



Mastery Schools Australia Annual Report

2021

Contents

Introduction	3
Students	5
Staff	8
School Income	9
Contact Us	9

Introduction

Mastery Schools Australia

Mastery Schools Australia operates as a Special Assistance School (SAS) to provide a quality educational alternative for students who are disengaged or at risk of disengaging from mainstream schooling due to learning difficulties or academic stress. We aim to develop the academic foundations and resilience which will allow students to re-enter mainstream education.

A wide variety of data indicates that there are a significant number of middle school aged students who have disengaged from mainstream schooling due to social, emotional, or behavioural difficulties. In addition, data from the Grattan Institute suggests up to 40% of students in Australian schools could be classified as disengaged. The Mparntwe Declaration explicitly mentions the importance of enhancing middle years development:

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

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

Therefore, the school Vision Statement is:

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

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

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

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

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

Therefore, the school Mission Statement is:

Providing the highest quality academic and well-being education for all students.

The following components will feature in the design of the school:

- Delivery of the full Australian Curriculum, including the general capabilities
- Focus on academic success through mastery learning of literacy and numeracy
- Focus on explicit instruction pedagogy
- Focus on social emotional learning (SEL)
- Focus on wrap around mental health service through employment of specialists
- All classes to have several Teacher Assistants
- Small school capped at 250 students
- Slightly longer school day to ensure literacy and numeracy, SEL and all aspects of Australian Curriculum allow sufficient instruction time for student mastery
- Daily two hour literacy and numeracy blocks

Students

Characteristics of the Student Body

Mastery Schools Australia offers students an alternative education solution for those who do not fit into the mainstream education system. This could be due to social, emotional or behavioural factors. The School prides itself on providing education which is innovative, and which meets the needs of students with a wide range of learning difficulties and disabilities.

Approximately 40 percent of students have been classified as meeting the criteria of Students with a Disability through the Nationally Consistent Collection of Data (NCCD). Students must show a desire to attend MSA at their interview to be granted enrolment. The desire to overcome obstacles to gaining an education is a common characteristic of the student body at MSA.

Approximately 7% of the students identified as Aboriginal or Torres Strait Islander in 2021.

Student Outcomes

Attendance

The average attendance rate for the whole school as a percentage in 2021 was 81.44%. Students who attend MSA have various contributing factors which influence attendance.

Average attendance rates for particular year levels					
Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
71.23%	70.59%	65.03%	66.41%	N/A	N/A

Non-attendance management

From attendance policy

Student retention rates

NA as this is a new school.

NAPLAN 2021 benchmark data

The NAPLAN results for Years 5, 7 and 9, and information can be found by visiting the My School website at www.myschool.edu.au

Staff

About our Staff

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

MSA employed 8 registered teachers and 22 support staff with backgrounds in various trades, youth support, and special education. All staff work collaboratively to promote a learning community which is based on our values of Resilience, Discipline, High Expectations and Personal Responsibility
Respect, Safety, Value, and Participation. MSA values the diverse cultural backgrounds of its staff. In 2021, 4% identified as having Aboriginal or Torres Strait Islander heritage.

Qualifications of teachers and staff				
Doctorate	Masters degree	Bachelor degree	Diploma	Certificate
0	15%	28%	31%	26%

Staff Professional Development

The total funds expended on teacher professional development in 2021 was \$10,765.75. The focus on Professional Development during the year included integrated units from the Australian Curriculum, Curriculum Planning & Development, Science of Reading and supporting students with Dyslexia and Dyscalculia, Intervention Program specific training; Child Protection, and Professional Boundaries for Teachers, and Pastoral Care for Students. All staff participated in professional development during the year.

Average staff attendance

Average staff attendance based on unplanned absences of sick and emergency leave periods of up to 5 days during 2021:

Number of teachers	Attendance rate
8	94%

School Income

School income broken down by funding source can be found on the ACNC website.

Contact Us

This Annual Report is available on our website: www.msa.qld.edu.au. For further information about Mastery Schools Australia, please contact us on 07 5689 3553