



MAMRE ANGLICAN SCHOOL

ANNUAL REPORT

2019

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Theme 1: A message from key school bodies

Message from the Chair of the School Council

I am impressed each year by the way in which the teachers and support staff at Mamre meet the changing needs and interests of the students. At Mamre “every child matters”.

2019 customarily began with “Tell Us About Your Child” for Years 1-12. Our teachers use this information to help them to cater for the individual strengths and needs of each child as we move through the curriculum, plan excursions and in-school events, establish extra-curricular activities, and deal with the day to day ups and downs of the students. We want each student to learn and perform to the best of their ability. The results of NAPLAN and other testing is used to guide instruction.

Mamre’s success is evident in better results, the buzz around the school, participation in events and growing enrolments. Enrolments grew from 570 at the end of 2018 to 678 at the end of 2019.

As the School grows our goal remains the same. Our goal is for students to learn and grow in confidence and maturity in a happy, safe and Christian environment at an affordable price.

Mamre’s effectiveness comes from its leadership, its staff, and the community of parents and carers. Mamre’s teachers work hard, encouraging, teaching and caring for the students. They make Mamre’s goal a reality. The parents and carers encourage their children, assist with homework, and make the financial sacrifice to enable their children to attend Mamre. Mrs Graydon, the Principal leads with energy, vision, and a sense of joy. She is ably supported by the commitment, experience and expertise of the School Executive Team.

After a flurry of last-minute work with “all hands on deck”, the new Junior School building was ready to use, despite delays in its construction. Almost immediately landscaping commenced and the area is now a very pleasant part of the School.

The redeveloped Football fields were put to good use this year giving our teams a real home advantage because of their quality. The MAS Football Program continues to attract students to Mamre.

The Rural Fire Service Cadets continue to be trained in the use of the equipment, and gain knowledge about fire and firefighting, ready to use when they are old enough to join a local fire service.

Our students regularly attend Chapel and participate in other Christian activities. We are committed to loving our students as Jesus has loved us, and we are keen to share the message of the Gospel when appropriate.

The School Council met regularly during the year reviewing the progress of the School. Its task is to ensure that the School is financially and environmentally sustainable as it educates and develops the students. Each meeting receives reports from Mrs Graydon on the operation of the School, and detailed financial reports from The Anglican Schools Corporation.

Dr David Wallace

Chair

Mamre Anglican School Council

Message from the Principal

At Mamre, we have a strong belief that our School is a place *'where every child matters'*. We acknowledge that all children have individual gifts and talents which we can help them to explore and develop. Pastoral care of our students is of utmost importance. Our PALS Program in Junior School ensures each of our children develop and maintain friendships in a positive way. It is just one indication of the many areas in which our students feel valued and cared for.

Teaching programs facilitate inquiry-based and research-centred learning coupled with direct instruction to provide explicit strategies for our students to be confident and successful in their learning. At Mamre, we provide a wide variety of learning experiences both within the classroom and through our extensive co-curricular program in order for students to develop their interests and abilities.

Mamre Anglican School provides co-curricular experiences for students from age 3 (in the Early Learning Centre) to Year 12. The Year 3 Band Program gives students the opportunity to learn a musical instrument – flute, clarinet, trumpet, ukelele. Students in our Football Program exceeded all expectations and developed their talents to become more accomplished, confident and creative players in their own clubs. Our Young Scholars (Years 7 & 8) performed brilliantly, placing first at Maths Olympiad. The Cadet Rural Fire Brigade was established. Our Friday afternoon Clubs Program continues to provide students with opportunities for service, personal development and creativity.

Our teachers are passionate about generating learning experiences for all students that are challenging and promote critical thinking and problem solving. We strive to develop students who are passionate about learning and who recognise the relevance of knowledge, understanding and skills. The secondary schooling journey finishes with Year 12 graduating, (some of whom started here in Kindergarten). We encourage all our students to achieve strong academic results in their HSC. This is a priority to further develop in coming years along with our reputation for getting the best out of our students. A highlight in 2019 was the Creative Arts Showcase evening. This evening enabled our Design and Technology, Visual Arts, Drama and Music students to showcase their major works. It was an interactive and vibrant event.

At Mamre, we aim to be a place where our staff, students and parents are proud to belong – where students feel engaged, valued and confident and use their learning experiences to make a difference in the world.

Mrs Cathie Graydon
Principal

A message from the School Captains

The past year at Mamre Anglican School has marked a number of achievements, which are reflected through the growth and development in a range of aspects within our School community. Under the guidance of our Principal, Mrs Cathie Graydon, we are all encouraged to pursue and embrace our purpose through academic achievements and co-curricular endeavours at Mamre Anglican School.

In 2019, the number of students enrolled at Mamre has continued to grow. As School Captains, we believe this is due to the following factors;

- Increased Academic Achievements in Years 11 and 12
- Large number of extracurricular opportunities for all students catering for a range of interests such as sport, music, drama, debating, science competitions etc.
- Teachers who are supportive and caring towards students and help each individual to reach their full potential.
- An ethos at the School that truly reflects 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. Our Chaplains Mr Foxall, Mr McKenzie and Mr Statheos have also continued to preach the word of God in our Chapel services as well as through the student bible study groups called Fish, Core, Divers and Nine Little Words. 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.

Georgia Nicolle and Jeremiah Bilivalu
School Captains (2019-2020)

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 2019, the school population was 619 K-12, 325 boys and 294 girls, plus 50 Early Learning Centre students. Our students represent a range of cultures and faiths. 13% of our students speak a second language at home. 2.7% of students are indigenous and 3.2% 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 Socceroos. 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 is available during the school day in a wide range of instruments, suitable for students of any level of music ability and experience. Students in the Junior School performed High School Musical. Students across both Junior and Senior School participated in choir, band, strings and dance groups. Senior School drama and music students performed at the Performing Arts Showcase.

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. Teachers work collegially within and across Faculty Groups to develop learning programs. Teachers are supported in their professional development with regular professional learning activities, participation in external courses and workshops, and mentoring of newer teachers by senior staff.

Theme 3: Student outcomes in standardised Nat. Lit. & Num. 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 through National Assessment Program – Literacy and Numeracy (NAPLAN).

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

For further details of NAPLAN data for Mamre Anglican School go to <http://www.myschool.edu.au>

Theme 4: Senior secondary outcomes (student achievement)

Higher School Certificate

The School presented its fourth group of HSC candidates in 2019, with a small cohort of 19 students. All 19 students attained the award of the Higher School Certificate. Students studied 17 NESA Developed courses. In 2019, two 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 71% of courses, compared to 81% of courses in 2018.

Course	Year	Number of students	Bands 3-6 (E3-E4)		Bands 1-2 (E1-E2)	
			MAS (%)	State (%)	MAS (%)	State (%)
Biology	2019	5	100	85	0	15
	2018	11	91	90	9	10
	2017	7	86	88	14	12
	2016	10	90	90	10	10
Business Studies	2019	10	70	83	30	17
	2018	11	91	88	9	12
	2017	9	100	87	0	13
	2016	5	80	87	20	13
Chemistry	2019	4	75	88	25	12
	2018	4	100	89	0	11
	2017	1	100	91	0	9
	2016	2	100	94	0	6
Community and Family Studies	2019	2	100	88	0	12
	2018	NIL				
	2017	3	33	88	67	12
	2016	NIL				
Design & Technology	2019	6	100	95	0	5
	2018	8	100	97	0	3
	2017	5	100	95	0	5
	2016	5	100	95	0	5

Course	Year	Number of students	Bands 3-6 (E3-E4)	Bands 1-2 (E1-E2)	Course	Year
			MAS (%)	State (%)	MAS (%)	State (%)
Drama	2019	4	100	98	0	2
	2018	NIL				
	2017	4	100	98	0	2
	2016	NIL				
Economics	2019	3	100	92	0	8
	2018	2	100	92	0	8
	2017	3	100	93	0	7
	2016	NIL				
English Advanced	2019	6	100	99	0	1
	2018	10	100	99	0	1
	2017	10	100	99	0	1
	2016	10	100	99	0	1
English Standard	2019	13	62	87	38	13
	2018	12	75	85	25	15
	2017	12	83	86	17	14
	2016	10	60	87	40	13
Food Technology	2019	3	100	89	0	11
	2018	7	86	86	14	14
	2017	5	80	82	20	18
	2016	7	86	82	14	18
Legal Studies	2019	3	33	83	67	17
	2018	NIL				
	2017	4	100	92	0	8
	2016	1	100	89	0	11
Mathematics	2019	2	100	89	0	11
	2018	5	100	93	0	7
	2017	5	100	82	0	18
	2016	6	50	92	50	8

Course	Year	Number of students	Bands 3-6 (E3-E4)	Bands 1-2 (E1-E2)	Course	Year
			MAS (%)	State (%)	MAS (%)	State (%)
Mathematics Standard	2019	15	87	92	13	
	2018	16	63	80	37	20
	2017	18	61	75	39	25
	2016	13	62	76	38	24
Modern History	2019	2	100	86	0	14
	2018	NIL				
	2017	3	100	86	0	14
	2016	1	100	87	0	13
Music 1	2019	3	100	98	0	2
	2018	2	100	98	0	2
	2017	1	100	99	0	1
	2016	2	100	98	0	2
PDHPE	2019	9	100	88	0	12
	2018	10	80	86	20	14
	2017	7	100	81	0	19
	2016	9	89	83	11	17
Physics	2019	2	100	88	0	12
	2018	3	100	87	0	13
	2017	3	100	88	0	12
	2016	4	100	89	0	11

RoSA Credentials for 2019

No Year 10 students were awarded a Record of School Achievement at the end of 2019.

Theme 5: Teacher professional learning, accreditation and qualifications

Professional Learning

In 2019 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.

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

In-Service	Presenter	No. of Staff
2019 Ministry Conference	EdComm	2 WS
AIS Mathematics HODs' Day	AIS	1 SS
Approaches to teaching and learning	Mamre Anglican School	15 JS, 29 SS
ASET NSW Annual Conference	ASET NSW	1 SS
Autism: myths and facts	SPELD NSW	1 JS
Behaviour Management	Teacher Professional Development	1 JS
CAA's Tertiary Update Day	Careers Adviser's Association	1 SS
Canvascon	Canvas	1 SS
Chem STEM 2019	STANSW	1 SS
Chemistry Lectures and Experiments (new-HSC course)	Maths & Chemistry Tutoring	1 SS
Child Protection	Mamre Anglican School	16 JS, 29 SS
Coding & Game Development	Unity	1 SS
D1 Timetabling	Edval	1 SS
Differentiated Instruction - Proven Strategies	TTA	2 JS
Dyslexia and Literacy Series	Learning Links	1 JS
EBE Economics Update Conference	EBE	1 SS
EduTech Conference and Masterclass	EduTech	1 WS
Effective Assessment Practices for K-10 PDHPE Syllabus	ACHPER	1 SS
Effective Assessment Practices for K-10 PDHPE Syllabus Part 2	ACHPER	1 SS
Effects of stress on health and performance	Power of Calm	1 SS
ETA Annual Conference	ETA	2 SS

Familiarisation NSW PDHPE K-10 Syllabus	AIS	1 SS
First years of teaching CAFS	Teacher Professional Development	1 SS
HSC Assessment in English	ETA	1 SS
HSC PDHPE Workshop	Teachers PD	1 SS
Improvisation Workshop	Lyn Pierse	2 SS
Implementing K-10 French Syllabus	AIS, Alliance Francaise, DET	1 SS
Inspiring strategies to revitalise Junior English	TTA	2 JS
iPads in the Classroom	TTA	1 JS
Law for School Counsellors 2019	Law Sense	1 WS
Level Up III - Problem based learning	TTA	1 WS
Mentoring made easy	TTA	1 JS
Modern History HSC Core - Power and Authority in the Modern World 1919-1946	TTA	1 SS
Resources for new Science syllabi	ANSTO	1 SS
Revamping and resourcing Commerce for the new syllabus	EBE	1 SS
Stage 6 Marking & Assessment Workshop (French)	NAFT	1 SS
Synthetic Phonics - Fast & Fun	TTA	1 JS
Teaching and Learning Frameworks: Habits of Scholarship	Mamre Anglican School	14 JS, 20 SS
Teaching and Learning Frameworks: What, Why and How?	Mamre Anglican School	18 JS, 24 SS
Teaching HSC Food Technology Successfully	Teacher Professional Development	1 SS
Teaching strategies & behaviour support	Sue Larkey	1 WS
Technology Mandatory: Engineered Systems	The Happiness Mission	1 SS
Technology Mandatory: Agriculture & Food Technologies	The Happiness Mission	1 SS
The Amazing Game (Stage 4 Tech Mandatory)	Teacher Professional Development	1 SS
The Power of Calm	Power of Calm	1 SS
The Seven Steps Workshop (Writing)	The Seven Steps	3 JS
Understanding Autism Spectrum Disorders	Sue Larkey	3 WS
Unlocking musical potential	TTA	1 SS

Unlocking the potential of data	Mamre Anglican School	18 JS, 26 SS
Unpacking new topics in Year 12 Maths	Cengage/Nelson	2 SS
Visual learning objects	Mamre Anglican School	17 JS, 19 SS
Webinar series: English Studies 'Raising the Bar'	ETA	1 SS
York assessment for reading comprehension	SPELD NSW	4 WS

Teacher Accreditation

Level of Accreditation	No. of Teachers
Conditional	2
Provisional	3
Proficient	49
Highly Accomplished (voluntary accreditation)	0
Lead Teacher (voluntary accreditation)	0
Non-accredited	0
Total number of teachers	54

Teacher Qualifications

In 2019, 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	54
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 2019	
Full time equivalent teaching staff	40
Part time teaching staff (FTE)	7.2
Full time equivalent non-teaching staff	7
Part time non-teaching staff (FTE)	10
Total	64.2

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

There are no indigenous teaching staff members.

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

Student Attendance 2019

Year Level	Attendance Rate %	Year Level	Attendance Rate %	Year Level	Attendance Rate %
Kindergarten	93	Year 5	94	Year 10	93
Year 1	93	Year 6	92	Year 11	90
Year 2	93	Year 7	94	Year 12	92
Year 3	94	Year 8	91	Whole School	93
Year 4	93	Year 9	90		

Ninety-three per cent of students attended school on average each school day in 2019. This was similar to the daily attendance in 2018.

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 SMS at 9am 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

42% of Year 10 2017 cohort completed Year 12 at MAS in 2019.

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.

20% of Year 10 students moved to other local schools to complete their schooling in 2019.

4% of students moved to paid employment, including apprenticeships and traineeships when they left Year 10 in 2019.

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 enable 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		
	National Curriculum Initiatives	<ul style="list-style-type: none"> ● PDHPE-writing of scope and sequence and new units to reflect the new syllabus.
	Literacy -writing	<ul style="list-style-type: none"> ● In-servicing on Persuasive writing for 7 Steps program
	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 aide support in Tier 3 groupings
	Intervention for Tier 3 students in literacy	<ul style="list-style-type: none"> ● Continued with Maclit. New staff trained and the program was continued in small group interventions ● Increased targeting of literacy skills in Year 3 to 6 students through Maclit and Multilit programs through Academic Learning Centre
	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 for addressing social situations, which can cause difficulty via the use of Program Achieve. ● 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 an Occupational Therapist to discuss transition to school ● Increase the number of opportunities available for students to visit a kindergarten classroom to help with the transition process, particularly for special needs students. Targeting of children with special needs to enable as smooth a transition as possible.
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 NAPLAN results to ensure they meet LNAP goals in literacy/Numeracy: To have no more than 6% of students below NMS in Year 3 Literacy and Numeracy NAPLAN (Band 1)	<ul style="list-style-type: none"> ● Reading 7.84% of students <u>at or below</u> NMS ● Writing 1.96% of students <u>at or below</u> NMS ● Spelling 1.96% of students <u>at or below</u> NMS ● Grammar and Punctuation 1.96% of students <u>at or below</u> NMS ● Numeracy 5.77% of students <u>at or below</u> NMS
Monitoring NAPLAN results to ensure they meet LNAP goals in Literacy/Numeracy: To have 40 % of Year 3 students above state average in NAPLAN (Band 5 & 6)	<ul style="list-style-type: none"> ● Reading 49.02% above State average ● Writing 62.75% above State average ● Spelling 58.82% above State average ● Grammar and Punctuation 50.98% above State average ● Numeracy 48.08% above State average
Monitoring NAPLAN results to ensure they meet LNAP goals in Literacy/Numeracy: To have no more than 6% of students below NMS in Year 5 Literacy and Numeracy NAPLAN (Band 3)	<ul style="list-style-type: none"> ● Reading 2% of students <u>at or below</u> NMS ● Writing 4% of students <u>at or below</u> NMS ● Spelling 0% of students <u>at or below</u> NMS ● Grammar and Punctuation 7% of students <u>at or below</u> NMS ● Numeracy 4% of students at or below NMS
Monitoring NAPLAN results to ensure they meet LNAP goals in literacy/Numeracy: To have 40% of Year 5 students above state average in NAPLAN (Band 7 & 8)	<ul style="list-style-type: none"> ● Reading 31.3% above State average ● Writing 22.22% above State average ● Spelling 40.02% above State average ● Grammar and Punctuation 48.9% above State average ● Numeracy 36.22% above State average
Curriculum mapping	<ul style="list-style-type: none"> ● Scope and sequencing of curriculum across the Junior School
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 • Introduction of a new reward system which was linked to the social skills program (Program Achieve). This was made uniform across all classes.
Staff Development		
	7 Steps to Writing Success	<ul style="list-style-type: none"> • In servicing of teachers on the persuasive component of the program
	ICT	<ul style="list-style-type: none"> • Continuation of planning for and teaching STEM in Pre-K and Year 5 • Integration of ICT within KLS areas
Facilities and Resources		
	Reading resources	<ul style="list-style-type: none"> • Purchase of new guided and take-home readers including a system specifically for Kindergarten.
	ICT	<ul style="list-style-type: none"> • Bank of iPad's rolled out for Years 1 and 2 • Apps to supplement teaching program were purchased

Areas for Improvement for 2020– Junior School

Area	Priorities
Teaching and Learning	<ul style="list-style-type: none"> • Full implementation of new syllabus – PDHPE • In servicing on literacy blocks
Student Welfare	<ul style="list-style-type: none"> • Continue to implement point of need strategies for explicit teaching of social skills
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 and maths resources

Senior School

Area	Priorities	Achievements
Teaching and Learning		
	Effective implementation of new syllabus courses	Professional learning undertaken and programs developed and implemented for new syllabus courses
	Make more use of data to improve student learning	Professional learning undertaken on the use of data to improve student learning
	Commence development of school wide Teaching and Learning Framework	Professional learning and staff consultation undertaken in preparation for future implementation of school wide Teaching and Learning Framework
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		
	Continue to deliver accredited PD in house	Six accredited courses developed and delivered
	Provide leadership training for Heads of Faculty	Heads of Faculty participated in 3-day AIS Middle Leaders Program
Facilities and Resources		
	Commence planning for new learning spaces	Prepare BGA application for submission in 2019 to build in 2020

Areas for Improvement for 2020 – Senior School

Area	Priorities
Student Welfare	<ul style="list-style-type: none"> • Appoint Dean of Students to lead Wellbeing & Pastoral Staff • Further develop the Pastoral Care and Wellbeing Program for Senior School students • 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
Teaching and Learning	<ul style="list-style-type: none"> • Undertake review of differentiated learning across the school • Undertake review of Library programs • Continue development of Teaching and Learning Framework • Plan for broadening the range of vocational (VET) courses delivered on site
Staff Development	<ul style="list-style-type: none"> • Deliver a wide range of endorsed PD in house • Develop teachers' skills in the effective use of data • Continue middle leaders training • Develop and implement a Performance and Development Framework for teachers

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. In 2019 emphasis was placed on increasing the number of clubs that focus on Service Learning both at Mamre School and within the wider community.

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 conferences with students from other schools including the GRIP Conference and Young Leaders Conference, emphasising the responsibility of leaders and 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.

Hosting International Students - Visits from Japanese students in March and July and also from our sister school in Tonga in June gave students at Mamre an opportunity to exhibit respect for other cultures and the responsibility of assimilating students into school life in Australia in a respectful way.

Peer Activity Leaders (PALs) Program - Students in Stage 3 are trained to run structured activities and games with the K-2 students twice a week. 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 a forum focusing on Wise Decisions in Driving Behaviours which was presented by various Community groups.

Graffiti Education Awareness Program - Delivered 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.

The St Marys Community and Road Education Scheme (CARES) - Year 5 students participated in this program, run as a partnership between Penrith City Council and Local Police. It is an interactive way of learning about the serious nature of road safety. It encourages relationships between the police and young people and safe driving attitudes as they grow and become drivers.

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 exploited 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.

Grandparents' Day - This was a day for all grandparents to visit the School and see the students' work in the classroom, in Chapel and through extra-curricular activities.

Program Achieve - Explicit teaching of social skills in the Junior School occurs 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.

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 environment which sees parents welcomed at the School every day of the year.

The Principal meets with parents at their request in order to address concerns in a timely and caring manner.

'Every afternoon my son comes home and tells me something new he has learned each day. His teacher holds and instils the same core values I have at home.'

Email sent to one of our Kindergarten teachers.

'I appreciate the lessons my son learned today about community service and giving back to others.'

Email received from one of our parents after Year 4 visited a local retirement village.

Word of mouth recommendations by current families continue to encourage other families to seek enrolment in the School.

The Principal and Executive Team regularly interview staff and students for feedback about operational, curriculum and pastoral matters. This feedback influences future strategic planning.

The staff are a happy, content and cohesive team. There has been a very low turnover of staff in 2019.

Community events such as Grandparents' Day, the biennial School Fair and Parent Information Evenings are all well attended and positive feedback is received about these events. Parent volunteers are greatly valued and assist with the canteen, library, reading groups, athletics carnivals and excursions.

Theme 13: Summary financial information

MAS 2019 (Updated 05.06.20)

