

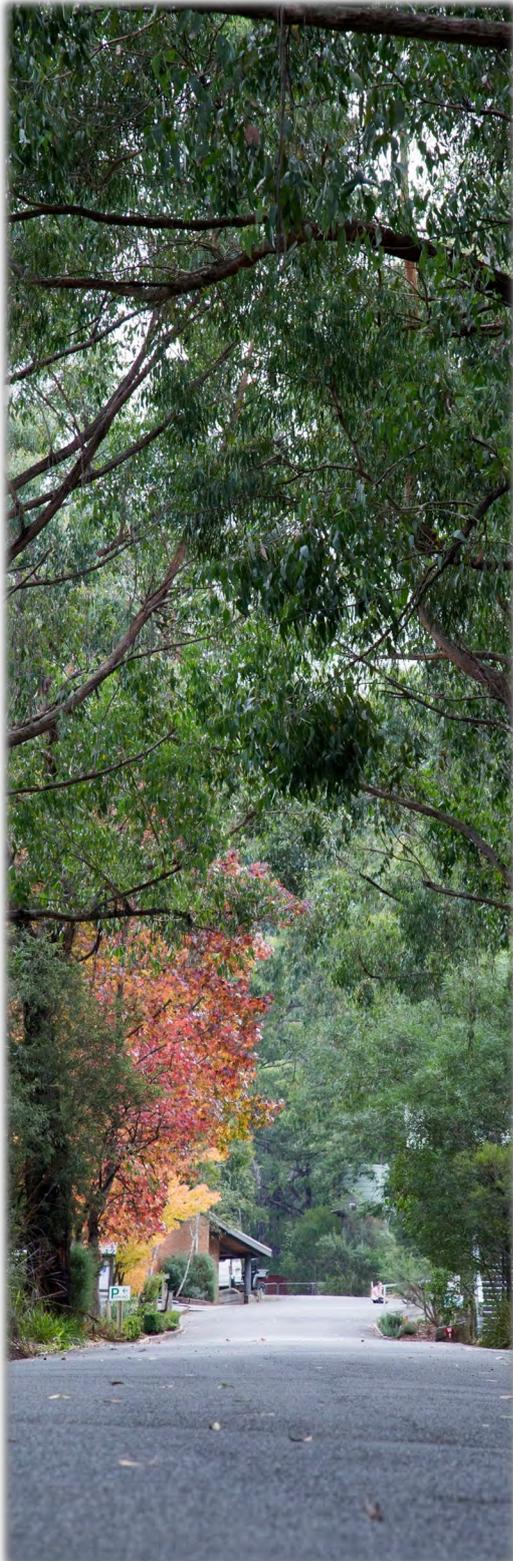
# 2019

# Annual School Performance Report



**Mountain District**  
*Christian School*

# Mountain District Christian School



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## **MDCS VISION STATEMENT**

It is the vision of the MDCS Association to provide by God's grace, a flourishing Prep to Year 12 school community where Christ centred education is paramount.

## **MDCS MISSION STATEMENT**

The MDCS Association serves the families and the Christian Community of our district who desire a Christ centred education.

We do this by providing quality biblically-directed teaching and learning in a nurturing environment.

Such education seeks to develop the God given gifts of each child and, together with parents and the church, equip the child for a life of service in God's world.

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## **Introduction**

Mountain District Christian School is a P-12 non-denominational independent school located in the picturesque Dandenong Ranges east of Melbourne. Established by Christian parents over forty years ago, Mountain District Christian School has at its heart a desire to partner with parents in educating young people in values consistent with its biblical foundations. Mountain District Christian School is a welcoming school that seeks to nurture students in a supportive learning environment. Set on seventeen acres of bushland, Mountain District Christian School is blessed with attractive learning and play spaces.

## **Board Chair**



It's been a year, like no other. These have been very challenging & unprecedented times on multiple levels, both globally and locally - in our communities,

workplaces and life of the school.

Together we've needed to respond to a world-wide pandemic, a global lockdown & economic recession, raging bushfires, causing fear and uncertainty in the lives of many of our children, and impacting us all in some way socially, emotionally and financially.

It's times like this that I'm so thankful that we have a rich and vibrant supportive community, that our theme for this year is that of supernatural hope; certain in the goodness of God to restore and renew.

What's really shone through is the way our principal, Jason Riding and MDCS staff have handled these situations, with patience, faith and strength. It's been amazing to witness our teachers handle the need to instantly adopt new processes, policies, technology platforms and ways of working. Rather than managing a whole classroom at once, the paradigm shifted to disparate, individual conversations and learning moments, facilitated through new communication systems. It brought intense

pressures to all of our staff at the school, and I couldn't be prouder of the way they've jumped into action, sacrificially giving of their time to serve our children above and beyond what was expected.

In addition to acknowledging our unique and outstanding teachers, I would like to also share my appreciation of Tim Messenger, Merryn Van Bremen and Helen Wittmann who have all given incredibly of themselves to our school whilst on the Board.

Tim did a phenomenal job of leading our Board as Chairman; establishing stronger community communication, risk management procedures and spearheading the retelling of 'our story', before handing the baton to Merryn last year.

Merryn has served the board for 3 x 3 years (the maximum term permitted), serving also in the Board Chair position and it's with sadness and deep appreciation that we now need to say goodbye to her as well. Her diligence, contribution, commitment, faithfulness and genuine passion for this school has been inspirational.

Helen Wittmann stood down from the Board in December and we thank her for providing sincere and Godly wisdom, strategic input and financial oversight, reviewing and establishing policies and procedures over many years as a director of the school. Her valuable input and insight will continue on the Finance Committee.

While reflecting on the past number of months, it's important to note the commemoration of our 40 years of Christian Education at MDCS. It recognised and honoured our school founders and the roles people have played in the school's early years to ensure its survival. Those who have led, and been led by God, sacrificed and given whole-heartedly to the school and what it is today; upholding a Christian worldview with firm beliefs and values.

We honoured that journey with the unveiling of the Decade Walk graphics boards, a celebratory Gala Dinner and various other assemblies and events, as well as producing a digital movie that illustrated brilliantly the dependence on God and His faithfulness through very hard and challenging times.

## ***Board Chair (Cont.)***

By looking back at God's provision and blessing in the past, we need to press into God again for both our current challenges and the times ahead. Our student enrollments have been in decline over the past number of years, trending down. This directly affects our income and as a result, what we can afford to support in the way of staff, resources and classes. Reducing these further can also affect our reputation and in-turn influence our school numbers.

Unfortunately we're facing a large financial deficit this year, as our expectations around student numbers were higher than what we had at the time for government assessment. This deficit wasn't solely due to the difference between budgeted and actual student numbers, but a combination of causes; our own budget management, unpaid fees, additional expenses and circumstances beyond our control.

Responding to this deficit and our financial position has been the focus of many Board meetings, drawing on a tremendous amount of effort our treasurer Claire Kellie, our Finance Committee, Ross and Jason to analyse, assess, reassess and process into appropriate recommendations, actions and control mechanism to help mitigate this in the future. Ultimately with a reduction of revenue, we need to reduce expenses, be more realistic and conservative in our forecasting and try to protect our class-rooms and learning outcomes.

The auditors reflected that 'we can turn this around and be profitable', but we need to build our reserves and focus on both attracting and retaining students.

Building on the body of work we collectively workshopped in the last AGM, the Board has also been working through how we can better strategically address student enrollments, brand messaging and community

engagement. Although our website has been refreshed through this process (as an interim measure), it's a shared responsibility to engage and advocate more actively within our community for our school. Standing up and correcting inaccuracies, being clearer with our story and taking opportunities to share our strengths; Christ-centred authenticity, our unique environment, our community, the way we partner together, and the quality of our personalised learning.

So what's next? We can't afford to continue in our current trajectory. God has given us the tools, resources and determination to turn this around, and get through this. We need to make a concerted and deliberate push to promote our school, what it stands for and pray for change. Now is a time of unity, connection and togetherness as members of a wonderful community. Each person and what they can contribute here matters.

As a community and as a Board, we will be looking to God for His continued guidance, leading and wisdom to navigate the next chapter of our story, knowing that He goes before us, that He will provide, and that He is faithful - working all things together for good for those that love Him and are called according to His purpose.

Blessings,

Rodney Greenfield (Board Chairman)



## Principal



### Celebration

In 2019, Mountain District Christian School celebrated a significant milestone; 40 years of serving the families and Christian community of our district who desire a Christ-centred education! Praise God for

those that were obedient to His call, helping to start a school all those years ago.

*Jesus Christ is the same yesterday and today and forever! Hebrews 13:8*

This scripture was placed on the fifth board of the Decade Walk boards as a reminder to us, as participants in God's work here that it is Him we are serving and His work that we are completing. Not only this, it reminds us that He is the same God that has been faithful to us in the past, today and will continue to be faithful into the future. We must continue to fix our eyes on Him!

Several events were held throughout the year as we sought to celebrate this milestone while honouring God in the faithfulness He has displayed over many years.

*Birthday Celebration, Picnic and Thanksgiving Service:* Past families, staff and community members were invited back to reflect, play and enjoy hearing stories of the past and present. It was delightful to hear from past staff reflecting on the challenges they experienced, no phone, limited power and lots of MUD!

*Gala Dinner:* A smaller number of past and present community members gathered at Mist@Olinda in the National Rhododendron gardens. Clayton Bjelan, also a past student of MDCS was the master of ceremonies, interviewing audience members about their reflections of their time at MDCS.

A video production, *Mountain District Christian School: Celebrating 40 years of Christian Education* was created with interviews given by founding school members and families along with current staff all beautifully woven together to provide a glimpse into the faithfulness of not

only our founders and past and current community members but highlighting the faithfulness of God in the life of the school.

Finally, the unveiling of the *Decade Walk* featuring photo boards featuring photos of past and current community members for their faithfulness to the vision, given by God to the founders. The final board provides a space for the future, when we have the opportunity to again provide a space to reflect on God's goodness and faithfulness!

### A reflection on 2019

In 2018, MDCS launched its Strategic Directions: 2018 – 2022. As we reflect on the year that has passed, it is encouraging to note the achievements that, by God's grace, have continued to occur as part of the Strategic plan. Below are a few highlights.

### Community

*Sharing the MDCS Story to the wider community*

In 2019, MDCS held a well attended Open Day with a record number of visitors through the school. In addition, the Secondary Expo was a highlight, open to the wider community allowing them to witness first hand student work and the programs on offer in the secondary school.

MDCS teaching staff heavily contributed to the second Transformation by Design resource produced by Christian Education National. Additionally, Mrs Janita Bratton, Deputy Principal of MDCS, formed part of a small reference group, helping to review aspects of the publication.

Three local pastors were invited to share with our teachers during the school work breaks.

A guest speaker was organised to present to our parents. The invitation was extended to the wider community including other schools and churches to hear Patricia Weerakoon, a well respected Christian sexologist, author and speaker.

### Teaching and Learning

*Improved engagement and understanding of our local environment*

## ***Principal (Cont.)***

Continued engagement with local and wider organisations to better understand our local environment. This included students propagating seeds to help provide flora to support the habitat of the Helmeted honeyeater.

The second Enviro day, continuing the good work of the students and teachers in raising awareness of this in our school community. Some of the activities included weeding around the school site, art responses, which can be found along the corridor from the Primary school up to the Secondary school, a blitz along the nature trail, improving paths, walkways and viewing areas.

### *Greater engagement with technology for students and teachers.*

Increased use of SEQTA occurred during 2019, as the teachers began to move their preparation to this digital format. Senior students also began to access SEQTA for their VCE classes. This provided them with the opportunity to access lessons and resources when offsite, reducing some of the need for printing. This has continued to expand in 2020, some of which has happened much more rapidly than anticipated due to COVID-19.

The increase of the number of student laptops has enabled greater access to technology for students. Laptops were leased for students in Years 5 to 8.

The partnership with Yarra Ranges Tech School expanded to include the Year 9 and 10 levels in 2019. This partnership has enabled robotics, 3D printing and opportunities to be creative in these areas with highly sophisticated equipment and knowledgeable experts.

### *Providing meaningful learning opportunities for students*

The inaugural East Timor Cultural Exchange was held for the first time. Reconnaissance was undertaken for the trip in 2018 and partnerships with the locals were developed to ensure a very successful first trip. Of note was the partnership with Nateeka (Teeki) White who helped provide

a wonderful contact point. Teeki was a past student of Mrs Samantha Leonardis who went on to be a missionary in East Timor.

Development of curriculum has continued throughout 2019 that seeks to develop faithful responses providing students with the opportunity to serve.

Continued engagement with local organisations such as Friends of the Helmeted Honeyeater and support from the Bendigo Bank, Monbulk has also ensured that students are able to engage meaningfully with their learning.

A new mentoring program for Year 9 students was implemented. This was in conjunction with Rite Mentoring and Open Doors church. The program provides a mechanism for young people to begin to understand the role of a Christian adult in the community through the Rite of Passage event (including a camp) involving their parents or guardians.

The student leadership program was launched. New opportunities for leadership emerged. One of which was the design of new house sports shirts.

These should become available in Term 3 of 2020. There was a delay due to COVID.

Students had the opportunity to interact with students from Indonesia. A visiting Indonesian School, participated in classes with our students, much like what our students do when on the Indonesian Study tour occurs.

## **Students**

### *Affording students the opportunity to share their learning in meaningful ways with the community*

The Year 9 Empower program, launched in 2019. Students were provided the opportunity to explore in detail, one of the United Nation's 17 Development Goals and create a response to raises awareness. This learning was shared as part of the Secondary Expo

A Maths Extension Program (MEP) began. The focus of the program was to develop problem solving skills. Students that had demonstrated an aptitude and enjoyment of Maths were selected to participate. The culmination of the

program was the development of Escape Rooms that other students in the school had the opportunity of participating in.

The VCE students, put on a community production of one of the texts they were studying, *The Crucible*. Past and present community members were invited to be a part of the production.

### **Staff**

*Providing a supportive and collaborative environment for all staff*

All staff were offered the opportunity to join with like-minded teachers from Christian Schools across the country and a small number from overseas, meeting together in Adelaide for the International Transforming Education Conference 19 (ITEC19). Opportunities such as these ensure that staff can connect with a wider network of Christian teachers with similar goals to MDCS. It also provides the opportunity to join together in less formal settings, enjoying meals together, praying together and spending time outside of the workplace enjoying each other's company.

Thursday morning prayer groups continued.

### **Resources**

*Ensuring the provision and maintenance of*

*foundational infrastructure to support Teaching & Learning, students and staff.*

Of particular note in 2019 was the unexpected need to renovate the Wood Tech and Art Rooms due to a tree falling on them causing significant damage – it even made the news. This meant that a renovation of approximately \$180,000 was spent to rectify the damage that was caused by the tree. This repair work continued into 2020.

Some of the less glamorous yet necessary developments that occurred were moving teacher emails to the cloud, a new and more reliable computer server was purchased and installed and a more robust filtering system, with more opportunities for parents to access if they chose, was installed.

### **Looking forward...**

As I conclude this section may I encourage you to continue to share with your family and friends that which you share with us. Get the word out; MDCS is a beautiful and nurturing community that seeks to see all children achieve their God-given potential as evidenced through various feedback not only parents but from a range of sources in the local area.

Jason Riding



## From the Treasurer



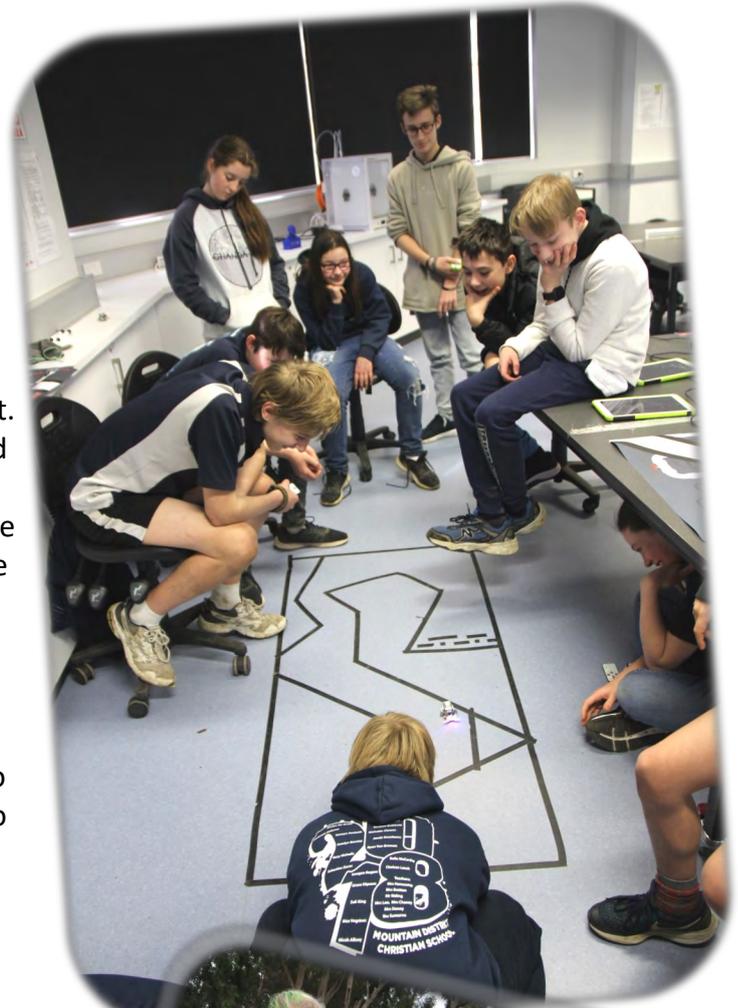
The school reported another deficit year. While a deficit was an expected end of year position according to budget this year, the degree of deficit was not. The school has identified several challenges

associated with this deficit, including the decline in enrolment numbers (which is a major income driver), unpaid fees, and ineffective budget development and management strategies.

These challenges have been reviewed extensively by the Finance Committee and the Board, and appropriate responses developed to ensure that we have the ability and expertise to proactively manage the budget going forward. Positive changes have already been implemented for the 2020 budget. The Board is committed to action - considering new strategies to boost enrolments, a range of cost savings measures for future budgets, and continues to seek advice and employ best practice financial management methods. Auditors have provided us with suggested improvements that we are addressing to ensure we have strong policies and procedures, and information to support good decision making. We have continued to reduce our loans and maintained a strong relationship with our bank. Several leases are also near complete, which will release those funds as further cost savings in the next budget.

The plan for 2020 and beyond will be to ensure continuous improvement and a more conservative budget approach, while we also address the financial uncertainties of the global COVID-19 pandemic.

Claire Kellie



# Mountain District Parent Controlled Christian School Association

ACN: 005 633 670

## Statement of Financial Position

As at 31 December 2019

|                                      | Note | 2019<br>\$       | 2018<br>\$       |
|--------------------------------------|------|------------------|------------------|
| <b>ASSETS</b>                        |      |                  |                  |
| <b>Current assets</b>                |      |                  |                  |
| Cash and cash equivalents            | 4    | 2,858            | 11,639           |
| Trade and other receivables          | 5    | 808,410          | 1,000,070        |
| Inventories                          | 6    | 8,021            | 6,216            |
| Other assets                         | 7    | 50,570           | 57,315           |
| <b>Total current assets</b>          |      | <b>869,859</b>   | <b>1,075,241</b> |
| <b>Non-current assets</b>            |      |                  |                  |
| Property, plant and equipment        | 8    | 4,494,575        | 4,697,293        |
| <b>Total non-current assets</b>      |      | <b>4,494,575</b> | <b>4,697,293</b> |
| <b>TOTAL ASSETS</b>                  |      | <b>5,364,434</b> | <b>5,772,534</b> |
| <b>LIABILITIES</b>                   |      |                  |                  |
| <b>Current liabilities</b>           |      |                  |                  |
| Trade and other payables             | 9    | 282,836          | 234,062          |
| Financial liabilities                | 10   | 324,019          | 185,687          |
| Short-term provisions                | 11   | 473,329          | 422,732          |
| Other liabilities                    | 12   | 1,132,094        | 1,137,383        |
| <b>Total current liabilities</b>     |      | <b>2,212,278</b> | <b>1,979,864</b> |
| <b>Non-current liabilities</b>       |      |                  |                  |
| Parents' deposits                    | 9    | 62,000           | 64,700           |
| Financial liabilities                | 10   | 1,165,269        | 1,098,254        |
| Long-term provisions                 | 11   | 34,809           | 59,726           |
| <b>Total non-current liabilities</b> |      | <b>1,262,078</b> | <b>1,222,680</b> |
| <b>TOTAL LIABILITIES</b>             |      | <b>3,474,356</b> | <b>3,202,544</b> |
| <b>NET ASSETS</b>                    |      | <b>1,890,078</b> | <b>2,569,990</b> |
| <b>EQUITY</b>                        |      |                  |                  |
| Reserves                             |      | 662,064          | 662,064          |
| Accumulated surpluses                |      | 1,228,014        | 1,907,926        |
| <b>TOTAL EQUITY</b>                  |      | <b>1,890,078</b> | <b>2,569,990</b> |



# Mountain District Parent Controlled Christian School Association

ACN: 005 633 670

## Statement of Profit or Loss and Other Comprehensive Income

For the Year Ended 31 December 2019

|   | Note | 2019<br>\$       | 2018<br>\$       |
|---|------|------------------|------------------|
| Revenue   | 3    | 3,479,655        | 3,628,934        |
| Employee benefits expense                             |      | (2,852,612)      | (2,788,596)      |
| Finance cost  |      | (95,356)         | (82,424)         |
| Depreciation and amortisation expense                 |      | (323,015)        | (326,072)        |
| Tuition expense                                       |      | (192,103)        | (164,554)        |
| Administration expense                                |      | (136,267)        | (133,809)        |
| Bus transportation costs                              |      | (97,911)         | (56,668)         |
| Property maintenance costs                            |      | (111,343)        | (86,487)         |
| Other expenses  |      | (350,960)        | (186,303)        |
| <b>Surplus/(Deficit) for the year</b>                 |      | <b>(679,912)</b> | <b>(195,979)</b> |
| Other comprehensive income for the year               |      | -                | -                |
| <b>Total comprehensive income/(loss) for the year</b> |      | <b>(679,912)</b> | <b>(195,979)</b> |





### **MDCS Staff**

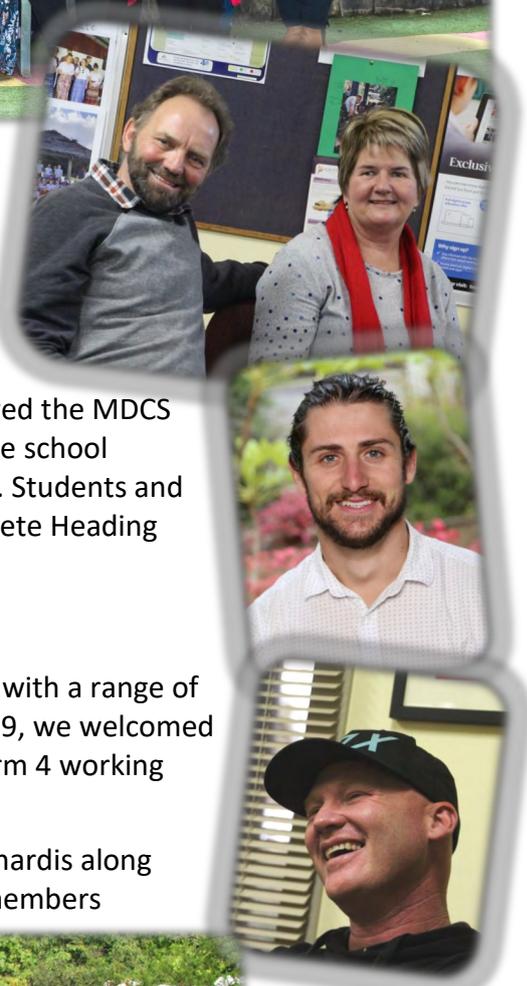
Mountain District Christian School employs over forty people. In addition to teaching staff there are a number of people who work behind the scenes to support the school including educational support staff, maintenance and cleaning staff, bus drivers, a chaplain, and administration team members.

In 2019, Charlie Schroder finished his time at MDCS. Charlie served the MDCS community for nearly 30 years. His contribution and heart for the school community was very evident in the way he went about his work. Students and staff will miss him greatly. The school is very fortunate to have Pete Heading step into this role. He is fast filling the shoes that Charlie left.

### **Teaching Staff**

Mountain District Christian School has a talented teaching team with a range of teaching experiences and qualifications. Towards the end of 2019, we welcomed Mrs Rachel Holland back from maternity leave, joining us for Term 4 working with Miss Kellie Mason in the Prep/ 1 classroom.

At the end of 2019, sadly we said farewell to Mrs Samantha Leonardis along with Mr Phil Diprose and Mr Will Baird. The gifts of these staff members



enhanced the school's program and were very much appreciated.

There are currently no employees of Aboriginal or Torres Strait Island descent.



## MDCS Teachers and Qualifications:

|                   |   |   |  |
|-------------------|---|---|--|
| Mr. W. Baird      | BEd (PE)  | Mr. J. Riding                             | Composition) Grad Dip Ed.<br>(English & History)   |
| Mr. J. Beer       | BA (Hons), Grad Dip Ed                              | Mr. J. Riding                             | BEd (PE), Grad Dip Chr Ed,<br>Dip. Management  |
| Mrs. L. Burke     | Dip Teach   | Ms. S. Sumarno                            | BA, B Teach  |
| Mrs. J. Bratton   | DipTeach, Grad Dip Ed                               | Mrs. T. Williams                          | BEd. (Primary)   |
| Mrs. A. Chaney    | DipTeach, BEd<br>(Conversion)                       | Mrs. C. Wyngaard<br>(Christian Education) | BEd, Grad Dip Ed, MEd  |
| Mrs. H. Denny     | BMusic, BEd   | Mr. S. Van Boxtel                         | Masters Teaching Practice,<br>B Enviro Sci: Wildlife and<br>Conservation Biology,<br>Cert III Outdoor Rec,<br>Cert IV Financial Services |
| Mrs. E. Diprose   | BA, BTeach  |   |  |
| Mr. A. Grace      | BSci (Chem) Grad Dip Ed                             |   |  |
| Ms. S. Hanscamp   | BA, Dip Ed, MEd (Christian<br>Education)            |   |  |
| Mrs. N. Heading   | BA, Dip Ed  |   |  |
| Mrs. R. Holland   | B Early Childhood Ed                                |   |  |
| Mrs. X. Leonardis | Dip Ed (Primary), BEd,<br>MEd (Christian Education) |   |  |
| Mr. P. Lock       | BEd. (Design &<br>Technology)                       |   |  |
| Miss. K. Mason    | BEd (Early Childhood,<br>Primary)                   |   |  |
| Mr. T. Mahoney    | BA/ Education                                       |   |  |
| Miss J. Miller    | BA (Literature &                                    |   |  |



## **Teacher Professional Development**

It is a key goal of MDCS to build the capacity of the teaching team to deliver quality educational programs from a Christian perspective. While below there is an outline of some of the professional development activities undertaken, building capacity involves growing culture, establishing and providing time for staff to work in teams, as well as providing mechanisms for real growth through appraisal and professional development programs.

### **Christian Education**

In 2019, all staff were offered the opportunity to participate in the International Transforming Education Conference 19 (ITEC19) in Adelaide. 17 staff took up this opportunity. This conference occurs every four years bringing together Christian teachers and staff from across Australia to consider how to authentically deliver Christian Education. Teachers contributed to the cost of this conference.

A key component of our efforts to grow staff in their understanding and development of teaching content and developing teaching practice from a Christian perspective includes our participation in Masters Studies with the

National Institute of Christian Education (The Institute). The Institute is the training arm of our national Christian schooling body, Christian Education National. As a condition of employment at MDCS, teaching staff are required to study with the National Institute, completing the two foundational units towards their Masters of Education. In 2019, six staff undertook study with the Institute.

### **Individual professional learning**

These included courses in health, well-being and safety such as first aid and anaphylaxis training. Independent Schools Victoria (ISV) also provided seminars and training programs for our teaching staff. These included programs in literacy and numeracy, the use of Information and Computer Technologies in learning, and classroom management. Senior Secondary staff also participated in a range of professional learning activities specific to the subjects they deliver at the VCE level.

### **Total cost of Professional Learning**

Approximately \$48 322 was spent on professional learning. This equated to \$2301 per teacher spent on professional learning programs in 2019. This was higher than previous years due to the International Transforming Education Conference (ITEC) held in Adelaide.



## Key Student Outcomes

It is a requirement of the Education and Training Reform Act 2006 (Vic.) that we maintain an Attendance Register. Children between the age of six and seventeen are required to be in full-time attendance at a government or registered non-government school unless they are undertaking approved home tuition or correspondence education through the Distance Education Centre. Mountain District Christian School requires parents to inform the school when their

|         |    |
|---------|----|
| Prep    | 90 |
| Year 1  | 92 |
| Year 2  | 93 |
| Year 3  | 93 |
| Year 4  | 90 |
| Year 5  | 92 |
| Year 6  | 92 |
| Year 7  | 94 |
| Year 8  | 94 |
| Year 9  | 92 |
| Year 10 | 90 |

children are absent from school. Non-attendance is recorded on school reports each semester. Repeated non-attendance can have a detrimental influence on a

child's educational outcomes. In circumstances of regular non-attendance the school will look to establish meetings with parents to assist them with any issues that may be attendance related and implement strategies to assist the student. Student attendance from Years Prep to 10, in 2019, was 92%.

As part of teaching and learning strategies and development of programs, teachers collect 'data'. This data is often very rich and can include classroom observations, work samples, assignment and test results, and standardised assessments. NAPLAN is one of the standardised assessments used by schools within Australia to inform student learning.

At MDCS other standardised tests used include the PAT Maths and English. We do recognise that standardised testing can have limitations and should not be considered in isolation from other available information on

student learning. It is important, however, that data be used wisely to assist teachers, parents and students to establish good work programs within a safe environment and thus facilitate learning.



**Below are the NAPLAN results from 2019:**

## MDCS Students achieving National Benchmarks:

|  | Reading    | Writing    | Spelling   | Grammar    | Numeracy   |
|--|------------|------------|------------|------------|------------|
| <b>Year 3</b>                            |            |            |            |            |            |
| % at or above national minimum standards | <b>100</b> | <b>100</b> | <b>100</b> | <b>100</b> | <b>100</b> |
| <b>Year 5</b>                            |            |            |            |            |            |
| % at or above national minimum standards | <b>100</b> | <b>83</b>  | <b>92</b>  | <b>90</b>  | <b>98</b>  |
| <b>Year 7</b>                            |            |            |            |            |            |
| % at or above national minimum standards | <b>97</b>  | <b>93</b>  | <b>86</b>  | <b>91</b>  | <b>95</b>  |
| <b>Year 9</b>                            |            |            |            |            |            |
| % at or above national minimum standards | <b>97</b>  | <b>93</b>  | <b>93</b>  | <b>95</b>  | <b>98</b>  |

The comparative data is included to demonstrate and highlight areas of strength and areas for improvement. There has been a large focus on improving reading, which is reflected in the table below, however, it also highlights areas for growth. This information, in conjunction with other measures, aids in developing a plan to address areas for improvement.

|        | Reading | Writing | Spelling | Grammar | Numeracy |
|--------|---------|---------|----------|---------|----------|
| Year 3 | 485     | 430     | 401      | 464     | 434      |
| Year 5 | 474     | 437     | 458      | 446     | 464      |
| Year 7 | 550     | 483     | 519      | 546     | 537      |
| Year 9 | 591     | 555     | 583      | 581     | 586      |

Selected school's average when compared to students with a similar background

- Well above
- Above
- Close to
- Below
- Well below
- No comparison available

NAPLAN participation for this school is 97%  
 NAPLAN participation for all Australian students is 95%

Retrieved from - <https://www.myschool.edu.au/school/46258/naplan/results#resultsovertime>



## Senior Secondary Outcomes

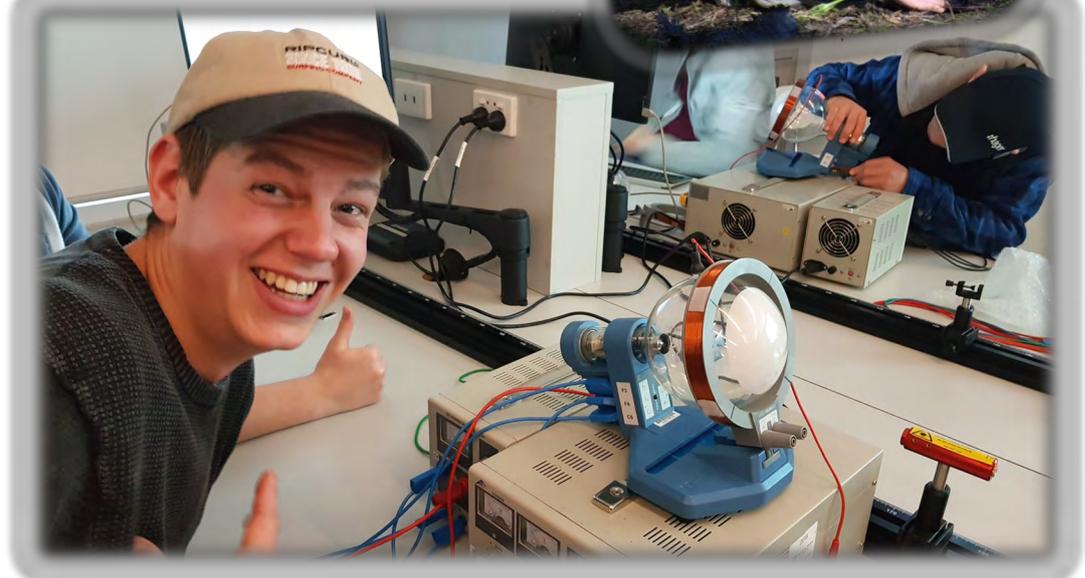
In 2019, twenty-six students undertook a Unit 3 & 4 sequence of study towards their Victorian Certificate of Education.

In all, twelve students completed Year 12 at MDCS. The students participated in a variety of subjects. These included Biology, Chemistry, English, Further Mathematics, Health and Human Development, History, Physical Education, Psychology, Studio Art, Outdoor and Environmental Studies, Literature. The number of subjects offered at MDCS is very high when considering the number of students enrolled.

It was pleasing to note that all students that completed Year 12 achieved successful attainment of their VCE. The students completing a Unit 3 & 4 study sequence achieved some excellent results. Students who achieved a study score over 40 equated to 1.6%. The median study score for students completing a Unit 3 & 4 study sequence in 2019 was 27.

Half of the Year 12 cohort applied for a tertiary position with all those that applied receiving a first round offer. Of those that did not apply, other options for entry to further study occurred. This included through apprenticeships, direct entry through the submission of a portfolio of work. One of our students moved to the USA to join the Airforce with the hope of becoming a helicopter pilot.

The tertiary places students were accepted into included Health Sciences, Teaching, Marine Biology, Information Technology, Photography and Photo Imaging and Nursing.



## Community Satisfaction

Throughout the course of 2019, the school sought feedback and input from the parent community through the MDCS Parent Survey held at the end of Term 2.

The engagement with this survey was very encouraging, each year an increased number of families are participating in the survey. Eighty two families participated in the survey with some very encouraging and helpful feedback.

The feedback from the survey indicated a very high level of satisfaction from the community. 92% of families reported that their 'experience of the school year had been 'very good' or 'excellent'. It also provided the opportunity to allow families to raise concerns that they may have had. There were very few with a number of families reporting that there were no concerns. Those that were raised were followed up if contact details were provided. A greater focus was given to hearing feedback about the Secondary Expo with numerous positive responses particularly in regards to the positive atmosphere, sharing of student learning and the involvement of students in the event.

Some of the comments that were received regarding "what's going well" are listed below.

- My children are engaged in their learning and are enjoying developing friendships. They have enjoyed getting involved in extra activities too, like the secret garden.
- Communication is very good. I feel comfortable approaching my children's teachers if there is an issue to sort through and feel confident it will be dealt with promptly and sensitively.



- Our children are expanding their thinking and consolidating what they learn. The staff are a godly example, actively engaged in seeking Gods will and plan for education.
- I have loved the care and concern for my child in VCE who was not coping very well and was overwhelmed. Mr Loch, Mr

*Mahoney and Mr Grace have been positive and encouraging to her. Her attitude has gone from I want to drop out, to yes i can work to and possibly get the ATAR i need for my course. The obvious deep commitment for the school from the board and executive team especially Jason who have all worked tirelessly to keep the school on track are appreciated and noticed. I feel the community feel of the school is returning too, which is wonderful.*

- *Reliability of the school remaining true to its values of Holistic Christian Education. The boys ebb and flow between being academic and non academic, and are not always creative! but they are always engaged at school and are growing into beautiful young respectful men. It is a credit to their teachers and the staff who engage them, show they care for them, validate them as young people with purpose and lots to offer, and encourage discussion on community and worldly matters and how to think about how they can make change happen.*
- *Loved the Year 12 Crucible production, the dedication of Judy and the way the community came together. Generally love the pastoral care given by the school.*
- *Great teaching in the classroom. Our son loves his school!*
- *The teachers care about the students, and are so supportive and invested in each student. It shows what a great school this is.*
- *I love how much the heart of Jesus is worked into everything they do in school. That it's not just token acknowledgement at the start of each day.*
- *I love that my child's teachers are not afraid to contact me concerning any issues, even the hard ones.*
- *My daughter is supported by enthusiastic, Christian teachers who bring a love of learning to her classroom.*
- *Our son now since moving to MDCS is happy*



*to go to school. The teachers take note and push him in the right direction to do his best. He feels safe.*

- *Love the community of genuine people doing their best for our kids. I have enjoyed the other mums I have met through the school.*
- *Teachers seem to know our children well and are attentive to our needs. There is plenty of opportunities for the children to try a variety of subjects. Teachers are approachable and encourage open communication with the parents. The grounds and facilities are excellent*
- *Lovely sense of community and care within the parents in the primary school. This is helped by very regular events organised by the community connect parents. Any child or classroom concerns that arise are quickly dealt with by teachers via email/ conversation etc. Our children are coming home excited about their learning and speak positively about their teachers, the content of their subjects and their day in general.*

- *Their education is going well. Their friendships are going well. There is little to no bullying. Everyone is tolerant of each other. I love the smallness of the classrooms and the fact the teachers really know your children. I love the fact the teachers are so accessible to the parents and that parents can get involved the classroom time and camps.*
- *All the teachers are fantastic and go "above and beyond" at all times. I'm sorry teachers have so many expectations on them these days but am grateful for everything they all do. The caring atmosphere in this school is wonderful.*
- *I love that the teachers are so proactive in making sure the students are mentally ok. I've had issues with both kids - and both their home teachers could not have been more helpful in handling the individual issues they were facing.*
- *The school does so much for kids, well above what you'd expect for a school of this size*
- *The care and compassion the teachers show towards each student. I love the way the school is flexible around each individual student's academic and personal needs - where necessary teachers incorporate individual learning needs into the classroom.*



- *The communication from the teachers are amazing. If my child is having a bad day I will get an email explaining what has happened or if they are having a extremely good day I will also get an email telling me.*



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