



MANNING VALLEY ANGLICAN COLLEGE

Annual Report 2017



MANNING VALLEY ANGLICAN COLLEGE

An Anglican School in the Diocese of Newcastle

The Manning Valley Anglican College became a functioning educational institution on Thursday 30th January 2003, the first day for our foundation students. The College's Official Opening Ceremony on Tuesday 24th June 2003 had Her Excellency Marie Bashir AC, Governor of New South Wales performing the official opening and The Right Reverend Roger Herft Bishop of Newcastle conducting the College's dedication. On this day the College was officially recognised as an educational institution in our district.

Our College provides co-educational schooling for students of the Great Lakes and Manning Valley, catering for both the primary and secondary years. We offer excellence in education within a supportive Christian environment, reflecting our heritage as an Anglican school.

Our student body has a richness and variety of talents. Academically, in the performing and creative arts, and in sport, our students are provided with the opportunity to further develop and explore these abilities. Our school is comprehensive and students are encouraged to achieve their personal excellence not only in the academic area, but on the sporting fields and in their co-curricular life.

College Council Report

It is a privilege to have been invited, at the start of 2017, to chair the College Council of the Manning Valley Anglican College, and so to be involved in the life of a very impressive school.

I particularly commend the leadership of school Principal Mrs Sandra Langford and her team. They are very committed to the life and success of the Manning Valley Anglican College. I have enjoyed the opportunities to be in the College for celebration times, and appreciate the warm welcome always extended by the whole College Community.

I believe that at Manning Valley Anglican College we are providing a quality education for our students, encouraging them to develop intellectually, physically, emotionally, and spiritually. This report will address various of these areas of the student's development at MVAC. We are well served by our educational team, volunteers, and school leaders. The Council extends its gratitude to each one of you.

2017 was a year with challenges for the College Council, particularly around the area of enrolments. I appreciated the Council's diligent work and the leadership of Mrs Langford and her team in addressing these challenges and ensuring that MVAC concluded the year in a good position and ready for 2018.

In 2017 we farewelled School Council member Mrs Margot Bilston, who had been a Council member since 2015. We thank Margot for her service to the College through its Council, and wish her and her husband every blessing as they begin life in a new region of the Diocese. Mr Rob Chapman was welcomed to the School Council in June, joining other serving members David Denning, the Reverend Brian Ford and Mr Barry Levick. I am thankful to Barry for agreeing to be the Council's Deputy Chair.

I commend this report on the Manning Valley Anglican College's activities and achievements in 2017 to you.

With every blessing

The Right Reverend Sonia Roulston
College Council Chair

Principal's Report

2017 has been another year of growth for MVAC. Primary school enrolments continued to grow. We had two Year 5 classes and two composite Year 3/4 classes to allow for further future enrolments in the Primary School. Two portable classrooms were relocated from Scone Grammar School and refurbished to house the Year 5 classes. We are looking to expand the campus and hope to start further building in the near future.

Four Promethean Interactive Whiteboards were purchased and installed to replace or SMART Boards throughout the school. A contemporary learning area for students was made with new furniture including high desks where students can either sit or stand to work. The desks also have a whiteboard surface so students can work on their desks, not just in their books. This is particularly effective in group work.

As one of only 33 schools across NSW to be chosen to be a part of the Minister's Literacy and Numeracy Action Plan our staff have been working with AIS consultants to implement the plan. The focus of this is an explicit teaching model in K-2 for Literacy and Numeracy. The staff attended a Professional Development Day and upon returning administered screening tests in Numeracy and Literacy with all K-2 students. Primary staff have also been involved in some of the Professional Development for this and have been implementing explicit instruction into their classrooms.



Staff collaborated regularly to develop STEM (Science, Technology, Engineering, Mathematics) focused learning experiences for their students. These collaborative sessions culminated in a series of stage-based STEM project days during Terms 2 and 3. We are actively seeking areas where we can enhance student learning. One initiative is our STEM Project Based Learning Days where all stages take part in a day of STEM activities centred around a particular theme. Two teachers attended the annual AIS STEM Symposium at the University of Technology Sydney. Three primary students also attended the showcase, answering questions on an array of projects. The symposium was a fantastic opportunity to network with other schools throughout NSW and see what they were doing in the STEM arena.

Learning beyond the classroom continued with our students participating in many extra-curricular activities. Public Speaking was introduced into the K-6 school with several students performing in the Speech and Drama section at the Eisteddfod. A team of Primary students represented MVAC at HRIS Public Speaking, in the areas of Bible Reading, Prepared Speeches, Poetry and Impromptu Readings.

Year 11 attended the RYDA course run by the Lions Club. The students were given information on safe driving skills and being a responsible road user. All students were very happy with what they saw and learnt on the day.

Students performed in the musical, Snow Off-White! An entertaining and funny take on the well-loved Disney story. Snow off White is a magical adventure with a contemporary twist which delighted the audience of all ages.

Primary School students volunteered to be part of this year's Tournament of Minds (T.O.M.) team. Tournament of Minds is a problem-solving program for teams of students from both primary and secondary years. They are required to solve demanding, open-ended problems. The team also participated in an unseen Spontaneous Problem on Tournament Day. This problem requires rapid interchange of ideas, the ability to think creatively, and well-developed group co-operation skills.

Six Year 5 & 6 students also had the opportunity to attend the H.I.C.E.S. Gifted and Talented Camp joining 140 students from 18 independent co-ed schools in Sydney for five days. All students immersed themselves into the many and varied activities at the Camp, and were all wonderful ambassadors for our College.

The Cool Kids program was introduced at the school as a support network for students with anxiety. Sessions were held on two afternoons a week with three parent sessions during the term. The course allows

students to work through different issues they may be having and develop a better ability to cope with these stressors. This time the program was aimed at Primary students and we are hoping to run the program for Secondary students in 2018.

We held a Spring Fair and invited the wider community in to see our wonderful College. Many local businesses, organisations and individuals supported the event and made it a very successful day.

2017 has been a year of strong development for MVAC, financially, with enrolments, in teaching and learning and in building a healthy school culture.

*Mrs Sandra Langford
Principal*

Student Representative Council Report

Members of the Student Representative Council engaged in a variety of leadership, liturgical, charitable and civic roles. The Student Representative Council has students from each class from Year 3 to Year 12. Our College leaders facilitate and manage all meetings.

Fundraising activities see the College make financial donations to organisations such as Anglican Aid Abroad, Cancer Council and Ronald McDonald House.



Manning Valley Anglican College Student Representative Council

Parents & Friends Report

2017 was a bit of a change of gears from the excitement and energy of completing what was a huge project in the building of the COLA. The focus for the P & F became about community and strengthening the bonds between the college and the school community and providing an additional outlet for fellowship and exercising of the college values.

Through a number of events, we were able to see parents and their kids come together in positive and productive ways, which is very exciting.

It is also delighting to see the number of new parents (and grandparents) that have contributed throughout the year.

After such a momentous goal being ticked off, it is exciting to think of what our next big goals may be.

*Mr Ivor Thomas
President, MVAC P & F Association*



School performance in state wide tests and examinations

Higher School Certificate

School performance in state wide tests and examinations

Higher School Certificate

In 2017 students sat for the Higher School Certificate

Subject	Number of Students	Performance Band Achievements 3-6	Performance Bands 1-2
Ancient History	5	40%	60%
Biology	6	66.6%	33.3%
Business Studies	6	50%	50%
Chemistry	4	75%	25%
English Advanced	3	100%	0%
English Standard	9	33.3%	66.6%
Food Technology	5	40%	60%
Mathematics Extension 1	1	100%	0%
Mathematics General 2	10	30%	70%
Mathematics 2 unit	1	100%	0%
Personal Development, Health and Physical Education	4	25%	75%
Studies of Religion I	8	50%	50%
Studies of Religion II	2	100%	0%
Physics	2	50%	50%

Record of School Achievement (ROSA)

Year 10	100%	100% (Life Skills)
Year 11	100%	0% (Life Skills)

Literacy and Numeracy Assessments

Year 3

	Reading %	Writing %	Numeracy %	Spelling %	Grammar and Punctuation
Bands					
1	9	0	5	0	18
2	14	0	14	27	14
3	23	45	27	32	14
4	23	18	45	18	36
5	18	32	5	18	14
6 or more	14	5	5	5	5

Year 5

	Reading %	Writing %	Numeracy %	Spelling %	Grammar and Punctuation
Bands					
3 or below	12	6	0	9	6
4	12	3	19	6	24
5	21	61	31	15	15
6	24	15	28	45	33
7	12	15	16	15	12
8	18	0	6	9	9

Year 7

	Reading %	Writing %	Numeracy %	Spelling %	Grammar and Punctuation
Bands					
4 or below	0	17	6	0	11
5	11	28	12	6	11
6	28	6	29	28	33
7	39	28	35	28	39
8	11	6	6	17	0
9 or above	6	0	6	17	0

Year 9

	Reading %	Writing %	Numeracy %	Spelling %	Grammar and Punctuation
Bands					
5 or below	7	22	0	11	11
6	15	26	37	26	26
7	37	22	44	19	11
8	22	11	4	26	30
9	11	7	7	7	7
10	0	4	0	4	7

Performance on NAPLAN are documented on the My School Website: <http://www.myschool.edu.au>

Senior Secondary Outcomes

In 2017, There was no one in the Year 12 cohort who participated in vocational or trade training.

Year 12	Qualification/Certificate	Percentage of Students
2017	HSC	100%
2017	TVET	0%

Senior secondary outcomes are documented on the My School website: <http://www.myschool.edu.au>



Professional learning, teaching standards, attendance and retention rates

Professional Learning

In 2017 the staff professional development focused on identified areas through the AIS School Improvement Service. These Focus areas were

Literacy- Numeracy- Stem/Teacher Collaboration

Within these areas whole staff undertook a variety of professional development sessions in:

- NAPLAN Data Analysis
- Project Based Learning in consult with AIS STEM consultant
- Differentiation with Writing
- Numeracy Gap Analysis
- Explicit Teaching targeting raising student's vocabulary
- Teaching Professional Learning Plans/Mentoring
- Student Engagement

In addition to this, individual staff members undertook professional development in the following Areas:

- S.T.E.M
- Visible Learning
- Women in Leadership
- Stage 6 new Syllabus – subject specific
- Teaching students with special needs
- K-2 Literacy and Numeracy Action plan phase 2 modules (face to face and online)

In 2016 the staff professional development focused on identified areas through the final year of the AIS Schools Leading Learning Program. These focus areas were:

Teaching Standards

The following table illustrates the number of teachers employed at the College in 2017 in each of the employment categories. There is one staff member who identifies as indigenous and no staff members with disabilities.

Category	Number of Teachers
Teachers who have teaching qualifications from a Higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEINOOSR) guidelines, or	28
Teachers who have qualifications as a graduate from a higher education institution within Australia	

or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications, or	0
Teachers who do not have qualifications as described in (a) or (b) but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context	0

Accreditation Status of all Teaching Staff

	Provisional or Conditional Teacher Status	Pre 2004 Teacher	Proficient Teacher	Highly or Lead Teacher
Number of Teachers	10.71%	46.42%	42.85%	0%

Student attendance, retention rates and post school destinations

Student Attendance

For whole school student attendance rates please refer to the school's data on the My School website: <http://www.myschool.edu.au>

Year Level	Attendance Rate (%)
Kindergarten	92
Year 1	89
Year 2	92
Year 3	92
Year 4	89
Year 5	91
Year 6	90
Year 7	89
Year 8	89
Year 9	90
Year 10	89

Year 11	92
Year 12	87

90% percent of students attended school on average each school day in 2017. This was slightly higher than the daily attendance figure in 2016 which was 88%.

Management of non-attendance

The School monitors the daily attendance and absence of students in the School by maintaining a daily register for each class of students.

Student absences from classes or from the School are identified and recorded in a consistent manner by the staff members responsible.

Unexplained absences from classes or School are followed up in an appropriate manner with the student and/or their parent or guardian. A student for which absences fail to be explained in writing by their parent or guardian is issued with a form by the appropriate executive, requiring the parent or guardian to explain the absence. Further failure to provide written explanation of an absence results in a representative from the College making contact with the parent or caregiver, requesting written explanation of the student absence.

The School notifies parents and/or guardians in an appropriate manner where a student has a poor record of School or class attendance. Where unsatisfactory class or School attendance is identified, the attendance issue and any action taken will be recorded, as appropriate, on the student file.

Mandatory reporting procedures apply where absences are extended or the student may be at risk from achieving educational outcomes.

Student retention rates and post school destinations

RETENTION OF YEAR 10 TO YEAR 12

62% of the 2015 Year 10 cohort completed Year 12 in 2017. Students who left before completing Year 12 did so for a variety of reasons including: financial circumstances of the family, moving from the area, leaving to study at TAFE or to gain work and changing schools in order to access specific courses.

POST SCHOOL DESTINATIONS

Of the students who completed Year 12 in 2017 most were offered and accepted places at universities, including Newcastle University, Macquarie University, Charles Sturt University and University OF New England. Degree courses included engineering, teaching, nursing and medical science, business and others. Several students left at the end of Year 10 to pursue apprenticeships or other non-school training courses.

Enrolment policies and profiles

Manning Valley Anglican College provides quality holistic education in the Anglican tradition. We welcome students of all backgrounds who meet the high expectations set out in our Enrolment Agreement.

Students are expected to behave in a way which reflects well on the College, and to take an active role in all aspects of College life, from academic and sporting pursuits to social and spiritual activities. We ask that our parents support and uphold the Anglican ethos of the College, respect and enforce our policies regarding attendance, uniform and discipline at school and in their home lives, and commit themselves to being involved in the College community.

Procedures

1. All applications should be processed within the school's enrolment policy.
2. Consider each applicant's supporting statement / interview responses regarding their ability and willingness to support the school's ethos.
3. Consider each applicant's educational needs. To do this, the school will need to gather information and consult with the parents/family and other relevant persons.
4. Identify any strategies which need to be put into place to accommodate the applicant before a decision regarding the enrolment is made.
5. Inform the applicant of the outcome.

Subject to availability, offers of a place will be made according to whether there are siblings of the student already at the school and the order of application. Continuing enrolment is subject to the adherence to school's *Principles of Enrolment* guidelines and payment of all school fees.

Characteristics of the student body

Characteristics of the student body are documented on the My School Website: <http://www.myschool.edu.au>.

School policies

Student welfare policies, discipline policies, reporting complaints and resolving grievances policies

A. Policies for Student Welfare

The school seeks to provide a safe and supportive environment which:

- minimizes risk of harm and ensures students feel secure
- supports the physical, social, academic, spiritual and emotional development of students
- provides student welfare policies and programs that develop a sense of self-worth and foster personal development

To ensure that all aspects of the school's mission for providing for a student's welfare are implemented the following policies and procedures were in place during 2016:

Policy	Changes in 2017	Access to full text
<p>A Safe and Supportive Environment</p> <ul style="list-style-type: none"> • Procedures 	<p>Reviewed February 2017</p>	<p>Issued to all staff</p> <p>Parents may request copy by Contacting the College Office</p>
<p>Child Protection Policy</p> <p>Encompassing:</p> <ul style="list-style-type: none"> • definitions and concepts • legislative requirements • preventative strategies • reporting and investigating "reportable conduct" • investigation processes • documentation 	<p>Reviewed February 2017</p>	<p>Issued to all staff, Teaching and Non-Teaching.</p> <p>Intensive report and current updates provided by Principal</p> <p>New staff inductions by Deputy Principal</p> <p>Parents may request copy by Contacting the College Office</p>
<p>Code of Conduct – Students</p> <ul style="list-style-type: none"> • Rationale • Requirements 	<p>Reviewed February 2017</p>	<p>Staff & Parent Handbook</p> <p>Student Diary</p> <p>Parents may request copy by Contacting the College Office</p>
<p>Critical Incident – Out of School Activity</p>	<p>Reviewed February 2017</p>	<p>Staff Handbook</p> <p>Parents may request copy by Contacting</p>

<ul style="list-style-type: none"> Guidelines of actions to be taken 		the College Office
<p>Emergency Evacuation</p> <ul style="list-style-type: none"> Procedures 	Reviewed February 2017	<p>Staff Handbook</p> <p>Parents may request copy by Contacting the College Office</p> <p>Evacuation Drills implemented once a term or more often when necessary</p>
<p>Excursion</p> <ul style="list-style-type: none"> Procedures 	Reviewed February 2017	<p>Issued to all staff</p> <p>Parents may request copy by Contacting the College Office</p>
<p>Lockdown Procedures</p>	Reviewed February 2017	<p>Issued to all staff</p> <p>Parents may request copy by Contacting the College Office</p> <p>Evacuation Drills implemented once a term or more often when necessary</p>
<p>Management of Critical Incidents</p> <ul style="list-style-type: none"> Definition and rationale Plan and guidelines 	Reviewed February 2017	<p>Staff Handbook</p> <p>Parents may request copy by Contacting the College Office</p>
<p>Playground Duty</p> <ul style="list-style-type: none"> Guidelines for teachers 	Reviewed February 2017	<p>Staff Handbook, rosters and areas of supervision updated</p> <p>Parents may request copy by Contacting the College Office</p>
<p>Privacy</p> <ul style="list-style-type: none"> Rationale and requirements 	Revised February 2017	<p>Issued to all staff</p> <p>Parents may request copy by Contacting the College Office</p>
<p>WHS Policy</p> <ul style="list-style-type: none"> Responsibilities Program 	Reviewed February 2017	<p>Staff Handbook</p> <p>Parents may request copy by Contacting the College Office</p>
<p>Staff Code of Conduct</p> <ul style="list-style-type: none"> Rationale Duty of Care – a checklist Staff attendance policy Responsibilities of teaching staff 	Reviewed February 2017	<p>Parents may request copy by Contacting the College Office</p> <p>Issued to all staff as well as casual staff, Prac Teachers and volunteers</p>

Student Guidelines <ul style="list-style-type: none"> • Description of expectations and requirements 	Reviewed February 2017	Issued to all staff and students Parents may request copy by Contacting the College Office
Visitors to the School <ul style="list-style-type: none"> • Procedures 	Reviewed February 2017	Issued to all staff and Parents Parents may request copy by Contacting the College Office
Volunteer Involvement In College Activities <ul style="list-style-type: none"> • Procedures 	Revised February 2017	Issued to all staff and parents Parents may request copy by Contacting the College Office
Communication Policy Encompassing formal and informal mechanisms in place for facilitating communication between the school and those with an interest in the student's education and well-being	Reviewed February 2017	Issued to all staff and Parents Parents may request copy by Contacting the College Office

B. Policies for Student Discipline

Students are required to abide by the school's rules and to follow the directions of teachers and other people with authority delegated by the school. Where disciplinary action is required penalties imposed vary according to the nature of the breach of discipline and a student's prior behaviour.

All disciplinary action that may result in any sanction against the student including suspension, expulsion or exclusion provides processes based on procedural fairness.

The full text of the school's discipline policy and associated procedures is provided to all members of the school community through

- the Staff Handbook
- the Parent Handbook
- the College Office

A copy is also available from the school's website. The school expressly prohibits corporal punishment and does not explicitly or implicitly sanction the administering of corporal punishment by non-school persons, including parents, to enforce discipline at the school.

C. Policies for Complaints and Grievances Resolution

The school's policy for dealing with complaints and grievances includes processes for raising and responding to matters of concern identified by parents and/or students. These processes incorporate, as appropriate, principles of procedural fairness.

The full text of the school's policy and processes for complaints and grievances resolution is provided in the Staff Handbook. Parents may request copy by contacting the College Office.

School-determined improvement targets

Achievement of priorities in the school's 2016 Annual Report

Area	Priorities	Achievements
<p>Teaching and Learning</p>	<ul style="list-style-type: none"> • Writing • Numeracy • Collaboration 	<p>Through the Literacy and Numeracy Action Plan phase 2 (LNAP) K-2 teachers implemented the explicit teaching model within their classrooms. This was done and continues to be done in consultation with AIS LNAP Literacy and Numeracy consultants. This action plan also requires the ongoing screen of student at the beginning of the year (BOY), middle of the year (MOY) and end of the year (EOY) to track students' progress in specific areas of Literacy and Numeracy. The 5 focus area in Literacy are:</p> <ul style="list-style-type: none"> • Phonemic Awareness • Phonics • Fluency • Vocabulary • Comprehension. <p>The 5 focus area for Mathematical Proficiency are:</p> <ul style="list-style-type: none"> • Conceptual understanding, • Productive Disposition, • Adaptive Reasoning, • Strategies Competence • Procedural Fluency. <p>This model has also started to be incorporated in to primary classrooms.</p> <p>Within the Secondary focus on Literacy and Numeracy has seen staff incorporate specific teaching strategies across the curriculum to target these areas. For example, after NAPLAN analysis it was identified that students required more scaffolding in their writing and also vocabulary list to expand their repertoire. These skills are monitored by NAPLAN results and also by annual Progressive Assessment Tests, which then informs programming.</p> <p>Collaboration across the school was facilitated by the AIS STEM grant which allowed us to run stage project-based learning days across the schools. These day were run throughout the year under a variety</p>

		<p>of themes. These were:</p> <p>K/ Stage1: Nemo and Beyond. Underwater learning with the final project being an amphibious robot</p> <p>Stage 2: Extreme Weather Watch with the final project being a volcano and an earthquake shelter</p> <p>Stage 3: Fantastic Flight Festival with the final project being a plane making competition</p> <p>Stage 4: Constructarama with the final project being bridge building and catapults</p> <p>Stage 5: CSI MVAC with the final project being a crime scene investigation documentary</p> <p>These days proved extremely successful evidenced by staff feedback and student engagement.</p> <p>An overview of the project was then presented at the AIS 2017 STEM Symposium at UTS.</p> <p>Staff collaboration was also fostered with the continuation of Teacher Professional Learning Plan/ Mentor Teams, aligned with the Australian Professional Standards of Teachers and the School focus areas, which evolved into a peer observation process whereby teachers observe each other evaluating, pedagogy and student engagement is a supportive and collegial environment.</p>
Student Welfare	<ul style="list-style-type: none"> • Employ a School Counsellor • Retaining student enrolments in the Secondary School • Establishment of the Duke of Edinburgh's Award 	<p>The College employed a part-time School Counsellor.</p> <p>Our Secondary student enrolment was slightly down on the previous year.</p> <p>The Duke of Edinburgh's Award program was opened to all eligible students.</p>
Facilities and Resources	<ul style="list-style-type: none"> • Refurbishment of two portable classrooms 	<p>The refurbishment of two portable classrooms was completed and two Year 5 classes were taught in these buildings.</p>

2018 Priorities areas for improvement

Area	Priorities
Teaching and Learning	<ul style="list-style-type: none"> • Explicit teaching of Literacy and Numeracy K-6 facilitated by the four-year AIS Literacy and Numeracy Action Plan • Student engagement/Improving Numeracy and Literacy by 10% • Implementation of a sustainable cross-curriculum project-based learning platform in Stage 4 • Sustain teacher Mentor Teams aligned with the accreditation process
Student Welfare	<ul style="list-style-type: none"> • Reinforce the Cool Kids and Chill Programs • Consolidate the school camp program • Enhancement of Peer Support in Primary School • Continue relationship with local Anglican Aged Care establishment
Facilities and Resources	<ul style="list-style-type: none"> • Investigating building projects for new learning facilities

Respect and Responsibility

The College wants all students to recognise that they are valued and integral parts of the school community, with parents and staff providing the care and support that engender self-esteem, mutual respect and responsibility. There is much scope to develop talents and learn through experiences.

Manning Valley Anglican College within its Christian caring environment strives to assist each individual to become effective in learning, relationships, work, leisure, community activities and worship. Practical demonstration of Christian values such as truth, honesty, compassion, respect for others and the environment and a high standard of morality and behaviour is considered by the College to be an important factor in each student's growth and development.

This is clearly articulated in the College Rules and permeates throughout every aspect of the College life.

Parent, student and teacher satisfaction

Transparency and accessibility is an aspect of which the College is very proud and parent involvement is welcomed and encouraged. The MVAC Parents and Friends Association meet the third Wednesday every month at 6:00pm at the College. This is one of a number of avenues for parents to express their satisfaction or concerns from time to time. The involvement of the P & F in school activities is appreciated.

A community needs everyone to show leadership at different times. Every young person has a capacity to lead in their own unique way. MVAC provides a range of opportunities, both formal and informal, to build their leadership abilities and provide some input into the running of the College. Students are offered many chances to express their level of satisfaction in the school, which on the whole is extremely positive. This is further indicated by student participation in community events, which is most often at a high rate and a high standard.

Staff members have the chance to express their level of satisfaction via both formal and casual discussions with the Principal or members of the College Executive. Teaching and support staff both expressed a high level of satisfaction in the College throughout 2017.

Summary Financial Information

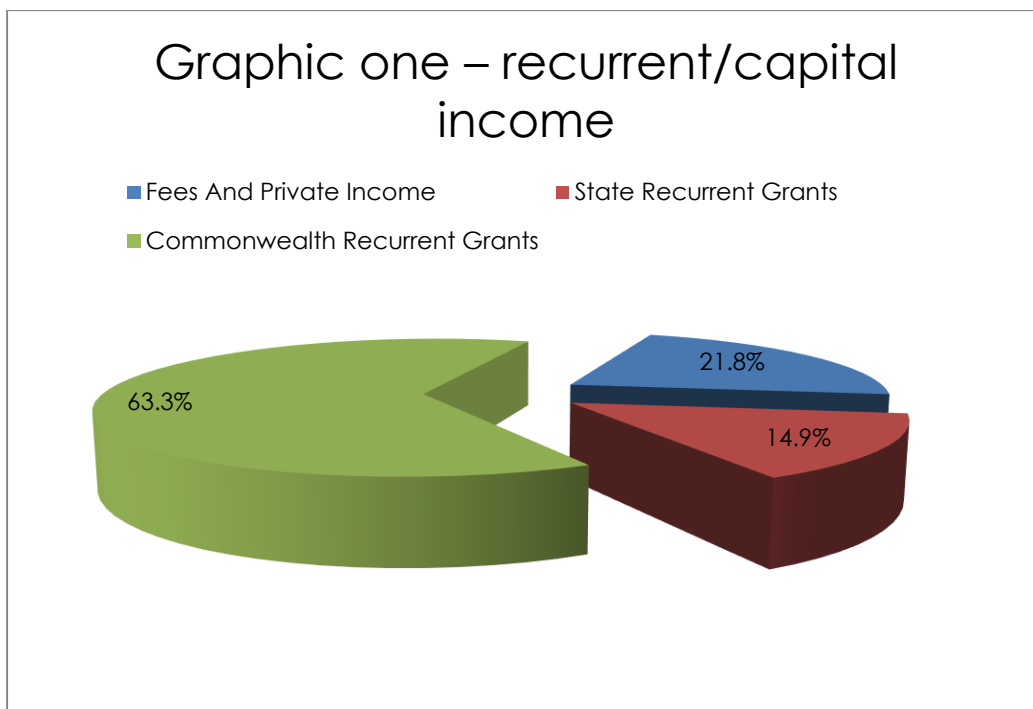
5.10 Educational and financial reporting

5.10.1 A registered non-government school must have policies and procedures that ensure its participation in annual reporting to publicly disclose the educational and financial performance measures and policies of the school

The presentation of financial information may be in graphical forms such as pie charts, provided that each segment of the graphic represents specific dollar amounts aggregated from the financial information that each school provides annually to the Commonwealth. Where schools use a graphical representation, the overall financial position of the school must be organised according to the areas covered by the Commonwealth Questionnaire as follows:

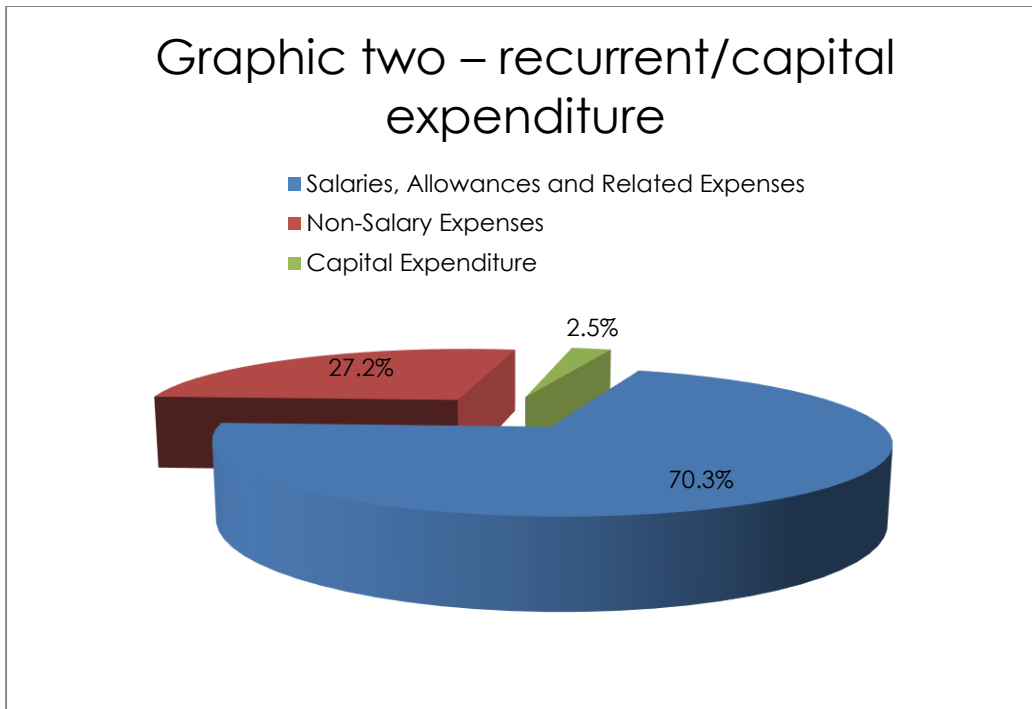
Graphic one – recurrent/capital income, with segments detailing percentages derived from

- Fees and private income
- State recurrent grants
- Commonwealth recurrent grants
- Government capital grants
- Other capital income



Graphic two – recurrent/capital expenditure, showing percentages spent on

- Salaries, allowances and related expenses
- Non-salary expenses
- Capital expenditure.



Source: *Registration Systems and Member Non-government Schools (NSW) Manual*



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