Our Vision

Seeking the Kingdom of God in Education

Our Mission

We provide Parent-governed, Christ-centred schooling with learning experiences that challenge each student to actively live for God in His world, while partnering with Christian parents in the nurture of their children at a price affordable to those who are committed.
Mount Evelyn Christian School (MECS) is a Kindergarten to Year 12 school of 630 students, situated on 13 acres in the beautiful foothills of the Dandenong ranges. MECS provides a Christ-centred, biblically based and integrated curriculum in partnership with its parent community. Students are encouraged to live out a faithful Christian response in all that they do in their lives.

Welcome to the 2013 Annual Report. At this time each year, all schools across the nation are required to give an account to their school community of the things that have been happening over the past year in the school’s life. It is a good thing to reflect and be accountable to you, the MECS community.

This Annual Report is designed to give a “snap shot” of the school community, its activities, general health, finances, enrolments, some assessments on educational results, how it is tracking in meeting its goals.

It is our hope that through this Annual Report you can see MECS’ mandate of ‘seeking the kingdom of God in education’ is being outplayed and that you are vital partner in this thriving and vibrant community that seeks to pursue this vision.
Covenantal Values

1. We underpin who we are and what we do with Biblical FOUNDATIONS.
2. We facilitate a lasting vision by building a strong and developing ASSOCIATION.
3. We partner with committed PARENTS to assist them in fulfilling their God-given responsibility for nurturing their children.
4. We achieve our mission through empowered LEADERSHIP and effective ORGANISATION.
5. We employ Christian STAFF who can effectively and wholeheartedly provide Christian education.
6. We nurture and equip STUDENTS for a life of service.
7. We develop and implement effective Christian TEACHING and LEARNING practices and resources.
8. We employ prudent FINANCE and RESOURCE management practices to enable our mission.
9. We construct functional and high quality INFRASTRUCTURE that facilitates the educational process.
10. We seek to have a healthy, caring, connected COMMUNITY.
11. We live out the truth of the Kingdom of God in our EXTERNAL RELATIONSHIPS with the wider community.
HIGHLIGHTS IN 2013

40th Anniversary Celebrations
Beginning in October 2012 with a highly successful Ball, 2013 saw further celebrations as MECS celebrated its 40th year. The re-enactment of the original opening of the school in March provided an opportunity for past and present students, staff and families to come together to thank God for His incredible provision and blessing on this school community. The Community Festival Day in October was enjoyed by many with activities, stalls, history and art displays and a variety of food on offer. It was a lovely day of celebration and reunion as many came back to MECS to reminisce about their time here as a student or staff member. 2013 was indeed a year of thanksgiving!

Unique Learning Opportunities
MECS continues to provide all its students with a vast array of unique learning opportunities. From Kindergarten to Year 12, the curriculum is designed to challenge and inspire young people of all ages to explore, understand and respond to God’s amazing creation. A highlight throughout the year for many students is the various camps they attend. Whether it is experiencing life as a student 150 years ago at Sovereign Hill, exploring the ‘nooks and crannies’ of the city of Melbourne, or the 18 day grand adventure that is the Centre Trip, these and many other off-campus experiences help students to realise that learning is not just restricted to the classroom, but happens out in the real world. Our integral approach in
many areas of the curriculum assists students in understanding the rich inter-connectedness of creation. We experience and respond to the world in a multi-faceted, complex way and our learning should mirror something of that reality. Our teachers work hard to develop our own distinctive approach to curriculum in order for our Christian beliefs to come through strongly in all that we do.

**Success of our Kindergarten**

Last year’s Annual School Report focused on the incredible amount of work that was done to establish and open the Kindergarten at the beginning of 2013. In this report we celebrate a remarkable first year of operation! Under Wendy Mason’s leadership, the Kinder was a huge success. Word has already spread and enrolments are now at very healthy levels for the next couple of years. The quality of the facilities and program has impressed all, and in such a short time, our Kindergarten has a reputation for delivering a high level of education for pre-schoolers who also deserve to have their foundational years shaped by a Christian understanding of who they are and the world they live in!

**Ranges TEC - establishing its reputation for applied learning**

Similarly, 2013 saw the continuing establishment of Ranges TEC. As a school dedicated to providing an alternative option for applied learners (those who are ‘wired’ for an integrated, hands-on learning environment), Ranges TEC is meeting the needs of a group of students who have often struggled in a traditional school environment. Whether through their unique Year 10 program, the VCAL certificate offered to Year 11 & 12 students, or in the offering of VET subjects to a wider group of students in the region, Ranges TEC is establishing its reputation as the place to be! Director Phil Jones and his hard-working team of staff are to be congratulated on their commitment to providing a Christian environment that seeks to recognise and develop the skills and gifts of this unique group of learners.
The Baton of Leadership is Passed On

In May 2013, Martin Hanscamp informed the Board of his intention to resign as Principal. He now serves as the Executive Director of AACS (Australian Association of Christian Schools) which advocates and lobbies on behalf of Christian schools throughout Australia. Paul Oldman, as Interim Principal continued to serve the school with distinction until the end of the year when he accepted the position of Head of Secondary at Plenty Valley Christian College. This change of leadership saw the appointment of Narelle Sketcher to the role of Principal, commencing January 2014. Narelle is only the 4th fully appointed Principal of MECS in its 40 year history. Jacqui Stok served the school as Deputy Principal in 2013 and in 2014 has been appointed as the school’s Director of Teaching and Learning.

SIGNIFICANT GOALS FOR 2014

Leadership Re-structure

The appointment of a new Principal, and the departure of our Deputy Principal, creates the opportunity for us to re-structure our senior leadership and executive teams. 2014 will see the appointment of two Assistant Principals – one the Head of Primary, the other, Head of Secondary (Middle & Senior schools). This will allow for further development and strengthening of our educational program, as well as the introduction of an ongoing and sustainable teacher appraisal and development program.
Professional Learning
Culture amongst Staff
Further to the goal mentioned above, teaching staff will continue to participate in professional learning activities, as part of a renewed focus on developing their skills in the craft of teaching. Some of these have been, and will continue to be, delivered by independent providers, but more effectively and importantly, we have begun to utilise the expertise of our own staff to teach and inspire each other. We are intentionally exploring the use of the different learning spaces of our school as the venues for our professional learning.

Review of Reporting
A significant goal in 2014 is the review of our reporting processes. As a school that highly values the partnership we have with parents, we want to make sure that our student reports and parent-teacher interviews are providing the information that parents need in a format and style that is clearly accessible to all. This review will see changes implemented in 2015.

CHALLENGES FOR 2014 AND BEYOND
Healthy Enrolments in Kinder and Junior Primary
Whilst the success of our Kinder has already been mentioned, it has presented us with a new challenge. Enrolments for Kinder through to Year 4 are at very healthy levels until 2018. Careful planning and consideration will now take place as we seek to provide as many families as possible with the option of Christian education for their children.

Funding Uncertainty
The funding of schools at the state and federal level continues to be a political ‘hot potato’. We are hoping for clarity as the year proceeds so that we can responsibly plan for the future of our school. We thank God for the wise stewardship of our resources that Dr Gerry Beimers and his team have provided in this time of uncertainty so that staff have been able to continue to deliver the broad educational program and services that we are proud of.
**Introduction of Indonesian into the Primary School in 2015**

We are excited about the prospect of introducing Indonesian into our Primary school in 2015. This decision comes out of the substantial work and recommendations that came from the LOTE (Language Other Than English) working group in 2013. We hope by Term 4 to appoint an Indonesian teacher to lead the implementation of this language.

**COMMUNITY SATISFACTION**

In 2013 the School determined community satisfaction through an evaluation method known as “most significant impact” stories. The following excerpts of significant impact stories have been reported through the year in the School Newsletter; they illustrate the satisfaction that parents and students have with the school.

**Parent satisfaction:**

“As a relatively new person to MECS it was great to come to the 40th birthday celebration and see the history of MECS and learn how it all began from the people who made it all happen. Learning about the sacrifices the founding families made so that MECS would become a reality makes me extremely grateful to these people who have been so faithful to the vision God placed on their hearts. I had the privilege of personally getting to talk...
to some of the founding families. It was great to hear the reminiscent stories, have some laughs, but above all it was awesome to see the vibrant passion for this great school has remained as alive and strong from one generation to the next. I am looking forward to enjoying many more great years as being a part of the community of Mount Evelyn Christian School. Thank you Founding Families!"

"My oldest son completed Year 12 in 2013 with great results. My other two children are still attending MECS and they are in Middle School. The school has a beautiful nurturing Christian environment and the teachers are wonderful, friendly and approachable. Each child is recognised for his/her uniqueness and gifting. My children love going to school! I highly recommend Mount Evelyn Christian School."

"MECS has been the nurturing and caring environment our son needed. The staff have been approachable, friendly and professional and genuinely care about the physical and spiritual welfare of all the children entrusted to their care. The community spirit is something we are proud to be a part of - highly recommended to all who are considering a school where each child is as important as the next."

STRATEGIC PLANNING
The next two pages of this report are diagramatical representations of the Strategic Planning that is in place for 2012-2017.
2012–2017 Strategic Plan
Key Objectives

1. Support growth & independence of Ranges TEC
2. Build Understanding & Ownership of Christian Education Vision
3. Enhanced teacher engagement with transformational education
4. Consolidate MECS Kindergarten
5. Strengthened Education support
6. Enhanced Student learning empowerment
7. Enhanced teacher engagement in transformational education
8. Build Information Literacy capacity
9. Australian Curriculum Compliance
10. Vibrant, intentional T & L leadership

- Realisation of IMP
- Infrastructure
- Finance & Resources
- Teaching & Learning
- Students
- Leadership
- Parents
- Community
- External Relations
- Foundations

2012–2017
2014 Operational Plan (Bigger Objectives)

1. Publish Transformational Education Book
2. Further explore Parent Partnership
3. Staff
   - Appoint two Assistant Principals
4. Students
   - Review student welfare provision
5. Leadership & Organisation
   - Review student leadership program
6. Teaching & Learning
   - Review Year 10 curriculum and program
7. Finance & Resources
   - Review reporting systems and implement changes
8. Infrastructure
   - Implement three year budgetary process
9. Community
   - Develop 2014-2018 ICT Strategic Plan
10. External Relations
    - Develop ‘Friends of MECS’

- Obtain planning Permission for Infrastructure Master Plan
- Develop ‘Friends of MECS’
- Implement three year budgetary process
- Publish Transformational Education Book
- Further explore Parent Partnership
- Appoint two Assistant Principals
- Review student welfare provision
- Review student leadership program
- Review reporting systems and implement changes
- Review Year 10 curriculum and program
- Continue & Develop Professional Learning culture within staff
- Review Year 10 curriculum and program
- Review student leadership program
- Promote ITEC In July 2015
- Continued compliance against Australian Curriculum
- Further explore Parent Partnership
Student satisfaction
The following are samples of student responses to life at MECS.

Senior Primary Japan Day:
"It was Japan day for all the Senior Primaries. Nearly everybody was dressed up; it was like being in Japan for real! First we learnt how to write and count from 1 to 10 in Japanese – it was very interesting! Then we tasted sushi, wasabi peas and rice puffs... they were delicious! Shortly after, we did some paper origami and then made fish kites. Finally it was time for the Senior Primary kids to present their wonderful projects. All the parents were amazed. In conclusion, it was an extravaganza of a day that everyone will remember."

A Year 9 student’s response to the Student Leadership Day:
"Along with the superb food, fun games and fantastic company, the student leadership day was beneficial for all class levels and ages. On behalf of all student and tribal leaders, we say thank you to everyone who invested time to make this a brilliant day."

A Year 8 student’s response to the Cycle B Inverloch Camp:
"Cycle B looked at plants and sea creatures in rock pools, floated down Screw Creek in inner tyres, pulled out weeds along the beach, planted trees, learnt about sand dunes and coastal zonation, played lots of Beach Cricket, Beach Towel Volleyball and Ultimate Frisbee and lots more. Overall, everyone had an awesome time on camp and loved the camp food made by Krista Bowden and Melinda McKay."

Teacher Satisfaction
At the conclusion of 2013, all teaching staff participated in a Teaching and Learning Review. This review looked at the effectiveness of various Professional Learning activities throughout the year as well as a personal reflection of their own teaching practices. There was an overwhelmingly positive response to various professional learning activities undertaken, such as understanding AusVELS, and unpacking the Understanding by Design framework and getting a better handle of Essential Questions, Big Ideas and Understandings.

Staff reflected on areas of strength within their pedagogy, and were vulnerable in sharing their disappointments. This allowed them to think about how they can be intentional with Professional
Development choices in future years. Teaching staff utilised the opportunity to input their own ideas into the content of Teacher Meetings in 2014.

**SCHOOL STUDENTS**

In 2013, we had 137 new students commence in Term 1. 40 of these were kinder students; 137 in the school year levels. On the 2013 Census Day we had 560 school students, and 40 kinder students.

**Class Structure**

A summary of the class structure for 2013 was: double Prep; triple class clusters in Junior, Middle and Senior Primary, and also in Years 7/8 Cycles A & B. Year 9 continued as the “Open Village” program.

**Student to Teacher Ratios**

In the Primary School (Prep – 6) the student to teacher ratio for 2013 was 15.3:1, in the Secondary School (Year 7 – 12) it was 12.2:1. These figures are calculated on the basis that the total work times of all education staff are apportioned to the relevant sections of the school according to the amount of time that they work in each section.

**Student Attendance**

The Education and Training Reform Act 2006 (Vic.) requires that children of school age (6 years and up to the age of 16 years) resident in Victoria are required to be in full-time attendance at a government or registered non-government school, unless they are receiving approved home tuition, correspondence education or have been granted an exemption.

The overall school attendance for MECS students in Prep to Year 10 in 2013 was 93%, which represented an
increase of 1% from 2012. Prep - 92%
Year 1 - 94% Year 6 - 94%
Year 2 - 95% Year 7 - 89%
Year 3 - 96% Year 8 - 92%
Year 4 - 96% Year 9 - 92%
Year 5 - 95% Year 10 - 86%

A pastoral approach is taken toward students who have irregular school attendance, and contact is made with the parents/guardians to discuss the reasons behind the absences.

**NAPLAN**

The National Assessment Program Literacy And Numeracy (NAPLAN) assesses all students in Australian schools in Years 3, 5, 7 and 9.

The table below indicates the percentage of MECS students who reached the Australian minimum benchmarks in the 2013 NAPLAN tests, as set by the Government.

The table on the following page displays average NAPLAN scores for 2011, 2012 and 2013 in each of the five learning areas tested in NAPLAN: reading, writing, spelling, grammar and punctuation, and numeracy.

From this table, we can see that MECS' NAPLAN 2013 results are consistently at or above the average for Australian schools. There are no cases of MECS' average being rated as substantially below the national average, and only one instance of MECS in 2013 being below the national average. The table shows that the Middle School NAPLAN results are particularly strong and are consistently above the National average.

MECS' NAPLAN results are reported on the ACARA My School website (http://www.myschool.edu.au), in line with Government requirements. While we do not encourage NAPLAN results to be used as a comparative measure of school performance, we do believe that NAPLAN testing is a

<table>
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<tr>
<th>Benchmark results 2013</th>
<th>Year 3</th>
<th>Year 5</th>
<th>Year 7</th>
<th>Year 9</th>
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<tbody>
<tr>
<td>No of Students</td>
<td>31</td>
<td>35</td>
<td>42</td>
<td>59</td>
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<tr>
<td>Reading</td>
<td>100%</td>
<td>100%</td>
<td>98%</td>
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<td>Writing</td>
<td>97%</td>
<td>100%</td>
<td>100%</td>
<td>83%</td>
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<td>Spelling</td>
<td>100%</td>
<td>97%</td>
<td>98%</td>
<td>93%</td>
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<tr>
<td>Grammar &amp; Punctuation</td>
<td>100%</td>
<td>100%</td>
<td>98%</td>
<td>93%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>98%</td>
</tr>
<tr>
<td></td>
<td>Reading</td>
<td>Writing</td>
<td>Spelling</td>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>----------</td>
<td>--------------------------</td>
<td>--------------------------</td>
<td>---------------------------</td>
<td>------------------------</td>
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<td>Year 3</td>
<td>439</td>
<td>412</td>
<td>450</td>
<td>420</td>
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<tr>
<td>Aus Avg</td>
<td>416</td>
<td>420</td>
<td>419</td>
<td>416</td>
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<td>Year 5</td>
<td>508</td>
<td>503</td>
<td>518</td>
<td>463</td>
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<tr>
<td>Aus Avg</td>
<td>488</td>
<td>494</td>
<td>502</td>
<td>483</td>
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<tr>
<td>Year 7</td>
<td>567</td>
<td>568</td>
<td>569</td>
<td>560</td>
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<tr>
<td>Aus Avg</td>
<td>546</td>
<td>542</td>
<td>541</td>
<td>529</td>
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<td>Year 9</td>
<td>622</td>
<td>604</td>
<td>605</td>
<td>602</td>
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<tr>
<td>Aus Avg</td>
<td>580</td>
<td>575</td>
<td>580</td>
<td>566</td>
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</table>

- MECS' average is above the national average
- MECS' average is similar to the national average
- MECS' average is below the national average

MECS' average is below the national average
useful tool for diagnostic purposes for individual students, and is used as such by Primary and Middle School teachers.

**Year 12 Students**

Following are the 2013 VCE ATAR results for our students. Victorian Curriculum and Assessment Authority regulations forbid the use of individual student’s results for marketing purposes and so these cannot be divulged. However, the following information can be given.

This year 41 (last year-39) students enrolled full time in the VCE 3/4 program. All of the 41 VCE students satisfactorily gained their VCE certificate. The students’ ATAR (a score ranging from 0.00 to 99.95) scores ranged from 98.5 (last year 99.2) as the highest to 29.75 (last year 31.35) as the lowest. The average ATAR was 72.2, significantly higher than last year’s (67.4) and this was the highest average ATAR that our students have achieved over the past decade. ATAR results reflect the percentage rank of a student in the current VCE year. For example, the student with an ATAR of 95.25 has performed better than 95.25% of all of the students who attempted their VCE this year in the State.

Last year, VCE Coordinator Dr Roger Fernando was quoted as saying that “Next year’s students are not as richly gifted academically and so I don’t expect their results to be as pleasing as this year’s”. While this has been borne out by the drop in the numbers of students with ATARs between 89.95 and 99.95, we have been absolutely delighted by the performance of this group of students as a whole. If one is to measure academic success by the average ATAR, then, this year’s figure
of 72.2 (an all-time high) is very impressive. This group has excelled in terms of getting the best out of their ability. Almost 44% of our students obtained ATARs between 80 and 99.95 which again, is our best result in over a decade. Of the five students who gained ATARs over 90, two were boys and this continues the trend we saw begin last year. For some time now, we have worked towards and gained a really strong learning culture in the Senior School. This culture is nurtured right throughout the Senior school but is boosted by a wonderfully organised Year 12 camp, excellent attendance at VCE practice exams and the strong leadership shown by our Year 12 coordinator. Sharon Payze has done a wonderful job all year and is to be congratulated for this. We have been indeed blessed by a having a series of strong and capable Year 12 coordinators since Martin introduced this position over 5 years ago.

**Year 12 Destinations**

In 2013, all of the 40 students who were enrolled in the VCE at MECS satisfactorily gained their VCE certificate. Our post-school students are engaged in a number of different career destinations.

**In summary:**

85% of the Year 12 cohort successfully gained entry to various universities, including Monash,
RMIT, Australia Catholic University, Deakin, Swinburne, and University of Melbourne. The courses that they are undertaking include Engineering, Nursing, Arts, Agriculture, Science, Visual Arts, Exercise and Sport/Health Science, Business, Building Design, Education and Music. One of our students is travelling to the USA to study. Several students are intending to take a Gap Year and undertake work before settling on a decision about further study.

FINANCES
Gerry Beimers

MECS

Craig Goldsmith, our Accountant, and I work in conjunction with the Finance Committee (including Board Treasurer, Ian Bushell, and the Principal) to oversee the school’s financial operation. This committee meets at least quarterly. Craig and I provide monthly finance ‘snapshot’ reports to the Board. The Annual Financial accounts are reported on at the May Annual General Meeting of the Association. In the Auditor’s report they give their opinion that the “Financial Report is a true and fair view of the financial position of the school”. A summary of the financial situation for the MECS campus can be seen in the chart on page 21. The full financial report is available to members of the school community on request.
It is important to note that the audited financial report includes the operations of Ranges TEC. Therefore in this section we are providing the campus specific outcome for MECS; and there is a separate section for Ranges TEC.

2013 was a challenging year financially for MECS. At the end of 2012 when the budget was confirmed we expected over 580 students during 2013. However, a significant number of students left in term one of 2013; they had moved, were travelling, or had chosen a different educational path. These things were beyond our control. As a result we only had 560 students at census time. This of course meant less tuition fees and less government funding, though a one off injection of a government grant for ICT meant that element of income was close to budget at least. Even though you can see an accountant’s deficit, the operations last year still contributed to our financial wellbeing. We give thanks to God for his continued blessing on the MECS community’s finances.

Ranges TEC

After a challenging but fulfilling first year, 2013 was the second year in which Ranges TEC served the needs of senior secondary students who are applied learners. Ranges TEC was established in partnership with two other Christian Education National
<table>
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<tr>
<th></th>
<th>Actual 2013</th>
<th>Budget 2013</th>
<th>Difference</th>
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<tr>
<td><strong>Student Numbers</strong></td>
<td>560</td>
<td>580</td>
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<tr>
<td><strong>Income</strong></td>
<td></td>
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<td>Capital Grants and Donations</td>
<td>31,921</td>
<td>50,000</td>
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<td>State &amp; Commonwealth recurrent grants, including Kindergarten</td>
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<td>5,026,550</td>
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<td>Interest received</td>
<td>19,872</td>
<td>2,000</td>
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<td>Tuition Fees</td>
<td>2,747,371</td>
<td>2,843,466</td>
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<td>Allocation for Ranges TEC</td>
<td>-(25,000)</td>
<td>N/A see expense</td>
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<tr>
<td>Bus income</td>
<td>78,880</td>
<td>88,000</td>
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<tr>
<td>Other income</td>
<td>115,540</td>
<td>24,860</td>
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<td><strong>Total Income</strong></td>
<td>8,041,142</td>
<td>8,034,876</td>
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<td><strong>Expenses</strong></td>
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<td>Bad debts</td>
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<td>Ranges TEC support contribution</td>
<td>see above</td>
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<td>5,462,959</td>
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<td>7,834,036</td>
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<td>734,839</td>
<td>877,840</td>
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<td><strong>Surplus without donations, before depreciation</strong></td>
<td>702,918</td>
<td>827,840</td>
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<td>Operating Surplus/(Deficit) after depreciation</td>
<td>25,702</td>
<td>200,840</td>
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<tr>
<td>Operating Surplus/(Deficit) without donations after depreciation</td>
<td>-$(6,219)</td>
<td>$150,840</td>
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## Ranges TEC finances

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</thead>
<tbody>
<tr>
<td><strong>Student Numbers</strong></td>
<td>51</td>
<td>58</td>
<td>-7</td>
</tr>
<tr>
<td><strong>INCOME</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuition Fees</td>
<td>420,430</td>
<td>499,693</td>
<td>-79,263</td>
</tr>
<tr>
<td>Other income</td>
<td>171,848</td>
<td>130,493</td>
<td>41,355</td>
</tr>
<tr>
<td>Grants - Recurrent Commonwealth, State</td>
<td>470,285</td>
<td>525,116</td>
<td>-54,831</td>
</tr>
<tr>
<td>Grants - Capital</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Contributions from DCC, MECS</td>
<td>70,850</td>
<td>53,536</td>
<td>17,314</td>
</tr>
<tr>
<td>Donations</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>TOTAL INCOME</strong></td>
<td>1,133,413</td>
<td>1,208,838</td>
<td>-75,425</td>
</tr>
<tr>
<td><strong>EXPENSES</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Administration, Audit, Levies, bus costs</td>
<td>122,278</td>
<td>123,554</td>
<td>-1,276</td>
</tr>
<tr>
<td>Fees Written Off as Bad Debts</td>
<td>0</td>
<td>4000</td>
<td>-4,000</td>
</tr>
<tr>
<td>Community Development</td>
<td>5,081</td>
<td>16,200</td>
<td>-11,119</td>
</tr>
<tr>
<td>Depreciation</td>
<td>239,750</td>
<td>230,000</td>
<td>9,750</td>
</tr>
<tr>
<td>Educational Materials, VET Materials</td>
<td>105,274</td>
<td>116,850</td>
<td>-11,576</td>
</tr>
<tr>
<td>Interest, leases</td>
<td>28,099</td>
<td>75,281</td>
<td>-47,182</td>
</tr>
<tr>
<td>Maintenance &amp; Grounds</td>
<td>52,894</td>
<td>32,800</td>
<td>20,094</td>
</tr>
<tr>
<td>Salaries</td>
<td>898,101</td>
<td>813,903</td>
<td>82,198</td>
</tr>
<tr>
<td>Staff Training</td>
<td>9,351</td>
<td>11,250</td>
<td>-1,899</td>
</tr>
<tr>
<td>Contingency</td>
<td>0</td>
<td>15,000</td>
<td>-15,000</td>
</tr>
<tr>
<td><strong>TOTAL EXPENSES</strong></td>
<td>1,458,828</td>
<td>1,438,838</td>
<td>19,990</td>
</tr>
<tr>
<td><strong>Operating Surplus/(Deficit) after depreciation</strong></td>
<td>-(325,415)</td>
<td>-(230,000)</td>
<td></td>
</tr>
<tr>
<td><strong>Surplus/(Deficit) before depreciation</strong></td>
<td>-(85,665)</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>
schools, Donvale Christian College and Mountain District Christian School.

Registered as a second campus of MECS and as a Registered Training Organisation, Ranges TEC progressed well in 2013 toward offering quality Christian applied learning and vocational education. Its reputation as the school of choice for applied learners is beginning to grow.

In 2013 we had 52 full-time and over 60 part-time Year 10, 11 and 12 students. They were taught by a wonderful team of passionate and experienced Christian trade professionals and teachers in the Victorian Certificate of Applied Learning (VCAL) and the trade areas of Aeroskills, Carpentry, Engineering, Furniture Making, Horticulture and Kitchen Operations.

The three purpose-built learning sites (Main Campus in Hightech Place Lilydale, Community Farm in Monbulk and a Hangar at Coldstream Aerodrome) allow Ranges TEC to provide authentic spaces in which students can develop their God-given gifts and grow in the knowledge that God loves them and has a plan for them.

Throughout 2013 Ranges TEC and the Mount Evelyn & Montrose Community Bank® branches continued a partnership with the provision of a 28 seater bus to Ranges TEC, and with Ranges TEC students assisting with the biggest morning tea event in Mount Evelyn. The MECS and Ranges TEC communities are very thankful for this generous support from Mount Evelyn & Montrose Community Bank® branches. We love their commitment to the community. This
partnership helps the students by enabling access to their off-campus learning experiences.

Along with the Ranges TEC Accounts Officer – Dee Dee Booth, Craig Goldsmith, our Accountant, and I oversaw the Ranges TEC financial operation in 2013. We provide financial reports to the Ranges TEC Advisory Panel. The Ranges TEC financial operations are maintained independently to the MECS operations, but ultimately incorporated into the Association’s audited financial report.

In the accompanying chart we have shown the Ranges TEC financial data.

In 2013 Ranges TEC had an operational loss of $85,665 (not counting depreciation). Until we achieve sufficient student numbers Ranges TEC will continue to require the support of the three founding schools. As the reputation as the school of first choice for hands-on learners grows we expect the student body to be large enough to make the campus self-sustaining. The Association also acknowledges the generous financial support from Donvale Christian College in 2013.

STAFF

Teaching Staff Retention

There were 52 teachers employed at MECS in 2012. In 2013, of these teachers, five resigned, one retired and one completed a 12 month teaching contract.

Professional Development

In April of 2013, the teaching staff at MECS headed over to Donvale Christian College for the three-day biennial Victorian CEN Teachers Conference. All new staff to MECS used this opportunity to complete the Certificate for Christian Education (CCE). Existing staff participated in or facilitated workshops, sample lessons or NICE units.

At MECS, the PD for teachers can be categorised into the following categories: Developing Transformative Christian Education (including NICE studies), General Teaching – Content knowledge, General Teaching – Practice and Engagement, Workplace Professional Development.

By the conclusion of 2013, MECS had 10 teachers who have completed their Masters of Educational Studies with the National Institute for Christian Education (NICE). 11 teachers have completed a Graduate Diploma of Education (NICE – 4 units). A large number of Administration staff took up various opportunities to complete their Certificate of Christian Education (CCE) during 2013. 4 staff members attended the Developing Leaders Conference, facilitated through CEN. All new staff to MECS attended the CEN/CSA Induction Days held in February.
In addition to NICE studies, many staff undertook subject/pedagogy specific PD throughout the year. Teachers meetings were dedicated to a better understanding of the Australian Curriculum, navigating AusVELS (Victoria’s curriculum framework based on the Australian Curriculum), and curriculum planning using Understanding by Design (UbD). Aine Maher from Independent Schools Victoria (ISV) was a special guest at an April meeting, unpacking and explaining the new AITSL standards for teachers.

First Aid and anaphylaxis training continued to be a priority for MECS staff in 2013. We are fortunate to have more than 50% of our staff trained in First Aid and all staff are required to complete anaphylaxis training.

The total expenditure on PD in 2013 was approximately $57,500 or about $1,180 per 1 FTE teacher.

Workforce Composition

The workforce at MECS is composed of the following staff:

<table>
<thead>
<tr>
<th></th>
<th>Teachers</th>
<th>Non-Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>17</td>
<td>7</td>
</tr>
<tr>
<td>Female</td>
<td>35</td>
<td>28</td>
</tr>
<tr>
<td>Full-Time</td>
<td>27</td>
<td>6</td>
</tr>
<tr>
<td>Part-Time</td>
<td>25</td>
<td>29</td>
</tr>
</tbody>
</table>

We do not have any indigenous staff members at MECS.

Teacher Qualifications

At MECS and Ranges TEC, all staff are committed Christians who registered with the Victorian Institute of Teachers (VIT). Following is a full list of teacher qualifications.
MECS STAFF

Mr Jonathan Bach  B App Sc, Grad Dip Ed, M Ed (NICE)
Mrs Carole Bird  BA, Grad Dip Ed, Grad Dip (NICE), Grad Dip (Library)
Mr Cliff Blowers  B Th, Grad Dip Ed, M Ed (NICE), M Ed (Rel Studs)
Mrs Jessica Clacy  B Ed (Prim)
Mr Ben Clark  B Ed (Prim)
Mr Alistair Coffey  BA (Educ)
Mrs Alison Copeland  Grad Dip Sec, Grad Dip (NICE)
Mrs Carmen deKock  B Nursing, Grad Dip Ed
Mr Mic Dempsey  B Ed (Prim), Grad Dip (NICE)
Mrs Sue de Pyle  Dip Teach (Prim), B Ed, M Ed (NICE)
Mrs Marrie Distefano  Grad Dip Ed, Post Grad B Ed (Teacher Lib), Grad Dip (NICE)
Ms Olivia Dyer  B Ed
Mrs Melissa Dykstra  Dip Teach (Prim), Grad Dip (NICE)
Mrs Diane Emery  BA, Grad Dip Ed, Grad Dip (NICE), M Ed (NICE)
Mrs Karissa Esselbrugge  BA, B Ed, Grad Dip (NICE)
Dr Roger Fernando  B Sc (Hons), Grad Dip Ed, Grad Dip (NICE), M Ed (NICE), Ph D
Mrs Anne-Marie Forbes  Grad Dip Ed (Phys Ed)
Mrs Shirley Gillie  B Ed, Dip Teach (Prim)
Mr Martin Hanscamp  B Ec, Grad Dip Ed, M Ed (NICE)
Ms Annora Hummerston  B Music, Grad Dip Ed (Sec)
Mrs Shannon Jenkins  BA, Dip Ed (Sec)
Mrs Nicole Joiner  B Ed (Sec)
Ms Janine Le Cudennec  B Ed, Grad Dip Ed (Music)
Mr Matthew Macreadie  BA, Grad Dip (Prim), Grad Dip (Sec), M Ed (NICE)
Mrs Marlene Magee  B Ed (Drama & English)
Mrs Wendy Mason  Dip Teach, B Ed (Prim), Grad Dip Ed (Music), Cert IV in Assess & Workplace Training

Mr Paul Oldman  App Sc, B Teach (Sec), Grad Dip (NICE)
Mrs Meredith Opie  B Ed (Prim), B App Sc (Medical Lab Sc)
Mrs Jan Ormrod  B Ed, Grad Dip (NICE)
Mrs Jenny Park  B Sci, Dip Ed, Grad Dip (Secretarial Studies), Grad Dip (Outdoor Ed)
Mrs Sharon Payze  B Ec, Grad Dip Ed, Grad Dip (Acc), M Ed (NICE)
Mr Lance Pelle  B Ed, M Divinity
Mr Adam Radke  BA, Grad Dip Ed
Mrs Daniela Repse  B Ed (Prim)
Mrs Sharon Rodrigo-Wilson  BA, Grad Dip Ed
Dr Andrew Schmidt  B Sc, Grad Dip Ed, Grad Dip Curr Studs, M Ed (NICE), Cert IV Train & Assessment, Ed D
Mr Paul Scott  
B Eng (Hons), Grad Dip Ed

Mrs Angela Smit  
B Ed

Mrs Genevive Stephens  
BA, B Teach (Prim)

Mrs Susan Tharle  
BA, Dip Ed (Prim), Grad Dip (ICE)

Miss Susannah Timmins  
B Ed

Mrs Emma Tresidder  
B (Sport & Outdoor Rec), B Ed (Sec)

Mr Bradley Turner  
B Bus, B App Sci, Grad Dip Ed

Mrs Yvonne Verhagen  
Dip Teach (Prim), B Ed Studs, Grad Dip (ICE)

Mr Derek Warren

Mrs Liesje Wilson  
Dip Teach (Primary)

Mrs Sharon Witt  
B Ed (Sec), M Ed (NICE)

Mr Jonathan Wouters  
BA, Grad Dip (Sec)

Mr Tim Wright  
B Mus, B Ed

Mrs Rebecca Yeates  
B Ed (Primary) (Honours)

Mr Colin Youl  
BA (Hons), B Th, Grad Dip Ed, M Ed (NICE)

Ms Rachel Young  
B Th, Grad Dip Ed

**RANGES TEC Teacher/Trainers**

Mr David Nicholas  
Ad Dip (Bus Manage), Cert IV TAE, Cert III

Mr Phillip Chrimse  
Grad Dip Ed (Sec), BA Christian Counselling, BA (Bib Studies), Cert IV Build & Const Mgt, Cer IV TAA, Cert III Carpentry

Mr Glenn Booth  
Ad Dip (Hosp Manage), Cert III Comm. Cookery, Cert IV TAE

Mr Richard Thorpe  
Grad Dip Ed (Sec), B Min, Cert III Horticulture, Cert IV TAE

Mr Greg Smyth  
Dip Bib Studies, Cert IV TAE, Cert III Cabinet Making

Mr Philip Jones  
Grad Dip Education and Training, Diploma Applied Science (Horticulture), Cert IV TAE, Cert Christian Education

Mr Tim Allchin  
Grad Dip Applied Science (Instructional Design and Technology), B Ed, Cert IV TAE

Mrs Julie Reid  
Grad Deip Ed (Sec), BA (Youth Affairs)

Mr Luke Mosley  
Dip Mission Aviation, Cert IV TAE, Cert III Automotive Engineering, Cert III Transport and Distribution

Mrs Robyn Van Leeuwen  
B Ed, Dip Teach, Nat Dip Bus Education

Mr Kevin Van Leeuwen  
B Ed and Training, Dip Competitive Manufacturing, Dip Technical Teaching, Cert IV TAE, Comm Nad Electronic Technician, Electronic Serviceman Certificate