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 Prep to Year 12 school of 560 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 2012 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

Ranges TEC

As a result of MECS, along with Mountain District and Donvale Christian schools, putting in the resources to establish a Christian Trade Training Centre, Ranges TEC has successfully completed its first year of operation with 39 full time students enrolled and 22 VET students for the Wednesday program.

During the latter part of the year, the Director of Ranges TEC, Ellen Prior, tendered her resignation from this position. The Ranges TEC, set about finding a new Director to take them into their second year and beyond. Phillip Jones was employed for this position and came on board to learn the ropes prior to Ellen leaving Ranges at the end of 2012.

MECS Kindergarten

What a huge task developing a Kindergarten presented to the organising team during 2012.

Wendy Mason - thank you Wendy for working tirelessly in designing, writing, and documenting the curriculum for the Kindergarten.

Developing the procedures and policies for this enterprise was an enormous tasks and Wendy’s dedication to this was astounding. The desire to see the MECS Kindergarten operate, in the beautiful buildings that were finished in the later part of 2012, was all consuming. We thank Wendy for her faithfulness to the task, as we are now reaping the rewards of this dedication to her task.

Natasha Staunton - who as a Board member, (before working at MECS as
PA to the Principal) had the passion to run with the Board’s vision of opening a Kindergarten as part of the Christian education mandate here at MECS.

Natasha had the enormous task, along with Wendy, to make sure that the MECS submission for a Kindergarten adhered to every requirement laid down. There was quiet confidence that the Kindergarten would be “given permission to operate”, but only when the buildings had passed inspection, was this permission granted. This only came very late in the year - but it did come!

Thank you Natasha for your tireless work in behind the scenes with the reams of “paperwork” and managing the employment of the Kindergarten Staff.

Community Relations Officers - Amanda and Nicole - worked tirelessly in presenting the Kindergarten to the community, without the prop of the visual building to take prospective clients through. They “sold” the idea so well that in August 2012 an Executive decision needed to be made - “do we go to two 4 year old Kindergarten classes?” The step of faith was taken, in October 2012, and we now have 43 four year old children attending our Kindergarten along with 23 three year old children.

The orange t-shirts, promoting the Kindergarten, were a hit and during the latter part of the year many staff and children could be easily spotted in and around the school.

So it was with great joy and excitement that the doors of the MECS Kindergarten were opened to 23 - 3 year old Bluebirds, 22 - 4 year old Koalas and 21 - 4 year old Possums. Sixty six Kindergarten children in all started their educational journey on 4 February, 2013.

**Leadership Arrangement for 2013**

Approaching Martin Hanscamp’s 12 month sabbatical, an important challenge for 2012 was to put in place an effective leadership structure for 2013. This was achieved with the appointment of Paul Oldman as Interim Principal for 2013, and the employment of Jacqui Stok, who came to MECS from Mountain District Christian School, as Deputy Principal for 2013.
Middle School Changes

2012 saw the completion of a successful first year of operation of the new Year 9 “Open Village” program. Innovative approaches to curriculum for middle adolescent education were developed and executed. Some of the topics covered in this program included “what it means to be in a community”; “what are the responsibilities of being a community member”; “understanding that people are created uniquely and bring their own gifts to contribute to a community”.

Transformational Education

Curriculum development received significant focus in 2012. This culminated in the production and presentation of the ‘Transformational Education’ document. The Teaching and Learning Leadership (TALL) team worked closely with Harry Burggraaf from Donvale Christian College to analyse, identify and develop the specific philosophy and vision of curriculum development at MECS. All MECS teachers attended a retreat to immerse themselves in the exploration of the content of this important document.

Improved Internet Access

The level of internet access required by MECS is considerable and increasing. The unavailability of affordable high speed broadband access in our area was frustrating. At the end of 2012, we were finally able to upgrade to a fibre optic broadband connection, allowing faster and more reliable internet access. This has resulted in a significant improvement to the speed and reliability of internet access.
SIGNIFICANT GOALS - ONGOING IN 2013

VRQA Audit and National Curriculum Compliance
The Victorian Regulations and Qualifications Authority, who is responsible for auditing schools for compliance, have advised MECS that we will be undergoing an inspection in 2013. MECS is in a healthy and robust position for the majority of compliance areas, with the key area to address being curriculum documentation, specifically the requirements of the National Curriculum.

Management Policies Review
The Executive team gave focus in 2012 to a review of the Management Policies in order to ensure that compliance requirements were being met, and that the policies reflected current practice. It’s healthy and necessary to do this sort of review every few years, even though it’s a significant amount of work.

Develop the 2013 - 2017 ICT Strategic Plan
Our ICT Coordinator Mic Dempsey, continues to guide and facilitate the use of Information and Communication Technology - both hardware and software - at MECS to promote enhanced student outcomes. To guide this process, Mic, in conjunction with the leadership at MECS, has begun revising the ICT Master Plan that will inform both educational and financial decisions for the future. As technology is moving rapidly, the need for an up-to-date Plan becomes imperative and enables MECS to operate in a guided and wise manner.

Ongoing 40th Anniversary Celebrations
The celebrations of MECS’ 40th Anniversary which began in October 2012 with a glittering Ball, will continue throughout 2013. This starts the next chapter as MECS looks back to where it has come from and begins to focus and dream about the next 5 – 10 years.

Please keep praying for our future directions and specifically for the board at MECS, which seeks to honour God’s call at the school.
CHALLENGES FOR 2013

Introduction of Language Other Than English (LOTE)

One of the National Curriculum requirements is that each school teaches a Language. MECS continues to be committed to the Warlpiri program, but now must assess how this fits into the National Curriculum requirements, and whether an additional language is required. In 2012 a working group was established to work through this issue; in 2013 MECS will explore and respond to the recommendations of this group.

Ranges TEC

Ranges TEC provides many opportunities but faces the challenge of becoming viable as an individual entity. Now that it is established and into its 2nd year, Ranges TEC and the three founding schools are committed to ensuring Ranges TEC becomes a viable individual entity. This is a challenging road. Please continue to pray for wisdom for Director Phil Jones as he negotiates the next phase of Ranges TEC’s life.

Introduction of New Student Database System

Over the Christmas break, MECS upgraded to a new Student Database Management System. The change to new systems is often trying and this has been no exception. Our challenge this year is to become confident in
using the system, and to maximise the use of data that this system provides.

**Strategic Planning**

The next two pages of this report are diagramatical representations of the Strategic Planning that is in place for 2012 and takes the school into the next five years.

**COMMUNITY SATISFACTION**

In 2012 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:**

- We enjoyed the Graduation dinner...and the teachers’ speeches were very special and you will (all) be remembered fondly. We feel privileged to be part of the school for the past 9 years. As a family we feel content and blessed. So thank you all so much. We wish the school and the staff all the very best for the future and our most sincere and warm thanks for everything the school has been and done for us.

- Please let me praise you on your team at MECS...your staff have been very helpful...particularly my daughter’s teacher.

- One of our families was moving away from the area had this to say, ‘We appreciate you (the Principal) and the school’s support for our children while they have been schooling for six years at MECS.

- Another family moving to WA stated, ‘We cannot describe properly in words what MECS has meant to us and our children. My daughter has regained and grown in confidence in who she is and the way that she reaches out and relates to others. She is a different girl to what we saw even
2012—2017 Strategic Plan
Key Objectives

1. External
   - Support growth & independence of Ranges

2. Association
   - Build Understanding & Ownership of Christian Education Vision

3. Parents
   - Enhanced Student learning empowerment

4. Leadership & Staff
   - Enhanced teacher engagement with transformational

5. Staff
   - Strengthened Education support

6. Students
   - Build Information Literacy capacity

7. Teaching & Learning
   - Enhanced teacher engagement in transformational

8. Finance & Resources
   - Australian Curriculum Compliance

9. Infrastructure
   - Realisation of IMP

10. Community
    - Vibrant, intentional T & L leadership

11. Foundations
    - Consolidate MECS Kindergarten
three months ago, and our hearts overflow with joy at the firm foundation she has built. MECS is a huge part of that. Again I want to express our deepest gratitude...to all of the staff we have interacted with at MECS... The way you as a community of staff and families place value on the uniqueness of each child and truly seek to partner with... each family...is phenomenal and unmatched as far as we have seen in the education system. MECS is truly revolutionary in the realm of Christian Education...

Student satisfaction

Our Year 12 students attended a study camp during the September school holidays.

This is the response of one of those students who attended.

- ‘Attending study camp on holiday? Will I get anything done?’ I did not expect that by the end of the camp I would be saying, ‘I don’t want to leave!’
- Over three days we studied intensively...creating successful study habits and building confidence to prepare for our final exams. A massive thank you to the teachers for all the time and effort contributed to make study camp such an enjoyable, successful and helpful experience.

A Year 10 student’s response to the Centre Trip:

- I think Centre Trip give you the change to learn about new cultures. It is an opportunity to make new friendships and improve old ones. It’s a time to learn, listen to God and spend more time just being with Him. I think it is a time to grow in ourselves. We can learn from others and grow better relationships with the teachers. Overall I think the Centre Trip is a massive opportunity to grow.

A Year 9 student’s response to the Canberra Camp:

- Above all, Canberra Camp 2012 was a fantastic experience for us to grow greater relationship with our peers and teachers, as well as gaining an insight into what is ahead for us...

A Year 8 student’s response to the Cycle B Inverloch Camp:

- Inverloch camp was amazing. I had a great time getting to know more people in Cycle B over the week. We...went around different locations...to see rock pools, litter on beaches, animal habitats, native and non-native plants, the desalination plant and wind turbines. My favourite activity was going to the beaches with one of the teacher. We looked at coast lines...and different
part of the beach. We had the best group for activities….and overall I had an amazing time on camp.

Junior Primary (Year 1 & 2) Back to the Past – Old Fashioned Day

- We had to line up very straight to go into the classroom…all of the tables were lined up and youngest children were at the front. It was quite different. We have to write old English on a blackboard. It was really weird. After that we played some old fashioned games…it was fun but hard. I had a great time because the teachers dressed up too but it was hard for them to stay strict.

Teacher Satisfaction

The satisfaction of our teaching staff has been measured through the appraisal process. This appraisal process for 2012 took into account 20 staff members and the overall sentiment was that staff appreciated this appraisal process and the timely feedback they received from the appraisal team. The staff on the whole felt encouraged and edified through the process and it is delightful to report that all these staff members expressed their gratitude at feeling valued in their task as educators.

STUDENTS

In 2012, we had 73 new students commence in Term 1. In March 2012 there were 562 students attending and by Census Day we had 569 students.

Class Structure

A summary of the class structure for 2012 was: double Prep; followed by
triple class clusters in Junior, Middle and Senior Primary, and in Years 7/8 Cycles A & B. 2012 saw the successful introduction of the Year 9 “Open Village” designed to provide a new and fresh approach to education of this year level. At the end of 2012, 5 students had indicated that they were moving over to Ranges TEC to continue their educational journey there.

**Benchmark**

Our adherence to compliance requires that MECS reports on the number of students who do not reach minimum benchmarks via the use of national testing – NAPLAN. Represented in the table below is the percentage of students in year levels 3, 5, 7, 9 who reached the minimum benchmark in 2012.

**Pupil to Teacher Ratios**

In the Primary School (Prep – 6) the pupil to teacher ratio for 2012 was 242/17.5, in the Secondary School (Year 7 – 12) it was 329/12.1. 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 Year Prep to Year 10 in 2012 was 92%, which represented a decrease of 2% from 2011.

<table>
<thead>
<tr>
<th>Year</th>
<th>Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep</td>
<td>92%</td>
</tr>
<tr>
<td>Year 1</td>
<td>92%</td>
</tr>
<tr>
<td>Year 2</td>
<td>94%</td>
</tr>
<tr>
<td>Year 3</td>
<td>95%</td>
</tr>
<tr>
<td>Year 4</td>
<td>93%</td>
</tr>
<tr>
<td>Year 5</td>
<td>94%</td>
</tr>
<tr>
<td>Year 6</td>
<td>92%</td>
</tr>
<tr>
<td>Year 7</td>
<td>92%</td>
</tr>
<tr>
<td>Year 8</td>
<td>90%</td>
</tr>
<tr>
<td>Year 9</td>
<td>91%</td>
</tr>
<tr>
<td>Year 10</td>
<td>87%</td>
</tr>
</tbody>
</table>

**Benchmark results 2012**

<table>
<thead>
<tr>
<th></th>
<th>Year 3</th>
<th>Year 5</th>
<th>Year 7</th>
<th>Year 9</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>No of Students</strong></td>
<td>27</td>
<td>43</td>
<td>59</td>
<td>55</td>
</tr>
<tr>
<td>Reading</td>
<td>100%</td>
<td>98%</td>
<td>98%</td>
<td>96%</td>
</tr>
<tr>
<td>Writing</td>
<td>100%</td>
<td>98%</td>
<td>93%</td>
<td>83%</td>
</tr>
<tr>
<td>Spelling</td>
<td>100%</td>
<td>100%</td>
<td>97%</td>
<td>96%</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>89%</td>
<td>95%</td>
<td>98%</td>
<td>92%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>96%</td>
<td>98%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>
NAPLAN 2011 and 2012

The National Assessment Program Literacy And Numeracy (NAPLAN) assesses all students in Australian schools in Years 3, 5, 7 and 9. The table on the following page displays average NAPLAN scores (for 2011 and 2012) for each of the five learning areas tested in NAPLAN: reading, writing, spelling, grammar and punctuation, and numeracy.

Displayed in the table are:

**ALL** = Australian schools’ average.

**DARK GREEN** =
Selected school’s average is **SUBSTANTIALLY ABOVE** these schools’ average.

**GREEN** =
Selected school’s average is **ABOVE** these schools’ average.

**WHITE** =
Selected school’s average is **CLOSE TO** these schools’ average.

**PINK** =
Selected school’s average is **BELOW** these schools’ average.

**DARK PINK** =
Selected school’s average is **SUBSTANTIALLY BELOW** these schools’ average.

From this table, we can see that MECS NAPLAN results in 2011 and 2012 are consistently at or above the average for Australian Schools. There are no cases of MECS’ average being substantially below the national average, and only three instances of MECS being below the national average. The table clearly conveys that the Middle School NAPLAN results are particularly strong and are consistently above the National average in all areas tested.

It is a requirement of the Government that MECS NAPLAN results are reported on the ACARA
My School website (http://www.myschool.edu.au). While we do not encourage the NAPLAN results to be used as a comparative measure of school performance, we do believe that NAPLAN testing is a 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 2012 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, I can give you the following information.

This year 39 (last year 36) students enrolled in the VCE. All of the 39 VCE students satisfactorily gained their VCE certificate. The students’ ATAR (a score ranging from 0.00 to 99.95) scores ranged from 99.2 (last year 95.25) as the highest to 31.35 (last year 12.80) as the lowest. As might be expected the average ATAR was 67.41, significantly up from last year’s (60.30) 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.

In 2011, it was reported to the Board that “the class of 2012 promises much. Of the 11 students who obtained study scores over 40 (and hence in the top 8% of the state) this year, 5 were from our 2011 Year 11 class. These students formed the nucleus of a group of
students who are quite highly motivated and should get the best out of their VCE in 2012.” Predictably, this group performed exceptionally well and this is borne out by all the data. Seven (18.4% of the class) of these students obtained ATARs over 90% (Range: 99.2-91.9). While 6 of these were female, it was pleasing that the one boy who performed at this level did so by radically changing his study habits and used almost all of his study blocks in the Year 12 study centre.

Compared to the other private and Government schools in the area, we have had a “very good” year, but again this simply reflects (mostly) the nature of the cohort of students enrolled in Year 12 and importantly the character of our highly skilled and competent teaching staff.

The senior school staff continue to work at building a senior school that promotes a rigorous approach to the VCE which is seen as being part of a student’s whole hearted worship of God. We also pursue an approach to education which seeks to help each student to do his or her best without “spoon feeding”. Thus, continued success at tertiary level tends to be the norm for MECS students.

**Year 12 Destinations**

In 2012, all of the 39 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:**

63% 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, Legal Practice, Science, Visual Arts, Exercise and Sport/Health Science, and Midwifery. One of our students is completing a Game Art (Animation) course at the Academy of Interactive Entertainment. One student is completing Youth Work at Box Hill TAFE, while another student is involved in Youth Ministry Training through the Youth Dimension institution. Another student is involved with YWAM completing a course in Christian ministry. Seven students are either in the process of searching for work or are now employed in various areas.

**Retention of students from Year 9 to Year 12**

The proportion of Year 9 students enrolled in or before 2009 that were retained to Year 12 was 65%. 4% of this group left before Year 12 to pursue apprenticeships and TAFE, and 7% left for the workforce. One student left to travel overseas for an exchange and returned to MECS the following year to resume her studies.
FINANCES

MECS

Craig Goldsmith, our Accountant, and Gerry Beimers (Administration Manager) 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 Gerry provide monthly finance 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 above. The full financial report is available to members of the school community on request.

That financial report looks a little different this year when compared to reports before 2011 because it 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. We give thanks to God for his great blessing on the MECS community’s finances.
## MECS FINANCE 2012

<table>
<thead>
<tr>
<th></th>
<th>Actual 2012</th>
<th>Budget 2012</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>INCOME</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuition Fees</td>
<td>2,509,602</td>
<td>2,491,685</td>
<td>17,917</td>
</tr>
<tr>
<td>Bus income, interest, other income</td>
<td>209,990</td>
<td>158,245</td>
<td>51,745</td>
</tr>
<tr>
<td>Grants - Recurrent Commonwealth, State</td>
<td>4,869,541</td>
<td>4,669,678</td>
<td>199,863</td>
</tr>
<tr>
<td>Grants - Capital</td>
<td>268,562</td>
<td>265,000</td>
<td>3,562</td>
</tr>
<tr>
<td>Capital Donations</td>
<td>6,442</td>
<td>19,000</td>
<td>-12,558</td>
</tr>
<tr>
<td><strong>TOTAL INCOME</strong></td>
<td>7,864,137</td>
<td>7,603,608</td>
<td>260,529</td>
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<tr>
<td><strong>EXPENSES</strong></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Salaries</td>
<td>5,182,781</td>
<td>5,058,865</td>
<td>123,916</td>
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<tr>
<td>Educational Materials, inc Centre trip</td>
<td>430,856</td>
<td>435,554</td>
<td>-4,698</td>
</tr>
<tr>
<td>Maintenance &amp; Grounds</td>
<td>118,121</td>
<td>80,994</td>
<td>37,127</td>
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<td>Administration, Audit</td>
<td>537,233</td>
<td>453,549</td>
<td>83,684</td>
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<tr>
<td>Community Development</td>
<td>40,195</td>
<td>62,976</td>
<td>-22,781</td>
</tr>
<tr>
<td>Bus Costs</td>
<td>81,602</td>
<td>103,179</td>
<td>-21,577</td>
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<tr>
<td>Levies</td>
<td>63,691</td>
<td>54,221</td>
<td>9,470</td>
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<td>Staff Training</td>
<td>58,479</td>
<td>68,000</td>
<td>-9,521</td>
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<tr>
<td>Interest</td>
<td>152,391</td>
<td>191,036</td>
<td>-38,645</td>
</tr>
<tr>
<td>Computer/Copier Leases</td>
<td>101,202</td>
<td>102,000</td>
<td>-798</td>
</tr>
<tr>
<td>Fees Written Off as Bad Debts/Provision</td>
<td>58,013</td>
<td>15,000</td>
<td>43,013</td>
</tr>
<tr>
<td>Support for Ranges TEC</td>
<td>66,900</td>
<td>15,000</td>
<td>51,900</td>
</tr>
<tr>
<td><strong>TOTAL EXPENSES</strong></td>
<td>6,891,466</td>
<td>6,640,374</td>
<td>251,092</td>
</tr>
<tr>
<td><strong>TOTAL NET SURPLUS</strong></td>
<td>972,671</td>
<td>963,234</td>
<td></td>
</tr>
<tr>
<td>Depreciation</td>
<td>609,932</td>
<td>539,935</td>
<td></td>
</tr>
<tr>
<td>Surplus without Capital Grant and donations before depreciation</td>
<td>697,667</td>
<td>679,234</td>
<td></td>
</tr>
<tr>
<td>Surplus after depreciation (as per Income statement in audited financial report)</td>
<td>362,739</td>
<td>423,299</td>
<td></td>
</tr>
<tr>
<td>Surplus without Capital Grant and donations after depreciation</td>
<td>87,735</td>
<td>139,299</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Actual 2012</td>
<td>Budget 2012</td>
<td>Difference</td>
</tr>
<tr>
<td>-------------------------</td>
<td>-------------</td>
<td>-------------</td>
<td>--------------</td>
</tr>
<tr>
<td><strong>INCOME</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuition Fees</td>
<td>305,809</td>
<td>321,772</td>
<td>-15,963</td>
</tr>
<tr>
<td>Other income</td>
<td>46,588</td>
<td>22,950</td>
<td>23,638</td>
</tr>
<tr>
<td>Grants - Recurrent Commonwealth, State</td>
<td>331,113</td>
<td>338,313</td>
<td>-7,200</td>
</tr>
<tr>
<td>Grants - Capital</td>
<td>425,672</td>
<td>425,672</td>
<td>0</td>
</tr>
<tr>
<td>Contributions from DCC, MECS, MDCS</td>
<td>137,300</td>
<td>152,000</td>
<td>-14,700</td>
</tr>
<tr>
<td>Donations</td>
<td>0</td>
<td>55,000</td>
<td>-55,000</td>
</tr>
<tr>
<td><strong>TOTAL INCOME</strong></td>
<td>1,246,482</td>
<td>1,315,707</td>
<td>-69,225</td>
</tr>
<tr>
<td><strong>EXPENSES</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Salaries</td>
<td>616,126</td>
<td>652,269</td>
<td>-36,143</td>
</tr>
<tr>
<td>Educational Materials</td>
<td>72,585</td>
<td>71,692</td>
<td>893</td>
</tr>
<tr>
<td>Maintenance &amp; Grounds</td>
<td>8,703</td>
<td>4,000</td>
<td>4,703</td>
</tr>
<tr>
<td>Administration, Audit</td>
<td>102,294</td>
<td>101,469</td>
<td>825</td>
</tr>
<tr>
<td>Community Development</td>
<td>12,003</td>
<td>20,500</td>
<td>-8,497</td>
</tr>
<tr>
<td>Staff Training</td>
<td>8,077</td>
<td>15,200</td>
<td>-7,123</td>
</tr>
<tr>
<td>Interest</td>
<td>4,688</td>
<td>15,200</td>
<td>-10,512</td>
</tr>
<tr>
<td>Fees Written Off as Bad Debts/Provision</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>TOTAL EXPENSES</strong></td>
<td>824,476</td>
<td>880,330</td>
<td>-55,854</td>
</tr>
<tr>
<td><strong>TOTAL NET SURPLUS</strong></td>
<td>422,006</td>
<td>435,377</td>
<td></td>
</tr>
<tr>
<td>Depreciation</td>
<td>185,859</td>
<td>229,602</td>
<td></td>
</tr>
<tr>
<td>Surplus/Loss without Capital Grant before depreciation</td>
<td>-3,666</td>
<td>9,705</td>
<td></td>
</tr>
<tr>
<td>Surplus after depreciation (as per Income statement in audited financial report)</td>
<td>236,147</td>
<td>205,775</td>
<td></td>
</tr>
<tr>
<td>Surplus/Loss without Capital Grant after depreciation</td>
<td>-189,525</td>
<td>-219,897</td>
<td></td>
</tr>
</tbody>
</table>
Ranges TEC

After years of visioning, planning and preparation 2012 saw the first year of Ranges TEC successfully completed. Ranges TEC was established in 2011, in partnership with two other CEN schools, Donvale Christian College and Mountain District Christian School.

Successfully registered as a second campus of MECS and as a Registered Training Organisation, Ranges TEC is well underway in providing quality Christian vocational education and training programs.

2012 began with 39 full-time and over 22 part-time Year 10 and 11 students. Students were taught by a wonderful team of passionate and experienced Christian trade professionals in the areas of Aeroskills, Carpentry, Engineering, Furniture Making, Horticulture and Kitchen Operations while completing their Victorian Certificate of Applied Learning (VCAL).

The three purpose-built learning sites – the Main Campus in Hightech Place Lilydale, Community Farm in Monbulk and a Hangar at Coldstream Aerodrome – Ranges TEC provided 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.

February 2013 has seen an increase in students enrolled at Ranges TEC, with 56 full-time and 48 part-time students enrolled in courses. It continues to be an exciting venture.

Along with the 2012 Ranges TEC Business Manager, Craig Goldsmith, our Accountant, and I (Gerry Beimers) oversaw the Ranges TEC financial operation in 2012. We
provide financial reports to the Ranges TEC Advisory Panel. These financial operations are maintained independently to the MECS operations, but ultimately incorporated into the MECS annual financial report.

In the accompanying chart we have shown the Ranges TEC financial data. The line labelled Capital Grant is the final payment of the Government Trade Training Centres in Schools Grant.

In 2012 Ranges TEC had an operational loss of $3666 (not counting depreciation or the capital grant). Until we achieve sufficient student numbers and have finalised course curriculum development, Ranges TEC will continue to require the support of the three founding schools.

Throughout 2012 Ranges TEC and the Mount Evelyn & Montrose Community Bank® branches developed a partnership that has resulted in the provision of a new 28 seater bus. 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.

**STAFF**

**Teaching Staff Retention**

There were 49 teachers employed at MECS in 2012. In 2013, of these teachers, three resigned, one is on one year leave of absence, one is on maternity leave, and one completed a 12 month teaching contract.

**Professional Development**

A significant PD exercise of 2012 was the Teacher’s Retreat which undertook an intensive and inspirational study of the Transformational Education document.

There was an increased focus and budget allocation on Professional Development in 2012, recognizing the importance of continuing the development of our staff. At MECS, the PD for teachers can be categorised into the following categories: Developing Transformative Christian Education (NICE studies), General Teaching – Content knowledge, General Teaching – Practice and Engagement, Workplace Professional Development.

In 2012, nine MECS teachers have now completed the Master of Educational Studies with the National Institute for Christian Education (NICE). Eleven teachers have completed a Graduate Diploma of Education (NICE - 4 units), four of whom are undertaking further work to complete a Masters. There are 13
teachers working towards gaining a Graduate Diploma with NICE which requires four units of post graduate work usually taking four years of part time study.

In addition to NICE studies, many staff undertook subject/section specific PD throughout the year. A number of staff attended the Developing Leaders Conference during 2012.

First aid and Anaphylaxis training are also a PD priority at MECS. We are fortunate to have many of our staff first aid trained and all staff are required to complete anaphylaxis training.

The total expenditure on PD in 2012 was approximately $58,500 or about $1,450 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>20</td>
<td>11</td>
</tr>
<tr>
<td>Female</td>
<td>36</td>
<td>36</td>
</tr>
<tr>
<td>Full-Time</td>
<td>28</td>
<td>9</td>
</tr>
<tr>
<td>Part-Time</td>
<td>28</td>
<td>38</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 implement curriculum, programs and lessons that reflect the aims, philosophy and policies of the school. Our teachers are fully qualified and registered with the Victorian Institute of Teachers (VIT). Below is a full list of teacher qualifications:

MECS STAFF

Mr Jonathan Bach  
B App Sci, Grad Dip Ed

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 Kara Dean  
B Ed (Sec)

Mr Mic Dempsey  
B Ed (Prim)

Mrs Sue de Pyle  
Dip Teach (Prim), B Ed, Grad Dip (NICE)

Mrs Marrie Distefano  
Grad Dip Ed, Post Grad B Ed (Teacher Lib), Grad Dip (NICE)

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

Dr Roger Fernando  
B Sc (Hons), Grad Dip Ed, Grad Dip (NICE), M Ed (NICE), Ph D

Mrs Anne-Maree Forbes  
Grad Dip Ed (Phys Ed)

Ms Rachel Foyster  
B Th, Grad Dip Ed

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)

Mrs Sandra Knoll  
B Ed (Prim)

Ms Janine Le Cudennec  
B Ed, Grad Dip Ed (Music)

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

Mrs Anne Matheson  
B Sc Ed, Grad Dip Ed

Mr Ron Matheson  
B Sc, Grad Dip Ed

Mrs Jo Miller  
Dip Teach (Prim), Grad Dip (Special Ed)

Mr Paul Oldman  
App Sc, B Teach (Sec), Grad Dip (NICE)

Mrs Meredith Opie  
B Ed (Prim), B App Sc (Medical Lab Sc)
MECS STAFF (continued)
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 Peele 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 Susan Tharle BA, Dip Ed (Prim), Grad Dip (ICE)
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)
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)

RANGES TEC Teacher/Trainers
David Nicholas Ad Dip (Bus Manage), Cert IV TAE, Cert III Engineer
Phillip Chrimes Grad Dip Ed (Sec), BA Christian Counselling, BA (Bib Studies), Cert IV Build & Const Mgt, Cert IV TAA, Cert III Carpentry
Glenn Booth Ad Dip (Hosp Manage), Cert III Comm. Cookery
Richard Thorpe Grad Dip Ed (Sec), B Min, Cert III Horticulture
Ellen Prior Dip Comm Serv (Community Dev), Dip Sustainability, Dip VET Practice, Cert IV TAA
Leigh Waters MA Writing, Grad Dip Creative & Performing Arts, B Teach, Cert Spiritual Direction
Greg Smyth Dip Bib Studies, Cert IV TAE, Cert III Cabinet Making
Dionyy Penketh B Sci (Honours), Grad Dip (Educ)