



**MAMRE ANGLICAN SCHOOL**

**ANNUAL REPORT**

**2014**

## **Reporting Area 1- A message from key school bodies**

### **Message from the Chairman of the Board and the Headmaster**

Over the last six 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 industrial skills, MAS is determined to ensure that our students have the intellectual tools to succeed in the workforce of this century. Crucially, 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 reached a record kindergarten and year seven enrolment.

By census day 2014 the school had an enrolment of 473 students, with enquiries for many more. (At the point of composition the school has 523 students from Pre-Kindergarten to Year 11.)

The school has benefited from new programs, facilities improvements (featuring the Senior Studies Centre) 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 based on Gardiner's intelligences, running after lunch each Friday, has added new experiences and skills for our students. In 2014 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 42 students enrolled in 2014 enabled us to create two kindergarten classes for the second time in the history of the school. (Following the two created in 2013)

With the assistance of the Literacy and Numeracy Action Plan 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. To this we have added the "Morning Routine" program of direct instruction in a range of skills including literacy, numeracy, vocabulary, grammar and general knowledge. 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.

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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 is remarkably successful in having a very large proportion of its students representing the school, the region and the state in a variety of sports. Twenty of the forty-five students representing the state of NSW in the CSSA National Championships in football were from MAS. All four teams won at these Nationals.

MAS hosted two Japanese school groups during 2014. 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 engaged in service learning with teachers and students visiting Mo'unga Olive College in Tonga in 2014. We will be hosts for their return trip in 2015. We are quite certain that this will be an enriching experience for all involved. We will be providing the Tongan students with much needed resources.

In 2014 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 2014 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 2015 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 2014 to continue the rebuilding process. In September 2013 we received news that MAS had been granted \$750,000 towards the construction of the Senior Studies Centre. This building was completed in 2014 and is now in full use by our seniors.

In 2014 Mamre Anglican School was inspected by BOSTES and was granted five years registration with the proviso that additional inspections would be held in 2015 and 2016 for the completion of the Preliminary HSC and HSC in those years.

The process of renewal, begun in 2008 when Mamre Christian College with 160 students was reborn as Mamre Anglican School, is continuing apace.

Victor Branson  
Headmaster

Peter Graham  
Acting Chairman of the Board of Governors

### **A message from the School Captains**

On the 10<sup>th</sup> of December 2014, at our end of year Presentation Evening, Mr Branson announced who the school captains for the following year would be. On hearing my name I was extremely proud and honoured to know I would be able to represent and lead my school.

In 2010, I moved to Mamre for the footballing programme which had just been established. Upon my arrival, I was greeted by more than just students and teachers, I was greeted by a family. The community completely blew me away. As being a part of the school for many years now, I've been able to watch the school grow and develop into what it is now.

I am now a part of the first year 11s for Mamre Anglican School and I am so proud of the development and continued growth of this community. The teachers here are always ready and prepared to go above and beyond what is required of them. The individual relationships that we are able to have with each of them is something that I have never experienced anywhere else throughout my schooling life. Mamre is the type of school I truly want to get out of bed each morning to go to. Attending this school is amazing, I love the school and I am so proud to be leading it this year.

Mamre is constantly changing. These changes include both physical and visual changes with the additions of new buildings like the Senior Studies Centre and also the addition of new students and teachers each year. I really look forward to watching this schooling community grow over the next two years.

*Adam Tompkin*

The 10<sup>th</sup> of December, 2014 marked the best day of my schooling when my name was announced to be Mamre's 2015 female school captain. Not only being announced as school captain, I was also Citizen of the Year for 2014.

The Senior Study Centre that was built for our school was completed ahead of schedule and ready for us to commence year 11. I am so excited to be the first year 11 to go through the Senior School at Mamre. As the architects designed our building we were included in the planning. Our parents were also invited to an evening prior to commencement to have any concerns or questions answered.

The community here at Mamre is so welcoming and friendly, anyone is willing to help you. As our school continues to grow, more opportunities will become available. Our school has an outstanding sports program as well as talented footballers and athletes who represent our school at high levels of competition.

In 2014 our school went on a missionary trip to our sister school Mo'unga Olive College in Tonga, I was fortunate enough to go along, it was a great experience and opened up my eyes. At the end of June 2015 some of the students from Mo'unga Olive College will be joining us in Australia for a week.

I came to Mamre as a quiet person but as time progressed I became more confident with the help of the staff and students here at Mamre. I have spent the last four and a half years at Mamre and it has been great. I have accomplished so many things that I didn't think I was capable of. Mamre has taught me so many things and I could not have become the person I am today without the help and support of the Mamre community.

*Tiana Robinson*

## **Reporting Area 2: Contextual information about the School**

MAS is a co-educational Prep to 12 (in 2016) day school that is committed to academic excellence and growth in Christian values. We have commenced Year 11 in 2015. 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 2014 the student population had grown from 365 students to 478, 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 2014 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 demography. The school continues to grow, reaching 516 students at the start of 2015. In 2014 MAS continued to develop its programs and activities.

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 2014, 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
2014	State (%)	86	87	83	87	86
	MAS (%)	93	95	93	100	95
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

**Year 3 – Numeracy (Bands 3-6)**

Year		Overall Numeracy
2014	State (%)	85
	MAS (%)	88
2013	State (%)	86
	MAS (%)	91
2012	State (%)	87
	MAS (%)	81
2011	State (%)	84
	MAS (%)	83

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2010	State (%)	84
	MAS (%)	79

## **YEAR 5**

In 2014, 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
2014	State (%)	82	77	82	81	81
	MAS (%)	83	85	91	91	88
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

## Year 5 – Numeracy (Bands 5-8)

Year		Overall Numeracy
2014	State (%)	80
	MAS (%)	83
2013	State (%)	78
	MAS (%)	81
2012	State (%)	78
	MAS (%)	78
2011	State (%)	69
	MAS (%)	79

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2010	State (%)	80
	MAS (%)	89

**YEAR 7**

In 2014, 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)*

<b>Year</b>		<b>Reading</b>	<b>Writing</b>	<b>Spelling</b>	<b>Grammar &amp; Punctuation</b>	<b>Overall Literacy</b>
2014	State (%)	82	70	80	79	78
	MAS (%)	89	66	87	72	79
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

*Year 7 – Numeracy (Bands 6-9)*

<b>Year</b>		<b>Overall Numeracy</b>
2014	State (%)	81
	MAS (%)	91
2013	State (%)	81
	MAS (%)	76
2012	State (%)	78
	MAS (%)	82
2011	State (%)	81

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	MAS (%)	76
2010	State (%)	81
	MAS (%)	72

**YEAR 9**

In 2014, 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)*

<b>Year</b>		<b>Reading</b>	<b>Writing</b>	<b>Spelling</b>	<b>Grammar &amp; Punctuation</b>	<b>Overall Literacy</b>
2014	State (%)	76	60	75	72	71
	MAS (%)	90	69	90	85	83
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

*Year 9 – Numeracy (Bands 7-10)*

<b>Year</b>		<b>Overall Numeracy</b>
2014	State (%)	77
	MAS (%)	90
2013	State (%)	75
	MAS (%)	75
2012	State (%)	76
	MAS (%)	80
2011	State (%)	75
	MAS (%)	85
2010	State (%)	78
	MAS (%)	76

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### **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 2014**

All students from Year 2014 were eligible for RoSA Credentials

**Reporting Area 4: Senior secondary outcomes**

N/A

**Reporting Area 5: Professional learning and teacher standards****Teacher Standards**

In 2014 all teachers had teaching qualifications from recognised Higher Education Institutions and had been teaching before 1<sup>st</sup> October, 2004 or had acquired registration after 2004.

<b>Category</b>	<b>Number of Teachers</b>
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	33
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	1
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

### Professional learning

In 2014 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. Training was provided in Child Protection.

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

Course Date	In-Service	Presenter	Number of Staff
<b>Term 1</b>			
29/01/2014	NSW Lit. & Num. action plan - continuum training	AIS	1 SS
30/01/2014	Child Protection Training	D Austing	All
13/02/2014	B Licence NSW	Football Federation Australia	1 JS
27/02/2014	PreLit Workshop	Multilit	1 SS
1/03/2014	Leadership Workshop	Pathways International Consulting	3 SS, 1 JS, 1 Sup S
1/03/2014	Building Better Learning Spaces	AIS	1 SS
29/03/2014	Early Childhood Umbrella Group	IPSHA	1 Early childhood
1/04/2014	Geography In-service	Tigershark Press	3 SS
7/04/2014	Minilit Literacy workshop	Multilit	1 SS
<b>Term 2</b>			
28/04/2014	Catchup Child Protection Training	D Austing	10
29/04/2014	Assessment of Risk – Child Protection	Daryl Bucannon - AIS	All
2/05/2014	Working with children seminar	NSW Commission for Children	1 Sup S
21/05/2014	Director of studies conference	AHISA	1 SS
1/06/2014	Library Conference	Penrith Christian School	1 Lib
2/06/2014	Christian Schools Library Conference	St. Joseph's Baulkham Hills	1 Sup S
2/06/2014	Christian Schools Library Conference	St. Joseph's Baulkham Hills	1 Lib
1/07/2014	Statement in data logging	TAFE NSW	1 Sup S
<b>Term 3</b>			

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21/07/2014	Chemistry workshop	The University of Sydney	1 SS
1/08/2014	Reading in-service	Get Reading Right	9 JS
1/09/2014	Various workshops	St Mary High School	1 Sup S
1/09/2014	First Aid Training	Reviva First Aid & Resuscitation Training	3 JS, 3 SS, 5 Sup S
2/09/2014	MANSW conference	Mathematical Association of NSW Inc.	1 SS
2/09/2014	HSC Maths	Mathematical Association of NSW Inc.	1 SS
8/09/2014	Numeracy Consultant	AIS Lynelle Campbell	JS
11/09/2014	DIBELS Analysis	AIS Ian Thompson	20 JS
16/09/2014	Numeracy Consultant	AIS Lynelle Campbell	JS
<b>Term 4</b>			
7/10/2014	Mental Health and Counselling at MAS	Mal Crowe	All
1/11/2014	Physics and Biology	The University of Sydney	2 SS
4/11/2014	Director of studies conference	AHISA	2 SS
17/11/2014	NSW K-6 Science & Tech Syllabus Program	AIS	JS

**Reporting Area 6: Workforce Composition**

30.9FTE Teaching Staff, 10.25FTE non-teaching staff

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

Staff Retention Rate: 100%

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 2014**

Year	Attendance %
Pre-Kinder 1 day	94%
Pre-Kinder 2 days	95%
Pre-Kinder 3 days	95%
Pre-Kinder 4 days	93%
Pre-Kinder 5 days	100%
Kindergarten	94%
Year 1	93%
Year 2	94%
Year 3	93%
Year 4	95%
Year 5	95%
Year 6	94%
Year 7	93%
Year 8	94%
Year 9	94%
Year 10	93%
<b>Whole College</b>	<b>94%</b>

Student attendance in 2014 was similar to rates in 2013.

**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**

The majority of Year 10 students from 2014 progressed to Year 11 in 2015. A small number went to other schools or the workforce.

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

### **Enrolment Policy**

Mamre Anglican School is a comprehensive co-educational K-11 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 fee covers any future children from the same family and is non-refundable.

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.

“Headmaster” means the Headmaster or acting Headmaster 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 Headmaster 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 Headmaster 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 Presentation Day / Night or other events determined by the Headmaster;
- 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 Headmaster 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](http://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 Headmaster 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 Headmaster also may terminate the Student's enrolment if the Headmaster 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 Headmaster. Parents are to explain in writing to the Headmaster 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 Headmaster 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 Headmaster or, in the Headmaster'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 Headmaster 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 Headmaster 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.

17/06/2015

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 2014 the student population had grown from 365 students to 475 students, plus a class of 42 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:-

<b>Policy</b>	<b>Issued To Staff</b>	<b>Available on Intranet</b>	<b>Available on Website Or From Office</b>	<b>Review Date</b>
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 2013 Annual Report

### **Senior School**

#### **Teaching and Learning**

- Introduce Year 11 in 2015, and Year 12 in 2016. *ONGOING*
- 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*
- Training in Child Protection *COMPLETE*

#### **Facilities and Resources**

- New senior studies building completed in 2014
- Further provisioning of fiction and non-fiction for the library *CONTINUING*

### **Junior School**

#### **Teaching and Learning**

- Continue to review the teaching programme K-6
- 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. *COMPLETED*
- Implement a 'Cyber Safety' teaching and learning programme for students K-6. *COMPLETED - FURTHER WORK REQUIRED*
- Implement Headmaster as Literacy Leaders (PALL) Program at Kindergarten to Year 2. *IN PROGRESS*
- Provide ongoing professional development for staff in new National Curricula in Mathematics English, Science and Technology. *ONGOING*
- Implement Synthetic Phonics Program – K-3 *COMPLETED*
- Implement Morning Routine *COMPLETED*
- Implement Pre-Literacy Program – Pre-Kindergarten *COMPLETED*
- Review Discipline/Pastoral Care/Welfare Program – K-6 *ONGOING*
- Implement Direct Instruction approach to teaching of Numeracy skills *COMPLETED*
- Implementation of National Outcomes into twice yearly reports in areas of Maths, English, Science & Technology *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.
  - *English COMPLETED*
  - *Maths COMPLETED*
  - *Science and Technology COMPLETED*
  - *History IN PROGRESS*
- Continue staff training in Synthetic Phonics Program *ONGOING*
- Continue staff training in Direct Instruction of Numeracy skills *ONGOING*
- Continue staff development in analyses of standardised testing procedures – e.g. DIBELS *ONGOING*
- Continue to provide opportunities for staff to participate in and be members of IPSHA Umbrella Groups – e.g. Gifted & Talented (Amanda Clark) *ONGOING*
- Curriculum (Dean Smith) *ONGOING*
- Continue to encourage staff to visit other schools for professional development *ONGOING*
  - Scots (Jason Smith – Pastoral Care)
  - Abbotsleigh (Catherine Wilson – ELC)
- Provide Leadership Training for Director of 4 year old program *ONGOING*

## 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 *IN PROGRESS*
2. Improve access for staff to take further training *IN PROGRESS*
3. Continue to improve the school website *IN PROGRESS*
4. Overhaul of the software and hardware of our computer system *IN PROGRESS*
5. Integrate technology into the classroom - *BYOD system introduced*
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 – *School Musical performed*
8. Investigate STEM opportunities for development and implementation

## **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.

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 2013 to 2014 the school had grown from 365-478 (30%).

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.

Interviews with each staff member take place each year. 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.

No permanent members of staff left at the end of 2014.

Reporting Area 14: Summary financial information

