

Annual Report 2022



**MATTHEW
FLINDERS**
Anglican College

2021 YEAR PERFORMANCE

This 2021 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 instill 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 2021, it was one of Queensland's largest independent schools with over 1,322 enrolments.

Students attend the school from across the Sunshine 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 2021

The College community, students, staff and parents contributed significantly to the many successes experienced throughout 2021, a year when the COVID pandemic impacted every aspect of school life. While the year was identified as one where the 3Cs of a positive community: connection, communication and culture were at the forefront of so much, the reality was that limitations due to COVID remained. Given that fact, the efforts of all involved were outstanding.

The Year 12 ATAR results at the end of the year maintained the College's status as the best-performing school on the Sunshine Coast and among the top group in the state. Both individually and collectively, the students excelled, achieving many 'personal bests' as well as individual and group accolades.

Students throughout the College participated in academic competitions and activities and performed with distinction. Several students achieved national and state-wide recognition for their academic achievements. The fact that so many students challenged themselves in this way is a credit to the students and to those supporting them, be they their teachers, parents or peers.

Apart from the academic curriculum, the College maintained its extensive range of opportunities in the co-curricular domain; including a wide array of sporting teams, a variety of creative arts activities, service and leadership events and programs and cultural learnings. Progress in the development of the Reconciliation Action Plan has been a significant accomplishment in 2021.

The staff, both teaching as well as administration and operations, gave a great deal of themselves and their professional capabilities throughout the year. Many embarked on professional development opportunities to further their knowledge and understanding of what is required to bring their 'top game' to the College. It is a credit to each and every one of them that this approach is omnipresent.

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.

In Term 4, a College Survey was sent to all Flinders parents. It included a detailed set of questions which served to inform College leadership about areas to be celebrated and others where greater focus is needed. The quality of teaching, balanced education, academic standards, facilities, the range of subjects and management and leadership were noted as parents' top drivers of choice for selecting the College as a school for their children.

The final question of the survey asked families to rate their 'level of satisfaction' with the Flinders experience. 85% of respondents across the College recorded their rating as Very Satisfied or Satisfied.

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 2021, the Years 5/6 Precinct (The Flagship Centre) was opened and occupied. It has provided a superb learning facility for staff and students. The Wonderarium in the Primary School was also built and has delivered on its promise to be a place of wonder and creativity for Primary students. Much planning for the Design Centre in the Secondary School took place with the first hole being dug as the students walked out the door at the end of the 2021 school year.

2. KEY STUDENT OUTCOMES

The average student attendance rate as a percentage in 2021 was 94.32%. Student attendance for each year level is noted below:

| Year Level | Attendance Rate |
|------------|-----------------|
| 0 | 95.85% |
| 1 | 95.95% |
| 2 | 95.28% |
| 3 | 94.44% |
| 4 | 94.68% |
| 5 | 94.89% |
| 6 | 94.32% |
| 7 | 94.27% |
| 8 | 93.83% |
| 9 | 92.27% |
| 10 | 93.46% |
| 11 | 92.74% |
| 12 | 94.19% |

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

The results from the Years 3, 5, 7 and 9 NAPLAN tests in 2021, 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:

| MATTHEW FLINDERS ANGLICAN COLLEGE NAPLAN RESULTS - YEARS 3, 5, 7 AND 9 – 2021 | | | | |
|--|-------------------|---|----------------------|---|
| | State Mean | Matthew Flinders Anglican College Mean | National Mean | % Above National Minimum Benchmark |
| Year 3 Reading | 426 | 509 | 437 | 100 |
| Year 3 Writing | 414 | 463 | 425 | 97 |
| Year 3 Spelling | 408 | 480 | 421 | 100 |
| Year 3 Grammar and Punctuation | 422 | 490 | 433 | 100 |
| Year 3 Numeracy | 392 | 468 | 403 | 100 |
| Year 5 | | | | |
| Year 5 Reading | 506 | 555 | 512 | 100 |
| Year 5 Writing | 468 | 517 | 480 | 100 |
| Year 5 Spelling | 496 | 532 | 505 | 99 |
| Year 5 Grammar and Punctuation | 496 | 565 | 503 | 100 |
| Year 5 Numeracy | 486 | 550 | 495 | 100 |
| Year 7 | | | | |
| Year 7 Reading | 536 | 594 | 542 | 100 |
| Year 7 Writing | 510 | 558 | 522 | 99 |
| Year 7 Spelling | 543 | 577 | 549 | 98 |
| Year 7 Grammar and Punctuation | 529 | 575 | 533 | 98 |
| Year 7 Numeracy | 542 | 607 | 551 | 100 |
| Year 9 | | | | |
| Year 9 Reading | 568 | 612 | 578 | 98 |
| Year 9 Writing | 538 | 596 | 551 | 96 |
| Year 9 Spelling | 574 | 613 | 580 | 97 |
| Year 9 Grammar and Punctuation | 567 | 618 | 571 | 98 |
| Year 9 Numeracy | 579 | 623 | 588 | 100 |

Retention Rates Years 10-12

The College's apparent retention rate for Years 10-12 in 2021 was 94%.

Year 12 Outcomes

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

The College continues its excellent academic reputation. The vast majority of students eligible for an ATAR (in 2021, this was 98.5%, compared to the state eligibility of around 52.5%) and over 92.7% of 2021 graduates proceeded to tertiary study immediately or after a 'Gap' year.

In 2021, 55.4% of 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 90 compared to 23.86% state-wide.

One Flinders student achieved the highest possible ATAR of 99.95 (one of only 32 students in Queensland) and seven students achieved an ATAR of 99 or above. The Flinders Class of 2021 reported a median ATAR of 92.32 compared to the state median of 78.55.

The College's 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, 2021 | |
|---|--------|
| Total number of Senior Certificates awarded | 137 |
| Total number of ATAR-eligible students | 128 |
| Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12 | 133 |
| Percentage of student results shared with College with ATAR 65.5+ | 94.21% |
| Number of students who achieved ATAR 98+ | 27 |
| Percentage of students who achieved ATAR 91.5 (state average was 20.5%) | 55.37% |
| Number of students awarded one or more VET qualifications | 15 |
| 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 | 137 |
| Total number of students who applied for a Semester One tertiary place through Queensland Tertiary Admissions Centre (QTAC), interstate or overseas | 127 |
| Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving a tertiary offer | 98.5% |

Destinations for Year 12, 2021

At the time of publishing this School Annual Report, the results of the 2021 post-school destinations survey, Next Steps – Student Destination Report, for the College were not available. Information about these post-school destinations of 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 the Interact Club.

PRIMARY CO-CURRICULAR ACTIVITIES

Music

| | | |
|-------------------------------|------------------------------------|----------------------------|
| Flinders Band (Years 3 - 6) | Flinders Choir (Years 4 - 6) | Flinders String Orchestra |
| Flinders Voices (Years 5 - 6) | Junior Primary Choir (Years 1 - 3) | Poco Strings (Years 1 - 3) |
| Vivace Strings (Years 5 - 6) | | |

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

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

*Can progress to district, regional and state competitions.

Other Activities

| | | |
|-----------------------------------|-------------------------------------|--|
| After-school Art classes | Big Ideas Worth Spreading TED talks | Book Club |
| Cartooning | Chess Club | Coding (Computer) Club |
| Critical and Creative Thinking | Da Vinci Decathlon | Dance |
| Digital Art and Illustration | Drama-Rama | Drawing and Sketching |
| Edible Garden Club | Flinders Times | French Club |
| From Garden to Plate | Godly Play | Innovators of the Future |
| Inspiring Interiors | Japanese Anime Club | Jnr Duke of Edinburgh |
| Keep it simple Fishing Techniques | Kids' Yoga | Lego Club |
| Maker Club (STEM) | Mathematics Club | Math Challenges |
| Musical Theatre | OptiMinds | Orienteering |
| Pen Pals | Philosophy Club | Photography Club |
| Sewing Club | Song Writing and Performance | Student Staff Council/Round Square Committee |
| Youth Theatre | | |

Junior Primary Modified Sports

| | | |
|-----------------------|-------------------------|--------------------------|
| Athletics | Basketball | Fun Net |
| Junior Primary Soccer | Kicking Skills | Milo in2Cricket |
| Minkey Hockey | Power, Agility, Balance | Red Ball Tennis |
| Rugby | Running | Skip for fitness and fun |
| T Ball | Touch | Volleyball |
| Zinger Cricket | | |

SECONDARY CO-CURRICULAR ACTIVITIES

Music

| | | |
|------------------------------------|---------------------|--------------------------|
| Brass Ensemble | Capriccio Strings | Chamber Voices |
| College Band | College Chorale | College String Orchestra |
| <i>Legally Blonde</i> Musical Band | Lumina Voices | Man Choir |
| Middle School Jazz Band | Percussion Ensemble | Saxophone Ensemble |
| Stage Band | Wind Symphony | |

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

| | | |
|---------------------|------------|-----------------|
| Aquathlon/Triathlon | Athletics | Cross Country |
| Football (Soccer) | Futsal | Mountain Biking |
| Surfing | Swimming | Tennis |
| Touch Football | Volleyball | |

Other Activities

| | | |
|--|---------------------------|---|
| Chess | Da Vinci Decathlon | Dance Group |
| Debating | Duke of Edinburgh's Award | E-Sports |
| Electric Car | Environment Club | French Club |
| Future Problem Solvers | Interact | Middle School Play <i>You're A Good Man, Charlie Brown</i> |
| Peer Tutoring | Readers' Cup | Rock Climbing |
| Science and Engineering Challenge | Science Club | Scribblers' Writing Club |
| Senior School Musical <i>The 25th Annual Putnam County Spelling Bee</i> | Tech Team | Whole School Musical <i>Legally Blonde</i> |
| Young Entrepreneurs | | |

MUSIC PROGRAM

Matthew Flinders Anglican College is justifiably proud of its excellent Music Program and the College's standing at both state and national levels.

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 2021, 185 Secondary music students attended the Secondary Music Weekend where the Band, Choir and String Orchestra rehearsed on Friday and Saturday. The event, usually held at Alexandra Headland was held on campus and the weekend concluded with a concert for parents and friends. Once again, numerous events and performances were impacted by COVID restrictions in 2021; however, the major Concert Series went ahead in Semester Two. This included Sounds of Summer, the Choral Soiree, Strings on Stringybark and the Sounds of Summer.

Other significant performance opportunities included Chamber Voices, Lumina Voices and College String Orchestra competing in the Queensland Youth Music Awards, held in Brisbane, as well as the Stage Band performance at Millsy's Pop-Up Restaurant Charity Dinner. The Secondary School production of *Legally Blonde* showcased the students' musical talents, both on stage and as members of the band. In Term 2, the Year 9 Music Edge class performed for the students at Nambour Special School. Five Secondary students represented the College in the Australian Honour Ensemble Program while 15 students attended the State Honours Ensemble Program.

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. 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. Having transitioned into Year 2, all students learn a string instrument as part of the String Immersion Program which now includes double bass, and this is the result of the financial support from the College and the Friends of Music. The 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.

The Music Department also provides one-on-one tuition for students wishing to study learning an instrument or voice. 27 specialised music tutors deliver in excess of 500 30-minute lessons per week, which is funded by the parents at the cost of in excess of \$700,000 per year.

OUTDOOR EDUCATION

Outdoor Education is considered an essential part of the curriculum in contemporary schools, providing students with 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

There are currently 51 active participants in the Duke of Edinburgh Award with the goal to reach 80 student enrolments by the end of 2022 once online structures and support systems are refined to handle a larger number of active participants. Due to COVID restrictions in 2021, the Award program was inhibited from growing and the provision of opportunities was limited.

ROUND SQUARE

The College was accepted as a Round Square candidate school at the end of 2019. After a 2-year review period, Flinders is excited to be finalising the paperwork to become a full-time Global Member of Round Square by the end of Semester One 2022.

Over the last two years, Flinders has continued to engage with the Round Square IDEALS of Internationalism, Democracy, Environmentalism, Adventure, Leadership and Service whilst using the Discovery Framework to continue to guide what we already do so well and which marries very nicely with the Flinders Learner Traits. The Primary School has led the charge in their involvement with Round Square by regularly leading discussions, keynotes and almost hosting this year's International Environmentalism Virtual Conference until staffing changes forced the College to withdraw. The Primary School has established Round Square Ambassadors with the Secondary School trialling a similar model, with the vision to align the Prefect roles and responsibilities more closely with the IDEALS in 2023. The Year 7s completed a Round Square Project Based Learning week in 2021, as international virtual collaboration continues to become a more regular occurrence in Middle School classrooms.

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, with keen participation from students and staff. Other opportunities for worship and reflection were also provided throughout the College. Whenever COVID restrictions impacted operations of the College, the Chaplain created student reflections in the form iMovies. Regular Wednesday morning Eucharist services were re-introduced in 2021, as were once-a-month Sunday services, both in term time. Some highlights included:

- services on Good Friday and Easter;
- a service of Admission to Holy Communion in May, where seven candidates were welcomed to the sacrament;
- a whole Secondary School Chapel for Wellness Festival with the inception of a Worship Band;
- the P-12 Christmas Service;
- the Community Carols and Reflections, at the end of the school year, which saw an attendance of more than 250 people;
- the staff end-of-year service, including the second staff nativity play; and,
- and two services at Christmas – one in German on Christmas Eve, the other in English on Christmas Day.

The regular Interfaith Gatherings, Soul Time, organised in collaboration with the local Baha'i community also resumed in 2021. These take place once a month on Sunday during term time and have an average attendance of between 18 and 30 people.

The Chapel has become the natural place of solace and memorial for the College community. Throughout the school year, students and staff come here to light a candle and pray, at a time of loss or need.

As part of the Find My Spark co-curricular program in the Primary School, Godly Play was introduced to students as a regular activity on most Friday afternoons after school. For this, the Chapel is reconfigured into a Godly Play space, with story materials on open shelves. In the process, Godly Play has established itself as a firm favourite for participating students.

The strong commitment to service across the College continued to grow in 2021. A program of social justice provided opportunities for students to engage in practical acts of service or giving while the Chaplain helped to facilitate service-learning across the campus. Despite COVID preventing the College from face-to-face engagement in the Leichhardt-Chinchilla Anglican Mission District, the introduction of collecting Containers for Change in the Primary School meant that we could offer significant financial support to this community. Hopefully future years will afford students the opportunity to visit this rural district once again. In contrast, Oliphant House students in the Secondary School were able to resume their regular visits to the food centre of Gateway Community Care. The College also launched a new community service connection with the local Anglican Parish of Maroochydore, supporting their weekly Community Meal with food cooked once a month during term time on campus. Next year, it is hoped that students will volunteer on-site at St Peter's, serving food and helping in the kitchen. Many other appeals were organised across the sub-schools, with student-led projects by the Student-Staff Council/Round Square Ambassadors in the Primary School as well as appeals by the Secondary School House, Prefects and student leaders. Other initiatives incorporated a whole College approach, such as supporting Anglicare's Christmas Appeal in Term 4.

Other social justice efforts included the College's partnership with the Buddies Refugee Support Program on the Sunshine Coast. As was the case in the previous year, COVID prevented the College from hosting

one of the biannual English programs for refugees. However, the strong connection forged along curriculum lines with Year 6 students in 2020 was further developed, with students inviting their parents to an Expo and Film Screening about refugees. This activity demonstrated students' deep learning and personal engagement. This unit of work also provided the opportunity for the College to connect with Bishop Daniel Abot, himself a refugee, one of the 'Lost Boys' of South Sudan, and now bishop to ethnic communities in the Anglican Church of Southern Queensland. Bishop Daniel together with his wife, Rachel Jimma visited the College twice to interact with Year 6 students.

We are grateful to the local Anglican Parishes, various volunteers and key staff at the College for their support of the spiritual life of the College community during the course of 2021.

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. In the Secondary School, regular assemblies and the House system which comprises eight Houses provides a forum for fostering and encouraging healthy relationships. The WELL4Life program is a cornerstone of the Secondary School pastoral program and is delivered by Heads of House and Homeroom Mentors.

Students are encouraged and made aware of the ways to report matters that they believe are unsafe. 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 its 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 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, 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 is a summary of teaching staff qualifications in 2021. 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 |
|------------------------|-------------------------|--|
| Doctorate | 3 | 2% |
| Masters | 19 | 14% |
| Bachelor Degree | 110 | 80% |
| Diploma | 5 | 4% |

In mid-2021, the College staff comprised of:

| Age of staff | How Many | % | Male | Female |
|--------------|----------|-----|------|--------|
| 20-30 | 10 | 4% | 46 | 91 |
| 31-40 | 29 | 21% | 34% | 66% |
| 41-50 | 42 | 31% | | |
| 51-60 | 43 | 31% | | |
| 60+ | 13 | 9% | | |

The professional development initiatives in 2021, summarised and based on their category, are listed below:

| Professional Development Category | Total Number of Sessions in 2021 |
|-----------------------------------|----------------------------------|
| Learning and Teaching | 105 |
| Information Technology | 1 |
| Leadership | 4 |
| Business and Administration | 8 |
| Health and Wellbeing | 9 |
| Faith/Spiritual | 8 |

The total funds expended on teacher professional development in 2021 was \$85,229; \$93,620 in 2020; \$151,980 in 2019; \$109,437 in 2018; and \$102,230 in 2017. This excludes non-teaching staff professional development or the cost of wages and replacement teachers.

In 2021, 100 staff, both teaching and administration, participated in external professional development across a total of 135 sessions.

Academic staff attendance for the College, based on unplanned absences of sick and emergency leave periods of up to five days, was 97.44% in 2021; 97.34% in 2020; 98.14% in 2019; 97.4% in 2018; and 98.22% in 2017.

The proportion of teaching staff retained from the previous year was 89% in 2021.

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 of 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 2021 may be directed to the Principal, Mr Stuart Meade, principal@mfac.edu.au or through 07 5477 3200.

Stuart Meade
PRINCIPAL

April 2022

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