



MANNING VALLEY ANGLICAN COLLEGE

Annual Report 2016



**MANNING VALLEY
ANGLICAN COLLEGE**

An Anglican School in the Diocese of Newcastle

College Council Report

It has been another year of successes for Manning Valley Anglican College, having completed a number of medium and long-term projects and now looking forward to brand new initiatives. The outstanding leadership of our Principal, Mrs Sandra Langford, and the dedication and passion of the staff have seen the College continue to grow.

This year the School Council has been working on a new masterplan for future building in the College and next year we are hoping to replace some of the rented demountable classrooms in the Primary School, as well as applying for a grant for a new amenities block in the Senior School.

On a sad note, we would like to acknowledge the sudden passing of the Chairman of our School Council 2015, Professor Trevor Waring, in July this year. Professor Waring had many great ideas for the school and was passionate about our future.

The Board continues to work on and implement these plans for the future and looks forward to another successful year in 2017.

Principal's Report

It has been a great year for our school. We continue to grow and flourish and I thank our wonderful Staff for all they do for our students. MVAC's success in 2016 has to be attributed to every single student.

Whether presenting as part of the Carpe Diem Class at the Night of Notables, sitting on the sideline cheering their hearts out or putting those extra hours in at the desk, the collective efforts of Manning Valley Anglican School students allow our school to be what it is today. We acknowledged some of those successes on Presentation Night.

2016 was deemed to be the year of the COLA, and indeed it was. We are very grateful to many people for our Covered Outdoor learning Area. It certainly was a team effort to raise the funds and I congratulate our P & F Association on their years of work to raise the capital needed. Also thanks go to St John's Taree, Mrs Di Rose and the Clothing Pool and Dr David Gillespie and the Commonwealth Government who all gave sizeable donations towards the COLA. May we have many interesting, stimulating and fun activities beneath its roof.

The core business of every school is teaching and learning. The College's participation in the Schools Leading Learning Program for the past three years has seen a notable increase in academic performance across the school. I am delighted to announce that because of the impressive work done by staff in that program we are one of only 33 schools across NSW to be chosen to be a part of the Minister's Literacy and Numeracy Action Plan, a three year program with a grant of \$80,000 in the first year to drive improvement in rural schools. Being on a path of *continual* improvement is what makes a great school.

Opportunities for learning beyond the classroom continue to grow as students enjoy our new Makerspace, perform at the Creative and Performing Arts (CAPA) Night, participate in the Taree and District Eisteddfod or take part in Hunter Region Independent Schools activities. The Makerspace has provided students with equipment and a work space to bring their creative and innovative ideas to life. CAPA Night included a variety of fantastic musical and dance acts from our student body. Singers, dancers and debaters from all years were also able to take their talents to the stage during the Eisteddfod, walking away with a range of awards. MVAC continues to be a regular participant at HRIS events, including debating, the Cultural Festival and both Primary and Secondary sport.



Our comprehensive Pastoral Care program has contributed greatly to the welfare of our students throughout the year. Interest-based clubs have given Secondary students the chance to take part in an activity which they enjoy alongside like-minded peers. This project was also extended to the Primary School throughout the year. The regular provision of Chapel services and Christian Studies classes continues to complement our Pastoral programs.

We have also seen great success in sporting endeavours. A number of students have gone on to represent MVAC and the Hunter Region at AICES all the way up to the New South Wales All-Schools Athletics and Swimming Carnivals. We also participated in a number of interschool competitions and galas through HRIS and in the Taree community and hosted the annual St Columba Anglican School vs Manning Valley Anglican College Challenge.

*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 within the life of the College. These included leading Primary and Secondary Chapel and Assemblies, presiding over the ANZAC Day Commemoration, assisting with the NAIDOC Week celebrations and helping with the School Eucharists (Communion services).

The SRC membership was also actively involved in number of fundraising events to contribute towards the construction of the COLA (Covered Outdoor Learning Area) and to assist people, especially orphaned children, living in southern and central Africa through the ministry of Anglican Aid Abroad.



The Student Representative Councillors are to be commended for their altruistic endeavours, for their wholehearted examples of good citizenry and for their community mindedness. Mention should also be made of the dignity and aplomb with which they have exercised their public speaking roles. Their commitment to living and demonstrating Christian values has served as an admirable model to the wider school community.

Manning Valley Anglican College Student Representative Council

Parents & Friends Report

After what at the beginning seemed like a distant and almost unattainable goal, 2016 was indeed the year of the C.O.L.A!

Special recognition goes to Dr David Gillespie and the Federal Government, The Anglican Parishes of Wingham and Taree and the College through the Walk-A-Thon for their support.

Already the C.O.L.A has become an invaluable asset to the school and the broader community. It's hard to imagine the area without it now!

Now that this big project has been completed, doesn't mean that the Parents and Friends Association no longer has a role within the school. As well as fundraising the Parents and Friends Association is an important link between the parents and the school and provides the opportunity for feedback and concerns to be raised to help improve the school for all children.

Personally I would like to thank the extremely hard working committee for all of their contribution over the past year, and further recognise that without their efforts the COLA would not exist. I would also encourage all parents to look to ways in which they can contribute to the Parents & Friends Association into the future.

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



School performance in state wide tests and examinations

Higher School Certificate

In 2016 11 students sat for the Higher School Certificate in 17 subjects.

Subject	Number of Students	Performance Band Achievements	
		Bands 3-6	Bands 1-2
Ancient History	3	67%	33%
Biology	5	40%	60%
Business Studies	3	100%	0%
Community and Family Studies	2	100%	0
English Standard	7	71%	29%
Advanced English	4	100%	0%
Food Technology	2	50%	50%
Human Services	1	75%	25%
Legal Services	6	67%	33%
Mathematics General	6	33%	67%
Mathematics	5	80%	20%
Extension 1 Mathematics	3	0%	100%
PDHPE	5	20%	80%
Physics	2	50%	50%
Software Design and Development	1	100%	0%
Studies of Religion I	10	50%	50%
Web and Software Applications	1	100%	0%

*Denotes studies elsewhere

Literacy and Numeracy Assessments

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

Senior Secondary Outcomes

In 2016, 18.18% of the Year 12 cohort participated in vocational or trade training.

Year 12 attaining a certificate/VET qualification:

Year 12	Qualification/Certificate	Percentage of Students
2016	HSC	100%
2016	TVET	18.18%

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

Writing – Numeracy - Collaboration

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

- NAPLAN Data Analysis
- Numeracy across the continuum
- Writing Gap Analysis
- Improving pedagogy and student engagement
- Teaching accreditation and the Australian Professional Standards

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

- S.T.E.M
- Project Based Learning
- Driving Direction in Schools
- Mathematics Conference
- Student Welfare

Teaching Standards

The following table illustrates the number of teachers employed at the College in 2015 in each of the employment categories.

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	27
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

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	94
Year 1	93
Year 2	94
Year 3	89
Year 4	94
Year 5	89
Year 6	83
Year 7	80
Year 8	85
Year 9	76
Year 10	85
Year 11	93
Year 12	94

88% percent of students attended school on average each school day in 2016. This was slightly lower than the daily attendance figure in 2015 which was 89%.

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

This section of the annual report describes information on retention rates for the school for those students who completed Year 10 in 2014 at the school and continued at the school to complete Year 12 at the end of 2016. Further this section describes the post school destination for students who have completed Year 12 in 2016.

Of the MVAC students who completed Year 10 in 2014, 50% of them went on to complete Year 12 at MVAC in 2016. Each graduate in the class of 2016 completed Year 10 at MVAC. Based on the information provided to the school when students leave, the majority of these students have taken up further study through University, TAFE or a private provider.

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 2015:

Policy	Changes in 2016	Access to full text
A Safe and Supportive Environment <ul style="list-style-type: none">• Procedures	Reviewed	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	Issued to all staff Parents may request copy by Contacting the College Office
Code of Conduct – Students <ul style="list-style-type: none">• Rationale• Requirements	Reviewed	Staff Handbook Parents may request copy by Contacting the College Office
Critical Incident – Out of School Activity <ul style="list-style-type: none">• Guidelines of actions to be taken	Reviewed	Staff Handbook Parents may request copy by Contacting the College Office

Emergency Evacuation <ul style="list-style-type: none"> Procedures 	Reviewed	Staff Handbook Parents may request copy by Contacting the College Office
Excursion <ul style="list-style-type: none"> Procedures 	Reviewed	Issued to all staff Parents may request copy by Contacting the College Office
Lockdown Procedures	Reviewed	Issued to all staff Parents may request copy by Contacting the College Office
Management of Critical Incidents <ul style="list-style-type: none"> Definition and rationale Plan and guidelines 	Reviewed	Staff Handbook Parents may request copy by Contacting the College Office
Playground Duty <ul style="list-style-type: none"> Guidelines for teachers 	Reviewed	Staff Handbook Parents may request copy by Contacting the College Office
Privacy <ul style="list-style-type: none"> Rationale and requirements 	Revised	Issued to all staff Parents may request copy by Contacting the College Office
WHS Policy <ul style="list-style-type: none"> Responsibilities Program 	Reviewed	Staff Handbook Parents may request copy by Contacting the College Office
Staff Code of Conduct <ul style="list-style-type: none"> Rationale Duty of Care – a checklist Staff attendance policy Responsibilities of teaching staff 	Reviewed	Parents may request copy by Contacting the College Office
Student Guidelines <ul style="list-style-type: none"> Description of expectations and requirements 	Reviewed	Issued to all staff and students Parents may request copy by Contacting the College Office
Visitors to the School	Reviewed	Issued to all staff

<ul style="list-style-type: none"> Procedures 		Parents may request copy by Contacting the College Office
Volunteer Involvement In College Activities <ul style="list-style-type: none"> Procedures 	Revised	Issued to all staff 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	Issued to all staff 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 2015 Annual Report

Area	Priorities	Achievements
Teaching and Learning	<ul style="list-style-type: none"> • Pedagogy • Technology • Literacy and Numeracy 	<p>Aligning with the Australian Professional Standards of Teachers a Teacher Observation Program was implemented across the school. This involved teachers having a mentor (a member of the executive) to present and discuss professional goals with. The Mentor would then go into their classroom and observe a lesson of their choice. A discussion based around this lesson would follow where the teacher received feedback from their mentor. This worked to develop the pedagogy for each teacher, as well as raise the professional expectations of the school.</p> <p>With the development of our Maker's Space we were successful in securing a grant from the AIS for a S.T.E.M project. This project entails the running of Project Based Learning days across the school, catering for all stages. In 2016 Andrew Diessel and myself planned an outline of these days. We were also required to attend the annual AIS S.T.E.M Symposium to view projects completed by schools who had received grants in earlier rounds. From that, the planning and running of these days will take place with staff in 2017.</p> <p>Under the school's Leading Learning Program, literacy continued to be a focus across the school, with particular focus on Writing from K-12. Teachers were involved in a variety of Professional development sessions run by Dr Frances Whalan from the AIS. In these sessions focus was given to analysing where our students sit in relation to their NAPLAN writing results and strategies that we could implement to assist students to improve this area</p>
Facilities and Resources	<ul style="list-style-type: none"> • Increase Online Resources • School Refurbishment in Identified Makerspace 	<p>The College installed 75" LCD screens in eight classrooms.</p> <p>New furniture and equipment was purchased for the Makerspace.</p>

2017 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• Writing across the Curriculum• Sustaining Project Based Learning across the school• Developing Student's capacity become independent learners• Review Teacher Accreditation Policy and Process
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
Facilities and Resources	<ul style="list-style-type: none">• Refurbishment of two portable classrooms

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 7:00pm 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.

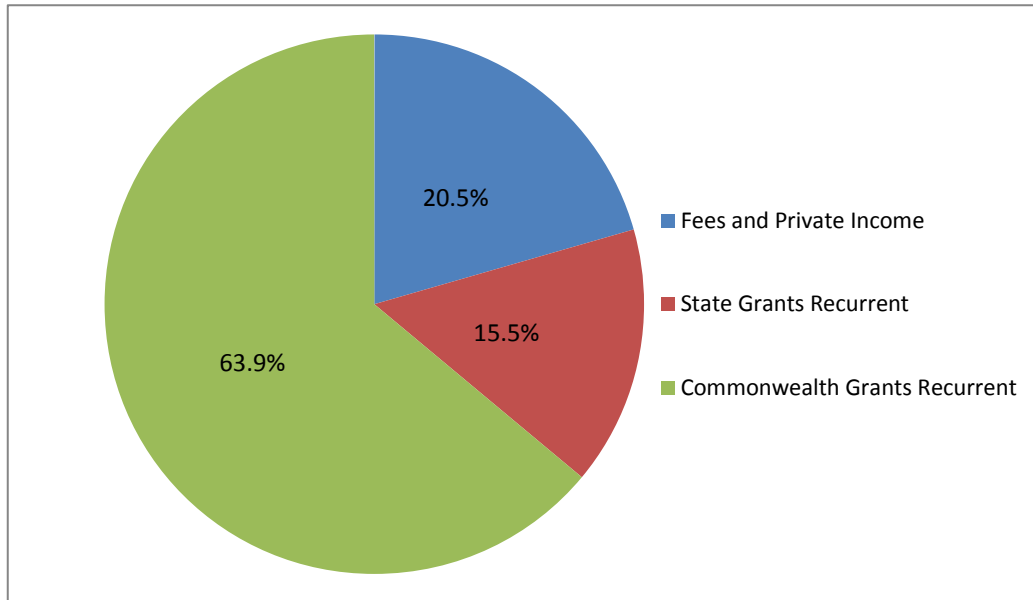
Staff members have the chance to express their level of satisfaction via both formal and casual discussions with the Principal or members of the College Executive. Teaching and support staff both expressed a high level of satisfaction in the College throughout 2015.

A Parent Survey was conducted during the year in order to seek the feedback from the community. This resulted in favourable responses in all areas, with parents largely expressing satisfaction with the areas of Teaching and Learning, Pastoral Care and Feedback and Reporting.

Summary Financial Information

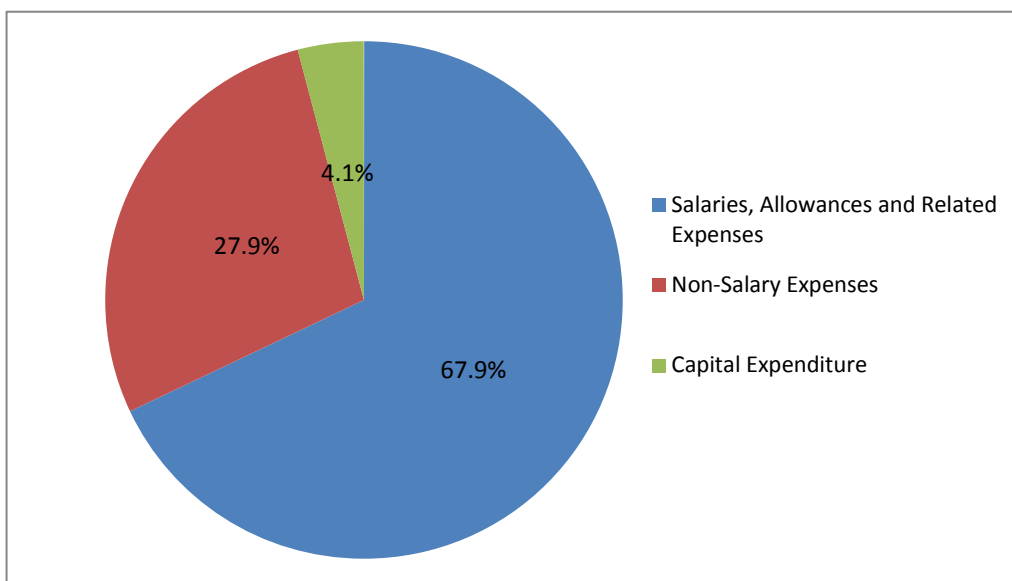
Total Income 2016

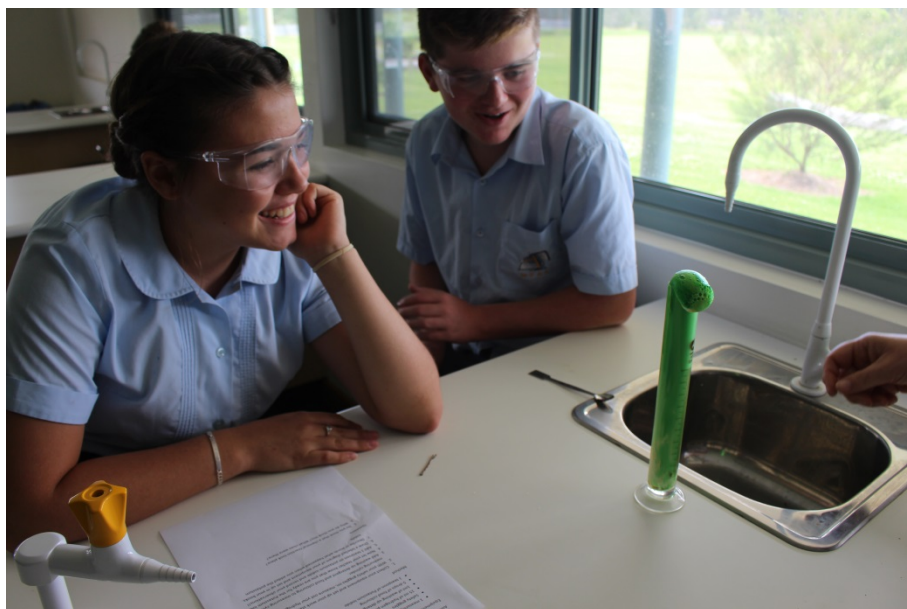
Fees and Private Income	20.5%
State Grants Recurrent	15.5%
Commonwealth Grants Recurrent	63.9%



Total Expenditure 2016

Salaries, Allowances and Related Expenses	67.9%
Non-Salary Expenses	27.9%
Capital Expenditure	4.1%





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