



MANNING VALLEY ANGLICAN COLLEGE

Annual Report 2018



**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

I am pleased to offer this brief report as the chair of the Manning Valley Anglican Council College for 2018.

2018 was a great year for Manning Valley Anglican College, with highlights including significantly increased student enrolments, and beautification and property works brightening up the College's physical appearance and increasing its functionality.

Last year in this report I wrote that 2017 had been a challenging year for the College. I also noted the diligent leadership of the school principal and key staff in "ensuring that MVAC concluded the year in a good position and ready for 2018".

2018 has been a very different story. Your School Council has been excited by the large increase in enrolments. Several factors resulted in this significant student population increase, including the College profile, excellence in teaching, education, sporting and extra-curricular options, and not insignificantly the decision to reduce school fees. It has been wonderful to see the impact of both this decision and the years of steady work in the background to bring this result about. We congratulate the College on such a pleasing end of year result.

The beautification works have enhanced the physical appearance of the College. Given its prominent position this investment is a good promotion of the campus to the wider community. It has been pleasing to be in a position to enable these works to proceed.

I have personally enjoyed my interactions through the year with the College and its staff and students, including attending Council meetings, occasional College Chapel services, and the College Speech Day.

At the end of 2018 I completed my time as a member and chair of the Manning Valley College Council. It has been a pleasure to serve the College in this way and believe that it has a great future. I am very proud of this school and its leadership and community.

Finally, I offer my congratulations to Mrs Langford for her leadership of the College, and to all her staff, including the chaplain Mr Anderson, teaching and support staff, and administration, grounds, and maintenance staff.

I commend this report on the Manning Valley Anglican College's activities and achievements in 2018 to you.

With every blessing
The Right Reverend Sonia Roulston
College Council Chair 2017-2018

Principal's Report

We all know that we want our children to grow and develop to be the very best that they can be. This year in assembly I have used as the basis for my talks a verse that Paul wrote to the Philippians as he exhorted them to be the best that they could be. He said,

Then you will shine among them like stars in the sky as you hold firmly to the word of life. (Phil 2:15-16)

I want all of our students to shine like stars in the sky – all different, all magnificent all inspiring and ultimately all of them becoming confident, productive, caring and responsible citizens.

As we take the time to reflect and to look forward, to celebrate all that is Manning Valley Anglican College and all that we want MVAC to be, I want to consider with you the way that the challenges and the opportunities for our students to shine like stars will be provided through the intersection of the 21st century world and the world of MVAC.



What does recent research suggest will be the main drivers of education in the 21st century? What changes are we likely to experience as the worlds of Mark Zuckerberg, Steve Jobs and Bill Gates intersect more and more strongly with the educational research worlds of Andrew Fuller and Howard Gardiner, and expectations and demands of NESA, the acronym for the NSW Educational Standards Authority which accredits and registers our school?

At times it is hard to imagine what the future holds. In the newspaper I recently read about a new metallic material that has been invented that is so light it can sit on top of a fluffy dandelion. Styrofoam is 100 times heavier than the new material. A material that is made of metal that is lighter than a dandelion is impossible for me to imagine but it is the stuff of our children's world. A world where even the impossible is possible.

Whether we like it or not our children are growing up in Steve Jobs' world. They are eager to learn, quick to embrace new technology and always looking for new ideas and concepts. Our classrooms need to reflect this if MVAC students are to be the innovators that create whatever the 2030 equivalent is of a metal compound lighter than the fluffy dandelion.

In essence most classrooms around the world haven't changed much since colonial days and yet we are asking teachers to engage over 20 students in the learning process that will prepare them to dream of and to create things we can't even imagine. We need them to be innovators; innovation is not simply letting a thousand flowers bloom but rather a highly disciplined, creative process that looks not simply to 'best practice' but also to 'next practice'. If MVAC invests in innovation it will become an "incubator" for new ideas and new practices. Finland is acknowledged as having the highest performing school system in the world at the moment. They are seen as embodying best practice in education world-wide. When the Prime Minister of Finland was asked what Finland intended to do now he stated, "Clearly the nature of learning in a learning intensive society is going to be even more demanding, more complex – it is going to require more innovation than ever before."

Our girls and boys are learning and competing academically in a global setting. They know that they are not just competing against their classmates – or even the students from Sydney or Melbourne. Ultimately, they are competing with their peers in New York, London, Shanghai, Lima, and Prague. This in itself creates challenges for every teacher in every school around the globe.

As we move forward we need to ensure that we don't ever become complacent. We need to unleash the power of imagination, innovation and individual initiative in the education process if we want to ensure the best outcomes for every one of the students.

As I have spoken at assembly throughout the year I have suggested to our students that they can shine like stars when they demonstrate:

Spiritual understanding

Trying your best

Achievement

Respect for God, family, others and self and, of course,

Service – a desire to put the needs of others before their own.

The **spiritual understanding** that students gain at MVAC lies at the core of all we do. It is the knowledge of what God has done for every one of us by sending his son to die on the cross for us so that our rejection of God and all of our wrong doings can be forgiven and we can be in relationship with him.

Christian values permeate the culture of our school. It is a kind school, a caring school, a joyous school.

The T in STARS stands for Trying your best

An MVAC student who shines like a star in the sky will have set herself or himself goals and will work hard to achieve those goals knowing that achievement will only ever be gained with hard work, patience and perseverance. They will know that failure is not a reason to give up but simply a way of knowing that you need to try again. They will know that achievements are not just academic but also that they are valued in many other areas including relationships and service.

Amazon founder and CEO Jeff Bezos once stated that,

“Cleverness is a gift; kindness is a choice. Gifts are easy — they’re given after all. Choices can be hard. You can seduce yourself with your gifts if you’re not careful, and if you do, it’ll probably be to the detriment of your choices.”

The A stands for Achievement – we want every student to be the very best that he or she can be and so we acknowledge that achievements will not only be those measured by Presentation Day prizes or sporting trophies but rather by individual achievements, goals met, challenges accepted and run with.

Respect. Respect is the basis for all relationships – respect for God, respect for others and respect for self.

We need to ensure that as we embrace the forward movement in some areas we do not sacrifice the things we treasure including respect for God, Others, School and Self. An ancient philosopher said, “Never esteem anything as of advantage to you that will make you break your word or lose your self-respect” – these are concepts that are promoted by both the School and the community.

Self-respect can be a challenge for our children in a world where the media strives to take away their childhood and impose upon them values that are at variance with home and school. We expect MVAC students to stand back and ask what they need to do in order for every word, every act, to be excellent in quality and ethical in conduct.

This is a big ask and to achieve it our young people need to be courageous. Professor Andrew Martin, from the University of Sydney, examined four approaches to schoolwork –

confidence,

courage,

avoidance

and helplessness.

He found that courageous students, those who persisted in the classroom, despite difficulties and anxieties, could do just as well as their confident peers. Confidence arising from a courageous approach was linked to positive educational outcomes, Professor Martin said, if students did well by being courageous "that courage may then become a springboard to confidence' not only in the classroom but in all aspects of life. Courage

allows you to be the person you want to be not the person others tell you that you should be.” This is what we desire for every girl and boy.

Of course at MVAC S is for service.

We have attempted to instil in our students that even if they shine like stars, they don't sit at the centre of the universe and they have a responsibility to use their talents for the benefit of others.

Our relationship with Bishop Tyrell Place, Aged Care Centre, continues to develop and students are regular visitors. An awareness of how lucky we are to have our school, our families and our homes is an important perspective for our students.

And so, as we go forward, The School demonstrates a modern, well researched approach to tailoring programmes that inspire high levels of individual participation with an emphasis on relationships and quality teaching and learning.

As one of the Year 11 students said,

“Looking at other Schools, there is a huge contrast between them and Manning Valley. At MVAC the connections amongst students and staff are strong; it feels like a family. That is what I love about my school.”

Our inspired MVAC students shine like stars; They shine like stars ever more brightly as they take advantage of every opportunity to develop their keen minds and faithful hearts.

We have shone so brightly that in 2019 we will have not one but three Year 7 classes, two Year 8 classes and three extra classes in the Primary School. In 2019 we are building three new classrooms for our high school to accommodate our new enrolments. What a blessing it is to be able to make a difference to so many new young lives.

Our growth has been the result of the work of many including our School Council, P and F, volunteers and of course our wonderful staff. I would like take a moment to thank Bishop Sonia, the Chair of our School Council and all of the members of the School Council for their tireless support of me and of our School. Bishop Sonia is leaving us to Chair Scone Grammar School Council in 2019 and Mr Barry Levick, who has been on the Board since my arrival at the College, will take over the Chairmanship next year, and I know will do a magnificent job. I would also like to acknowledge the outstanding work and involvement of Reverend Brian Ford, who is standing down from Council after four and a half years of service.

I would like to thank Ivor Thomas, our President of the P & F, his committee and all of the parents across the School who attend and support the School and its students. The picnic tables you see in these pictures are a donation from our P and F's fund raising efforts and are already being put to good use.

I also acknowledge Mrs Di Rose, who gives of her time so generously all year in our Clothing Pool.

I would like to thank our exceptional staff both teaching and non-teaching who, day after day, seek to meet the needs of the MVAC students. So much of the success of our students is a direct result of wonderful teaching and great care.

Finally, most importantly, I would like to thank every MVAC student for the contribution that he or she has made to the life of the School in 2018. Each one of you has contributed to ensure that 2018 has been a shining year for MVAC.

*Mrs Sandra Langford
Principal*

Student Representative Council Report

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



The SRC participated in raising funds for a variety of charities throughout the year and students engaged in days such as Sea of Hands celebrating reconciliation.

Manning Valley Anglican College Student Representative Council

Parents & Friends Report

While not as frenetic as previous years, this year has been a great success in solidifying the conduit between the school community and the College with a greater emphasis on school involvement rather than direct fundraising. The longevity of the Parents & Friends Association is directly connected to the relevance that the school community places upon the P & F's role and it is noted with appreciation the support provided by the College in this regard.

The Parents & Friends Association see our role as ambassadors, with an obligation to share and encourage peoples input and involvement. The broader the involvement, the greater the diversity of ideas and the greater the impact the Association can make to the College community.

It is extremely encouraging, the enthusiasm of the school community in particular the new families to get involved. I see the upcoming year as an enormous opportunity for the Parents & Friends Association to play an important role in the future development of the College, and to play an even bigger role in fostering and promoting the College values.

*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 2018 students sat for the Higher School Certificate

Subject	Number of Students	Performance Band Achievements 3-6	Performance Band Achievements 1-2
Ancient History	2	100%	0%
Biology	8	75%	25%
Business Studies	3	66.6%	33.3%
Chemistry	3	100%	0%
English Advanced	6	100%	0%
English Standard	8	50%	50%
Food Technology	6	83.3%	16.7%
Mathematics General 2	10	60%	40%
Mathematics 2 unit	3	0%	100%
Music	2	100%	0%
Personal Development, Health and Physical Education	8	50%	50%
Studies of Religion I	13	69.2%	30.7%
Visual Arts	3	100%	0%

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	3.3	0	3.3	6.7	0
2	6.7	0	3.3	6.7	6.7
3	16.7	34.5	23.3	16.7	23.3
4	26.7	37.9	43.3	26.7	26.7
5	30	26.7	13.3	26.2	16.7
6 or more	16.6	0	13.3	16.7	26.7

Year 5

	Reading %	Writing %	Numeracy %	Spelling %	Grammar and Punctuation
Bands					
3 or below	10.3	10.3	2.6	7.7	2.6
4	12.8	17.9	12.8	7.7	15.4
5	25.6	51.3	41	28.2	20.5
6	23.1	20.5	35.9	43.6	28.2
7	23.1	0	7.7	10.3	23.1
8 or above	5.2	0	0	2.6	5.3

Year 7

	Reading %	Writing %	Numeracy %	Spelling %	Grammar and Punctuation
Bands					
4 or below	3.1	15.6	0	9.7	0
5	15.6	40.4	16.1	12	29
6	31.3	28.1	19.4	12	12.9
7	28.1	12.5	45.2	29	25.8
8	18	3.1	16.1	32	32.3
9 or above	3.1	0	3.2	3.2	0

Year 9

	Reading %	Writing %	Numeracy %	Spelling %	Grammar and Punctuation
Bands					
4 or below	0	0	0	0	0
5	5.9	29.4	0	11.8	0
6	17.6	47.1	17.6	17.6	35.3
7	41.2	5.9	35.3	23.5	35.3
8	29.4	5.9	41.2	35.3	17.6
9 or above	5.9	11.8	5.9	11.8	11.8

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

Senior Secondary Outcomes

In 2018, There was no one in the Year 12 cohort who participated in vocational or trade training.

Year 12	Qualification/Certificate	Percentage of Students
2018	HSC	100%
2018	TVET	14%



Professional learning, teaching standards, attendance and retention rates

Professional Learning

In 2018 the staff professional development focused on identified areas through the AIS School Improvement Service. These Focus areas were

Literacy- Numeracy- Student Engagement

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

- NAPLAN Data Analysis
- Improvement in writing across the curriculum
- Gap Analysis in writing

- Working Mathematically
- Productive Pedagogy
- Teaching Professional Learning Plans/Staff Mentoring and Collegial

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

- Progressive reporting
- Benefits of Teacher Observation
- LNAP
- Stage 6 New HSC
- Stage 6 Examination and Assessment
- Teaching students with special needs
- Visual Arts
- K-2 Literacy and Numeracy Action plan phase 2 modules (face to face and online)

Teaching Standards

The following table illustrates the number of teachers employed at the College in 2018 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	31
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

Accreditation Status of all Teaching Staff

	Provisional or Conditional Teacher Status	Proficient Teacher	Highly or Lead Teacher
Number of Teachers	19.35 % (6)	80.64 % (25)	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	89
Year 1	93
Year 2	92
Year 3	91
Year 4	92
Year 5	91
Year 6	90
Year 7	90
Year 8	90
Year 9	86
Year 10	86
Year 11	85
Year 12	83

89% percent of students attended school on average each school day in 2018. This was slightly lower than the daily attendance figure in 2017 which was 90%.

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

27 enrolled in Year 10 in 2016 and 12 left meaning a 55.56 completed Year 12 in 2018. Students who left before completing Year 12 did so for a variety of reasons: 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 2018 some were offered and accepted places at universities, including Newcastle University, Charles Sturt University and University of New England. Degree courses included teaching, communication, Criminal Science and others. The remainder of Year 12 went into further vocational training and the world of work. 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 2018:

Policy	Changes in 2018	Access to full text
A Safe and Supportive Environment <ul style="list-style-type: none">• Procedures	Reviewed February 2018	Issued to all staff Parents may request copy by Contacting the College Office
Child Protection Policy Encompassing: <ul style="list-style-type: none">• definitions and concepts• legislative requirements• preventative strategies• reporting and investigating "reportable conduct"• investigation processes• documentation	Reviewed February 2018	Issued to all staff, Teaching and Non-Teaching. Intensive report and current updates provided by Principal New staff inductions by Deputy Principal Parents may request copy by Contacting the College Office
Code of Conduct – Students <ul style="list-style-type: none">• Rationale• Requirements	Reviewed February 2018	Staff & Parent Handbook Student Diary Parents may request copy by Contacting the College Office
Critical Incident – Out of School Activity	Reviewed February 2018	Staff Handbook Parents may request copy by Contacting the College Office

<ul style="list-style-type: none"> Guidelines of actions to be taken 		
<p>Emergency Evacuation</p> <ul style="list-style-type: none"> Procedures 	<p>Reviewed February 2017</p>	<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 	<p>Reviewed February 2018</p>	<p>Issued to all staff</p> <p>Parents may request copy by Contacting the College Office</p>
<p>Lockdown Procedures</p>	<p>Reviewed February 2018</p>	<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 	<p>Reviewed February 2018</p>	<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 	<p>Reviewed February 2018</p>	<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 	<p>Revised February 2018</p>	<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 	<p>Reviewed February 2018</p>	<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 	<p>Reviewed February 2018</p>	<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 2018	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 2018	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 2018	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 2018	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 2017 Annual Report

Area	Priorities	Achievements
Teaching and Learning	<ul style="list-style-type: none"> • Writing • Numeracy • Student engagement 	<p>Through the Literacy and Numeracy Action Plan phase 2 (LNAP) K-2 teachers have continued to implement the explicit teaching model within their classrooms in the areas of:</p> <p>Literacy</p> <ul style="list-style-type: none"> • Phonemic Awareness • Phonics • Fluency • Vocabulary • Comprehension. <p>Numeracy</p> <ul style="list-style-type: none"> • Conceptual understanding, • Productive Disposition, • Adaptive Reasoning, • Strategies Competence • Procedural Fluency. <p>The Primary school has achieved an increase in teacher observation to allow for staff development and collegial support. Currently, Primary classrooms are observed on a weekly basis and staff have had the opportunity to observe their colleagues.</p> <p>Within the Secondary focus on Literacy and Numeracy, Mathematic teachers have upskilled students in working mathematically within the real world. This means that teachers have contextualised questions to promote understanding.</p> <p>Furthermore, with the changed requirements in Stage 6 across the curriculum, the focus in Literacy has been, and continues to be, a targeted focus in sustained writing. The Secondary School has adopted the "POWER" (Plan, Organise, Write, Edit, Review,) cycle to enhance writing across the curriculum</p> <p>These strategies have assisted to raise student engagement within the classroom. Other strategies used to increase student engagement have been</p>

		<ul style="list-style-type: none"> • Opportunities for learning outside the normal classroom • Peer collaboration • Collaboration and competition with other schools • Carpe Diem classes and showcases • Incursions • The employment of a teacher Assistant in the Secondary school <p>Staff collaboration continues to be fostered through continuation of the Teacher Professional Learning Plan/ Mentor Teams, aligned with the Australian Professional Standards of Teachers.</p> <p>In addition to this, the school has undertaken to become a provider and thus give staff the opportunity to run and attend professional development that is on site and importantly, targeted to the school focus areas.</p>
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2019 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 • Improvement in writing across the curriculum in Secondary school • Provide Secondary students with a growing array of electives in Stage 5 and 6 • Sustain teachers Professional Learning Plans aligned to Australian Professional Standards of Teachers
Student Welfare	<ul style="list-style-type: none"> • Continue to run the Cool Kids and Chill Programs • Enhancement of Peer Support in Primary School • Increase the role of support through the Pastoral Care teachers in Secondary • Year 7 Coordinator to manage the transition to High School • Continue relationship with local Anglican Aged Care establishment
Facilities and Resources	<ul style="list-style-type: none"> • Proceed with applications for new learning facilities • Upgrade the sport 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 2018.

Summary Financial Information

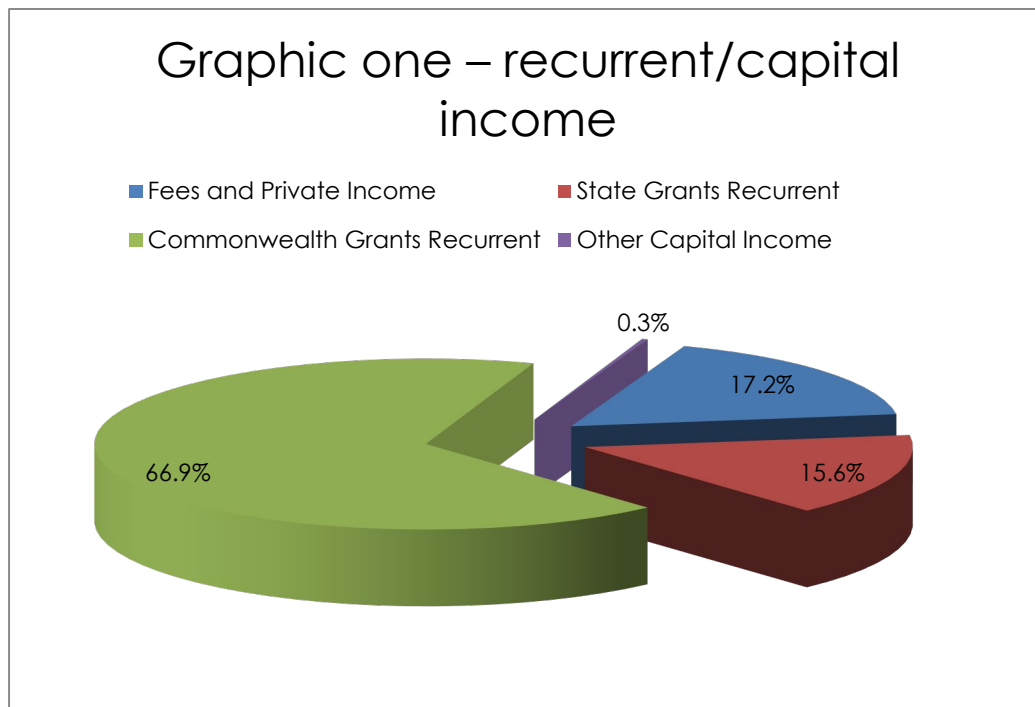
5.10 Educational and financial reporting

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

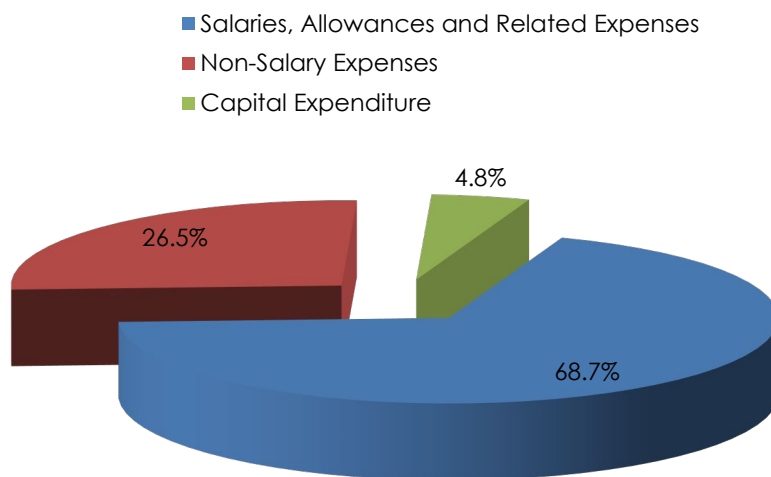
- Fees and private income
- State recurrent grants
- Commonwealth recurrent grants
- Government capital grants
- Other capital income



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

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

Graphic two – recurrent/capital expenditure



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



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