



Mosman Church of England Preparatory School



2022 Annual School Report

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A Message from Key School Bodies

Acknowledgement of Country

We acknowledge the Borogegal and Cammeraygal people of the Mosman area and the Guringai people of the Terrey Hills area who are the traditional custodians of the land on which we meet and learn today. We pay respect to the Elders, past, present, and emerging and extend this respect to Aboriginal and Torres Strait people from other communities.

School Council Chair Report

Mosman Prep is an exceptional primary school and provided great learning opportunities for all students in 2022.

Mosman Prep students are very fortunate to have a group of inspiring, hard-working, and dedicated staff led by Mr Grimes. During the year this team, along with Council, finalised the '*Strategic Directions: Towards 2028*' setting out the ambition for the School from which detailed plans have, and are, being developed. These plans guide the operations of the School as we continue to develop boys in character as well as curriculum, in an ever changing environment, so as to equip them well for their next stages of learning and for life.

One of the most precious aspects of being a student at Mosman Prep is the community, with students, parents and families, staff, and old boys all partnering to create the sense of belonging and the environment in which boys can thrive. The Council is grateful for the continued efforts of all the community, and particularly thank the Parents and Friends Association, and the Old Boys Union for their support of the School during 2022 and the ongoing work they do to build relationships within our Community.

The Council and Mr Grimes have continued to work on increasing enrolments. Our objective is to increase awareness of Mosman Prep and the unique education opportunity it provides. Word of mouth and personal recommendation continue to be our most effective enrolment driver and we are grateful for all parents who continue to share their Mosman Prep experiences.

The School remains in a sound financial position and the Council is committed to the continuous improvement of school facilities. Improvements in both outside play areas and the development of a creative and performing arts hub are being progressed.

The School Council met eight times in 2022 to affect the governance of the matters of the School. The members of council during the year were: Dr Tamera Bleach, Mr Murray Chatfield, Mr Peter Grimes (Headmaster) Mr Scott Hall-Johnston, Mr Wes Hart, Mr Luke Hartman, Mr Bill Hooper, Ms Jennifer Lambert (Chair), Ms Amanda Robertson and Mr Rob Ward, with Mrs Liza Campbell as Council secretary.

I thank my fellow Council members for their continued support, hard work, and wisdom.

Jennifer Lambert, Chair

SCHOOL COUNCILLORS AT 31 DECEMBER 2022:

CHAIR: Jennifer Lambert

Mr Murray Chatfield	Mr Scott Hall-Johnston	Mr Bill Hooper	Dr Tamera Bleach
Ms Amanda Robertson	Mr Luke Hartman	Mr Rob Ward	Mr Wes Hart
Mr Peter Grimes	Mrs Liza Campbell		

Headmaster 2022

Educating boys in today's uncertain and fast-moving world is both a privilege and a rewarding responsibility. Mosman Church of England Preparatory School has a rich history of educational excellence since 1904. The challenge is to develop boys with character, confidence, independence, a love of learning, and commitment to live a full and rounded life in their community and beyond themselves in society.

During 2022, we finalised our new strategic plan, '*Strategic Direction: Towards 2028*'. This was a collaborative process which provided the opportunity for our key stakeholders to be involved (staff, parents, and Old Boys). The plan connects our history with a renewed vision to – "lead and guide our school community, with a Christian worldview, embracing the shared challenges and opportunities we face today in preparing young boys for their future."

'*Strategic Direction: Towards 2028*' ensures our community has a clear direction. It explains our strategic focus and the priorities we have designed to help us achieve our shared vision. Through our wide range of rich evidence-based learning experiences,

- supported by specialist educators,
- outstanding teacher to student ratio,
- and a strong partnership with parents,

we are committed to ensuring students are developing attributes that will inspire their learning journey and prepare them to embrace the future.

Early targeted and robust intervention in Preschool and Primary School lays the foundation for a boy's character, wellbeing, holistic development, and ultimately his success in the future. Boys require an education that is relevant and purposeful with clear learning intentions and appropriate scaffolding; opportunities for meaningful movement and hands-on manipulation; and freedom to express themselves in the Arts.

Our boys require solid foundational skills, knowledge and understanding, alongside future proofing strengths in areas such as critical thinking, creativity, collaboration, and technology. They need to be equipped to be flexible, resourceful, and innovative as they prepare to embrace unknown challenges and the likelihood of multiple future careers.

An education built on a foundation of relationship, trust, and respect, allows our boys to engage freely in learning, to make mistakes, to have a voice, to achieve mastery, and to develop their confidence, independence, and ultimately ownership of their 'learning journey'.

The School's values are exemplified by compassion, courage, respect, integrity and excellence, and are inspired by God's word, as revealed in the Bible. We seek to encourage and develop an understanding of Christian truths, and a commitment to be unified in love as a community.

Amidst the outstanding everyday job that the staff have done in 2022, I would like to recognise their passionate engagement with our Strategic Planning over the past year. It is a rare feature for a staff to be so fully immersed in strategic planning. Sadly, often it is a top-down process, perhaps done for the purposes of fundraising or to 'tick a box', not seen by staff and therefore not actioned. In respect to our Strategic Plan, all the staff and the School Council have been engaged, and our parents and Old Boys all invited to contribute.

Thank you to all who have shared this task. *'Strategic Direction: Towards 2028'* is a living document, with a comprehensive spreadsheet of priorities, goals, initiatives, timeframes, and success measures in place. It is exciting that many of the initiatives mentioned have commenced over the past year, thanks to the enthusiasm of our staff team and School Council. Plans are well underway for redevelopment of the basketball court area and development of a Creative Arts Music Facility, as we commit to our strategic priority – 'Enhancing learning spaces and facilities so that they support our Learning Model'.

Alongside development of the Strategic Direction, and the many other successful learning experiences realised in 2022, it was once again fabulous to showcase the rich learning and wellbeing provision at the school during our 'Learning Celebration' community event. We were also thankful to continue our support of parents through our 'Empowering Parents' seminars, while significantly developing our engagement with programs involving 'Aboriginal Education' (including our inaugural Year 5 Coffs Harbour Camp, recognised in NSW Parliament for its impact), 'Sustainability', and 'Secondary School Connections'.

We are dedicated to providing **exceptional boys' education** during the critical foundational years. Each boy is encouraged and supported to be and to achieve his best, through individual attention, abundant opportunity and a deep community spirit inspired by our motto, Non Nobis Solum – Not for Ourselves Alone.

School Context and School Improvement Priorities

The School has a rich history of educational excellence in Boys Education. For more than 118 years, we have demonstrated the ability to adapt to the changing times and needs of our community, as we prepare our boys to thrive in the next stage of their learning journey.

Anchored in our Christian faith, we focus on developing and strengthening positive relationships, solid foundations of character, the pursuit of excellence and the determination to contribute to the lives of others. Doing so creates a sense of belonging and self-identity that lays the foundations for meaningful academic, social, emotional, spiritual, and physical development.

Every boy is welcomed, included, challenged, and nurtured individually and collectively throughout our community. We are proud to develop our students' confidence and resilience as they strive toward their best self and an understanding of who they are and where they are headed.

The strong bonds our students develop with their school, peer groups and teachers create fond memories and connections that last a lifetime. We are honoured to support each boy, empowering them to step into their potential and become the men they were created to be.

As we provide exceptional Boys Education, our hope is that the love of God, found in Jesus Christ, is experienced by students, teachers, and the broader school community.

As a stand-alone independent primary school, Mosman Prep draws its students from the lower North Shore and Northern Beaches. The School is accredited by the NSW Education Standards Authority (NESA) and offers classes for boys from 4 years of age in its pre-kindergarten class (Early Entry) to twelve years of age in Year 6. The population of the School allows for an optimal balance of opportunity for connection and a context where every boy is known.

Mosman Prep offers an exceptional teacher pupil ratio. This ratio is achieved through additional teaching staff who facilitate a more personalised academic program for the students. The male/female gender balance of teachers is 13/30. From Kindergarten to Year 2, each class has two teachers - a teacher and a university qualified Teaching Assistant. In Years 3-6, an additional experienced teacher is shared between two classes, providing three teachers for the two classes in each year group. Specialist teachers in Art, Music, STEAM, PDHPE, Sport, Mandarin, Academic Extension and Academic Support provide depth and breadth to the curriculum and allow an enriched learning experience for each student. A Chaplain and two school counsellors provide additional support for the wellbeing of students, parents, and staff.

The School has a comprehensive extra-curricular program, including outstanding music groups, debating, chess, competitive sport, sailing and outdoor education (with interstate and overseas adventures for Year 6).

Programs in leadership, social action, sustainability, Aboriginal Education, secondary transition, and connections with Queenwood School for Girls provide critical foundations for the future.

Graduates of the School usually attend Independent Secondary Schools located on the lower North Shore, in the city or in the Eastern suburbs, as well as North Parramatta. We have a preferred entry to many of these schools. Mosman Prep enjoys strong community support, including from its highly engaged Old Boys Union.

In implementing the School's purpose as stated above, the following aims are pursued.

Current School Aims

- Encourage boys to develop a personal Christian faith and a commitment to service.
- Address the academic, social, emotional, spiritual, and physical development.
- Maintain high standards of scholarship, valuing effort and achievement.
- Nurture and encourage individual abilities in each student, with particular focus on creativity, critical thinking, collaboration, teamwork, confident expression, digital literacy, and global citizenship.
- Provide the physical and personal resources for boys to develop to the best of their abilities.

- Use up-to-date research, data, and evidence-based teaching approaches to develop critical foundational skills.
- Encourage a sense of community and partnership with families.
- Develop leadership, compassion towards others, and an optimistic view of life and learning.
- Develop a deep sense of respect and responsibility for themselves and for others.

School Improvement Priorities - Strategic Direction: Towards 2028

People and Culture

Prioritise wellbeing, trusting relationships, a caring community, and the pursuit of excellence.

The strength of our community lies in our commitment to live and reflect the School's vision, mission and values.

The School's talented and committed staff are our greatest strength in the enhancement of wellbeing and the pursuit of excellence.

We affirm our commitment to

- attracting, developing, and retaining the finest boys' educators.
- maintaining the highest levels of teaching.
- effectively articulating our Christian foundations and values.
- maximising wellbeing across the School.

NEAR TERM INITIATIVES:

- Prioritise the wellbeing of both students and staff across the school – we will continue to focus on balancing the community's physical, intellectual, and spiritual wellbeing by measuring and assessing the effectiveness of all our initiatives.
- Attract and retain outstanding boys' primary school educators – by consistently promoting the critical foundations laid down by an exceptional primary education and by providing optimum learning environments.
- Maintain the highest levels of teaching practice – by persistently assessing our teaching practices and our educational outcomes, while supporting the growth and professional development of all staff.
- Develop our student leadership, by strengthening our 'Buddy and Peer Support Programs'.

Community

Harness the strength of community and deepen our shared sense of belonging.

Our community is defined by its open and trusting relationships, deep connections, partnerships, and the sense of belonging we all share. The strength of our community enables us to navigate shared challenges and prepare each student for the complexities of the world in which they live – now and into the future. *Strategic Direction: Towards 2028* aims to reinforce our culture of mutual accountability, commitment, and responsibility.

NEAR TERM INITIATIVES:

- Expand opportunities for the community to come together as a family, to learn from and about each other, to support each other, and to share in the educational experiences of our sons.
- Build on the communication channels we use now while interrogating the effectiveness of everything we do.
- Shape the community conversation about Mosman Prep by building a shared understanding of the School's renewed Strategic Direction.
- Further develop connections with other schools and establish new partnerships with girls' schools and the wider local and global communities.
- Strengthen our 'Secondary Schools Pathway Program' and the support provided in the decision-making process.
- Measure and assess the effectiveness of our community engagement and the levels of satisfaction with all our strategic initiatives.

Teaching and Learning Practices

Foster a lifelong love of learning.

Mosman Prep delivers an evidence-based academic program that prepares each boy for the future, inspires curiosity, innovation, and collaboration. At this critical time in their lives, we strive to create a safe and nurturing environment in which a foundation for lifelong learning can develop. Our boys' learning journey is enriched by opportunities beyond our classrooms – at our Outdoor Learning Centre in Terrey Hills and through our co-curricular programs.

NEAR TERM INITIATIVES:

- Reinforce the Mosman Prep Learning Model - to ensure that our primary education remains exceptional.
- Ensure outstanding staff professional development, coaching and mentoring frameworks.
- Expand our co-curricular programs, and Aboriginal and Sustainability Education focus to provide new life experiences that are challenging.
- Strengthen our Student Assessment Data Framework by ensuring our evidence-based teaching practices establish learning targets.
- Enhance learning spaces and facilities so that they support our Learning and Wellbeing Models, and ensure a safe, innovative, and nurturing environment.
- Strengthen our Transition to High School Programs. We understand that the transition can be complex, and our existing Transitional Programs will be reviewed and revised to ensure that our graduates are well prepared for their secondary education.
- Measure and assess the effectiveness and community satisfaction of our teaching and learning practices.

Stewardship

Invest in the future of Mosman Prep while managing what has been entrusted to us wisely.

All our decisions are made in the context of ensuring the future of the School and its students. We are mindful of the investment that our families make in a Mosman Prep education, and our obligations to manage our financial position to ensure long term

sustainability. We are committed to be responsible stewards of our community’s trust and generosity; and so, committed to managing resources wisely.

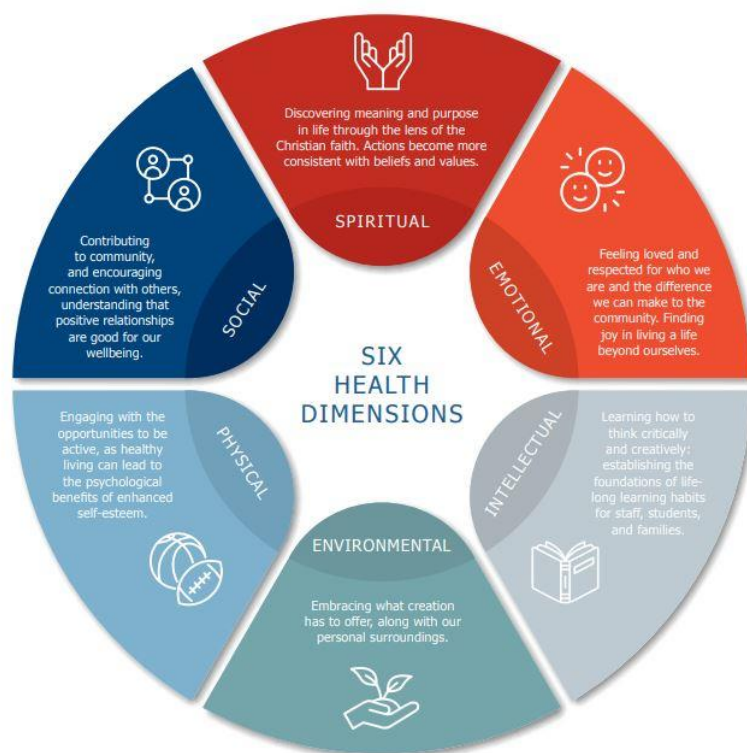
NEAR TERM INITIATIVES:

- Develop a detailed long-term Property Master Plan which will reinforce and validate our existing sustainability practices.
- Strengthen our governance frameworks to guarantee the ongoing effective management of the School.
- Strengthen our existing policies, management procedures, and risk management framework to protect and ensure the enduring safety and sustainability of the whole school.

Wellbeing Statement and Model

We aspire for every person in our community to be healthy in all dimensions. Our comprehensive approach is built on the knowledge that as individuals we learn and grow best when we are safe, healthy, and connected. Supported by our School Values, our wellbeing framework aims to promote positive and productive relationships within an inclusive learning community. We believe a healthy community is a serving community, where we find joy in living a life beyond ourselves.

We provide a holistic view of wellbeing that embraces a multi-dimensional approach to the health of our students so that they can flourish.



Learning Statement and Model

Learning at Prep is who we are and what we do. We follow six guiding principles to establish a rigorous framework for all teaching and learning. Through promoting wellbeing, supporting evidence-based practice, using data and assessments to inform, maintaining explicit teaching, encouraging integration, investigation, and collaboration, we ensure students are developing learner attributes that will inspire their learning journey.

Our six learning pillars are applied in our learning environments to support students and teachers. Each pillar also enables students to embrace our key learner attributes - prepared, innovative, curious, and collaborative.



P&F Association

Vision

The twin goals of the Parents and Friends (P&F) are to enhance the sense of community at Mosman Prep and to raise funds for special items that benefit the boys but fall outside the core school budget.

In 2022, the P&F was thrilled to get back to most of our regular programming. It was a real joy to gather again at school and celebrate our wonderful Mosman Prep Community.

2022 Actions

With COVID restrictions lifting we were able to hold most of our traditional events during 2022 although the Term 1 Welcome Party was cancelled. We did have a lovely Mother's Day breakfast and a successful Mother's Day stall where the boys made hand painted pots and selected bags of seeds for their mums.

Our biggest event, run with the help of a highly dedicated team of Year 3 parents, was our Major Fundraiser - "Back to School...without the rules". It was a great success both from a community building and fundraising perspective.

We also held an excellent Father's Day Breakfast featuring Guy Sebastian who told us about his childhood, how he got his start professionally and performed a couple songs for us! The year concluded with a beautiful Teacher's Thank You lunch organised by Year 6.

The P&F also organised an end of year Gingerbread House fundraiser. This was very well received as in previous years.

The P&F continued to support the Canteen, despite operating without volunteer help. Menu changes, including seasonal specials, the ability to purchase birthday treats, and staff purchasing from the canteen have been positive.

The P&F continues to run the Secondhand Uniform Store.

Financial Update

The P&F had a very successful fundraising Year in 2022, largely based on the success of our Major Fundraiser and ongoing profits from the Uniform store. We were very pleased to be able to contribute \$80,000 to the creative arts centre initiatives from our Fundraiser.

Acknowledge Committee for 2022

Special thanks go to Simone Lander, Jerilee Abbott, Laekin Rose, and Elizabeth Fifield who remained on the Committee. Special appreciation to Tamsin Birch for all she did in support of the P&F in 2022.

School Captain's Report

You can imagine my surprise when I walked down to the playground to what I assumed would be a normal recess, to see none other than Mr Grimes on the handball court, showing off his handball skills among my fellow classmates. The boys were chanting from the side lines and watching with awe, his athletic stature and agile movements amazing us all.

This was a perfect display of our core values at Mosman Prep. Besides learning that no amount of skill can compete with Mr Grimes' elegance on the Handball court, I learned the importance of humility and how it is constantly embodied by the staff and boys at our School.

In my opinion, humility, along with community and legacy, are three values which I think make Mosman Prep so exceptional.

When thinking about more ways in which our School displays humility, I believe we can relate Mosman Prep to one of the world's most revered sporting teams, the All Blacks. While New Zealand is in a state of national celebration after a win on the rugby field, it has been reported many times that the members of the All Blacks sweep their own training sheds after a match. A symbol of humility and respect, as the win doesn't change who they are.

I believe that this action of 'sweeping the sheds' holds a wider significance, and deeply reflects how Mosman Prep operates. This can be seen most clearly in the actions of our teachers, who both figuratively and literally sweep the sheds of our School. Our teachers dedicate their Saturday mornings to our sport, devote afternoons to enrichment classes and stay behind at carlines to make sure we get home safely. The notion of 'sweeping the sheds' is also deeply ingrained into the sporting culture of our School, in which we are told to not be upset in defeat, but to celebrate our efforts, and always motivate our peers. Prep has created something unique, a culture of humility and respect – we're not clouded by our victories just as we're not disheartened by our losses, something I am truly proud to be a part of.

While humility is important, it's only one piece of the Mosman Prep puzzle – a building block, if you will, to what makes our School something special. The next core value of our School is Mosman Prep's sense of community.

The moment I entered the School, my feeling of anxiety, starting a journey in a new place, drained away as I was greeted by students across all years and was handed over to Mrs McGarigal by my brother Max. I knew from that moment forward Mosman Prep felt as if it were a home away from home.

This sense of inclusion is partly made possible by the School's buddy system - where Kindy or Year 1 students are partnered with a Year 6 student, both introducing new boys to the School and reminding our Year 6 leaders of where they once came from.

Another example of community in our School is the GoodCHAP program. Sweat pouring from our faces as our legs continue to carry us up the treacherous Balmoral Burn. Small crowds clustered near the road all trying to motivate the runners to make it to the top of that mountain-like hill, all for the same cause. This is an example of Mosman Prep coming together with the greater community to support children's hospitals and raise money for children's medical equipment. Through my time at Mosman Prep I have seen some inspiring GoodCHAP presentations, one of which was the McGrath foundation where we pulled up our long pink socks and headed up to Terry Hills to spread awareness for breast cancer. Some boys took the time during lockdown to reach out to lonely neighbours and to knit beanies for charities.

Finally, what point is there talking about our humility and community if there's nothing left behind? When considering the legacy of Mosman Prep, I encourage all the Mosman Prep boys, especially the years below myself, to ask themselves a question, "What will we leave behind?" If I asked myself this same question six years ago, I would probably say my lunchbox or my varsity cap, but if I asked myself this year, my answer would be much different.

Where in our School is legacy shown? What does it mean to the School as a whole? For one the Terrey Hills Outdoor Learning Centre. It was our previous headmaster's dream that boys of Mosman would be able to leave the School grounds for a day and head to the fresh air of

the countryside where they would then be able to explore the outdoors. This dream became a reality in 2012 as the campus away from Mosman opened, solidifying Mr Brown's legacy.

There is one legacy that stands out, a legacy that has changed the course of history, a legacy that not only saved many innocent lives but our lives too. This legacy has always been visible at our School. The Honour Board held high in the Assembly Hall, lists the name of many honourable Mosman Prep Old Boys. The Old Boys who served in the war, who acted 'Not for Themselves Alone', but for their country and future generations. Next time you look at that board look out for the name Captain Lancelot Lytton Richardson, a War Hero, and Military Cross recipient. Captain Richardson, once a Mosman Prep student, took the values he learnt from our School to the battlefield.

So next time you pass that old wooden board, take the time to think about those young boys and teachers who fought and even lost their lives so we would have a better future. This legacy hasn't just continued in memory of past Mosman Prep students and teachers but has continued in us.

When we look at legacy, community, and humility on their own, we can see the foundations of our School. But together, we see something greater. We don't see a School of disjointed parts, but a group of likeminded students, parents, and teachers who work and act together, who fight for what is right, and whose legacy will inspire those who come after us to act in the same way.

As the Year 6 Class of 2022 make their departure, we are able to look back at the School we shaped and the one that shaped us. For those of you lucky enough to have a few more years at this School, or for those who just started your journey, enjoy it. You're in a community of likeminded people whose humility fuels their legacy. While my peers and I may be leaving the campus, the values of the School will carry on within us as we will act, not for ourselves alone, but for the School we now call home.

You see, this School is no different to the handball game Mr Grimes was playing in the courtyard. Where we once saw a teacher reliving the glory days of his youth, now we see a man full of humility, willing to take part in a Year 6 handball game.

We see a community of teachers, parents, and boys from all year groups working and playing together.

And we see the legacy of our School being rung through the air. A reminder to take what you've got and enjoy it while it lasts. And a message we all wish to leave behind: 'Take the ball and run with it.'

Harley Collier, 2022 School Captain

Student Outcomes in Standardised National Literacy and Numeracy Testing

NAPLAN

NAPLAN was conducted in Term 2, 2022. Results remained strong across Year 3 and were comparative to similar schools and well above the state average. Year 3 scored an average

of Band 6, the top band, for Reading, Grammar and Punctuation and Numeracy and a Band 5 average for Writing and Spelling.

Year 5 achieved an average of Band 7 (out of 8) for Reading, Spelling, Grammar and Punctuation and Numeracy and a Band 6 for Writing. There are no results for growth of Year 5 students from their Year 3 NAPLAN papers as NAPLAN 2020 was cancelled due to COVID.

In 2022, the School continued to target Reading, Writing and Mathematics as learning priorities. These areas were reinforced through school wide programs such as InitialLit and Fountas and Pinnell in literacy, and the introduction of the mathematics assessment platform MAP NWEA. Teachers participated in professional development to upskill in their ability to use student data to inform teaching and set individualised learning goals. Spelling and writing remain identified as an area requiring growth, which is being explored by the Learning Strategy Group.

ICAS results

In 2022, Mosman Prep continued its model of optional student participation in the annual International Competitions and Assessments for Schools (ICAS) for English and Mathematics. These tests encourage students to apply their learning to new contexts using higher-order thinking and problem solving skills. It is used to extend students who are interested in being challenged and recognised for their academic efforts, therefore is not suitable for every student. It does not align to the NSW Curriculum. Uptake was varied with approximately one third of students in Year 2 and Year 4 participating, and 50-60% of students from Years 3, 5 and 6. Overall 66 students participated in the English paper, and 71 in Mathematics.

In 2022, results indicated that 12% of students performed at a Distinction or High Distinction level in English. 27% of students gained a Credit and 11% received a Merit certificate. In Mathematics, High Distinctions and Distinctions were received by the top 11% of performers, 41% of students gained a Credit and 15% received a Merit.

Professional Learning, Accreditation and Qualifications

Teacher Qualifications

In 2022, Mosman Prep employed 41 teaching staff who were involved in the delivery of the curriculum. All teachers possess teaching qualifications either from a higher education institution within Australia or from an institution designated within the National Office of Overseas Skills Recognition.

Teacher Accreditation

The number of teachers at the various levels of teacher accreditation by the end of 2022 was:

Teacher Accreditation	Number of Teachers
Proficient	33

Provisional	3
Conditional	1

Teacher Learning

Our *Strategic Direction: Towards 2028* saw staff collaboratively design a new and exciting learning model as seen below.

Learning at Prep is who we are and what we do. We follow six guiding principles to establish a rigorous framework for all teaching and learning. Through promoting wellbeing, supporting evidence-based practice, using data and assessments to inform, maintaining explicit teaching, encouraging integration, investigation, and collaboration, we ensure students are developing learner attributes that will inspire their learning journey.

Teaching staff participated in internal and external professional learning throughout 2022, incorporating expert speakers, workshops, compliance training, curriculum, stage and wellbeing meetings, and collaborative planning time. Professional Learning moved from the online space to face to face quickly in the new year. This allowed for greater scope and access to professional development and further supported teacher collaboration.

In 2022, Mosman Prep introduced Professional Learning Communities (PLC's) as an additional professional development opportunity for classroom teachers. PLC's allowed teachers working on the same stage to meet fortnightly to collaborate and discuss the needs of students, led by the Director of Learning and Innovation, or other teachers such as the Director of Gifted and Talented Education. Teachers used this time to engage in targeted, stage-specific professional development that aligned with the current needs of their students.

The following professional learning examples are a broad sample of those undertaken by staff throughout 2022:

Description of the Professional Learning	Teachers Participating	Hours Participated
High Impact Teaching Strategies	All Staff	7
Mandatory Training	All Staff	2
Strategic Priority Groups	All Staff	9
Differentiated Teaching	All Staff	4
High Performing and Gifted Students	All Staff	5
Unlocking Students Maths Potential	Classroom Teachers	7.5

Using Data to inform Learning	Classroom Teachers	3.5
Behaviour Management	All Staff	2
Professional Learning Communities	Classroom Teachers	10

Workforce Composition

Mosman Prep offers an outstanding teacher to student ratio. This ratio is achieved through additional teaching staff who facilitate a more personalised academic program for the students.

The male/female gender balance of current teachers is 13/30. From Kindergarten to Year 2, each class has two teachers, a teacher, and a university qualified Teaching Assistant. In Years 3-5, an additional experienced teacher is shared between two classes, providing 3 teachers for the two classes in each year group. Specialist teachers in Art, Music, ICT, PDHPE, LOTE, Library, and Academic Extension and Academic Support provide depth and breadth to the curriculum and allow an enriched learning experience for each student.

The 2022 composition of the Mosman Prep workforce was as follows:

Categories of Staff	Number
Full-time teaching staff	21
Part-time teaching staff	20
Full-time non-teaching staff	6
Part-time non-teaching staff	4
Full-time equivalent teaching staff	1350 hours
Full-time equivalent non-teaching staff	1612 hours

Mosman Prep did not employ any staff member in 2022 who indicated that they were of Aboriginal or Torres Strait Islander descent.

Student Attendance and Management of Non-Attendance

Population of the Student Body & Rate of Attendance

Year Group	Population	New students to Mosman Prep in 2022	Rate of Attendance
Early Entry	12	12	n/a
Kindy	20	9	n/a
Year 1	23	5	92.57%
Year 2	22	4	95.36%
Year 3	31	6	90.63%
Year 4	34	3	90.69%
Year 5	28	5	87.00%
Year 6	44	0	89.56%
Total	213	42	

Student's daily attendance is administered via the following roll marking procedures:

1. The Class teacher marks the electronic roll by 8:30am.
2. Reception enters names of any absent students, and the reasons for absence, in the electronic roll of those boys whose parents have contacted the School explaining the student's absence.
3. If the Class Teacher is absent, Reception telephones the casual teacher for a list of absences.
4. The Class Teacher advises Reception of any unexplained absences, and the School's Receptionist calls the boy's parents as soon as possible.
5. If a student arrives late, he must report to Reception to obtain a "Late Pass". No student is permitted to enter class without a late pass if they were not at the initial Roll Call by the Class Teacher. Reception updates the roll with a time of arrival once a late pass has been issued.
6. The Teacher requests absentees, on their return to School, to provide a written explanation for their absence.
7. "Early Departure" students must go via Reception for their departure time to be noted in the electronic roll by the School's Reception.
8. Teachers are to keep absent notes with their rolls for collection as required and at the end of the year for archiving.

For extended absences, parents must apply in writing for exemption from attendance, to the Headmaster, prior to the proposed period of exemption.

Students involved in consistent early departure or late arrival (to attend other activities) require correspondence from the parent seeking approval from the Headmaster. This approval is required for each new year.

Where a pattern of absences is apparent as observed by the Class Teacher or School's Reception, the information is to be brought to the attention of the parents and an explanation (if not already provided) sought. Should the explanation be unsatisfactory the Headmaster is to be informed and contact is to be made with the family.

Enrolment Policies and Characteristics of the Student Body

Mosman Prep accepts its enrolments based on order of application. Applications for enrolments are considered when the completed forms and registration fees are received. Upon receipt, the School will either place the boy's name on the waiting list or, in the event of a vacancy being available, reserve the place requested. An offer of a place at the School, in any year, will be dependent upon support for the School's Christian ethos, an interview with the Headmaster and a review of relevant school reports. In addition to supporting the School's Christian ethos, consideration will be given to an application for enrolment when siblings already attend the School, relatives attended the School or other criteria determined by the School.

Acceptance of an application is not a guarantee of a place at the School. To maintain the enrolment, students are expected to act consistently with the School's ethos, comply with the School rules and the payment of all School fees.

[School enrolment policy](#) [CompliSpace PolicyConnect](#) (click to the policy name for the link)

Entry into Kindergarten is normally considered for boys who are five years of age on entry or turning five years of age by 31 March in the year of entry.

Other School Policies

Child Protection

[Child Protection Policy and Procedures 2022](#) [Child Safe Policy on website](#) (click to the policy name for the link) sets out the safety, protection and wellbeing of all Mosman Prep students and is of fundamental importance to the School.

The School has implemented that all staff, contractors and service providers who deliver services involving contact with students and staff of Mosman Prep are provided with and submit a signed acknowledgement of the Child Protection Policy and Procedures, the School's Staff Code of Conduct, and Complaints and Grievances Policy and Procedures.

The purpose of this Policy is to summarise the obligations of child protection legislation on various sections of the School community and provide procedures as to how the School will deal with certain matters that fall within legislative requirements. The obligations, although legislative in nature, are seen as part of the School's overall commitment to the safety, care and wellbeing of our students enshrined in its Mission and Purpose statements.

The School seeks to create a safe environment with conditions that:

- reduce the likelihood of harm to children.
- increase the likelihood of identifying and reporting harm.
- respond appropriately to disclosures, allegations, or suspicions of harm.

Pastoral Care Policy and Procedures

The [Pastoral Care Policy and Procedures 2022](#) [2023 policy \(on PolicyConnect\)](#) (click to the policy name for the link) inform and shape all wellbeing practice at Mosman Prep. It continues to offer the wellbeing framework for the School based on the School's values and desired character traits, with an understanding of the essential role every staff member plays in enhancing the wellbeing of the students, and supporting their parents. Communication based on collaboration between stakeholders, and an explicit action plan for the year is outlined in the Pastoral Care Policy, including a list of wellbeing programs, school counselling services including assessments, and chaplaincy services.

The following excerpts from the policy highlights the School's position on wellbeing, pastoral care practice and informs the School's [Behaviour Policy 2022 on website](#) and [Anti-Bullying Policy 2022 on website](#) (click to the policy name for the link).

Definition of Pastoral Care for Mosman Prep

Our Vision Statement

"At Mosman Prep we strive to prepare well-rounded students for life beyond our school. We provide a challenging curriculum together with diverse opportunities and experiences in a supportive environment, where each boy is known personally and encouraged to realise their potential. Mosman Prep nurtures in our students and staff a Christian faith, together with the values of respect, responsibility, excellence, and community."

Mosman Prep seeks to equip and empower each student with a good foundation in God's Word, a development of the characteristics of a kind, caring, respectful and responsible person, and skills in acts of community care, so that every student is able in their individual way to contribute to the care of themselves and others.

The core values of the School - Respect, Integrity, Courage, Compassion and Excellence are central to pastoral care and wellbeing and are being embedded in every aspect of school life. We embrace the beliefs that each student wants to:

- Enjoy school life.
- Develop and maintain good friendships.
- Experience pleasing achievements in a breadth of areas.
- Learn and grow in their abilities, skills, and knowledge.
- Learn and grow in their character and understanding of self.

The premise is that where behaviours are not developing, this does not indicate an unwillingness for a student to behave well or learn, but signals that skills are lagging and so hindering students from reaching their individual potential. The implementation of the Collaborative & Proactive Solutions approach that engages families, students, and colleagues, has been a powerful collaboration tool that seeks to equip all parties involved in the education and development of the child.

This year the Pastoral Care Team, along with the Wellbeing Strategy Group has had three overarching goals.

1. Develop a parent communication booklet about wellbeing at Mosman Prep that was also congruent with the learning framework.
2. Assess existing SEL program and its efficacy.

3. Strengthen existing pastoral care support to the school community: delivered through targeted programs.

Overarching Goals

1. Develop a parent communication booklet about wellbeing at Mosman Prep congruent with the learning framework.

Over the course of the year the Wellbeing Strategy Group met to consolidate research findings that led to an articulation of our wellbeing strategy statement:

We aspire for every person in our community to be healthy in all dimensions. Our comprehensive approach is built on the knowledge that as individuals we learn and grow best when we are safe, healthy, and connected. Supported by our School Values, our wellbeing framework aims to promote positive and productive relationships within an inclusive learning community. We believe a healthy community is a serving community, where we find joy in living a life beyond ourselves.

Our community believes that a person, healthy in all dimensions, is positioned to be an active contributor to both their school and broader community to which they belong. For this reason, we provide a holistic view of wellbeing that embraces a multi-dimensional approach to the health of our students so that they can flourish. The implementation of our Wellbeing and Learning Frameworks document which can be viewed [here](#), has enabled clarity and focus as to the 'what' and 'how' of our pastoral care. Furthermore, the six-health dimensions that form our Wellbeing framework (spiritual, emotional, intellectual, environmental, physical, social) has helped ensure common language amongst staff when addressing and assessing student wellbeing.

2. Assess existing SEL program and its efficacy.

We recognise the importance of a healthy social and emotional student. As such, we decided to assess and review our existing SEL program and its efficacy. The Pastoral Care Team engaged in various collaborative discussions with staff, students, and other schools, which identified a change was required to our SEL program. We were also able to determine what Social and Emotional Program would be best suited for our boys. The implementation of our exciting new program ('Open Parachute') commenced with a selected staff group trialling the new material in Term 1, 2023 so that feedback and adjustments could be made on 'Open Parachute's' portal, prior to whole-school implementation in Term 2. Our staff development days enabled training and equipping of teachers in our SEL Program, which then enabled every student to learn skills that will help them reach their fullest potential.

3. Strengthen existing pastoral care support to the school community: delivered through people with targeted programs.

Empowering Parent Webinars

We continued our Empowering Parent Webinars as an effective way to support and encourage parents and community to flourish.

1. We had Lynn Worsley in Term 1, speaking on **Resilience** and how to grow a resilient child after a pandemic. She spoke on resilience being a long-term game and how to use the Resilience Doughnut, a tool she developed to help identify your child's strengths and increase them.

2. We had Dr Justin Coulson return in Term 2, as he talked to all parents on the ***Three Secrets to a Happy Family: Love, Limits and Laughter***. His seminars are always engaging, relevant and very well researched.
3. In Term 3 we partnered with our sister school, the Queenwood community and had Dr Kristy Goodwin, a digital wellbeing and productivity expert. She spoke on ***Raising Kids in the Digital Age***, and empowered parents to be the pilot of the family digital plane. She gave helpful information regarding limits and boundaries, cyber safety, understanding children's brain development and how to ensure screen time does not become scream time.
4. In Term 4, Tim Connell delivered a seminar to students of Year 5 and 6, along with their parents. The topic was ***Study skills and Effective Learning***. We learnt about how our brain takes in and remembers information, and therefore how to best use your study time, study space, and energy.

Chill Zone

Our Chaplain (Rev Daryl Diener) and school counsellor (Ms Skye Adams) ran numerous small groups called Chill Zone over the course of the year for children experiencing their parents' separation or divorce. Boys shared their stories and how family life looked different since the divorce. As all boys shared, they were amazed to find similarities in their stories. This was a great space to build friendships, grow understanding, normalise feelings and realise that they aren't alone!

Cool Kids Program

Cool Kids is a structured program that teaches children and their parents how to better manage a child's anxiety and stress. The program is an evidence based, Cognitive Behavioural Therapy (CBT) Program, involves the participation of children and parents, and focuses on teaching practical skills.

The program runs as part of a group program during school hours, facilitated by Ms Merel Dekkers (school counsellor/clinical psychologist and accredited Cool Kids provider).

Topics covered in the program include:

- Learning about anxiety.
- Learning to think realistically.
- Parenting an anxious child.
- Facing fears using stepladders.
- Learning coping skills such as relaxation or problem solving.

The Cool Kids program was developed by Macquarie University and has been available for over 25 years. The program has been translated into several languages and is used in clinics, schools, and hospitals around the world. It has undergone continual scientific evaluation and development to include the latest understanding of anxiety and its treatment. Current results indicate that most young people who complete the program show significant improvement. Following treatment there are generally marked increases in school attendance, confidence, number of friends and involvement in extra-curricular activities and decreases in worry, shyness, fear, and family distress.

Pastoral Care Delivery through Different Roles

In addition to the targeted programs mentioned above, the Collaborative & Proactive Solutions approach has meant that the delivery of pastoral care has varied depending on the needs of each child. Key staff involved can be seen below.

The Teacher

Pastoral Care starts in the classroom with the teacher. It is the teacher's responsibility to build a positive relationship with each of his/her students so that the learning environment is safe and peer relations within that environment are conducive to a positive engagement in learning. Through relationship and trust, positive influence is possible. It is also the teacher's responsibility to ensure that the Social and Emotional Learning program (SEL) is formally and informally incorporated into the daily/weekly schedule, giving the students the message that their wellbeing, and their understanding of the wellbeing of others, is a priority.

School Counsellors

The School Counsellor's role is to provide resources and guidance to the teachers towards the social and emotional support of students, to support and guide parents in management and strategies within the home environment, and where applicable to engage directly with the student either individually or in a group situation. It is important to remember that the School Counsellor will mostly act in an advisory role, often directing parents to professional services outside Mosman, rather than case managing students.

The school counsellors continued to support children's individual needs with short term one on one counselling sessions. A range of resources continue to be used, including from the Resilience program, the Cool Kids program, Open Parachute, and Be you. The Pastoral Care Team continued to work alongside teachers using the Collaborative and Proactive Solutions (CPS model – Dr Ross Green) to produce individual growth plans. These plans help children who struggle to meet certain expectations in the classroom, by collaboratively problem solving with them and their parents, to develop helpful strategies. We also partnered with parents by sharing relevant books, articles, and resources to achieve the best growth outcomes for each family.

School Chaplain

The Chaplain's role is to provide and promote a Christ-centred approach to all aspects of school life, and within this to provide pastoral care to all members of the school community, both in formal and informal gatherings, and either in a group or individual context.

Pastoral Care Coordinator

The Pastoral Care Coordinator's role is to oversee the delivery of pastoral care to students through the various roles mentioned, ensuring that the vision and mission of Pastoral Care is maintained through good communication and appropriately chosen delivery of support.

Pastoral Care Team

Led by the Pastoral Care Coordinator, the Pastoral Care Team's role is to develop policies and procedures to enable and assist teachers in the delivery of Pastoral Care, including the delivery of SEL, PDHPE, and Individual Growth Plans. In addition, professional development for teachers in the areas of understanding behaviour, understanding mental health, strategies towards enhancing social and emotional Pastoral Care, and strategies towards

behaviour guidance is organised and delivered. The team consists of the following: Ms. Merel Dekkers (School Counsellor), Ms. Skye Adams (School Counsellor), Ms. Julie Shortland (EA to the Headmaster and Administrative staff member), Mr. Tim Hudson (Year 6 Teacher), and Rev. Daryl Diener (School Chaplain and Pastoral Care Coordinator).

Complaints and Grievances

[Complaints and Grievances Policy and Procedures 2022 on website](#) is provided on the Mosman Prep website (click to the policy name for the link). Mosman Prep students, staff members, parents, other care providers or interested members of the wider community, have the right to make complaints if they have concerns.

Complaints will include allegations of staff misconduct, both real or perceived or allegations against anyone the School employs. Procedural fairness is to be accorded to all who make a complaint. Grievances are described as wrongs or hardship suffered (real or perceived), which is the grounds of a complaint.

The policy outlines the process by which this School responds to complaints and grievances. It is the intention of Mosman Prep to take complaints and grievances seriously and promptly address them. Procedural fairness is to be accorded to all who make a complaint and grievance.

School Satisfaction

Late in 2022, the Headmaster commissioned an independent, confidential 'experience' survey of parents (Early Entry to Year 6), staff and students (Years 5 & 6) as part of our ***commitment to continually monitor and improve the quality of education we provide to our students.***

MMG Education (MMG) provided the School with data to assist in gaining deep insights and research-based information relating to stakeholder needs and expectations. The report provides a detailed analysis and observation.

The School was grateful to the 118 parents who completed the 2022 survey (a very high 67% family representation).

The information is most important for the School for our operational and strategic planning, as well as for tracking changes in our performance. It will aid us significantly in our dedication to providing consistent ***exceptional boys' education*** during the critical foundational years.

The surveys were extensive and covered in excess of 300 aspects of education at the School. Below you will find a snapshot of the MMG results.

Expectations Met or Exceeded

Parents noted 'very high' scores in 10 of the 12 key areas and 'high' scores for the remaining 2 areas. From a parent's perspective, the School is in 'very good' overall health and is above the 80%+ overall MMG hurdle level.

Very low	Low	Moderate	High	Very high
<50%	50%-<60%	60%-<70%	70%-<80%	80%+

Very High Areas

Quality of Teaching
 Safe and Caring Environment
 Balanced Challenging Education
 Academic Standards
 Management and Leadership
 The School Community
 Facilities and Resources
 Co-curricular (non-sport)
 Affinity and Loyalty
 Reputation

High Areas

Sports
 Christian Studies

Open Responses

Parents also provided valuable 'open ended' comments on a number of areas. These responses added greatly to the value of the review. In response to the question about what parents valued most about Mosman Prep, the top five areas noted by parents are detailed below.

1. Quality of teachers & staff
2. The School community
3. Safe, caring & supportive environment
4. Experience at the School
5. Academic curriculum & standards

Below you will see a small sample of some of the 'open ended' comments from parents in relation to what they valued about their experience with the School.

The Mosman Prep Staff are excited to be working with the goals, initiatives, projects, and success measures, which have been informed by our strategic priorities and the MMG survey data.

Parent extracts in relation to what they valued about the School.

Evidenced based education for boys - committed intelligent high-performing teachers who know their craft and care about their children - committed and inspiring leader, accessible and knows the boys and the community (always willing to stop and say hi!) - balanced approach to learning, accepting all children for who they are and their skills, celebrating all forms of excellence for all types of children.

I've been most impressed not only by the teaching, leadership, and community, but also the breadth of activities provided by the school (Terrey Hills trips, camps, field trips, Georges Heights, Balmoral Oval). As a kid, I'd love to be outside of school! I had no idea the school offered such diverse areas.

The special help teachers and amazing engagement with class teachers to support specific needs of my son. The top-down culture from the principal since he joined has also been amazing.

Sense of community, the lifelong love of learning that the teachers ignite in the boys, friendships, opportunities to try a broad range of things.

The class teachers have been absolutely amazing in each year, each different and wonderful. Our son has thrived as a result of their care, direction and encouragement.

The nurturing environment, the community, the locality, the friendships and the involvement in the school and the history.

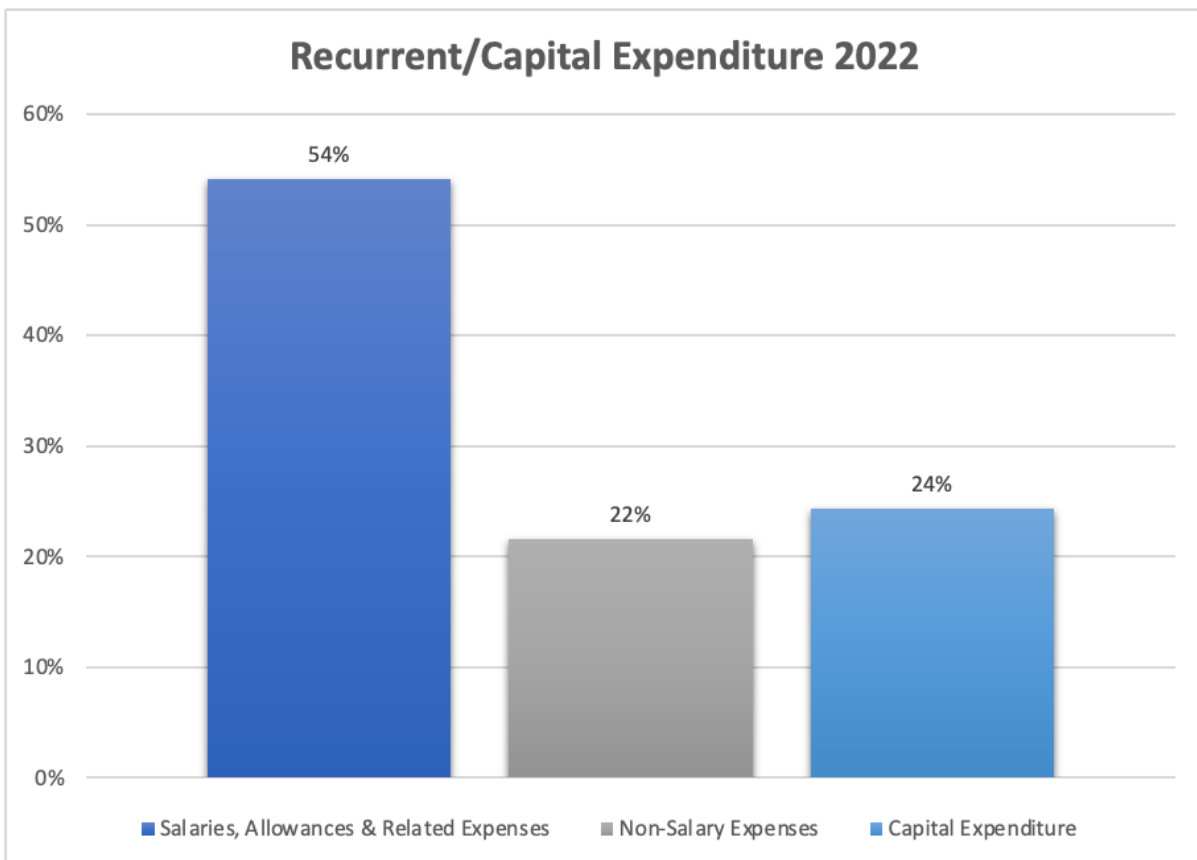
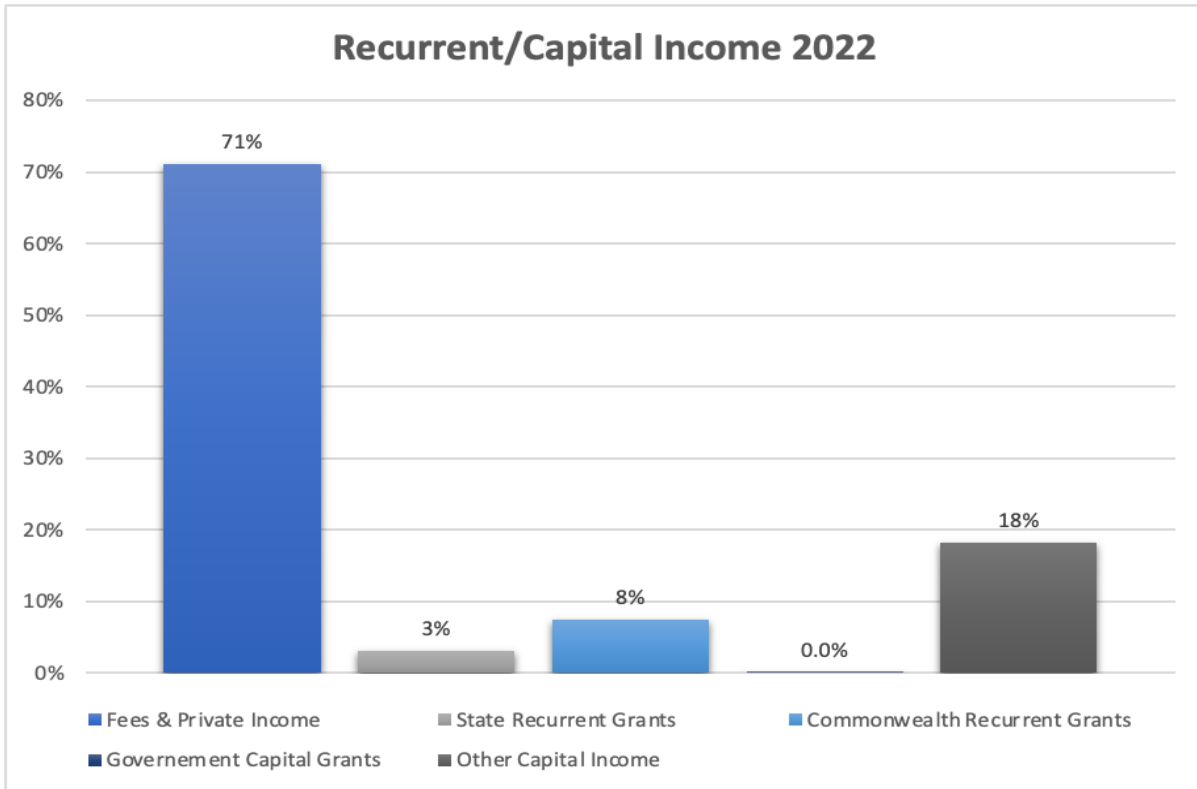
The pastoral care is fantastic and the detailed knowledge of my son by the staff is amazing. Strong academics, cultural inclusiveness for my son and our family and teacher/headmaster who are approachable and accessible. Well done Mosman Prep!

The community is fantastic. Parents and teachers are passionate about the learning experience and the journey the boys take together.

Personalised attention to every student - excellent teachers, relatively low turnover, sense of community.

We have seen the effects that Mosman Prep has instilled in our boys. Strong values, ethics, pastoral care is just as important as strong educational outcomes. We are fortunate our boys have enjoyed all of this and more. This is a very special school in our opinion.

Summary Financial Information





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