

2018 Annual Report



**MATTHEW
FLINDERS**
Anglican College

2017 YEAR - PERFORMANCE

This Annual Report for the 2017 College year is presented through five sections:

1. **Descriptive Information**
2. **Key Student Outcomes**
3. **Co-curricular Activities**
4. **Staff Information**
5. **Organisational Structure**

1. DESCRIPTIVE INFORMATION

Matthew Flinders Anglican College was so named in recognition of the vision, spirit and achievements of one of Australia's most distinguished explorers. The College motto of "Faith, Skill, Endeavour" evokes the spirit of Matthew Flinders and the values that the College strives to instil among the students.

The College is an independent co-educational school established as a company limited by guarantee and affiliated with the Anglican Church through the Diocese of Brisbane.

The College is situated in Stringybark Road, Buderim, on the beautifully scenic Sunshine Coast, Queensland. Matthew Flinders Anglican College commenced with an original enrolment of 161 boys and girls in 1990. In 2017 it was one of Queensland's larger independent schools with over 1,316 enrolments.

Students attend the school from across the Coast, from Noosa to Caloundra, from the coastline to the hinterland. The College is a co-educational, day school catering for students from Prep through to Year 12 with a reputation for high attainment, innovative learning and teaching, students who demonstrate exemplary courtesy, behaviour and aspirations, a caring and committed staff and a selfless Board.

OUR GUIDING STATEMENTS

Our School We educate for excellence in learning and life. We value courage, respect, compassion and integrity. We welcome students, parents and staff with diverse backgrounds and cultures in accordance with our Christian principles.

Our Motto **Faith Skill Endeavour**

Our Mission To challenge our students to develop the character and competencies for achieving academic excellence and a successful future of contribution and leadership in local, national and global communities.

Our Vision To be a dynamic learning community that provides our students with an outstanding contemporary education which prepares them for tertiary study and beyond.

To build our traditions whilst responding to emerging evidence of new and improved ways of educating our students for excellence in learning and life.

We recognise character, contribution, academic excellence and leadership as key components of *The Flinders Way*.

Our Values Courage, Respect, Integrity, Compassion

Our Graduates Our aim is for our graduates to possess the following competencies:

- **Character:** They are people of courage, respect, compassion and integrity who demonstrate confidence, persistence, and resilience.
- **Contribution:** They are informed citizens who are attuned to their environment, take responsibility for themselves and their actions, and serve their community.
- **Academic excellence:** They are accomplished learners who are self-directed and have a spirit of enquiry and adaptability in a fast-changing and information-rich world.
- **Leadership:** They are effective leaders who can empower others, communicate and collaborate well, and have the capacity to make significant and ethically grounded decisions.

THE COLLEGE IN 2017

The College has superb facilities, significant technological capabilities to assist learning and an extensive co-curricular program.

The College has a strong academic profile which reinforces our belief that teaching and learning lies at the heart of everything we do at the College. Our Vision is clear: *To be a dynamic learning community that provides our students with an outstanding contemporary education which prepares them for tertiary study and beyond.* We support them in this by providing the best possible resources, both human and physical, and by building constructive relationships between staff and students. Matthew Flinders Anglican College has designed its curriculum to provide a continuum of experience and knowledge acquisition from Prep to Year 12.

The high level of student achievement was once again exhibited through several significant achievements throughout 2017. Of significance, our Year 12 students, of whom 99.3% were OP-eligible, were awarded the highest number of OP1s in the College's history (12 out of 137 OP eligible). A further 17 students received an OP2 and 11 students were awarded an OP3. Half the cohort received an OP1-6 and 97% of students achieved an OP1-15; all of which are outstanding results.

Among a list of scholarly endeavours, our students excelled. For example, our Years 8 and 10 teams were State Champions in the da Vinci Decathlon and narrowly missed a place at the National finals in Sydney; students across all year levels also achieved highly in French and Mathematics competitions locally, and contested Future Problem Solving, and the Mayor's Telstra Technology and Science and Engineering Challenges with impressive success. Three of our students received medals for receiving the highest grades in Queensland for Year 7 Science, Year 11 Science and Year 11 Maths.

Furthermore, students have gained acceptance in places such as the National Youth Science Forum in Canberra, or participated in the Young Scholars program at the University of Queensland.

The College's cultural programs exemplify unique cultural exchange opportunities where students are hosted as individuals or in groups from many overseas schools for short-term, high intensity visits. Reciprocal arrangements exist for our students. For those who study a language, or travel for cultural enrichment, there were a number of opportunities for overseas travel in 2017 including Japan, France and the United Kingdom.

In the Performing Arts, students are able to participate in a number of musical ensembles, including the College String Orchestra, the College Band, Wind Symphony, the Flinders Band, College Chorale, Chamber Voices, Symphony Orchestra, and College Stage Band. These groups perform widely in the local community and provide backup for productions such as the biennial College Musical. The College is renowned for the quality of its music program. The College has a world class Performance Centre to facilitate excellence across our students' artistic endeavours; the highlights include Primary and Secondary School Musicals.

Development of the next iteration of the College's Strategic Plan (2018-22) commenced mid-year with workshops involving the Board of Directors, the College Leadership Team and staff. Student and parent input was also gained through the College Survey which was administered during 2017. Five pillars: Learning and Achieving, People and Purpose, Character and Culture, Community Engagement, and Stewardship and a Sustainable Future were identified as focus areas for the next five years. Statements of Intent, Goals, Strategies and Imperatives will follow as the College provides clear direction to support its Vision and Mission.

2. KEY STUDENT OUTCOMES

The average student attendance rate as a percentage in 2017 was 94.31%. Student attendance for each year level is noted below:

Year Level	Attendance Rate
0	93.57%
1	93.07%
2	95.28%
3	94.62%
4	94.63%
5	95.62%
6	94.75%
7	94.46%
8	93.15%
9	93.03%
10	93.81%
11	94.58%
12	95.50%

In the Primary School, families are contacted if students are absent with no explanation. Frequent late arrivals are addressed by the Head of Primary. Absences are recorded on semester reports.

In the Secondary School, electronic rolls are completed throughout the day. If a student is absent without explanation, administration staff contact the parent/guardian to seek an explanation. The number of student absent days and late arrivals are recorded on term reports.

NAPLAN Results

The results from the Years 3, 5, 7 & 9 NAPLAN tests in 2017, as in most years, are well above state averages in all areas of numeracy and literacy.

Reading, writing and numeracy benchmark data results for NAPLAN in Years 3, 5, 7 and 9 are as follows:

MATHEW FLINDERS ANGLICAN COLLEGE NAPLAN RESULTS - YEARS 3, 5, 7 AND 9 - 2017				
	State Mean	Matthew Flinders Anglican College MEAN 2017	National Mean	% Above National Minimum Benchmark
Year 3 Reading	425	474	431	100%
Year 3 Writing	402	425	414	99%
Year 3 Spelling	409	438	416	100%
Year 3 Grammar and Punctuation	437	483	439	100%
Year 3 Numeracy	402	433	431	100%
Year 5				
Year 5 Reading	503	557	506	99%
Year 5 Writing	461	498	473	97%
Year 5 Spelling	497	512	501	98%
Year 5 Grammar and Punctuation	496	559	499	100%
Year 5 Numeracy	490	520	494	99%
Year 7				
Year 7 Reading	540	587	545	100%
Year 7 Writing	503	574	513	100%
Year 7 Spelling	546	586	550	100%
Year 7 Grammar and Punctuation	538	585	542	99%
Year 7 Numeracy	549	609	554	100%
Year 9				
Year 9 Reading	585	625	592	100%
Year 9 Writing	539	593	552	98%
Year 9 Spelling	577	612	581	98%
Year 9 Grammar and Punctuation	574	623	574	98%
Year 9 Numeracy	581	638	592	100%

Retention Rates Years 10 – 12

The College's apparent retention rate for Years 10 – 12 in 2017 was 96.1%

Year 12 Outcomes

The academic curriculum at Matthew Flinders Anglican College is primarily designed for the preparation of students for further study at tertiary level and their life beyond school.

The College continues its excellent academic reputation with the vast majority of students eligible for an OP (in 2017 this was 99.3%, compared to the State average around 50%) and over 95% of our 2017 graduates proceeded to tertiary study immediately or after a 'Gap' year.

In 2017, 58 of our students (42.8%) received an OP1-5 (34.1% in 2016) compared to 21.06% state-wide. In terms of OP 1-15 results, 97.8% of our students were in this category in 2017 (92.8% in 2016).

Our academic results have consistently been well above State averages over more than the preceding ten years. These results encourage other students to strive for excellence.

OUTCOMES FOR YEAR 12 STUDENTS, 2017	
Total number of Senior Certificates awarded	139
Total number of OP eligible students	138
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	136
Percentage of Overall Position (OP) eligible students with OP 1-15	97.1%
Number of students who achieved OP 1 (the highest number in the College's history)	12
Number of students who achieved OP 1-5	59
Percentage of students who achieved OP 1-5 (State average is 21%)	42.8%
Number of students awarded one or more VET qualifications	13
Number of students achieving a School-based Apprenticeship or Traineeship	2
Percentage of students awarded a QCE or awarded a Vocational Education and Training (VET) qualification	98%
Total number of students who applied for a Semester 1 tertiary place through Queensland Tertiary Admissions Centre (QTAC)	126
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving a tertiary offer	99%

Destinations for Year 12, 2017

Of the 139 students who completed Year 12, there were 138 OP eligible students. One of these 138 was a VISA student who received a direct entry offer to university.

126 of these OP eligible students (91%) applied through QTAC for a 2018 tertiary place through QTAC. All except one of the QTAC applicants (99%) received a first-round offer (this student gained a place at Monash University, in Victoria). Many students also applied for interstate or overseas universities with a significant number of Year 12 leavers taking up degree courses at universities interstate. Three students applied and were offered placements at USA universities for 2018. It is very pleasing that our students are looking far and wide for desired pathways.

In all, a total of 133 of the 139 Year 12 leavers (96%) applied for and received a Tertiary place for 2018 - in Queensland, interstate or overseas. 15 of these students have deferred their placement. Of the remaining 6 students, two are known to be taking a 'Gap' year with plans to apply for a university place for 2019.

The following provides a breakdown of the destinations of all students based on the data available.

Destinations of Year 12 2017 Students	Number of Students
University in Queensland	97
University Interstate	16
University USA	3
TAFE Qld	1
RMC Duntroon, ACT	1
Deferred University place	15
Other	6
Total	139

Tertiary Offers to 2017 Year 12 Students in Queensland Universities	Number of Students
University of Qld	45
QUT	20
USC	18
Griffith University	8
ACU	1
CQUni	2
USQ	1
James Cook	1
Bond University	1

3. CO-CURRICULAR ACTIVITIES

The College offers an appealing array of co-curricular activities. All members of staff, along with a number of parent support groups in various sports and activities, have significant involvement in the co-curricular program.

Special co-curricular academic activities and extra-curricular activities are offered in the Primary and Secondary Schools where students are able to participate in the Tournament of Minds Program and a range of other extension programs including Readers' Cup, Chess, Debating, Coding Club and the Da Vinci Decathlon. Others areas of student participation in local and regional extension activities included: Short Story competition, Chess tournaments, Environment Committee, Interact and Mathematics competitions.

PRIMARY CO-CURRICULAR ACTIVITIES IN 2017

Music

Flinders Band	Flinders Voices	Junior Primary Choir
Flinders String Orchestra	Flinders Choir	Vocal Ensemble
Poco Strings (Years Prep-3)		

Sunshine Coast Independent Schools Sports Association (SCISSA) – Years 4-6

Athletics	Cross Country	Swimming
AFL	Basketball	Netball
Rugby	Soccer	T-Ball

Other Activities

Musical (Year 6)	Chess Club	Tournament of Minds
Student Staff Council	Readers' Cup	Coding (Computer) Club
Mathematics Club	Debating	After school French classes
Edible Garden Club	After school Art classes	Science Club
Japanese Club	Da Vinci Decathlon	Kids' Yoga
International Cooking Classes		Innovators of the Future

Junior Primary Modified Sports

Minkey Hockey	Milo in2Cricket	Fun Net
Auskick	Rookies to Reds - Rugby	

SECONDARY CO-CURRICULAR ACTIVITIES

Music

College Band	College Strings	College Chorale
College Stage Band	Chamber Voices	Symphony Orchestra
Wind Symphony	Flinders Stage Band	Lumina Voices
Saxophone Ensemble		

Secondary Interschool Sports

Australian Rules Football	Basketball	Cheerleading
Cricket	Equestrian	Hockey
Netball	Rugby	Sailing
Touch Football	Volleyball	Water Polo
Rowing	Kayaking	

Secondary SCISSA/Independent District Interschool Sports

Athletics	Cross Country	Swimming
Soccer	Tennis	Touch Football
Volleyball		

Other Activities

Cheerleading	Chess	Debating
Duke of Edinburgh's Award	Environment Club	Interact
Da Vinci Decathlon	Musical	Drama Productions
Peer Tutoring	French Club	Readers' Cup
Science and Engineering Challenge	Scribblers' Writing Club	Smith Family Student-to-Student readers
Public Speaking and Oratory competitions	Science Club	World Vision

WHOLE COLLEGE ACTIVITY CLUBS

Cricket	Hockey	Netball
Rugby	Tennis	Football
Swimming	Learn-to-Swim	Basketball
Flinders Fitness	Friends of Environment	Friends of Music
Foodbank		

MUSIC PROGRAM

Matthew Flinders Anglican College is justifiably proud of its excellent music program and the College's standing at both state and national level.

In the Secondary School, students participated in classroom music lessons and a high proportion of students were involved in the College's music programs as members of one or more of the music groups and ensembles listed above. In 2017, the College Choir travelled to New York City in December for a series of performances and workshops.

In the Primary School, classroom music programs included a Prep Choir, Year 3 recorders and the Year 6 Vocal Program. Complementing the general co-curricular program is the Instrumental and Choral Program which provides opportunities for students to have timetabled individual music lessons provided by specialist teachers utilising the College's facilities. In Year 4, each student participated in a compulsory strings program where they were provided with a violin or 'cello and class lesson time to learn how to play, culminating in a concert at the end of the year. We also implemented a Year 4 Woodwind and Brass program in the second Semester of Year 4 with selected students taking part in group lessons on one of the following instruments: flute; clarinet; saxophone; trumpet or trombone. The program ran for six months and these students then had the option of joining Flinders Band and continuing with one-on-one lessons in Year 5.

OUTDOOR EDUCATION

Outdoor Education is considered an essential part of the curriculum in contemporary schools, providing students the opportunity to learn about themselves, others and the environment in some amazing locations. At Matthew Flinders Anglican College, a carefully planned series of experiences challenge students in the outdoors. The Outdoor Education program has a clearly defined scope and sequence with experiences, challenges and opportunities being age-appropriate.

The Duke of Edinburgh's Award

An extension of the outdoor education program is offered through the Duke of Edinburgh's Award program. In 2017, approximately 85 students participated in this program. Participants gave their time and passion in areas of service, skill, physical recreation and completed Adventurous Journeys as they worked to obtain their Bridge, Bronze, Silver and Gold Awards. Through this challenging journey of self-discovery, our students learnt to take responsibility for their goals and choices and became further connected with our community.

TOURS

Regular tours within Queensland, interstate and overseas occur in the areas of sport, culture, language, music and service. In 2017, students had the opportunity to travel overseas and participate in the biennial Sports Tour to the United Kingdom, cultural immersion trips to Chile, New Caledonia, and France and the music (choral) students travelled to New York in December.

CHAPLAINCY 2017

Matthew Flinders Anglican College supports the Anglican heritage of the College while maintaining a strong association with St Mark's Anglican Church, Buderim.

At the commencement of 2017, a College Chaplain commenced as a full-time member of staff. The spiritual life of the students and whole College community benefited greatly from this appointment as it reinvigorated the capacity for worship and service by our students and staff. The Chaplain conducted fortnightly cohort and sub-school services across all year levels, weekly Communion Services and Morning Prayer times, and generally expanded the opportunities for worship and reflection throughout the College. The Chapel of St Nicholas is also used for marriage, funeral/memorial, baptism and other special occasion services for the wider community.

In 2017 the College Chaplain undertook an overview of charitable programs across the College. Recommendations from this audit saw a more effective social justice program begin to take shape, providing greater opportunities for the students to engage in practical acts of service or giving. The changes enabled the College to work toward a more sustainable way of providing charity, in particular for more local relationships to be established. The College commenced a rural partnership with Leichhardt-Chinchilla Anglican Mission District, and a local social justice partnership with the Buddies Refugee Support Program on the Sunshine Coast. These initiatives have created a greater emphasis on service learning which is connected to the curriculum in each cohort (in both the Primary and Secondary Schools) and has inculcated good civic leadership in our students. As an early result of this it is clear that the voice of faith, or sacrificial service, the voice that welcomes adversity and failure as opportunities for leadership, is inspiring our students.

We are grateful to the local Anglican Parishes and key staff at the College for their support of the spiritual life of the College community during the course of the year.

COMMUNITY

The culture which exists within the College community helps define Matthew Flinders Anglican College and provides the best possible environment for the students to achieve and learn in a safe and supportive framework.

In 2017 a comprehensive, College-wide survey was undertaken by external research company, MMG Education. Three separate surveys were conducted for parents, students and staff, seeking feedback on: levels of satisfaction; drivers for choice of school; areas requiring improvement and suggestions regarding future directions and areas of focus. High levels of satisfaction were recorded by most groups, and the academic profile, breadth of opportunities, quality of staff and overall reputation were given as drivers of choice for parents in choosing Matthew Flinders Anglican College for their children's education.

The Primary School encourages all students to feel safe through the "Friendly Schools Plus" program. Students are regularly presented with their rights and responsibilities in Year Level assemblies and House meeting times. These expectations are also clearly displayed in Primary classrooms. In the Secondary School, the weekly assemblies and the House system of eight Houses provide a forum for fostering and encouraging healthy relationships. The pastoral system, which includes Heads of House, Year Level Co-ordinators and mentors, and College Counsellors provides a means for students who require assistance or support to seek advice.

Students are encouraged and made aware of the ways to report matters that they believe are unsafe. Through the positive relationships between staff and students and the regular formal and informal pastoral care opportunities, student confidence to report concerns, is well demonstrated. The electronic reporting software, Stymie, assists students to readily report any matters of concern.

Year 11 students participated in a retreat which focused on health and wellbeing topics, including healthy relationships, as well as leadership. Linked to the wellbeing of students and their families, the College commenced a series of parenting seminars. This included a parents' forum presented by Ms Madonna King, author of the book *'Being 14: Helping Fierce Teens Become Awesome Women'* who provided parents with practical support and guidance on parenting teenage girls. Giving further voice to the concerns expressed by the College for the wellbeing of students, Mr Steven Window, a cyber safety expert from the Anglican Schools' Commission, facilitated a seminar for parents pertaining to online safety for their children as well as workshops for students.

In Term 3, the Principal conducted a series of Parent Focus Breakfasts which provided an opportunity for discussion with parents as he shared the results of the College-wide survey undertaken earlier in the year and sought their feedback on the future direction of the College.

The College has a Child Protection Policy and has adopted the Student Protection Policy developed by the Anglican Church of Australia, Diocese of Brisbane. The College has trained School Protection Officers who are liaison staff that students may refer to if they are not feeling safe and to whom a complaint can be made.

The Student Protection Officers include the Primary and Secondary Counsellors who are employed as full-time members of staff and work across the Primary and Secondary schools, liaising with students, parents and staff to provide both safety and wellbeing support to our students. In addition, the College has developed and implemented a Child & Youth Risk Management Strategy to ensure our practices and procedures, including those relating to the employment of staff, promote the wellbeing of children and protect them from harm.

The Board of Directors and the three Board sub-committees are well represented by parents and past parents. Since its foundation in 1990, the College has always involved the parent community and maintained an active and effective Parents & Friends' Association.

The parent community involvement is prevalent across the College and includes Supporter Groups of various co-curricular activity groups including sport and music, Tuckshop and Uniform Shop volunteers, classroom and reading volunteers, coaches and supporters.

The offices of the Principal, the Director of Business & Operations and the Human Resources Manager are also available to provide further information on the College and its policies, if required.

Further information about the College may be obtained through the Registrar's office at enrolments@mfac.edu.au.

4. STAFFING INFORMATION

The following summary of teaching staff qualifications is available in more detail in the annual magazine, the 'Investigator' or upon request from the Principal's office.

Qualification	Number by qualification	Percentage of classroom teachers and school leaders at the College
Doctorate	1	0.75%
Masters	17	12.59%
Bachelor Degree	104	77.04%
Diploma	13	9.63%
Certificate	0	0%

In mid-2017 the College staff comprised of:

Age of staff	How Many	%	Male	Female
< 20 yrs	0	0%	70	176
20s	15	6%	28%	72%
30s	36	14%		
40s	94	38%		
50s	79	32%		
60s	26	10%		
70s	0	0%		

The total funds expended on teacher professional development in 2017 was \$102,230 in 2017; \$170,530 in 2016; in 2015 was \$135,014, and in 2014 - \$147,878. This excludes non-teaching staff professional development or the cost of wages and replacement teachers.

The professional development initiatives in 2017, summarised and based on their category, are listed below:

Professional Development Category	Total Number of Sessions in 2017
Behaviour Management	23
Learning & Teaching	230
Information Technology	9
Leadership	21
Business and Administration	32
Total	315

In 2017, 112 staff, both teaching and administration, participated in external professional development across a total of 315 sessions. Moreover, professional development within the College included many regular meetings of professional engagement with particular emphasis on the implementation of the new Senior Assessment system.

Academic staff attendance for the College, based on unplanned absences of sick and emergency leave periods of up to 5 days, in 2017 was 98.22%; 97.96% in 2016; 97.42% in 2015; and 98.53% in 2014.

The proportion of teaching staff retained from the previous year was 96.55% in 2017.

5. ORGANISATIONAL STRUCTURE

The College is governed by a Board of Directors with delegation for the day-to-day management of the College given to the College Principal. The Board has three sub-committees to inform and oversee areas of Strategy and Risk, Audit and Governance, and Building and Grounds.

The Principal leads a four-person Executive and has a College Leadership Team (CLT) to assist in the leadership and management of the College. Operational plans for each sub-school and areas such as curriculum, learning and teaching, innovation and financial and facilities management are developed annually. These set the direction for the ensuing twelve-month period and are informed by the five-year Strategic Plan.

Heads of Department, Heads of House, Year Level Co-ordinators, College Counsellors and other middle management positions report to members of the CLT.

The College Chaplain sits outside the formal organisational structure, such is the all-encompassing pastoral and spiritual role of the position.

Information about College income broken down by funding source may be found on the My School website <http://www.myschool.edu.au/>

Any queries relating to this **Annual Report** may be directed to the Principal, Mr Stuart Meade, principal@mfac.edu.au or through (07) 5477 3200.

Stuart Meade
PRINCIPAL

July 2018

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