



Mosman Church of England Preparatory School



2023 Annual School Report

2023 Annual Report

Table of Contents

A Message from Key School Bodies	1
Acknowledgement of Country	
School Council Chair Report	1
Headmaster	2
School Context and School Improvement Priorities	3
Student Outcomes in Standardised National Literacy and Numeracy Testing	11
Professional Learning, Accreditation and Qualifications	12
Workforce Composition	13
Student Attendance and Management of Non-Attendance	14
Enrolment Policies and Characteristics of the Student Body	15
Other School Policies	16
Child Protection	16
Pastoral Care for Mosman Prep	16
School Satisfaction	21
Summary Financial Information	25

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

At Mosman Preparatory School our ambition is to provide exceptional boys' education during the critical foundation years. In the words of our Headmaster, "to develop boys with character, confidence, independence, a love of learning and a commitment to live a full and rounded life in their community and beyond themselves in society." Our aim as a council is to create an environment where Mr Grimes and our teachers can be focused on achieving this ambition.

2023 saw the implementation of Mosman Preparatory School's Strategic Plan. 'Strategic Directions: Towards 2028' sets out the ambitions for the School, and from this framework, detailed plans have been developed and are now being implemented. These plans guide the operations of the School under four strategic priority areas; People & Culture, Community, Teaching & Learning, and Stewardship. In an ever-changing environment, we are equipping boys for their next stages of learning and for life.

Two areas that differentiate Mosman Preparatory School are our teaching staff and our school community. Our students are very fortunate to have a group of talented and committed teachers led by Mr Grimes. This outstanding team delivers an evidence-based academic program that inspires curiosity, innovation, and collaboration in a safe and nurturing environment.

The strength of community is another defining feature of Mosman Preparatory School. The students, parents, families, staff, and old boys all partner to create the sense of belonging. This has been further developed in 2023 with a significant strengthening of our connections with Queenwood School. The Council would like to acknowledge 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 2023 and the ongoing work they do to build community in and surrounding our School.

In 2023, enrolments continued to strengthen, as we increased awareness of Mosman Prep and the unique education opportunity it provides. Mosman Prep families sharing their experiences of the School with their family and friends continues to be the most effective enrolment driver. The School remains in a sound financial position.

The School Council has been working closely with the Headmaster to develop a Property Master Plan for the School. This plan, which includes both short and long-term projects, will ensure Mosman Preparatory School continues to provide exceptional education for boys now and into the future.

The Council met eight times in 2023 to address governance matters of the School. There were a number of transitions in 2023, with Jennifer Lambert (Chair) and Bill Hooper moving off the council. We thank them for their significant contribution over many years, especially helping steer the School through the pandemic. We welcomed Belinda Shaw onto the council this year. The members of the Council as of 21 December 2023 were: Dr Tamera Bleach, Mr Murray Chatfield, Mr Peter Grimes (Headmaster), Mr Scott Hall-Johnston, Mr Wes Hart, Ms Amanda Robertson (Chair), Ms Belinda Shaw, and Mr Rob Ward, with Mrs Liza Campbell as Council Secretary.

I thank each of my fellow Council members, past and present, for their contribution, support, and wisdom.

Amanda Robertson, Chair

Headmaster 2023

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 2023, we continued to focus on school improvement guided by our '*Strategic Direction: Towards 2028*'. 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*' (available on our school website) 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.

We are committed to our strategic priority – *'Enhancing learning spaces and facilities so that they support our Learning Model'*. Driven by this priority, in 2023 a working party was established with the brief of refurbishing our learning spaces. The committee visited other targeted high performing schools to examine their newly designed learning spaces. This has allowed us the assurance of knowing we have installed the best furniture possible to facilitate explicit teaching and also the development of 'future-proofing' 21 Century skills.

Alongside outworking the Strategic Direction, and the many other successful learning experiences and events realised in 2023, we held an inaugural whole school 'Creative Arts Celebration' evening, where every boy sang, danced, engaged in storytelling, and many boys played in musical performance groups. Our 'Aboriginal Education' program continues to strengthen with the submission of our Aboriginal Reconciliation Action Plan (RAP), as does our 'Sustainability' measures, and the building of healthy gender connections through our engagement with Queenwood Girls School. Student Leadership has also been strengthened with the inclusion of Lunchtime clubs, led by Year 6 boys, and structured mentored leadership opportunities for all Year 6 boys.

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.

To close, a special message from a Year 6 2023 parent:

"Mosman Prep has always set the bar very high and we will be forever grateful for being part of this fabric based on strong, future focused leadership, dedicated educators and an inclusive community that has created this environment in which we have watched our son and his peers flourish together. We couldn't have wished for a more supportive environment than the one we have experienced at Mosman Prep, so again we would like to thank each and every one of you for being part of our son's village."

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.

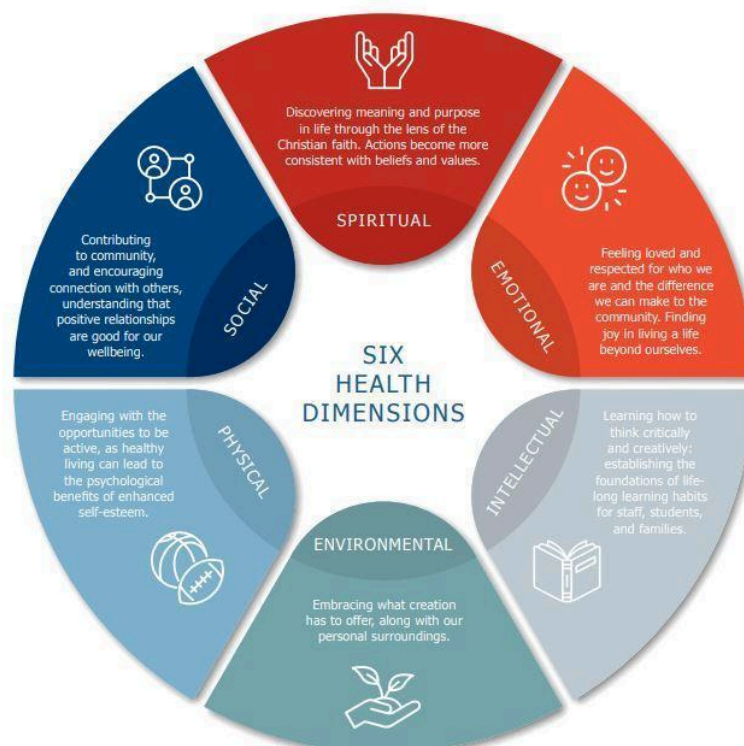
NEAR TERM INITIATIVES:

- 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.

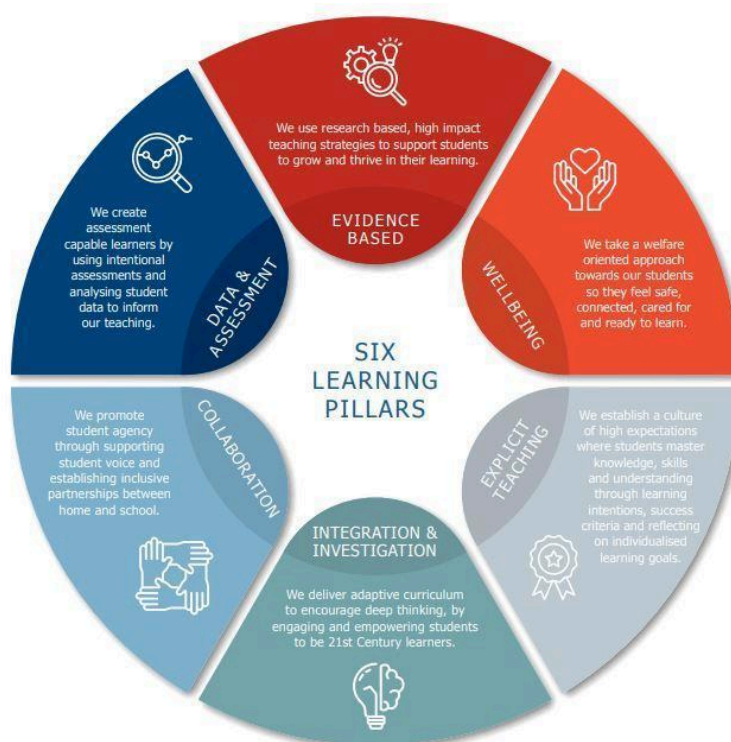
We provide a holistic view of wellbeing that embraces a multi-dimensional approach to the health of our students so that they can flourish.



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 2023, the P&F conducted a number of events for the Mosman Prep Community.

2023 Actions

The 2023 P&F calendar included a number of successful events. We began the year with the Welcome Party which was enjoyed by all. We then had lovely all-school Mother's Day and Father's day breakfasts. Once again the year concluded with a beautiful Teacher's Thank you afternoon tea organised by Year 6 parents.

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 and was pleased to welcome volunteers back to the Canteen. Our canteen continues to be a delicious and popular option for students and staff.

The P&F continues to run the Secondhand Uniform Store and is grateful to the School for recent upgrades to flooring, shelving and airflow, which have created a much more pleasant environment for parents and volunteers.

Financial Update

The P&F did not conduct any specific fund raising events in 2023 but are looking forward to 2024.

Acknowledge Committee for 2023

Extra special thanks go to Tamsin Birch for her significant leadership role in 2023. She will be missed. Thanks also go to Simone Lander, Jerilee Abbott, Laekin Rose, and Elizabeth Fifield who remained on the Committee.

School Captain's Report

I would like to begin by saying a heartfelt thank you to Mr Grimes, teachers, staff, parent volunteers and boys who have made my journey at this school so unforgettable and rewarding.

You have all helped me grow, not only in my academic skills, but also in my personal qualities, such as resilience, compassion, and leadership. I feel very lucky to have had the opportunity to attend such a wonderful school, and thank my parents for making this happen.

What I've loved most about Mosman Prep are the amazing opportunities and experiences it offers. We have all been very fortunate to have so many options to choose from.

Firstly, Mosman Prep has provided us with amazing excursions and camps. They have been fun, educational and challenging. Central Australia, Coffs Harbour, Camp Koloona, and Canberra are some of the places that I will always remember.

Each camp we went to was jam-packed with activities. Not only did we learn lots of new skills, facts, history and about Indigenous culture, we also discovered more about ourselves.

We learnt the importance of teamwork, being organised, helping friends in need and dealing with emotions like homesickness and being away from the comforts and safety of home.

The excursion to Central Australia was better than we could have imagined. When we saw Uluru for the first time, we could not believe our eyes. It was huge. The view from the nearby Kata Tjuta was breathtaking. We felt a deep connection to our country when we all sang "I still call Australia home" and it echoed through Kata Tjuta.

The Coffs Harbour camp was unforgettable and pushed us out of our comfort zones. We were all scared of the zip line and were challenged by the mud mile. By the end of it, we were the happiest boys alive with huge smiles on our faces from what we had achieved.

We also had the opportunity to visit an Indigenous preschool where we learned about Indigenous art, language and music. We presented them with gifts for the preschool from money we had raised throughout the year. Their smiles were priceless. We truly lived up to our School motto "Not for Ourselves Alone" and experienced the joy of serving others.

Secondly the sports programme provided us with many opportunities and experiences. Besides the core sports, many boys also participated in swimming, athletics, tennis, cross country and AFL.

We've had the chance to compete against other schools and improve our skills and fitness. More importantly, we've learned the value of teamwork and sportsmanship.

The firsts cricket team was playing St Aloysius at Georges Heights. We bowled them out for 100 runs and were confident we were going to win. To our surprise, we lost a few quick wickets early. One of the Prep dads and our coach told us to use our voices and encourage our batsmen. As a team we didn't give up. We dug deep, stayed calm and focussed. We won the game. It was a nail biter. We rallied as a team and encouragement got us the win.

As much as we've learnt not to give up, we've learnt to lose gracefully and respectfully. We've also learnt how to encourage and celebrate the successes of others, even when our own individual performance may have been amiss.

Thirdly, I've also loved participating in the extra-curricular activities. I've loved going to Terrey Hills and doing all the fun things there. Cooking has been one of my favourites. There were so many laughs as we prepared food. The best part was then sitting down together to eat what we had just made. This has given me confidence to try different types of foods and to help me use our kitchen at home more.

I was hesitant to join the choir as it clashed with cross country training. I'm so glad I decided to continue with choir because it's been fun and soulful. It's been a great change from academic subjects and sport. I always come out of choir feeling really relaxed. I've enjoyed singing and performing at different events.

Debating is another extra-curricular activity that I have loved and encourage others to try. When I first started school, I was terrified of public speaking and would panic whenever I had to speak or perform in front of a crowd. I've been working on this and decided to challenge myself by taking the opportunity to join the debating team.

To my surprise, I discovered that I actually enjoy debating. I've learned how to make effective arguments, listen critically to what others are saying, and experience the thrill of victory and the agony of defeat. Debating has been a very rewarding experience and helped my confidence and I'm so glad I grabbed this opportunity.

And lastly, the generous and supportive school community provided some unique and rare experiences. A highlight for me was when Guy Sebastian came and sang at the Father's Day Breakfast. It was awesome!

More recently we got to see the four trophies won by Manchester City for the 2022-2023 football season. These opportunities came through the parent network in conjunction with the School, and we were very fortunate and grateful.

I'm thankful for the School community and teachers which allowed me to participate in community events such as the Swim for Cancer, the Balmoral Burn, beach clean up, International Women's Day functions, and the Battle for Australia commemoration.

These activities tie back to our School motto, "Not for Ourselves Alone", and in participating not only are we helping others and opening our minds up, we are having fun, building friendships, and sometimes pushing our limits.

I urge all the boys from Mosman Prep to embrace the opportunities and experiences that are on offer. Take advantage of them. Try something new even if it scares you. Push yourself that little bit more.

To my fellow Year 6 mates, I wish you all the best for High School. Mosman Prep has set us up well.

No matter where we go or what we do in the future we will always share a connection with Mosman Prep and each other. Many special bonds and friendships have been developed during our time here, and I know many lifelong friendships have been made.

My parting message to everyone is that if you're ever unsure when making a decision in life, let our School Values of: Integrity, Courage, Respect, Excellence and Community, as well as our School Motto, 'Not for Ourselves Alone', be your guide.

Harry Cominakis, 2023 School Captain

Student Outcomes in Standardised National Literacy and Numeracy Testing

NAPLAN

NAPLAN was conducted in Term 1, 2023. From 2023, proficiency standards replaced the previous reporting of student NAPLAN results, which used numerical bands. Proficiency standards provided simple and clear information on student achievement in the key aspects of literacy and numeracy as assessed by NAPLAN. These reporting changes, led by ACARA, responded to feedback from parents seeking clearer information on reports.

Our results, under the new reporting scheme, were impressive. The vast majority of our students achieved in the Strong and Exceeding bands for each area tested. Results remained high across both grades with every student in Year 3 achieving in the Strong and Exceeding bands for Numeracy and Writing, two students below this level in Reading and Grammar and Punctuation and four in Spelling. In Year 5, all students achieved Strong or Exceeding for Numeracy, with only 3-5 students scoring below this result in the remaining three tests. Year 5's comparative results to their Year 3 2021 NAPLAN scores could not be made due to the change in reporting scheme. Following receipt of our NAPLAN results, we reviewed our

support structure and were reassured that the few students who received a result of 'Needs Additional Support' were in fact already captured in our Learning Support program.

In 2023, our priority areas continued to be in Spelling and Writing, with an additional focus on grammar and syntax. We continued to utilise literacy programs such as InitialLit and Fountas and Pinnell across the school. Further analysis of the new English and Mathematics curriculum occurred across the year, with a strong focus on the connectionist approach and explicit teaching. The spelling program, SpellEx, (by MultiLit/ Macquarie University), was researched and selected as a spelling program to implement from Year 3 2024.

Professional Learning, Accreditation and Qualifications

Teacher Qualifications

In 2023, Mosman Prep employed 35 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 2023 was:

Teacher Accreditation	Number of Teachers
Proficient	32
Provisional	1
Conditional	0

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 2023, incorporating expert speakers, workshops, compliance training, curriculum, stage and wellbeing meetings, and collaborative planning time. A significant focus for Professional Development in 2023 was on Staff and Student Wellbeing. Following difficult years of teaching under COVID restrictions, we dedicated professional learning to upskilling staff in how to develop sustainable workplace habits that prioritised their own wellbeing. A

school-wide priority on staff wellbeing was embedded throughout our Professional Learning across the year.

In 2023 (and in preparation for 2024), teachers familiarised themselves with the new English and Mathematics curriculum under the NESA Curriculum Reform. Teachers became acquainted with the new structural features and changes to content within each subject. We unpacked the connectionist approach taken in both syllabus documents and supported staff in the creation of new teaching programs.

The following professional learning examples are a broad sample of those undertaken by staff throughout 2023:

Description of the Professional Learning	Teachers Participating	Hours Participated
Wellbeing	All Staff	8.5
Curriculum Integration	All Staff	4
High Impact Teaching Strategies (What Works Best)	All Staff	2
Mandatory Training	All Staff	7
ICT	All Staff	2
Behaviour Management/ EALD	All Staff	3
Maths Curriculum Reform	Classroom Teachers	3
English Curriculum Reform	Classroom Teachers	5
Thinking Routines	Specialist Teachers	5
Professional Learning Communities	Classroom Teachers	9

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 11/24. 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 2023 composition of the Mosman Prep workforce was as follows:

Categories of Staff	Number
Full-time teaching staff	19
Part-time teaching staff	16
Full-time non-teaching staff	6
Part-time non-teaching staff	6
Full-time equivalent teaching staff	1350 hours
Full-time equivalent non-teaching staff	1634 hours

Mosman Prep did not employ any staff member in 2023 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 2023	Rate of Attendance
Early Entry	20	15	n/a
Kindy	23	10	n/a
Year 1	23	3	95.12%
Year 2	26	4	91.59%
Year 3	31	13	91.84%
Year 4	38	8	91.17%
Year 5	38	13	95.57%
Year 6	31	5	90.12%
Total	230	71	

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](#)

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

The [Child Safe Policy and Procedures](#) set out the safety, protection and wellbeing of all Mosman Prep students and are 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 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 solid 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 and life long learning.
- Develop and maintain healthy, respectful friendships.
- Experience pleasing achievements and mastery in a breadth of areas.
- Learn and grow in their abilities, skills, and knowledge.
- Learn and grow in their character development and understanding of self.

Overarching Goals

This year has seen the introduction of the Wellbeing Strategy Group that has two overarching goals:

1. Introduction of a new SEL syllabus (OpenParachute) that is relevant, engaging and accessible to both teachers and students.

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 entailed selecting staff to trial the new material in Term 1 2023, so that feedback and adjustments can be made on the Open Parachutes portal, prior to whole-school implementation in Term 2. Our staff development days also enabled training and equipment of teachers in our SEL Program so that every student was able to learn skills that would help them reach their fullest potential.

At the beginning of Term 2, we rolled out a new wellbeing program at Mosman Prep, named Open Parachute. This program is developed by Clinical Psychologist, Dr Haley Watson, and teaches children practical skills to promote mental health. The program aims to build a strong foundation of resilience so that your child can learn to trust in their own abilities, relate to their own feelings in a healthy way, and change any unhelpful patterns that may hold them back at any point in their lives. Dr Watson calls this "Courage Independence".

Within the class, students engaged in regular Open Parachute lessons to enhance their social emotional learning. Each lesson was focused on important topics such as friendships skills, inclusivity, coping with change, building resilience, fostering a growth mindset and building self esteem.

2. Strengthen existing pastoral care support to school community through resourcing.

Pastoral Care for Staff

We started each term with a wellbeing spot to encourage staff to develop their own personal wellbeing goals and communicate these goals with a buddy. We had Daniella Falecki speak on how prevalent teacher and staff burn out in schools had become due to all the recent pressures added to teachers. We discussed in small groups the many demands teachers have, and then did some strengths based activities to highlight our teachers capabilities and equip them with greater tools.

Staff were also introduced to our new Employment Assistance Program (EAP) and given the opportunity to engage in 3 sessions of confidential, solution focused sessions for their own personal or professional wellbeing. We set this up so all staff could know their mental health was a priority and we encouraged them to be proactive in their approach to wellbeing at work.

We introduced a staff wellbeing buddies program where each staff member was paired up with a colleague whom they could touch base with throughout the week to offer support, guidance and encouragement. This was a huge success and something we will continue in 2024.

Pastoral Care for Parents

- 1) We had Tim Connel From Sydney Grammar School speak to our Year 5 and 6 parent and student community to offer a dynamic seminar on ***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.
- 2) We continued to be a Happy Families school and partnered with Dr Justin Coulson, a Psychologist and Parenting Expert. We send out reminders to families of his webinars and then send summaries of his recent research and practical parenting tips to all families. Families also receive insights and articles written by Dr Justin Coulson and are encouraged to join the number one parenting podcast in Australia "Happy Families podcast."
- 3) Parents are also encouraged to study the parent portal of our SEL program Open Parachute, to gain a greater understanding of what their child is learning week to week, and to further these learning conversations at home. This wonderful resource can help parents understand how to help their child develop strong secure attachments, grow in resilience, navigate friendship conflicts and develop healthy friendship skills. It also helps empower parents with relevant information on emotional and social development.
- 4) For families needing further support our School Counsellors provide referral pathways to trusted and local external therapeutic providers. This ensures consistency of support for children at home and school, and enables students to develop positive learning outcomes at school.

Pastoral Care for Students

LunchTime Clubs

Students in Year 6 had the opportunity to run voluntary clubs, available to all students from Kindergarten through to Year 6. Leaders were responsible for planning, advertising, organising all resources, setting and packing up. Clubs included, paper planes, drum club, games, AFL Superstars, Drama, Art, Dodgeball, Sketch and Touch Rugby. These clubs provided powerful pastoral care opportunities as boys connected across year levels and learnt skills such as teamwork, empathy and supporting one another whilst achieving a common goal. It was also wonderful seeing the Year 6 boys showing care for the boys in their club.

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

Merel Dekkers, our School Counsellor/Clinical Psychologist and accredited Cool Kids provider, once again facilitated the Cool Kids program to small groups of targeted students in the school setting. 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. 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 building rapport 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 parents and teachers towards the social and emotional support of students. The scope of our School Counsellors towards our students at Prep is to develop positive learning outcomes, and support any social emotional difficulties that impact these learning outcomes. We use strengths based, solution focused and short term interventions to support our students wellbeing. We do this through targeted small group programs and one on one counselling support, to the students who need it. A range of resources continue to be used, including the Resilience program, the Cool Kids program, Open Parachute, and Be you. For all other family concerns we assist with referral pathways and ensure external support is provided. We also partnered with parents by sharing relevant books, articles, and resources to achieve the best growth outcomes for each family. 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 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. These plans are then evaluated and continually developed considering the child's voice and choice, ensuring student efficacy and personal responsibility.

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

The [Complaints Handling Policy](#) 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

2022 Survey

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

2023 Survey

Late in **2023**, the Headmaster commissioned MMG to conduct a **Staff Survey**.

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 32 staff who completed the 2023 survey (a very high 71% staff representation) on areas such as academic performance, pastoral care, Chapel, co-curricular activities, communications, reputation and facilities.

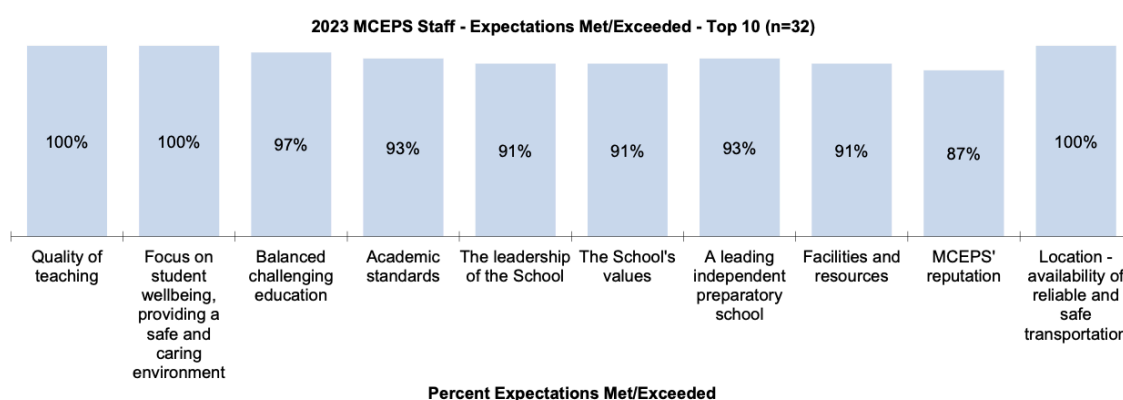
Below you will find a snapshot of the MMG results.

A selection of the staff's top level findings are detailed below, ranked in order of the importance the parents placed on reasons for choosing a school.

The top five areas are noted below:

1. 100% of staff noted their expectations were met or exceeded in relation to the Quality of teaching
2. 100% of staff noted their expectations were met or exceeded in relation to the Focus on student wellbeing, providing a safe and caring environment

3. 97% of staff noted their expectations were met or exceeded in relation to a Balanced challenging education
4. 93% of staff noted their expectations were met or exceeded in relation to the Academic standards
5. 91% of staff noted their expectations were met or exceeded in relation to The leadership of the School



Staff Quotes on what they value about MCEPS:

A supportive and Christian environment. A great community and sense of belonging. I am proud to be an employee of the School. The School is always striving to improve in all areas. I believe that our Leadership is taking us in a positive growth direction.

Community

Community as staff but as a whole school as well

Community staff support

Enjoying ability to work in different areas of the school, recognised as a diligent teacher.

I feel really blessed to work with such a wonderful team. I feel the staff at Mosman Prep genuinely cares about their students and colleagues and work really hard to provide the boys with the best circumstances to thrive

It is a good workplace in which I feel valued.

My relationships with colleagues and my contributions to the school.

Passion, education, faith, community and relationship

Sense of belonging. Professionalism and collective efficacy of all staff. Great teaching opportunities and support provided.

The authentic and caring nature of all the staff.

The community

The fact that ex-pupils and families have good things to say about the school and staff who have taught their sons. It makes me feel very valued and part of something that has had a lasting effect.

The kind and caring relationship between staff.

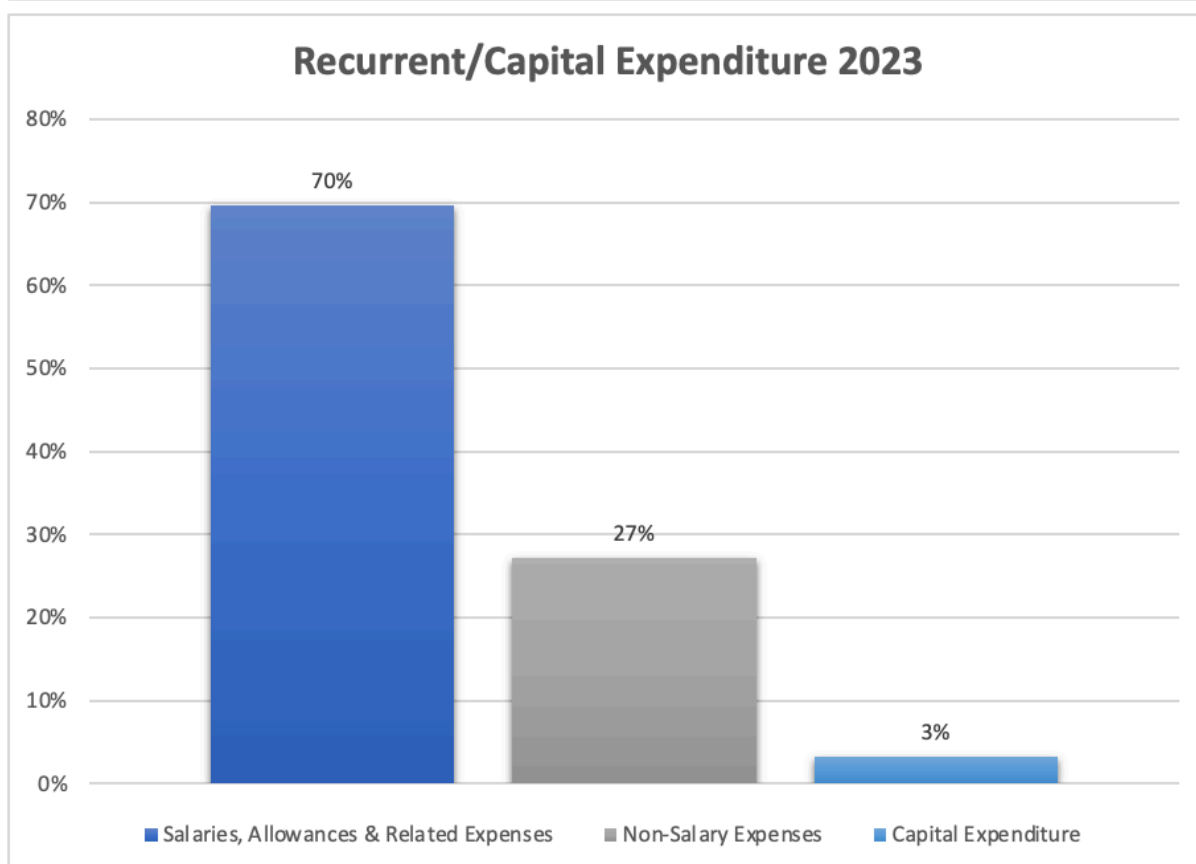
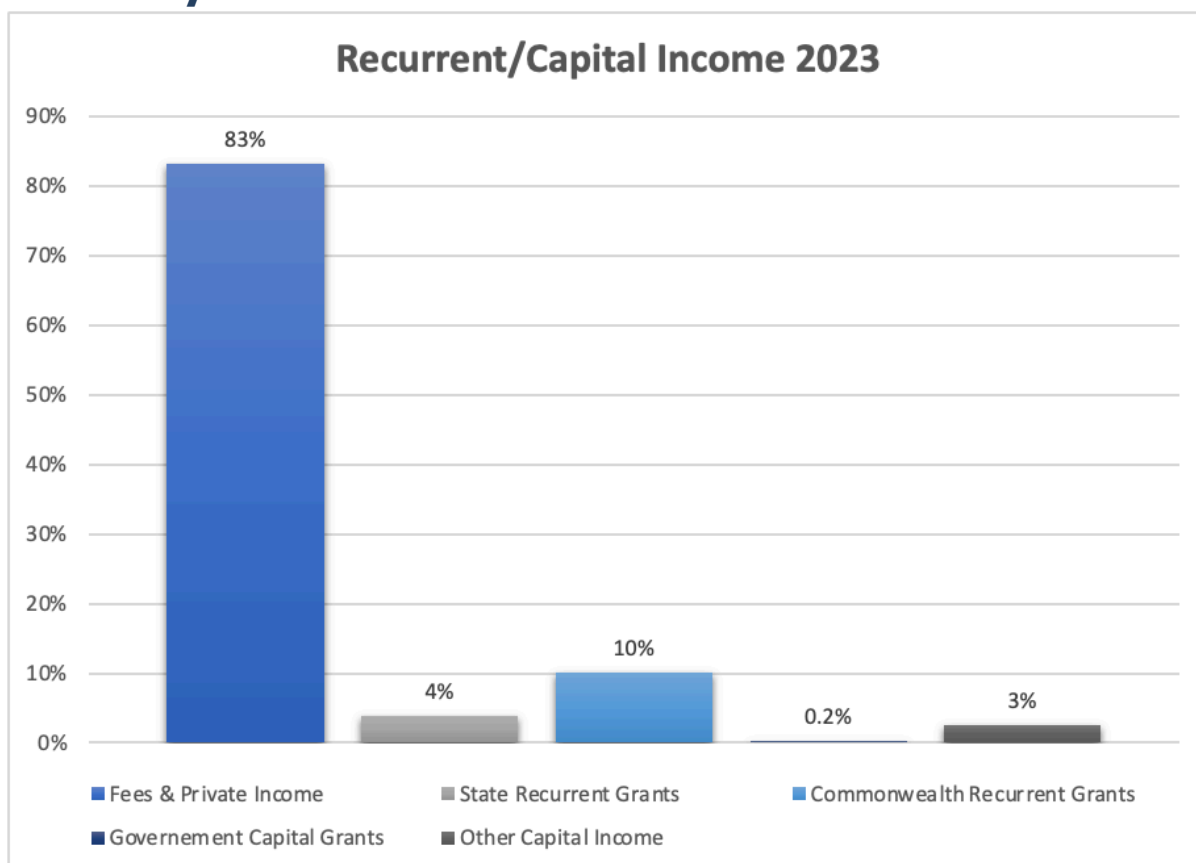
The morale of the staff, the culture and the support that is provided to all stakeholders (parents, staff and students).

The sense of collegiality on staff and the closeness between students and staff due to it being a smaller school.

The staff.

There are some great staff members. I'm always learning new things about teaching. Warmth with staff and boys - learning from other staff.

Summary Financial Information





Mosman Church of England Preparatory School

75 Shadforth Street,
Mosman NSW 2088
PO Box 950, Spit Junction
Phone 612 9968 4044