A Message from Your School Council

The School Council met nine times this year, with a number of sub-committees also meeting as required, and with much activity in between.

Some of that activity related to the significant changing of the guard in aspects of the School’s leadership. Two of our respected leaders, who have served Mosman Prep productively and tirelessly, are understandably wanting to make way for a new generation of leaders, as well as enjoy other seasons of life. Mr Brown announced his intention to retire during 2019. We are all very grateful for the 25 years in which Mr Brown has successfully lead and developed the School, and we look forward to recognising his achievements closer to his retirement.

The School Council commenced a search for Mr Brown’s successor and Mosman Prep’s strong reputation has encouraged many impressive expressions of interest from overseas and nationally. We are still carefully working through these applications and look forward to making a decision and announcing Mr Brown’s successor early next year.

Secondly, Dr Brian Holt retired as Chairman of the Council in May. Dr Holt served on the school council for over 20 years, with six years as Chair. To recognise this extensive voluntary service, we have named an award in Dr Holt’s honour, which he will present for the first time at Mosman Prep’s 114th prize giving night. Jennifer Lambert, who has served on the School’s Council for nine years, has been elected as our new Chair.

These transitions are being managed to ensure we give proper recognition and thanks for service given as well as maximising the opportunities for renewal and growth.

In terms of growth, our five year strategic plan ‘Fit for the Future – Towards 2022’ identified the Strategic Priorities within each of the areas of Wellbeing, People and Community, Teaching and Learning, and in Learning Spaces. Each year the Headmaster sets goals for each of these areas and you will see in this annual report the steady progress being made.

2018 marked a significant transformation for the school environment, with eight classes calling the Central Learning Space home, along with a new library, doubling of the undercover play area and a new canteen. The classrooms upstairs along Shadforth Street were also improved and a break out area between the kindy classrooms was built. The Central Learning Space allowed us to reimagine uses for the vacated areas and Mr Brown has prioritised the STEM class room which brings dedicated resources for our students for use during all stages of learning.

The School remains in a sound financial position and enrolments are good. We are very thankful to everyone who contributed towards the Central Learning Space and, as opportunities arise in the future, we will continue to improve the school facilities.

The Headmaster, School Executive and Council reviewed the Value Statement of the School and confirmed it as:

"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 provides opportunities for our students to grow academically, physically, artistically, creatively and spiritually, and encourages boys to think about how they fit in to the world. It is the partnership between the school and parents which creates the culture which allows our students to thrive. On this strong foundation, achievement is only possible because of the talent and dedication of the fantastic team of teachers, teaching assistants and other staff that Mr Brown has assembled at the School, all working together for the benefit of the students, for which we are truly grateful.
On behalf of the School Council we wish the best to the graduating year 6 boys and hope that all Mosman Prep families experience gratitude for the gift which is Christmas and have a relaxing and safe summer holiday.

CHAIR: Jennifer Lambert

2018 SCHOOL COUNCILLORS

Mr Angus Boyd  Mr Richard Corbett  Mr Scott Hall- Johnston
Mr Garry Brown OAM  Dr Tamera Bleach  Mr William Hooper
Mr Murray Chatfield  Ms Linda Ellis  Ms Meredith Wagstaff
A Message from the Presidents of the P&F Association

2018 was another great year for the P&F. We started the year with Year Three hosting the Welcome Cocktail Party – it was a beautiful evening under the stars and a great chance to reconnect with old friends and meet new ones. Kindy hosted successful Mother’s Day and Father’s Day Stalls and Year One organised a beautiful Junior Primary Mother’s Day Tea with a reptile show that was enjoyed by all. Year Two manned the book stall and hosted a lovely morning tea for Grandparents and Special Friends. Year Four organised the Father’s Day breakfast with an inspiring speech by martial arts expert Nadine Champion. Year Five organised Mosman Prep’s very successful first ever Outdoor Family Movie Night which also included a fundraiser for the new playground – a screening of Paddington Two was enjoyed by almost 300 people. Year 6 is putting on the Teacher’s Thank you Lunch at the end of term 4 – sure to be a wonderful opportunity to thank all the teachers for their hard work with the boys this year.

The twin goals of the 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. Our theme for 2018 was “Building Community from the Ground Up”. We feel we achieved our 2018 goals through the number of volunteers and attendees at our special P&F events and by our successful fundraising for the new playground through our events.

The P&F also operates the Canteen and the Uniform Shop as services to our parent community. This year saw the Canteen successfully move into its new facility in the new building and to continue to provide a high quality, homemade menu for the boys. The Canteen reached an all time high of 180 orders on one day, demonstrating its continuing popularity amongst the parents and boys.

The P&F would like to thank the parents who helped staff the Uniform Shop this year, many of whom have done so for several years. For the convenience of parents, in early 2019, the P&F will be trialing an online Uniform Shop, offering new and second hand items. The online shop will be in addition to the twice weekly opening of the physical shop.

The P&F wishes to thank its departing members: Olivia Jinks and Hazel Martin (canteen committee) and to welcome its new members for 2019: Charmaine Dalgleish and Simone Steninhal.

Liz Fifield & Amanda Munro
Parents and Friends Presidents 2018
From the Headmaster

School Context and Review of 2018 Goals

"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 Church of England Preparatory School has provided an education for young boys for the past one hundred and fourteen years. As a stand-alone independent primary school, it draws its students from the lower North Shore and northern beaches. The School offers classes for boys from 4 years of age in its preschool class, (Early Entry), to twelve years of age in Year 6. The School has two streams of mixed ability classes from Kindergarten to Year 6.

Mosman Prep offers a teacher pupil ratio of 8.5:1. This ratio is achieved through additional teaching staff to personalise the academic program. 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 and Academic Extension and Academic Support provide depth and breadth to the curriculum and to address the learning experience of each student. The male/female gender balance of teachers is 14/34.

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 Parramatta. The School enjoys strong community support. In implementing the School's purpose as stated above the following aims are pursued. We:

- Encourage boys to develop a personal Christian faith and a commitment to service.
- Address the academic, pastoral, social, sporting and cultural interests and needs of boys.
- Nurture and encourage individual abilities in each student, with particular focus on creativity and expression.
- Maintain high standards of scholarship and value effort and achievement.
- Provide the physical and personal resources for boys to develop to the best of their abilities.
- Use up-to-date research to inform teaching and learning.
- Encourage a sense of community and a sense of 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.

In 2016 the School initiated a Strategic Plan entitled ‘Fit For the Future – Towards 2022’. The School is now in its third year of implementing priorities in each of four strategic areas: Wellbeing, People and Community, Teaching and Learning and Learning Spaces.

The following goals, identified in the 2017 Annual School Report, were designed to take the next step in each of these areas to address the broader strategic priorities of the School.

Goal 1 Wellbeing – ‘Continuing to Refine Wellbeing Strategies and Procedures’

The School is now in its third year of implementing the Kids Matter framework, a professional development initiative for staff focused on student wellbeing. As in previous years, all students participated in the Kids Matter survey in February and October to generate data on wellbeing and to inform strategies and directions. Areas of priority for the year have been to do with social skills development. Survey results from separate Junior and Senior surveys revealed strengths across the Junior School in answer to “I have a friend to play with”, “I have at least one friend who cares about me”, "I feel safe at this school" and "My
teachers care about me”. In Senior Primary strengths were revealed in response to questions: “I feel safe at school”, “I feel like I belong at this school”, “My teachers encourage me to take on new challenges”, “I know how to help a friend who is upset or worried” and “Teachers help students who are worried or upset”.

There has been a marked improvement in empathy amongst more senior boys, reflected in the surveys, as a result of Circle time, Assemblies and Personal Development lessons. Surveys indicate a greater awareness of the personal challenges others may be facing. While helping others has been improving there is still a need to focus on the skills of helping themselves. This will become a greater focus in the 2019 social and emotional goals for students.

A new Pastoral Care Policy and Procedures document was developed during the year and implemented from the beginning of Term 3. A new role of SEL (Social and Emotional Learning) Coordinator was introduced with the role filled by Ms E Defina, School Counsellor. Social groups and 1:1 sessions in support of the SEL needs of boys continued effectively with a particular focus on students identified in Years 3, 4 and 5.

**Goal 2 Teaching and Learning - ‘Demonstrate improvement in Writing, Grammar and Spelling across the School’**

Two School Development days and numerous staff meetings were devoted to the professional development of staff in the key learning area of English. There was a particular focus on new writing strategies and integrating grammar lessons in to reading and writing contexts.

This has borne fruit in the quality of written texts across the school, an increase in the frequency of written texts produced, increased Library borrowing and maintenance of strong English NAPLAN scores in Years 3 and 5. In Year 3, for instance, 76% of students achieved in the top 2 skills Bands in English (Bands 5 and 6). In Year 5, 80% of students scored in the top 2 skill Bands (Bands 7 & 8).

Given the ongoing challenge of ensuring boys make the most of their abilities in writing, priority will be accorded to writing and spelling again next year.

**Goal 3 Teaching and Learning - ‘Continue the Development of Personalised and Differentiated Learning’**

Personalised and differentiated learning remains both the most challenging aspect of education and the ‘holy grail’ of teaching. In each of Years 3, 4 and 5 an additional teacher has been appointed as a specialist literacy and numeracy teacher to work alongside class teachers. Their role, like that of the Teaching Assistants in the Junior Primary, has been to assist in personalising and differentiating learning in the two key learning areas of English and Mathematics.

The two class teachers in each year group were given an additional day each term for planning differentiated programs. Student surveys were conducted at the beginning and end of each year in senior primary classes regarding appropriate academic challenge. This feedback has been used by staff to assist with appropriate differentiation. Personalising education will remain a priority at Mosman Prep.

**Goal 4 Learning Spaces-‘Effectively utilise the School’s new learning spaces’**

The School moved into the new Central Learning Space comprising eight new classrooms and breakout spaces, Library, Canteen and additional playground on the first day of school in Term 1. The $10 million development has provided state-of-the-art facilities for the school and after a year of use continues to prove its amenity and flexibility. The breakout spaces on each level are a hive of activity each day as groups and individuals use the breakout spaces as extensions of the classrooms. They are also the venue for grade and stage meetings.

The new withdrawal spaces created for Kindergarten and Year 1 have also been effectively used. New playground equipment, funded by the P&F Association, has provided boys with increased play options in the playground.
An above ground rope’s course and BMX bikes were new resources at the Outdoor Learning Centre at Terrey Hills, the School’s second campus. These were funded by the P&F Association. Students have enjoyed ten day visits to the site in their year groups to learn in a complimentary environment to the Mosman campus. Students continue to report their visits to the campuses as highlights of their working weeks.

Goal 5 Learning Spaces and Teaching and Learning - ‘Develop a STEM resource centre and integrated units of work for each Stage of Learning’

Improving Learning Spaces has been a major focus in 2018, as described in Goal 4. The Coulter Wing was also reorganised to accommodate two After School Care rooms, an extension to the Art room and a new Science room. Resources have been added and include a variety of programmable robots and a green screen set up for Drama and project work. These resources have been well used this year.

School Performance in Nationwide Tests & Examination

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The National Assessment Program for Literacy and Numeracy (NAPLAN) results represented pleasing performances in both Year groups.

In Year 3, 76% of students placed in the top 2 bands for Literacy, with 68% achieving this high standard for Numeracy. The State figures were 53% and 44% respectively. In Year 5, performances indicated 80% of students reached the highest two bands for Literacy, with 77% of students gaining results in the two top bands for Numeracy. The State figures were 38% for Literacy and 33% for Numeracy. In Year 5 the School’s results show more than twice the number of students in the top two bands than the state average.
CHRISTIAN EDUCATION

The School has continued to deepen its Christian Education in the areas of Chapel, Christian Studies and Pastoral Care. Curriculum integration has been achieved through an approach called ‘What if Learning’. Here teachers emphasise Christian concepts where appropriate, as part of the normal curriculum.

In the Junior and Senior Chapel program students explored the different names of Jesus (Term 1), the famous ‘I AM’ statements of Jesus (Term 2), the good news of Jesus from the book of Romans in the New Testament (Term 3) and various Psalms which speak into our everyday experiences (Term 4). Chapel has been a great place of leadership training as students read the bible, pray and on occasion lead the whole service. Students have also experienced visits from various characters such as ‘D-Diddy’, ‘Viktor’ and ‘Pirate Patch’.

From Early Entry through to Year 6, students participated in weekly Christian Studies lessons. Students were encouraged to deepen their Biblical literacy, their understanding of the Christian faith, and how faith shapes their everyday interactions. In the Early Entry program, students were introduced to God’s character, His world, and what it looks like to trust his Son, Jesus. Students in Kindergarten learnt about God and his world, his unfolding plan and how Jesus cares for people. Students in years 1 to 5 learnt about the trajectory of God’s promises as revealed in the Bible which are ultimately fulfilled in the Lord Jesus Christ. Year 6 engaged in a study of World Views through a research project (Term 1-2). They also explored the reliability of the Bible (Term 3), a Christian response to discrimination (Term 3) and the Life of Jesus (Term 4).

Pastoral care is of great importance to the School as we encourage students to be ‘fit for the future’. The weekly Prayer Meetings involving staff and parents has seen the needs of the School Community brought to God in prayer.

This year we continued to provide a Monday lunchtime group called ‘CRU’. This has been a safe place for students to explore the Christian faith, deepen friendships and have fun in the process. With an increased desire from students to delve deeper into God’s Word we also started a lunchtime group called ‘DIG’ for boys in Years 5 and 6.

On a personal note, I was ordained earlier this year at St Andrews Cathedral in the city. It was wonderful to have the support of the staff and school council members who attended. This special service was a reminder of the joy, privilege and responsibility I have as School Chaplain to provide pastoral care to the School Community and to lovingly, truthfully, inclusively and wisely teach the full doctrine of the Lord Jesus Christ to whom I serve.

Rev Daryl Diener
School Chaplain

THE CHALLENGE PROGRAM

Mosman Prep provides an intellectually stimulating learning environment for high-potential learners. Ms Donna Gibbs (Senior Primary) and Ms Anne Moss (Junior Primary) provided the staffing for the Challenge Program. A variety of provisions throughout the year were designed to cater for student needs including:

- Da Vinci Decathlon at Knox Grammar School. The Mosman Prep team of eight Year 6 boys came an outstanding fifth in NSW for 2018.
- Interest-based, Individual Educational Projects that involve significant student choice continue across both semesters. These are designed for students who are in need of complex challenges across Kindy-Year 6.
- Subject acceleration of students who excel in Mathematics.
- Attendance at workshops conducted by Harbourside Gifted & Talented Network throughout the year covering a variety of subject matter.
- Participation at A Literary Lunch with the Stars, featuring outstanding children authors conducted by the Children’s Book Council of Australia.
- Navigating the complexity of the Maths Olympiad competition.
- Attendance at the Sydney Writers’ Festival.
- Maths Cup at Amity College where Mosman Prep rated fifth highest.
- Competing in the Mosman Youth Awards for Literature.
• Involvement in a small group investigation of Super Maths topics.
• Contributing to the United Nations Day at Queenwood as delegates.

In Challenge classes students wrestled with wild weather and challenging environments, designed Dream Schools, composed our Memoirs, invented innovative devices and unusual insects, constructed interesting igloos and calculated popcorn percentages! Students analysed, synthesised and evaluated design briefs, argued and justified open-ended statements, conducted research, found their critical voice and fueled their inner creativity.

Once again in 2018, the GATE (Gifted and Talented Education) Group of parents met each term to discuss and share information on pertinent issues. The generous sharing of anecdotal information and ideas by parents who regularly attend confirms the pedagogy of gifted education.

Academic performances across the school provided key evidence to both affirm the current teaching programs, and illustrate the continued need to create rigorous options for students. Standardised assessment tools applied from Kindy-Year 6 at various points throughout the year helped track student academic progress. As in past years, results confirmed our strong commitment to academic learning and identified the significant performances for many of our students.

THE LEARNING SUPPORT PROGRAM

The Learning Support staff consisted of the equivalent of four full time staff members. In addition, Learning Support staff were also supported with two Speech and two Occupational Therapists working at the school on a part time basis.

The focus of support was in the development of Literacy skills in English and in the acquisition of skills in the Number & Working Mathematically Strands in Mathematics. Students are identified through annual assessments and are provided with an Individual or Group Learning Plan. Support was provided either in class or on a withdrawal basis.

This year, 90 students have been supported in a variety of individualised programs in Literacy and Mathematics.

A focal point has been on encouraging students to be responsible for their own learning and to understand how a growth mindset is essential for them to achieve their personal goals as learners. We strived to support students to believe that effort will lead to success and that this can be achieved through motivation and engagement.

In Kindergarten, small groups were supported with additional phonemic awareness, phonics, reading and comprehension. Some Kindergarten students were supported 1:1 with an Individual Education Plan that supported their social, emotional and academic growth.

In Year 1, the Miniliit program was implemented. The key elements of the program are phonemic awareness, phonics, fluency, vocabulary development and text comprehension. The program is designed to focus on Year 1 students who, after a year of schooling, have failed to develop effective reading and writing processes. Student identification for the program was initially based upon their reading levels at the end of Kindergarten. Any student reading below a Level 10 on the Oxford Owl Reading Assessment, was further assessed using the MiniLit Placement Test; with these results being used to identify students for placement within the program. Additional support was provided for other students in Year One in guided reading groups focusing on synthetic phonics and the Project X Code series to develop phonemic awareness and phonics skills.

In Year 2, a number of boys were supported in reading, grammar, spelling and writing.

In Year 3, the main focus was supporting boys on the MacqLit program. MacqLit is an explicit and systematic reading intervention program for small groups of older low-progress readers. It provides teachers with a comprehensive sequence of lessons that includes all the key components necessary for effective reading instruction; phonemic awareness, phonics, fluency, vocabulary and comprehension. Students are selected through an assessment process.

Additional support was provided in Year 3 with a writing focus based on the functional grammar approach used across the school.

In Year 4, 5 and 6 support was provided in reading, comprehension, spelling, writing and maths. A number of students in
both Stage Two and Three had Individual Learning Plans to help them access the Curriculum at an appropriate level. Some boys had access to EAL (English as an Additional Language) lessons to teach them about the English language.

**THE ARROWSMITH PROGRAM**

This year, the Arrowsmith program was run on a part-time basis for seven students. The program is based around the application of neuroplasticity. An Arrowsmith trained teacher assisted students with exercises that were designed to strengthen their cognitive capacities. The goals of this program were not only to build cognitive capacity in each student but also to assist them to become effective, confident and self-directed learners.

**THE LEARNING TO SERVE PROGRAM AND THE STUDENT REPRESENTATIVE COUNCIL (SRC)**

Each class on a semester basis, elected one of their own to the Student Representative Council. The SRC met regularly with a remit to represent the interests of students and to support the School’s motto of ‘Not for Ourselves Alone’. The SRC have had a busy and productive year under the excellent leadership of captains Hamish Campbell and Harvey Frewin.

We met at least once a fortnight and discussed any suggestions or queries from the SRC members or the classmates they represented from Years 2-6. Those ideas deemed worthy and realistic were then brought up at a staff meeting or directly with Mr Brown.

The highlights have included a giant book sale in Term 1, to enthuse the boys about reading and raise funds for St. Jude’s in Tanzania. In Term 2, we held a mufti day to raise awareness and money for Kids with Cancer, a charity which IPSHA is supporting this year. In Term 3, Hay and Hampers for Hope was a huge success in helping drought stricken farmers.

The SRC boys also assisted with redistributing lost property and making suggestions and designs for the newly installed play equipment.

**OUTDOOR EDUCATION**

Each Year group has visited the School’s campus at Terrey Hills ten times. The focus has been on outdoor, sport and fitness activities. The Stephanie Alexander Kitchen Garden Program continued to be a major focus of the visits of several of the year groups.

**THE MUSIC PROGRAM**

Two full-time staff, Mr Paul Dawson and Ms Julianna Zatz, delivered and coordinated the Music Program which also involved additional part-time and peripatetic staff.

Music Performance Highlights:

- **Term 1:** Studio Recitals for Strings, Piano, Guitar  
  Easter Service. Performance by Jazz Band, Canrobert Choir, Class Choirs
- **Term 2:** Percussion and guitar students Studio Recital  
  Year 5 Class Band presentations at assembly
- **Term 3:** Year 5 and 6 Musical "Ratbags"  
  Grandparents Day performances by Percussion Ensemble  
  Musica Viva Concert “Best of Brass”  
  Jazz Band and Class Choirs
- **Term 4:** Anniversary Service: all class choirs, Canrobert Choir  
  Twilight Jazz Concert: Jazz Band and soloists  
  Carol Service: all class choirs and Canrobert Choir  
  Speech Night: Canrobert Choir and Sting Ensemble
One of the great successes of the year was the progress of the Year 2 String Program. All boys learnt how to play two string instruments for the whole year and participated in several performances throughout the year. Uptake to private cello and violin students increased by over 80%.

The Year 5 Band program continues to build with an increase of 50% of boys learning a band instrument.

Fifty two AMEB students undertook exam in string, wind, piano, or guitar.

Fifty percent of students in the School learn to play an instrument other than voice. All boys have an opportunity to learn an instrument in a private session in one of the following instruments: piano, guitar, drums, flute, clarinet, sax, trumpet, trombone, french horn, violin, and cello.

Once boys have learnt an instrument for a year they can then join one of the following ensembles:
- Jazz Band, Junior Strings, Senior Strings, Cello Ensemble, Canrobert Choir, Percussion Ensemble, Clarinet Small Ensemble, Sax Small Ensemble, Gig Band. This was a significant increase in the membership of the instrumental groups in 2018.

**PHYSICAL DEVELOPMENT, HEALTH, PHYSICAL EDUCATION AND SPORT**

The PDPHE program run by Mr Steve Riddett and Mr Ben Ayres includes skill lessons in games and sport skills, gymnastics, athletics and dance. In Personal Development and Health the boys were provided with a balanced program which emphasised:

- Motor skills and individual fitness, self-esteem, well-being and social responsibility,
- The ability to make informed health and lifestyle decisions, and
- The development of positive relationships and teamwork.

Sphairee (mini-tennis), badminton, tennis, hockey, sailing and swimming were also part of the PE program.

**THE SPORT PROGRAM**

**SUMMER SATURDAY SPORT - TERMS 1 AND 4**

Boys in Years 3-6 are required to play Saturday sport for the school. In basketball, Mosman Prep entered eight Senior Year 5/6 teams and three Junior Year 4 teams into the Saturday IPSHA Competition in Term 1 and 4. In cricket, four Year 3, three Year 4, and three senior Year 5/6 cricket teams played in the IPSHA Competition. This included Traditional 1st XI and Year 5 Traditional teams and a Year 5/6 modified team. All other teams played modified 'T20 Blast' or 'Super 8' cricket. One Year 3/4 tee ball team also took part during the summer terms.

**WINTER SATURDAY SPORT - TERMS 2 AND 3**

Saturday winter sport was played in both Football and Rugby. Mosman Prep entered eleven football teams into the Terms 2 and 3 IPSHA Competition. This included four Year 3 teams, four Year 4 teams, and three combined Year 5/6 teams. The Year 3/4 teams play a 7-a-side Small Sided Games (SSG) format. In Rugby, Mosman Prep entered eight teams in the Winter Competition i.e. two 9 Years teams, two 10 Years teams, two 11 Years teams and two 12 Years teams.

**OUTSTANDING ACHIEVEMENTS**

Two boys achieved NSWPS SA representation and competed at National level. Rory Cope in Hockey; Preston Lee in Cricket.

A number of boys achieved NSW CIS (Combined Independent Schools) representation and competed at State Championship (NSWPSSA) level: that is Hamish Altschwager in swimming (8 Years 50m Freestyle), Finn Hannon in Cross Country (9 Years), Harvey Frewin in AFL, Finn McMurtry in Hockey and for Athletics: Edward Godfrey (8 Years 100m), Tom Hartman (11 Years 100m and Snr 4 x 100m Relay), Marcus Warner (12 Years 200m and Snr 4 x 100m Relay), Frankie Mutton (Snr 4 x 100m Relay), James Quinn (Snr 4 x 100m Relay).

**HOUSE SPORT COMPETITIONS**

Various House competitions were held during the year. These competitions were in House Basketball, House Cricket, Junior and Senior Cricket, House Tee Ball and House Tennis. The Junior House Rugby competition for the Vandervord Cup was won by Bradley while in Senior House Rugby the PA Mutton Trophy was won by Bradley. The Craigie Cup for Junior House Football was won by Bradley and the Senior House Craigie Cup was won by Yarnold.
SWIMMING

The Senior Primary Swimming Carnival was held at Newington College Swim Centre on 9 February.

Age Champions were: Age Champions: Noah McLaren (9 Years), Hugo Brown (10 Years), Nicholas Riley (11 Years) and Finn McMurtry (12 Years). Age Runners-Up: Hugh Taylor (9 Years), Toby Pearce (10 Years), Charlie Lieutenant (11 Years) and Stefan Wood (12 Years). The E M von Tiedemann Trophy for long-distance swimming: Finn McMurtry. Finn McMurtry was named 2018 Swimming Captain.

Noah McLaren set a new school record in the 9 Years 50m breaststroke. The Gibb Cup (House Champions) was won by Yarnold.

The Junior Primary Swimming Carnival was held at Manly 'Boy' Charlton Swim Centre on Tuesday, 20th February. Age Champions: Nathan Graf (7 Years) and Hamish Altschwager (8 Years). Age Runners-up: Theo Hennessy (7 Years) and Orlando Brown (8 Years).

Over fifty (50) boys represented the School at one or more of the Carnivals including The Scots College Invitational, the Quad and IPSHA Carnivals. This year we offered two before-school swim squads.

The MCEPS IPSHA Swim Team consisted of:
Year 2: Hamish Altschwager
Year 3: Noah McLaren, Thomas Hamilton, Hugh Taylor, Orlando Brown
Year 4: Alastair Currie, Finn Bailey, Hugo Brown, Ethan Choi, Toby Pearce
Year 5: Nicholas Riley, Jack Ward, Jack Riding, Charlie Lieutenant
Year 6: Finn McMurtry, Hamish Campbell, Stefan Wood, Will Clinton, Calvin Shortus, Ambrose Hennessy

Hamish Altschwager (8 Years 50m Freestyle) and Noah McLaren (9 Years 50m Freestyle) represented IPSHA at the CIS Swimming Championships with Hamish also going on to represent NSWCIS at the NSWPSSA (State) Swimming Championships.

CROSS COUNTRY

The Senior Primary Cross Country Carnival was held at Georges Heights Oval and Rawson Park in Week 6, Term 1. Completing the 2000m (Junior) and 3000m (Senior) courses is certainly an achievement in itself.

9 Years Champion: Finn Hannon 10 Years Champion: Lachlan Maiers 11 Years Champion: Brandon Cunningham 12 Years Champion: Finn McMurtry
9 Years Runners Up: Archer Hartman 10 Years Runner Up: George Carmody 11 Years Runners Up: Byron Banks 12 Years Runner Up: Will Pettiona

The Rosen Cup for Inter-House Cross Country Running was won by Yarnold on the basis of overall points from Macdougall.

A large number of boys represented the Mosman Prep at the IPSHA Cross Country Carnival at the King's School at the end of Term 1. In the 9 Years race, Finn Hannon placed first, an exceptional achievement. In addition to Finn and by also placing in the top 15 of their races, Lachlan Maiers, Archer Hartman, Joe Scott and Tom McMurtry also represented IPSHA at the NSWCIS Cross Country Championships. Finn placed 2nd at NSWCIS level and also went on to represent NSWCIS at the State Cross Country Championships.

ATHLETICS

The Senior Primary Carnival was held at NSW Academy of Sports Athletics Track, Narrabeen in Term 2. The Age Champions were:

9 Years Champion: Finn Hannon 11 Years Champion: Tom Hartman
9 Years Runners Up: Hugh Taylor 11 Years Runners Up: Brandon Cunningham/Harrison McKay
10 Years Champion: Jack Short 12 Years Champion: Marcus Warner
10 Years Runner Up: Hugo Brown 12 Years Runner Up: Rory Cope

Finn McMurtry won the 2018 Headmaster's Cup (1500m). Yarnold won the Gilder Trophy as House Champions. Marcus Warner was named the 2018 Athletics Captain.
At the Junior Primary Athletics Carnival held at Allan Border Oval early in Term 3, the Age Champions were:

6 Years Champion: Salvador Apfel
6 Years Runner Up: Harrison Thomas
7 Years Champions: Harry Hickman

Overall, Yarnold won the Coleman Cup for Junior Primary Athletics.

Over fifty boys represented the school in athletics at a range of carnivals including the Barker Invitational, the Shore Invitational, the Quad Carnival and the IPSHA Carnival.

**Mosman Prep IPSHA Athletics Team**

By placing in the top five of their events, Hugo Brown (Junior Discus), Mitchell Dettman (Junior High Jump), Godfrey, Edward (8 Years 100m), Tom Hartman (11 Years 100m and Senior 4x100m Relay) Frankie Mutton(Senior 4x100m Relay), James Quinn (Senior 4x100m Relay), Marcus Warner (12 Years 100m, 12 Years 200m and Senior 4x100m Relay) all represented IPSHA at the NSWCIS Athletics Championships. Special mention and further congratulations to the below boys who all placed in the Top 3 of their respective events and went on to represent CIS at the NSWPSA (State) Athletics Championships in Term 4.

Edward Godfrey placed 1st at CIS in the 8 Years 100m.
Tom Hartman placed 2nd in the 11 Years 100m.
Marcus Warner placed 3rd in the 12 Years 200m
The Senior Relay team placed 2nd.

At the NSWPSA (State) Athletics, Marcus Warner made it to the semis while both the Senior Relay team and Tom Hartman qualified through their heats and semi to run in finals, placing in the top 10 of the state!!

**TENNIS**

Mosman Prep entered boys from Years 5 and 6 in the Northern Suburbs Tennis Association Primary Schools Tennis Challenge. The events were held on a Saturday evening once a term and involves children from schools and tennis clubs on the Lower North Shore. Over 300 children participate each term at various tennis centres. The School won a place in the top 12 schools.

**SNOW SPORTS**

The Mosman Prep School Snowsports program progressed from strength to strength. Overall, nineteen boys represented the school. The Ski Captain was Calvin Shortus.

After an incredibly successful Sydney Championships, several boys qualified for the NSW State Championships and the following boys continued their success and qualified for the National Championships.

The placings were as follows:

3rd place individual Alpine Division 6- Henry Crookes
2nd place team Alpine Division 5- Ethan Andrews Zucker (individual 3rd place), Julian Harrison, Ethan Choi, Nicholas Yates
1st place Skier X Division 5- Ethan Andrews Zucker (individual 3rd place), Julian Harrison, Ethan Choi
3rd place Boarder X Division 4- Ethan Andrews Zucker, Max Steinberg, Noah Feenstra
5th place Cross Country Freestyle Division 5- Ethan Andrews Zucker, Ryan Kazal, Ryan Priddle
3rd place Cross Country Freestyle Division 4- Calvin Shortus
5th place Cross Country Division 5 relay- Ethan Andrews Zucker, Ryan Kazal, Ryan Priddle

Overall Mosman Prep were placed 5th in Australia!!!

**BALMORAL BURN & MINI-MOS FUN RUNS**

Over forty Mosman Prep K-6 boys took part in the Balmoral Burn on Sunday 27th May. Mosman Prep boys finished first (fastest four runners from an individual school) in the Primary Schools Challenge. Special mention to Finn McMurtry (1st), Marcus Warner (3rd), Rory Cope (5th) and Tom McMurtry (8th) who all finished in the top ten in the 3-6 race. At the Mini-Mos Marathon, Mosman Prep teams were entered in the 2km Primary Inter-school Challenge with over forty boys from Early Entry – Year 6 taking part.
THE ART PROGRAM

Students from Kindergarten to Year 6 explored a wide range of media as part of their art lessons with Ms Xina Crowther. Art program highlights for 2018 were:

- Completion of the ceramics murals in centenary walkway. Work depicted the values we live by, Respect, Responsibility, Faith, Community and Excellence.
- Students submitted artworks in the IPSHA Travelling Art show which toured schools during the year.
- Students in Year 5 and 6 learnt portraiture and entered works in the Bald Archies Portraits.
- Various work were entered in the Threatened Species Art competition conducted by Mosman Council. Winners were: Oliver Rothwell (5-8 year old category) and Louis Reichel (most imaginative and unusual entry).
- Four boys entered works for Operation Art. These boys were: Ryan Lo, Tobias Pearce, Jack Pagent, Jackson Bookmeyer.
- Students painted wooden penguins for the Antarctica Festival in Hobart and created art to represent Mosman Prep on Combined Schools Art exhibition at Mosman Library.

CHESS

Chess was offered as an enrichment activity with Chess Club sessions on Thursday morning for junior primary boys and Friday afternoon for senior primary boys. The Chess Captain was Eden Forster. Boys in both sessions have had the opportunity to be coached by international Chess Master Bahman Kargosha from the Sydney Academy of Chess.

The culmination of the year was the two teams Mosman Prep entered into the Knox Grammar Invitational Chess tournament. The school was represented by 6 boys, Oliver Graham, Oliver Herald, Ryo Hagio, Rainer Guo, Vito Qian and Joshua Steinthal.

DEBATING

2018 was a competitive and enjoyable season of debating. With the guidance and help from Ms Margaret Du Preez, students from Year 5 and Year 6 spent after-school debating sessions and home time preparing speeches, researching debating topics thoroughly and forming the overall case of a debate with fellow teammates.

Competing against other schools gave the debating students the opportunity to debate against boys and girls of their own age, experiencing many wins, but sometimes, losses too. However, the results have never determined the student's attitude towards debating, for it is the art of public speaking, expressing one's opinion, sportsmanship, competitiveness, teamwork and meeting other fellow debaters that make debating such a popular activity at Mosman Prep.
Student Attendance

All class teachers take roll call at the start of the school day and absences are registered. Parents call the School should their son be absent on a particular day. If no such call is received, the School Office will call parents. Any extended or recurring non-attendance pattern will be discussed with parents. All requests for leave in advance are to be in writing and are reviewed by the Headmaster prior to leave being granted.

Students arriving late for school, (after 8:20am), are recorded as such from the School Office, where a late pass is issued.

<table>
<thead>
<tr>
<th>Year Level</th>
<th>Attendance Rate %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>95%</td>
</tr>
<tr>
<td>Year 1</td>
<td>92%</td>
</tr>
<tr>
<td>Year 2</td>
<td>93%</td>
</tr>
<tr>
<td>Year 3</td>
<td>96%</td>
</tr>
<tr>
<td>Year 4</td>
<td>91%</td>
</tr>
<tr>
<td>Year 5</td>
<td>99%</td>
</tr>
<tr>
<td>Year 6</td>
<td>92%</td>
</tr>
</tbody>
</table>

The average percentage of students attending school each day in 2018 was 94%, similar to the daily attendance in 2017.

Enrolment Policy Attendance Policy and Procedures

Mosman Prep accepts its enrolments on the basis of 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. Acceptance of an application is not a guarantee of a place at the School.

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.

Grievance Policy and Procedures

The School’s policy for dealing with grievances includes processes for responding to matters of concern identified by parents, staff and/or students. These processes incorporate principles of procedural fairness. An appropriate outline of the expectations is included in the Communications section of the Parent Handbook. If dissatisfied with the response of a class teacher, specialist teacher or any other member of staff, a parent or student may contact the Headmaster. In the event that concern is still felt a parent may go to the Chair of School Council. These arrangements reflect long standing practice in the school and remain unchanged.

Behaviour, Wellbeing and Discipline Policy and Procedures

The School has a duty of care to ensure a safe and supportive environment for its students and staff. Furthermore, the School, as part of its mission and purpose has procedures and programs to ensure that students are educated in ways that will advance their wellbeing and their personal and social development. Courteous behaviour and respect for others is an expectation of all boys at Mosman Prep. The role of modelling by staff and boys is an important component as are clear descriptions of appropriate behaviour provided to boys and reinforced in ongoing ways. Nurture, encouragement, example, setting consistent and high expectations of behaviour, and developing a sense of mutual obligation and responsibility are all priorities of the School and integral to its approach to pastoral care.
Student wellbeing, as indicated in Goal 1 of the School’s Strategic Plan, has been a focus for staff development. All staff have undertaken stage 3 of the nationally recognised KidsMatter Program and wellbeing policies reviewed and modified accordingly. This has involved a consistent approach to the use of Restorative Justice procedures for dealing with problem behaviours.

If and when behaviour is inappropriate, disciplinary procedures will be applied depending on the behaviour and prior record of the student. An admonition to improvement will apply for minor matters and a commitment by the child pursued. Behavioural improvement will be approached in a positive and restorative way, focusing on the behaviour and not the child. Disciplinary measures will be directed at individuals responsible and not the whole class. The clear intention is to be one of restorative justice where blame has no place and where responsibility for behaviour is established and appropriate consequences are applied. For consistent misbehaviour or extreme behaviour where safety of children is at risk other strategies including time out and suspension will be used.

Policy and action expressly prohibit the use of corporal punishment. Neither does it sanction the administering of corporal punishment by non-school personnel including parents.

Procedural fairness is accorded to all students and parents in the event of disagreements. In this policy procedural fairness means that, in the case of matters where suspension, exclusion or expulsion are being considered, the person against whom an allegation of inappropriate behaviour has been made and his parents both have the right to know the process by which the matter will be considered, know of any allegations, and be allowed to respond to the allegations. Implicit in any processes used is the right to an unbiased decision through impartiality being accorded in any investigation conducted.

Should the matter of expulsion be considered in addition to applying the above process the matter will be referred by the Headmaster to the Chair of School Council prior to a final decision being made. A copy of this policy is available on the School’s website.

**CHILD PROTECTION**

A Child Protection Policy, including a Staff Code of Conduct, has been issued and discussed with all staff. The Child Protection Policy sets out the various categories of child abuse, explains what is meant by reportable conduct and describes possible indicators. The School’s policy deals with mandatory notification to outside bodies in the event that it has reasonable grounds for suspicion that any of its students are at risk of significant harm for various reasons. The School’s child protection policies and procedures were reviewed in 2018 by an independent firm, Bravehearts, and some minor amendments to procedures were put in place.

**INITIATIVES TO PROMOTE RESPECT AND RESPONSIBILITY**

Respect and responsibility are two of the School’s Core values and each features as a theme for School Assembly talks by the Headmaster. These values are displayed in banners during Assemblies. In addition, respect and responsibility, as part of the School’s Code of Conduct, are two of the reasons for recognition of students from each class at Assembly each week.

**POLICY ON BULLYING**

Mosman Prep will not tolerate bullying of any kind. All teachers are firmly committed to the support of each child and the development of their personal, social and emotional well-being. Students are provided with instruction and modelling so that they can be supportive of their peers, develop sensitivity towards the needs of others and feel free to report incidents of unacceptable behaviour they may witness. Where students display bullying towards others, consequences will be applied immediately including withdrawal of privileges of play and restitution sought between parties. Students can expect that any concerns raised will be responded to and that support will be given to resolve any inappropriate behaviour. Repeated instances of bullying will mean suspension in school or out-of-school and if necessary, expulsion. The School’s approach to bullying is included in the School’s Enrolment Policy and the Bullying Policy on the School’s website.
Specific Prevention Strategies
- Class Circle Time each week where relationship strategies are discussed
- School and Class Rules established
- The Headmaster featuring an aspect of the School’s Code of Conduct each week at Assembly
- Year group units of work in PDHPE featuring "getting along with others" as a component of the years’ curriculum
- Procedures for how to deal with bullying will be emphasised by following the sequenced steps, The High Five: Ignore, Move away, Say politely “leave me alone”, Call out loudly “stop annoying me”, Ask a teacher for support
- Explaining how to support someone being bullied: Say you understand, Show disgust at the behaviour, Say "cut it out", Help them to move away, Tell a teacher
- Work with the parents of students who display aggressive behaviour

Staff Professional Development

Professional learning has a high priority at Mosman Preparatory School. Professional development activities included four staff development days and five professional development meetings each term with a focus on the Strategic Priorities for the year. Each staff member has attended a minimum of 58 hours of within-school professional development during the year.

Teaching staff have attended external courses and conferences conducted by providers such as the Association of Independent Schools (AIS) and the Association of Independent Primary Schools Heads of Australia (IPSHA). The average teaching hours of attendance at external courses by teaching staff was 14 hours.

Parent, Teacher and Student Satisfaction

Exit surveys are conducted with families leaving the school and an external firm, MMG Education, is contracted each year to conduct a Parent and Student Satisfaction Survey with the outgoing Year 6 students and their families. The data is used to inform decision making in the School. The overall satisfaction rate of parents on a range of indicators was 90% for the latest 2017 parent survey. The average for parent satisfaction for all other Independent Schools surveyed (a total of 49 schools) was 84%.

Teacher Professional Qualifications

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.

Major Goals for 2019

1. In Wellbeing- Continue to refine wellbeing strategies and procedures with a focus on individual skill development.
2. In Teaching and Learning- Continue the focus on improving Writing, Grammar and Spelling across the school.
3. In Teaching and Learning- Grow the skills of collaboration, creativity and critical thinking.
4. In People and Community- Continue the development of initiatives to strengthen the school as a faith-based community.
Summary of Financial Information 2018

Mosman Prep Income 2018 (2017 data)

- Fees & Private Income: 80.7%
- State recurrent grants: 3.5%
- Commonwealth recurrent grants: 0.1%
- Other capital income: 9.3%

Mosman Prep Expenditure 2018 (2017 data)

- Salaries, allowance & related exp: 42.9%
- Non salary exp: 14.6%
- Capital Expenditure: 42.5%