



MANNING VALLEY ANGLICAN COLLEGE

Annual Report 2019



**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

What a fine year 2019 has been for the MVAC community – buildings, student enrolment growth, development of early childhood facilities, and development of the school curriculum offering have all contributed to the perception in the Manning area that MVAC is a school of quality.

Our student population continues to grow year on year, enabling the school to now offer more places in grades, particularly in Secondary, a most pleasing development. The continued rate of growth brings with it some challenges, however, we are beginning to achieve an enrolment that allows the school more scope in its educational offering. Indications are that this growth is more than likely to continue into 2020 and beyond.

The arrival of more classrooms now affords the school an opportunity to provide learning for early childhood and parents have shown an early acceptance of this new level of education. It's a great learning space, one that will only continue to develop.

On the subject of new classrooms, applications have been made for new permanent buildings to cater for our population growth, particularly in the Secondary area. It is envisaged that these buildings will be in operation by the end of the 2020 school year, further underpinning the school growth.

Nevertheless, there have been challenges this year, one in particular being bushfires which have so threatened parts of our community. The ability of the school staff to care for and support students affected by fires was clearly evident, supporting students and families to continue to access education.

MVAC has now reached a position of strength and respect in local communities, such a satisfying place to be. This has all been achieved in a relatively short period of time, underlying the vision, commitment and educational quality offered by school staff. On behalf of the MVAC College Council, I commend our staff for their cooperative effort in achieving such standing. Congratulations to you all.

Barry Levick, Chair
On behalf of Manning Valley Anglican College Council

Principal's Report

2019 will be a year in Manning Valley Anglican College's history that will not be forgotten for a whole variety of reasons. Closing the school for a week while our families battled raging bushfires to save their homes and livelihoods, was more than memorable, it was terrifying. Drought has dried our lands and in a community of farmers, our people have struggled on a daily basis, but adversity has certainly shown the calibre of the people of the Manning and Great Lakes.

The College's five-yearly inspection by the NSW Education Standards Authority (NESA) was finalised early in the year. The NESA Inspectors had already reviewed many of our documents, relating to policy and procedures. An inspector visited the College to look at our curriculum documents and to examine how we implement such aspects such as Child Protection and Teacher Accreditation. We are delighted to report that Manning Valley Anglican College is compliant in all areas. The inspector was most impressed with what we have achieved over the past five years.



This is a very significant matter for independent schools. Registration allows a school to operate; Accreditation allows a school to offer the Record of School Achievement and the HSC. The staff are to be congratulated for their fine work in ensuring that we not only meet, but exceed in the requirements of NESA by preparing excellent teaching programs and other aspects of curriculum, teaching and policy and procedures.

It was great to see so many students, parents, grandparents, friends and community members at Spring Fair held in September. We were blessed with a nice sunny day to enjoy the performances, activities and food on the day. From all reports, everyone who attended had a great time.

An event like Spring Fair doesn't come together on its own. It takes the strong support of the school and wider community to be a success. I'd like to thank all families who donated items to the second-hand stall and silent auction and students who supported Spring Fair by bringing a donation on the 'Out of Uniform' days in Term 2 and 3. Thank you to parents and grandparents who cooked cakes, the P & F for their work sorting donations and for operating the BBQ on the day. Thank you also to the students who performed musical items or as part of a dance group, the dancers from Andrea Rowsell Academy of Dance and Star Central who performed for the crowd. Thank you also to the school staff who were instrumental in ensuring the success of this day.

It has been another year of immense growth and change for our College. Every year I have used the sapling I was given at my induction as a yard stick to highlight the growth of our College and this year it is now growing in front of four new eco classrooms which will house Years 1 to 4.

Physically we added not only four new classrooms for the start of 2020, a pre-Kindergarten class and over 100 students but with the introduction of Agriculture as a subject we have added some furry and feathered friends. This year we took over responsibility for the Care Farm at Bishop Tyrell Place and our students have adapted well to combining academic and practical studies.

At MVAC we prioritise not only direct instruction for foundational knowledge – literacy, STEM subjects, entrepreneurial skills, creativity, teamwork and communication – in fact, all of the so-called 21st Century capabilities, but we prioritise so much more in the area of personal and moral development.



Our girls and boys are empowered by learning to reach their full potential and to have a sense of purpose in their lives. We teach them that that purpose in life is associated with serving Christ and serving others – that means seeking to proactively facilitate change for the common good. This empowers both others and self.

They will be empowered through an education in wellbeing. As individuals they will be empowered by strong mental health and general wellbeing to flourish; they will be empowered by physical fitness.

At MVAC our students will be empowered through a new way of looking at each other as they come to an understanding that they should follow Christ's command to love others as much as they love themselves.

They will also be empowered through a new way of looking at our world to develop an understanding that we are all part of a world we need to preserve and value.

I believe our students are empowered by a Manning Valley Anglican College education to aspire to be able to make those ethical decisions and to have magnificent futures in the 21st Century.

*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 held Primary Discos and participated in raising funds for Anglican Aid Abroad. Many students also participated in the Youth Group held at St Matthew's Anglican Church.



Manning Valley Anglican College Student Representative Council

Parents & Friends Report

The P & F Association welcomed a new President this year. The group, while still only small in numbers, worked tirelessly throughout the year supporting the College through a variety of activities.

The Mother's Day and Father's Day stalls were popular with our students, providing affordable gifts for the students to purchase for these special days.

The P & F assisted in the preparations for the Spring fair. Donations were collected and prizes put together for raffles and the silent auction. They also ran the BBQ and assisted on other stalls and activities as needed.

The main fundraising event for the year was to provide catering at several clearing sales. The funds raised from these BBQs and other fundraising activities will support the College in providing resources for the students.

The P & F Association continues to work within the school community as well as being involved in the broader community to play a part in the development of the College.

MVAC P & F Association

School performance in state wide tests and examinations

Higher School Certificate

In 2019 students sat for the Higher School Certificate

Subject	Number of Students	Performance Band Achievements 3-6	Performance Band Achievements 1-2
Ancient History	3	0%	100%
Biology	2	50%	50%
Business Studies	5	60%	40%
English Standard	8	38%	62%
Food Technology	9	67%	33%
Mathematics Standard 1 Examination 2 unit	2	100%	0%
Mathematics Standard 2 2 unit	4	100%	0%
Mathematics 2 unit	1	100%	0%
Mathematics Extension 1 2 unit	1	0%	100%
Personal Development, Health and Physical Education	1	0%	100%
Studies of Religion	8	50%	50%
Visual Arts	4	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

Bands	Reading %	Writing %	Numeracy %	Spelling %	Grammar and Punctuation%
1	4.3	0	0	0	8.7
2	0	0	13.0	17.4	8.7
3	43.5	13.0	17.4	30.4	13.0
4	30.4	47.8	43.5	30.4	30.4
5	17.49	34.8	21.7	13.09	21.7
6 +	4.3	4.3	4.3	8.6	17.39

Year 5

Bands	Reading %	Writing %	Numeracy %	Spelling %	Grammar and Punctuation%
1	0	0	0	0	0
2	0	0	0	2.6	2.6
3	5.1	7.7	0	0	7.7
4	5.1	25.6	15.4	7.7	12.8
5	25.6	25.6	35.9	33.3	25.6
6	35.9	33.3	25.6	30.8	17.9
7	15.4	7.7	12.8	10.3	17.9
8+	12.8	0	10.3	15.4	15.4

Year 7

	Reading %	Writing %	Numeracy %	Spelling %	Grammar and Punctuation
Bands					
4 or below	3	4	10	11	19
5	11	19	29	26	23
6	21	22	33	29	26
7	37	13	22	25	24
8	24	8	5	8	7
9 or above	5	5	2	3	1

Year 9

	Reading %	Writing %	Numeracy %	Spelling %	Grammar and Punctuation
Bands					
5 or below	4	13	0	0	8
6	17	29	33	21	38
7	42	21	42	42	21
8	29	29	25	21	33
9	18	4	0	17	0
10	0	4	0	0	0

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

Senior Secondary Outcomes

In 2019 there were no students in Year 12 who participated in vocational training.

Year 12	Qualification/Certificate	Percentage of Students
2019	HSC	100%
2019	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 2019 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
- The POWER writing Cycle
- Faculty based Numeracy focus
- Teaching Professional Learning Plans/Staff Mentoring

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

- Progressive reporting
- Stage 6 New HSC

- Stage 6 Examination and Assessment
- Stage 5 & 6 Agriculture
- Visual Arts
- Supporting Student Well-being
- 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 2019 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	36
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	8.3% (3)	91.6% (33)	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	85
Year 1	73.5
Year 2	93.5
Year 3	93.5
Year 4	92
Year 5	89.5
Year 6	93
Year 7	92
Year 8	89
Year 9	89.5
Year 10	84
Year 11	93
Year 12	91

89% percent of students attended school on average each school day in 2019. This was no change from the daily attendance figure in 2018 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 using The Alpha Schools System (TASS) 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 via email to the parent/guardian on the morning of the absence. A student for which absences fail to be explained in writing by their parent or guardian is sent an email after three days requesting reasons for the absence. If no explanation is given after seven days the absence is reported on the school academic report as unexplained.

The School notifies parents and/or guardians in an appropriate manner where a student has a poor record of school or class attendance. This is initially via email and then follow up phone calls with the parent/guardian.

Where unsatisfactory class or school attendance is identified, the attendance issue and any action taken will be recorded in the Pastoral Care section of TASS.

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

14 enrolled in Year 10 in 2017 and 5 left meaning a 64% completed Year 12 in 2019. 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 2019 some were offered and accepted places at universities, including Charles Sturt University and University of New England. Degree courses included Teaching, Communication and Radiation Science. 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 2019:

Policy	Changes in 2019	Access to full text
A Safe and Supportive Environment <ul style="list-style-type: none">• Procedures	Reviewed and updated February 2019	Issued to all staff, available on Links, Teacher Kiosk 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 and updated February 2019	Issued to all staff, Teaching and Non-Teaching. Policy and Procedure available on Links – Teacher Kiosk Intensive report and current updates provided by Principal New staff inductions by Deputy Principal Deputy Principal completed Class and Kind Investigators Professional Development Parents may request copy by contacting the College Office
Code of Conduct – Students <ul style="list-style-type: none">• Rationale• Requirements	Reviewed and updated February 2019	Staff & Parent Handbook Student Diary and Student Café

		Parents may request copy by contacting the College Office
Critical Incident – Out of School Activity	Reviewed and updated February 2019	Staff Handbook Parents may request copy by contacting the College Office
Emergency Evacuation <ul style="list-style-type: none"> • Policy • Procedures 	Reviewed and updated February 2019	Staff Handbook, also available on Links, Teacher Kiosk Parents may request copy by contacting the College Office Evacuation Drills implemented once a term or more often when necessary
Excursion <ul style="list-style-type: none"> • Policy • Procedures 	Reviewed and updated February 2019	Policy and Procedure available in Links, Teacher Kiosk Procedure often explained to emphasised to all staff Parents may request copy by contacting the College Office
Lockdown Procedures <ul style="list-style-type: none"> • Policy • Procedures 	Reviewed and updated February 2019	Policy and Procedure available in Links, Teacher Kiosk Parents may request copy by contacting the College Office Evacuation Drills implemented once a term or more often when necessary
Management of Critical Incidents <ul style="list-style-type: none"> • Definition and rationale • Policy • Procedures 	Reviewed and updated February 2019	Policy and Procedure available in Links, Teacher Kiosk Staff Handbook Parents may request copy by contacting the College Office
Playground Duty <ul style="list-style-type: none"> • Policy • Procedures • Guidelines for teachers 	Reviewed and updated February 2019 (New areas for playground duty to be revised each term)	Policy and Procedure available in Links, Teacher Kiosk Staff Handbook Parents may request copy by contacting the College Office

Privacy <ul style="list-style-type: none"> • Policy • Procedures 	Revised and updated February 2019	Policy and Procedure available in Links, Teacher Kiosk Staff Handbook Parents may request copy by contacting the College Office
WHS Policy <ul style="list-style-type: none"> • Policy • Procedures • Responsibilities • Program 	Reviewed and updated February 2019	Policy and Procedure available in Links, Teacher Kiosk WHS Committee meet monthly or more often when required Staff Handbook Parents may request copy by contacting the College Office
Staff Code of Conduct <ul style="list-style-type: none"> • Policy • Procedure • Rationale • Duty of Care – a checklist • Staff attendance policy • Responsibilities of teaching staff 	Reviewed and updated February 2019	Policy and Procedure available in Links, Teacher Kiosk Parents may request copy by contacting the College Office Issued to all staff as well as casual staff, Prac Teachers and volunteers
Student Guidelines <ul style="list-style-type: none"> • Description of expectations and requirements 	Reviewed and updated February 2019	Policy and Procedure available in Links, Teacher Kiosk 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"> • Policy • Procedures 	Reviewed and updated February 2019	Policy and Procedure available in Links, Teacher Kiosk 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"> • Policy 	Revised and updated February 2019	Policy and Procedure available in Links, Teacher Kiosk Issued to all staff and parents

<ul style="list-style-type: none"> Procedures 		Parents may request copy by contacting the College Office
<p>Communication Policy</p> <ul style="list-style-type: none"> Policy Procedures <p>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</p>	<p>Reviewed and updated February 2019</p>	<p>Policy and Procedure available in Links, Teacher Kiosk</p> <p>Issued to all staff and Parents</p> <p>Parents may request copy by contacting the College Office</p>

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
- Online in Links, Teacher Kiosk, Student Café and Parent Lounge

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 procedures for complaints and grievances resolution is provided in the Staff and Parent Handbook. This is available in Links, Teacher Kiosk or Parent Lounge. Parents may also request copy by contacting the College Office.



School-determined improvement targets

Achievement of priorities in the school's 2018 Annual Report

Area	Priorities	Achievements
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 	<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>LNAP now flows through the whole Primary school. Staff have adopted the explicit teaching model as a basis of student engagement. This platform is evident in teacher programs and teacher observations that are run on a regular basis by the Deputy of Primary, who is also a LNAP Leader within the school.</p> <p>The continued focus on Literacy and Numeracy in the Senior School is evidenced through teacher programs and professional development where teachers have worked collegially in faculty based teams to refine their programs with a more explicit focus in this area.</p> <p>The Senior School continues to use the "POWER" (Plan, Organise, Write, Edit, Review,) cycle to enhance writing across the curriculum. Smaller class sizes in Year 10 English classes have allowed teachers the opportunities to target individual students skills and work with them intensively in readiness for Stage 6.</p>

		<p>Students requiring additional support are assisted by a TA both in and out of the classroom. The TA Liaises with specific teachers to amend programs to to facilitate support.</p> <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>The provider status of the school is still pending as we work towards School Provider Status.</p>
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 	<p>Cool Kids was able to run for Primary students, however, there was not as much support in Secondary for the Chilled program. There is more one on one in Secondary – this is more effective. The Cool Kids Program ran with parent support including evening sessions.</p> <p>Having consistency with Pastoral Care teachers and allowing them access to TASS entries and these being visible to these teachers. This gave a broader understanding of those students and who may need support from pastoral care teachers.</p> <p>The Year 7 Coordinator was able to work with Year 6 in the lead up to their Secondary enrolment. Active sessions and the running of Orientation Days, which involved students from other schools, provided an early introduction to ease that transition from the very start of the school year. Parents and students were well aware of the role and that she was a point of communication as required.</p>
Facilities and Resources	<ul style="list-style-type: none"> • Proceed with applications for new learning facilities • Upgrade the sport facilities 	<p>The College was successful in obtaining a BGA to build a new Senior Building to commence at the start of 2020.</p>

2020 Priorities areas for improvement

Area	Priorities
Teaching and Learning	<ul style="list-style-type: none"> • Explicit Teaching • Create Vision statement and Strategic Plan for the school • Embed the English Textual Concepts K-12 • Purchase online learning platform and upskill staff in Education Perfect • With new HOD's establish observation processes and protocols • Conduct an audit for NCCD • Run study skills session for Stage 6
Student Welfare	<ul style="list-style-type: none"> • Continue to utilise Mr Peter Sanders as the School Counsellor three days a week • Enhancement of Peer Support in Primary School • Increase the role of support through the Pastoral Care teachers in Secondary • Year 7 and 8 Coordinators to assist student support in the Senior School • Continue relationship with local Anglican Aged Care establishment
Facilities and Resources	<ul style="list-style-type: none"> • Completion of new Senior Building

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 regularly 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 2019.

Summary Financial Information

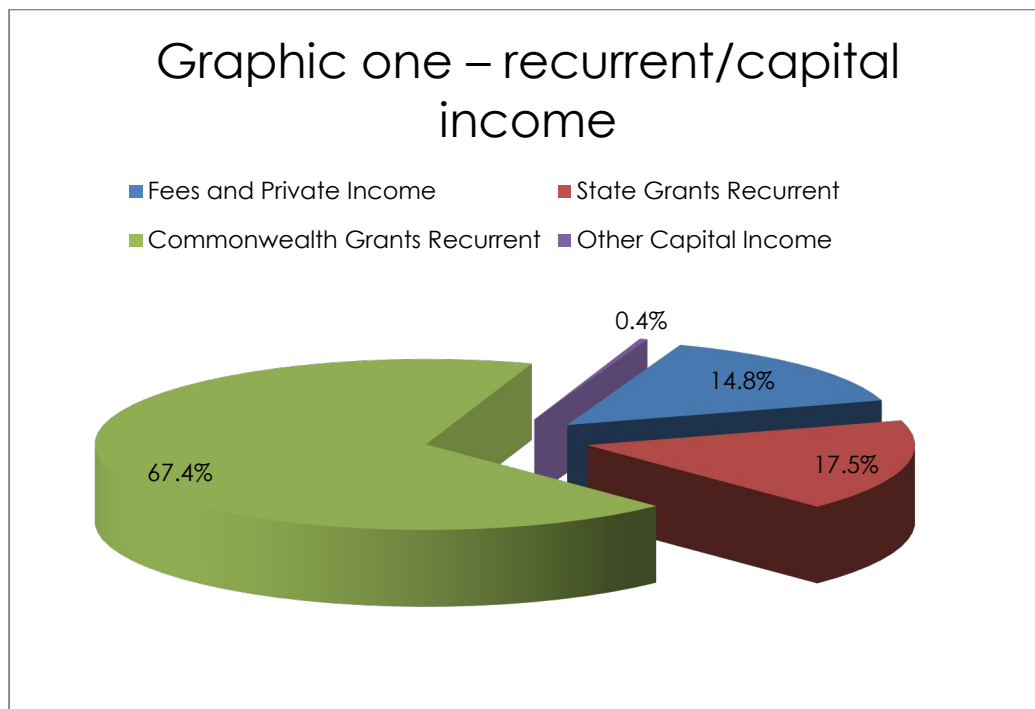
5.10 Educational and financial reporting

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

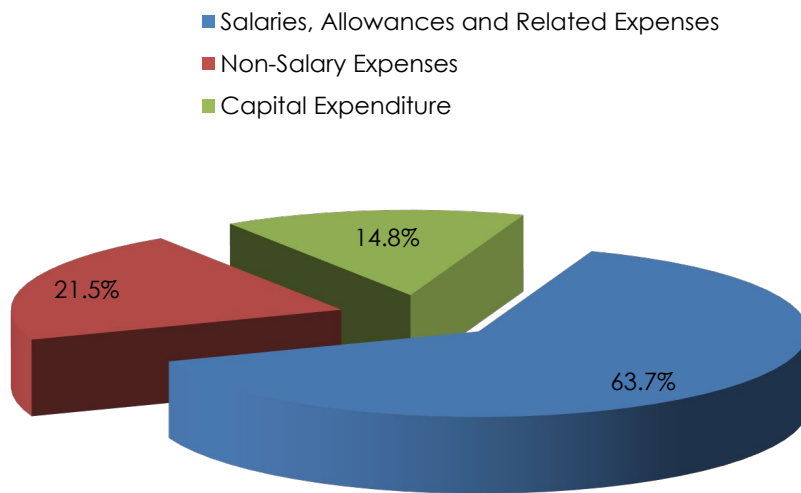
- Fees and private income
- State recurrent grants
- Commonwealth recurrent grants
- Government capital grants
- Other capital income



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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