



MAMRE ANGLICAN SCHOOL

ANNUAL REPORT

2011

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 2011 the school had an enrolment of 250 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.

After School Care has been a popular addition to our provisions.

Research was conducted into the viability of pre-Kindergarten class which commenced in 2012.

In the Junior School the able mathematicians have excelled at problem solving evidenced by the Maths Olympiad, in which MAS was placed 14th out of 250 schools.

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 2011. 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 (Soccer) an opportunity to do additional training at the school.

In addition, MAS conducted a pre-trade training club aimed at familiarising year 9 and 10 students with OHS regulations and giving them experience in various trades including construction, painting and concreting.

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.

In August the Board facilitated a demographic study of the local population which indicated that the school was in a low socio-economic area which was getting poorer over time. With this in mind the Board resolved to lower the fees by 10 % so that MAS could become more accessible to the community. This proved to be a successful strategy.

The plan for 2012 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 2011 to continue the rebuilding process.

Vanda Gould
Chairman of the Board of Governors

A message from the Headmaster

During the course of 2011 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 was introduced and proved to be very successful. Staff development included seminars on cyberspace and its implications, social media and its impact on students, and the sexualisation of childhood. In addition the staff attended a seminar on Biblical theology and its impact on the curriculum. Staff participated in seminars on the area of electronic classroom teaching.

By the end of 2011 the school had grown leading to the creation of a new class in the senior school which was aimed at teaching students with learning needs more effectively. 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.

The enquiry rate increased considerably so that by the end of the year it looked certain that the numbers for 2012 would reach 330 and be considerably above budget.

A bus was purchased for student excursions and short trips with a view to using it for student travel to and from school where appropriate.

The Junior School is growing quickly. The new Head of the JS Mr Dean Smith is deeply engaged with the students and is overseeing curriculum development and social skills attainment throughout the school.

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. During 2011 the school conducted a student trade training program for years 9 and 10 involving construction, concreting, painting, horticulture and other skills. Students were taught the basic principles of WHS.

At the end of term two a very successful Multicultural day was held attracting hundreds of visitors and parents. There were dances, talks, displays and international food stalls.

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 Captain

Captains Report:

I am proud to know that I am the School Captain for Mamre Anglican School. Every morning I love knowing that I am going to a school with such a great environment where everyone knows each other, and everybody gets along. One thing that I love about going to class is how nice the teachers are; we can learn but get along with them at the same time. Having the high tech equipment that we have in our computer labs and classrooms really help us learn in different ways, and a much more interactive way to learn. Our soccer program is going well bringing more and more students every year which is thoroughly increasing our number of students, making our school bigger and hopefully soon to go through to years 11 and 12. Unfortunately my class mates and I cannot go to years 11 and 12, but I'm sure we will all remember our experience at Mamre Anglican School, and that our friendships will last a very long time.

The school is making great progress in all areas with the Parents and Friends also lending a helping hand with buying new equipment, and putting in ideas of what will be great for us students. Much will be going ahead with Mamre Anglican School.

Daniel Perry
School Captain

Reporting Area 2: Contextual information about the School

MAS is a co-educational K 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 2011 the School had a student population had grown from 220 students to 254 from Kindergarten to Year 10, 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 (0.5%) and language backgrounds other than English. Seven percent of students at the School have identifiable disabilities.

In 2011 the School's Socio Economic Status (SES), a ranking used by the Commonwealth to determine per capita recurrent funding levels, was 95. 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 continued to grow and at the time of writing, had reached 341 students. As a result of the study, the board decided to lower the fees by 10% for the 2012 year.

In 2011 MAS continued to develop its programs and activities. After School Care was implemented, and plans were formulated to begin a pre-school class in 2012. The administration of the school was re-formed to create a deputy-Headmaster (Head of the Junior School) and Head of Operations.

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.

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 2011 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 2011, 100% of 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
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
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 2011, 96% of 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
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
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 2011, 97% of 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
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
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 2011, 100% of 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
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
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

School Certificate Examination Results
2009

Subject	No. of Students	Sch Average%	State Average%
English Literacy	14	80	77
Mathematics	14	68	71
Science	14	74	75
Aust His Civ/ Cit	14	73	72
Aust Geog Civ/Cit	14	72	72
Comp Skills	14	84	82

School Certificate Examination Results
2010
% Bands 3-6

Subject	No. of Students	Sch Average%	State Average%
English Literacy	15	100	95
Mathematics	15	67	83
Science	15	87	92
Aust His Civ/ Cit	15	73	80
Aust Geog Civ/Cit	15	87	84
Comp Skills	15	100	97

School Certificate Examination Results
2011
% Bands 3-6

Subject	No. of Students	Sch Average%	State Average%
English Literacy	17	94	93
Mathematics	17	65	75
Science	17	94	92
Aust His Civ/ Cit	17	94	87
Aust Geog Civ/Cit	17	94	84
Comp Skills	17	94	96

Higher School Certificate

The school currently does not offer the HSC.

Reporting Area 4: Senior secondary outcomes

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

Reporting Area 5: Professional learning and teacher standards

Teacher Standards

In 2011 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	22
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 2011

Course Date	In-Service	Presenter	Number of Staff	Time Allocation
Term 1				
Feb	ASD	ASD officer	1 JS	8 hrs
22/2/11	Learning to read K-2	AIS	1 JS	8hrs
Staff meet	ASD	Jenny Burgess	8 JS	1/2hrs
Mar	AIS	Ian Thompson	8 JS	1hrs

Mar	AIS	Janita Marsham	22 SS/JS	2 hrs
23/3/11	Using interactive whiteboard	AIS	1 SS	8hrs
Term 2				
30/5/11	Lib Software	Softlink	1 AD	8 hrs
May 2011	Headmasters Conf	Various	1 SS	8 hrs
25/5/11	Oliver Serials module	Viviana Pena	1 AD 1 ad	7.7 hrs
23-24/6/11	Special Ed	AIS	1 JS/SS	14hrs
18/6/11	ISTAA	Various	1 SS	8hrs
29/6/11	Developing Thinking Skills	AIS	1JS	8hrs
ongoing	Edval Edumate	Gaynor McKinnon Greg	1SS	33hrs 16 hrs
June	Director Studies Conference	Various	1SS	8 hrs
May	BOS Conf	BOS	1SS	8 hrs
June 2011	Lib Conference	Various	1Ad	4hrs
June 2011		Aspect Educational Outreach	2 JS	8hrs
Term 3				
1/7/12	Educational Leadership G & T	AGSM UNSW	1	8hrs
27/7/11	Create, Challenge innovate	AIS	1JS	8 hrs
21/7/12	First Aid	Reviva First Aid	7 AD 5 SS 4 JS	8 hrs
12/8/11	L &D Course	Autism Spectrum	1 SS	8 hrs
1/9/11	Thinking Trough Science	AiS	1 JS	7 hrs
7/9/11	Food Trends	Various Sydney Convention Centre	1 SS	7 hrs
ongoing	Edumate	Gaynor/ Greg	4 Ad	18 hrs

20/9/11	AHISA	Various	1 SS	16 hrs
Term 4				
9-10/10/11	Staff Dev days	Various	22 JS/SS	16
25/11/11	New BOS English Syllabus	Various	1 SS	6hrs
28/11/11	Captivating Chemistry	RACI	1 SS	8 hrs

Reporting Area 6: Workforce composition, including Indigenous

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%

Reporting Area 7: Student attendance and retention rates

Student Attendance 2011

Year	Attendance %
Kindergarten	99%
Year 1	95%
Year 2	96%
Year 3	93%
Year 4	96%
Year 5	95%
Year 6	94%
Year 7	96%
Year 8	94%
Year 9	95%
Year 10	90%
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.

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 2011 the School had a student population of 254 students from Kindergarten to Year 10 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 (0.5%) and language backgrounds other than English. 7% of students at the School have identifiable disabilities.

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 2011	Access to full text
Child Protection	Updated June 2011	Available online to staff Available to parents at Reception

Security

Policy	Changes in 2011	Access to full text
Premises and Building Policy	Updated in June 2011	Issued to Property and Grounds Staff and OH&S Committee

Supervision

Policy	Changes in 2011	Access to full text
OH&S Policy	Reviewed Aug. 2011	Available online to staff

Emergency Instructions Evacuation & Lockdown	Updated, change of personnel, 2011	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 2011	Available online to staff Available to parents at School Reception
Guidelines for Managing Anaphylaxis	Reviewed July 2011	Available online to staff Available to parents at School reception
Excursion Policy	Reviewed July 2011	Available to staff online
Mobile Phone Policy	Reviewed August 2011	Available to parents at reception

Codes of Conduct

Policy	Changes in 2011	Access to full text
Welfare Policy	Reviewed August , 2011	Available online to staff. Available to parents at School Reception
Sexual Harassment Policy	Reviewed July 2011	Available online to staff Available to parents at School Reception
Staff Code of Conduct for the Care and Protection of Children	Reviewed July 2011	Available online to staff
Policy for Dealing with Bullying	Reviewed August 2011	Available online to staff Available to parents at School Reception
Privacy Policy	Reviewed July 2011	Available online to staff Available to parents at School Reception.
Animals in School Policy	Reviewed in Aug 2011	Available online to staff

Pastoral Care

Policy	Change in 2011	Access to full text
Homework Policy	Revised June 2011	Available to staff online Available to parents at Reception
Critical Incident Plan	Reviewed July 2011	Available online to staff
Drugs Policy	Reviewed July 2011	Available online to staff Available to parents at School Reception

Enrolment Policy	Reviewed Aug 2011	Available to Parents at Reception
Guidelines for addressing complaints	Reviewed August 2011	Available to parents at Reception
Serious incidents and Emergencies	Reviewed July 2011	Available to staff online and to parents at reception
Medication Policy	Reviewed July 2011	Available to staff on line and to parents at reception
Language Policy	Reviewed Sept 2011	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 IN PROGRESS
- Extension of sport programs in both senior and junior school. IN PROGRESS
- Further development of outstanding events, excursions and activities to enrich student learning. IN PROGRESS

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

Facilities and Resources

- Additional Smart Boards for the Senior School COMPLETED
- Wireless provision throughout school IN PROGRESS
- Further provisioning of fiction and non-fiction for the library IN PROGRESS
- Further renovation of the playing fields SUSPENDED
- Further upgrading of Library management program software. 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 trialing the Multilit Reading Programme with low ability readers IN PROGRESS
- implement a 'Cyber Safety' teaching and learning programme for students K-6. IN PROGRESS

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 2012

1. Continue to grow the school so that more curricular and co- curricular options are available for students
2. Improve access for staff to take further training
3. Continue to improve the school website
4. Overhaul of the software and hardware of our computer system
5. Integrate technology into the classroom
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

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 2011 a whole school service program, logbook and awards system was introduced.

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 choose to join one of Chapel Bands and choirs which are required at School chapel services.

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 2011 to 2012 the school had grown by approximately 33%.

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.

Two employees left during the year.

Reporting area 14: Summary financial information

