

MANNING VALLEY ANGLICAN COLLEGE

2021 ANNUAL REPORT



Manning Valley Anglican College

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A MESSAGE FROM KEY SCHOOL BODIES

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MESSAGE FROM THE PRESIDENT OF THE SCHOOL

Greetings friends and colleagues,

We consider it a wonderful privilege to partner with families on your children's educational journey and deeply value your decision to select a Newcastle Anglican School as the college of choice for your child.

As part of our accountability to you, the State and Commonwealth Government, and to the Synod of the Diocese, I am pleased to present the 2021 annual report, a reflection of the hard work and outcomes achieved through strategic goals set at the beginning of the year.

At Newcastle Anglican, our schools are committed to providing an inclusive educational environment rich in opportunities for our students. We desire them to be curious and self-confident learners who develop a deep knowledge base and are passionate about learning.

As Anglican schools, our Christian faith underpins everything we do. We encourage each student to develop an age-appropriate values, beliefs and ethical system that forms the foundation of their life journey. We drew upon our faith and our common commitment to human flourishing, in 2020 to lean in and face the global pandemic together, working in partnership to ensure our student's well-being and educational development remained a priority.

Across each of our NASC schools, 2020 showed us that we could be adaptive and agile in our educational practices. Developing and digital strategies implementing provided a continuous curriculum delivery for our Kindergarten to our HSC graduates and became the forefront of innovative best practices.

With fresh hope, we began 2021, grateful for the learnings we took from the previous year yet ready to bring a sense of normality back into the school environment. However, once again, our staff and students were faced with another lockdown. Our dedicated teams were ready with their processes this time, launching into the remote teaching and learning environment with formidable determination. I want to express my deep gratitude to our staff, parents, carers and students for the courage and resilience shown by all during this time.

The schools have been central to the work of the Diocese since their foundation. This year we have seen enhanced cooperation between the schools and with our corporate services. This has created a platform to enable us to focus on several important activities that will deliver enhanced teaching quality, improved systems, and new protocols to support governance and oversight.

Building on our commitment to educational excellence, we welcomed new Principals in two of our colleges, Mrs Deborah Clancy to Lakes Grammar - An Anglican College, and Mr Darren Parks to Manning Valley Anglican College. Mr Paul Humble was appointed to Bishop Tyrrell Anglican College from the 2022 year. I am grateful for the work of the retiring Principals and recognise the ongoing leadership of Mr Paul Smart of Scone Grammar School. Our Principals are working to strengthen their schools' strategic and pedagogical practices. This approach enhances our commitment to maximising our student's personal, academic, sporting, creative and cultural potential.

Through the Board, our schools are supported by a School Council in each School which now serves as an advisory body to the Principal. The Schools are engaged regularly by the Board Education and Child Development Committee.

In our commitment to delivering excellent outcomes for our students, we continue to focus on each school's infrastructure needs. We are grateful for funding through the Australian Government's Capital Grants Program (CGP) and the NSW Government's Building Grants Assistance Scheme (BGAS). This funding will see some exciting projects that will improve the quality of facilities and provide increased accessibility to educational opportunities for our students.

On behalf of the Board, my sincere thanks to Executive Director Liz Knight for bringing her knowledge and dedication to embedding exceptional educational policy and practices within our schools; to our Principals, staff and school communities; for your commitment to maintaining a culture of inclusivity and excellence throughout 2021.

+ Peter Stuart
Anglican Bishop of Newcastle
PRESIDENT OF THE SCHOOL





MESSAGE FROM THE EXECUTIVE DIRECTOR

As I write this year's Annual Report message, I reflect on the achievements of each of our four Newcastle Anglican Schools throughout 2021. There is much that goes into operating a school beyond what can be seen in the day-to-day teaching. The vision cast by the Board, developing a solid strategic framework to guide each school, implementing quality, safety and governance measures, ensuring sound financial management to meet the needs of today's students and those in the future, the appointment of exceptional and holistic leadership and staff that embed a culture of inclusivity, and inspired teaching and learning, all informed by the Anglican approach to Christianity.

And while we all dearly hoped 2020 might have seen the COVID pandemic subside, it was not to be, with 2021 quickly following suit. Our teams went over and above every day to provide a safe space for our students and families. I want to thank all staff for their dedication and passion to your school communities to ensure the continuity of education and care was maintained.

Fortunately, 2021 provided us with some fantastic achievements as we continued aligning the four NASC schools into a more cohesive and collaborative group under the broader Diocese with a shared mission and vision. Investing in building significant cross-collegiate partnerships through strategic planning and improved systems, pedagogical and curriculum development, professional learning, and innovative practices place our schools at the forefront of Christian education and a college of choice within our region.

Two of our schools, Lakes Grammar: An Anglican School and Manning Valley Anglican School welcomed new Principals, Mrs Deborah Clancy and Mr Darren Parks. Both Principals bring extensive educational leadership knowledge and a shared vision of collaborative practice, which has already seen the colleges flourishing under their guidance.

A Communities of Practice model was implemented across the NASC schools concentrating on collective priority areas, including leadership, academic excellence, and wellbeing. In addition, each Community will focus strategically on developing innovative practices and creating a shared knowledge and resource library that will improve best practice teaching and learning to enhance the student, family and school community experience.

I extend my appreciation to Bishop Peter Stuart, the Board and each School Council for their dedication and work, which supports the success of the schools. To the Principals, your support of each other and the leadership of your schools has been greatly valued. As we work together in achieving our priorities, we embrace 2022 with a clear vision for all Newcastle Anglican Schools.

Lig Lnight
Newcastle Anglican Corporation **EXECUTIVE DIRECTOR EDUCATION & CHILD DEVELOPMENT**



MESSAGE FROM THE **PRINCIPAL**

"Set your hearts on God's kingdom first, and on God's righteousness and all other things will be given to you. So do not worry about tomorrow, tomorrow will take care of itself. Each day has enough trouble of its own." Matthew 6:33-34

2021 was a year of remarkable contrasts with the year commencing full of optimism with reduced COVID restrictions. The building project for the new Senior School classroom block was approved and work commenced. School ebbed and flowed with relative normality until the floods of March which impacted on school operations and unfortunately on many families in the region. MVAC showed itself to be a fine corporate citizen when we as a community answered the call for those who were displaced from their homes. Our hall transformed into an evacuation centre and many of our staff and students served others in a beautiful and Christian manner.

Mrs Langford retired in June after 7 years of sterling and highly professional service to the College community. She grew the school in size and stature in the community. Mrs Langford implemented several initiatives in the capital and building sphere along with many grounds' beautification projects. She also introduced programs that focussed upon enhancing the educational opportunities of our students. She was given a rousing and fond farewell and is hopefully enjoying her well-deserved retirement.

I commenced as Principal on 5 July and school returned with the threat of COVID hanging over our heads again. We got 5 weeks of some normality until the NSW government plunged the whole state into a 5-week lockdown throughout August and September. The staff responded magnificently to the challenge of rolling out online learning and home-based learning across a variety of platforms. Students and families also rose to the challenge showing incredible flexibility, adaptability, generosity and compassion. They adapted incredibly well to this new way of living, working and learning.

With only 1 day of preparation time, the staff commenced to teach in a new and innovative way-home based learning had begun. The teaching staff demonstrated amazing creativity and innovation as they launched into online delivery using Microsoft Teams and Seesaw. Teachers found themselves creating videos, sharing screens, using 'chats', circulating screen shots, hosting virtual discussions and sourcing and using all sorts of web-based tools to enhance student learning.

In the background the support staff continued to connect and work with families as did our Maintenance and Canteen Staff and Teaching Assistants. The response of the entire staff was incredibly professional, generous and inspiring. I am enormously grateful and humbled by their efforts.

I also wish to thank our families for their incredible support of MVAC and their own efforts in responding to the challenges of the pandemic. The difficulty of judging home life and work life when the two became interchangeable was palpable. The goodwill and commitment of families ensured that students stayed connected to one another and their learning.

We returned from lockdown in October and began to start envisioning what the future might hold for MVAC. The College council, The Anglican Diocese of Newcastle and the College Executive Team developed a strategic plan, tactical plan and operational plans that focussed upon 5 key areas of development. These 5 pillars are as follows:

- 1. Faith and Identity
- 2. Academic Excellence
- 3. Character and Care
- 4. Partnerships and Opportunities
- 5. Future Sustainability

Staff have formed into project teams to develop and implement plans to bring the College forward as we grow and develop further.

Finally, to our Year 12 students of 2021. Resilience will be the hallmark of your final year of schooling. You endured two sets on interruptions and lockdowns in both 2020 and 2021. I hope that you enjoyed your graduation and formal even though they were pushed back to early December and were still subject to strict COVID rules. Be assured of our prayers and best wishes for the future as you embark on the next phase of your life journey.

We look forward to 2022 with much hope and optimism. We await the opening of the new Senior School building, the arrival of more enrolments, a full Year 7 and another year of supporting one another and celebrating the gifts that we all share as the Manning Valley Anglican College community.

I pray for the wellbeing of all in our community and give thanks for the past, acknowledge the present and await the future with great anticipation.

Mr Darren Parks
Manning Valley Anglican College
PRINCIPAL

CONTEXTUAL INFORMATION ABOUT THE SCHOOL AND CHARACTERISTICS OF THE STUDENT-BODY

Manning Valley Anglican College is a coeducational Anglican day school that aims to prepare its students for the challenges of twenty first century living. Providing a balanced and holistic education MVAC services a large geographical area with students travelling up to 70 km to get to school. Our Literacy and Numeracy Action Plan in the Junior School focuses upon explicit teaching and highly structured lessons that set our Junior School students up for success.

Our school provides a nurturing wellbeing program where students are known as individuals and challenged to achieve success in their areas of interest. A wide extracurricular program promotes holistic development of students through involvement in service, sport, the arts, and other competitive activities. The provision of a holistic education in the Anglican tradition is a driving factor in all decision making by the College's executive team as they work together to plan for a vibrant and exciting future.

The College's agriculture program has begun to develop strongly in recent years and in 2021 a large amount of strategic and operational projects was researched and planning commenced ready for implementation in 2022. These projects include the introduction of The Learning Power Approach to pedagogy, the introduction of Schoolbox Learning Management System, a new Junior School wellbeing program based on resilience and a new Senior School wellbeing program that supports adolescents in navigating the challenges of the teenage years.

The completion of the new Senior School building has signaled a move towards a more collaborative approach to student learning and a move to flexible classroom configurations and teaching practices that cater for the diverse needs of learners.

Manning Valley Anglican College is a distinctively Anglican school that provides an inclusive environment for all students and staff. We have close ties with local parishes as well as the wider Newcastle diocese. Our students participate regularly in chapel services, Christian Studies and can engage in youth group, worship, and confirmation programs.

In 2021 MVAC played a key role in supporting families who were displaced due to the large flooding event. The College Hall was an evacuation centre and served many people in their time of need. This demonstrated practical Christian service and a strong connection to community.

The College has continued to grow its enrolment base in 2021 and is continuing to further explore ways of growing students academically, supporting their wellbeing and providing a contemporary education that develops the whole child. As the school grows the provision of appropriate professional development opportunities will be vital to ensure that the already committed and professional staff are able to respond to the diverse needs of 21st century learners.

We aim to continue to provide a learning environment that allows each child to fulfill the college's motto of 'Let Your Light Shine.'

STUDENT BACKGROUND

Index of Community Socio-Educational Advantage (ICSEA)

• School ICSEA value: 978 • Average ICSEA value: 1000 • School ICSEA percentile: 36

Distribution of Socio-Educational Advantage (SEA)

CATEGORY	SCHOOL	AUSTRALIA
Bottom Quarter	39%	25%
Middle Quarters	37%	25%
Middle Quarters	18%	25%
Top Quarter	6%	25%

Percentages are rounded and may not add to 100

Students

Total enrolments: 519

Boys: 257 (49.5%)

Girls: 262 (50.5%)

Indigenous students: 8%

Language background other than English: 7%



STUDENT OUTCOMES IN STANDARDISED NATIONAL LITERACY AND NUMERACY TESTING

Compare to students with similar background

	READING	WRITING	SPELLING	GRAMMAR	NUMERACY
Year 3	409	421	402	405	394
Year 5	493	468	510	492	495
Year 7	535	524	544	537	542
Year 9	577	555	580	566	586

Shading denotes results that are above those students of a similar background at other schools.

The school's NAPLAN participation rate was 98%.

NAPLAN participation rate for all Australian students is 95%.

To confirm NAPLAN results please link to myschool.edu.au

Well above Above	Close to
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SENIOR SECONDARY OUTCOMES (STUDENT ACHIEVEMENT)

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SCHOOL PERFORMANCE IN STATE-WIDE TESTS AND EXAMINATIONS

Higher School Certificate

In 2021 students sat for the Higher School Certificate:



SUBJECT	NO. OF STUDENTS	PERFORMANCE BAND ACHIEVEMENTS 3-6	PERFORMANCE BAND ACHIEVEMENTS 1-2
Agriculture	4	100%	0%
Biology	5	80%	20%
Business Studies	4	100%	0%
CAFS	3	100%	0%
English Standard	9	78%	22%
English Advanced	3	100%	0%
Food Technology	4	100%	0%
Geography	1	100%	0%
German Continuers	1	100%	0%
Industrial Technology	2	100%	0%
Legal Studies	4	100%	0%
Mathematics Standard 2	8	88%	12%
Mathematics Advanced	2	50%	50%
Modern History	4	100%	0%
Music 1 2 Unit	4	100%	0%
Personal Development, Health and Physical Education	5	60%	40%
Visual Arts	3	100%	0%

Record of School Achievement (ROSA)

YEAR	QUALIFICATION/CERTIFICATE	PERCENTAGE OF STUDENTS
10	RoSA	100%
12	HSC	91%

¹ student completed Life Skills.

Literacy and Numeracy Assessments

	READING	WRITING	SPELLING	GRAMMAR	NUMERACY
Year 3	409	421	402	405	394
Year 5	493	468	510	492	495
Year 7	535	524	544	537	542
Year 9	577	555	580	566	586

NAPLAN was sat online in 2021 after a hiatus due to COVID-19 in 2020.

Performance in NAPLAN testing is documented on the My School Website: myschool.edu.au

Senior Secondary Outcomes

In 2021 students in Year 12 participated in vocational training.

YEAR 12	QUALIFICATION/CERTIFICATE	PERCENTAGE OF YEAR 12 STUDENTS
2021	HSC	100%
2021	VET qualification	-

Senior Secondary outcomes are documented on the My School website: myschool.edu.au

TEACHER PROFESSIONAL LEARNING, ACCREDITATION AND QUALIFICATION

PROFESSIONAL LEARNING

In 2021 staff professional development focused on identified needs of staff, faculties, whole school focus and strategic projects and NESA compliance requirements

The Literacy and Numeracy Action Plan funding and program provided a number of face to face and online professional learning opportunities. These focussed on explicit teaching of literacy and numeracy concepts, classroom lesson observations and walkthroughs, provision of feedback to staff based upon lesson observation data and MiniLit programs. The LNAP program also provided opportunities for leaders and middle leaders to connect with those in other schools. A residential masterclass was planned to be held in the Hunter Valley but was cancelled due to COVID.

Nationally Consistent Collection of Data was an important focus area of professional learning. Several our staff led training in NCCD processes including moderation and categorisation of levels based upon knowledge of the student judged against NCCD criteria. These professional learning sessions were held at the College and were very well supported and attended by staff.

NAPLAN data analysis was another focal point of internally run professional learning where data from 2021 testing was analysed using SCOUT data base and this data was used to inform planning of further learning experiences for students.



Junior School professional learning opportunities also included the following:

Disability Standards for Education and NCCD PD for Staff

On 3rd April 2021: Presented by Dr Elizabeth Maher from AISNSW (2hr Session after school)

- Informed staff about the Disability Standards and their responsibilities under the Disability Discrimination Act 1992.
- She explained how this legislation drove the introduction of the Disability Standards for Education in 2005 and what schools and teachers were required to do to support students with disabilities in our school and what this might look like.

Introducing the Draft K-2 English and Maths Syllabuses: 30.2.21

- Opportunity for staff to participate in a webinar on the new K-2 English and Maths Syllabus with NESA consultants that led the writing of the syllabus (SSA worked with this team in January 2021 as a member of the writing team).
- Whilst the Webinar was for K-2, all staff were required to attend as a preview of what was ahead for Stage 2 and 3 students and teachers.

Bounce Back College Based PD via Microsoft Teams

- Monday 2 August 2021: Power Point presentation by SSA: Introduction to Program: looking at key features of the program and concepts
- Monday 10 October 2021: PowerPoint Presentation by SSA: Overview of Program with information on how to program, use resources and plan lessons to suit your class using the lesson plans and resources available.
- Monday 25 October 2021: Meeting with stage colleagues to look at scope and sequences and plan for 2022.

Senior School professional learning opportunities included the following:

- NESA accreditation ITE program
- ILPs and Disability Standards Legislation Training - Learning Support
- Welfare Coordinator Middle Leader Challenge -Advanced Strategies
- HSC marking (x2 English markers and x1 Visual Arts marker)-Being appointed as an HSC marker was wonderful professional development for the selected staff.
- MacLit Training Course-This was to support the COVID ILSP funding program
- Exam net (due to lockdown the HSC trials were run online)-This was essential as we ran HSC Trials utilising Exam net software and staff needed training
- NCCD Training Newcastle
- HSC Disability Standards Training NESA
- Middle Leaders Course Curriculum NESLI: Women in Leadership
- English Textual Concepts K-12: PD run by Catherine and Susanne
- The Hatchery: Differentiation
- In-house The Bubble Writing Theory run by Jennifer Watkins and Catherine Eady

Our staff professional development was impacted by COVID in semester two, but we were able to present several opportunities in house as well as utilise online platforms where possible.

TEACHING STANDARDS

The following table illustrates the number of teachers employed at the College in 2021 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	47
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) bur have relevant successful teaching experience or appropriate knowledge relevant to the teaching context	0



LEVEL OF ACCREDITATION	NUMBER OF TEACHERS
Provisional or Conditional Teacher Status	4
Provisional	43
Highly or Lead Teacher	0
Total number of teachers	47





WORKFORCE COMPOSITION

The following table illustrates the number of teachers employed at the College in 2021 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	47
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) bur have relevant successful teaching experience or appropriate knowledge relevant to the teaching context	0

ACCREDITATION STATUS OF ALL TEACHING STAFF

LEVEL OF ACCREDITATION	NUMBER OF TEACHERS
Provisional or Conditional Teacher Status	4
Provisional	43
Highly or Lead Teacher	0
Total number of teachers	47

WORKFORCE COMPOSITION

LEVEL OF ACCREDITATION	NUMBER OF TEACHERS	
Full time equivalent teaching staff	43.4	
Non-teaching staff	19	
Full time equivalent non-teaching staff	14.6	
Total number of teachers	47	





STUDENT ATTENDANCE AND RETENTION RATES AND POST-SCHOOL DESTINATIONS IN SECONDARY SCHOOLS

STUDENT ATTENDANCE

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

YEAR	%		
K	96.03		
1	93.86		
2	94.33		
3	94.37		
4	95.65		
5	92.60		
6	92.45		
7	94.25		
8	91.72		
9	90.02		
10	91.31		
11	90.30		
12	88.76		

92.74% percent of students attended school on average each school day in 2021. This was slightly higher than the daily attendance figure in 2020 which was 91%.

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.



RETENTION RATES AND POST SCHOOLING DESTINATIONS

2021

YEAR	STUDENTS ENROLLED		
Higher School Certificate	100%		
Vocational Qualification	0%		

Retention of Year 10 to Year 12 Students

QUALIFICATION CERTIFICATE	PERCENTAGE OF STUDENTS	
Year 10	21	
Year 12	13	
Retention Rate	62%	

Post School Destinations

The 2021 Year 12 student destinations involved a mixture of University/Tertiary courses and employment. Four students went to University including Newcastle and Bond to complete courses in Teaching, Physiotherapy and Forensics. Some students gained employment in Retail Services and Construction. Other students enrolled in TAFE Vocational courses in Retail and Hospitality.



ENROLMENT POLICY

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.
- 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.



OTHER SCHOOL POLICIES

The College has a comprehensive list of policies and procedures that are available on the intranet and for parents on the internet, in the parent handbook and by request. The policies listed below were reviewed during 2021 by the Deputy Principal and Principal. Some policies were reviewed through discussion at Executive meetings.

- Complaints Resolution and Grievance Policy
- Alcohol Policy
- · Allergy Policy and Procedure
- · Senior School Text Book Hire policy
- MVAC Staff handbook
- Child Protection Policy
- Evacuation and Emergency Policy and Procedure
- Student Suspension and Expulsion Policy and Procedure
- · Visitors to School Policy and Procedure
- COVID1- Policy and Procedure (updates to mirror Public Health Orders)
- · Student Leadership Policy and Procedure







SCHOOL DETERMINED PRIORITY AREAS FOR IMPROVEMENT

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Highly effective and professionally managed response to the state-wide lockdown and the pandemic

- Excellent communication processes keeping all stakeholders feeling informed, positive, connected and supported.
- Maintained continuity of educational experience for all students throughout the year and particularly during the home-based learning period.
- Effectively supported student wellbeing by maintaining effective communication, pastoral support, quality teaching and learning, celebrating key events, acknowledging achievement and where possible enabling extra-curricular activity.
- All staff demonstrated enormous flexibility, adaptability and goodwill, showing fantastic teamwork and commitment during an extremely challenging time. The level of innovation and creativity was inspiring.
- Ensuring that the MVAC community stayed together by providing COVID bursaries if required and keeping all staff meaningfully engaged and employed.

Planning for the Future of MVAC

MVAC conducted the AISNSW Perspectives Survey to collect data around planning for the future of the College. The data was then used in conjunction with the wider vision of the Anglican Diocese of Newcastle to produce an operational plan for 2022. This outlined our identity, purpose and strategic pillars. We then established an implementation plan for 2022 which included processes for developing an awareness of the new vision for staff, students and parents.

Staff buy in was obtained through the construction of working groups for implementation planning and project management around teaching and learning, learning management systems, student wellbeing and Christian Education.

MVAC developed a successful implementation of the final phase of the Literacy and Numeracy Action Plan with support from AISNSW. This has included a focus upon explicit teaching of literacy and numeracy skills and concepts, classroom walkthroughs and reflective practice.

Successful implementation of a number of strategies and initiatives to promote and support enrolment growth and future development of college facilities:

- Enrolment of additional students in latter half of 2021 and a marketing strategy around Prep and Year 7 resulting in a full Year 7 cohort for the first time in the college's history.
- Finalisation of Senior School building project.
- Collaborating with architects on updating the College Masterplan.

Development of the capacity of educational leaders of the Executive team through professional development opportunity planning and leadership of 2022 strategic projects. Each member of the Executive team to lead one strategic project each and report to Principal on milestones for each initiative.

Strategies to improve teaching, welfare, communication and administrative procedures and processes to support the effective and efficient operation of the College.

- Review of pastoral care structure in the Senior School leading to introduction of Year Advisors to support students in Years 7-10.
- Review of the College handbook with a view to improve content, detail and policy currency.





INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

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 everyone 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.





PROGRAMS AND EVENTS THAT PROMOTE RESPECT AND RESPONSIBILITY

Junior School wellbeing.
Central to each of these programs is respect and personal responsibility. Year 6 students have the opportunity for leadership positions which include development of responsibility and leadership skills in a supportive environment with guidance from the Head of Junior School.

Peer support links students in Year 6 with those in other year levels through formal activities and informal interaction outside of the classroom. The program teaches values such as caring for others, friendliness, respect, accepting difference, including others and responsibility. This program provides opportunities for students to work together in a multi-age setting, promoting respect and cooperative learning. For Year 6 students, this program also provides opportunities to develop leadership skills and responsibility for the well-being of younger students.

The Student Representative Council is made up of elected members from Stage One to Stage Six. These students meet regularly to discuss issues arising from class meetings and to work on shortand long-term projects which aim to enhance the College community or to promote wider community initiatives.

Life Education promotes respect for others, care for self, healthy living and resilience.

Secondary School Pastoral Care Program the Pastoral Care Program promotes respect and responsibility through the exploration of themes such as bullying, stress management, healthy relationships, study skills and goal setting. Each student has targeted pastoral care lessons based on student needs as decided by consultation between Head of Senior School and the relevant Year Advisor.

The Student Representative Council is made up of elected members from Year 7 to Year 11. The program develops initiative, independence, skill development and citizenship. The student diversity group is a subcommittee of the SRC and supports LGBTIQA+ students.

All students in Years 7-12 were planned to be involved in an outdoor education experience. Each of these focused on a range of themes including self-identity, journey, leadership, building relationships and contributing to the community.

PARENT, STUDENT AND TEACHER SATISFACTION

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Transparency and accessibility are 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 several avenues for parents to express their satisfaction or concerns from time to time. The involvement of the P & F in school activities is appreciated. The P and F is not a vehicle for the lodging of grievances about school operations as its main role is friend raising and fund raising.

Overall parent, student and teacher satisfaction was measured in 2021 through the administration of the AlSNSW Perspectives survey. The Principal, AlS NSW Consultant and the College Executive team worked together to unpack the Perspectives survey around key areas of strengths and areas for improvement. In 2021 we identified that the responses were of a statistically significant number-388 response. The College enjoyed a very positive overall Net Promoter Score of 64.7. The survey will be completed again in 2023 and used to further support operational and strategic planning for the future of the College.

Students can also voice ideas about improving the school and their overall satisfaction via the College Leaders and the SRC representatives who take ideas to meetings with staff. Parents can make an appointment to discuss any concerns with the Principal or another appropriate member of staff.

Teacher retention at the College is high and this reflects the satisfaction that staff have with the school and their roles. Teaching staff have regular staff meetings and can meet with their line manager or the Principal should they have a concern.

Our NASC group of schools have a biannual commitment to participating in the AIS Perspectives survey. Results from this survey will be shared with our school communities through the Annual Report.

PERSPECTIVES SURVEY RESULTS 2021

There was a pleasing level of participation from the students, staff and parents in the AISNSW Perspectives Survey.

Perspectives Survey Results 2021

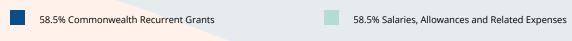
CATEGORY	SCHOOL MEAN SCORE	SCOUR OUT OF	NUMBER OF RESPONDENTS
School Environment	4.8	6	388
Teaching and Learning	4.5	6	388
Student Wellbeing	4.6	6	387
Leadership Mean	4.7	6	52
Community Mean	4.7	6	387

SUMMARY OF FINANCIAL INFORMATION

2021 ANNUAL REPORT

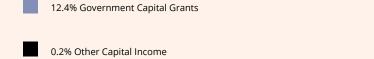
Recurrent/Capital Income Recurrent/Capital Expenditure















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