

MANNING VALLEY ANGLICAN COLLEGE
Grow Through Change

ANNUAL REPORT

2008



An Anglican School in the Diocese of Newcastle

Chairman's Report

The College has continued to experience steady growth over the past year having now reached a total of 260 students and the significant milestone of its first senior classes. Whilst the growth has not been spectacular compare to schools in larger regional areas and some what less than originally projected, it compares very favourably with other non government schools in the district. The low socio economic profile of the area continues to impact on schools of this kind, and this has certainly been borne out during the recent global financial crisis. However, there has not been any noticeable loss of students as a result of the financial turndown.

The introduction of senior years 11 and 12 though small in numbers, does mark a coming of age for this relatively new educational establishment as most of the students involved started their secondary education at the College. The cost of setting up these senior years has severely impacted on the financial resources of the College because of the need to provide the necessary staff, buildings, technology and other requirements needed to provide the best educational options for the students involved.

In recent times additional student accommodation has been provided to meet the growing need for special and general learning areas and especially as some classes begin to go double stream. Even further building projects are being considered through the Federal Governments Capital Funding scheme, these include the possibility of a multi purpose centre, a science and language centre and maybe even a new canteen and storage facility. Many smaller projects are also being undertaken to provide student facilities such as shade structures, sealed play areas, sporting fields and equipment. The College is presently setting up tax deductible building, scholarship and library funds to assist in meeting the cost of some of these projects.

The Diocese has recently established a Schools Corporation designed to oversee and monitor existing schools and to plan for the development of new facilities. The Corporation will provide general assistance and guidance in all matters relating to financial management and good governance.

A major concern of the Council is the need to establish a Junior campus in the Forster Great Lakes area, and to this end enquiries are already being made regarding the acquisition of a suitable site. At the present moment, apart from a Catholic primary school, no other non governmental school operates in this large and developing area of the mid north coast. Parents of young children are understandably reluctant to allow them to travel into Taree. The current population of the Forster Great Lakes area is around 35,000, of which just on 20,000 live in Forster and Tuncurry. The College envisages a junior campus to meet the needs of students from Kindergarten to Year 4, and considers the matter of establishing such a facility as one of some urgency in future planning.

The Board of Storm Retirement Village, which also operated under the auspices of the Anglican Church is presently constructing a new seventy five bed residential aged care facility on the land immediately adjacent to the College, and this work is expected to be completed by May 2010. This facility will clearly lend itself to the possibility of some interesting exercises in social integration and exchange between the residents and the students. It is also hoped that many other mutually beneficial ventures might result from this intentionally planned co-location of these facilities. Already the Bishop and Boards of both organisations have agreed to and are planning for a shared full time chaplaincy. The

master plan and vision for Cundletown site also includes a Ministry Community Centre which will service both facilities and the general community.

The College Council continues its policy of offering part and full scholarships especially for indigenous students and needy families. These scholarships are generous and subject to satisfactory performance.

Financially, the College manages to operate within its budget, but does experience some cash flow problems from time to time because of the timing of government subsidy payments. Fortunately we have been able to establish a line of credit to cover any shortfalls if and when they might occur, but thus far we have not been required to activate such a facility. The Council, Principal and Staff are to be commended for the responsible manner in which they manage the financial resources of the organisation. Some concern is currently being expressed regarding those parents and guardians who consistently default in the payment of tuition fees and the Council is now reconsidering its policy on such matters.

No report on the College would be complete without acknowledging the leadership and commitment of the Principal and his staff. The College is fortunate to have the support of such a dedicated team, most who are practicing Christians and totally committed to the Christian ethos and mission of the College. Their willingness to contribute beyond the call of duty and their readiness to exercise pastoral concern for the students is most commendable.

The College also recognises and acknowledges the continued support of so many generous members of the College community, and not least the Parents & Friends Association who raise significant amounts of money for much needed facilities. We are indeed indebted to all those many people in partnership with whom we share the privileged task of nurturing children in a Christian environment and providing them with the skills for a fulfilling life.

The Council continues to meet on a regular basis, and must be commended for its exercise of good governance throughout the several years the College has been operating. The particular skills of its members especially in matters financial and educational contribute very significantly towards the overall management of this very fine educational establishment. The current membership is made up as follows:

The Reverend Milton Fowell, OAM, former Archdeacon of the Manning and currently chair of the Board of Storm Retirement Village.

Secretary, Mrs Beryl Fenwick, former Business Manager of Storm Retirement Village.

Treasurer, Mrs Rhonda Futterleib, Chartered Practicing Accountant and partner in an accounting practice.

Mr David Freeman, Business Consultant.

The Reverend Canon Keith Dean-Jones, Rector of the Parish of Taree.

Mrs Ann Moore, former High School Principal.

Mr Don Phillips, retired Businessman.

Dr Colin Rose, OAM, Medical Practitioner and member of the Board of Storm Retirement Village.

Mr Adam Sharpe, graduate in Educational Studies and currently owner/manager of several early childhood centres.

The Reverend David Simpson (Special resource person) formerly Archdeacon of Newcastle.

The College continues to enjoy a good reputation both in the community and beyond, and currently attracts students from as far away as Gloucester in the west and Johns River to the north, and for this we express our gratitude to the many people and especially parents who promote the College and commend it as an excellent place of learning and growth.

Reverend Milton D Fowell
Chairman

College Captains Report

The Manning Valley Anglican College was bustling and busy in 2008. The students have had exams, reports, teachers to please and of course the extra activities outside of school.

This year was the first year of Year 11. This meant a change of uniform for the Year 11 students. It is great to see senior students approach their studies with enthusiasm and studious attitudes.

2008 was a successful year for the Student Representative council. The SRC held a School Social at the end of each semester, and out of uniform days. The SRC organised a Krispy Kreme drive that raised money that was spent on equipment for the students to use. Other funds raised by the SRC purchased a Primary Captains Shield, and donations to charities such as Anglican Aid Abroad and Jeans for Genes.

MVAC continued with sporting activities, including soccer, netball, swimming, cross country, and athletics. Despite the necessity to travel long distances to compete, our students always strive to perform at their best.

The ANZAC Commemorative Service has always been a part of our school year. We held a ceremony at school, and would like to thank Mr. Bath for once again giving up his time to participate. Students also attended the Taree march in our school uniform, wearing it proudly. Our school uniform is easily recognizable to the wider community.

We continued our support of youth events arranged by the Greater Taree City Council, and promoted such events within the College.

Natasha Wilks & Taden Kelliher
College Captains

Principal's Report

2008 has been a full and busy year for all associated with the College with our school continuing to flourish in its sixth year of operation. We can be proud of what we have achieved this year at our school.

This year the College commenced senior courses with our first Year 11 students. In order to support teaching and learning, senior students were provided with notebook computers for their personal use whilst at school, a new computer network was installed at the College incorporating wireless connectivity vastly improving student access to the network.

The Board of Studies inspection that was conducted this year as part of the registration and accreditation process for Years 11 and 12 at the College resulted in the Inspectors recommending a five year duration for registration and accreditation being the maximum time period. The Inspectors were full of praise and commented on the quality of the facilities and resources.

With regard to facilities the latest building project was completed ready for the commencement of this year. The Stage 3 Building, in addition to classrooms, because of its design incorporating operable walls provides the community with a facility able to accommodate many different purposes. This year it has been the venue for assemblies, Eucharists, meetings, musical soirees, talent quests and a number of dances.

The need for a gifted and talented program for primary students was identified and as a consequence a program was implemented to meet the needs of these students.

As I reflect on the events and achievements of the year, our school community certainly was involved in a number of activities:

This year our students had the opportunity to participate in the 2008 International Competitions and Assessments for schools. The best results were achieved by the following students:

In the English Competition:

Achieving Distinction Awards were
Harry Scarlett (5)
Esther Christian (7)

In the Science Competition:

Priyanka Nagaonkar (7) achieved a Distinction Award

In the Spelling Competition:

Achieving Distinction Awards were
Thomas Tsang (4)
Esther Christian (7)

In the Computer Skills Competition

Thomas Tsang (4) achieved a High Distinction Award
Thomas Freeman (4) achieved a Distinction Award

On sporting matters we have seen some wonderful sporting achievements this year. Some notable performances for the year include the following who competed at regional level in at least 2 sports or were state representatives:

- Kimberley Beaton: NSW swimming representative at Pacific School Games
- Elana Withnall: NSW Athletics representative at Pacific School Games
- Nathan Somerville: CIS representative in Athletics, HRIS representative in Soccer, Netball and Cross Country
- Adrian Futterleib: AICES representative in Athletics, HRIS representative in cross country
- Lyndsay Daniel: HRIS representative in Athletics and swimming

In the performing arts students again represented the College performing in the Taree Eisteddfod and the Hunter Region Independent Schools Cultural Festival. The wonderful talent of our students was also showcased at our liturgies, soiree, opening ceremony, talent quest and at the Spring Fair.

I thank all who helped to make another successful MVAC year. We have parents who have assisted with sport; classroom readers; library workers, and members of the clergy who have assisted with the weekly liturgies. I recognise the dedication and professionalism of our staff and thank them for their work throughout 2008.

Glenn Turner
Principal

School performance in state wide tests and examinations

Higher School Certificate

The College's first students to sit the Higher School Certificate Examinations will be in 2009.

School Certificate

In 2008 100% were placed in bands 6, 5, 4 and 3 in English literacy compared to 98% of the state. 86% were placed in bands 6, 5, 4 and 3 in Mathematics compared to 80% of the state. 86% were placed in bands 6, 5, 4 and 3 in Science compared to 88% of the state. 79% were placed in bands 6, 5, 4 and 3 in Australian History, Civics and Citizenship compared to 84% of the state. 86% were placed in bands 6, 5, 4 and 3 in Australian Geography, Civics and Citizenship compared to 91% of the state. 57% were placed in the Highly Competent band in Computer Skills compared to 57% of the state.

Table 1: School Certificate Test Results 2008

Test	Performance band achievement by %		Grades allocated by %	
	Band 3-6	Band 1-2	Grades C-A	Grades E-D
English – Literacy	School: 100% State: 98%	School: 0% State: 2%	71%	29%
Mathematics	School: 86% State: 80%	School: 14% State: 20%	71%	29%
Science	School: 86% State: 88%	School: 14% State: 12%	71%	29%
Australian History, Civics and Citizenship	School: 79% State: 84%	School: 21% State: 16%	71%	29%
Australian Geography, Civics and Citizenship	School: 86% State: 91%	School: 14% State: 9%	79%	21%
	Performance band achievement by %			
	Highly Competent	Competent	Competence Not Demonstrated	
Computer Skills	57%	43%	0%	

Literacy & Numeracy Assessments in Years 3, 5, 7 & 8.

In Year 3, 95% of students achieved at or above the minimum standard in literacy compared to 98% of the state and 100% achieved at or above the minimum standard in numeracy compared to 97 % of the state. Students performed consistently across all aspects of numeracy and literacy. In literacy students achieved better in the aspects of reading, writing. In numeracy achievement in Number, Patterns & Algebra was 95% at and above the minimum standard and in Measurement, Data, Space & Geometry achievement was also 95% at and above the minimum standard which is comparable to the rest of the state.

In Year 5, 96% of students achieved at or above the minimum standard in literacy compared to 96% of the state and 91% achieved at or above the minimum standard in numeracy compared to 95% of the state. Students performed consistently across all aspects of numeracy and literacy achieving well above state average in all aspects.

In Year 7, 83% of students achieved at or above the minimum standard in literacy compared to 96% of the state and 94% achieved at or above the minimum standard in numeracy compared to 97% of the state.

In Year 9, 100% of students achieved at or above the minimum standard in literacy compared to 94% of the state and 100% achieved at or above the minimum standard in numeracy compared to 95% of the state. In literacy students achieved better in the aspects of Reading and Writing. In numeracy students achieved better in the aspects of Patterns and Algebra.

Table 2: NAPLAN results – percentages at or above minimum standard

2008 Test	Year 3 Percentage of students at or above the minimum standard		Year 5 Percentage of students at or above the minimum standard	
	School	Statewide	School	Statewide
Reading	89%	96%	87%	92%
Writing	100%	98%	100%	95%
Spelling	100%	97%	78%	94%
Grammar and Punctuation	84%	96%	91%	94%
Numeracy	100%	97%	91%	95%

Table 3: NAPLAN results – percentages at or above minimum standard

2008 Test	Year 7 Percentage of students at or above the minimum standard		Year 9 Percentage of students at or above the minimum standard	
	School	Statewide	School	Statewide
Reading	89%	96%	100%	94%
Writing	89%	93%	94%	90%
Spelling	78%	94%	100%	91%
Grammar and Punctuation	83%	93%	100%	89%
Numeracy	94%	97%	100%	95%

Table 4: NAPLAN results – percentages in skill bands

2008 Test	Year 3		Year 5	
	Bands 2-5	Band 1	Bands 4-8	Band 3
Reading	School: 89% State: 96%	School: 11% State: 4%	School: 87% State: 92%	School: 13% State: 8%
Writing	School: 100% State: 98%	School: 0% State: 2%	School: 100% State: 95%	School: 0% State: 5%
Spelling	School: 100% State: 97%	School: 0% State: 3%	School: 78% State: 94%	School: 22% State: 6%
Grammar and Punctuation	School: 84% State: 96%	School: 16% State: 4%	School: 91% State: 94%	School: 9% State: 6%
Numeracy	School: 100% State: 97%	School: 0% State: 3%	School: 91% State: 95%	School: 9% State: 5%

Table 5: NAPLAN results – percentages in skill bands

2008 Test	Year 7	
	Bands 5-9	Band 4
Reading	School: 89% State: 96%	School: 11% State: 4%
Writing	School: 89% State: 93%	School: 11% State: 7%
Spelling	School: 78% State: 94%	School: 22% State: 6%
Grammar and Punctuation	School: 83% State: 93%	School: 17% State: 7%
Numeracy	School: 94% State: 97%	School: 6% State: 3%

Table 6: NAPLAN results – Year 9 median

2008 Test	Year 9	
	School median	State median
Reading	601.1	584.0
Writing	568.7	569.8
Spelling	585.3	586.4
Grammar and Punctuation	560.4	578.8
Numeracy	565.7	593.7

Professional learning, teaching standards, attendance and retention rates

Professional Learning

On going professional development of staff is supported at the College. The Executive participate in leadership seminars conducted by the Association of Independent Schools, Hunter Region Independent Schools, and the Australian Anglican Schools Network.

In 2008 staff professional development focus areas were in Literacy and Numeracy, Asthma Friendly School. In addition the following professional development activities were undertaken by staff throughout 2008:

- Software – Photoshop/Moodle and IT Development
- Mathematics assessment and allocation of grades for the School Certificate
- Higher School Certificate Assessment
- Stage 6: new mathematics syllabus
- Reading in K – 2
- Teaching grammar & text types
- Software – Meet Manager
- Health and safety in the workplace
- Stage 6 English: Area of Study
- Stage 6 English: Frankenstein and Bladerunner
- ESSA Workshop
- Dairy Industry Career Day
- Software: Databases
- Software: Dreamweaver
- New Scheme Teachers
- Contemporary music in the secondary classroom
- Overseas study - Japan

Attendance and retention rate

In 2008 the average daily staff attendance rate was 98%. The proportion of staff retained from 2007 was 100%. In 2008 staff numbers increased by 24% due to the further growth and development of the College.

Teaching Standards

The following table illustrates the number of teachers employed at the College during 2007 in each of the employment categories.

Category	Number of Teachers
Teachers who have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEINOOSR) guidelines, or	21
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) and (b) but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context	0

Student attendance, retention rates and post school destinations

Student Attendance

Ninety-one percent of students attended school on average each school day in 2008. This was down on the daily attendance figure in 2007 which was 95%.

Student retention rates and post school destinations

This section of the annual report describes information on retention rates for the school for those students who completed Year 10 at the school and continued at the school to complete Year 12 at the end of 2008. Further this section describes the post school destination for students who have completed Year 12 in 2008.

As the senior year for the College in 2008 was Year 11, no information can be reported for this section.

Enrolment policies and profiles

Manning Valley Anglican College is a comprehensive co-educational school providing an education underpinned by religious values within a supportive Christian environment reflecting our heritage as an Anglican school and operating within the policies of the NSW Board of Studies. All applications will be processed in order of receipt and consideration will be given to the applicant's support for the ethos of the school, siblings already attending the school and other criteria determined by the school from time to time. Once enrolled, students are expected to support the school's ethos and comply with the school rules to maintain the enrolment.

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.

Student population

The Manning Valley Anglican College became a functioning educational institution in 2003 for students Kindergarten to Year Seven. The student population in 2008 grew from 75 students in 2003 to 234 comprising of 151 primary students and 83 secondary students from Kindergarten to Year 11. The student population will increase as the College

continues to grow and develop. There are approximately equal numbers of boys and girls throughout the school. As it is a comprehensive school, the students come from a range of backgrounds.

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 2008:

Policy	Changes in 2008	Access to full text
A Safe and Supportive Environment <ul style="list-style-type: none"> • procedures 		Issued to all staff Parents may request copy by Contacting the College Office
Child Protection Policy encompassing <ul style="list-style-type: none"> • definitions and concepts • legislative requirements • preventative strategies • reporting and investigating "reportable conduct" • investigation processes • documentation 		Issued to all staff Parents may request copy by Contacting the College Office
Christian Living and Worship Policy <ul style="list-style-type: none"> • Rationale, aim and objectives • General principles • Implementation 		Staff Handbook Parents may request copy by contacting the College Office
Code of Conduct – Students <ul style="list-style-type: none"> • Rationale • Requirements 		Staff Handbook Parents may request copy by contacting the College Office
Critical Incident – Out of School Activity <ul style="list-style-type: none"> • Guidelines of actions to be taken 		Staff Handbook Parents may request copy by contacting the College Office
Emergency Evacuation <ul style="list-style-type: none"> • Procedures 	Reviewed	Staff Handbook Parents may request copy by contacting the College Office
Excursion <ul style="list-style-type: none"> • Procedures 		Issued to all staff Parents may request copy by Contacting the College Office

Lockdown Procedures	Reviewed	Issued to all staff Parents may request copy by Contacting the College Office
Healthy Foods		Issued to all staff Parents may request copy by Contacting the College Office
Management of Critical Incidents <ul style="list-style-type: none"> • Definition and rationale • Plan and guidelines 		Staff Handbook Parents may request copy by contacting the College Office
Playground Duty <ul style="list-style-type: none"> • Guidelines for teachers 		Staff Handbook Parents may request copy by contacting the College Office
Privacy <ul style="list-style-type: none"> • Rationale and requirements 		Issued to all staff Parents may request copy by Contacting the College Office
OHS Policy <ul style="list-style-type: none"> • Responsibilities • Program 	Reviewed	Parents may request copy by contacting the College Office
Staff Code of Conduct <ul style="list-style-type: none"> • Rationale • Duty of Care – a checklist • Staff attendance policy • Responsibilities of teaching staff 		Parents may request copy by contacting the College Office
Student Award System <ul style="list-style-type: none"> • Procedures 		Parents may request copy by contacting the College Office
Student Guidelines <ul style="list-style-type: none"> • Description of expectations and requirements 		Issued to all staff and students Parents may request copy by Contacting the College Office
Visitors to the School <ul style="list-style-type: none"> • Procedures 		Issued to all staff Parents may request copy by Contacting the College Office
Volunteer Involvement In College Activities <ul style="list-style-type: none"> • Procedures 		Issued to all staff Parents may request copy by Contacting the College Office
Building Maintenance Guidelines		Issued to all staff Parents may request copy by Contacting the College Office
Chemical Safety Guidelines		Issued to all staff

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. Corporal punishment is not permitted under any circumstances.

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 are issued to all members of staff. Parents may request a copy by contacting the College Office.

C. Policies for Complaints and Grievances Resolution

The school's policy for dealing with complaints and grievances includes processes for raising and responding to matters of concern identified by parents and/or students. These processes incorporate, as appropriate, principles of procedural fairness.

The full text of the school's policy and processes for complaints and grievances resolution is provided in the Staff Handbook. Parents may request copy by contacting the College Office

School-determined improvement targets

Achievement of priorities in the school's 2007 Annual Report

Area	Priorities	Achievements
Student Welfare	<ul style="list-style-type: none"> Chaplaincy within the community 	<ul style="list-style-type: none"> Facilitate the spiritual and cultural development of the community. Promote a sense of belonging and loyalty to the College amongst all who are involved in the College. Contribute to a spirit of welcome and hospitality. Provide pastoral care and counselling as required.
Teaching and Learning	<ul style="list-style-type: none"> Implement Stage 6 	<ul style="list-style-type: none"> .Year 11 was introduced for the first time at the College. BOS registration and accreditation.
	<ul style="list-style-type: none"> Primary school gifted and talented program 	<ul style="list-style-type: none"> Successfully implemented and conducted by Curriculum Support Teacher.
	<ul style="list-style-type: none"> Literacy and Numeracy K - 6 	<ul style="list-style-type: none"> Further refinement of this aspect within the primary school took place. Consistent and more effective assessment procedures across the primary school were developed. Professional development courses were attended by staff.
	<ul style="list-style-type: none"> Secondary textbook hire scheme 	<ul style="list-style-type: none"> Successfully implemented.
College	<ul style="list-style-type: none"> Upgrade of technology resources 	<ul style="list-style-type: none"> Upgrade of the College network was undertaken with the introduction of a wireless network, and new

		fileserver. <ul style="list-style-type: none"> • New computers were installed in the secondary computer room. • Computers were upgraded in the library. • Use of notebook computers introduced for senior secondary students.
	<ul style="list-style-type: none"> • Physical resources 	<ul style="list-style-type: none"> • Stage 3 Building Program was completed.

2009 Priorities areas for improvement

Area	Priorities
Student Welfare	<ul style="list-style-type: none"> • Chaplaincy within the community
Teaching and Learning	<ul style="list-style-type: none"> • Literacy and numeracy K -6.
	<ul style="list-style-type: none"> • Higher School Certificate
	<ul style="list-style-type: none"> • Primary sport
Facilities & Resources	<ul style="list-style-type: none"> • Physical resources.
College	<ul style="list-style-type: none"> • Develop improved communication systems

Respect and Responsibility

The College wants all students to recognize 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

The openness 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 meets the third Tuesday of the month at 7:30pm at the College. This provides one of a number of avenues for parents to express their level of satisfaction. The level of

involvement in the P & F is high and discussions throughout the year indicate satisfaction is extremely positive.

Throughout 2008, the Parents and Friends' Association continued to enable the College to act on priorities for resourcing and developing facilities.

The strongest school communities are those in which there is a shared understanding of values, standards and priorities. Partnerships with parents at MVAC encompass diverse and rich links that assist us in educating our students. We come together with parents, in formal and informal settings, to puzzle over their child's learning needs and to explore ways to sustain motivation and confidence as they stretch and grow.

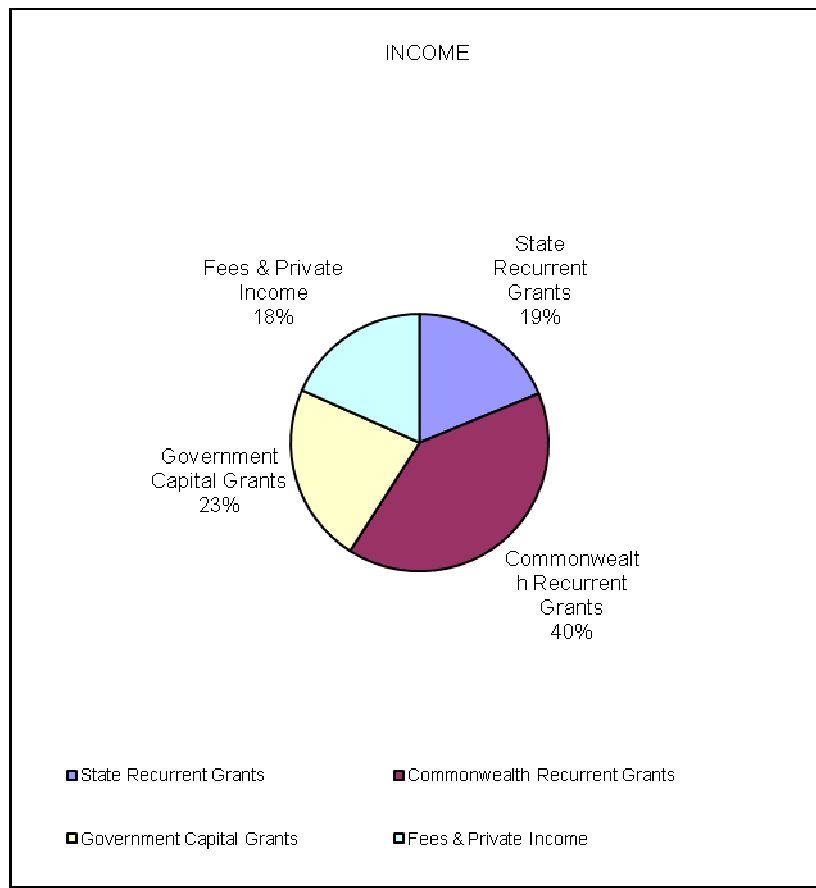
A community needs everyone to show leadership at different times. Every person leads in a particular way and every young person has a capacity to lead. MVAC provides a range of opportunities, from informal to structured, to build their leadership abilities and have their input into the organization of the College. This provides a number of avenues for students to express their level of satisfaction in the school which is extremely positive. This is further indicated by student participation in community events. Whether formal or informal this is high.

We are blessed with teachers that are competent and capable, with a capacity for hard work particularly as the College continues to grow and develop. We are extremely proud of the achievements of our teachers in 2008. Through the formal or informal opportunities teachers have to express their level of satisfaction, they articulate a high level of satisfaction in the College. This is evident in the high level of retention in 2008 of staff.

A College Survey conducted at the completion of the year survey staff, parents and students. Students responded favourably in the aspects of Community Involvement, Teaching and Learning, Religious and Spiritual Curriculum, Curriculum, Assessment and Reporting, Student Management, Student Welfare. Parents responded favourably in the aspects of Community Involvement, Management, Teaching and Learning, Religious and Spiritual Curriculum, Assessment and Reporting, School Climate, Student Management, Student Welfare.

Summary financial information

(a) Graphic one: recurrent/capital income represented by pie chart



(b) Graphic two: recurrent/capital expenditure represented by pie chart

