



MAMRE ANGLICAN SCHOOL

ANNUAL REPORT

2015

Theme 1- A message from key school bodies

Message from the Chairman of the Board

2015 was another significant year in the life of Mamre Anglican School with the retirement of our Headmaster, Mr Victor Branson. Vic has overseen the reinvigoration of the school from 2008 when it joined the Anglican Schools Corporation, first as Head of Campus and then as Headmaster from 2010.

Vic led the overhaul of teaching and learning within the school, the introduction of a range of co-curricular activities and the refurbishment and development of our built environment, and as a result our student population has more than trebled. Restarting HSC years from 2015 has only been possible because of the enthusiastic way in which he has led the executive and staff of the school and so built the confidence of the school community. Council wish Vic and his wife Margaret every best wish in 'retirement', although we doubt that either of them intends to slow down any time soon!

Testament to Vic's achievements was the calibre of candidates who applied to succeed him, and the Council (in association with the Corporation Board) was pleased to appoint Mrs Cathie Graydon to succeed Mr Branson from the start of 2016. Mrs Graydon joins us with many years' teaching and leadership experience, most recently as Dean of Students at Penrith Anglican College. Cathie's enthusiasm and Christian leadership will, we are sure, be welcomed by all members of the staff and broader school community.

The School Council looks forward to working with Mrs Graydon and the members of her executive as the school enters the next phase of its growth. We are pleased with the way that the school is implementing the Anglican Schools Corporation's vision, "Serving Christ by equipping students for His world" in our context in Western Sydney. As the area around the school continues to develop, particularly with the Badgery's Creek airport development and extension of the M7, we look forward to the school continuing to address the educational aspirations of families in a continually changing and often challenging environment with firmly anchored values.

Mr David Minty
Chairman

Message from the Principal

Mamre Anglican School has experienced rapid growth since the Sydney Anglican Schools Corporation purchased the school in 2007. Since then the numbers have grown from 180 to 499 in 2015. In that time, innovative programs such as the Football Development Program, the Pre-K Program, and the ongoing implementation of the Literacy and Numeracy Action Plan (generously funded by the NSW State Government) for K-2 have developed Mamre into the appealing school it is today. Mamre continues to lure community minded staff who willingly share their knowledge, time and expertise with the students in their care. The Spring Fair, The Junior School Musical, Father/Son Camp and the Gingerbread House Mother /Daughter evening are all events that continue to build a wonderful sense of community at Mamre. The Annual MADD Night gives performing and visual arts students a wonderful opportunity to display their talents.

Academic excellence is an ongoing pursuit for Mamre. Innovative programs such as the Young Scholars Program encourage inquisitive and intelligent students to extend their problem solving and creative skills. Our teachers strive to improve their teaching practice by pursuing ongoing learning in their area of speciality. Our junior school teachers are highly trained practitioners in the area of literacy and numeracy. Staff have had extensive training as part of the NSW Literacy and Numeracy Action Plan in morning routine and direct instruction.

Sport is a very important aspect of our school that draws many enrolments. The commitment of our sport staff to develop the talents of our sports-minded students is to be commended. Over the past year we have had students compete at regional, state and national levels in football, swimming and para events. All our athletes are to be acknowledged for their commitment to their sport and our school.

I would like to acknowledge the wonderful and wise leadership of the outgoing Headmaster Mr Victor Branson. Mr Branson welcomed many students to Mamre who were seeking a unique, nurturing and caring school. He has developed the school into an energetic, empathetic and compassionate school which recognises the talents of all students. He, along with the executive have been visionary. They have created a school where students come from the local area and out of area to pursue their education; either for academic, football or pastoral care programs. My very best wishes to Mr Branson for a happy and long retirement. Congratulations on a job well done, it is a privilege to follow in your footsteps.

Mrs Cathie Graydon
Principal

A message from the School Captains

On the 9th December 2015 we were honoured to be selected as School Captains to lead Mamre Anglican into the new year of 2016. We were informed in early 2016 our Principal Mr Branson would be leaving us. This was a sad day for all of us but we were assured that we would be getting a lovely new Principal, Mrs Graydon.

Our school motto is 'To Serve Christ' and that is what we all are endeavouring to do. The School emphasises care for each student and the development of each student's God-given talents. Our school teaches us that there are rules of right and wrong, true and false and urges students to seek the methods of reaching truth through both their curriculum studies and a close examination of God's word, the Bible.

The school is committed to achieving high academic outcomes for its students in addition to growth in understanding of the Christian faith. Students have the opportunity to participate in a number of exciting activities throughout the year, ranging from sport to academic opportunities.

Our school is continually allowing us to discover God, whilst leading us in the right direction with our studies. The sense of community at Mamre goes above and beyond any expectation. The school is one that we are very happy to be a part of and this in turn makes Mamre a place where people wish to be.

"Hard work beats talent when talent doesn't work hard" is a quote which I, Adam Tompkin, came across when I moved to Mamre in 2010. This quote epitomises how the school has come such a long way in its continued growth and increasingly impressive results. I hope that as Tiana and I leave the school at the end of this year, the school will continue with this and under the guidance of Mrs Graydon and all the staff at Mamre we are both sure this will be the case.

In trusting God with everything we do, we will succeed. 'Those who leave everything in God's hands will eventually see God's hand in everything'.

I, Tiana Robinson, came to Mamre in 2011, starting in Year 7. I came to Mamre as a quiet person but as time progressed I became more confident with the support of the staff and students here. I am happy to come to school every day and build on my educational studies.

When our Year 12 students leave I hope that we have left a good impression on the pupils here and I hope that the school continues to grow in strength, compassion and integrity.

Adam Tompkin and Tiana Robinson
School Captains, 2016

Theme 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 12 in 2016. MAS has a huge drawing area with one third of its students coming from “out of area”. We have invested in four 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-curricular activities to enable students to thrive across a range of physical, cultural and intellectual domains.

In 2015 the student population had grown from 424 (end 2014) students to 499 (end 2015), drawn from the St Marys, St Clair 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 2015 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 529 students at the start of 2016.

The foundation of the school is the Christian faith and students are taught that faith is critical to life 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 and Futsal.

Our first Year 11 commenced in 2015 with 21 students. MAS offers 21 subjects to these students with some of them choosing to study languages through the Open High School and other subjects through Distance Education.

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

Theme 3: Student Outcomes in standardised National Literacy & Numeracy Testing

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 2015, Year 3 students participated in the state wide National Assessment Program – Literacy and Numeracy (NAPLAN).

Students in Year 3 obtained results from Band 2 to Band 6.

Year 3 – Literacy (Bands 3-6)

Year		Reading	Writing	Spelling	Grammar & Punctuation	Overall Literacy
2015	State (%)	90	94	86	89	90
	MAS (%)	100	91	100	100	98
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

Year 3 – Numeracy (Bands 3-6)

Year		Overall Numeracy
2015	State (%)	83
	MAS (%)	79
2014	State (%)	85
	MAS (%)	88
2013	State (%)	86
	MAS (%)	91
2012	State (%)	87
	MAS (%)	81
2011	State (%)	84
	MAS (%)	83

YEAR 5

In 2015, 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
2015	State (%)	81	86	85	83	83
	MAS (%)	86	81	89	95	88
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

Year 5 – Numeracy (Bands 5-8)

Year		Overall Numeracy
2015	State (%)	82
	MAS (%)	89
2014	State (%)	80
	MAS (%)	83
2013	State (%)	78
	MAS (%)	81
2012	State (%)	78
	MAS (%)	78
2011	State (%)	69
	MAS (%)	79

YEAR 7

In 2015, 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
2015	State (%)	84	68	85	82	80
	MAS (%)	84	72	90	82	82
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

Year 7 – Numeracy (Bands 6-9)

Year		Overall Numeracy
2015	State (%)	82
	MAS (%)	80
2014	State (%)	81
	MAS (%)	91
2013	State (%)	81
	MAS (%)	76
2012	State (%)	78
	MAS (%)	82
2011	State (%)	81
	MAS (%)	76

YEAR 9

In 2015, 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
2015	State (%)	75	60	81	69	71
	MAS (%)	73	61	80	63	70
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

Year 9 – Numeracy (Bands 7-10)

Year		Overall Numeracy
2015	State (%)	83
	MAS (%)	85
2014	State (%)	77
	MAS (%)	90
2013	State (%)	75
	MAS (%)	75
2012	State (%)	76
	MAS (%)	80
2011	State (%)	75
	MAS (%)	85

Theme 4: Senior Secondary Outcomes

Higher School Certificate

The school will present its first HSC candidates in 2016.

RoSA Credentials for 2015

There were no students aged 17+ at Mamre who received a ROSA in 2015

Theme 5: Teacher qualifications & professional learning

Teacher Standards

In 2015 all teachers had teaching qualifications from recognised Higher Education Institutions and had been teaching before 1st October, 2004 or had acquired registration after 2004.

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	35
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	0

Professional learning

In 2015 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
Term 1			
13/02/2015	PreLit Professional Development workshop	MultiLit Pty Ltd	1 JS
16/02/2015	MiniLit Professional Development workshop	MultiLit Pty Ltd	2 JS
26/02/2015	NSW K-6 Science & Teaching Syllabus	AIS	1 JS
24/02/2015	Making Mathematics Meaningful and Memorable 2 days	The Mathematical Association of NSW Inc.	1 SS
14/03/2015	ICTENSW 2015 Conference	Sydney University School of IT	1 SS
16/03/2015	Beginning the Stage 6 PDHPE Part A	AIS	1 JS
17/03/2015	Beginning the Stage 6 PDHPE Part B	AIS	1 JS
17/03/2015	Webinar Hamlet	AIS	1 SS
19/03/2015	Sports Turf Seminar	STANSW	2 Sup S
22/03/2015	Light Rigid licence course	HADZIE Pty Ltd	1 Sup S
23/03/2015	Writing workshop	Penny Reeve	7 JS
8/04/2015	Science workshop	ASET - NSW Inc.	1 Sup S
Term 2			
18/05/2015	Christian Schools Library Conference	St. Joseph's Baulkham Hills	1 Sup S
18/05/2015	Christian Schools Library Conference 3 days	St. Joseph's Baulkham Hills	1 Lib
1/06/2015	Girls and women with Asperger's Syndrome	Minds and Hearts	1 JS
15/06/2015	Light Rigid licence course	ABC driving school	1 Sup S
17/06/2015	Medium Rigid licence course	ABC driving school	1 Sup S
23/06/2015	Light Rigid licence course	ABC driving school	1 Sup S

24/06/2015	HELP HDC lectures	The Mathematical Association of NSW Inc.	1 SS
24/06/2015	HSC Science Exam Preparation	STANSW	1 SS
17/07/2015	Symposium at SASC	ST Andrew's Cathedral School	1 JS
Term 3			
30/07/2015	Senior Executives Program 3 days	AIS	1 JS
6/08/2015	ASA Conference	ASA	1 SS
24/08/2015	Child Protection Investigation 3 days	AIS	1 SS
31/08/2015	Early Childhood leadership Program 3 days	AIS	1 JS
31/08/2015	Early Childhood leadership Program 3 days	AIS	1 JS
1/09/2015	Webinar Life of Pi	AIS	2 SS
18/09/2015	First Aid Training	Reviva First Aid & Resuscitation Training	11 JS, 11 SS, 4 Sup S
Term 4			
15/10/2015	Will IT Blend	AIS	1 SS
18/10/2015	DOS Conference	AHISA	1 SS
19/10/2015	Preparing Students for HSC Music	TTA	1 SS
3/11/2015	Enhancing Your Child Protection	AIS	1 SS
21/12/2015	Teaching Struggling students in Mathematics	AIS	1 JS

Theme 6: Workforce Composition

Full time teaching staff	27
Part time teaching staff	4.6
Full time non-teaching staff	5
Part time non-teaching staff	7.03
Total	43.63

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

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

Theme 7: Student attendance, retention rates and post school destinations in secondary schools

Student Attendance 2015

Year	Attendance %
Pre-Kinder 1 day	94%
Pre-Kinder 2 days	96%
Pre-Kinder 3 days	94%
Pre-Kinder 4 days	98%
Pre-Kinder 5 days	85%
Kindergarten	94%
Year 1	93%
Year 2	93%
Year 3	93%
Year 4	93%
Year 5	94%
Year 6	95%
Year 7	94%
Year 8	94%
Year 9	92%
Year 10	95%
Year 11	96%
Year 12	97%
Whole School	94%

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 Principal 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

76% of Year 10 2014 commenced Year 11 at MAS in 2015.

Post school destinations

24% of Year 10 students moved to other local schools to complete their schooling in 2015. We were not notified of any student pursuing paid employment when they left Year 10.

Theme 8: Enrolment policies and characteristics of the student body

Enrolment Policy

Mamre Anglican School is a comprehensive co-educational Prep-12 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 MAS staff members
- Children of Clergy and full-time Christian ministry workers
- Siblings of enrolled children
- Children of past MAS 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 Principal may select students for interview on the basis of other criteria if she 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 full 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 Principal. 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 Principal. In this review, the Principal 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 Principal'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 Presentation 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 Principal of the School may at her 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, 1992.

In 2015 the student population had grown from 473 students to 481 students (at census date, August 2015), plus a class of 41 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 0.04%.

Theme 9: Other school policies

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

Policies for Student Welfare

MAS 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.

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

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	1/16
Child Protection	Y	Y	Y	5/16
Staff Code of Conduct	Y	Y	Y	1/16
Welfare Policy	Y	Y	Y	5/16
Building and Premises Procedure		Y	Y	5/16
Evacuation and Lockdown Procedure	Y	Y	Y	3/16
Critical Incident Plan		Y	Y	3/16
Excursion Policy	Y	Y	Y	5/16
Drugs Policy		Y	Y	5/16
Harassment Policy		Y	Y	5/16
Acceptable Use for Internet and Computer		Y	Y	5/16
Mobile Phone Policy		Y	Y	5/16
MAS PEDS Policy		Y	Y	5/16
Guidelines for addressing complaints		Y	Y	5/16
Anti-Bullying Policy	Y	Y	Y	5/16
Homework Policy	Y	Y	Y	5/16
Language Policy		Y	Y	5/16

Medication Policy		Y	Y	5/16
Anaphylaxis Procedures		Y	Y	5/16
Stakeholder Communication Policy	Y	Y	Y	5/16
Student Attendance and Roll Policy		Y	Y	5/16
Exemptions from Enrolment and Attendance Policy		Y	Y	5/16
WHS Policy	Y	Y	Y	5/16
WHS Procedures		Y	Y	5/16
Assessment Policy		Y	Y	5/16
Management and Reporting of Serious Incidents		Y	Y	5/16
Workplace Rehabilitation Policy		Y	Y	5/16
Student Leadership Policy		Y	Y	5/16
Sun Protection Policy	Y	Y	Y	5/16
Medical Treatment for Students		Y	Y	5/16
MAS Staff Dress Code		Y	Y	5/16
Procedures for Casual Staffing		Y	Y	5/16
Duty of Care Information	Y	Y	Y	5/16
Recording Policy	Y	Y	Y	5/16
Enrolment Procedures		Y	Y	5/16

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.
- MAS 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 a student will be based on processes that are procedurally fair.
- Any sanction that may involve the suspension or expulsion of a student will have the parents of the student involved in the process.
- 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.

Theme 10: School Determined Priority Areas for Improvement

Achievement of priorities identified in the School's 2014 Annual Report

Junior School

Area	Priorities	Achievements
Teaching and Learning		
Introduce K-6 Morning Routine	To implement a structured start to the day via Morning Routine session	Morning Routine implemented K-6
Introduce streamed Mathematics groups for Stage 1	To further cater for Stage 1 students' Numeracy needs	Implemented streaming in Mathematics for Stage 1
Implement National Curriculum in English, Mathematics, Science and Technology	To successfully implement new National Curriculum syllabus documents	All elements of New National Curriculum documents successfully implemented
Staff Development		
Morning Routine	To inservice staff on practice of implementing K-6 Morning Routine	K-6 Morning Routine implemented
Numeracy	To provide training in numeracy warm up skills	K-6 staff trained by AIS consultant to incorporate numeracy warm up skills to each lesson
National Syllabus documents	To inservice staff on requirements for new National Curriculum documents	All staff inserviced on new National Curriculum documents
Facilities and resources		
Early Learning Centre	Establish a new learning space for 3 and 4 year old students for commencement at 2016	A new learning space was created for the 3 year old and 4 year old students for commencement of 2016
Kindergarten learning space	Create a new, modern learning space for Kindergarten for commencement of 2016	Two new classrooms were built under new Senior Studies Centre for 2016 Kindergarten students
Academic Learning Centre	Create a new learning space for students Year 1-10 who attend the enrichment program for commencement of 2016	A new learning space was created under the Senior Studies Centre, adjacent to the Kindergarten classrooms for 2016
Junior School Information Technology Program	Provide students with greater access to incorporating IT into their learning	Trolley of chromebooks purchased for each Stage of learning

Area	Priorities	Achievements
NSW Literacy and Numeracy Action Plan priorities for 2014		
Literacy/Numeracy	To have 0% of students at or below NMS in Year 3 Literacy and Numeracy NAPLAN	Reading 8% of students at or below NMS Writing 13% of students at or below NMS Spelling 4% of students at or below NMS Grammar and Punctuation 4% of students at or below NMS Numeracy 12% of students at or below NMS
Literacy/Numeracy	To have 75% of Year 3 students at proficiency in Literacy and Numeracy NAPLAN	Reading 53% at proficiency Writing 48% at proficiency Spelling 42% at proficiency Grammar and Punctuation 58% at proficiency Numeracy 29% at proficiency
Pre-Kindergarten/Kindergarten	To introduce a screener to all children entering school at Pre-Kindergarten and Kindergarten level	GOTAGS (Get Off To A Good Start) screener implemented
Strengthening home-school partnerships	Conduct two parent workshops across the year on the teaching of reading	Two workshops conducted
Tier 3 Intervention Reading Tutor at Stage 2 and 3	By the end of semester 2, reduce by 50% the number of students receiving Tier 3 intervention	14% increase in number of students requiring Tier 3 intervention
Tier 2 Intervention MiniLit at Stage 1	By the end of semester 2, reduce by 50% the number of students receiving Tier 2 intervention	37% reduction achieved of students requiring Tier 2 intervention
Reporting	To adopt a common tool for reporting achievements of learning outcomes K-4 using the DEC <i>Literacy and Numeracy Continuum</i>	Common reporting tool implemented via the DEC <i>Literacy and Numeracy Continuum</i>
Tracking student progress	Track student progress using the DEC <i>Literacy and Numeracy Continuum</i> on at least two other occasions during the year	Tracking of student progress successfully implemented Staff attended workshop with AIS consultant to analyse data and plan teaching accordingly
Staff Professional Development	To provide inservicing to staff in the areas of teaching of the basics of Literacy and Numeracy	May: K-4 staff attended Numeracy workshop at Mamre Consultant from Get Reading Right inserviced staff on implementation of Synthetics Program. Consultant followed up with regular visits to school to observe teachers teach program
Teacher observations	For the Headmaster/Deputy Headmaster to conduct regular classroom walkthroughs	Regular classroom walkthrough conducted by the Headmaster and Deputy Headmaster
Discussion of student learning	For the staff to conduct disciplined dialogue sessions of student achievement each term	Disciplined dialogues occurred in staff/Stage meetings following student testing

Senior School

Area	Priorities	Achievements
Teaching and Learning		
	Quality teaching of numeracy and literacy.	New Mathematics teachers joined MAS – Head of English and Head of Maths appointed. Review of all programmes as a part of BOSTES inspection.
	To start preparing for the National Curriculum (2 nd wave)	First wave of transitions completed. Geography – Implement in 2017 English - Completed
	Extend the gifted and talented program further into the Senior School	Implemented with two Year 10 students accelerated to preliminary and HSC courses in Mathematics, Mathematics Extension1 and Physics.
	Integrate technology into the classroom - BYOD system introduced	Investigated Chromebook options. Instigated purchase of 140 Chromebooks to prepare JS students in preparation of BYOD in SS. Google classroom learning platform implemented.
	Enhance the music programs to increase the number and quality of student participation	MADD night highlighting CAPA talents and achievements of students. Junior School Musical performed.
	Investigate STEM opportunities for development and implementation	Ongoing. PBL in the form of assessments and assignments introduced across multiple KLA's.
	Introduction of Preliminary (Year 11) courses	Completed with 19 courses on offer.
	To review texts in the light of the National Curriculum	Completed for the first wave of implementation. New and updated texts were purchased.
	Increase the number and quality of extra-curricular activities	New clubs beginning including Bible Study and Band.
	Extension of sport programs in both senior and junior school	Football Development Programme continues to grow. Tuesday afternoon sports activity continues to grow in depth and productivity.
	Further development of outstanding events, excursions and activities to enrich student learning. CONTINUING	Several excursions added value to curriculum. Planning for further extension next year.
	Teaching Framework incorporating literacy and numeracy cross curriculum	Discussions continuing.
	VET pathways for students exploration	Students in 2016 will be able to access distance TVET courses.
	Distance Education for various Year 11/12 subjects	Ongoing – multiple students on Distance Ed through Sydney Distance Education High School and Open High School.
	Introduction of Preliminary (Year 11) courses	Completed with 19 courses on offer

Staff Development		
	Staff professional development for National Curriculum	Ongoing. Made significant progress in 2015 with the complete implementation of national curriculum for 7-10.
	Training in Child Protection	Completed
	Improve access for staff to take further training	Ongoing. Identification of appropriate PD that are beneficial commenced and staff encouraged to apply. Staff asked to join professional bodies for better access to KLA related PD. Streamlined process implemented for PD approval.
Facilities and resources		
	New senior studies building	Completed and functional
	Further provisioning of fiction and non-fiction for the library	Ongoing
	Overhaul of the software and hardware of our computer system	Significant improvement achieved including streamlining with group office policies and protocols for IT system.

Priorities and Areas Identified for Improvement in 2015

Junior School – NSW LNAP

Area	Priorities
NSW Literacy and Numeracy Action Plan priorities for 2015	
Tier 3 Intervention	To have no more than 5% of K-2 students requiring T3 intervention for Literacy or Numeracy by end of 2015
Tier 2 Intervention	To have no more than 10% of K-2 students requiring T2 intervention for Literacy or Numeracy by end of 2015
Kindergarten	For all Kindergarten students to achieve benchmark levels in ISF (initial sound fluency), PSF (phoneme segmentation fluency and CLS (correct letter sound) by end of Term 3, 2015
Year 1 and 2	For all Year 1-2 students to achieve benchmark levels in the Number Knowledge Test by end of Term 3, 2015
Data Analysis	To have all 2015 standardised testing data recorded, analysed and shared as staff (disciplined dialogue), and with parents no longer than 3 weeks after completion of tests
Data tracking	To continue common tool for reporting achievement of learning outcomes K-5 using DEC <i>Literacy and Numeracy Continuum</i>
Direct Instruction of Literacy skills	To fully implement Get Reading Right Program K-4
Professional Development	To provide professional development to staff in areas of Literacy and Numeracy
Teacher observations	For the Headmaster/Deputy Headmaster to conduct regular classroom walkthroughs
Strengthening home-school partnerships	Conduct parent workshops/training sessions on the teaching of reading

Priorities and Areas Identified for Improvement in 2015

Senior School

Area	Priorities
Teaching and Learning	
	Introduce Year 12 in term 4 2015 Develop and evaluate Year 11 and 12 programs after feedback from BOSTES Inspection in May 2015 Prepare for implementation of BYOD Chrome books or other devices in 2017 as part of one to one learning Investigate alternative learning platforms (Canvas) for possible implementation in 2017 Review process and procedures for assessment in senior school
Student Welfare	
	Revise and develop student welfare policy for implementation in 2016 Investigate service learning for students
Staff Development	
	CANVAS training for staff and students as a one to one learning tool Allocate a staff mentor to new scheme teachers Allocate and expand Head of Faculty roles Develop a staff appraisal program Promote staff participation in HSC examiners feedback days Promote and encourage staff to apply for HSC marking Provide PD in assessments Provide PD in reporting Encourage staff to be proactive in compliance with teacher accreditation and maintenance to be implemented in 2017 All staff to be WWC compliant by July 2016
Facilities and Resources	
	Allocate 3 classrooms under croft of the new senior study centre to cater for increasing classes in Junior School

NSW Literacy and Numeracy Action Plan

The Literacy and Numeracy Action Plan was first introduced to Mamre for all K-2 students in 2014. It has been operating at the school since that time.

A summary of the 2015 Implementation Plan at Mamre is included in the following pages of this report.

The school greatly acknowledges the funding of this Action Plan by the NSW State Government.

NSW Literacy and Numeracy Action Plan

School Implementation Plan 2015

School Context:

Mamre Anglican School commenced the NSW Literacy and Numeracy Action Plan in July 2013. Since then a significant amount of time has been invested in teacher training and resources. Additional personnel have been hired to specifically provide intervention at the K-2 level. There have been significant adjustments to the Junior School timetable in the areas of Literacy and Numeracy at the K-2 level with increased blocks of time dedicated to both areas every day. There has also been the implementation of additional programs in Literacy such as Get Reading Right, MultiLit, MiniLit and PreLit. In Numeracy the focus has been developing the students Number skills and Number sense working in consultation with Lynelle Campbell from the AIS. This is an area for further development going forward.

NSW Literacy and Numeracy Action Plan Mandatory Reform Elements:

1. Effective and evidence-based teaching of literacy and numeracy
2. Implement a three tiered K-2 literacy and numeracy intervention based on initial (diagnostic) assessments and personalised learning
3. Instructional leadership and whole school engagement with literacy and numeracy through the Principals as Literacy Leaders Program (PALL)
4. Monitoring student and school literacy and numeracy performance using reporting tools required by the State to identify where support is needed to track student progress.

NSW Literacy and Numeracy Action Plan Ongoing Priorities:

- a. The continuation of a daily block of Literacy and Numeracy for Kindergarten to Year 2
- b. Strengthen the focus on whole-school instructional leadership
- c. Continue to explicitly assess the learning needs of students especially on entry at Kindergarten
- d. Focus on school-based professional development for teachers in personalised learning and diagnostic assessment
- e. Use tiered interventions in literacy and numeracy for those children who need special attention with evidence being gathered on their efficacy and cost-effectiveness.
- f. Extend programs that strengthen home, school and community partnerships and support literacy and numeracy, in particular programs aimed at Kindergarten to Year 2.
- g. Adoption of the common tool for reporting achievement of learning outcomes Kindergarten to Year 5, using the DEC *Literacy and Numeracy Continua* as the framework for valid and reliable judgment of student achievement.

Element 1**Effective and evidence-based teaching of literacy and numeracy**

Line No.	Indicators	Strategies	Timeframe 2015	Responsibility
1	Teachers plan and implement a structured numeracy and mathematics block focused on explicit teaching of early numeracy skills	K-2 teachers attend professional learning workshop focused on early numeracy skills.	23/2/2015	K-2 teachers
2	Teachers plan and implement a structured numeracy and mathematics block focused on explicit teaching of numeracy skills	Years 2-6 teachers attend professional learning workshop focused on numeracy skills	24/2/2015	Stage 2 teachers + 1 teacher from Stage 3
3	Teachers plan and implement Get Reading Right Program	Years K-4 teachers to receive professional learning to correctly implement Get Reading Right Program	1 day per term	K-4 teachers
4	Strengthen K-2 teaching of Numeracy	K-2 staff to receive Number Worlds training	Term 1 Staff PD	K-2 staff
5	Strengthen staff training in intervention programs	2 staff members to receive training in PreLit and MiniLit	Term 1	2 nominated staff members
6	Strengthen whole school approach to teaching of Literacy and Numeracy	Disciplined dialogue discussions at staff meetings	Ongoing	Headmaster HOJS K-6 teachers
7	Strengthen school-home partnerships	Parent workshops focused on Literacy and Numeracy	1 per term	HOJS, LS
8	Strengthen community partnerships	Play and reading group for local community	Weekly	HOJS, LS
9	Strengthen teaching of Numeracy	Academic Learning Coordinator to attend Maths Mastery In-service	Term 1	LS

Element 2**Implement a three tiered K-2 literacy and numeracy intervention based on initial (diagnostic) assessments and personalised learning**

Line No.	Indicators	Strategies	Timeframe 2015	Responsibility
10	Whole class numeracy instruction is informed by comprehensive, diagnostic and developmentally appropriate assessment for every child.	Mentoring focused on numeracy assessment and whole class planning, monitoring and review processes.	Ongoing throughout 2015	K-2 teachers
11	Strengthen whole school approach to teaching of Number Skills and Number Sense	AIS Numeracy consultant to work with staff on effective implementation of Numeracy strategies	Ongoing throughout 2015	K-2 teachers
12	Strengthen whole school approach to teaching of, and engagement with, writing	AIS Literacy consultant to work with staff on effective teaching of writing skills	Ongoing throughout 2015	Stage 2 and 3 teachers
13	Strengthen evidence based teaching and learning resources for K-2 in Literacy and Numeracy	Purchase of additional evidence based resources to assist with teaching of Literacy and Numeracy	2015	HOJS/LS
14	Strengthen teaching of Numeracy in the Junior School	Purchase of resources to strengthen teaching of Numeracy and Literacy in the Junior School	2015	HOJS/LS
15	Synthetic phonics program is implemented and monitored K-2	Purchase appropriate Get Reading Right resources to support implementation of phonics program in K-2	Term 1 2015	HOJS/LS
16	Implementation of tiered approach to Literacy and Numeracy	Provision of staff to implement tiered approach to Literacy and Numeracy	Ongoing throughout 2015	Headmaster HOJS

Element 3**Instructional leadership and whole school engagement with literacy and numeracy**

Line No.	Indicators	Strategies	Timeframe 2015	Responsibility
17	Development of an effective and sustainable 2015 School Implementation Plan that is underpinned by a valid and thorough Situational Analysis.	Attend NSW Literacy and Numeracy Action Plan Planning Days to equip Principal and planning team in the preparation of appropriate documentation including a Situational Analysis and 2015 School Implementation Plan.	16 and 17 October 2014	Principal
18	Principal is active in leading whole school engagement focused on literacy and numeracy.	School visits by AIS Consultant to meet with Principal and assist in planning, monitoring and reviewing whole-school literacy and numeracy processes as detailed in 2015 School Implementation Plan.	Minimum of 4 days throughout 2015	Principal
19	Monitoring of student progress K-2	Monitoring of intervention programs by instructional leader. Interventions include: PreLit, MiniLit, Number Worlds	Ongoing throughout 2015	Principal/HOJS/Head of Academic Learning Centre

Element 4

Monitoring student and school literacy and numeracy performance using reporting tools required by the State to identify where support is needed to track student progress

Line No.	Indicators	Strategies	Timeframe 2015	Responsibility
20	Teachers will effectively assess students in numeracy (Number Knowledge, PAT Maths) in order to monitor student progress and inform instruction.	Provide release time for teachers to administer appropriate <i>numeracy</i> assessments and analyse results of assessments to inform planning and classroom instruction.	Ongoing throughout 2015	Executive and K-5 teachers
21	Teachers will effectively assess students in literacy (DIBELS, PAT Comprehension, Spelling Mastery, SA Spelling) in order to monitor student progress and inform instruction.	Provide release time for teachers to administer appropriate <i>literacy</i> assessments and analyse results of assessments to inform planning and classroom instruction.	Ongoing throughout 2015	Executive and K-5 teachers
22	Literacy and numeracy progress is monitored for all students in K-5 using appropriate reporting tools to ensure student needs are being met.	Provide release time for teachers to monitor student literacy and numeracy progress using the online literacy and numeracy continuum.	Beginning of Term 1, End of Term 2 & End of Term 4	Executive and K-5 teachers
23	Accurate reporting of students' literacy and numeracy progress using the online continua.	Professional learning for key personnel regarding administrative functions of the online continua	January/ February 2015	Dean Smith and Amanda Clark
24	Literacy progress is monitored from using DIBELS Next online program	Monitoring student progress through DIBELS Next online program	February, June, November	Executive and K-5 staff
25	Collation of all K-5 student results	Collation and analysis of all student DIBELS and Number Sense results	February, June, November	Allocated staff member

Theme 11: 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 Principal's Assemblies, ANZAC Day, Remembrance Day Ceremonies and at other important functions.

Prefects assist in the running of School Chapels, Charity Days, Mufti Days, Year 7 Orientation program and mentoring some of our "at risk" students. Student leaders also affirm students who have contributed "over and above" in a wide variety of areas. Awards are presented at weekly Junior School Chapels by the School Captains acknowledging student achievement in reading, spelling, mathematics and citizenship.

Weekly Chapel Services give many of our students' opportunities to demonstrate leadership and to display their talents. Some students are members of the Chapel Bands and Choirs who practise regularly under the direction of their teachers. Students have the opportunity to lead, read, perform and share their life experiences each week when their class assists the Chaplain in organising chapel.

Each week children in the Junior School 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.

The Peer Activity Leader program in the Junior School provides opportunities for our students in Years 5 and 6 to demonstrate leadership. Children from Years 5 and 6 run structured games and activities twice a week for our K-2 children. The leadership benefit for the older children and socialisation development of the younger ones is proving extremely beneficial to the whole school.

Every class in the Junior School 'buddies' with another class. Having older children mentor younger ones is great for developing relationships across the school.

The Senior School recognises student achievement for Citizenship and Academic Studies during Assemblies each term in weeks 4 and 8.

Every new student to the school is paired with two buddies from his/her class to provide support, encouragement and guidance.

Year 7 students are provided extra pastoral care through the Core Teacher Program and are cared for by the Form Patron Teacher.

Students have many opportunities to demonstrate respect and responsibility through large whole school activities such as Charity Days, Mufti Days, MADD Night, Talent Quest and the Biannual Spring Fair.

Students in Years 9-11 have the opportunity to participate in an overseas mission trip to Tonga. Students who do not travel to Tonga assist with fundraising for supplies to the school they visit in Tonga.

Students in the MAS Football Program have numerous opportunities to exercise teamwork, leadership, and sportsmanship during the training sessions and matches they participate in. Many students from our Football Program represent our school, their region and state at levels that require them to demonstrate behaviour that is exemplary.

Theme 12: Parent, Student and Teacher Satisfaction

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

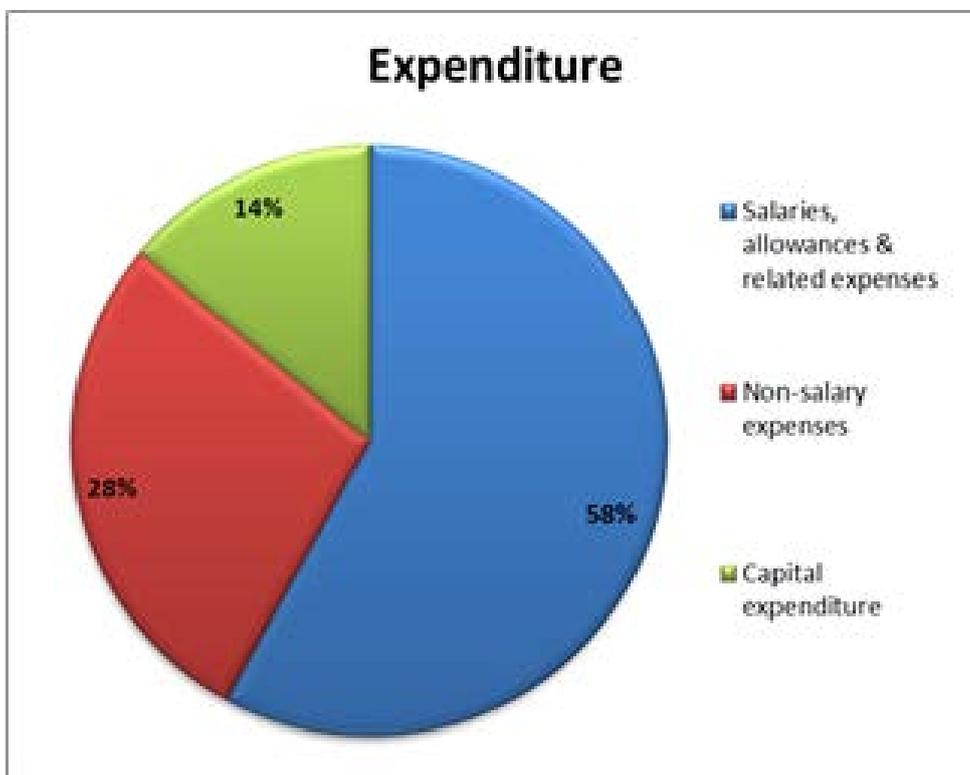
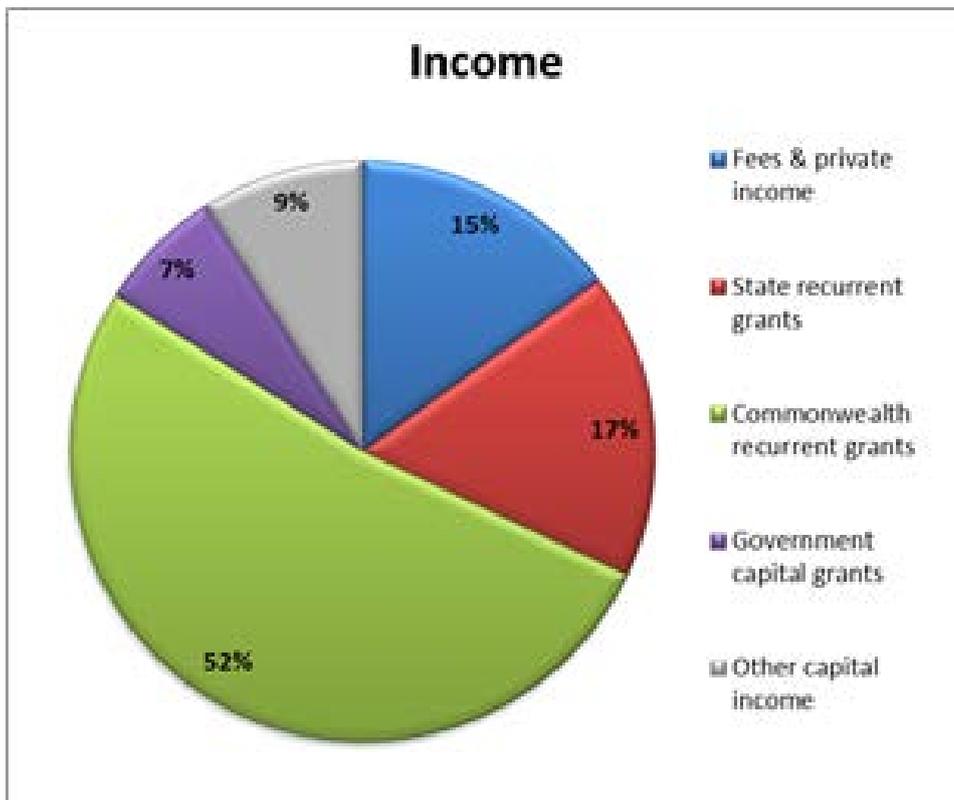
At interview for any sibling entry into the School parents are asked about their level of satisfaction as parents of a child/ren already attending the School. They are also asked how happy their children are at MAS. Both responses have been consistently positive.

From 2014 to 2015 student numbers at Mamre have grown by 18%.

Each family withdrawing from the School is asked to complete an exit survey. 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.

Theme 13: Summary financial information



Appendix A

AIS – 2014 Annual Report - Advice for NSW Independent Schools

Note for schools participating in the NSW Literacy and Numeracy Action Plan

Schools participating in the NSW Literacy and Numeracy Action Plan should acknowledge NSW Government funding. Reporting on achievement of overall priorities for 2013 in the annual report should include a summary of achievement against the NSW Literacy and Numeracy Action Plan priorities for 2013. Similarly, reporting of overall priorities for 2014 in the annual report should include priorities for the NSW Literacy and Numeracy Action Plan for 2014.

Participating schools should also include a broad budget in line with the NSW Literacy and Numeracy Action Plan priorities, which may be a brief table in this section, or could appear as a short appendix to the annual report.

Schools may wish to provide a link to NSW Literacy and Numeracy Action Plan documents already published on the school's website, though this information may be more detailed than the summaries required for annual reporting purposes.

Any information included in the annual report, while possibly less detailed, should be consistent with other NSW Literacy and Numeracy Action Plan documents, including information submitted for the purposes of other formal reporting requirements or information shared within the school community.