



MAMRE ANGLICAN SCHOOL

ANNUAL REPORT

2020

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Theme 1: A message from key school bodies

Message from the Chair of the School Council

2020 will be remembered by everyone at Mamre Anglican School. Students, parents, teachers, administrative staff and the School Council had to meet the many challenges presented by COVID 19. On behalf of the School Council, I would like to express my gratitude to the whole school community for the positive way in which they have responded to the challenges of this year.

The year began with the enthusiasm and joy of learning together in the classrooms, excursions and the many other activities that make Mamre an enjoyable School. By March 2020, the way the school operated had changed, first with additional precautions against infection, different arrangements for school drop offs and pick-ups and then with arrangements for learning at home. Administrative and other non-teaching staff took on different or additional roles to assist. Many policies and procedures had to be reviewed to facilitate the running of the School. This was more than a paperwork exercise. It was a way of ensuring that as far as possible we had considered all the possible contingencies and had appropriate plans in place.

The Principal Mrs Graydon, the Executive and the teachers adapted quickly to providing tuition via written material, online classes, and as often as possible one on one contact with students. The flexibility of the teachers came to the fore, but not without a lot of extra hard work. This was a difficult time for many students, especially those for whom learning is best done interacting with other students and their teachers. It was also difficult for parents/carers who had to encourage, assist, and supervise the learning of their children way beyond the usual demands of homework. The School developed ways of supporting staff and students during and after the lockdown.

Being back at school in person after the lockdown had challenges. A COVIDSAFE school required that the wellbeing of students, teachers, staff and parents/carers continued to be maintained. Not all were able to resume the usual school routine at the same time. Some students had found learning away from school harder than others, and these issues were addressed.

I am proud to say that Mamre School Community rose to the challenge. 2020 was a good year for Mamre Anglican School.

During this period, the School Council met by Zoom regularly. Loss of employment or reduced hours of employment as a result of the lockdown placed significant financial strain on some families, and this was recognised by Council. As far as was practical, fees were adjusted or reduced to assist our families during this difficult time. We were able to do this with the support of the Anglican Schools Corporation. The Council considered the potential ongoing financial impact of the pandemic when setting the 2021 fees. Mamre Anglican School is an exceptional School and we want it to grow. Mamre offers strong education where students can learn about the love of Jesus in an enthusiastic community of students, teachers and parents/carers.

Dr David Wallace

Chair

Mamre Anglican School Council

A message from the School Captains

The past year at Mamre Anglican School, like all schools, has been challenging. It is impossible to truly measure the impact of COVID-19. Clearly, the School was affected by the shutdown lasting several weeks in Term One. This necessitated the rapid move to online learning through platforms such as Zoom, Google Classroom and Canvas. Whilst we believe the School and teachers did a great job helping students adapt to online learning, the shutdown was definitely disruptive. This was particularly true for Year 12 students doing their HSC course as it took away class time and time spent face-to-face learning with their teachers.

On a positive note, 2020 once again saw the number of students enrolled at Mamre continue to grow. As School Captains, we believe this is due to the reputation of the School. We have teachers who are supportive and caring towards students as well as a large number of extracurricular opportunities catering for a range of student interests. These include sport, music, drama, debating, science competitions etc. All of these factors reflect the school's motto 'Where Every Child Matters.'

As a School, we hold strongly to the value of serving our community through Christ. Over the past 12 months, we have continued to hold as many charity events as possible in order to help those less fortunate than ourselves. Some of these included so Can-passion, National Day Against Bullying and R U OK Day.

Our Chaplains Mr Foxall, Rev Statheos and Mr McKenzie continue to preach the word of God in our Chapel services as well as through the student bible study groups called Fish, Core, Divers, Nine Little Words and Christianity Explained. Philippians 2:4 says 'Each of you should look not only to your own interests but also to the interests of others.' At Mamre, we are encouraged to 'Serve Christ' and our community in this way.

*Mikyah Conduit & Stevan Stanic-Floody
School Captains (2020-2021)*

Theme 2: Contextual information about the School and characteristics of the student body

Mamre Anglican School is a Christian co-educational, non-selective 3 Year-Old to Year 12 day school located in semi-rural Kemps Creek, close to both residential and industrial areas in the Western Sydney Growth Area. Mamre is committed to academic excellence and growth in Christian values. Students are encouraged to achieve their best to demonstrate initiative, to become self-disciplined and to show sensitivity to the needs of others. They are also taught how to lead within the School environment. In its pursuit of academic excellence, the School places emphasis on the acquisition of literacy and numeracy skills by all students.

As a Christian school in the Anglican tradition, Christ is central to all that we do. Biblical foundations and Christian values provide the basis for our learning framework and pastoral practices. Our weekly Chapel services each Friday are a time when we learn together about God and our relationship with him through Jesus Christ. Students may volunteer to assist our Chaplains in a variety of roles in Chapel, including being part of the music team, Bible reading, presenting dramas and operating the audio and video equipment. Students from the Early Learning Centre - Year 10 learn Christian Studies as a subject. Students can attend lunchtime Christian groups where they participate in a variety of engaging activities.

The majority of our students live in the Penrith local government area, however a significant number live further afield throughout the Blacktown, Fairfield, Hawkesbury, Liverpool, Hills and Wollondilly council areas. At the

beginning of December 2020, the school population was 673 K-12, 367 boys and 306 girls, plus 52 Early Learning Centre students. Our students represent a range of cultures and faiths. 13% of our students speak a second language at home. 3.5% of students are indigenous and 2.9% of students have identifiable disabilities.

Our school has a strong academic and pastoral focus where every student is encouraged to do their best. From Years 1-10, Mathematics and English classes are streamed into ability-based groups where each student can work at their own pace and lessons are differentiated to cater for all students. Our Young Scholars Program caters for gifted and talented students by providing enrichment activities, access to academic competitions and opportunities for acceleration and external courses. Students may apply for academic and all-rounder scholarships for entry to the school in Years 7 and 11.

Students requiring academic support are identified and tracked to enable appropriate modifications to learning and assessment activities to ensure they can access the curriculum to best achieve their learning outcomes.

Mamre Anglican School has a strong co-curricular focus. Approximately one quarter of the student population are involved in the MAS Football Program, a unique program that has proven to be an amazing success for eight years. These highly skilled and elite football (soccer) players receive academy style coaching by professional coaches including former Socceros. Whilst our footballers train on Friday afternoon, the rest of the school participates in our highly successful Clubs Program. Students can join a service, personal development or sports-based club. This, in conjunction with our Pastoral Care Programs in both Junior and Senior School result in a very positive culture in the School. In addition, we provide school camps and excursions appropriate to the differing needs of the school population. Students have a wide range of sporting co-curricular activities available to them.

Individual music tuition continued in 2020 but was heavily impacted by COVID-19. Most students resumed tuition by Term 3. However, the Year 3 Instrument Program was cancelled due to Government regulations regarding brass and woodwind instruments and the risk that this imposed. HSC Music and Drama student performances were also disrupted. However, they were able to perform their final examination pieces in front of a small audience. The Annual Performing Arts Showcase had to be cancelled due to COVID-19.

The School has a strong and dedicated team of professional teachers ranging from recent graduates through to very experienced educators, several with over twenty years teaching experience. Consequently, our teaching team provides a rich tapestry of innovation, enthusiasm, depth of subject knowledge and research-based teaching practices. Throughout the COVID months, teachers worked collegially within and across Faculty Groups to develop online and interactive learning programs. Professional Development in 2020 consisted of staff attending webinars, zoom meetings with colleagues, online PD through a variety of organisations established specifically to support teachers through the pandemic. In school staff conference days were limited to zoom meetings due to Government restrictions on maintaining social distancing in an enclosed environment.

Regular staff meetings and daily briefings were held via Zoom during the height of the pandemic when students were learning from home. Staff and students continued to meet in their Pastoral Care groups and classes using online platforms such as CANVAS and Google Classrooms. These lessons were enabled by Zoom.

Mamre staff, students and families adapted beautifully to the disruptive impact that the pandemic had on our learning community. We demonstrated great resilience and supported each other in a variety of ways.

Theme 3: Student outcomes in standardised Nat. Lit. & Num. testing

NAPLAN Results – Years 3, 5, 7, 9

As NAPLAN assessments were cancelled in 2020 due to COVID-19, the most recent information relates to 2019 NAPLAN results (see Summary below) which are available on My School (<http://www.myschool.edu.au>).

Mamre Anglican School compared to All Australian Students

	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	431	435	456	452	431
Year 5	512	499	521	508	494
Year 7	537	500	557	537	560
Year 9	583	559	583	576	585

This table shows the average student results at Mamre Anglican School for 2019.

Interpreting the table

Selected school's average when compared to all Australian students

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

Theme 4: Senior secondary outcomes (student achievement)

Higher School Certificate

The School presented its fifth group of HSC candidates in 2020, with a cohort of 32 students. All 32 students attained the award of the Higher School Certificate. Students studied 24 NESA developed courses. In 2020, seven (7) Year 12 students also undertook vocational training as a component of the HSC.

Student performance in the top four bands (and top two bands for Extension courses) equalled or exceeded state performance in 38% of courses, compared to 71% of courses in 2019.

Course	Year	Number of students	Bands 3-6 (E3-E4)		Bands 1-2 (E1-E2)	
			MAS (%)	State (%)	MAS (%)	State (%)
Ancient History	2020	4	100	85	0	15
	2019	NIL				
	2018	5	100	85	0	15
	2017	4	100	82	0	18
Biology	2020	2	100	86	0	14
	2019	5	100	85	0	15
	2018	11	91	90	9	10
	2017	7	86	88	14	12
Business Studies	2020	13	38	83	62	17
	2019	10	70	83	30	17
	2018	11	91	88	9	12
	2017	9	100	87	0	13
Chemistry	2020	3	100	89	0	11
	2019	4	75	88	25	12
	2018	4	100	89	0	11
	2017	1	100	91	0	9
Community and Family Studies	2020	6	84	90	16	10
	2019	2	100	88	0	12
	2018	NIL				
	2017	3	33	88	67	12
Design & Technology	2020	7	100	98	0	2
	2019	6	100	95	0	5
	2018	8	100	97	0	3
	2017	5	100	95	0	5

Course	Year	Number of students	Bands 3-6 (E3-E4)		Bands 1-2 (E1-E2)	
			MAS (%)	State (%)	MAS (%)	State (%)
Drama	2020	NIL				
	2019	4	100	98	0	2
	2018	NIL				
	2017	4	100	98	0	2
Economics	2020	2	50	91	50	9
	2019	3	100	92	0	8
	2018	2	100	92	0	8
	2017	3	100	93	0	7
English Advanced	2020	11	82	97	18	3
	2019	6	100	99	0	1
	2018	10	100	99	0	1
	2017	10	100	99	0	1
English Standard	2020	14	43	89	57	11
	2019	13	62	87	38	13
	2018	12	75	85	25	15
	2017	12	83	86	17	14
English Studies (Non ATAR)	2020	7	NA	NA	1 student elected to sit exam	NA
Food Technology	2020	7	43	82	57	18
	2019	3	100	89	0	11
	2018	7	86	86	14	14
	2017	5	80	82	20	18
French Beginners	2020	3	33	84	67	16
French Continuers (Distance)	2020	1	100	81	0	19
Industrial Technology Multi-Media	2020	5	60	81	40	19
Japanese Beginners (Distance)	2020	1	100	80	0	20
Legal Studies	2020	11	55	88	45	12
	2019	3	33	83	67	17
	2018	NIL				
	2017	4	100	92	0	8

Course	Year	Number of students	Bands 3-6 (E3-E4)		Bands 1-2 (E1-E2)	
			MAS (%)	State (%)	MAS (%)	State (%)
Mathematics Advanced	2020	3	100	95	0	5
	2019	2	100	89	0	11
	2018	5	100	93	0	7
	2017	5	100	82	0	18
Mathematics Standard	2020	26	31	75	69	25
	2019	15	87	92	13	
	2018	16	63	80	37	20
	2017	18	61	75	39	25
Modern History	2020	7	29	84	71	16
	2019	2	100	86	0	14
	2018	NIL				
	2017	3	100	86	0	14
Music 1	2020	1	100	97	0	3
	2019	3	100	98	0	2
	2018	2	100	98	0	2
	2017	1	100	99	0	1
PDHPE	2020	14	50	85	50	15
	2019	9	100	88	0	12
	2018	10	80	86	20	14
	2017	7	100	81	0	19
Physics	2020	2	50	85	50	15
	2019	2	100	88	0	12
	2018	3	100	87	0	13
	2017	3	100	88	0	12
Visual Arts	2020	4	75	97	25	3
	2019	NIL				
	2018	1	100	99	0	1
	2017	2	100	99	0	1

RoSA Credentials for 2020

No Year 10 students were awarded a Record of School Achievement at the end of 2020.

Theme 5: Teacher professional learning, accreditation and qualifications

Professional Learning

In 2020 all teaching staff participated in a wide range of professional learning to improve the achievement of students' learning outcomes. Mamre Anglican School is endorsed to provide NESA accredited professional development courses and delivered a number of these courses throughout the year as well as accessing professional development courses from other providers. Due to COVID-19, much of this professional learning was conducted online.

The following table summarises the External and Internal Professional Learning undertaken by staff at the School.

In-Service	Presenter	No. of Staff
Child protection <i>(including non-teaching staff)</i>	Mamre Anglican School	26 JS, 33 SS, 23WS
Crafting and using learning targets	Mamre Anglican School	26 JS, 33 SS, 1WS
Embedding our values	Mamre Anglican School	26 JS, 33 SS, 1WS
Making learning challenging, active and meaningful	Mamre Anglican School	26 JS, 33 SS, 1WS
Moving forward with values at Mamre	Mamre Anglican School	26 JS, 33 SS, 1WS
Teaching and encouraging reading across KLAS	Mamre Anglican School	26 JS, 33 SS, 1WS
Teaching and learning frameworks: What, why and how	Mamre Anglican School	26 JS, 33 SS, 1WS
Aboriginal STEM Summit	The Aboriginal Early Childhood Collective	4 JS
Advanced Module A: Textual Conversations - The Tempest and Hag-Seed	TTA	1 SS
AIS RTO Update	AISNSW	2 SS
Amplify the impact: striking the right note in music education	AISNSW	2 SS
Assist with selecting, annotating and preparing evidence and the portfolios	AISNSW	2 SS
Anxious Head, Troubled Minds	EdComm	1 SS

Autism Awareness and Strategies for the Educational Environment	TTA	1 JS, 1 SS
Autism: Differentiating for Students on the Autism Spectrum	TTA	1 SS
Beyond PowerPoint: Delivering truly interactive presentations	TTA	1 SS
Careers Advisor Session 2020	TAFE NSW	1 SS
Carnet de Vacances 2020	AISNSW / Alliance Francaise	1 SS
Chemical Safety in Schools Advanced	AISNSW	1 SS
Chemical Safety in Schools Basic Induction	AISNSW	1 SS
Child Protection Legislation	AISNSW	1 WS
Coaching and Mentoring training for teachers	TTA	1 SS
Creating Student Management Practices that work!	TTA	1 SS
Crossing Professional Boundaries Webinar 2020	AISNSW	1 WS
Developing Voices: successful Creative Writing in the Classroom	TTA	1 SS
Digital Literacy: Moving from survival to thrive!	TTA	1 JS
Differentiated Instruction - proven Strategies for Success	TTA	2 JS, 1 SS
Engaging more with Canvas	Anglican Schools Corporation	1 SS
Exploring Growth Mindset - Masterclass with Dan Haesler	TTA	2 SS
Extend the Thinking Skills of Young Children	TTA	1 JS
Faithful in Ministry	Sydney Anglican Archdiocese	2 WS
Flip It - Fast and Free Tools for Creating Flipped Classroom Content	TTA	1 JS, 3 SS
From Text to Concept	English Teachers Association	1 SS
Gamify Your Classroom: A Practical Guide To Game-Based Learning	TTA	1 SS
Google Classroom Crash Course - Part II - your questions answered	TTA	1 SS
Google Classroom for beginners	TTA	1 JS, 1 SS
Google Classroom: The next steps	TTA	2 SS

How to Deliver Online Learning with Google Classroom	TTA	2 JS, 2 SS
HSC Disability Provisions	NESA	1 WS, 1 SS
HSC English Paper 1 Section I – becoming a better teacher and marker of unseen texts	TTA	1 SS
HSC Extension 1 Webinar	English Teachers Association	1 SS
IEU Reps Training Day	IEU	1 WS
Inspire Young Scientists in your Learning Room	TTA	1 JS
Introduction to Early Learning STEM	TTA	1 JS
Investigation Masterclass	AISNSW	1 WS
iPads - Changing the Way We Do Education	TTA	1 SS
iPads in the Primary Classroom	TTA	1 JS
iPads in your Early Years classroom	TTA	2 JS
Killer Depth Studies and SRPs	TTA	1 SS
Law for School Counsellors	Law Sense	1 WS
Learning and Teaching Adobe Lightroom	TTA	1 SS
Legal Studies State Conference	Legal Studies Association of NSW	1 SS
Level up III - problem based learning	TTA	2 SS
Making Classroom Observations and Providing Feedback.	AISNSW	1 WS
Maths with Google Sheets: Statistics-Univariate & Bivariate Data	TTA	1 SS
Maximising HSC Marks for New English Syllabus covering all Modules	TTA	1 SS
Meet the markers of the HSC	STANSW	1 SS
Mentoring and Development - Interpersonal skills for life and work	TTA	1 WS, 1 SS
Mentoring Made easy	TTA	1 SS
Mindful Behaviour Management in the Pre-school Years	TTA	1 JS
Navigating Informed Consent & Confidentiality & Adjusting for COVID-19	Law Sense	1 WS
New perspectives: teaching the Holocaust	Sydney Jewish Museum	1 SS

Practical Behaviour Management - Masterclass with Glen Pearsall	TTA	1 JS, 1 SS
Productive teaching with Google Apps for Education	TTA	3 SS
Provide cardiopulmonary resuscitation (including non-teaching staff)	Reviva	26 JS, 33 SS, 23WS
Reading and Spelling Gains with Systematic Synthetic Phonics	TTA	2 JS
Reportable Conduct Investigation	AISNSW	1 WS
Revision Strategies for the HSC	English Teachers Association	1 SS
Seven Steps Writing Workshops	Seven Steps to Writing Success	2 JS
Strategic Approach to IRP - HSC CAFS	The Learning Network	2 SS
Student Behaviour: How To Decipher Its Secret Language And Improve Student Outcomes	TTA	1 JS, 1 SS
Success with dyslexia	TTA	1 JS
Teach Nature Play	TTA	1 JS
Teach Science Inquiry in the Primary Classroom	TTA	1 JS
Teaching Cohesion for Writing and Reading	TTA	1 SS
Teaching English Grammar and Vocabulary for Writing and Reading (Secondary and Middle School)	TTA	1 SS
Teaching Online	TTA	1 SS
The examination interpreted for teaching: advanced and standard courses	English Teachers Association	2 SS
The higher order thinking scaffolding toolkit	TTA	1 SS
The Parent Trap: Managing High Conflict Family Situations in the School Environment	Television Education Network	1 WS, 1 SS
The path to peak performance	TTA	1 WS
The student collaboration and learning conversations toolkit	TTA	1 SS
The Teacher Wellbeing Toolkit	TTA	2 SS
Tremendously Terrific Teaching	TTA	1 SS
Understanding copyright	AISNSW	1 WS
Understanding Giftedness: An overview of Giftedness	TTA	1 JS

Updates to the NSW Child Protection Legislative framework	AISNSW	1 WS
Use Sustainability to Achieve EYLF Outcomes	TTA	1 JS
Using Digital Pedagogy Effectively in the Science Classroom	TTA	1 SS
Using QR codes & augmented reality in the 21st century classroom	TTA	2 JS
Viewing of Experienced Teacher Digital Portfolios	AISNSW	1 SS
Working Memory & its impact on learning	TTA	2 JS
Workplace Investigation	AISNSW	1 WS

Teacher Accreditation

Level of Accreditation	No. of Teachers
Conditional	2
Provisional	1
Proficient	56
Highly Accomplished (voluntary accreditation)	0
Lead Teacher (voluntary accreditation)	0
Non-accredited	0
Total number of teachers	59

Teacher Qualifications

In 2020, all teachers had teaching qualifications from recognised Higher Education Institutions.

Category	No. 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	59
Teachers who have a bachelor degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications.	0

Theme 6: Workforce composition

School Staff 2020	
Teaching staff	59
Full time equivalent teaching staff	52.5
Non-teaching staff	23
Full time equivalent non-teaching staff	18

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

Workforce composition included 1 (0.6FTE) indigenous teaching staff.

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

Student Attendance 2020

Year Level	Attendance Rate %	Year Level	Attendance Rate %	Year Level	Attendance Rate %
Kindergarten	95	Year 5	95	Year 10	91
Year 1	94	Year 6	94	Year 11	95
Year 2	96	Year 7	93	Year 12	92
Year 3	95	Year 8	93	Whole School	94
Year 4	95	Year 9	92		

Ninety-four per cent of students attended school on average each school day in 2020. This was similar to the daily attendance in 2019.

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 roll is marked daily at the commencement of the roll call period (8:30 am).

Parental Notification

- Parents are automatically notified of pupil absences via School App at 10am on the same day.
- Parents are automatically notified of pupil absences via 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

60% of Year 10 2018 cohort completed Year 12 at MAS in 2020.

Post school destinations

75% of students who left school at the end of Year 12 2019 continued on to University, TAFE or Apprenticeships and 15% pursued full-time employment. The destination for 10% is unknown.

30% of Year 10 students moved to other local schools to complete their schooling in 2020.

6% of students moved to paid employment, including apprenticeships and traineeships when they left Year 10 in 2020.

Theme 8: Enrolment policies

Enrolment Policy

Mamre Anglican School is a comprehensive co-educational 3 Year-Old – Year 12 school providing an education underpinned by Christian values and operating within the policies of the NSW Education Standards Authority (NESA). All applications will be processed using the following procedures:-

Any parent wishing to enrol their child at MAS must first complete an enrolment form and provide the following information about a student:

- Name, age and address;
- The name and contact telephone number of parents/guardians;
- Date of enrolment; and
- Previous school or pre-enrolment situation.

When the enrolment form is given to the School it must be accompanied by a non-refundable Application Fee.

An offer of a place at Mamre Anglican School will only be made when a student and the student's parents/guardians have been interviewed by the Principal. The Principal has total discretion as to whether a place will be offered.

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 to Enrol

*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 certain years, to be determined by the Principal. Scholarships are awarded on the basis of internal examinations and trials, held in the preceding year.

The offer of Scholarship is subject to the following conditions:

- The student has completed an Application to Enrol 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 Charge 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 the Anglican Schools Corporation from 1 Jan 2012.

Interpretation

"Corporation" means 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 he/she is known, and/or his/her nominee.

"School" means the school 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/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

Theme 9: Other school policies

Policies for Students Welfare

The School seeks to maintain a safe and supportive environment in which students and staff alike feel secure and in which the risk of harm to students is minimised. The School supports the physical, social, academic, spiritual and emotional development of students. Policies and programs for student welfare are designed to develop a sense of self-worth and personal growth. The Pastoral Care support system in the Junior and Senior Schools enables students and staff to nurture a safe and supportive environment.

Core policies were reviewed in 2019 and are available for staff on a central policy drive. Copies of school policies are available from the School Reception.

Student Welfare encompasses the Student Welfare Policy, School Uniform Policy, Child Protection Policy, Workplace Health and Safety Policy, Staff Code of Conduct, Excursion Policy, Critical Incident policy, Duty of Care, Attendance Policy and many more. Each of these policies are reliant on other policies and procedures being followed to ensure the overall best possible welfare of all Mamre students.

Policy - Summary	Changes in 2019	Access to full text
Student Welfare Policy		Either by request or on the School website
Responsibilities and Expectations	<ul style="list-style-type: none"> Reviewed 2019 	
Procedures for Classroom Management	<ul style="list-style-type: none"> Reviewed 2019 	
Punishment and Rewards	<ul style="list-style-type: none"> Reviewed 2019 	
Procedural Fairness	<ul style="list-style-type: none"> Definition of Procedural Fairness includes: 'Procedural Fairness refers to what is sometimes referred to as the 'hearing rule' and the right to an unbiased decision. A further definition of the 'hearing rule' is provided in the Policy. 	
School Uniform Policy		Either by request or in the Student Handbook
General Uniform & Appearance Policy	<ul style="list-style-type: none"> Reviewed 2019 	

Child Protection Policy		By request to School Reception
<p>The safety and protection of all persons (especially children) according to legislative requirements.</p> <p>The Policy outlines key concepts and definitions under the relevant NSW legislation including mandatory reporters, reportable conduct and risk management. It sets out expected standards of behaviour in relation to employees and contractors and their relationships with students.</p> <p>Child Protection is a community responsibility.</p>	<ul style="list-style-type: none"> • Reviewed 2019 • Compliance with legislative and Anglican Schools Corporation requirements for employee, volunteer and contractor screening procedures 	
Workplace Health and Safety		By request to School Reception
Evacuation and Lockdown Procedures	<ul style="list-style-type: none"> • Minor updates to Evacuation and lockdown procedures, for example, staff names changed to position title 	
Staff Code of Conduct		By request to School Reception
<p>The Code of Conduct forms comprehensive directions to employees and other workers as to the expected standard of behaviour. The Code places an obligation on all employees to take responsibility for their own conduct and to work with colleagues cooperatively to achieve a consultative and collaborative workplace where people are happy and proud to work.</p> <p>The Code of Conduct applies to all employees of the School, whether employed on a permanent, temporary or casual basis.</p>	<ul style="list-style-type: none"> • Reviewed 2019 	
Safe and Supportive Environment		Either by request or on the School website
The safe and supportive environment includes policy and procedures for security, supervision, conduct, complaints and grievances, pastoral care and communication.	<ul style="list-style-type: none"> • Reviewed 2019 	

Anti-bullying Policy		Either by request or on the School website
<p>Bullying is not acceptable behaviour and will not be tolerated.</p> <p>The School seeks to be proactive in promoting an environment in which everyone understands that bullying is wrong and that individuals have a responsibility to report bullying if and when they become aware of it.</p> <p>A range of discipline measures are imposed on students who bully other students. Penalties imposed are age appropriate and include restorative justice action. Student welfare and pastoral care programs enable students to be made aware of resilience strategies that can help with identifying and reporting bullying behaviours.</p>	<ul style="list-style-type: none"> Reviewed 2019 	
Discipline		Either by request or on the School website
<p>The School requires all students to abide by the School rules and to follow directions of teachers and other people with authority delegated by the School. When disciplinary action is required penalties imposed vary according to the age of the student, the nature of the breach of discipline and a student's prior behaviour. As we cater for 3 Year-Olds through to Year 12 students, penalties applied are appropriate to the age of the student.</p> <p>Corporal punishment is not permitted under any circumstances. The School never asks parents to impose corporal punishment on a child or on its behalf. The School discipline procedures are based on principles of procedural fairness and involve parents in the processes of procedural fairness for suspension and expulsion.</p>	<ul style="list-style-type: none"> Reviewed 2019 	
Complaints and Grievances Resolution		Either by request or on the School website
<p>The School policy for dealing with complaints and grievances include processes for raising and responding to matters of concern identified by parents, staff and/or students. These processes incorporate, as appropriate, principles of procedural fairness.</p>	<ul style="list-style-type: none"> Reviewed 2019 	

Theme 10: School determined priority areas for improvement

Junior School

Area	Priorities	Achievements
Teaching and Learning		
	Literacy	<ul style="list-style-type: none"> In-servicing on Reading group design using the Modelled, guided and independent method of instruction
	Continuation and refinement of Jemm and Emm Maths program	<ul style="list-style-type: none"> Continued Tier 2 intervention in Maths Continued streaming of Maths groupings with additional teacher support for Tier 3 students Additional teacher aide support in Tier 3 groupings- Kindergarten to Year 2
	Intervention for Tier 3 students in literacy	<ul style="list-style-type: none"> Continued with Maclit in small group interventions Increased targeting of literacy skills in Year 3 to 6 students through Maclit, Multilit and peer reading programs
	Pastoral Care	<ul style="list-style-type: none"> Involvement of an increased number of Year 6 students as leaders in the PALS program to target the modelling of appropriate social skills in all students and provide more leadership opportunities for Year 6 students. Involvement of these students in leadership training programs both within the School and using external providers Playground initiatives to encourage creative and co-operative play were continued and expanded
	Social skills program widened	<ul style="list-style-type: none"> Continuation of explicit teaching of social skills by the School Counsellor into Year 1 and 2. Program builds on the Kindergarten social skills program. Continue to develop a common language to be used across the Junior School via the use of Program Achieve for addressing social situations which can cause difficulty. Increased emphasis on explicitly teaching social skills at point of need within the classroom and playground. This is done through Program Achieve, as stand-alone lessons and through the PDH Program.
	Kindergarten transition program refined	<ul style="list-style-type: none"> Formalisation of a one to one assessment process for a smooth transition to school for Kindergarten students Continue Parent Education Evening by a Speech Therapist to discuss transition to school
	Year 6 to 7 transition program	<ul style="list-style-type: none"> Continuation of a three-day transition program for Year 6 into Year 7 students including the handover of data between Year 6 and Year 7 teachers.
	Monitoring of results to ensure they meet school goals in Literacy/Numeracy	<ul style="list-style-type: none"> Done through internal school assessment as NAPLAN results were not available due to COVID.

		<ul style="list-style-type: none"> ● Seen as a priority to ensure student results were not adversely affected by home schooling.
	Curriculum mapping	<ul style="list-style-type: none"> ● Scope and sequencing of curriculum across the Junior School revised
	Programming	<ul style="list-style-type: none"> ● Updating the uniform model of program, scope and sequence and assessment schedules across the Junior School.
	Award system	<ul style="list-style-type: none"> ● Award system was reviewed with the view of linking it to the Program Achieve characteristics of: service, organisation, getting along, persistence, confidence, resilience, personal best and Christian values.
Staff Development		
	Effective reading instruction	<ul style="list-style-type: none"> ● In servicing of staff on modelled, guided and independent reading instruction.
	ICT	<ul style="list-style-type: none"> ● Continuation of planning for teaching STEM in Pre-K and Year 5
Facilities and Resources		
	Reading resources	<ul style="list-style-type: none"> ● Increased number of reading books available for class readers in Years 3-6
	ICT	<ul style="list-style-type: none"> ● Apps to supplement teaching program were purchased ● Increase in number of devices available to students

Areas for Improvement for 2020 – Junior School

Area	Priorities
Teaching and Learning	<ul style="list-style-type: none"> ● Continue in-servicing on literacy blocks ● Introduction of a new planner proforma for reading instruction
Student Welfare	<ul style="list-style-type: none"> ● Continue to implement point of need strategies for explicit teaching of social skills ● Examine the Pastoral Care program to ensure it meets the needs of the current students
Staff Development	<ul style="list-style-type: none"> ● Teaching literacy across the Junior School ● Maths groups for effective differentiation across all Stages-changes to the structure to be implemented
Facilities and Resources	<ul style="list-style-type: none"> ● Further purchases of guided and home readers

Senior School

Area	Priorities	Achievements
Teaching and Learning		
	Undertake review of differentiated learning across the school	Review completed resulting in changes to IEP processes and additional staffing to commence in 2021.
	Undertake review of Library programs	Review conducted. Recommendation to reorganize collection implemented. Planning for expansion of Library lessons into Year 7 in 2021 undertaken.
	Continue development of Teaching and Learning Framework	Professional Learning and staff consultation undertaken in preparation for implementation of whole school Teaching and Learning Framework in 2021.
	Plan for broadening the range of vocational (VET) courses delivered on site	VET Firefighting Operations course developed in conjunction with NSW Rural Fire Service and endorsed by NESA for delivery commencing 2021.
Student Welfare		
	Development of Student Pastoral Profiles	Senior School Welfare team met and developed a register of Senior School Pastoral Profiles
	Bullying & developing resilience in students	Continued emphasis on students being Respectful, Responsible and Safe Learners
	Established Wellbeing Program	Senior School PCG Program and Diaries – emphasis placed on development of positive psychology and growth mind set
Staff Development		
	Deliver a wide range of endorsed PD in-house	Disrupted due to COVID. Changes to NESA PD policy resulted in cancellation of endorsement for all schools.
	Develop teachers' skills in the effective use of data	Ongoing.
	Continue middle leaders training	Disrupted due to COVID.
	Develop and implement a Performance and Development Framework for teachers	Disrupted due to COVID.
Facilities and Resources		
	Commence planning for new learning spaces	Senior School Building was approved and commenced. The completion of the project was delayed due to COVID-19.

Areas for Improvement for 2021 – Senior School

Area	Priorities
Student Welfare	<ul style="list-style-type: none"> • Discipline System to be implemented • Develop the Pastoral Care and Wellbeing Program for Senior School students through Pastoral Care groups • Develop staff skills in identifying Wellbeing needs of school students
Facilities and Resources	<ul style="list-style-type: none"> • Analysis and planning of how to use outside spaces more effectively in catering for student needs • Development of 'Passive Areas' for student seating
Need for additional facilities to meet needs of growing school population.	<ul style="list-style-type: none"> • Additional playground shelters to be installed • Installation of Electronic Notice Boards to improve communication and show case student work • Multi-Purpose COLA built for School assemblies and sport activities
Teaching and Learning	<ul style="list-style-type: none"> • Monitor implementation of Teaching and Learning Framework in Years 5 - 8 • Plan for further implementation of Teaching and Learning framework
Staff Development	<ul style="list-style-type: none"> • Gain endorsement to deliver a wide range of endorsed PD in-house under NESAs new policy and procedures • Develop teachers' skills in the effective use of data • Continue middle leaders training • Implement a Performance and Development Framework for teachers • Provide mentoring to new teachers working towards Proficient Teacher Accreditation

Theme 11: Initiatives promoting respect and responsibility

Mamre Anglican School wants all students to recognise that they are valued and integral members of the school community, with parents and staff providing the care and support that engender self-esteem, mutual respect and responsibility. There is much scope to develop talents and to learn through experiences. Mamre Anglican School provides the following activities to promote respect and responsibility both in the community and school setting:

Chapel - Students are encouraged to participate and are given opportunities to exhibit their talents and leadership.

Clubs Program - Weekly activities are offered to all students from Years 1 to 12. Students select from a variety of activities which target the development of one of four areas; Service, Physical Activity, Learning a New Skill or Exploring a Personal Interest.

Awards – Junior School and Senior School – Each award encourages the student to be responsible for their journey in a way that contributes positively to the culture of the School. The awards cover the key areas of

academia and classroom participation, citizenship and fellowship, co-curricular involvement, community service, environmental service and sporting involvement.

Leadership Training - School leaders in both the Junior and Senior School attended Leadership Training within the School, developing the student's capacity to lead.

Fundraising – Mufti Day/Charity Day - Fundraisers were held to raise awareness of many areas of the community that are greatly benefited by our support – e.g. Jump Rope for Heart, Shave for a Cure. Each Sport House holds a separate fundraising initiative (Mufti Day, Crazy Sock Day etc.) with funds being directed to a specific charity.

Peer Activity Leaders (PALs) Program - Students in Year 6 are trained to run structured activities and games with younger Junior School students each lunchtime. The responsibility of facilitating socialisation development in younger students has had a dual purpose for the PALs Leaders in encouraging their own social development as well as their leadership skills.

Road Safety Forum & Guest Speaker - Students in Years 10 & 11 attended an online forum focusing on Wise Decisions in Driving Behaviours which was presented by several Community groups.

Graffiti Education Awareness Program – Delivered online to students in the Junior and Senior School. The students were educated on some root causes of graffiti such as self-esteem and peer pressure. The message of respect and responsibility was then followed up in HSIE classes.

MAS Football Program - The program is run in a structured format, encouraging participation in a committed environment. Teamwork, sportsmanship and commitment are key elements to the program and foster positive attributes in our students. Opportunities for leadership are encouraged by coaches to develop these qualities in participants. Students from the program have enjoyed success in many competitions and gained representative opportunities at school, regional and state levels. The greatest successes however, are measured in the respectful way they approach their opponents.

Program Achieve - Explicit teaching of social skills in the Junior School occurred via Program Achieve. This program gives students a common language by which to discuss issues. Social skills are also taught explicitly at point of need both within and outside the classroom, as well as being part of the PDH curriculum.

COVID – Special consideration was given to the mental health of the students within the community due to the prolonged impact of the COVID epidemic on students. This involved debriefing with students both individually and as class groups, regular welfare checks whilst students were engaged in Home Learning and family conferences to ensure the impact of the lock down was managed. Parents were encouraged to contact the School if difficulties existed. Class room teachers and PCG staff contacted parents and students weekly to ensure they were coping with the situation. Children who needed additional support were encouraged to attend classes on campus so that disruption to routine could be minimised and the impacts of this could be better managed by staff.

Theme 12: Parent, student and teacher satisfaction

COVID-19 LOCKDOWN - PARENT SURVEY POST COVID-19 - SELECTION OF COMMENTS
<i>Was extremely well handled (and received), great work in organising and implementing. Thank you all.</i>
<i>The teachers provided a great learning experience in such a short time. They were also quick to respond to the children's emails. Teachers rang to see how the children were going and also emailed parents to praise students doing great work or for any difficulties encountered with handing work in. Teachers provided extra zooms or videos explaining work students had difficulty with. Over all we are very happy with the off-campus learning experience.</i>
<i>My Year 8 child coped well with off-campus learning, my youngest (Year 3) struggled. I don't think this was due to anything in particular, he just struggled with not having teacher's guidance face to face.</i>
<i>I think the off-campus learning was a great insight from a parent's point of view to see exactly how their child learns. The workload was sufficient, accessible and instructions were clear for the children to follow. The teachers are to be commended on their great work.</i>
<i>Exceptional effort by the Pre-Kindergarten teachers to provide engaging activities that would cater to such a broad range of kids. We LOVED what was sent home but found the zoom sessions tricky early in the morning with little ones at home.</i>
<i>It was very nice to be able to zoom into the Chapel on Fridays. It would be great if this functionality could be continued for parents and carers who cannot make it to School when normal Chapel resumes.</i>
<i>The teachers provided a great learning experience in such a short time. They were quick to respond to the children's emails. Teachers rang to see how the children were going and also emailed parents to praise students doing great work or for any difficulties encountered with handing work in. Teachers provided extra zooms or videos explaining work students had difficulty with. Overall, we were very happy with the off-campus learning experience.</i>
<i>With just having started at Mamre this year and having the COVID-19 situation happen so soon, I have to say we feel very lucky to be a part of this School. Even considering the long break our son honestly seems as if he has always attended Mamre. We appreciate the communication from Mrs Graydon and all our son's teachers, all the welcoming faces of staff in the morning and afternoon and the amazing way the horrible situation has been handled. Thank you so much.</i>
<i>Just know you're all doing a great job. I know my kids are safe. I'm glad they are back at School. I hope this COVID-19 period hasn't made them in anyway fall behind, but I have confidence that if this is the case I will be offered options for my kids to be part of something that will help them catch up.</i>
<i>The School has been brilliant through all of this. Everyone has kept us informed about everything that we needed to know. A big thank you! When talking to parents from other schools, most didn't know what was happening from week to week, but Mamre Anglican was always ahead! We also knew what to expect as we would get regular emails from the teachers and principal.</i>
<i>I was extremely happy with the School's response to the pandemic. I feel that my child did not miss out on any learning opportunities. Thank you! The School and the teachers have done an amazing job.</i>

Theme 13: Summary financial information

