



MAMRE ANGLICAN SCHOOL

ANNUAL REPORT

2012

Reporting Area 1- A message from key school bodies

Message from the Chairman of the Board.

The community of Mamre Anglican School are delighted with the continued growth of the school. By census day 2012 the school had an enrolment of 331 students, with enquiries for many more. The school has benefited from new programs, facilities improvements, and staff professional development undertaken over the previous three years.

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

With the growth of the school came new challenges. MAS continued the practice of offering new programs including a service program for all students and additional sporting options throughout the school. Also, an activities program running after lunch each Friday has added new experience and skills for our students. In addition we have introduced a successful Gymnastics development program and an after school Art Class.

After School Care continues to be a popular addition to our provisions.

Research was conducted into the viability of pre-Kindergarten class which commenced in 2012. This has grown rapidly with a plethora of applications for 2014.

In the Junior School the able mathematicians have excelled at problem solving evidenced by results in recent Maths Olympiads. Increased involvement in broader academic programs such as da Vinci Decathlon and ICAS Tests further extend our children at the top end.

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

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

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

MAS hosted two Japanese school groups during 2012. Both were very successful. Buddies were provided for each guest and cultural events were organised to encourage a deeper knowledge of different nations. MAS expects to continue this kind of program for many years to come.

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

As a result of these changes MAS was able to enhance its profile in the community, attracting media attention and excellent word-of-mouth publicity which led to a dramatic increase in inquiries and enrolments. Over the last year the teachers and Chaplain have done considerable work organising the Christian education program. Chapels are well run and give students the

opportunity to show leadership. There are also camps which are used to further develop the spiritual insights of the students.

The plan for 2013 is to continue adding value to the education of the students through curriculum development and the addition of stimulating extra-curricular activities. The Board is pleased with the progress that was made in 2012 to continue the rebuilding process. At the close of 2012, the MAS Board approved the extension of the curriculum to Years 11 and 12 commencing in 2015.

Vanda Gould
Chairman of the Board of Governors

A message from the Headmaster

During the course of 2012 Mamre Anglican School increased in numbers and improved its programs and activities. Due to the renovations and resourcing which began in 2008 the school is acquiring a new reputation for quality teaching and learning as well as for its breadth of programs. After school care continues to be very successful.

Mamre has continued to develop its staff with Life Skills training, Differentiation, Proficient Teacher Courses, amongst the PD delivered to staff.

By the end of 2012 the school had grown leading to the creation of three new classes in the Junior School. Studies of middle schooling suggested that Mamre would benefit from a core teaching program in year 7 and teachers were employed to introduce that program in 2012. This program will continue.

By Census Day the numbers had reached 331. The Junior School is growing quickly. The Head of the JS Mr Dean Smith is deeply engaged with the students and is overseeing curriculum development and social skills attainment throughout the Junior School.

The Director of Operations Mr Douglas Austing is overseeing the SS curriculum, including the transition to the Australian Curriculum, as well as preparation for Yr 11 and HSC classes, scheduled for 2015 start.

The aims of the school include the provision of a quality Christian education where each child is valued and cared for spiritually and academically. In addition the school provides a vigorous program in sports and extra-curricular activities.

Over the next five years the school aims to continue to grow and offer more choice in academic activities and eventually re-establish a program of teaching to the Higher School Certificate.

Mamre Anglican School is a wonderful place to teach with caring staff and students willing to learn in a disciplined environment.

There is much still to be done to further enhance the reputation of the school and thus attract more students. We are grateful to God for the progress this far and pray for His blessing on this school.

Victor Branson
Headmaster

A message from the School Captains

Mamre has always been a fantastic experience. Ever since kindergarten I have always loved going to school every day and I've always enjoyed each day over the last ten years. The school has been an experience to remember and I'm pleased to say that it's encouraged me along with every other student to mature into young adults of society. Mamre Anglican School has been growing and is continuing to grow; both in population and technology/facilities. Even though the school has tripled the students in the last five years, it still maintains a community vibe and feel. The fact that students from all classes can talk and be friends (Pre K to year 10) is an advantage for Mamre. I'm glad that the Wi-Fi is up and the new internet connection has improved the learning experience. The new sports court is also open and the students appreciate it. There are also many new teachers in the school who are indeed blessings. All of the teachers are amazing in their job and go beyond what is required to make sure the students not only learn what is necessary but excel in that subject. Mamre Anglican is definitely developing and as it expands into years 11 and 12 I'm sure the school will not only keep the excellent standards but achieve greater heights.

Lachlan Middlebrook

I am honored to be one of the school captains of Mamre. It is such a small and close-knit community, where you know that you can go up and talk to anyone, because everyone knows each other. Because the year groups are small compared to other schools, we have friends of differing ages as well. I also love how we are so close to nature: the bush land right in the school's backyard, kangaroos on our sport fields when we come to school in the morning and every once and a while a possum will run across the roof during recess. The sporting opportunities at Mamre are great too, especially with the soccer and cricket programs now available. Our basketball court has recently been updated, with a new soft turf floor, basketball hoops and cricket nets. This year we have introduced a new sport team, the green team named after Georgiana Molloy. The Parents and Friends association are doing an amazing job at organizing events and equipment for the school, alongside the Student Council who also organize many of our fundraising events. That's another thing I love about Mamre, how willing we are to give back to the community and raise money for charities and organizations. The teachers not only help us in the classroom, but are willing to give up their time during breaks and after school to help us with homework and assignments, which I think is great. They are assisted with smart boards which really help us learn, and the computer rooms in the library. The library just updated its stock, so we now have books ranging from all genres written by authors with different writing styles, which we are all excited about. We also have exchange students from Japan come twice a year, a new French student for this term and Tongan students arriving at the end of this month from our sister school. All of these things I hope will bring more students into the school, and allow it to expand to include years 11 and 12 in 2015.

I love coming to Mamre Anglican school, and it will be sad when my class mates and I have to leave at the end of this year, but we will always keep close the memories we have of this school, the knowledge we gained and the friendships we made.

Samantha Baldry

Reporting Area 2: Contextual information about the School

MAS is a co-educational Prep to 10 day school that is committed to academic excellence and growth in Christian values. In addition, MAS is creating a wide range of sporting and co-curricula activities to enable students to thrive across a range of physical, cultural and intellectual domains.

In 2012 the student population had grown from 254 students to 331 students, plus a class of 23 Prep students, drawn from the St Marys and surrounding areas. There are approximately equal numbers of boys and girls throughout the School. The school is non-selective. Students come from a wide range of backgrounds, including indigenous (0.03%) and language backgrounds other than English. Students at the School with identifiable disabilities total 0.03%.

In 2012 the School's Socio Economic Status (SES), a ranking used by the Commonwealth to determine per capita recurrent funding levels, was 95. In 2011 MAS commissioned a demographic survey of the school families which revealed that the drawing area was not conducive to an independent school charging the fees which Mamre had in place. The drawing area was too small, the population too poor and getting poorer, the percentage of people of Catholic faith was too great and the school was too far from its population base. In short, it was unlikely that a school of this type could exist in this area. Nevertheless MAS has defied its demographic. The school continues to grow, reaching 354 students including our Prep class. As a result of the study, the board decided to lower the fees by 10% for the 2012 year. This assisted with enrolment growth.

In 2012 MAS continued to develop its programs and activities. After School Care grew, and our pre-kinder class commenced.

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

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

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

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

NAPLAN Results – Years 3, 5, 7, 9

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

Below are the 2012 results for Years 3, 5, 7 and 9 students at MAS compared to the state averages in these same assessments. Performance in NAPLAN tests is documented on the My School website: <http://www.myschool.edu.au>

YEAR 3

In 2012, Year 3 students participated in the state wide National Assessment Program – Literacy and Numeracy (NAPLAN).

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

Year 3 – Literacy (Bands 3-6)

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

Year 3 – Numeracy (Bands 3-6)

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

YEAR 5

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

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

Year 5 – Literacy (Bands 5-8)

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

Year 5 – Numeracy (Bands 5-8)

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

YEAR 7

In 2012, Year 7 students participated in the state wide National Assessment Program – Literacy and Numeracy (NAPLAN).

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

Year 7 – Literacy (Bands 6-9)

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

Year 7 – Numeracy (Bands 6-9)

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

YEAR 9

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

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

Year 9 – Literacy (Bands 7-10)

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

Year 9 – Numeracy (Bands 7-10)

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

Higher School Certificate

The school currently does not offer the HSC.

Reporting Area 4: Senior secondary outcomes

N/A Mamre Anglican School ceased doing the HSC in 2009

Reporting Area 5: Professional learning and teacher standards

Teacher Standards

In 2012 all teachers except one had teaching qualifications from recognised Higher Education Institutions and had been teaching before 1st October, 2004 or had acquired registration after 2004.

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

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

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

Professional learning

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

Professional Development 2012

| Course Date | In-Service | Presenter | Number of Staff | Time Allocation |
|---------------|------------------------------|---------------------------------|-----------------|-----------------|
| Term 1 | | | | |
| 31/1/12 | You Can Do It | Leigh Blanton | 1 JS | 4 hrs |
| 19/3/12 | Explicit Teaching Strategies | PETAA | 2 JS | 8hrs |
| 21/3/13 | Explicit Teaching Strategies | PETAA | 1 JS | 8hrs |
| Jan/12 | Edumate | Gaynor McKinnon | 29 JS/SS | 8 |
| ongoing | Edumate | Greg Collins | 4 AD | 4 |
| Term 2 | | | | |
| 14/5/13 | Accreditation Development | Various | 1JS | 8hrs |
| 18/5/12 | Chaplains PD | Ray & Sandra Galea. Tim Hawkins | 1 SS//JS | 8 hrs |
| 25/5/12 | HSIE Multicultural Topic | Korean Cultural Office | 1 JS | 8 hrs |
| 27/6/12 | Data Loggers | AIS | 1 SS | 8hrs |
| 4/6/12 | Creative Drawing | AIS | 1 JS | 8hrs |
| 5/6/12 | Mathematical Inquiry | AIS | 1JS | 8hrs |
| ongoing | Edval Edumate | Gaynor McKinnon Greg Collins | 1SS 2 AD | 24hrs 16 hrs |
| June | Director Studies Conference | Various | 1SS | 8 hrs |
| 16/5/12 | Lib Conference | Various | 1Ad | 8hrs |
| Monthly | Principal's Regenerative | SASC | 1 SS/JS | 40hrs |
| Term 3 | | | | |

| | | | | |
|---------------|---------------------------------------|---------------------|---------|--------|
| 17/8/12 | Interactive Whiteboards | AIS | 1SS | 8hrs |
| 17/8/12 | Direct Instruction | McGraw Hill | 1JS | 8hrs |
| 23/8/12 | iPedagogy | AIS | 1SS | 8 hrs |
| 3/9/12 | Engaging Maths | AIS | 1 SS | 8 hrs |
| 31/8/13 | Evidence Based Learning | Macquarie Uni | 1 JS | 8 hrs |
| ongoing | Edumate | Gaynor/ Greg | 2Ad | 12 hrs |
| | AHISA | Various | 1 SS | 16 hrs |
| Term 4 | | | | |
| 9/10/12 | Beginning Teachers Workshop | Various | 1JS | 8hrs |
| 29-30/10/12 | ICT Integration Conference | Various | 1 JS/SS | 16hrs |
| 5/11/12 | Writing & Analysing Journalism | Craig Cormick | 1 SS | 6 hrs |
| 19/11/12 | Clay Torsos | Blackwattle Pottery | 1SS | 6hrs |
| 19/11/12 | Inquiry Based Learning | Pearsons | 1JS | 8hrs |
| 29-30/11/12 | Science Laboratory Assistants Network | Various | 1sup S | 16 |

Reporting Area 7: Workforce Composition

18.8 FTE Teaching Staff, 8.5 FTE non teaching staff

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

Staff Retention Rate: 95%

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

Reporting Area 7: Student attendance and retention rates

Student Attendance 2012

| Year | Attendance % |
|----------------------|---------------------|
| Pre-kinder 2 days | 100% |
| Pre-Kinder 3 days | 100% |
| Kindergarten | 94% |
| Year 1 | 94% |
| Year 2 | 96% |
| Year 3 | 96% |
| Year 4 | 94% |
| Year 5 | 98% |
| Year 6 | 93% |
| Year 7 | 94% |
| Year 8 | 92% |
| Year 9 | 97% |
| Year 10 | 94% |
| Whole College | 95% |

Unexplained absences are followed up by the Office Staff by sending home an “Absent from School” letter or by SMS or by telephone call.

Student Retention Rates

Since the school abandoned HSC studies at the end of 2009 this category is not relevant.

Reporting Area 8: Post school destinations

N/A

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

Enrolment Policy

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

- children of MAS staff members
- children of clergy and full-time Christian ministry workers
- siblings of children who are at or have completed their Senior School studies at the School
- children of past MAS students
- scholarship winners in Years 5, 7 and 9

- date of receipt of the application form
- from time to time other criteria determined by the Headmaster.

Acceptance into the School is subject to a satisfactory interview with at least one parent / guardian and the intending student with the Headmaster or his designate prior to the date of commencement. An increasing percentage of the student body now come from “out-of-area”.

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. A request by a parent/guardian for special leave of absence must be made in writing to the Headmaster well in advance. Such leave will be granted only for medical and special reasons.

Behaviour

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

Uniform

All students must wear School uniform as prescribed.

Fees

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

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

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

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

In 2012 the student population had grown from 254 students to 331 students, plus a class of 23 Prep students, drawn from the St Marys and surrounding areas. There are approximately equal numbers of boys and girls throughout the School. The school is non-selective. Students come from a wide range of backgrounds, including indigenous (0.03%) and language backgrounds other than English. Students at the School with identifiable disabilities total 0.03%.

Reporting Area 10: School policies

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

Policies for Student Welfare

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

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

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

Child Protection

| Policy | Changes in 2012 | Access to full text |
|------------------|------------------------|--|
| Child Protection | Updated June 2012 | Available online to staff Available to parents at Reception |

Security

| Policy | Changes in 2012 | Access to full text |
|------------------------------|------------------------|--|
| Premises and Building Policy | Updated in June 2012 | Issued to Property and Grounds Staff and OH&S Committee |

Supervision

| Policy | Changes in 2012 | Access to full text |
|---|------------------------------------|--|
| OH&S Policy | Reviewed Aug. 2012 | Available online to staff |
| Emergency Instructions Evacuation & Lockdown | Updated, change of personnel, 2012 | Available online to staff Four practise drills held each year. Evacuation Plans and Instructions are located in all classrooms |
| Student Acceptable Use Policy for the Internet and Computer Network | Reviewed June 2012 | Available online to staff Available to parents at School Reception |
| Guidelines for Managing Anaphylaxis | Reviewed July 2012 | Available online to staff Available to parents at School reception |
| Excursion Policy | Reviewed July 2012 | Available to staff online |
| Mobile Phone Policy | Reviewed August 2012 | Available to parents at reception |

Codes of Conduct

| Policy | Changes in 2012 | Access to full text |
|---|------------------------|--|
| Welfare Policy | Reviewed August , 2012 | Available online to staff. Available to parents at School Reception |
| Sexual Harassment Policy | Reviewed July 2012 | Available online to staff Available to parents at School Reception |
| Staff Code of Conduct for the Care and Protection of Children | Reviewed July 2012 | Available online to staff |
| Policy for Dealing with Bullying | Reviewed August 2012 | Available online to staff Available to parents at School Reception |
| Privacy Policy | Reviewed July 2012 | Available online to staff Available to parents at School Reception. |
| Animals in School Policy | Reviewed in Aug 2012 | Available online to staff |

Pastoral Care

| Policy | Change in 2012 | Access to full text |
|--------------------------------------|-----------------------|---|
| Homework Policy | Revised June 2012 | Available to staff online Available to parents at Reception |
| Critical Incident Plan | Reviewed July 2012 | Available online to staff |
| Drugs Policy | Reviewed July 2012 | Available online to staff Available to parents at School Reception |
| Enrolment Policy | Reviewed Aug 2012 | Available to Parents at Reception |
| Guidelines for addressing complaints | Reviewed August 2012 | Available to parents at Reception |
| Serious incidents and Emergencies | Reviewed July 2012 | Available to staff online and to parents at reception |
| Medication Policy | Reviewed July 2012 | Available to staff on line and to parents at reception |
| Language Policy | Reviewed Sept 2012 | Available to staff online and to parents at reception |

Policies for Student Discipline

Students are required to abide by the School rules and to follow the directions of teachers and other people with authority delegated by the school. Where disciplinary action is required penalties imposed vary accordingly to the nature of the breach of discipline and a student's prior behaviour.

M.A.S expressly prohibits the use of corporal punishment under any circumstances. The School does not explicitly or implicitly sanction the administration of corporal punishment by non-school persons, including parents to enforce discipline at the school.

All disciplinary action that may result in any sanctions against the student including suspension or expulsion provides processes based on procedural fairness.

The full text of the school's approach to discipline and associated procedures is provided in the School's Welfare Policy.

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

Policies for Complaints and Grievances' Resolution

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

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

Reporting Area 11

Reporting Area 11: School Determined Improvement Targets
Achievement of priorities identified in the School's 2010 Annual Report
Targets for 2011

Senior School

Teaching and Learning

- Quality teaching of numeracy and literacy IN PROGRESS
- To start preparing for the National Curriculum IN PROGRESS
- To introduce online booking for parent teacher evenings COMPLETED
- To reintroduce Music as an elective for years 9 and 10. COMPLETED
- Introduce Gifted and talented program IN PROGRESS
- Increase the number and quality of extra-curricular activities CONTINUING
- Extension of sport programs in both senior and junior school. CONTINUING
- Further development of outstanding events, excursions and activities to enrich student learning. IN PROGRESS
- Introduction of electronic rolls - COMPLETED

Staff Development

- Further training in Smart Board use COMPLETED
- To review texts in the light of the National Curriculum IN PROGRESS
- Staff professional development for National Curriculum IN PROGRESS
- Staff professional development for the teaching of Christian Studies COMPLETED
- Further training in the Edumate administration software. COMPLETED
- Christian World View embedded in programing – IN PROGRESS

Facilities and Resources

- Additional Smart Boards for the Senior School COMPLETED
- Wireless provision throughout school COMPLETED
- Further provisioning of fiction and non-fiction for the library IN PROGRESS
- Further renovation of the playing fields COMPLETED
- Further upgrading of Library management program software. COMPLETED
- Internet speed improvement COMPLETED

Junior School

Teaching and Learning

- Continue to review the teaching programme K-6 in the area of reading and reading comprehension. IN PROGRESS
- Restructure the timetabling of support to best meet the needs of students with learning difficulties / special needs, including trailing the Multilit Reading Programme with low ability readers COMPLETED
- implement a 'Cyber Safety' teaching and learning programme for students K-6. COMPLETED (Student/Parent Seminar scheduled for June 2013)

Staff Development

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

Facilities and Resources

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

Targets for 2013

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

Targets for 2014

1. Achieve Registration and Accreditation for H.S.C.

Reporting Area 12: Initiatives Promoting Respect and Responsibility

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

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

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

During 2012 a whole school service program, logbook and awards system continued.

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

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

The Junior School promotes respect and responsibility through the way in which staff demonstrate love and respect to each child through various programs. Each week all children participate in the School Pastoral Care Program, Program Achieve. The program's core purpose is the development of the social and emotional capabilities of our children. In conjunction with PA, every class in the Junior School 'buddies' with another class. Having older children mentor

younger ones is great for developing relationships across the school. A further initiative is our Peer Activity Leader program. Children from Year 5 and 6 run structured games and activities 2 x p/w for our K-2 children. The leadership benefit for the older children and socialisation development in our younger ones is proving extremely beneficial to the whole school. The above is by no means on the exhaustive list of activities in the Junior School that promote respect and responsibility, they are a reflection of the value we place in developing the characteristics of our children.

Reporting Area 13: Parent, Student and Teacher Satisfaction

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

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

From 2012 to 2013 the school had grown from 318-354 (11%).

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

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

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

Reporting Area 14: Summary financial information

