

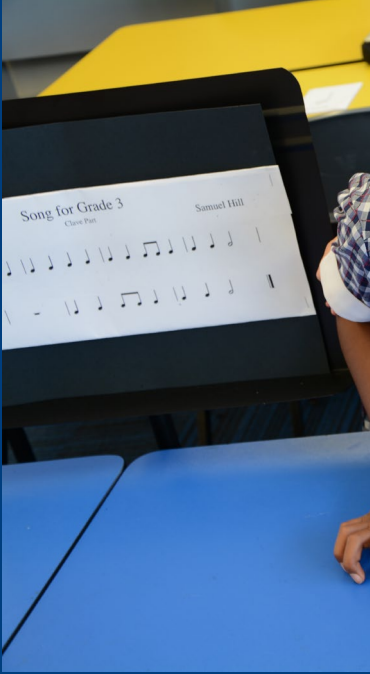


MOAMA ANGLICAN GRAMMAR

ANNUAL REPORT 2016

HONORIS ET EXCELLENTIA





Our School

Moama Anglican Grammar is a co-educational Anglican School, with an open entry policy. It sees its mission to provide a safe and inspiring educational environment that provides students with the skills and confidence to move forward in life. The School's core values are to: provide a safe and caring community; encourage a love of life and learning and the pursuit of personal best; and to promote Christian values and beliefs including compassion, respect, tolerance, honesty, integrity and kindness.

In addition, the School's focus is on each student as an individual, seeking to assist each of them to achieve his or her potential, all the while nurturing their resilience and independence. We aim also for students to develop a strong sense of honour and excellence, caring for themselves, others and the world they live in.

The School opened in 2005 and it has already established a leading reputation in terms of academic and cocurricular programs. All students are encouraged to engage with every aspect of school life from camps, through to sporting pursuits and the performing arts. Annual productions of musicals and plays are complemented by music and drama concerts.

The School operates academically as separate primary and secondary schools, although students are able to mix in the grounds. Specialist facilities in Arts, Sciences and Technology, as well as the Resource Centre, are accessed by all year levels. ICT is provided by way of computer labs, mobile devices and interactive whiteboards in all classrooms. Students have school ipads from Years 5-9 and BYOD Years 10-12.

Moama Anglican Grammar is the only educational institution in the region to offer K-12 on the one campus. This enables students to pass seamlessly across the traditional transition points of primary and secondary school. They can experience the culture of care (within the context of high standards and expectations) over their whole schooling from Kindergarten or join at another level, with Year 7 being the other common entry point.

The one campus close knit community of over 730 students results in a culture where everyone in the school is known and valued. Knowledge about each student can be passed on from year to year ensuring that students are catered for on a personal level academically, socially and pastorally.



Chairman's Report



Looking back over the last twelve months during a difficult time in the school I am proud of the many and varied accomplishments of the members of our school community. Through times of challenge the core values of our wonderful school have ensured that our focus on providing students and families in this region the best educational program and environment has remained front and centre.

I would like to thank Ms Kelly McKay for stepping into the role of Acting Principal. We appointed Ms Teresa Deshon as our new principal who comes with a wealth of knowledge and experience. We look forward to welcoming Teresa and her family in 2017 into the school community and supporting her in her new role.

The latter part of the year saw the Resource Centre take shape into the iconic building that now stands at our school. This building has taken a great amount of time, dedication and careful planning to ensure it becomes the heart of the school and brings our school community closer together.

We look forward to the implementation of a Parents and Friends Association (PFA), something that Ms Deshon has indicated as a priority for 2017. I am sure they will grow and become a vital link in the chain.

All of the board's committees have been working hard and progressing with their respective areas of expertise. Our finances are in a strong position, forming an important foundation for a secure future.

On behalf of the Board, I congratulate all students and staff on their achievements this year.

To all board members, thank you for your time and effort each of you have devoted over the past year. Your contribution, on an individual and team basis, is reflected in the clear direction in which our school is heading.

Finally Kelly, Jenny, Kirsty and Executive Members I thank you for your support and efforts throughout the year. Our school would not be where it is today without your dedication, determination and just plain hard work.

Mr Craig Smith
Chairman of the Board

Encourage a love of life and learning and the pursuit of personal best.

Acting Principal's Report



The School continued to ensure that teaching and learning was a key focus throughout 2016. This was supported by the 'Schools Leading Learning' initiative which enabled staff to be released from classes to engage in a number of professional learning activities. Heads of Faculty this year spent time comprehensively analysing the HSC data of the 2015 cohort to ensure we were improving in the delivery of all course content. This then resulted in a school-wide focus on writing. Each Faculty developed their own goals and worked on these areas throughout the year. The Teaching for Learning Professional Learning Team focused on Visible Thinking Routines and trialled these throughout the year. Our staff are committed to continuous improvement in their professional practice.

Observational Rounds were introduced this year and it was wonderful to see staff reflecting on best practise in their classrooms and working so collaboratively between faculties. The aim is to extend this further next year.

During the course of the year the decision was made to restructure the Pastoral Care Program for 2017. Staff spent the year reflecting on current practice and identifying ways to improve student support. The decision was made for there to be smaller tutorial groups in 2017.

Student leadership was a focus and the selection of student leaders was reviewed and a Student Representative Council was established. Sophie Moylan conducted a thorough review of the process and introduced a new structure and interview process.

Our students were involved in a number of sporting endeavours throughout the year at both a local and representative level. A number of students also competed at national levels in a range of sporting pursuits. The House competitions featured strong student participation. Overall, the results included the House Swimming Shield won by Perricoota, Athletics by Meninya and Cross Country by Perricoota. The Foundation Cup was awarded to Martin in 2016.

The school Music program continued to develop its profile through its ensembles and performances both at school and at significant community events. The Senior Production of 'Shuddersome: Tales of Poe' was well received and the Year 5 students delivered an inspired performance in 'Cinderella Rockerfella'. Our students also represented us well in public speaking and debating competitions at both a local and state level.

Moama Anglican Grammar is committed to supporting our students to develop global perspectives. Students had the opportunity to enhance their study of the Italian language, culture and arts with the international tour of Italy. Twenty students and three staff participated in this enriching and valuable learning experience. We also welcomed Italian exchange students. Plans are currently underway for the Western Front History tour in 2017 and the Service trip to India.

The school's physical development continues through the Strategic Planning of the School Board and Executive. The Resource Centre development started and will be completed in 2017. The official opening of the Centre will take place on our Foundation Day next year. A School Master Plan was formulated and plans are currently underway for the construction of a Design and Technology Centre next year.

Following the many successes of the year we look forward to the opportunities of 2017.

Miss K McKay
B.Arts, B.Teach, M.Ed(L'ship & Admin)

School Executive

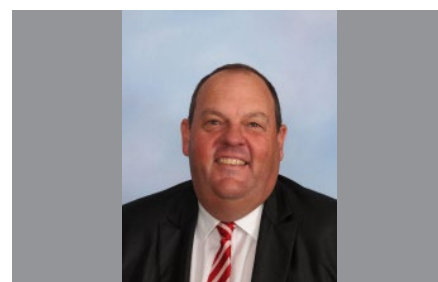
Compassion, Respect, Tolerance, Honesty, Integrity, Kindness



Mr Brad Downie
Head of Secondary
BA, DipEd



Mr Nigel Rudge
Head of Primary
B.Prim, B.Sc Honours



Mr Michael Weier
Director of Administration
B.AgSc, GradDipEd, M.Ed



Mrs Jenny Martin
Business Manager
B.Commerce, CA



Mrs Kathleen Kemp
Head of Teaching &
Learning - Secondary
BSc, DipEd, Cert IV Assess/
Training



Mrs Mel Scott
Head of Teaching &
Learning - Primary
B.Ed, Dip.PE

Our Teaching Staff

Miss E Atley	B.Teach	Mrs K McFadden	B.Eco, BA H.Mvmnt DipEd
Mrs L Barnes	BA, DipEd, MA StudWelf&Guide	Miss K McKay	B.Arts, B.Teach, M.Ed (L'ship & Admin)
Miss B Bennett	B.Ed	Ms L Molinaro	BA Grad.DipEd,M.Coun, Grad.CertTeachRE
Miss K Bordignon	BA, GradDipEd, M.Ed	Mr J Monaghan	B.Ed
Mr T Bowles	BMinistry	Mrs S Monaghan	BA, B.Ed
Miss S Briggs	B.Ed, B.Teach, M.Ed	Mr L Moon	BA, GradDipEd
Miss S Buchanan	BA, DipEd	Miss T Moon	B.VisArts, DipEd
Mr G Cadd	B.Ed	Miss S Moylan	B.Ed
Mrs M Carmody	BSci, Grad DipEd, Cert IV Assess/Workplace Training	Mrs L Napier	B.App.Sci, Grad DipEd
Mrs H Catt	B.ApSci (BioMed/BioTech), DipEd	Mrs R Needs	BA, DipEd
Ms V Colman	B.Ed Home Ec Dip Comm. Computing	Miss S Norris	BA, DipEd
Mrs S Couchman	B.Ed,GradDip Welfare, M.Ed	Mrs A Palmer	B.Ed
Mrs A Cowin	B.Bus, DipEd	Mrs P Paul	B.Ed, B.Sci, Dip CompTech
Mr A Davidson	DipEd, M.A	Mrs C Phillips	B.Ed
Mrs M Devereux	B.Ed, Cert IV Assess/Workplace Training	Mrs L Polvere	BA, GradDipEd, Cert Interpreting
Mr B Downie	BA, DipEd	Mrs F Price	DipTeach
Mrs M Downie	GradDip TechEdu, DipHospMgmt	Miss B Quill	BA. MA (History), Grad DipEd
Mr G Evans	B.Sci, DipEd, M.Ed	Mrs M Richardson	B.MusEd, M.Music
Miss C Frame	B.Ed	Mr A Romano	DipEd, B.Law&Econ
Miss D Garden	B.Ed	Mr N Rudge	B.Prim, B.Sc Honours
Mr C Gibbs	B.Ed	Mrs M Scott	B.Ed, DipEd
Mrs F Gibbs	B.Ed	Mrs K Sinnett	B.Ed, Dip Teach, Reading Recovery
Mrs S Granger	B.Ed, B.Teach, GradCert Spec.Ed	Mrs M Slatter	B .Ed, DipTeach, Dip ModLang
Mr J Harding	DipTechEdu	Miss R Stephenson	BA, CertIV TESOL, DipEd
Ms N Harley	BA, DipEd, GradCert Geog	Miss L Thompson	B.Ed
Mrs S Harrison	BA, DipEd	Mrs S Warren	BA, DipEd
Mr P Hickingbotham	BGrapDesign, DipEd	Mr S Warren	B.AppSci, DipEd
Miss C Higgins	B.VisArt, Grad DipEd	Mrs C Watson	DipEd, DipAppSci
Mr D Hindson	DipArtsGraphic, DipEd	Mr R Webb	B.ChemSc, DipEd
Miss C James	B.PerfArts, M.Teach,,M.TESOL, M.Ed (SWB)	Mr M Weier	B.AgSc, GradDipEd, M.Ed
Mrs K Kemp	B.Sci, DipEd, Cert IV Assess/Workplace Training	Mrs A Wickham	B.App.Sci, Grad DipEd
Mrs A Kennedy-Ripon	B.Ed	Mrs F Williams	B.AgSci, DipEd, GradCrt Ed
Mr D Lukies	BA, GradDipEd	Miss L Williams	B.Ed
Mr L Macey	B.Ed,B.Bus, GradCert IM, M.BusAdmin	Mr S Young	B.Ed, M.Sci
Mr B Mahney	B.Ed	Mr M Zweck	BSci
Mr S Martin	B.Ed, GradDip Bible&Ministry	Mrs T Zweck	B.Ed, DipTeach

HONORIS ET EXCELLENTIA

Staff Information

\$2053

Was spent on Professional Development per staff member.

Staff attended Professional Development activities for accreditation.

Activities included:

Schools Leading Learning

Visible Thinking

HSC new syllabus

Pastoral Care.



28% Male,
71% Female

Teaching staff:

73

Full-time equivalent teaching staff:

67

Nonteaching staff:

29

Full-time equivalent non-teaching staff: 19.2



18% of staff have a
Masters Degree.



Staff Attendance & Retention



3.1 absence days per staff member.



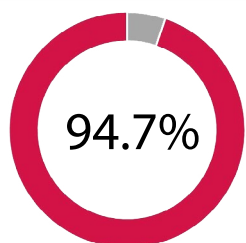
94% of staff were offered ongoing employment



100% of staff attended Professional Development opportunities.

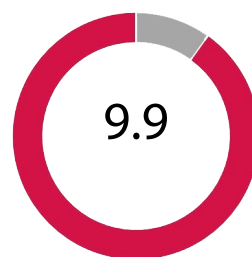


Student Attendance



Student Attendance rate

Average days absent per student



The most student absences cited the reason as Family Leave/Reasons. 58% of the entire schools student absences being attributed to this reason.

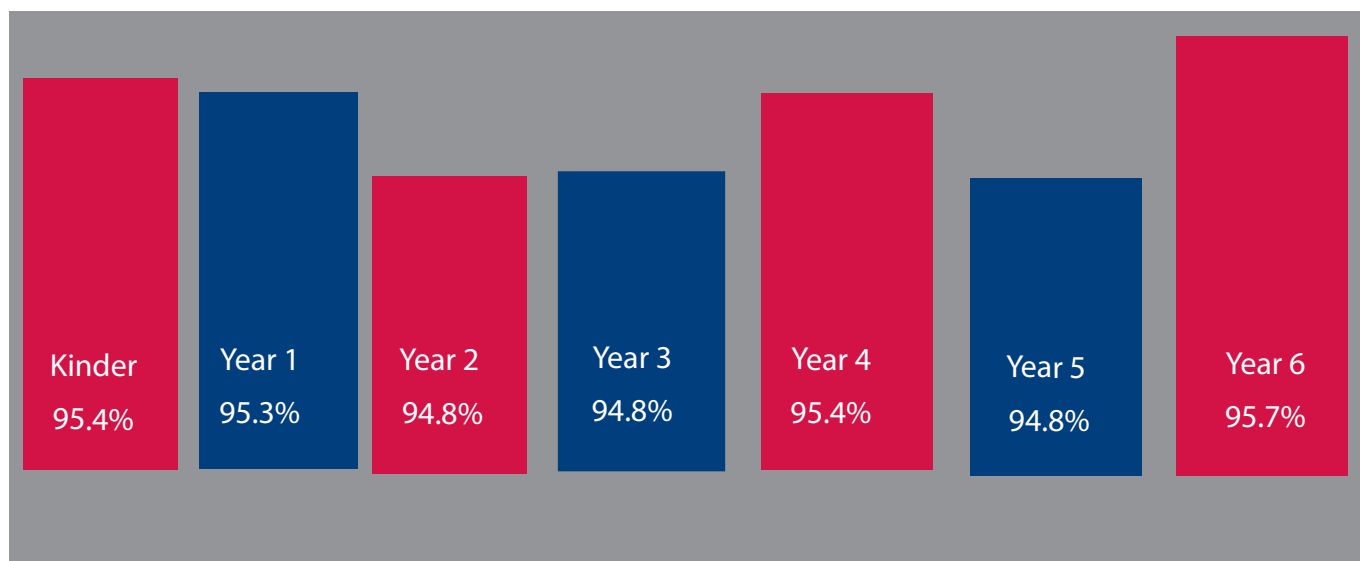


Illness was the second highest reason for student absence. 28% being attributed to illnesses.



Medical appointments was the third highest reason for student absence at 11% .

Average daily student attendance Primary



Average daily student attendance Secondary



There are legal requirements for school staff to be aware of the location of students each day.

Parents are requested to advise, either by telephone or email to reception@moamagrammar.nsw.edu.au, any absences prior to 9.00am on the day of absence. Emails from parents / guardians are deemed to be the required "written notification".

Students absent from the school for one or more days are to bring written notification with them on their return, signed by a parent/guardian, if the School has not already received notification, via reply to the electronic documentation sent by the school or other written communications. i.e. email or Absence Slip or written explanation.

Retention rates have been steady over the past few years for cohorts of Year 10 moving on to complete Year 12.

Year 10 2013 to Year 12 2015 - 81%
Year 10 2012 to Year 12 2014 - 83%

Last year saw retention drop slightly with 69% of the 2014 Year 10 cohort complete Year 12 in 2016. Based on the information provided it would appear that many of the students who left the school at the end of Year 10 or during Year 11 did so because of family circumstances or to pursue vocational studies.



NAPLAN

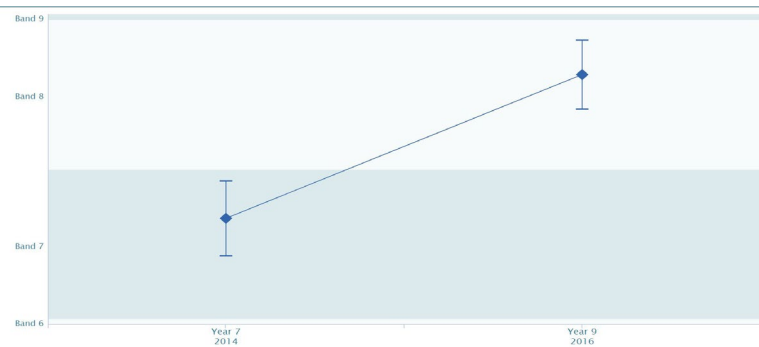
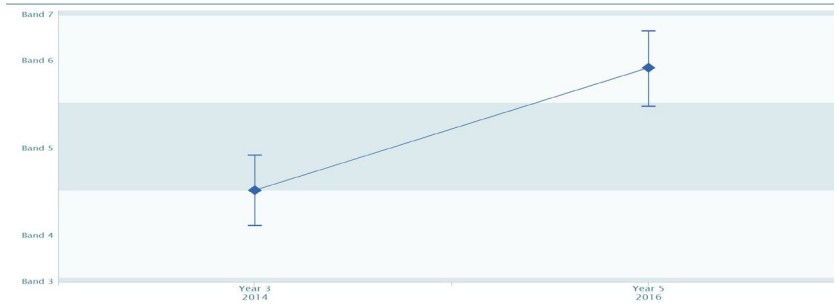
The National Assessment Program - Literacy and Numeracy (NAPLAN) assesses all students in Australian schools in Years 3, 5, 7 and 9. The chart below displays average NAPLAN scores for each domain. Moama Anglican Grammar's scores are displayed in blue. Also displayed are average scores for statistically similar schools (SIM) and all Australian schools (ALL). The coloured bars indicate whether the selected school's scores are above, close to, or below the other scores.

	Reading		Writing		Spelling		Grammar and Punctuation		Numeracy	
Year 3	452 433 - 471		444 428 - 460		446 428 - 463		481 461 - 501		446 430 - 463	
	SIM 441 432 - 450	ALL 426	SIM 434 426 - 442	ALL 421	SIM 433 425 - 442	ALL 420	SIM 457 448 - 467	ALL 436	SIM 417 409 - 425	ALL 402
Year 5	516 498 - 534		492 475 - 508		531 514 - 547		514 495 - 533		518 502 - 533	
	SIM 513 505 - 522	ALL 502	SIM 487 479 - 495	ALL 476	SIM 505 497 - 512	ALL 493	SIM 518 509 - 527	ALL 505	SIM 504 496 - 512	ALL 493
Year 7	552 539 - 565		524 509 - 538		567 553 - 580		545 531 - 560		570 558 - 583	
	SIM 552 545 - 560	ALL 541	SIM 529 520 - 538	ALL 515	SIM 553 545 - 561	ALL 543	SIM 552 544 - 561	ALL 540	SIM 563 556 - 571	ALL 550
Year 9	599 587 - 610		560 545 - 574		591 579 - 603		584 572 - 597		618 607 - 629	
	SIM 596 588 - 603	ALL 581	SIM 561 551 - 570	ALL 549	SIM 591 583 - 599	ALL 580	SIM 584 576 - 593	ALL 569	SIM 603 595 - 610	ALL 589

Selected school's average is

- substantially above
- above
- close to
- below
- substantially below

- average of schools serving students from statistically similar socio-educational backgrounds (SIM box)
- average of all Australian schools (ALL box)



Student gain from Years 3 to 5, 5 to 7 and 7 to 9 at our school rank us first in this region.

Our students move more than one and a half bands in achievement every two years.

Literacy

Numeracy

Our school is above the minimum bands at Years 3, 5, 7 & 9 in all areas.

Year 12 Tertiary Offers



70%

received their first
University preference
for tertiary study.

26%

received offers in
Health & Human
Services courses.

15%

received offers in
Science, Humanities,
Commerce courses.

19%

received offers
in Education courses.

85% of students who made tertiary
applications received offers.

HSC Results

Top 25%

16.67% of students.

Top 30%

27.78% of students.

Top 39%

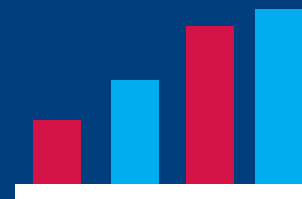
58.33% of students.

23%

Study Scores in Band 5 or 6 (>40)



Median Study Score



62%

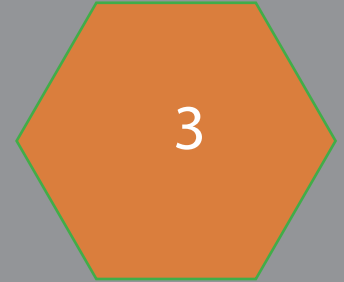
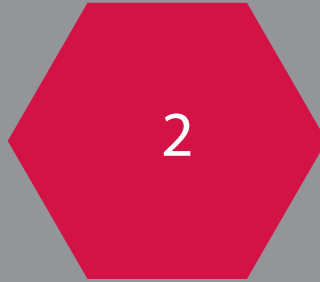
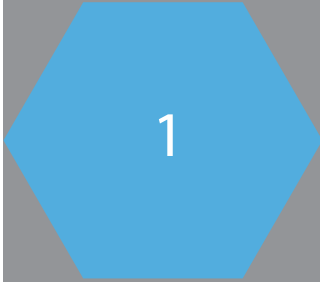
of the subjects offered in Year 12 achieved Band 5 or 6 results.



Our Dux achieved Band 5 results in 5 Year 12 subjects.

Financial Overview

School Income

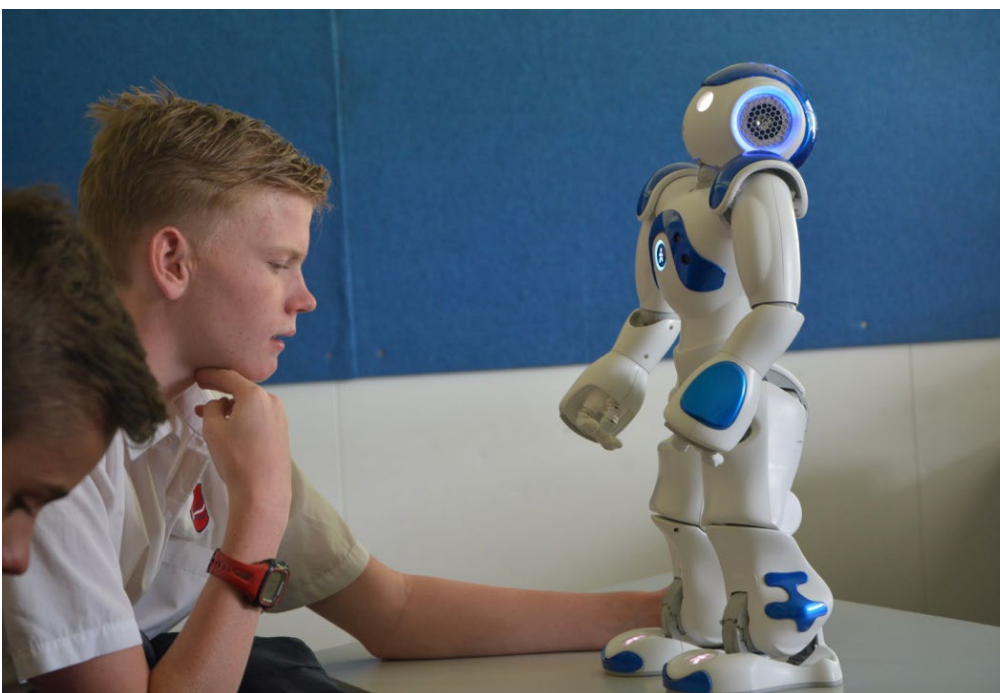
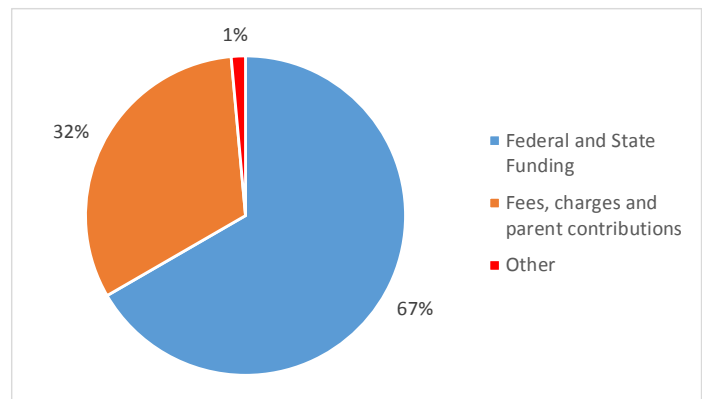


The three main sources of the school's income is from :

Australian Government recurrent funding

State Government recurrent funding and

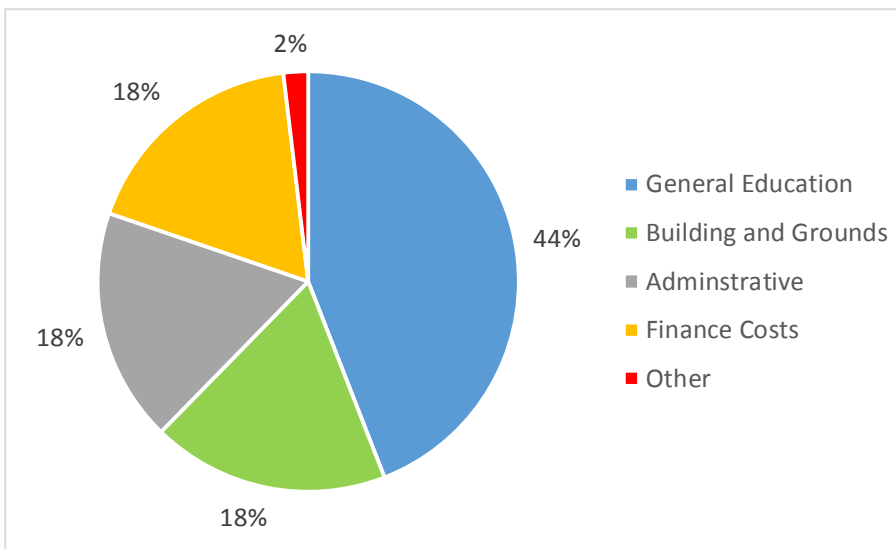
School fees and other contribution.



Funding is provided by the Australian Government as part of its contribution to the national effort for Australian schooling and the programs funded represent an integrated approach by the Government to support the provision of primary and secondary education.

Financial Overview

School Expenditure



The main areas of expenditure are as follows:

- General Education
- Building and Grounds
- Administrative Costs
- Finance Costs
- Other expenses



Satisfaction Surveys



Parents

In 2016 parents were surveyed regarding communication methods being used by the school:

- >85% read the School Magazine and liked its contents.
- >70% were happy with the current methods used by the school to communicate with them.
- >95% of parents felt the SMS notification system was effective.

Students

Year 12 students of 2016 in an exit survey indicated that:

- >86% felt the standard of school work expected of them was appropriate.
- >85% felt they were encouraged to attain the best possible results.
- >90% felt they were encouraged to be responsible for their own learning.
- >90% felt the school had helped them to foster positive relationships.

Teachers

Feedback from departing staff in 2016 indicated that:

- >95% felt that there are high levels of respect between staff and students.
- >75% felt there was team work and collegiality between the staff.
- >80% felt the school provided an environment that supported them in their work.

School Priorities

Achievement of 2016 Priorities:

Area	Priority	Achievement
Teaching and Learning	Schools Leading Learning funding to develop Literacy initiatives across the school.	MAG Writing Process Developed Primary Tracking Continuums for 2017.
Pastoral Care	Develop new year level based smaller groupings with tutor teachers for 2017.	Pastoral Care structure finalised and timetabled for 2017.
Staff Professional Learning	To develop a staff Professional Learning & Review Framework.	Draft framework developed and aspects trialled in 2016, Implementation in 2017.



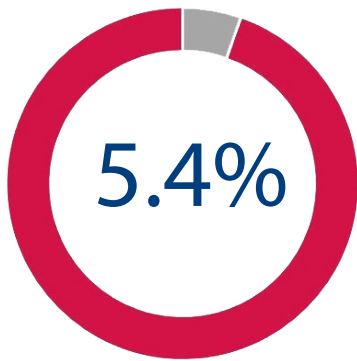
School Demographics

60%

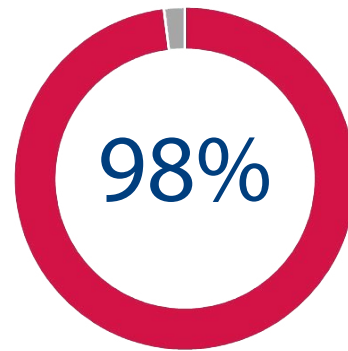
of school families live in Echuca and surrounding areas in VIC.

40%

of school families live in Moama and surrounding areas in NSW.



Families listed a religious denomination.



Of students participate in Co-curricular activities.

346



375





MOAMA
ANGLICAN
GRAMMAR

HONORIS ET EXCELLENTIA

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