

ANNUAL REPORT 2024



**MASTERY
SCHOOLS
AUSTRALIA**
Focus ▲ Effort ▲ Results

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Introduction

Mastery Schools Australia is a Special Assistance School (SAS) dedicated to providing high-quality alternative education for students who are disengaged or at risk of disengaging due to learning difficulties or academic stress. We provide an inclusive learning space that supports the unique needs of every child, empowering their self-confidence for a brighter future ahead.

A wide variety of data indicates that there are a significant number of middle school aged students who are disengaged due to social, emotional, or behavioural difficulties. The Mparntwe Declaration explicitly mentions the importance of enhancing middle years development:

'The middle years are an important period of learning, in which knowledge of fundamental disciplines is developed, yet this is also a time when students are at the greatest risk of disengagement from learning. Student motivation and engagement in these years is critical, and can be influenced by tailoring approaches to teaching, with learning activities and learning environments that specifically consider the needs of middle years students. Focusing on student engagement and converting this into learning can have a significant impact on student outcomes.' (p.12)

The establishment of Mastery Schools Australia is helping to deliver the Mparntwe Declaration Goal 1 to promote equity and excellence in Australian schooling through the provision of an alternative educational institution for students who are not currently having their needs met in their current location. Therefore, the school Vision Statement is:

'For all students to reach their full potential academically and socially'

The school will feature an emphasis on ensuring a full integration of the social and emotional needs and the academic learning needs of students so that the needs of the whole child can be met.

Indeed, in the call to action, the Mparntwe Declaration explicitly states as its aim to promote world class curriculum and assessment through the following three aims:

- *A solid foundation in knowledge, understanding, skills and values on which further learning and adult life can be built*
- *Deep knowledge, understanding, skills and values that will enable advanced learning and an ability to create new ideas and translate them into practical applications; and*
- *General capabilities that underpin flexible and analytical thinking, a capacity to work with others and an ability to move across subject disciplines to develop new expertise* (p.13).

Mastery Schools Australia will ensure that the Mparntwe Declaration Goal 2 is delivered featuring successful learners, confident and creative individuals and active and informed citizens through the components listed below. Therefore, the school Mission Statement is:

'Providing the highest quality education for all students'

The school's design will incorporate the following essential components to ensure a high-quality learning environment that supports student success and mastery:

- Delivery of the Australian Curriculum – The full Australian Curriculum, including general capabilities, will be taught to ensure students receive a well-rounded education.
- Academic Success Through Mastery Learning – A strong emphasis on literacy and numeracy will be embedded through mastery learning approaches, ensuring students develop deep and lasting understanding.
- Explicit Instruction Pedagogy – Teaching practices will be based on explicit instruction, a structured and evidence-based approach that supports student engagement and learning retention.
- Supportive Classroom Environments – Every class will be supported by multiple Teacher Assistants, enhancing individualised support and catering to students diverse academic needs.
- Small Campus Model – To maintain a personalised and community-driven learning environment, student capacity will range from 120 to 360 depending on the campus, ensuring optimal class sizes and continuous student support.
- Extended School Day for Enhanced Learning – A slightly longer school day will be implemented to ensure adequate instruction time for:
 - Literacy and numeracy mastery
 - All required aspects of the Australian Curriculum
- Daily Two-Hour Literacy and Numeracy Blocks – Dedicated two-hour blocks for literacy and numeracy will be scheduled daily to reinforce foundational skills and improve student outcomes.

These features will collectively create a highly structured, supportive, and academically rigorous environment, ensuring students achieve their full potential.

Students

Characteristics of the Student Body

Mastery Schools Australia provides an alternative education pathway for students who struggle academically and need extra support to learn. This could be due to social, emotional or behavioural challenges. The School prides itself on the innovative approach to education, which supports the needs of students with diverse learning difficulties and disabilities.

In 2024, approximately 89% of students were classified as meeting the criteria of Students with a Disability through the Nationally Consistent Collection of Data (NCCD). Students must show a desire to attend MSA at their interview to be granted enrolment. The desire to overcome obstacles to gaining an education is a common characteristic of the student body at MSA.

Approximately 8% of the students in 2024 identified as Aboriginal or Torres Strait Islander.

Student Outcomes

Attendance

The average attendance rate for the whole school as a percentage in 2024 was 81.99%. Students who attend MSA have various contributing factors which influence attendance.

Average Attendance Rate in 2024						
Grade 4	Grade 5	Grade 6	Year 7	Year 8	Year 9	Year 10
Primary			Secondary			
85.34%			79.53%			

Non-Attendance Management

Mastery Schools Australia has implemented a Managing Student Attendance policy of which the importance of attendance is discussed with parents/guardians during the enrolment process. The policy provides insight as to why Mastery Schools Australia believes attendance is one of the most important factors in aiding students to gain mastery throughout their education at Mastery Schools Australia. A Reduced Attendance Arrangement (RAA) has been implemented to support individual students' needs and circumstances, helping them to gradually increase their capacity to attend full school days. RAAs are to be implemented for a maximum duration of one term.

In line with the policy, parents are kept accountable to ensure that their child is provided with every opportunity to attend school. In the event of a student being absent, parents/guardians are required to provide legitimate reasons as to why their child is not at school. Should the student's absence exceed more than one day without a valid reason, the school's Principal will intervene.

To assist in encouraging and maintaining a high attendance rate, Mastery Schools Australia has established a safe and supportive school environment that promotes positive relationships with students and families.

NAPLAN 2024

The NAPLAN results for Years 5, 7 and 9, and information can be found by visiting the [My School](#).

Staff

The staff at Mastery Schools Australia are hand chosen and have demonstrated excellence in their specialty area of teaching. Many of the teachers are experienced in working with the specific programs we use at MSA.

Mastery Schools Australia employed 56 registered teachers and 185 support staff with backgrounds in various trades, youth support, and special education. All staff work collaboratively to promote a learning community which is based on our values of Resilience,

Discipline, High Expectations and Personal Responsibility, Respect, Safety, Value, and Participation. MSA values the diverse cultural backgrounds of its staff. In 2024, 0.7% identified as having Aboriginal or Torres Strait Islander heritage.

Qualifications of Teachers and other Staff				
Doctorate	Masters Degree	Bachelor Degree	Diploma	Certificate
0%	5	60	7	86

Staff Professional Development

The total funds expended on teacher professional development in 2024 was \$104,886.09. The focus on Professional Development during the year included:

- Integrated units from the Australian Curriculum,
- Curriculum Planning & Development,
- Science of Reading and supporting students with Dyslexia and Dyscalculia,
- Intervention Program specific training;
- Child Protection, and Professional Boundaries for Teachers, and Pastoral Care for Students.

All staff participated in professional development during the year.

Staff Attendance

Average staff attendance based on unplanned absences of sick and emergency leave periods during 2024:

Number of Staff	Attendance Rate
379	96.6%

Financial Statement

Full financial information can be found on the [ACNC website](#).