

Our School

Moama Anglican Grammar School is a co-educational, independent Anglican School with an open entry policy. It's mission is to provide a safe and inspiring educational environment where students have the opportunity to help create their future. The School's core values are: Compassion, Respect and Integrity. The School's focus is on each student as an individual, seeking to assist each of them to achieve his or her potential. At the same time, we aim for students to develop a strong sense of honour, caring for themselves, others and the world they live in.

The School opened in 2005 and has established a strong reputation in terms of its academic and cocurricular programs. Students are encouraged to engage with every aspect of school life from camps and excursions, 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 laboratories, mobile laptop sets and

interactive whiteboards in classrooms. Primary classrooms are equipped with class sets of iPads or Chromebooks. Students may choose their own device from Year 7 or access school iPads.

Moama Anglican Grammar School is the only school on the one campus. This enables students to pass seamlessly across the traditional transition points of primary and secondary school. They can experience our culture of care (within the context of high standards and expectations) over their whole schooling starting from Year 1 as a common entry point. As a consequence, knowledge about each student can be passed on from year to year ensuring they are catered for in terms of their individual needs.

The students at Moama Anglican Grammar are drawn from both NSW and Victoria. Approximately 57% of student reside in Victoria. The area of Echuca/Moama is an important agriculture region as well as having a strong tourism industry. Many families are engaged in these industries and those that support the servicing and growth of these industries also.

Chair's Report

ORDPD \$QJOLFDQ *UDPPDU FRQWLQXHV WR EH DQ LQFOXVLYH QRQ VHOHFV
OLHV DV SRVLEOH WKURXJK JRRG ¿QDQFLDO PDQDJHPHQW

As in previous years, the Board and Executive remain focused on ensuring our School is a safe and vibrant learning environment with excellent facilities. The school has continued with its ongoing maintenance of buildings to ensure our facilities remain current. An audit of our IT systems was also undertaken, the recommendations contained within the audit will ensure the school remains as safe as possible in terms of cyber risk. Funding was also put in place in relation to IT infrastructure to ensure that we are adequately meeting the IT needs for students now and into the future.

In 2020 the school community completed a survey through Association of Independent Schools (AIS), this survey is com-
SLOHG E\ \$,6 DQG LV FRPSOHWHG RQ D ELHQQLDO EDVLV 7KLV VXUYH\ V
We are thankful to those that took part in this survey process. The feedback provided from the School's key stakeholders in
UHODWLRQ WR RXU VFKRRO DVVLVWV ERWK WKH %RDUG DQG ([HFXWLYH V
UHOHYDQW DQG PHHW WKH QHHGV RI VWXGHQWV VWD† DQG IDPLOLHV 7K
ZLWK WKH ([HFXWLYH KDYH WDNHQ DFWLRQ WR DGGUHV DQ\ DUHDV ZKHU
the Board will continue with the surveys every second year as provided for by AIS, as well as to continue to survey families
within our school community in alternating years with a survey designed by our school. It is important that we continue with
these surveys on a regular basis to ensure that we stay in touch with community views and measure our success against
survey results.

7KH %RDUG DOVR UHYLHZHG WKH VNLOOV UHTXLUHG IRU DQ H†HFWLYH ER
vacancies. The board is cognisant of the need to have new board members with fresh ideas as well as board members with
valued experience. There was strong interest in board positions this year, and we are grateful to see more people show
interest in taking on a role on the School board.

2020 was certainly not the year anyone was expecting. As a school, border closures created many challenges with students
DQG VWD† EHLQJ XQDEOH WR DWWHQG VFKRRO DQG ZRUN +RZHYHU ZH ZH
to attend school was far less than other local schools in the area. We are very grateful for the calm and considered leader-
VKLS VKRZQ E\ RXU 3ULQFLSDO &DUPHO 6SU\ GXULQJ :H DOVR WKDQN
DGDSW LQ GL^FXOW FLUFXPVWDQFHV DQG ZRUN WRJHWKHU DV D WHDP DO
terms of delivering quality education in ways which had possibly not been imagined prior to 2020.

We were fortunate in 2020 to be successful in applying for drought funding which allowed the board to pass on fee relief to
families impacted by drought. The School was also able to obtain government assistance through funding released during
WKH HDUO\ VWDJHV RI &29,' LQ

7KLV DOORZHG WKH %RDUG WR EH DEOH WR IUHH]H WXLWLRQ DQG FDSLW
DOVR EHLQJ DEOH WR VXSSRUW IDPLOLHV LQ QHHG ZLWK IHH UHOLHI ZKLFK
This funding also allowed the School to run buses between Echuca and Moama to
assist families in dealing with border closures and to deal with unexpected costs
DULVLQJ IURP ODUJH LQFUHDVHV LQ FDXDO UHOLHI VWD† UHTXLUHG WR
teachers were not permitted to travel to New South Wales.

, ZRXOG OLNH WR WKDQN 6X]DQQD %DUU\ IRU KHU H†RUWV LQ PDQDJLQJ
erations of school. The experience she has brought to this role and the School at
large has been invaluable. Thank you to all the families and children who continue to
choose Moama Anglican Grammar as their school of choice and for sharing our vi-
sion for education in Echuca/Moama and surrounding districts. I also wish to express
my gratitude to fellow board members who tirelessly volunteer their time, skill and
energy to what are often unseen tasks. I also thank existing board members for their
support over the last six months during my role as Chair.

Finally, I wish both existing and new board members and the Executive the very best

Principal's Report

Our primary goal throughout 2020 was the safety and welfare of our community. We wanted to keep school running as

Student Attendance

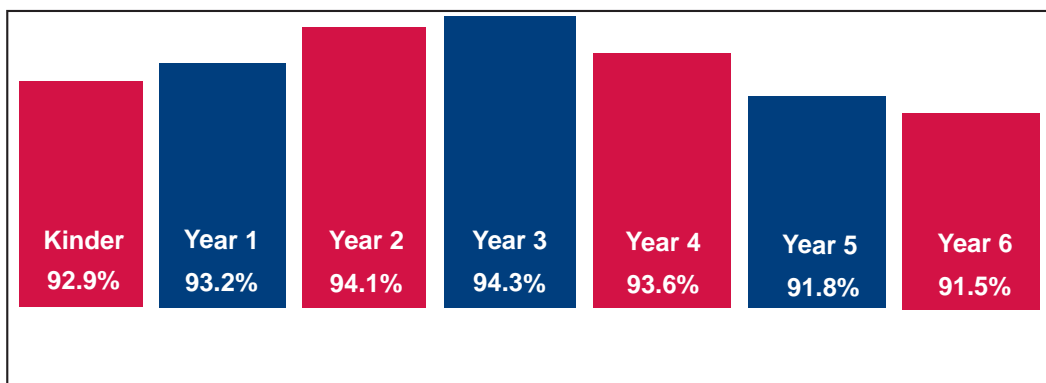
91%

School average attendance rate

13

Average days absent per student

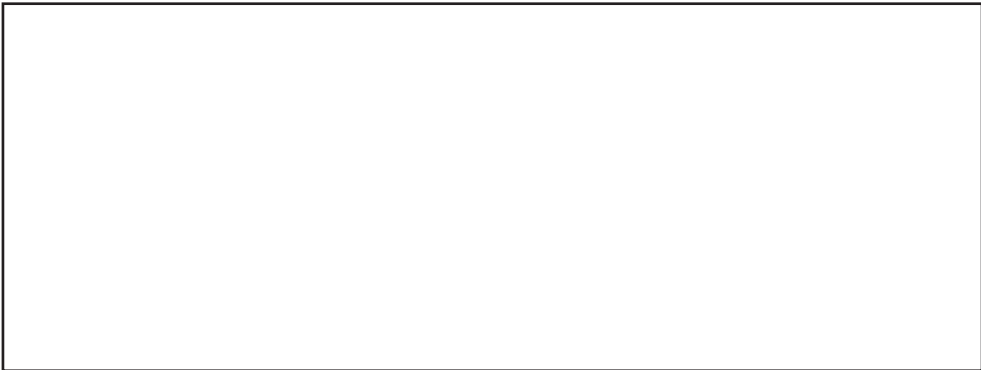
Average daily student attendance - Primary



309

375





Parent, Student and 6 W D ‡ 6 D W L V I D F W L R

We regularly communicate with our community and welcome feedback at any time. We also have occasions
ZKHUH ZH DFWLYHO\ VHHN LQ SXW IURP In 2020 the School Community Workshop
survey through Association of Independent Schools (AIS), this survey is compiled by AIS and is completed on
D ELHQQLDO EDVLV 7KLV VXUYH\ VRXJKW IHGED From this feedback we
have been able to identify areas of satisfaction and areas for growth.

)URP WKH UHVXOWV RI WKLV VXUYH\ ZH KDYH LGHQWLHG DUHDV
FDWHUJRULJHG LQWR GRPDLQV 6FKRRO (QYLURQPHQW 7HDFKLQJ
&RPXQLW\ :LWK VL[VWDNHKROGHU JURXSV FRPSOHWLQJ WKH VXU
7HDFKLQJ 6WD‡ %RDUG DQG /HDGHUV

\$OO JURXSV LGHQWLHG WKH IROORZLQJ DUHDV DV VWUHQJWKV RI

- School Environment: Physical Environment and Vision, Mission and Values
- Student Wellbeing: Respectful Relationships and Inclusivity and Equity
- Community: Communication, Reporting and Reputation

7KH VXUYH\HG JURXSV LGHQWLHG WKH IROORZLQJ DV DUHDV IRU

- Designing teaching and learning that is future focussed
- Social and emotional learning
- Growing leaders



NAPLAN

7KH 1DWLRQDO \$VVHVPHQW 3URJUDP /LWHUHF\ DQG 1XPH
in Australian schools in Years 3, 5, 7 and 9.
\$V 1\$3/\$1 DVVHVPHQWV ZHUH FDQFHOOHG LQ GXH WR &
WLRQ UHODWHV WR 1\$3/\$1 UHVXOWV DV VXPPDULVHG EH
7KH FKDUW EHZ GLVSOD\V DYHUDJ@` ``VÙ)•- SO QXP Kma&TDk
7% W!\$



Senior Secondary Outcomes

7KH +6& UHVXOWV ZHUH YHU\ SOHDVLQJ LQ DQG UHSUHVHQWHG results.

7KH RXWVWDQGLQJ UHVXOWV DUH HYLGHQW DV RI WKH VWXGHQ VWXGHQWV UHFHLYHG %DQG UHVXOWV ZLWK WHQ VWXGHQWV Achievers list for achieving the highest band possible for one or more subjects. The school also received LQGLYLGXDQ %DQG UHVXOWV ZLWK VWXGHQWV DFKLHYLQJ D by the students in this COVID year.

The Grammar has continued to improve on its academic performance which is evident as the students UHFHLYHG PRUH %DQG DQG UHVXOWV WKLV \HDU DV FRPSD sure our average ATAR in 2020 is higher than any previous year which in this COVID year is an outstanding DFKLHYHPHQW IURP ERWK RXU 6WD† DQG HVSHFLDOO\ RXU VWXGH

Excellent results were achieved by our VET students in both Tourism, Travel and Events as well as Primary Industries.

42

+6 & VWXGHQ submitted preferences to study at a tertiary institution (VTAC)

100%

of students submitted preferences and UHFHLYHG DQ study at a tertiary institution (VTAC)

Professional Learning

Moama Anglican Grammar prides itself on the professional learning opportunities available to our leaders and teachers. The aim of a good professional learning program is to maintain high standards of teaching and to enhance the lives and education of our students.

In 2020 much of professional learning practice was conducted online due to the COV-

6 W D ‡ 4 X D O L ¿ F D W L R Q V

Teacher Accreditation

Level of Accreditation	Number of teachers
Provisional	4
3 U R ¿ F L H Q W 7 H D F K H U	62
Total Number of Teachers	66

7 H D F K H U 4 X D O L ¿ F D W L R Q V

Category	Number of teachers
7 H D F K H U V K D Y L Q J W H D F K H U from a higher education institution within Australia R U D V U H F R J Q L V H G Z L W K L Q W K H 1 D W L R Q D O 2 ^ F H R I 2 Y H U seas Skills Recognition (AEI-NOOSR) guidelines.	H G X F D W L R Q T X D O L ¿ F D W L R Q V
Teachers having a Bachelor's degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but O D F N I R U P D O W H D F K H U H G X F D W L R Q T X D O L ¿ F D W L R Q V	65
Total Number of Teachers	66

Masters degree

Bachelor degree

Workforce Composition

7 H D F K L Q J V W D ‡

) X O O W L P H H T X L Y D O H Q W W H D F

1 R Q W H D F K L Q J V W D ‡

) X O O W L P H H T X L Y D O H Q W Q R Q

The main areas of expenditure are:

- 7HDFKLQJ DQG /HD
- Building and Grounds

Initiatives Promoting Respect and Responsibility

Whilst the school faced obstacles during 2020 in engaging directly with our school and wider community, we were still able to identify and create many opportunities for the school to promote respect and responsibility.

3 ULRU WR WKH & 29, ' SDQGHPLF D±HFWLQJ VFKRRO DQG VV QDWLRQDO :RPHQV 'D\ 3DQHO RQ 0DUFK ZKHUH D SDQHO ences and gave advice to our female students and school community members who attended. The theme for the day was "Each for Equal".

From April onwards, the ability to engage with community members was curtailed, though we participated in or held the following activities:

- ANZAC Day: school students and families stood in front of their homes at 6am in remembrance of those who have died at war, in lieu of attending the services and marches which had been cancelled. Our students also recorded speeches and musical items which were shared with our school community, as we were unable to do these in person as normal.
- 7KH 6FKRRO DUUDQJHG IRU JROG PHGDO ZLQQHU 3DURO\ P WR RXU <HDU VWXGHQWV ,Q WKH SUHVHQWDWLRQ .X KLP WR RYHUFRPH DGYHUVLW\ DQG DFKLHYH PDQ\ KDUG H

Priority Areas for Improvement

'XULQJ WKH 0RDPD \$QJOLFDDQ *UDPPDU %RDUG DQG ([H parents and students have contributed to a new strategic plan for 2020 to 2024. This strategic plan has three core areas for focus.

7KH ¿UVW DUHD LV WR VWUHQJWKHQ FRPPXQLW\ OLQNV EHWZH ents, ex-students, local businesses and industry, the Anglican Church and within the student body as we work to strengthen links for students between year levels. Many achievements were made in this core area during 2020, including:

‡ (QJDJHG \$,6 WR IDFLOLWDWH WKH 6FKRRO¶V ¿UVW \$,6 3HUV

School Policies

Enrolment Procedure

Parents interested in enrolling a child at Moama Anglican Grammar are advised that the School uses the following procedure for processing of applications:

1. General Enquiry

An information pack is provided on request.

2. Application Process

(i) Parents are to complete and return the enclosed blue enrolment application form (or apply online) together with a cheque or money order for \$50 (being the non-refundable application fee).

(ii) This application registers your child for the enrolment process which begins in the year prior to your child's proposed entry. The School will contact you early in the year (February/March) to arrange an interview with the Principal (or delegate). It is important to note that payment of the application fee does not guarantee your child a place.

, WLLV DQWLFSDWHG WKDW R†HUV RI D SODFH IRU WKH IROOR
the student is placed on a waiting list, the child's name would be held until further places are
available. Being placed on a wait list does not mean a child's application has been rejected, nor
GRHV LW PHDQ D JXDUDQWHHG R†HU RI D SODFH GXULQJ
LLL



Our most sincere thanks to all of our sponsors and partners who have generously contributed to the development of our school and KHOSHG WR LPSURYH RXU JURXQGV IDFLOLWL VWXGHQWV 2XU SDUWQHUV PDNH D GL†HUHQF a safe and inspiring educational environment that equips our stu- GHQWV ZLWK WKH VNLOOV DQG FRQ;GHQFH WF

+RQRXU DQG ([FHOOHG

2 Kirchofer Street
Moama NSW 2731
E: info@moamagrammar.nsw.edu.au