

# Annual Report 2020



**MATTHEW  
FLINDERS**  
Anglican College

2019 YEAR PERFORMANCE

This 2019 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 2019 it was one of Queensland's larger independent schools with over 1,320 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 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 collaborate 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 2019

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 2019. Of significance, our Year 12 students, of whom 92.6% were OP-eligible, were awarded 11 OP1s. A further 9 students received an OP2 and 10 students were awarded an OP3, which means that over 26.5% of the cohort achieved an OP 1-3. 57.5% of the cohort received an OP1-7 and 92.9% of students achieved an OP1-15; all of which are outstanding results.

Among a list of scholarly endeavours, our students excelled. For example, four teams contested the Queensland finals of the Da Vinci Decathlon, with our Year 8 team crowned State champions and invited to Sydney to contest the National finals, finishing a very creditable third overall; two senior teams contested the first ever State Ethics Olympiad with our Year 12s winning the competition and the Year 11 team finishing third; four Year 12 students entered the OzCLO (Australian Computational and Linguistics Olympiad) competition, claiming a silver award; seven Junior students participated in the Regional Tournament of Minds; and in local Mathematics competitions, our College teams scooped the pool winning five of the six divisions contested.

Individual students gained acceptance in places such as the National Youth Science Forum in Canberra. Many students gained individual awards and acknowledgement for outstanding academic achievement. Year 12 (2019) student, Zennjo Searle, was awarded a Highly Commended Certificate of Recognition in the T J Ryan Memorial Medal program which acknowledges exemplary students across the State who demonstrate outstanding leadership and academic excellence. Claudia McPherson, Year 10 (2019) was awarded the Premier's ANZAC prize award and travelled to London and the Western Front battlefields in France and Belgium. Amy Wortman, Year 12 (2019), won the Somerset Storyfest National Poetry Prize and third place in the IEU Literary Competition.

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 2019. Some of our Year 10 and 11 students also travelled abroad for exchange programs in Japan, Chile, Denmark and France.

As with all Queensland schools, the College embraced the commencement of the new Queensland Certificate of Education system in 2019 beginning the process of preparing the graduating cohort of 2020 for the summative phase of their education with the implementation of Units 1 and 2 in 28 General and 2 Applied subjects. Year 11 students concluded their year by completing End of Unit 1 & 2 assessments and commencing the study of Unit 3, including the introduction of two Extension subjects in English and Music. A significant number of staff have been appointed to official roles with the QCAA as Endorsers and Confirmers and their involvement in the new QCE processes has proved invaluable to the success of the implementation process.

In 2019 the College was accredited as a Cambridge International School and currently offers Mathematics courses in this internationally acclaimed program. The College intends to expand its offerings in the program in the years ahead.

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; the highlights in 2019 included the Secondary School Musical, *Little Shop of Horrors*, and a Year 6 Musical.

The College's [Strategic Plan \(2018-2022\)](#) has five pillars, identified as focus areas for the 5-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. This includes a Year 7 Precinct and Years 5/6 Precinct and these projects will be completed for occupancy during 2020/21. As part of the Master Plan, classrooms in both the Primary and Secondary Schools have been extensively refurbished.

## 2. KEY STUDENT OUTCOMES

The average student attendance rate as a percentage in 2019 was 93.35%. Student attendance for each year level is noted below:

Year Level	Attendance Rate
Prep	93.91%
1	93.40%
2	93.82%
3	93.08%
4	94.12%
5	94.45%
6	94.25%
7	94.52%
8	93.62%
9	91.38%
10	92.24%
11	92.41%
12	92.38%

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 & 9 NAPLAN tests in 2019, as in previous 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 – 2019				
	State Mean	Matthew Flinders Anglican College MEAN 2019	National Mean	% Above National Minimum Benchmark
Year 3 Reading	427	468	432	97
Year 3 Writing	413	441	423	100
Year 3 Spelling	411	441	419	99
Year 3 Grammar and Punctuation	433	481	440	97
Year 3 Numeracy	399	442	408	100
<b>Year 5</b>				
Year 5 Reading	503	553	506	100
Year 5 Writing	465	507	474	98
Year 5 Spelling	495	525	501	96
Year 5 Grammar and Punctuation	498	549	499	98
Year 5 Numeracy	493	533	496	99
<b>Year 7</b>				
Year 7 Reading	545	589	546	100
Year 7 Writing	504	553	513	100
Year 7 Spelling	544	565	546	98
Year 7 Grammar and Punctuation	542	594	542	99
Year 7 Numeracy	550	590	554	99
<b>Year 9</b>				
Year 9 Reading	576	621	580	98
Year 9 Writing	535	587	549	97
Year 9 Spelling	580	610	582	99
Year 9 Grammar and Punctuation	573	617	573	98
Year 9 Numeracy	589	637	592	100

#### Retention Rates Years 10 – 12

The College's apparent retention rate for Years 10 – 12 in 2019 was 100%.

#### 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 2019 this was 92.6%, compared to the State average around 49.4% and over 97% of our 2019 graduates proceeded to tertiary study immediately or after a 'Gap' year.

In 2019, 47 of our students (41.6%) received an OP1-5 compared to 22.5% state-wide. In terms of OP 1-15 results, 92.9% of our students were in this category in 2019 (96% in 2018) compared to 82.92% 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 and does not include the one visa student, who achieved an OP10.

OUTCOMES FOR YEAR 12 STUDENTS, 2019	
Total number of Senior Certificates awarded	123
Total number of OP eligible students	113
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	119
Percentage of Overall Position (OP) eligible students with OP 1-15	92.9%
Number of students who achieved OP 1	11
Number of students who achieved OP 1-5	47
Percentage of students who achieved OP 1-5 (State average is 22.5%)	41.6 %
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	97.6%
Total number of students who applied for a Semester 1 tertiary place through Queensland Tertiary Admissions Centre (QTAC), interstate or overseas	119
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving a tertiary offer	100%

### Destinations for Year 12, 2019

At the time of publishing this School Annual Report, the results of the 2019 post-school destinations survey, *Next Steps – Student Destination Report*, for the school 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 IN 2019

#### 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 in 2019**

**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 Little Shop of Horrors	Readers' Cup
Peer Tutoring	French Club	OzCLO 2019
Science and Engineering Challenge	Scribblers' Writing Club	Rock Climbing
E-Sports	Future Problem Solvers	Tech Team

## WHOLE COLLEGE ACTIVITY CLUBS

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

## 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 2019, Year 9 music students travelled to Miles and Taroom, taking part in the 'Western Service Tour'. The music ensembles competed in the Sunshine Coast Junior Eisteddfod as well as the Prestige Music Fest in Brisbane. The Music Department represented the College at community events including the Buderim Australia Day Parade and ANZAC Day March. The Secondary School staged the production, *Little Shop of Horrors*, in addition to the annual concerts including Sounds of Synergy, Soiree, Strings on Stringbark, Sounds of Summer, and the College's Carol Service.

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, *Aladdin 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 4 students, and during Semester Two, all Year 3 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 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.

### The Duke of Edinburgh's Award

An extension of the outdoor education program is offered through the Duke of Edinburgh's Award program. In 2019, approximately 37 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 and Silver awards with three students receiving a Gold Award in 2019. 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.

## 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 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.

## **TOURS**

Regular tours within Queensland, interstate and overseas occur in the areas of sport, culture, language, music and service. In 2019, students had the opportunity to travel overseas to participate in cultural immersion trips to Japan, Denmark, Chile and France. Students were involved in service tours to Borneo, and also to Western Queensland.

## **CHAPLAINCY 2019**

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

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 fortnightly cohort and sub-school services across all year levels, weekly Communion Services and Morning Prayer times, and provided other opportunities for worship and reflection throughout the College. The Chaplain conducts Sunday church services each month in the College Chapel. The Chapel of St Nicholas is also used for marriage, funeral/memorial, baptism and other special occasion services for the wider community.

There is a strong commitment to service across the College. A program of social justice provides opportunities, under the leadership of the Chaplain, for the students to engage in practical acts of service or giving. In 2019 the College continued two partnerships: a rural partnership with Leichhardt-Chinchilla Anglican Mission District and a social justice partnership with the Buddies Refugee Support Program on the Sunshine Coast. A further opportunity for service, with Gateway Community Centre which provides essential support to low-income families through a food centre, commenced in 2019. Additionally, students participate in regular fundraising events for specific charities. These initiatives create emphasis on service learning which is connected to the curriculum in each cohort (in both the Primary and Secondary Schools) and inculcate good civic leadership in our students. 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.

A College-wide survey is administered by external research company, MMG Education, every second year. This was once again undertaken with parents, students and staff in 2019. Results of this survey are used to inform College leadership about a range of College programs and cultural practices.

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, student confidence to report concerns, is well demonstrated. The electronic reporting software, Stymie, assists students to readily report any matters of concern.

To foster the wellbeing of students and their families, the College continued its Flinders Speaker Series of community seminars. This included a parents' forum presented by Dr Judith Locke, Psychologist, and a presentation, again for parents, by Dr Kaylene Henderson, Child Psychiatrist, titled 'Tackling Anxiety and Building Resilience in Children aged 2-12'.

In Term 3, the Principal conducted a series of Parent Information Evenings to share the findings of the 2019 College community survey. This provided an opportunity for discussion with parents on aspects of their children's education at Flinders.

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 2019. 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>	2	2%
<b>Masters</b>	14	12%
<b>Bachelor Degree</b>	95	80%
<b>Diploma</b>	8	7%

In mid-2019 the College staff comprised of:

Age of staff	How Many	%	Male	Female
20-30	8	4%	66	30%
31-40	29	13%	153	70%
41-50	76	35%		
51-60	78	36%		
60+	28	13%		

The professional development initiatives in 2019, summarised and based on their category, are listed below:

The total funds expended on teacher professional development in 2019 was \$151,980; \$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.

Professional Development Category	Total Number of Sessions in 2019
Behaviour Management	18
Learning & Teaching	144
Information Technology	3
Leadership	19
Business and Administration	3
Health and Wellbeing	16

In 2019, 123 staff, both teaching and administration, participated in external professional development across a total of 240 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 2019 was 98.14%; 97.4% in 2018; 98.22% in 2017; and 97.96% in 2016.

The proportion of teaching staff retained from the previous year was 89.92% in 2019.

## 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**

*June 2020*

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