



*Mosman Church of England Preparatory School*



2024 Annual School Report

# 2024 Annual Report

## Table of Contents

[School Council Chair Report](#)

[Headmaster 2024](#)

[School Context and School Improvement Priorities](#)

[Student Outcomes in Standardised National Literacy and Numeracy Testing](#)

[Professional Learning, Accreditation and Qualifications](#)

[Workforce Composition](#)

[Student Attendance and Management of Non-Attendance](#)

[Enrolment Policies and Characteristics of the Student Body](#)

[Other School Policies](#)

[Child Protection](#)

[Pastoral Care for Mosman Prep](#)

[School Satisfaction](#)

[Summary Financial Information](#)

## 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 mission—*"With Christian faith as our foundation, we focus on developing and strengthening positive relationships, honourable character, pursuit of excellence and commitment to contribute to the lives of others"*—continues to guide every aspect of school life. This statement articulates the core purpose and values of our School and underpins all our endeavours.

2024 was a dynamic and enriching year for Mosman Prep. Under the leadership of Mr Peter Grimes, our dedicated educators delivered an evidence-based academic program that nurtures curiosity, creativity, and collaboration. Their unwavering commitment to excellence remains central to each boy's development. Enhancements to our learning spaces further elevated the quality of student engagement and interaction.

Student wellbeing remained a key focus, with the continuation of impactful programs such as *Open Parachute* in classrooms and *Happy Families* with Dr Justin Coulson supporting our broader school community. These initiatives were complemented by new additions like *Comfy's Coat* in the junior primary years, reinforcing our holistic approach to student care.

Our vibrant school community came together for several memorable events, including the *Learning Celebration Evening*, *Winter Fundraising Ball*, *Mother's and Father's Day celebrations*, *Grandparents' Day*, *Father and Son Camps*, and a *Community Family Fun day*. We extend heartfelt thanks to the Parents and Friends Association and the Old Boys Union for their tireless support and dedication to strengthening our school's community spirit.

In its second year of implementation, our **Strategic Plan – Strategic Directions: Towards 2028** – continued to shape the school's direction across four key pillars: *People & Culture*, *Community*, *Teaching & Learning*, and *Stewardship*. These strategic priorities ensure Mosman Prep remains agile, future-focused, and committed to preparing boys for the next stages of learning and life.

The School Council met eight times in 2024 to oversee governance and strategic planning. We welcomed new perspectives and continued to benefit from the wisdom and dedication of our members. As of December 2024, the Council comprised: Dr Tamera Bleach, Mr Murray Chatfield, Ms Belinda Shaw, Mr Rob Ward, Mr Wes Hart, Mr Chris Brell, Mr Peter Grimes (Headmaster), and Ms Amanda Robertson (Chair), with Mrs Liza Campbell serving as Council Secretary.

I extend my sincere gratitude to all Council members, past and present, for their insight, commitment, and support.

**Amanda Robertson**

Chair of Council

Mosman Preparatory School

## Headmaster 2024

**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 2024, 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' skills and dispositions 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, 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 finalised the installation of 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 2024, we held a whole school 'Learning Celebration' evening, where every boy sang, danced, and guided guests through a personal showcase of their learning (many boys also played in musical performance groups). Our 'Aboriginal Education' program continues to strengthen with the endorsement of our Aboriginal Reconciliation Action Plan (RAP) by Reconciliation Australia, 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 continued success of Lunchtime clubs (led by Year 6 boys), professionally led leadership days for Years 5 and 6 (alongside students from Queenwood Girls' School), and structured mentored leadership opportunities for all Year 6 boys.

Along with our 'Learning Celebration' evening, our community came together for many events, including Mother's Day, Father's Day, Grandparents' Day, The Winter Fundraiser Ball, Community Family Fun Day, and Father and Son Camps.

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 parent, as seen in an anonymous 2024 school survey:

*"What I value most about my association with the School is the quality of the teachers and the positive behavior of the students. The teachers are dedicated and passionate, making learning engaging and inspiring. This creates a supportive environment where students feel encouraged to thrive. Additionally, the respectful and friendly mannerisms of the boys contribute to a welcoming atmosphere, making it a great place to learn and grow together."*

## School Context and School Improvement Priorities

The School has a rich history of educational excellence in Boys Education. For more than 120 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 11/24. From Kindergarten to Year 2, each class has two teachers (a teacher and a university qualified Teaching Assistant). In Years 3-6, two additional experienced teachers support Literacy and Numeracy education. 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 some 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 the foundational skills of Literacy and Numeracy, alongside 'future-proofing' skills such as 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.

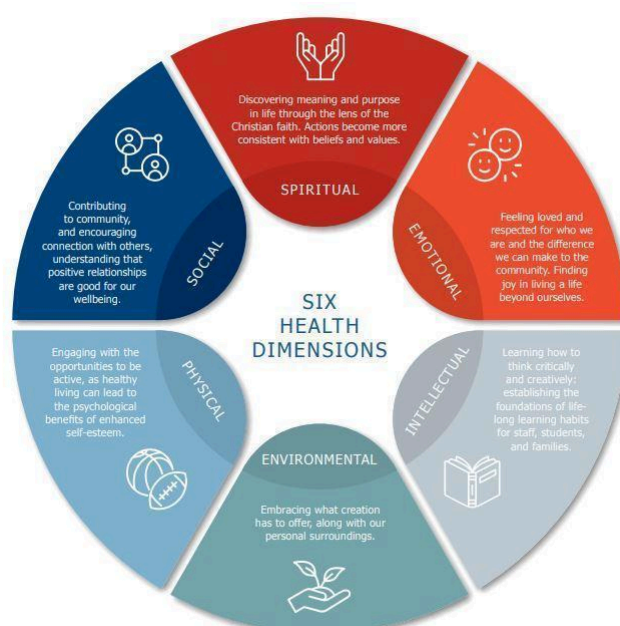
### **Near term initiatives:**

- 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.

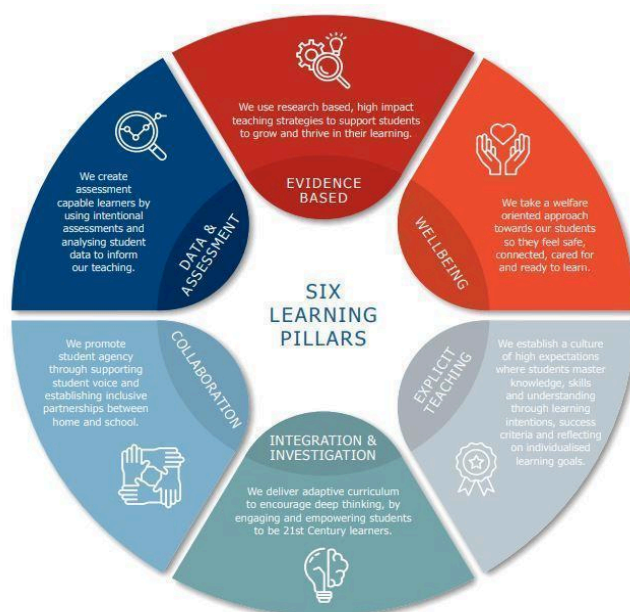
We provide a holistic view of wellbeing that embraces a multi-dimensional approach to the health of our students so that they can flourish.



## **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.



## **The Mosman Prep Graduate**

Mosman Prep graduates are balanced and principled young men who understand faith and are globally aware. Through courage, compassion and the pursuit of excellence, they thrive personally and contribute richly to the lives of others. On graduation, a Mosman Prep School boy is:

## GRADUATE CHARACTER ATTRIBUTES

### **Compassionate**

We demonstrate compassion and commitment to others through kindness and helpfulness. The love and sacrifice of Jesus Christ guides us to be empathetic and to serve others.

### **Principled**

We are principled, acting with respect, integrity, and justice, and taking responsibility for our actions and their consequences.

### **Globally aware**

We are knowledgeable, caring, reflective and proactive, as we positively engage with challenges and connections that have local and global significance.

### **Adaptive**

Through resourcefulness, perseverance, and confidence, we adapt to embrace complexity and opportunity, seeing the potential for growth through challenge.

### **Relational**

We build enduring relational connections and promote and embrace diversity.

## GRADUATE LEARNING ATTRIBUTES

### **Collaborative**

We are collaborative, contributing our unique strengths in service of each other and the wider community through respectful interactions, positive relationships, and varied perspectives.

### **Curious**

We are curious about the world, developing a lifelong love of learning through exploration, questioning, creativity, and critical thinking.

### **Autonomous**

We are autonomous, showing accountability for our own learning through being independent, adaptable, organised, resilient and exercising ownership over our future direction.

### **Prepared**

We are prepared intellectually, physically, socially, emotionally, and spiritually, to embody a well-rounded, balanced foundation for the future as informed and active citizens.

### **Innovative**

We are innovative, creating original thoughts supported by action that seeks excellence and to improve our world.

## 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.

### 2024 Actions

The 2024 P&F calendar included a number of successful events. We began the year with the annual Welcome Party which was enjoyed by all. This was followed by the lovely all-school Mother's Day and Father's Day breakfasts; Grandparents' and Special Friends' Morning Tea and the year concluded with a beautiful Teachers' Thank you afternoon tea organised by Year 6 parents.

In addition to these regular events 2024 saw the hosting of two specific fundraising events; the Gala Winter Ball (in conjunction with the Capital Appeals Committee) and the Family Fun

Day. Both of these events were a tremendous success with the Ball contributing funds for the new Creative Arts Centre and the Family Fun Day raising funds for the new basketball court.

The P&F also organised the end of year Gingerbread House fundraiser. This was very well received as in previous years and will be an ongoing tradition.

The P&F continued to support the Canteen assisted by the wonderful parent volunteers. Our canteen provision remains a delicious and popular option for students and staff.

The P&F continues to run the Secondhand Uniform Store which again generated a profit for the year.

## **Financial Update**

The Gala Winter Ball Fundraiser raised in excess of \$80,000 towards the Creative Arts Centre and the Family Fun Day raised in excess of \$22,000 towards the new basketball court.

The P&F ended the year in a strong financial position holding a cash balance of just over \$130,000 with \$100,000 earmarked for contribution towards an appropriate school donation.

## **Acknowledge Committee for 2024**

Extra special thanks go to Liz Fifield for her significant contribution to the P&F over her many years at the School, her contribution will be greatly missed. Thanks also go to Elisha Houston, Anna Donnan, Ginny Vacy-Lyle, Jacqui Foord, Jeff Brown, Jerilee Abbott and Simone Lander who remained on the Committee.

## **School Captain's Report**

It was February 2017 when I first walked through the Mosman Prep gates. With no knees in sight, I wore shorts that were intended to last me until Year 6 and carried a backpack I could have fit inside. Tears! There were so many tears. But it was okay that I was a bit nervous about my first day of Early Entry because I had my big brother standing by my side. He was starting at Mosman Prep that very same day. As I let go of mum's hand, I looked up to my brother for reassurance, quickly realising that he was also crying. I was crying, he was crying, my mum was probably crying. Dad was nowhere in sight, having already mastered kiss and drop on the very first day.

And so, like many boys before me, my journey at Prep had begun.

Luckily, my time at Prep improved significantly after my very first morning, and as I stand here tonight, I am so grateful for the eight years I have spent at this incredible school and am truly honoured to be representing the Year 6 cohort of 2024.

It's been a really special year. Most notably, we farewelled the phenomenal Mr Mac after 28 years of service, and our School community came together to celebrate 120 years since our School was founded. When I think about how much we fit into one single year at Prep, it's

incredible to reflect on how rich the history of this school is and how fortunate we are to be the beneficiaries of all the opportunities available.

This year, our weekly assemblies have been filled with stories of successful extra curricular activities, rewarding GoodCHAP initiatives and exciting camps, including a once in a lifetime trip to Japan for Year 6. It is with this in mind, that I would like to share a motto my dad taught me, that has inspired me throughout my time at Prep. As my classmates would know from my speeches over the years, I do love an inspirational quote!

“The more you put into it, the more you’ll get out of it”

We are so fortunate to have the chance to participate in so many different activities. So my advice is, give everything a go and get involved. Put your hand up when teachers ask for volunteers and sign up for a term of chess, debating, robotics, boxing or tennis even if it's not something you would usually do. Add some Bradley, Macdougall or Yarnold coloured wigs, sunnies and tutus to your wardrobe and **find your house spirit!** Join the Choir or learn a new instrument. From personal experience, it took years of lessons in violin, ukulele, saxophone and trumpet for me to finally find that I was less suited to performing the melody and better suited keeping the beat with the drums. Who knows, we might have a future chess champion or a famous singer sitting in this church tonight, but we’ll never know if you have the talent or passion if you don’t give things a go.

The question I ask you boys is - what's holding you back? What is holding you back from trying something new? Is it the fear of not having mates doing it with you? Is it the fear of not being the best? As Mr Grimes has told us, we shouldn’t let fear rob us of opportunities. As we all head on into 2025, let’s remember that FEAR has two meanings - ‘Forget everything and Run’ or ‘Face everything and Rise’. The choice is yours.

Undoubtedly, none of these opportunities would be possible without the people in this Church this evening. The people who make up the Mosman Prep community.

Firstly to Mr Grimes and the hardworking, dedicated, passionate teachers and staff of Mosman Prep. Always so encouraging, so supportive and so very patient. From what I hear, most parents are exhausted after one day at Terrey Hills! Your tireless commitment is amazing. Thank you, teachers, for everything you do to make our School the special place that it is. And all done with smiles on your faces.

A really special mention needs to be made to all the parents. There are so many volunteers needed to make the school events and excursions possible, and just like magic, so many parents appear with big smiles and generously volunteer their time. Boys, we should all be extremely thankful for everything our parents do, especially for the sacrifices they make and for giving us the opportunity to attend this school. Our parents are our rocks and always do their best to support us.

School captain, Lachie Gole and Vice Captain AJ Sharp. Congratulations on your roles. I would like to take this opportunity to wish success to Lachie, AJ and all the new captains for 2025.

It’s time to celebrate and say goodbye to the class of 2024. Boys, it’s been a ride. Thank you for your friendship. You have all made my primary school years so memorable. In a couple of minutes we will sing the school song one last time together, and I know we will do it with pride. As we leave tonight and continue on our journeys, it’s not goodbye, but until we meet again.

**Mitchell Ward, 2024 School Captain**

# Student Outcomes in Standardised National Literacy and Numeracy Testing

## NAPLAN

NAPLAN was conducted in Term 1, 2024. Our results, under the new reporting scheme of proficiency standards, remained impressive. The vast majority of our students in both Year 3 and Year 5 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. Most students remained in these bands for Writing, Reading, Grammar and Punctuation and Spelling, with only 1-4 students marked as Developing. In Year 5, a high percentage of students achieved in the Strong and Exceeding bands for all tests. One student achieved Developing in Numeracy, Writing and Grammar and Punctuation; two in Reading and eight in Spelling. No students in Year 3 or Year 5 received a result of 'Needs Additional Support' even though several students are captured in our Learning Support Program or have known or imputed additional learning needs.

We were particularly pleased with our Writing data as that has been, and remains, an ongoing Professional Development focus of the school. In 2025, in addition to our InitialLit program running in Junior Primary and SpellEx Part A in Year 3, we introduced SpellEx Part B to Year 4 and Spelling Mastery to Year 5 students. These programs are evidenced based and follow explicit direct teacher instruction, which is known as the highest impact pedagogy for teaching spelling.

## Professional Learning, Accreditation and Qualifications

### Teacher Qualifications

In 2024, Mosman Prep employed 36 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 2024 was:

Teacher Accreditation	Number of Teachers
<b>Proficient</b>	24
<b>Provisional</b>	2
<b>Conditional</b>	0



## Teacher Learning

Throughout 2024, we continued to embed our new learning model as shared in Our *Strategic Direction: Towards 2028*. Mosman Prep underwent significant transformation in the teaching and learning space with advancement of nearly every area - teaching, learning, assessment and reporting.

Teaching staff participated in internal and external professional learning throughout 2024, incorporating expert speakers, workshops, compliance training, curriculum, stage and wellbeing meetings, and collaborative planning time. A significant focus for Professional Development in 2024 was on the Science of Reading, in alignment with the new English curriculum. Teachers refined their pedagogical approach, ensuring understanding and implementation of contemporary, evidence based teaching of literacy. This was further reinforced by professional development on Cognitive Load Theory, and the impact this has on all students' learning. Greater awareness of CLT can be seen in our implementation of curriculum, teaching and classroom spaces.

External presenters upskilled staff on supporting students with additional learning needs, including ADHD, Autism Spectrum Disorder, hearing impairment and giftedness. A continued focus on staff wellbeing ensured staff were building their capacity for managing stress and resilience.

The following professional learning examples are a broad sample of those undertaken by staff throughout 2024:

Description of the Professional Learning	Teachers Participating	Hours Participated
Wellbeing	All Staff	5
Curriculum & Reporting	All Staff	12
High Impact Teaching Strategies	All Staff	6
Mandatory Training	All Staff	5.5
ICT	All Staff	2.5
Additional Learning Needs	All Staff	5
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 11/24. From Kindergarten to Year 2, each class has a class teacher, while a university qualified Teaching Assistant is shared between two classes. In Years 3-6, two additional literacy and numeracy specialists support class teachers. 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	23
Part-time teaching staff	13
Full-time non-teaching staff	7
Part-time non-teaching staff	7
Full-time equivalent teaching staff	1350 hours
Full-time equivalent non-teaching staff	1634 hours

Mosman Prep did not employ any staff member in 2024 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 2024	Rate of Attendance
<b>Early Entry</b>	23	19	n/a
<b>Kindy</b>	24	13	n/a
<b>Year 1</b>	23	2	95.75%
<b>Year 2</b>	26	6	93.67%
<b>Year 3</b>	29	9	93.58%
<b>Year 4</b>	39	8	92.39%
<b>Year 5</b>	37	6	93.83%
<b>Year 6</b>	42	4	92.98%
<b>Total</b>	243	67	

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 30 April in the year of entry.

## **Other School Policies**

### **Child Protection**

The [Child Protection 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, integrity, courage, compassion and excellence."*

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. Continuing with our whole school SEL syllabus (OpenParachute) that is relevant, engaging and accessible to both teachers and students.**

The implementation of our exciting new Social and Emotional Learning (SEL) program proved so successful that we proudly continued its integration into our SEL sessions throughout 2024. Developed by Clinical Psychologist Dr Haley Watson, this evidence-based program equips children with practical skills to support their mental health and emotional wellbeing.

At the heart of the program is the concept of *Courage Independence*—the ability for students to trust in their own capabilities, respond to their emotions in healthy ways, and shift unhelpful thought patterns that may limit their potential. This empowering approach lays a strong foundation for lifelong resilience, helping students to feel confident in themselves and their ability to face challenges.

Thanks to our staff development days, teachers were not only trained in the delivery of the Open Parachute program but also equipped with tools and strategies to ensure every student had access to this impactful learning. This whole-school approach allowed students across all year levels to benefit from consistent, engaging, and relevant SEL instruction.

Within the classroom, students participated in regular OpenParachute lessons that explored vital topics including friendship skills, inclusivity, coping with change, building resilience, fostering a growth mindset, and developing healthy self-esteem. Each session encouraged open discussion, self-reflection, and real-life application.

We also used student wellbeing surveys to track engagement and outcomes, and were pleased to observe positive shifts in both learning and emotional wellbeing across the student body. The continued success of this program affirms our commitment to nurturing not only academic excellence but also the emotional and social growth of every student.

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

## Pastoral Care for Staff

This year, we continued our commitment to promoting staff wellbeing by creating intentional opportunities for connection, reflection, and personal growth. Each term began with a *Wellbeing Spot*, where staff were encouraged to set their own personal wellbeing goals and share these with a trusted colleague or wellbeing buddy. These sessions allowed staff to pause, reflect, and prioritise their mental health amidst the many demands of teaching.

In small group discussions, we acknowledged the challenges faced by educators and explored practical, strengths-based strategies to support resilience and professional fulfilment. These sessions aimed to not only recognise the incredible capabilities of our staff but also to equip them with tools to manage stress and maintain a healthy work-life balance.

Our *Staff Wellbeing Buddy Program* was once again implemented. Each team member was paired with a new colleague for 2024, offering a meaningful avenue to connect, check in, and provide mutual encouragement. The Pastoral Care team supported this initiative by sending occasional reminders to prompt staff to reach out and support their buddy. This simple yet powerful initiative was warmly received and contributed to a positive, supportive staff culture—one we hope to continue in the years ahead.

Additionally, we maintained our *Employee Assistance Program (EAP)*, giving staff the opportunity to access up to three confidential, solution-focused sessions with a professional counsellor. This initiative served as a reminder that staff wellbeing is not just valued but prioritised, and we encouraged all team members to be proactive in seeking support when needed.

Together, these efforts helped foster a culture of care, community, and emotional wellbeing across our School—a space where every team member felt supported and seen.

## Pastoral Care for Parents

- 1) 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."
- 2) We partnered with the Gotcha4Life foundation for our Empowering Parents Seminar. This was a powerful community event for the broader Mosman Community with the topic of **Building Mental Fitness in Students and their Parents**. Gotcha4Life, an Australian charity committed to promoting mental fitness, works to build supportive communities where individuals can thrive emotionally. Their mission is to ensure that everyone, whether a student, parent, or anyone else, has someone to lean on for support—whether that's a friend, family member, or mentor. The seminar, led by Gotcha4Life's CEO Belinda Elworthy, provided parents with valuable insights into the mental health challenges students are facing today. In addition, Belinda shared practical strategies and tools that parents can use to enhance their children's mental fitness and foster emotional well-being at home. With a focus on open communication and building strong, meaningful connections, the seminar aimed to ensure that no student or parent feels alone in navigating the challenges of mental



health. The event was a reminder of the importance of creating a supportive environment, both at home, at school and within the wider community.

- 3) For families requiring additional support, our School Counsellors offer referral pathways to trusted and local external therapeutic providers. These partnerships ensure continuity of care between home and school, allowing for consistent emotional and behavioural support. This collaborative approach helps students feel supported in all areas of their lives and empowers them to develop positive learning outcomes and greater overall wellbeing within the school environment.

## **Pastoral Care for Students**

### **LunchTime Clubs**

Students in Year 6 continued to run voluntary clubs, available to all students from Kindergarten through to Year 6, guided by Ms Serena Hannon. 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.

### **Comfy's Coat - Supporting emotional regulation in junior primary.**

In response to the emotional challenges many of our students faced following the COVID-19 pandemic, we observed a noticeable increase in emotional dysregulation, particularly among our younger learners. To support our Early Entry to Year 2 students, we introduced *Comfy's Coat* — a beautifully simple and highly effective emotional regulation resource designed for children aged 5 to 9.

*Comfy's Coat* is a storybook accompanied by a soft bear that teaches children practical self-soothing techniques. The story models healthy help-seeking behaviours and emotional awareness, empowering students with strategies to calm their bodies and minds during moments of distress. The comforting, familiar presence of Comfy the bear helps children feel safe while they learn to manage big feelings in a developmentally appropriate way.

Each junior primary classroom was equipped with a *Comfy's Coat* book and bear, placed thoughtfully in a designated *cosy corner* where students could access it independently when needed. These calming spaces offered students a quiet, nurturing place to pause, regulate, and then re-engage with their learning.

This initiative not only fostered greater self-awareness and emotional regulation in our youngest learners but also strengthened the bonds between students and their peers, as well as between students and teachers. By embedding Comfy into daily classroom routines, we helped normalise the process of identifying emotions and asking for support—key components of long-term emotional wellbeing.

We are proud of the positive impact this program has had and look forward to continuing our focus on emotional literacy and regulation in the early years.

## **Kindness Focus - empowering student voices.**

### **Kindness Wall**

During Term 2 we had a Kindness focus that included Year 5 students attending a Kindness Convention, as well as establishing a kindness wall titled "*Be the i in Kind*". Students were encouraged to stand in place of the 'i' to encourage self agency and champion kindness in the classroom and playgrounds. This was further supported by our SEL lessons and Assembly where we focussed on Kindness in various contexts.

### **Kindness Convention**

This year, Mosman Prep once again attended the annual Kindness Convention held at Pymble Ladies' College—only this time, we were honoured to not just attend, but to *co-host* the event. This exciting development meant our students played an even more active role in shaping and sharing the message of kindness.

Our Year 5 cohort represented the school beautifully, joined by three outstanding Year 6 students who delivered powerful speeches on what kindness means to them. Their reflections included personal stories and examples of recent volunteer projects they had undertaken—moments where they put kindness into action in real, tangible ways.

Students from across multiple schools came together and were placed into mixed teams, each tasked with brainstorming a kind solution to a modern global issue. Topics included *saving the bees*, *reducing microplastics*, and *tackling fast fashion*. The creativity and empathy displayed by the students were truly inspiring, and the collaboration across schools highlighted the potential of young minds working together for good.

To close the day, each student wrote and signed a *Kindness Pledge*, outlining one action they would take to contribute to a kinder community. Many returned home motivated and ready to make a positive impact in their schools, families, and neighbourhoods.

Following the success of this year's event, Mosman Prep is proud to announce that we will continue to champion this initiative and will be *co-hosting again in 2025*—this time alongside Queenwood School. We believe strongly in nurturing compassionate, thoughtful leaders, and the Kindness Convention continues to be a powerful platform for doing just that.

### **Cool Kids Program**

Merel Dekkers, our School Counsellor/Clinical Psychologist and accredited Cool Kids provider, once again facilitated the Cool Kids program to individual 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

### 2024 Parent Survey

Late in **2024**, the Headmaster commissioned an independent, confidential 'experience' survey of **parents (Early Entry to Year 6) 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 102 parents who completed the 2024 survey.

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 all 12 of the 12 key 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%+

### **Areas Surveyed (All received a 'Very High' rating)**

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  
 Sports  
 Christian Studies

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

The top five areas are noted below:

1. 95% of parents noted their expectations were met or exceeded in relation to the Quality of teaching
2. 89% of parents noted their expectations were met or exceeded in relation to the Focus on student wellbeing, providing a safe and caring environment
3. 91% of parents noted their expectations were met or exceeded in relation to a Balanced challenging education
4. 89% of parents noted their expectations were met or exceeded in relation to The leadership of the School

5. 93% of parents noted their expectations were met or exceeded in relation to the Academic standards

### **Parent Quotes on what they value about MCEPS:**

*That Mosman Prep is the right fit for my son, building his confidence through opportunity, inclusion and getting to give a broad range of activities a try at an early age, in a safe and community oriented environment. The format of education is tailored well for boys' learning styles. Building lasting friendships in the community.*

*The incredible staff and their relationships and positive impact on my boys! Focus on academics and excellence, in combination with values and community responsibility (Goodchap Service Learning Program).*

*I see the school values coming through in my sons. The school gives as a sense of community: a community based school with great values and tradition and incredible staff.*

*Ensuring that our sons are learning in an environment where they feel supported and valued. No student should feel like their teachers doubt them.*

*Everything - the leadership, the discipline, the role modelling, the genuine educator investment in the students, the community, the opportunities to extend skills across all domains*

*The school has good values, and encourages strong Christian values, and provides an encouraging and safe environment for students to pursue their Christian faith and Academic opportunities.*

*My son loves his school, and he is very proud of being a Mosman prep boy. He is eager to learn and loves spending time in the library and sports as well.*

*We feel included as a family and it caters very well for our son's development academically, socially and spiritually.*

*Leadership of the Headmaster, connection with teachers by both our son and us, learning support, values driven.*

### **2023 Staff 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.*

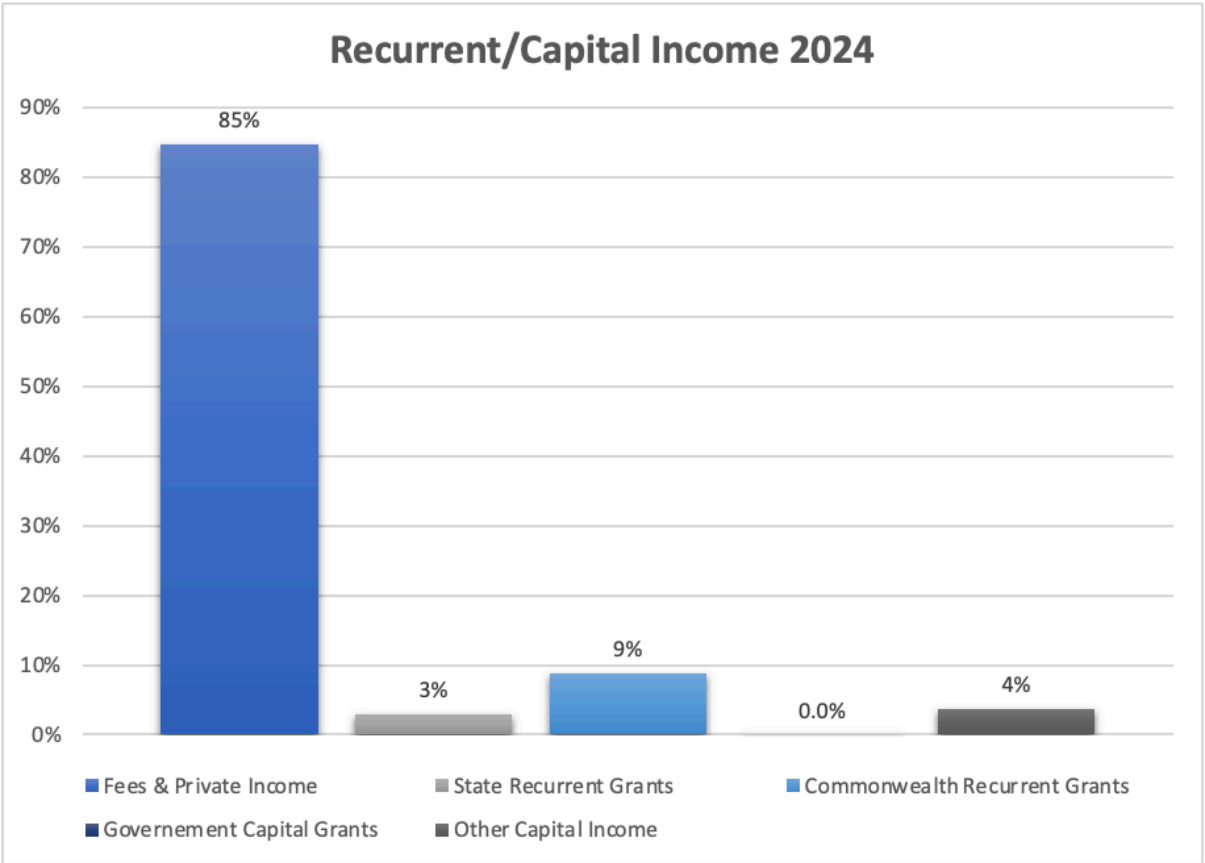
*The fact that ex-pupils and families have good things to say about the school and staff who have taught their sons. It makes me feel very valued and part of something that has had a lasting effect.*

*The kind and caring relationship between staff.*

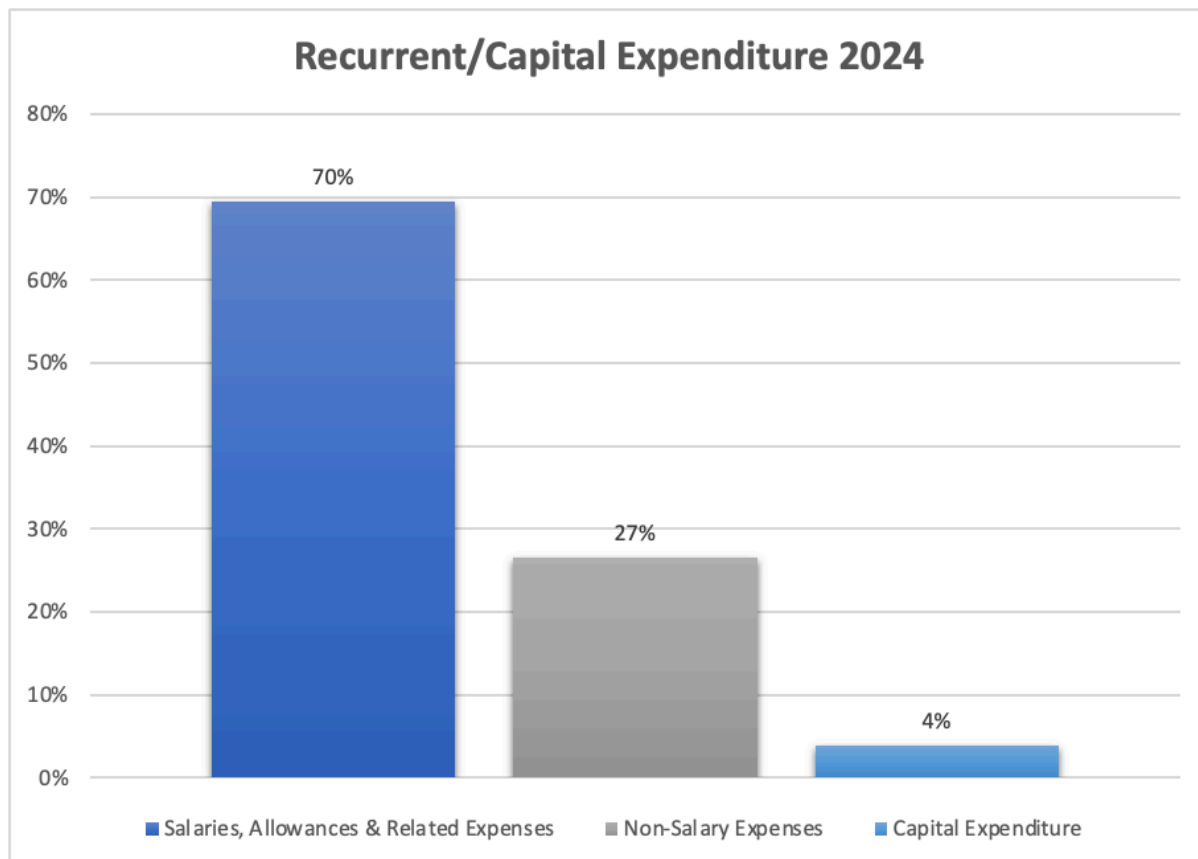
*The morale of the staff, the culture and the support that is provided to all stakeholders (parents, staff and students).*

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

*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