



MANNING VALLEY ANGLICAN COLLEGE

# Annual Report 2020

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**MANNING VALLEY  
ANGLICAN COLLEGE**

**An Anglican School in the Diocese of Newcastle**

The Manning Valley Anglican College became a functioning educational institution on Thursday 30<sup>th</sup> January 2003, the first day for our foundation students. The College's Official Opening Ceremony on Tuesday 24<sup>th</sup> 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.

## From the President

It is a wonderful privilege that parents and guardians give to us by allowing us to partner with them in nurturing and educating their children. The students are at the heart of all we do at Manning Valley Anglican College. Each year we rejoice at the gains the students are making in their knowledge and understanding of their world. We know that we are preparing them for life and work in a world that we are all still imagining.

Manning Valley Anglican College is one of 4 schools that the Anglican Diocese of Newcastle is proud to operate in the Central Coast Hunter and Mid Coast Regions of NSW through the Newcastle Anglican Schools Corporation (NASC).

We all know that 2020 was a demanding year! Manning Valley Anglican College provided an exceptional response to students and families during the COVID19 pandemic with staff working quickly with families to provide on-line learning and student support. We are proud of the resilience demonstrated throughout the school community and the care shown to one another.

The Anglican Diocese of Newcastle, with the assistance of the NASC Board, was able to review the strategic directions for its work in the region. This resulted in a strong commitment to the following outcomes for Anglican education –

- each student to be curious and self-confident learners, with a broad and deep knowledge base, and passion for learning;
- each student to develop an age-appropriate values, belief and ethical system informed by the Anglican approach to Christianity;
- each student to achieve their maximum personal, academic, sporting, creative and cultural potential;
- parents and care givers to actively support the education and development of their child; and
- parents and care givers to have confidence in their child's safety, wellbeing and educational development.

The NASC and the school have begun the process of reviewing the education practice and student achievements to identify areas of improvement. A key resource which is being used progressively in each school is the AIS *Perspective Survey*.

During 2020, the NASC as part of the Anglican Diocese of Newcastle moved into a closer working arrangement with Anglican Care and the Samaritans. A closer alignment with these agencies will allow the schools to benefit from shared corporate resourcing. This approach will provide for improved asset management, better financial support, improved information technology outcomes, and the benefit of access to corporate risk management planning. This support will allow Principals and senior staff to enhance their focus on educational excellence. Stringent processes are in place to ensure compliance with our funding responsibilities.

Each of our School Principals carries significant responsibility for their school. They are responsible to the Board through the School Council for the implementation of the School's strategic plan, the implementation of policy and governance decisions, and the general administration and daily operation of the School. We look to each Principal to be an outstanding educational leader and, as faith-based schools, they also have the responsibility to serve as the spiritual leader. In 2021, we see change in the leadership of two of our schools due to retirement of the current Principal. There will be a further change in 2022, also due to retirement.

Funding the day-to-day operations of our schools and the future infrastructure needs has also been a focus of the NASC. Each of our schools participate in the Australian Government's Capital Grants Program (CGP) and the NSW Government's Building Grants Assistance Scheme (BGAS). Several exciting projects are currently underway as a result of this funding.

The Board is appreciative of the substantial funding received from both the State and Federal Government and recognises the fundamental importance of the Schooling Resource Standard in ensuring equitable education funding across the nation. Our funding is also dependent of the payment of school fees by families. The Board is focussed on ensuring these monies are utilised to deliver on strong educational outcomes, good pastoral care and the development of students into becoming all that they can be; all that God seeks them to be. We are grateful for generosity of many people, including parents and friends, in generously supporting school developments.

We continued our work to develop a Religious Education curriculum which builds on our commitment to inclusivity and offers students an engaging exposure to the Christian faith which inspired the formation of the school. This curriculum recognises the diverse background of the student community and looks to assist students in develop their understanding of other world religions, philosophy and ethics as well as providing good knowledge of the Christian faith. We have been assisted in this work by the Anglican Church in Southern Queensland and the Western Australian Anglican Schools Commission.

The educational endeavour involves many people. Our work is focussed around delivering great outcomes for our students. On behalf of the Board, I express gratitude for all we were able to achieve in 2020 and look forward to a very positive future at Manning Valley Anglican College.

The Rt Rev Dr Peter Stuart  
Anglican Bishop of Newcastle  
School President

## College Council Report

2020 will no doubt be recorded as the year that presented challenges across all societies worldwide. The tragedies accompanying Covid19 brought disruption and profound changes in the way that our society has traditionally organised itself, conducted its business and maintained and fostered relationships. In the area of education, the disruption to normal education practice has been deep and difficult, from preschool all the way through to university level. In this context, it has been singularly rewarding to see how well the institution that is MVAC has met and dealt with the challenges.

It is entirely appropriate at this time to record the success with which the school faced the situation, and ensured that the education and nurture of our students was always at the forefront of planning. In this area, the School Council considers it entirely appropriate to congratulate the whole school staff for their tireless efforts to ensure that the College continued to function successfully, and when restrictions were lifted, to determine that the school returned to full functioning in an efficient and timely manner. The leadership team deserves special recognition for their performance under testing circumstances. Equally, the efforts of all staff in operating under most adverse conditions is to be applauded. It is important also to record at this time the role that parents and students have played this year, the acceptance of a different way of learning, and the speedy return to full operation reflects the support of the school by the whole school community.

Obviously the threat of Covid has not yet passed, and 2021 will no doubt present further hurdles to be faced. We are in need of new buildings to house our growing school population, and plans are in hand for more classrooms and other facilities to cater for our developing College needs. It has been of particular satisfaction to note the continued growth of MVAC, even during the pandemic. No doubt the collective endeavours of the staff are bearing fruit, and the Council has begun the process of the next strategic plan to see the College through the coming years. As a Christian College, we are doing God's work, and pray earnestly that it will be pleasing to our Lord.

Our school is a very different place from the one I came to know just five years ago. The change has been transformational. In closing, I congratulate Principal Mrs Langford, her executive team, and the entire staff of the College for their work both this year and in previous years, work that has laid a firm foundation for the ongoing success of MVAC, both next year and in the years ahead.

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

## Principal's Report

2020 is also proving to be a year that will not be easily forgotten. We had hoped to commence building a Senior School Classroom Block, to provide us with the space we need to continue to deliver quality teaching and learning, however, COVID-19 put our building plans on hold.

As students were forced into remote learning not only was our technology tested but the way we deliver education was also put under the microscope.

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 21<sup>st</sup> 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.



Unfortunately, COVID-19 restrictions limited the activities and opportunities of the SRC.

*Manning Valley Anglican College Student Representative Council*

## Parents & Friends Report

2020 was a year of many hurdles driven by the global COVID-19 pandemic. Social distancing, lockdowns, working from home, and home schooling. These mandatory restrictions disrupted MVAC's Parent and Friends Association's (P&F) objectives to continue building a stronger structure within the P&F along with strengthening their relationship with the College community. However, although COVID restricted engaging with the College and the community, we were still able to support the ongoing development of the Ag farm by allocating funds. The Ag farm has proved to be of tremendous value to the school and we are proud to have taken part in its progress.

The P&F have reviewed their current funding model and have made amendments to provide flexibility in our fundraising. We will continue to raise funds through various drives and activities to support the curriculum, the College and selected charity events. We encourage our College community to come along to our meetings with any questions or suggestions.

I thank those who continue to participate in the Association and those who have contributed to our fundraising activities.

*Jess Smith*  
MVAC P & F Association



## School performance in state wide tests and examinations

### Higher School Certificate

In 2020 students sat for the Higher School Certificate

Subject	Number of Students Mean HSC Mark School (State)	Band Achievement 3-6 (number and %)	Band Achievement 1-2 (number and %)
Agriculture	4 62 (72)	School: 2 (50%) State (83)	School: 2 (50%) State (17)
Ancient History	3 68 (72)	School: 3 (100%) State (85)	School: 0 (0%) State (15)
Biology	6 64 (72)	School: 4 (67%) State (85)	School: 2 (33%) State (15)
Business Studies	5 68 (72)	School: 5 (100%) State (84)	School: 0 (0%) State (16)
CAFS	3 68 (74)	School: 3 (100%) State (91)	School: 0 (0%) State (9)
English Standard	8 62 (70)	School: 5 (63%) State (88)	School: 3 (37%) State (12)
English Advanced	4 69 (81)	School: 4 (100%) State (99)	School: 0 (0%) State (1)
Food Technology	4 67 (72)	School: 4 (100%) State (90)	School: 0 (0%) State (10)
Industrial Technology	2 65 (69)	School: 2 (100%) State (81)	School: 0 (0%) State (19)
Mathematics Standard 2	7 60 (68)	School: 4 (57%) State (84)	School: 3 (43%) State (16)
Mathematics Advanced	2 70 (79)	School: 2 (100%) State (92)	School: 0 (0%) State (8)
Music 1 2unit	2 83 (81)	School: 2 (100%) State (98)	School: 0 (0%) State (2)
PDHPE	4 59 (72)	School: 1 (25%) State (88)	School: 3 (75%) State (12)
Studies of Religion I	1 33 (38)	School: 1 (100%) State (96)	School: 0 (0%) State (4)
Visual Arts	2 80 (81)	School: 2 (100%) State (98)	School: 0 (0%) State (2)



## SCHOOL PERFORMANCE IN STATE WIDE TESTS AND EXAMINATIONS

In 2020, 12 students sat for Higher School Certificate examination in 15 courses (plus three external Vocational Education Courses). All students (100%) who were entered for the 2020 achieved the Higher School Certificate.

Manning Valley Anglican College has grown rapidly in the last three years with a wide variation in year group sizes. The 2020 HSC group was one of the last of the smaller cohort sizes and larger HSC groups are expected from 2022.

Year 12 Higher School Certificate group of 2020 faced a year unlike any other group in terms of Bushfires, Drought and COVID 19 disruption to their studies.

Whilst our community is first and foremost one where we value and respect our students as individuals, caring for their spiritual and personal growth as much as academic performance, our purpose is for our students to leave MVAC at the end of Year 12, ready to take on the world: to be strong and courageous, but also be academically empowered and qualified.

Overall the HSC results were sound and the results matched their teacher's expectations. It should be stated that with such a small number of students only 12, then any statistical analysis and patterns should be treated with a great deal of care given the sample size.

When looking at the table above ten subjects out of fifteen gained (67%) achieved results above the state average in terms of Student Band Achievement 3-6. The College's mean Subject HSC mark is slightly below the State mark. In 2020 Head of Faculty were appointed in HSIE, STEM and CAP with the aim of raising academic performance in the Higher School Certificate and the whole curriculum.

Given the small cohort sizes at the College since the introduction of Higher School Certificate Key Stage 6 in 2008 with many subjects often studied by less than five students means analysis across School/Subject/State over time is difficult.

## YEAR 12 HSC 2020 NAPLAN RESULTS

Name	Writing	Reading	Numeracy
Student 1	n/a	n/a	n/a
Student 2	8	9	8
Student 3	8	8	6
Student 4	9	9	7
Student 5	6	7	6
Student 6	7	7	7
Student 7	7	7	6
Student 8	5	7	7
Student 9	n/a	n/a	n/a
Student 10	n/a	n/a	n/a
Student 11	8	8	9
Student 12	n/a	n/a	n/a

I also draw attention to Table above which shows the NAPLAN results for the students who sat HSC in 2020 which shows their NAPLAN results for 2017

When comparing the 12 students NAPLAN results who sat the HSC in 2020 at MVAC, the results in Reading, Writing and Numeracy show the following patterns (see table above). Four of the Year 12 Naplan students are unavailable since they were not enrolled at MVAC when they sat the Year 9 Naplan.

In Writing 4 out of the 8 (50%) students (whose results are known) did meet the minimum standards of a Band 8 or above which students are expected to gain at this stage of their development. However, the other 4 students (50%) were below the expected standard with two (25%) at a Band 7 and the other two students at Band 5 and Band 6 respectively.

In Reading there is a similar pattern to writing with 4 students at Band 8 or above and the other 4 students below minimum standards at Band 7 (50%).

In Numeracy 6 out of the 8 (75%) students did not meet the minimum standards of a Band 8. Three students were at Band 6 and three at Band 7. Only two students (25%) were at Band 8 or above for numeracy.

Although no direct correlation should be made between NAPLAN results and students subsequent performance at HSC, it is reasonable to suggest that students who do not meet the minimum standards at Year 9 Naplan are NOT then suddenly going to achieve Bands 5 and 6 in their HSC examinations in three year time.

## Record of School Achievement (ROSA)

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

## Literacy and Numeracy Assessments

To COVID 19 all NAPLAN assessment and testing were cancelled for 2020.

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

## Senior Secondary Outcomes

In 2020 three students in Year 12 participated in vocational training.

Year 12	Qualification/Certificate	Percentage of Students
2020	HSC	100%
2020	TVET	100%

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 2020 staff professional development focused on identified needs using the following data:

- HSC results
- School Assessment results 7-12
- Classroom observations
- ICSEA value

#### **Focus: Student Engagement**

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

- Education Perfect
- Standards-based Classroom Observations
- Explicit Teaching Strategies

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

- TEAMS Online
- HSC marking
- Visual Arts
- English Textual Concepts

- NESA school Accreditation
- NCCD and Data Collection

## Teaching Standards

The following table illustrates the number of teachers employed at the College in 2020 in each of the employment categories. There are two staff members who identify 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	42
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	4.7% (2)	95.3% (40)	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	97
Year 1	94
Year 2	91
Year 3	93
Year 4	91
Year 5	92
Year 6	92
Year 7	93
Year 8	91
Year 9	88
Year 10	90
Year 11	92
Year 12	87

91% percent of students attended school on average each school day in 2020. This was slightly higher than the daily attendance figure in 2019 which was 89%. During the compulsory COVID-19 school closure, Manning Valley Anglican College provided online learning opportunities for all students. Students were identified as being a flexible timetable during this time.

## 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.

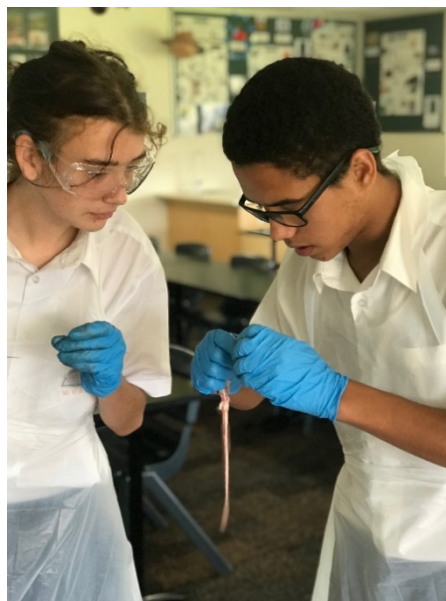
## Student retention rates and post school destinations

### Retention of Year 10 To Year 12

23 were enrolled in Year 10 in 2018 and 11 left meaning 52 % completed Year 12 in 2020. 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 2020 some were offered and accepted places at universities, including Charles Sturt University in Port Macquarie and University of New England. Degree courses included Nursing and Radiation Science. The remainder of Year 12 went into further vocational training example Disability Care, Real Estate, Early Childhood, Retail Services 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 2020:

Policy	Changes in 2020	Access to full text
A Safe and Supportive Environment <ul style="list-style-type: none"><li>• Procedures</li></ul>	Reviewed and updated  January 2020	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"><li>• definitions and concepts</li><li>• legislative requirements</li><li>• preventative strategies</li><li>• reporting and investigating "reportable conduct"</li><li>• investigation processes</li><li>• documentation</li></ul>	Reviewed and updated  January 2020	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 conducted by Deputy Principal  Parents may request copy by contacting the College Office
Code of Conduct – Students <ul style="list-style-type: none"><li>• Rationale</li><li>• Requirements</li></ul>	Reviewed and updated  January 2020	Staff & Parent Handbook  Student Diary and Student Café  Parents may request copy by contacting the College Office
COVID-19 – ALL STAKEHOLDERS <ul style="list-style-type: none"><li>• Policy</li><li>• Procedure</li></ul>	Created in  March 2020	Emailed to teachers regularly.  Emailed to parents/caregiver regularly.  Posted on Teacher Kiosk.



<ul style="list-style-type: none"> <li>• Mandatory Requirements</li> </ul>	Continually reviewed and undated throughout 2020 to follow guidelines issued by NSW Government and NSW Health	Continually revised by the Anglican Diocese of Newcastle
Critical Incident – Out of School Activity	Reviewed and updated  January 2020	Staff Handbook  Parents may request copy by contacting the College Office
Emergency Evacuation <ul style="list-style-type: none"> <li>• Policy</li> <li>• Procedures</li> </ul>	Reviewed and updated  January 2020  Updated after appropriate all school drills.	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"> <li>• Policy</li> <li>• Procedures</li> </ul>	Reviewed and updated  January 2020	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"> <li>• Policy</li> <li>• Procedures</li> </ul>	Reviewed and updated  January 2020	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"> <li>• Definition and rationale</li> <li>• Policy</li> <li>• Procedures</li> </ul>	Reviewed and updated  January 2020  Updated after COVID-19 school closures.	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"> <li>• Policy</li> <li>• Procedures</li> <li>• Guidelines for teachers</li> </ul>	Reviewed and updated  January 2020  (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"> <li>• Policy</li> <li>• Procedures</li> </ul>	Revised and updated  January 2020	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"> <li>• Policy</li> <li>• Procedures</li> <li>• Responsibilities</li> <li>• Program</li> </ul>	Reviewed and updated  January 2020	Policy and Procedure available in Links, Teacher Kiosk  WHS Committee meet every two weeks, weekly during initial stages of COVID-19.  Staff Handbook  Parents may request copy by contacting the College Office
Staff Code of Conduct <ul style="list-style-type: none"> <li>• Policy</li> <li>• Procedure</li> <li>• Rationale</li> <li>• Duty of Care – a checklist</li> <li>• Staff attendance policy</li> <li>• Responsibilities of teaching staff</li> </ul>	Reviewed and updated  January 2020	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"> <li>• Description of expectations and requirements</li> </ul>	Reviewed and updated  January 2020	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"> <li>• Policy</li> <li>• Procedures</li> </ul>	Reviewed and updated  January 2020  Updated again in March, April, May 2020 due to COVID-19. Will be updated again in 2021.	Policy and Procedure available in Links, Teacher Kiosk  Issued to all staff and Parents  Parents may request copy by contacting the College Office

<p>Volunteer Involvement in College Activities</p> <ul style="list-style-type: none"> <li>• Policy</li> <li>• Procedures</li> </ul>	<p>Revised and updated</p> <p>January 2020</p> <p>Updated again in May 2020 - No volunteers onsite during COVID-19 restrictions.</p> <p>To be reviewed when NSW Government and NSW Health change restrictions.</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>
<p>Communication Policy</p> <ul style="list-style-type: none"> <li>• Policy</li> <li>• Procedures</li> </ul> <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</p> <p>January 2020</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 2019 Annual Report

Area	Priorities	Achievements
Teaching and Learning	<ul style="list-style-type: none"><li>• Explicit Teaching</li><li>• Create Vision statement and Strategic Plan for the school</li><li>• Embed the English Textual Concepts K-12</li><li>• Purchase online learning platform and upskill staff in Education Perfect</li><li>• With new HOD's establish observation processes and protocols</li><li>• Conduct an audit for NCCD</li><li>• Run study skills session for Stage 6</li></ul>	<ul style="list-style-type: none"><li>• Training aligned to TEAMS Online Training due to Covid</li><li>• Created and disseminated to all staff in Term 1. Action Plan communicated</li><li>• Textual Concepts Training Day x 2.5 Year 6, Year 5, Year 4, Year 3 teachers</li><li>• Educations Platform trialled and purchased – full access to all suites 7-12</li><li>• Due to Covid, a new online observation protocol was created.</li><li>• x 2 Stage 6 Study Skills session in Term 3 and Term 4</li></ul>
Student Welfare	<ul style="list-style-type: none"><li>• Continue to utilise Mr Peter Sanders as the School Counsellor three days a week</li><li>• Enhancement of Peer Support in Primary School</li><li>• Increase the role of support through the Pastoral Care teachers in Secondary</li><li>• Year 7 and 8 Coordinators to assist</li></ul>	<ul style="list-style-type: none"><li>• Mr Sanders has increased his consults by a significant percentage. The referral system for students is a used resource for student welfare from K-12</li><li>• Year Coordinators in Year 7 &amp; 8 were implemented to assist with pastoral care</li><li>• The Agriculture program and farm provided another avenue for interaction between residents and the College</li><li>• Pastoral time and pastoral teachers on camps allowed for more 'bonds' with the students</li></ul>
Facilities and Resources	<ul style="list-style-type: none"><li>• Completion of new Senior Building</li></ul>	Due to COVID-19 work on the new Senior building did not commence.

## 2021 Priority areas for improvement

Area	Priorities
Teaching and Learning	<ul style="list-style-type: none"> <li>• Study Skills – strategic direction to be communicated to staff and PD scheduled for 2021</li> <li>• Study Skills Workshop: parent and student evenings – sessions for students and parents</li> <li>• Explicit teaching of study skills to be integrated in teacher pedagogy and target department meetings</li> <li>• Revision of classroom observations and audit of teaching instruction (strategic plan to be drawn up)</li> <li>• The Bubble Theory – Writing framework to be integrated – PD needed and integrated as part of Literacy plan on improving writing (data source: HSC results over 2-3 years)</li> <li>• Teacher accreditation: mentor training days</li> <li>• Disability Standards Training PD for staff</li> <li>• Form a moderation committee for the NCCD levels of students identified with additional learning needs</li> <li>• Increase TA in-class support and intervention strategies to match growing student demand</li> </ul>
Student Welfare	<ul style="list-style-type: none"> <li>• Increase the School Counsellor to 4 days a week</li> <li>• Introduce Year Meetings in the Senior School for students to work with Advisors and teachers in wellbeing activities</li> <li>• Have Pastoral teachers and Year Advisors meet to organise and plan the Welfare program</li> <li>• Introduce Year Advisors for each year group in the Senior School</li> <li>• Create a program for students to work in the Agriculture area and farm areas as an outlet</li> <li>• Reduce the face to face teaching of the College Chaplain to allow for more time to assist students</li> </ul>
Facilities and Resources	<ul style="list-style-type: none"> <li>• Completion of new Senior Building</li> </ul>





## 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

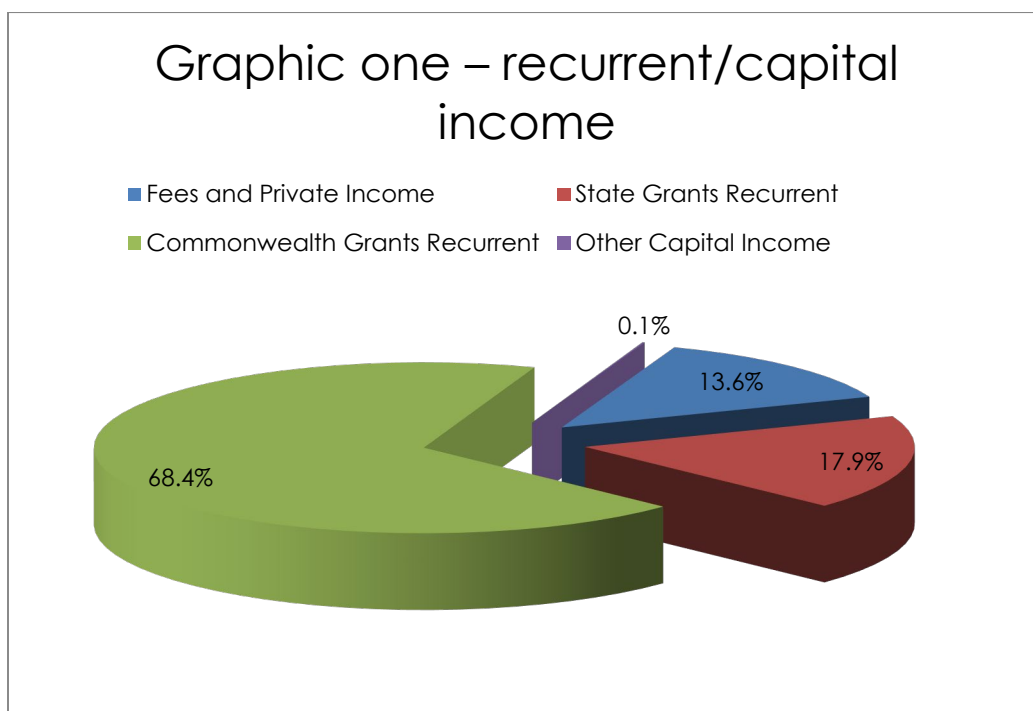
### 5.10 Educational and financial reporting

**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



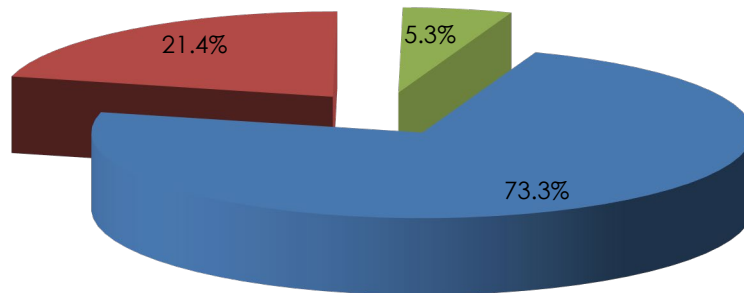
Graphic two – recurrent/capital expenditure, showing percentages spent on

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

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

## Graphic two – recurrent/capital expenditure

- Salaries, Allowances and Related Expenses
- Non-Salary Expenses
- Capital Expenditure





## COLLEGE OFFICE

94 Princes Street, Cundletown NSW 2430

PO Box 162, CUNDLETOWN NSW 2430

Email: [admin@mvac.nsw.edu.au](mailto:admin@mvac.nsw.edu.au)

Phone: 6553 8844