

# Annual Report 2021



**MATTHEW  
FLINDERS**  
Anglican College

2020 YEAR PERFORMANCE

This 2020 Annual Report for the College 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 2020 it was one of Queensland's larger independent schools with over 1,322 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. It has 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 from 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 enhance the performance of our staff in a supportive and collaborative environment, enabling them to flourish as professionals for the benefit of our students.

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

**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 2020

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 2020. Of significance, 23 of our Year 12 students, of whom 123 were ATAR-eligible, attained an ATAR of 98 or above. One student achieved the highest score possible, 99.95, and more than half the cohort (57.55%) received an ATAR of 91.5 or higher. There were 99% of Year 12 applicants to receive an offer for tertiary study in 2021.

Despite the global COVID-19 pandemic, several students achieved national and state-wide recognition for their academic achievements.

The College adapted to the COVID restrictions imposed in 2020 with aplomb. Online learning was adopted at all levels of the academic program, in many cases at very short notice, and the quality of the programs and the interactions between staff and students was high. Parents were highly complimentary of the efforts of the staff at the College. Year 12 students, for whom the changes caused the most anxiety given their involvement in the initial year of the new assessment system, were monitored constantly and commented positively on the level of support they received throughout the year.

To aid in the corporate as well as individual knowledge of the College and the teachers, many staff applied for and were appointed to the roles of confirmer, assessor and/or marker for the QCAA. This aided the individual teachers who gained greater insight into the new assessment system, what was important, the assessment and marking processes and the dialogue surrounding the way forward in 2021. It was a very worthwhile commitment by staff and one for which the College is very grateful.

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, Middle School Jazz Band, Saxophone Ensemble, Symphony Orchestra, Stage Band, Capriccio Strings, College Chorale, Chamber Voices and Lumina Voices. These groups perform widely in the local community and provide backup for productions such as College Musicals and formal College events. 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. While COVID-19 limited the opportunities available to the students in 2020, a Middle School production of '13' took place as did the Year 6 Musical.

The College's [Strategic Plan \(2018-2022\)](#) has five pillars, identified as focus areas for the five-year period 2018-2022: Learning and Achieving, People and Purpose, Character and Culture, Community Engagement, and Stewardship and a Sustainable Future. Statements of Intent, Goals, Strategies and Imperatives support the Plan as the College provides clear direction to support its Vision and Mission.

### Master Plan

In 2018 the College commenced a Master Plan for building over the next 15 years, following extensive consultation throughout the College community. Three stages of development have been identified and construction of Stage 1 facilities commenced in 2019. In 2020, the redevelopment of the Year 7 Precinct was completed, and the Years 5/6 Precinct was built in readiness for occupation at the commencement of 2021. Extensive planning took place throughout 2020 for the next stage of the Master Plan - the building of the Wonderarium in the Primary School and the Design Centre in the Secondary School. A significant refurbishment of the College's Music Department was planned and commenced in the latter months of 2020.

## 2. KEY STUDENT OUTCOMES

The average student attendance rate as a percentage in 2020 was 94.56%. Student attendance for each year level is noted below:

Year Level	Attendance Rate
0	93.89%
1	93.95%
2	93.16%
3	94.08%
4	94.59%
5	94.23%
6	95.25%
7	95.72%
8	95.57%
9	95.27%
10	94.28%
11	94.91%
12	94.44%

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

In the Secondary School, electronic rolls are completed for each timetabled lesson throughout the day. If a student is absent from school without explanation, administration staff contact the parent/guardian via SMS to seek an explanation. The number of student absent days and late arrivals are recorded on semester reports.

### NAPLAN Results

Due to COVID-19, NAPLAN tests were not administered in 2020.

### Retention Rates Years 10-12

The College's apparent retention rate for Years 10-12 in 2020 was 95.5%.

## 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. The “change” to Senior Assessment and Tertiary Entrance and the introduction of the ATAR in place of the OP, proved to strength the College’s position in State rankings. The vast majority of students eligible for an ATAR (in 2020 this was 98.4%, compared to the State average around 52.4%) and over 95% of our 2020 graduates proceeded to tertiary study immediately or after a ‘Gap’ year.

In 2020, 57.55% of our students (note: student results were only shared with schools upon the approval of students, with QTAC being responsible for the calculation of the ATAR) received an ATAR greater than 91.5 (correlates to the previous OP1-5 benchmark) compared to 20.5% state-wide. In terms of ATARs greater than 65.5 (correlates to previous OP 1-15 benchmark), 91.15% of our students were in this category in 2020 compared to 75.97% state-wide.

Our academic results have consistently been well above State averages over the past 15 years. These results encourage other students to strive for excellence. The following Outcomes data is issued by the QCAA.

OUTCOMES FOR YEAR 12 STUDENTS, 2020	
Total number of Senior Certificates awarded	125
Total number of ATAR-eligible students	123
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	121
Percentage of student results shared with College with ATAR 65.5+	91.15%
Number of students who achieved ATAR 98+	23
Percentage of students who achieved ATAR 91.5 (State average was 20.5%)	57.55%
Number of students awarded one or more VET qualifications	11
Number of students achieving a School-based Apprenticeship or Traineeship	5
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), interstate or overseas	115
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving a tertiary offer	99%

## Destinations for Year 12, 2020

At the time of publishing this School Annual Report, the results of the 2020 post-school destinations survey, Next Steps – Student Destination Report, for the College were not available. Information about these post-school destinations of our students will be uploaded to the College website in September, after release of the information.

### 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. Other areas of student participation in local and regional extension activities included Writers Group, Chess tournaments, the Environment Committee and our Interact Club.

#### PRIMARY CO-CURRICULAR ACTIVITIES

##### Music

Flinders Band	Flinders Voices	Junior Primary Choir
Flinders String Orchestra	Flinders Choir	Poco Strings (Years 1-3)
Vivace Strings		

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

Athletics*	Cross Country*	Swimming*
AFL	Basketball	Netball
Rugby 7s	Soccer	T20 Cricket
Water Polo	Volleyball	Touch Football

\*Can progress to District, Regional and State competitions.

##### Other Activities

Musical (Year 6)	Chess Club	OptiMinds
Student Staff Council	Mathematics Club	Coding (Computer) Club
Edible Garden Club	Innovators of the Future	French Club
Japanese Club	After-school Art classes	Maker Club (STEM)
International Cooking Classes	Da Vinci Decathlon	Kids' Yoga

##### Junior Primary Modified Sports

Minkey Hockey	Milo in2Cricket	Fun Net
Junior Primary Soccer		

#### SECONDARY CO-CURRICULAR ACTIVITIES

##### Music

Wind Symphony	Chamber Voices	Symphony Orchestra
Stage Band	Lumina Voices	College String Orchestra
College Band	College Chorale	Capriccio Strings
Middle School Jazz Band	Saxophone Ensemble	

##### Secondary Interschool Sports

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

### Secondary SCISSA/Independent District Interschool Sports

Athletics	Cross Country	Swimming
Football (Soccer)	Tennis	Touch Football
Volleyball		

### Other Activities

Debating	Chess	Science Club
Duke of Edinburgh's Award	Environment Club	Interact
Da Vinci Decathlon	Musical '13'	Readers' Cup
Peer Tutoring	French Club	Scribblers' Writing Club
Science and Engineering Challenge	Tech Team	Rock Climbing
E-Sports	Future Problem Solvers	

## 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 Term 1 2020, Secondary music students represented the College by participating in the Buderim Australia Day parade and 180 Band, Choir and String Orchestra students also attended the Secondary School Music Camp weekend at Alexandra Headlands. Given the circumstances surrounding COVID-19, many of the traditional performance opportunities, such as the Sunshine Coast Junior Eisteddfod, were not available; however, during these times the Co-curricular Music Program continued through the innovative use of technology, both in online forums and socially distanced rehearsals on campus. The Sounds of Synergy, Choral Soiree, Strings on Stringybark concerts and the Carol Service were pre-recorded and released digitally to the Flinders community. Fortunately, in Term 4 the Sounds of Summer was presented to a live audience.

In the Primary School, classroom music programs included Year 3 Recorder, Year 4 Tuned Percussion and Year 5 Drumming and Ukulele. The Year 6 students participated in vocal, drama and dance lessons which culminated in a presentation of the musical, 'Moana Jr.'. Year 6 students also had the opportunity to be involved in project groups that created sets, props, costumes and choreography, which were utilised in the four performances.

Complementing the general Co-curricular Program in the Primary School 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. During Semester One, all Year 3 students, and during Semester Two, all Year 2 students, participated in a compulsory Strings Program for one semester where they were provided with violin, viola or cello lessons. A Year 4 Woodwind and Brass Enrichment Program was also run in the second semester of the year, with selected students taking part in group lessons learning 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 the Flinders Band and continuing with one-on-one instrumental 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. In 2020, due to COVID-19, the Camps Program was curtailed with very few groups able to partake in an outdoor education experience.

### **The Duke of Edinburgh's Award**

An extension of the Outdoor Education Program is offered through the Duke of Edinburgh's Award program. In 2020, very few students were able to commit to the program.

## ROUND SQUARE

The College was accepted as a Round Square candidate school at the end of 2019. The philosophy of Round Square is a perfect vehicle in which to structure holistic programs that build character, competencies and life-learning attributes in our students. At present, students engage in many aspects which make up the IDEALS of Round Square; however, a focused and thoughtful approach to the opportunities given to the Flinders community through the lens of the IDEALS will enhance the outcomes and the character development which is vital in today's education. To enable students to grow and develop in a manner which engenders confidence, global awareness and empathy is paramount while programs which invite challenge, leadership and service will serve to benefit not only our College community but the wider world in the years ahead.

To us at Flinders, Round Square denotes challenge, opportunity, global awareness and contribution. It provides a framework of connection, aspiration and collegiality. To be part of a network that promotes such philosophies enables our students to learn from others, to be part of something that is bigger than themselves, and to develop skills and attributes which will serve them well throughout their lives. Staff at the College will also gain from and contribute to the IDEALS of Round Square. Finally, it is important that the parent community is aware of the Round Square IDEALS as their support of the College's approach and their children's engagement will benefit the development of the connections with Round Square.

## CHAPLAINCY

Matthew Flinders Anglican College supports the Anglican heritage of the College and seeks to nurture and maintain a positive association with the local parishes of St Mark's Anglican Church, Buderim, and St Peter's Anglican Church, Maroochydore.

The College employs a College Chaplain as a full-time member of staff. Such an appointment enhances the capacity for worship and service by our students and staff. The Chaplain conducted regular cohort and House services across both sub-schools; and provided other opportunities for worship and reflection throughout the College. During the Remote Learning phase of the COVID-19 pandemic, the Chaplain offered daily Morning Prayer via a video conference platform, while creating student reflections in the form of iMovies. Beyond student Chapel services, COVID restrictions prevented the Chaplain from conducting Sunday or other church services in the College Chapel for most of the year. However, late in Semester Two, a baptism for a College family could be celebrated there; and the regular Interfaith Gatherings for the wider community could resume.

In view of the tragic death of Year 11 student, Will Burley, it must be stated that, in times of loss, the Chapel has become the natural place of solace and memorial for the College community.

There is a strong commitment to service across the College. A program of social justice provides opportunities for the students to engage in practical acts of service or giving. The Chaplain helps to facilitate service-learning across the campus. While the College's active engagement in the Leichhardt-Chinchilla Anglican Mission District, and its regular visits to the food centre of Gateway Community Care both had to be curtailed due to the pandemic in 2020, the social justice partnership with the Buddies Refugee Support Program on the Sunshine Coast flourished in a new way. Whereas previously the College's association with Buddies had been based around hosting one of the biannual English programs for refugees, in 2020, a strong connection was forged along curriculum lines, with Buddies contributing significantly to a unit of work for Year 6 students; and the students, in turn, opting to let the funds of their subsequent Market Day be in support of refugees.

Additionally, students participate in regular fundraising events for specific charities. In 2020, this fundraising took on a whole-school focus, when the College rallied to support St Peter's Anglican College (Broulee, New South Wales) which had been ravaged by both bushfires and floods. 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.

In 2020 the College launched into the formal process of developing its Reconciliation Action Plan (RAP), with the Chaplain chairing the efforts of the established working group. This process has been embraced by the College community with sincerity and much enthusiasm, which augurs well for the future.

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.

The College encourages all students to feel safe. In the Primary School, student safety, rights and responsibilities are addressed through weekly Wellbeing Curriculum lessons in all Prep to Year 6 classes, as well as through presentations and discussions at Sub-School Assemblies and Year Level Assemblies. These expectations are also clearly displayed in Primary classrooms and supported in our Behaviour Policy and Behaviour Response procedures. 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, 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, students demonstrate a confidence to report concerns. The electronic reporting software, Stymie, assists students to readily report any matters of concern.

The College has a very strong commitment to Child Protection and has adopted the Student Protection Policy developed by the Anglican Church of Australia, Diocese of Brisbane. 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 College has trained School Protection Officers who are liaison staff to whom 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.

The Board of Directors and the four 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](mailto:enrolments@mfac.edu.au).

#### 4. STAFFING INFORMATION

The following is a summary of teaching staff qualifications in 2020. More detail is available upon request from the Principal's office.

Qualification	Number by qualification	Percentage of classroom teachers and school leaders at the College
<b>Doctorate</b>	3	2%
<b>Masters</b>	22	14%
<b>Bachelor Degree</b>	110	72%
<b>Diploma</b>	19	12%

In mid-2020 the College staff comprised of:

Age of staff	How Many	%	Male	Female
20-30	9	4%	71	173
31-40	40	16%	29%	71%
41-50	76	31%		
51-60	91	37%		
60+	28	12%		

The professional development initiatives in 2020, summarised and based on their category, are listed below:

Professional Development Category	Total Number of Sessions in 2020
Learning & Teaching	130
Information Technology	2
Leadership	13
Business and Administration	9
Health and Wellbeing	6
Faith/Spiritual	4

The total funds expended on teacher professional development in 2020 was \$93,620; \$151,980 in 2019; \$109,437 in 2018; \$102,230 in 2017; and \$170,530 in 2016. This excludes non-teaching staff professional development or the cost of wages and replacement teachers.

In 2020, 99 staff, both teaching and administration, participated in external professional development across a total of 164 sessions.

Academic staff attendance for the College, based on unplanned absences of sick and emergency leave periods of up to five days, in 2020 was 97.34%; 98.14% in 2019; 97.4% in 2018; 98.22% in 2017; and 97.96% in 2016.

The proportion of teaching staff retained from the previous year was 92.6% in 2020.

## 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 four sub-committees to inform and oversee areas of Strategy and Risk, Audit and Governance, Building and Grounds, and Nominations and Remuneration.

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 2020 may be directed to the Principal, Mr Stuart Meade, [principal@mfac.edu.au](mailto:principal@mfac.edu.au) or through (07) 5477 3200.

**Stuart Meade**  
**PRINCIPAL**

*May 2021*

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