parents agree that this amount is a genuine estimate by the School of the loss that it would suffer as a consequence of insufficient notice of termination of the Student's enrolment.
5. No remission of Fees and Charges, either in whole or in part, will be made if the Student is absent due to illness, leave, suspension, or expulsion.
6. The School may incur from time to time such incidental expenditure on behalf of the Student as it may consider necessary, including for items such as books, excursions, educational programs, stationery and equipment.
7. The Parents are to pay all medical and ambulance expenses incurred by the School on behalf of the Student which the School is not able to otherwise recover.

Students' Obligations

8. Students are to demonstrate high standards of behaviour and:
 - a) abide by the School rules as they apply from time to time;
 - b) act courteously and considerately to each other and to staff at all times;
 - c) support the goals and values of the School;
 - d) attend and, as required, participate in:
 - e) chapel services and assemblies;
 - f) the School sports programme;
 - g) important School events such as Speech Day / Night or other events determined by the Principal;
 - h) camps and excursions that are an integral part of the School curriculum;
 - i) wear the School uniform as prescribed and follow conventional standards of appearance in accordance with the School's guidelines and the expectation of the School community; and
 - j) attend the School during school hours, except in the case of sickness or where leave not to attend has been given.

Parents' Obligations

9. The Parents:
 - (a) are to accept and abide by the requirements and directions of the School Council and the Principal relating to the Student or students generally and not interfere in any way with the conduct, management and administration of the School;
 - (b) acknowledge the Corporation's Philosophy of Education published on the Corporation's website www.sasc.nsw.edu.au;
 - (c) are to support the goals, values and Christian foundation and activities of the School;
 - (d) are to read the School newsletter;
 - (e) are to advise the School in writing of any change of home, mailing, email address or contact details or other information on the Application for Enrolment/Placement on a Waiting List, within one month of such change. Applications for a Student place may be cancelled if the School loses contact with the Parent or has mail returned to it;
 - (f) are to ensure the Student has each item of official required uniform, clean and in good repair, and all other requirements such as textbooks and stationery;
 - (g) are to communicate with students, parents, visitors and staff members in a courteous manner, and follow the communication guidelines laid down by the School from time to time; and
 - (h) are to use their reasonable endeavours to attend parent-teacher interviews and parent forums and participate in courses offered by the School which are relevant to the Student's education.

Exclusion of Students

10. The Principal may in his or her absolute discretion, but subject to affording the student procedural fairness, suspend or expel the Student for:

- (a) breaches of rules or discipline;
- (b) behaviour prejudicial to the welfare of the School, its staff or students; or
- (c) where parents have failed to comply with these Conditions of Enrolment.

11. The Principal also may terminate the Student's enrolment if the Principal considers that a mutually beneficial relationship of trust and cooperation between the Parents and the School has broken down to the extent that it adversely impacts on that relationship.

Leave

12. Requests for leave from School activities, including academic and co-curricular programs, and for early departure at the end of a day or term and/or late return from breaks are, in general, considered only in exceptional cases, and only on receipt of written application from the Parents by the Principal. Parents are to explain in writing to the Principal any Student absence for a part or whole day during term time, including late arrival at the beginning of the day.

Content of Courses attended

13. The School determines which particular courses and activities are offered and/or provided at any time and which of these courses and activities are compulsory. These may be changed without notice.

Special needs, Health and Safety

14. The Parents are to disclose fully any special needs or changes in special needs of the Student (including but not limited to any medical, physical, learning or psychological needs) as soon as they become aware of those special needs or changes in special needs. The Parents are to complete the Student's medical form accurately and provide annual updates.

15. The Principal may search the Student's bag, locker or other possessions where reasonable grounds exist to do so in order to maintain an environment that is safe for all students.

16. If the Student is ill or injured, necessitating urgent hospital and/or medical treatment (for example injections, blood transfusions, surgery) and if the Parents are not readily available to authorise such treatment, the Parents authorise the Principal or, in the Principal's absence, a responsible member of the School staff to give the necessary authority for such treatment.

17. The Student's personal property is not insured by the School, and the School does not accept any responsibility for loss of or damage to the Student's personal property.

18. Parents are to observe School security procedures for the protection of students.

19. In accepting these conditions the Parents:

- (a) acknowledge that the School may from time to time collect personal information about parents and students for the School's function or activities;
- (b) authorise the School to use and disclose information in such a manner as the Principal may deem appropriate for the purposes of the Student's education, health, care, welfare and development; and
- (c) acknowledge that they have read the School's Privacy Policy and Standard Collection Notice, as displayed on the School's website, or as otherwise published.

20. The Parents give permission for photographs and videos of the Student to be placed in the School's records; displayed from time to time around the School; and published in School publications, on its website and in other marketing and promotional material, unless the Principal has been advised or is advised in writing that the Parents do not give this permission.

Court Orders and Provision of Reports

21. The Parents are to, where relevant, provide to the School all current Family Court or other court orders relating to the Student. Such information will be dealt with in accordance with the School's Privacy Policy.

22. The School will send academic reports to the address or addresses notified by the Parents. If the Parents are separated or divorced, reports will be sent to each of the Parents on request to the address notified by each Parent unless there is an order of a court or an agreement that reports are to be sent to only one of the Parents.

General

23. The Corporation may change these Conditions of Enrolment with effect from the beginning of a calendar year, provided the Corporation gives the Parents at least two terms' notice.

24. The Parents' obligations to the School and the Corporation, as set out in these Conditions of Enrolment, are joint and several.

Behaviour

Enrolment signifies agreement with the rules and regulations of the School (as published from time to time) and intention to abide thereby. The Headmaster of the School may at his discretion suspend or require withdrawal of a student.

Uniform

All students must wear School uniform as prescribed.

Fees

All Tuition Fees and Other Charges are payable in advance and are not refundable

Where the fees and charges for a student are not paid within the term to which they relate and an acceptable arrangement for payment has not been made, the student will not be allowed to continue at the School without special approval of the School Board until all outstanding amounts have been paid.

Absence from the School during the whole or any part of a term does not remove the obligation to make payment of the term's fees and charges.

The school is mindful of and complies with the Disability Discrimination Act.

In 2013 the student population had grown from 331 students to 365 students, plus a class of 33 Prep students, drawn from the St Marys and surrounding areas. There are approximately equal numbers of boys and girls throughout the School. The school is non-selective. Students come from a wide range of backgrounds, including indigenous (0.03%) and language backgrounds other than English. Students at the School with identifiable disabilities total 0.03%.

Reporting Area 10: School policies

Student Welfare Policies, Discipline Policies, Reporting Complaints and Resolving Grievances Policies.

Policies for Student Welfare

M.A.S seeks to provide a safe and supportive environment which:-

- minimises risk of harm and ensures students feel safe
- supports the physical, social, academic, spiritual and emotional development of students
- provides student welfare policies and programs that develop a sense of self-worth and foster personal development.

To ensure that all aspects of the school's mission for providing for a student's welfare are implemented and the following policies and procedures are in place:-

Policy	Issued To Staff	Available on Intranet	Available on Website Or From Office	Review Date
Staff Handbook	Y	Y	Y	3/14
Child Protection	Y	Y	Y	3/14
Staff Code of Conduct	Y	Y	Y	3/14
Welfare Policy	Y	Y	Y	3/14
Building and Premises Procedure		Y	Y	3/14
Evacuation and Lockdown Procedure	Y	Y	Y	3/14
Critical Incident Plan		Y	Y	3/14
Excursion Policy	Y	Y	Y	3/14
Drugs Policy		Y	Y	3/14
Harassment Policy		Y	Y	3/14

Acceptable Use for Internet and Computer		Y	Y	3/14
Mobile Phone Policy		Y	Y	3/14
MAS PEDS Policy		Y	Y	8/13
Guidelines for addressing complaints		Y	Y	3/14
Anti Bullying Policy	Y	Y	Y	3/14
Homework Policy	Y	Y	Y	3/14
Language Policy		Y	Y	3/14
Medication Policy		Y	Y	3/14
Anaphylaxis Procedures		Y	Y	3/14
Stakeholder Communication Policy	Y	Y	Y	3/14
Student Attendance and Roll Policy		Y	Y	3/14
Exemptions from Enrolment and Attendance Policy		Y	Y	3/14
WHS Policy	Y	Y	Y	3/14
WHS Procedures		Y	Y	3/14
Assessment Policy		Y	Y	3/14
Management and Reporting of Serious Incidents		Y	Y	3/14
Workplace Rehabilitation Policy		Y	Y	3/14
Student Leadership Policy		Y	Y	3/14
Sun Protection Policy	Y	Y	Y	3/14

Medical Treatment for Students		Y	Y	3/14
MAS Staff Dress Code		Y	Y	3/14
Procedures for Casual Staffing		Y	Y	3/14
Duty of Care Information	Y	Y	Y	3/14
Recording Policy	Y	Y	Y	3/14
Enrolment Procedures		Y	Y	3/14

The Welfare Policy is available online to all staff. It is made available to parents through Reception.

Anti-Bullying

The School has the responsibility to ensure that, while at school, all students are given opportunities to develop positive attitudes and appropriate values. All students need to develop tolerance and understanding of others and their needs. At the School all students have the right to feel safe and to be treated as unique persons made in the image of God. They in turn must acknowledge, through their actions, their duty to respect the rights of others.

It is our belief that:

- Bullying is not an acceptable behaviour and will not be tolerated. Students who engage in bullying will be dealt with appropriately.
- Staff, students and parents must work together to endeavour to stamp out any bullying that occurs at the School.
- It is the responsibility of all members of the School community to report bullying when they know it is happening or when it is happening to them. A person's silence is saying that bullying is acceptable.
- The School will seek to be pro-active in promoting an environment in which everyone understands that bullying is wrong and that individuals have a responsibility to report bullying if they become aware of it.

The Policy for Dealing with Bullying must be read within the context of the National Safe Schools Framework and complements the Principles of a Safe and Supportive School Environment.

Policies for Student Discipline

- Students are required to abide by the School rules and to follow the directions of teachers and other people with authority delegated by the school. Where disciplinary action is required penalties imposed vary accordingly to the nature of the breach of discipline and a student's prior behaviour.
- M.A.S expressly prohibits the use of corporal punishment under any circumstances.
- The School does not explicitly or implicitly sanction the administration of corporal punishment by non-school persons, including parents to enforce discipline at the school.
- All disciplinary action that may result in any sanctions against the student including suspension or expulsion provides processes based on procedural fairness.
- The full text of the school's approach to discipline and associated procedures is provided in the School's Welfare Policy.

Policies for Complaints and Grievances' Resolution

The School Policy for dealing with complaints and grievances identifies the processes for raising and responding to matters of concern identified by students, parents, contractors, local residents and visitors to the School.

The Policy is reviewed from time to time. This Policy is available upon request from Reception.

Reporting Area 11 School Determined Improvement Targets

Achievement of priorities identified in the School's 2012 Annual Report

Senior School

Teaching and Learning

- Introduce Year 11 in 2015, and Year 12 in 2016. *IN PROGRESS*
- Quality teaching of numeracy and literacy. *MAKING CONSIDERABLE PROGRESS*
- To start preparing for the National Curriculum. *1ST WAVE COMPLETE - ONGOING*
- Introduce Gifted and talented program. *IN PROGRESS AND EXPANDING*
- Increase the number and quality of extra-curricular activities. *CONTINUING*
- Extension of sport programs in both senior and junior school. *CONTINUING*
- Further development of outstanding events, excursions and activities to enrich student learning. *CONTINUING*

Staff Development

- To review texts in the light of the National Curriculum *IN PROGRESS*
- Staff professional development for National Curriculum *CONTINUING*

Facilities and Resources

- Further provisioning of fiction and non-fiction for the library *CONTINUING*

Junior School

Teaching and Learning

- Continue to review the teaching programme K-6 in the area of Literacy and Numeracy. *IN PROGRESS*
- Restructure the timetabling of support to best meet the needs of students with learning difficulties / special needs, including trialing the Multilit Reading Programme with low ability readers. *ONGOING*
- Implement a 'Cyber Safety' teaching and learning programme for students K-6. *COMPLETED - FURTHER WORK REQUIRED*
- Implement Principal as Literacy Leaders (PALL) Program at Kindergarten to Year 2. *IN PROGRESS*
- Provide ongoing professional development for staff in new National Curricula in Mathematics. *COMPLETED*

Staff Development

- Provide full staff in-servicing in providing reading instruction – focusing on guided reading. *COMPLETED*
- Provide instruction and support in the implementation of a new report writing system. *COMPLETED*
- Provide full staff in-servicing in cyber safety and the preparation of learning programmes related to student use of technology. *IN PROGRESS*
- Provide full staff in-servicing in relation to the Australian Curriculum. *IN PROGRESS*

Facilities and Resources

- Increase the range and quality of resource materials available for the meeting the needs of students with learning difficulties / special needs. *IN PROGRESS*

Targets for 2014

1. Continue to grow the school so that more curricular and co- curricular options are available for students
2. Improve access for staff to take further training
3. Continue to improve the school website
4. Overhaul of the software and hardware of our computer system
5. Integrate technology into the classroom
6. Extend the gifted and talented program further into the Senior School
7. Enhance the music programs to increase the number and quality of student participation

Reporting Area 12: Initiatives Promoting Respect and Responsibility

The School encourages all students to see that they are valued and integral to the life of the school community. Those who work at the School are charged with providing the care and support that all our students need to engender positive images of self, mutual respect and responsibility.

Student leadership is promoted in the School through a Student Council system in both the Junior and Senior Schools. Student leaders are called upon on many occasions to be the public face of the School as well as to lead the school at Headmaster's Assemblies and at other important functions.

Prefects assist in the running of School Chapels, in Charity Days fundraising, mentoring some of our "at risk" students, and with the Year 7 Orientation program. Student leaders also affirm students who have contributed "over and above" in a wide variety of areas. Awards are presented at special functions.

Junior School boys are taught to respect young ladies of the Junior School. Boys are expected to allow the girls to enter/exit rooms before they do.

The above is by no means an exhaustive list of activities in the Junior School that promote respect and responsibility, they are a reflection of the value we place in developing the characteristics of our children.

During 2013 a whole school service program, logbook and awards system continued.

Fellowship groups operate in the Junior and Senior school. Students are given opportunities to lead sections of our fellowship camps and lead small groups.

Some students chose to join one of the Chapel Bands and choirs which are required at School chapel services.

The Junior School promotes respect and responsibility through the way in which staff demonstrate love and respect to each child through various programs.

Each class in the Junior School takes turns to run Chapel in conjunction with the School Chaplain.

The Junior School Leaders meet each week with the Chaplain as part of their leadership development and planning of activities for the Junior School.

Each week all children participate in the School Pastoral Care Program, Program Achieve. The program's core purpose is the development of the social and emotional capabilities of our children.

In conjunction with Program Achieve, every class in the Junior School 'buddies' with another class. Having older children mentor younger ones is great for developing relationships across the school.

Every new student to the Junior School is paired with two buddies from his/her class to provide support, encouragement and guidance as they settle into their new school.

A further initiative is our Peer Activity Leader program. Children from Year 5 and 6 run structured games and activities 2 x p/w for our K-2 children. The leadership benefit for the older children and socialisation development in our younger ones is proving extremely beneficial to the whole school.

Reporting Area 13: Parent, Student and Teacher Satisfaction

The School has ongoing communication with parents through parent-teacher interviews twice a year; student diary entries, letters, phone calls and an open parent policy which sees parents welcomed at the School every day of the year.

At interview for any sibling entry into the School parents are asked about their level of satisfaction as parents of a child/ren already attending the School. They are also asked how happy their children are at M.A.S. Both responses have been consistently positive.

From 2012 to 2013 the school had grown from 318-365 (15%).

The number of students who were withdrawn from the School during the year was small. Each family withdrawing from the School was asked why they were leaving. The most common reasons given were that they were under financial pressure or they were moving out of the area.

There is no formal measurement used at the School to gauge staff satisfaction but anecdotal evidence would suggest very strongly that, other than during the very pressured times when there are examinations to write and mark and reports to prepare, the staff are very happy working at the School.

Less than one percent of staff (teaching and non-teaching) sought employment in other schools at the end of 2012.

Reporting Area 14: Summary financial information

