

# 2021

## Annual Report

(Based on 2020 data)



ANNANDALE  
CHRISTIAN  
COLLEGE  
*the Way, the Truth, the Life*

Version 14 May 2021

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## Our College

**School Sector:** Independent Christian School  
Member of Christian Education National (CEN)  
Member of Independent Schools Queensland (ISQ)

**School Address:** 104 – 156 Yolanda Drive  
Annandale QLD 4814

**Year Levels Offered:** Kindergarten to Year 12

**Co-educational  
Or Single Sex:** Co-educational

**Boarding or  
Day School:** Day School

**Total Enrolments\*:**

<b>2018 (Aug)</b>	<b>537</b>
<b>2019 (Aug)</b>	<b>579 (*↑7%)</b>
<b>2020 (Aug)</b>	<b>616 (*↑6%)</b>

\*Does not include kindergarten.

**This represents a 3-year growth rate of 13%.**

\*Growth rate calculated from year to year at time of Census (August)

**Enrolments\*:**

<b>Kindergarten</b>	<b>43</b>
<b>Prep – Year 3</b>	<b>195</b>
<b>Year 4 – 6</b>	<b>147</b>
<b>Year 7 – 10</b>	<b>201</b>
<b>Year 11 – 12</b>	<b>73</b>
<b>Total</b>	<b>616 + 43 (659)</b>

\*As of August Census 2020.

**Principal:** Andrew Jones



## History

Annandale Christian College (ACC) is located in a well-serviced suburb adjacent to James Cook University, the Lavarack Army Barracks and the Townsville University Hospital. Our College is a non-denominational coeducational school catering to the educational needs of children from Kindergarten to Year 12. In 1982 a group of Christian parents who had a vision for education that was authentically Christian in outlook and practice established the college.

Annandale Christian College has a clear vision to provide excellence in education to equip students to engage meaningfully in all areas of society and to strive for their God-given potential. The College provides a kindergarten to year 12 education in an explicitly Christian framework that engages students in meaningful learning and equips them to reach their God-given potential.

Our values reflect the Lordship of Jesus Christ as revealed in the Bible. We acknowledge His authority over all aspects of our life. We teach our students to understand themselves as a people created by a loving God for a purpose and celebrate every step of a child's learning journey.

The college actively promotes a 'Christian Worldview' that teaches the "grand narrative" of the Biblical story in terms of the overarching themes of 'Creation, Fall, Redemption and Restoration'. In our acknowledgement of the authority of Jesus over all aspects of life, we seek to live out this worldview in all areas of the College including our organisational structures, policies and curriculum offerings.

The College's website ([www.acc.qld.edu.au](http://www.acc.qld.edu.au)) provides comprehensive details of the distinctive nature of Annandale Christian College: its rich history, its diverse academic, pastoral and co-curricular programs, as well as our community focus of service. We invite you to explore our website to discover more.

## College Context

Annandale Christian College is a Kindergarten to Year 12 Christian College operated by Townsville Christian Education Association Ltd which is accredited by the Non-State Schools Accreditation Board (NSSAB). It is a member of Christian Education National, the Australian Association of Christian Schools and Independent Schools Queensland. The College has procedures in place to ensure mandatory annual reporting to fulfil all legislative requirements under The Education Amendment (Non-Government Schools Registration) Act 2004.

This report was prepared for presentation at the Annual General Meeting of the Townsville Christian Education Association Ltd on **Monday 24th May 2021**. It serves the purpose of sharing important information regarding learning outcomes, as well as the celebrations and challenges that staff, students and parents at Annandale Christian College experienced throughout 2020. In these reflections we recognise and thank God for His mercy, faithfulness and love.

## Principal's Message

With the challenges of 2019 behind us, we were hopeful that 2020 would bring a completely fresh start. While many in our community had ongoing issues with flood repairs and insurance claims, the murmurs of a virus overseas began to appear on the news. Little did we know that a pandemic would see the world of education change so significantly.



It really was a year like no other. Many of our usual school events were cancelled. Our camps were sadly cancelled such as the Year 6 Canberra Tour, the Duke of Edinburgh International Award as well as Palm Island Adventures. By the end of the year we were able to manage some of our events if somewhat modified to meet the requirements of the latest health directives. Many other events such as our P & F Family Trivia Night and our annual Bush Dance didn't make it to our usual calendar of activities. Despite this, I do think that the challenges of the flood in 2019 equipped us well with resilience, flexibility and a desire to remain a people true to His word. There was also a real sense of working together as 'Team Townsville' again as we continued to help our community and in service to one other.

2020 saw the conclusion of at least three years of preparation and hard work for the inaugural year of the new senior assessment and tertiary entrance (SATE) system. Our students achieved excellent results and all receiving offers for the universities of their choice. For others a few were accepted as apprentices while others sought work. In fact, despite our initial concerns, our prayers were answered with our students achieving fantastic results on par with some of the best results in the state. I sincerely thank the staff and our executive for their amazing efforts to not only support our community but to do so with grace, joy and excellence.

Our College focus for 2020 reflected our key strategic and policy documents: Feedback: Creating and Maintaining Positive Relationships. This focus was helpful when we planned new ways to keep in contact with our students and with each other. Parents also joined in supplying videos of 'Learning from Home' and assisted where they could. 'Learning at Home' using our learning management system (LMS) also referred to as Canvas proved to be one of many unexpected positive outcomes of the pandemic. Every student from Kindy to Year 12 was provided with work, videos of lessons or invited to participate in live conference lessons throughout the week.

A great deal of work preparing for this online tool had been undertaken by our ICT team and our Design and Innovation Head of Department to ensure that we were able to continue quality Christian education. Anecdotally, one of the reasons Queensland is seeing more students move to independent schools is the way schools like Annandale were able to smoothly transition into this mode of learning. While this mode was not always preferred by our students (or parents) many students appreciated the fact that they could revise their work and review the lessons on video. We have also noticed that many younger students show greater independence toward their learning and what is called in educational terms 'gradual release of responsibility' for their learning. It is also a time to be thankful that most of our students had access to the internet during this 5 week period as not all students in Townsville had that kind of support or access.

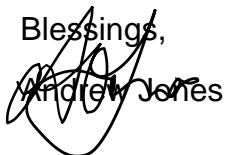
I would like to thank all our staff who worked incredibly hard this year to develop quality relationships with students, parents and staff despite the pandemic. The impact of these relationships are integral to the overall structure and stability of the college. I would like to thank all our staff who did such a great job and put in many, many extra hours in support of others during this time. I would like to thank all those who have volunteered over the course of the year and for those who supported us in prayer.

Despite the challenges of COVID-19 and the many changes to our school day or calendar as a whole, we were able to gain momentum on our ongoing school improvement agenda. One of these was our laptop learning program. After much research and preparation, we completed planning for this initiative to ensure all students in Year 10 would have full access to laptops no matter their financial capability and to understand more deeply the pedagogy of digitally based learning in a Christ-centred educational program. It was essential to us that students were not placed in front of a device all day long. Instead, we planned for laptops to be used to enhance learning. Thanks to the working committee who undertook the many hours to ensure that we had all the laptops in place for our students. I would also acknowledge that we spent \$350,000 on an upgrade to our technology which not only has improved the system but also increased the security of the network.

In 2020 we completed our work on our College's 'Acknowledgment of Country'. We met with a Christian indigenous elder to listen and seek advice on this important recognition for all people. We wanted to ensure that our words were meaningful but never routine or tokenistic. Therefore, we created a prayer based on the Aaronic blessing that could be adapted to the ceremony to express the intent of our love toward all indigenous Australians and the reconciliation of all people to our Father. This was a significant achievement and one which we have received positive feedback. I thank everyone involved in this process.

Annandale Christian College is a unique educational facility in our community. 100% of our staff are Christian and attend church 'regularly and frequently'. Every week we have devotions and worship with all staff at the start of the day. We meet with prayer partners to pray for our students, the wider school community and each other. Knowing that we have a staff who know and love Jesus gives us all a great assurance. The decision about which school to send your child can be difficult with so many great schools to choose from. Every parent would love to know that each day their child goes to school where they find both joy in learning but also joy from knowing Jesus. I thank each ACC family for your partnership throughout 2020. It is highly valued and essential as we seek to transform the lives of our students.

This report specifically covers the areas of staffing and student performance. I am very proud to be the principal of a College which continues to fulfil its mission to provide quality, Christ-centred education through a partnership with parents, teachers and students despite adversity and trial. I take this opportunity to commend our Annandale Christian College to you as a thriving Christian environment, despite the many challenges of the past and the ones we will inevitably face into the future. My deep hope and prayer is that you draw a simple conclusion after you read our 2020 Annual Report: our College develops and transforms our young people to be mature, prepared and skilled people for an exciting future with Jesus.

Blessings,  
  
Andrew Jones

## Vision

To be a college that celebrates life and learning  
through Christ-centred education.

## Mission

To provide quality Christ-centred education  
through a partnership of parents, teachers and students,  
which recognises the Lordship of Christ  
and the integrity of the Scripture.

## We Value

At Annandale Christian College we value the following:

- creating a community where teachers and parents are partners in teaching and learning;
- encouraging families to make Jesus Christ the Lord of the family and the home;
- supporting families as they train their children in God's ways and God's truth;
- establishing an environment characterised by Christian virtues such as love, faith, honesty, humility, consideration, obedience, service, stewardship, industry, loyalty and courage;
- basing our teaching on God's Word, the Bible;
- helping our children to acquire a life-long love for learning, and to develop and understand their God-given talents and gifts;
- developing each child's creative and critical abilities;
- creating an atmosphere where teachers enjoy their role of sharing and leading;
- educating the whole child for living in the world and for eternity;
- fostering the development of gifts, skills and abilities of the learner for service to Christ and the community;
- focusing on co-operation as the most effective strategy for building community; and
- encouraging students to perform to the best of their ability in every aspect of their endeavours to the glory of God.



The pedagogical framework (also known as the ACC Key Principals of Learning) of our school creates a structure around the way we learn and teach. It also provides a tool to honour and protect the College mission and vision. Much considered work over a long period of time went into the design of this framework to support teachers in the delivery of quality and learning to progress student achievement. The **ACC Key Principles of Teaching and Learning** and our college pedagogical framework has seven 'Key Principles':

### 1. Christ-Centred

*Truth, purpose and meaning can only be found in and through Jesus.*

### 2. Quality Thinking

*Promoting critical thinking and the skills for life-long learning.*

### 3. Differentiation

*Responsive teaching allows us to meet our students' individual needs.*

### 4. Reflective Practice

*Improvement can only come through reflection.*

### 5. Authentic Assessment

*Open, explicit and transparent assessment should enrich the learning environment.*

### 6. Community Engagement

*Education does not only happen in the classroom.*

### 7. Positive Relationships

*It is our responsibility to create and maintain supportive and safe learning environments.*



## Statement of Philosophy and Aims

Our Mission, Vision and pedagogical framework for teaching and learning at Annandale Christian College reflects the values and beliefs of the families who choose to be part of our Christian learning community. The Alice Springs (Mparntwe - pronounced *M-ban tua*) Education Declaration (December 2019) sets out two goals:

- Goal 1: The Australian education system promotes excellence and equity.
- Goal 2: All young Australians become confident and creative individuals, successful lifelong learners, and active and informed members of the community.

The Alice Springs Declaration articulates the knowledge and skills required for the 21st century, the importance of learning throughout life from early childhood onwards, and the need for effective transitions between all stages of learning. These are also long-standing goals for our college and our students.

Since 1982, our college's mission is to 'provide quality, Christ centred education' for all students and to work in close 'partnership with 'parents, teachers and students'. The 2019 Declaration includes some significant changes to Australia's education system and a commitment to provide the best opportunities for young Australians in a rapidly changing world. At ACC, we recognise the world is changing but the importance of placing Christ at the centre of all learning and the emphasis of meeting the needs of individual learners within a Christian worldview remains as important as ever. As outlined in the two goals, we also acknowledge that our college provides an important role in supporting the wellbeing, mental health and resilience of our young people in a regional centre.

Our regular feedback from parents indicate that they too desire the same goals for their children - to see them enjoy learning within a Christian worldview and to achieve their best. The Federal Declaration for Education provides us all with the chance to renew our commitment to the Christ-centred education for our children. Respectful, collaborative partnerships, between schools, families and communities are critical to achieving education improvement for all Australians and for those students enrolled at Annandale Christian College.

## The Alice Springs Declaration (2019) in Action

Annandale Christian College's holistic and transformative educational approach to teaching and learning is expressed and practiced throughout the school community from kindergarten to Year 12. Teachers take an individualised approach differentiating for each student's cultural background, learning, behaviour, well-being and faith formation. They support each student to courageously re-engage in their education and future pathways to further study or employment. This approach requires all teachers and the principal to work and lead collaboratively in an integrated and cross-curriculum approach which is directed by differentiated teaching practices. Each student at ACC is encouraged to reflect on their past and present results to strengthen their capacity to re-imagine their future as children of God as led by the integrity of Scriptures. Through our programs, each student is provided the opportunity to become agents of positive change as they serve one another, the wider community and society as a whole.

## Social Climate

Annandale Christian College reflects the values and beliefs of the families who choose to be part of our learning community. Our students are diligent, polite and respectful. Classrooms are consistently orderly and quiet, with each person keen to work collaboratively together. Our College follows and uses our approved Child Protection Policy and Procedures with staff completing mandatory training every year. All volunteers and regular visitors to the college are also required to complete mandatory child protection training each year.

Annandale Christian College is grateful for the employment of two part-time Chaplains and a Defence Transition Mentor through the Defence Community Organisation. These important support staff provide support and encouragement to our students and their families and staff. They also actively participate in many College extra-curricular activities and lead proactive wellbeing initiatives. In a usual year, these activities include both primary and secondary assemblies; camps; Inter-House and Inter-School Sports Days; P&F fund-raising events and the annual 'Service Week' program. They also provide invaluable support to both student and teacher well-being.

In addition, we successfully trialled and implemented the position of a Student Wellbeing Counsellor. Ms Joann Gray, a qualified counsellor and long-term employee of the College, was employed after her successful application to the selection criteria. Ms Gray implements a referral model which means that while immediate support is provided to our students, she is very well placed to provide referrals to quality specialists and counsellors in the community. Our College is certainly blessed to have such quality people to draw on to support our students. In 2020 we further developed the Employment Assistance Scheme (EAS) which provides independent and immediate support from independent and external support professionals for our staff. All staff were also offered an influenza vaccine at no cost for the first time this year. This proactive strategy toward staff health was well received and will continue into the years to come. In recognition of the challenges and extra load to all staff, the board and on advice from the executive provided a once off and equal payment of \$700 to all staff as a way of thanks at the conclusion of 2020.

Outside School Hours Care (OSHC) continued to operate to support parents and students before and after school. This service has made a significant difference to those families needing to ensure that their children are cared for before and after school within a Christian context. Teachers at our college also use this service so that working parents can attend meetings and professional development activities.





## Characteristics of the Student Body

Our college staff and parents as well as the members of the Association and the Board, all place a high emphasis on celebrating community. We are a group of people who respect each other's unique and distinct roles and support each other to achieve the shared vision of the College. In 2020, **75%** of our families attend church, **3%** of our students are Indigenous, overseas visas are held by **8%** of our students and **23%** of our students have a first language other than English which is a significant growth area within the student population. While **131** of our students report as having a Language Background Other Than English (LBOTE), **51** of these students receive help from **kindergarten to Year 12**. More detail about the composition of the student body is found within this report.

Year	*Indigenous Students	*English as an Additional Language or Dialect (EAL/D)
<b>2020</b>	<b>3%</b>	<b>23%</b>
2019	3%	22%
2018	4%	16%
2017	6%	15%

\* Identified on enrolment form. More students in these areas may not identify on official documentation. Data does not include students in kindergarten.

^ LBOTE students may have a high level of proficiency in English or SAE (Standard Australian English). Some cultural understandings or idioms may need to be taught explicitly to assist with comprehension, for example.

Year	Boys	% Total	Girls	% Total	
<b>2020</b>	<b>304</b>	<b>49%</b>	<b>312</b>	<b>51%</b>	<b>616</b>
2019	*286	49%	*293	51%	579
2018	269	50%	268	50%	537
2017	260	48%	282	52%	542

\*N.B Total student data for 2020 is based of end of year enrolment. Data does not include students in kindergarten.



## School Income broken down by funding source

Information regarding school income broken down by funding source can be found on the *My School* website: <https://myschool.edu.au/school/48048/finances>

This data is uploaded to the myschool website by the federal government.

## Our Programs

### Distinctive Curriculum Offerings

Our distinctive curriculum offerings at Annandale Christian College reflect our Christ-centred pedagogical framework. Each year we support all our staff in various aspects of this framework to enhance our curriculum offerings. In 2020, our focus on **‘Feedback: creating and maintaining personal relationships’** built upon our work on the Pedagogical framework around Differentiation (2018) and Authentic Assessment (2017). Senior Secondary teachers continued their work on the new senior assessment and tertiary entrance (SATE) system, which commenced for the first time in 2020 for all Year 12s.

Every year our expert teachers plan engaging units of work, whilst also integrating a biblical worldview within their curriculum programs. In 2020, Christian Education National (CEN) provided **‘Bible in the Belly of the College’**, a professional development (live webcast), to all College staff in January which further encouraged the implementation of a biblical worldview into every aspect of their teaching, learning and assessment. As with all other schools in Queensland, we provide **5 extra Student Free Days** to plan and provided resources on Canvas. In so doing, students were able to access a multimodal set of resources to enhance their learning while at home under pandemic conditions. School remained open for essential workers which made planning more complex. However, we were more than happy to assist essential workers in any way possible. We are thankful that we are incredibly well resourced, and our teachers were able to provide these resources to all their students in such a relatively short period of time.





## Co-Curriculum Offerings

### *Primary (Prep – Year 6)*

The school year was unique with teachers required to change and adapt their program and mode of delivery in a very real, differentiated format for their students, working concurrently at home and school. A strong curriculum focus was Biblical Threads; in particular, improving our conceptual understandings and capacity to pursue a Christian Worldview through the Australian Curriculum, and engaging our students to critically and intelligently perceive biblical threads throughout their educational journey.

The Student Wellbeing Code of Conduct was completed and now exists as a supportive and consistent program, regarding protocols, strategies, and documentation for systematic use throughout the College. The College's student management system software has been tailored to complement the Student Wellbeing Code of Conduct, allowing an accurate means for recording and displaying relevant data.

Assemblies were temporarily halted due to external COVID-19-compliance protocols, and when they re-commenced later in the year, a modified structure to meet appropriate social distancing and other relevant expectations was used. Audience numbers were restricted, and assemblies were conducted as cohorts rather than individual classes. The Student Council members continued to play a strategic role in the organisation and running of Primary assemblies.

The 2020 ICAS competitions that our students participated in were Spelling and Mathematics. Only those students whose parents requested it on their child's behalf, participated in the respective competitions. In the Mathematics competition, 49 students participated from Years 2 – 10, with two High Distinctions, four Distinctions, and 9 credits. In the Spelling competition, 34 students participated from Years 2 – 7, with 3 distinctions and 11 credits.

Coding Club was continued for students in Years 2 – 6. Year 2 students had their meeting time on Wednesdays at First Break, with students in Years 3-6 meeting on Thursdays at First Break. The *Scratch Junior* app for programming animations was continued for Year 2, as were the Blue Bot robots. Similarly, in Upper Primary, Scratch Two was utilized again for creating video games. The Sphero and Ollie robots have remained effective and popular with the older students. Year 6 students competed in two interschool robotics competitions last year, placing first in one of them.

Chess Club has continued to go from strength to strength, across the College, with our Primary Team One winning all three rounds of the North Queensland Inter-School competition and qualifying for the state championships in Brisbane for a consecutive year. Unfortunately, they were unable to attend due to COVID-19 concerns. The goal next year is to commence an Inter-House Chess competition to continue the momentum of interest and success.

Our Year Six Canberra Tour was cancelled due to COVID-19 and unfortunately, a replacement camp was not able to be sourced in the remainder of the year. Instead, we decided to provide the Year 6 cohort with a 'Graduation Day' after their Graduation Assembly. They had a series of fun activities off campus during the day, including the Ninja Park, ten pin bowling, and laser tag. The Year Five camp was still able to be conducted at Virginia Park Cattle Station, and remains a successful and enjoyable campsite.

## ***Junior Secondary***

### ***Years 7 and 8***

Annandale Christian College recognises that the transition from Primary to Secondary education is an exciting, and at times challenging, period in a student's educational journey. Although there is continuity in the curriculum between the Primary and Secondary levels, there are major changes in the breadth of curriculum and the way in which classes operate, and new students may transfer into the College at this level.

We recognise the strong teacher-student relationships which bring a sense of security and purpose to the young adolescent and lay a stable foundation upon which to build future success. A strong, home-room pastoral care system and Core teacher philosophy, facilitates a sense of cohesiveness and identity and encourages the sound organisational skills that promote success in the learning and assessment program.

In Year 7 and 8, the focus on core learning exposes students to all the elements of effective learning experiences, which are considered to be important to students in this age group. These include the development of information and research skills, effective use of technology, problem solving skills and exposure to learner centred and open-ended, negotiated tasks across The Australian Curriculum in:

- English
- Mathematics
- Science
- History
- Geography
- Health and Physical Education
- The Arts (Performing Arts and Visual Arts)
- Business Studies (Yr. 8 only)
- Technology Studies (Digital Technologies; Industrial Technology; and Food Technology)
- Language Other than English - Mandarin Chinese





### **Years 9-10**

In Years 9 and 10 students begin to have a future focus and grapple with the big questions such as 'Where am I going?' 'What is my purpose in life?' or even 'Is there really a purpose to all this?' At Annandale Christian College, students are assured that their life has meaning and purpose because we are created in God's image, we are His children and He calls us into His unfolding story. A strong pastoral care program reinforces the value of each student.

In Years 9 and 10 students study a combination of core subjects and electives as they begin to explore the direction that their future may take. This subject selection enforces the College's focus on developing excellent literacy and literary skills; numerical and problem-solving skills; and a thorough knowledge of our society and the diverse creation in which we live as well as extending the individual student's particular gifts, abilities and interests.

The core subjects are English, Mathematics, Science, Humanities. Electives include Health and Physical Education, Graphics, Industrial Skills, Music, Drama, Visual Art, Home Economics (including both Food and Textiles technologies), Business Studies and Digital Technologies.

Career Guidance is an integral part of the Year 10 program with lessons dedicated to Career Education for planning and development of Senior Education and Training (SET) Plans, scheduled throughout the year, with an intensive program in Term 2 that incorporates explicit teaching of a Christian World View in relation to the role of work and careers - 'Obligation vs Vocation' and 'Career vs Calling'.

## **Senior Secondary**

### **Years 11-12**

The Senior Phase of Learning (Years 11 and 12) provides the ideal environment for students to take on greater responsibility for their learning, with corresponding privileges.

The Senior Secondary program provides positive, encouraging atmosphere of small class sizes and gives students opportunities to develop their individual gifts in the context of an educational community striving to be faithful to God in all areas of life. Given the emphasis on formal qualifications in our society, the College recognises its responsibility to ensure that students, according to their gifts and aspirations, gain success in Years 11 and 12, and that students requiring specific subjects for entry into Tertiary Institutions have the opportunity to gain these, and students who want to follow a vocational pathway have access to vocational education and training opportunities.

Students in Year 11 and 12 work towards achieving the Queensland Certificate of Education (QCE). They have access to a wide range of Queensland General and Applied subjects including: Accounting, Biology, Building and Construction Studies, Chemistry, Drama, English, Essential English, Hospitality Practices, Information and Communication Technology, Digital Solutions, Industrial Graphics Skills, Essential Mathematics, General Mathematics, Mathematics Methods, Specialist Mathematics, Modern History, Music, Physics, Physical Education, Cert II & III in Sport and Recreation, Visual Arts in Practice and Visual Art. The subject Science in Practice was discontinued in 2020 due to a lack of enrolments. Investigations into alternative subjects to provide a science-based vocational option such as Aquatic Practices will be conducted in 2021 with the view of offering to students for 2022.

Those students not wishing to pursue tertiary study may supplement their vocational studies by engaging in study with external providers such as the local TAFE or other providers subject to availability and accessibility of appropriate courses. School-based apprenticeships, traineeships and formal Work Experience programs are also considered an integral part of Senior Secondary study for many students at Annandale. In a new development for 2020, three students commenced Cert III qualifications through YWAM's training arm. We are thankful for these valued partnerships with Christian organisations.

At ACC we recognise that all students are leaders and therefore have the capacity to add or detract value from the learning environment for themselves and their peers. We encourage all students to contribute in positive ways and many take up that responsibility.

They may volunteer in the library, or to help with 'Tuck Lunches'; assist with setting up seating for Assemblies or for the Bush Dance; organise inter-house lunchtime challenges; or represent the College at the Townsville ANZAC Day Parade. They may be a buddy for a new or younger student and ensure they transition well into the College. We encourage all students to serve in this way willingly and for no external reward other than knowing they are serving the Lord as they serve others.

A formal student leadership program is the Student Representative Council where they represent their peer's views and ideas and offer ideas for improvement of the College at fortnightly meetings chaired by the College Captains. The SRC also provide fun, team-building, lunch-time and after-school activities.

Use of Computer Technologies is also valued and incorporated across the curriculum. In 2020, the introduction of the Canvas Learning Management System (LMS) proved to be incredibly valuable in being able to quickly develop and provide online learning content and lessons during the COVID-19 lockdown period. The use of Canvas is now embedded across the Secondary school as a valuable teaching and learning platform.



## Extra-Curriculum Offerings

Primary (Prep – Year 6)

<ul style="list-style-type: none"><li>· Kids in Christ – Bible study program with cross age tutoring</li><li>· Instrumental Music Tutoring</li><li>· Year 5 Camp</li><li>· Student Council</li><li>· Chess Club</li><li>· Chess Tutoring</li></ul>	<ul style="list-style-type: none"><li>· Choir</li><li>· Prayer groups</li><li>· Graduation Ceremony (Year 6)</li><li>· Awards Ceremony (Years 4-5)</li><li>· Interschool Competitions:<ul style="list-style-type: none"><li>- Chess</li><li>- Swimming</li><li>- Cross-country</li><li>- T-ball</li><li>- Basketball</li></ul></li></ul>
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## Extra-Curriculum Offerings Secondary

Despite disruptions from COVID-19 restrictions, a number of activities and events were still able to continue, sometimes with modifications. During the pandemic lockdown period Secondary Assemblies were conducted online. To manage crowd size restrictions, the traditional Celebration and Graduation ceremony was split into two different events. This worked well and will most probably continue in 2021.

- Kids in Christ – Bible study program with cross age tutoring
- Instrumental Music Tutoring
- Choir
- Chess Club
- Robotics club
- Year 7 & 11 Team Building Days
- Duke of Edinburgh adventure journeys
- Student Council
- Assembly Sound Assistants
- Senior Formal
- Mental Health Week activities and speakers
- House Spirit Week (new initiative)
- Worship Teams
- Pancake breakfasts at Rasmussen State School
- Interhouse carnivals: swimming, cross country, athletics
- Senior leadership camp
- Some block sport interschool competitions
- CBSQ Basketball (boys and girls)





## Our Staff

Our teaching staff have a wide range of experience in Christian education, state and independent sectors, domestically and internationally. In 2020, **2 (2.2%)** of our permanent staff identified as indigenous whereas **3% (3)** staff identified as indigenous in 2019. The College encourages the employment of Christian staff from different cultural backgrounds as his wonderful creations.

In 2019 and after facing national staffing teacher shortages, the board approved additional funding to find suitable teachers within Australia. In 2020, this funding for a secondary teacher was accessed. Teacher shortages in Australia and particularly those in specialist and early childhood education/ OSHC are likely to continue in the short-term as the teaching profession reaches retirement. To respond to this shortage, we have established closer links with local universities. We have also continued our **scholarship program for graduating year 12 students** who wish to continue their studies as teachers. Many of the students who regularly attend church are not aware of the opportunities of teaching in a Christian school. We have also worked with other Christian schools and federal politicians to support Christian Universities such as Alphacrucis College to attract and retain quality Christian teachers and educators.

The upcoming decade of teacher shortages also poses other important questions for the college:

- *Do we increase our promotion of Christian schooling with local universities?*
- *How can we retain high achieving Annandale Christian College graduates into the teaching profession through our current scholarship program?*



## Staff Composition, Qualifications and Experience

In 2019 we had a total of **116** staff members (including casuals). In **2020**, this increased to **121** staff members. While **52%** of our total staff (including casuals) have less than 5 years' experience at the College, some of these have been with the College longer in a part-time capacity. **25%** (17) of our teaching staff have 10 or more years of total teaching experience and they are a great asset to our less experienced staff. Their extensive experience would be invaluable in future mentoring or coaching programs especially with our new teacher induction programs. It is imperative that the '*Annandale - heart, hand and way of thinking*' is always clear and explicit. Strategies to ensure alignment with the College vision and mission are in place and continue to be developed and refined. A more structured mentoring program over a two year period for new staff would be advantageous.

If Kindy/Prep and OSHC numbers continue to rise and our teachers/educators are nearing retirement age, the College needs to consider ways to support younger staff with further study. The College may need to consider other ways to ensure that staff develop their qualifications while maintaining a suitable work-life balance.

## Non-Teaching Tenure at ACC

Of our **53** non-teaching employees, **11** are full-time, **27** are part-time.

## Staff Tenure and Experience at ACC

2020 Years of Experience at ACC (exclu. casuals)						
	< 2 years	>2 - 5 years	>5 - 10 years	> 10 - 15 Years	> 15 - 20 years	> 20 Years
Teachers	12	10	18	5	3	5
Aides	4	8	3	0	1	1
Support Staff	5	5	7	2	2	0
<b>All Staff</b>	<b>21</b>	<b>23</b>	<b>28</b>	<b>7</b>	<b>6</b>	<b>6</b>
% of Total Staff	23%	25%	31%	8%	7%	7%
2020 Years of Experience at ACC (inclu. casuals)						
	< 2 years	>2 - 5 years	>5 - 10 years	> 10 - 15 Years	> 15 - 20 years	> 20 Years
Teachers	14	14	23	6	4	7
Aides	9	9	3	0	1	2
Support Staff	8	9	7	2	2	1
<b>All Staff</b>	<b>31</b>	<b>32</b>	<b>33</b>	<b>8</b>	<b>7</b>	<b>10</b>
% of Total Staff	26%	27%	27%	7%	6%	8%

2020 Staff Mix - Headcount				
	FT	PT	Casual	Total
Teachers	29	24	15	68
Teacher Aides	0	17	7	24
Support Staff	11	10	8	29
All Staff	40	51	30	121
<b>% of Total Staff</b>	<b>33%</b>	<b>42%</b>	<b>25%</b>	

Staff Mix - FTE			
	FT	PT	Total
Teachers	29	15.05	44.05
Teacher Aides	0	9.82	9.82
Support Staff	11	6.6	17.6
All Staff	40	31.47	71.47
<b>% of Total Staff</b>	<b>56%</b>	<b>44%</b>	

(\*FT = Fulltime PT = Part time FTE = Fulltime Equivalent)

	Aboriginal/TSI Staff	Total	% of total staff excl. casuals
2018		2	3.5%
2019		3	3%
2020		2	2.2%

#### Opportunities:

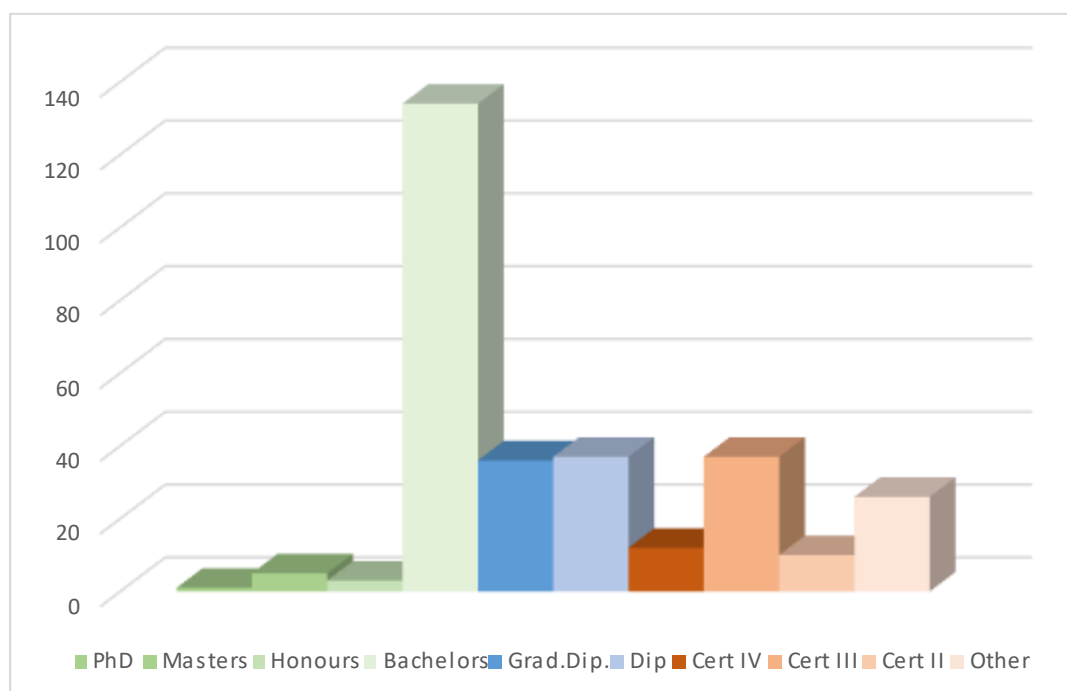
- *The employment of new staff requires effective coaching and mentoring programs. With the conclusion of the pandemic, we will need to further develop this program in 2021 to ensure staff are included professionally, spiritually and social/ emotionally in the life of the College.*



## Staff Qualifications

In addition to our teaching team's experience, our staff have the following qualifications:

PhD	Masters	Honours	Bachelors	Grad.Dip.	Diploma	Cert IV	Cert III	Cert II	Other	Total Quals.
1	5	3	134	36	37	12	37	10	26	26



## Staff Professional Learning

In 2020, at Annandale Christian College, the total funds expended \$58,104 compared to \$56,934.89 in 2019 on professional development:

### Teaching

**2020 \$58,104** (2019 \$44,200.77) was spent on professional learning for all teaching staff.

This equates to a total percentage of income spent in 2020 **0.59%** (\$9,773,778); 2019 **0.54%** (\$8,323,342).

### Non-Teaching

**2020 \$13,377; 2019 \$11,087** (Professional Learning)

This equates to the same total percentage of income spent for the \*2019 – 2020 period.

(\*2019 - **0.13%** (\$8,323,342).

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Overall, there was an increase spend on **paid professional development for teaching staff** (additional to usual work training such as student free days, cycles of inquiry, team and zoom meetings) totalling \$13,903.23 (**2019 \$3174**), which is an increase of \$10,729.23 accounted for by an increased number of online PD opportunities.



## Staff Attendance at Professional Development

All staff are also offered first aid training. All early childhood teachers and staff in Prep, Kindy and OSHC are also required to complete first aid for these areas as part of early childhood regulations (state laws). Professional development also arose out of professional performance plans or 'appraisal' conversations with their line managers over the 2019 – 2020 period. Staff participated in a limited number of online, face-to-face and offsite modes professional development in 2020. These included:

Description of PD activity	Teacher Participation	Description of PD activity	Teacher Participation
• "Safe on Social" Webinar	1	• Professional learning in literacy for Primary Education	1
• AATE Seminar: Into the light	1	• QHTA Annual Conference	3
• Anxiety in the Classroom	10	• Qld Human Rights commission intro to QHR Act	1
• Asthma	All	• Research investigation tips and tricks	3
• Australian Wide Taxation	1	• Risk Assessment & Management	1
• Beginner Writers Online	1	• Shakespeare scene study	1
• Bible in the Belly of the College	121	• Spirals of inquiry master class	10
• Cert 4 in Education Support	1	• Understanding Autism Spectrum Disorder	3
• Cert 4 in Training	1	• Writing a quality statement in kindy	1
• Child Protection – ISQ	121	• Dr Robi Sonderegger – Age of Social Media and the challenges and benefits to mental health	35
• Critical Reflection	1	• Know and Do of reading	17
• Cycles of Planning	2	• Know the expectations for Reading	16
• Duty of Care	2	• Know your Reading Curriculum	18
• Exploring Exceeding Themes	2	• Reading Cycles: know your students	18
• Global Leadership Conference	3	• HALT end-point training	2
• Interactions with children	2	• HALT celebration & graduation	2
• Lawsense Law for School counsellors	2	• Fire Extinguisher training	7
• Literacy Solutions	3	• ISQ curriculum update	1
• First Aid – CPR and full first Aid	3	• PC Schools Forum & Workshop	1
• First Aid – CPR and full first Aid for early childhood	6	• First Aid – CPR Senior	2
• OSHC Regulations and responsibilities as a Responsible Person	1	• Employer policies and/or procedures	1
• Leadership development / training	1	• QCAA – Assessment (SATE)	20
• Child Protection Royal Commission recommendations	1	• DMI Recording student address details accurately	1
• Effective Management of Underperforming Staff	1	• Behaviour Management	1

For the implementation of SATE (Senior Assessment and Tertiary Entry), QCAA provided a range of training to ensure staff were well prepared for the full suite of senior syllabus. The training for endorers, confirmation and general online materials was extensive and robust. This contributed to a successful transition for our students and the great results for 2020.

## Staff Absences

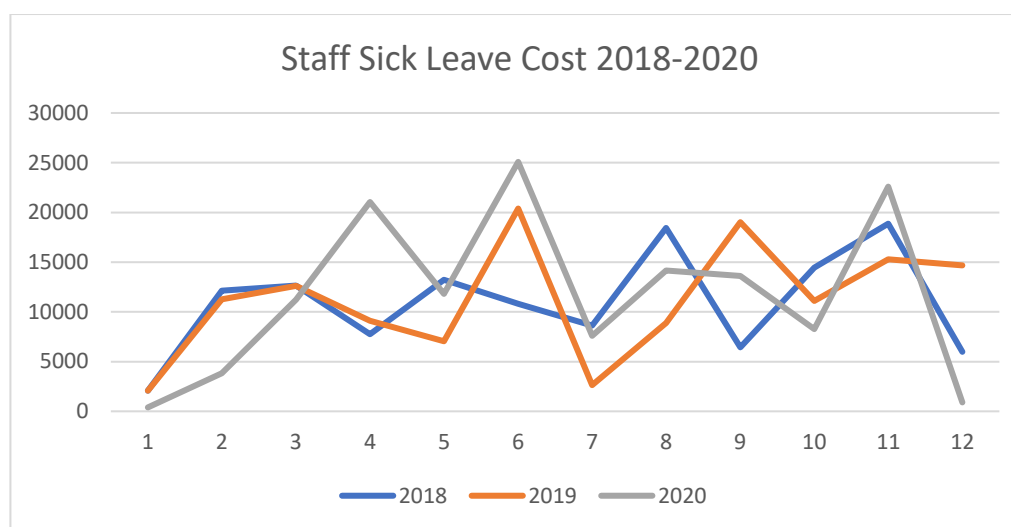
STAFF ABSENCES for 2020			
	Number of Staff	Total of all Staff Absences (Days)	Staff Attendance Rate (Mean)
Total Perm. Staff	91	605	94% (2019) 97%
Total Perm. Teaching Staff	53	302	91% (2019) 97%
NB: The 5 extra student free days in March and the 5 weeks 'Learning from Home' have been included as normal School Days. 'Staff Absences' includes leave without pay, sick leave, carer's leave and special COVID-19 leave. It does not include long service or annual leave entitlements.			

Staff attendance appears to be affected by the pandemic with absences increasing by 3% for all permanent staff and by 6% for all our permanent teaching staff.



## Cost of Staff Absences

We have analysed sick leave for teaching and non-teaching staff. This is monitored so that we may respond proactively to our College's strategic plan related to staff well-being and positive health outcomes.



^Monthly Cost of Sick Leave \$ at ACC 2018-2020													
	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Total
2020	394	3,840	11,237	21,048	11,807	25,083	7,598	14,160	13,609	8,275	22,594	883	140,528
2019	2,074	11,270	12,630	9,103	7,030	20,392	2,641	8,873	19,014	11,090	15,279	14,666	134,062
2018	2,076	12,132	12,651	7,741	13,224	10,802	8,631	18,445	6,441	14,446	18,866	5,996	131,451

^ This figure does not include Special Carer's Leave (2 days). Staff numbers have also increased over time which affect the overall costs of sick leave. Salaries have increased over the past three years in line with the EBA and CPI. 'Learning from Home' and 'Working from Home' may have contributed to the April/ May increases.

In line with the usual rhythm of the College school year, sick leave followed a very similar trend to previous years. The usual peak in August appeared to arrive in April, June and November for 2020. The cost of sick leave overall increased by almost **5%** compared to 2019. The same increase from 2018 to 2019 was only **2%**. Higher pay increments (1.8%) in late 2019 and increases in staff numbers are both contributing factors to these higher associated costs. The biggest impact on sick leave in 2020 resulted from serious health matters from **3** staff members and their combined sick leave accounted for **36%** of the total sick leave taken by all staff for the year.

## Carer's Leave

Monthly Cost of Special Carer's Leave \$ at ACC 2019-2020													
	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Total
2020	0	0	381	639	923	312	789	339	333	213	587	0	4516
2019	0	0	0	99	263	1444	404	0	1354	0	391	158	4113

Carer's Leave was offered according to the EBA (2018) from the 27<sup>th</sup> of March 2019. As this type of leave was not previously recognised, the data was not included within the sick leave data comparison graph in the 2019 Annual Report.





## Staff Retention

The staff retention rate for 2020 is **92%** making a small decrease by 4% from the previous year. Strong staff family connections within the College and a positive and supportive Christian community continued to contribute to the high teacher retention rates. Of the 4 teachers who were not retained in 2020, 3 left for personal health reasons and one retired after 25 years of service.

Teacher Retention Rate		
No. of Permanent Teachers (2019)	No. of Permanent Teachers retained (2020)	Retention rate
51	47	<b>92%</b>

NB. Data include teachers on leave without pay



In 2020, 42 **teaching staff** completed the annual staff satisfaction survey. This is an anonymous feedback tool sent via email and which utilizes the online survey application Survey Monkey. The questions for this were developed using the mandatory questions for annual compliance. Highlights are captured here in this short summary. In 2020, while the effects of the pandemic saw staff working independently at home and in unusual yet collegial ways, some interesting insights into the collective mindset of our staff can be gleaned from this data.

### **Changes Impacting the 2020 School Opinion Survey (2020)**

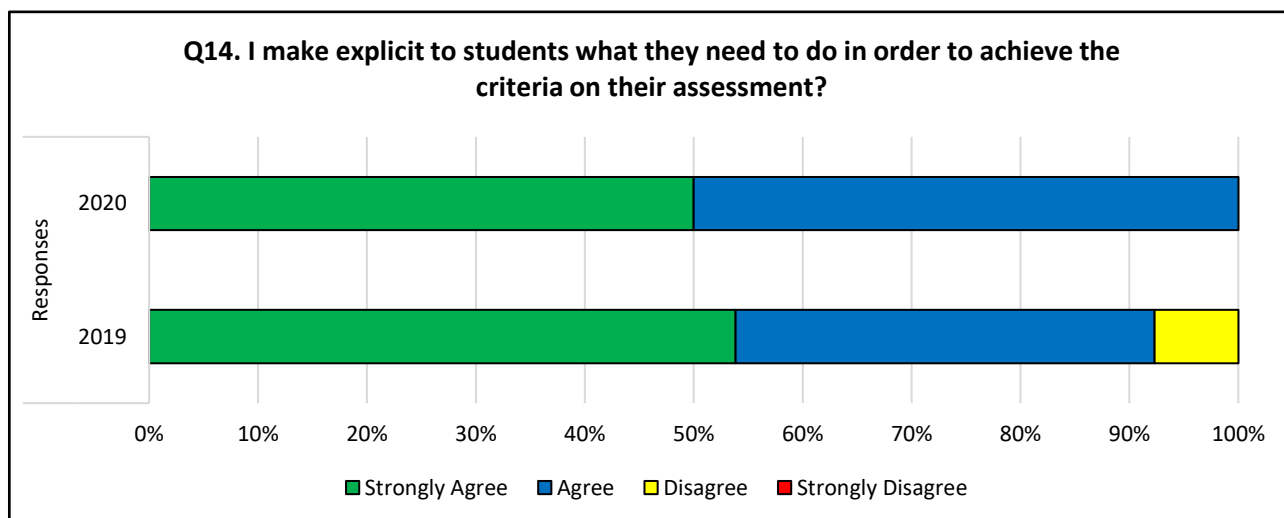
*While there may be many complex factors affecting the responses found in the school opinion survey, some of the targeted strategies planned to address our staff, parent and student responses for 2020 included the completion of:*

- *Our College Strategic Plan.*
- *An Annual Operational (Implementation) Plan (AIP).*
- *Improved financial management and budgeting processes.*
- *Improved Communication Plans.*
- *Designated Facebook coordinator.*
- *Improved Communication and Feedback loops for all staff.*
- *Improved employment processes and exit surveys for staff.*
- *Implementation of Heads and HOD roles.*
- *Development and refinement of Role Descriptions for all staff.*
- *College Organisational Structure to provide greater support to staff.*
- *Introduction of an online reporting tool called 'Stymie'.*

A summary of key findings of the **teaching staff satisfaction survey** shows the following:

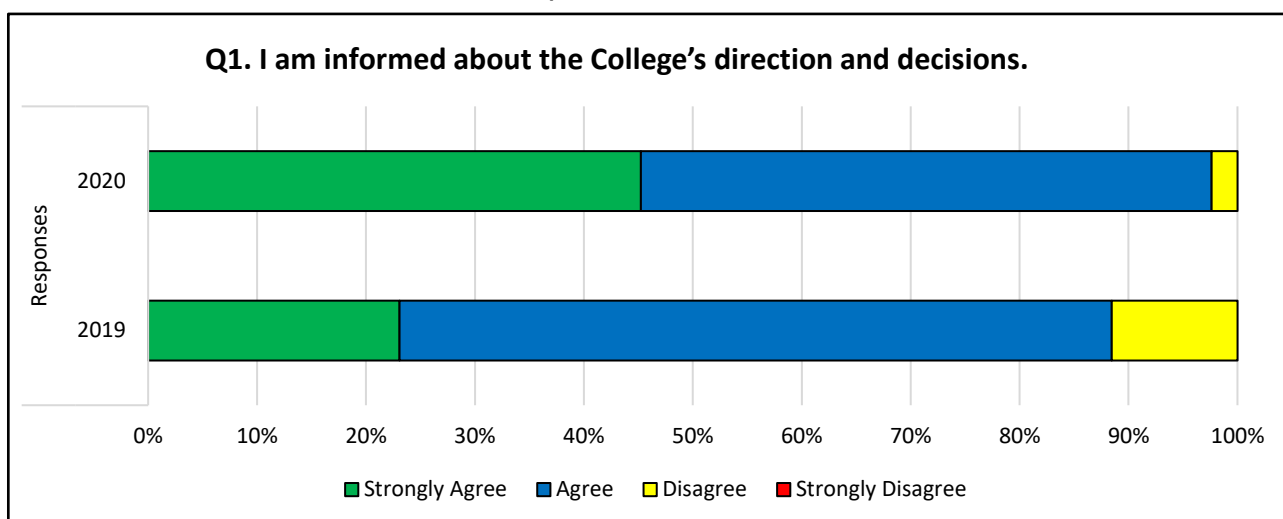
### **Celebrations**

1. **100%** of the teaching staff agreed or strongly agreed that 'The principal is approachable' and **100%** of the teaching staff similar agreed or strongly agreed that 'Relationships between staff and parents are generally positive.'
2. **100%** of teachers this year agree or strongly agree that 'I make explicit to students what they need to do in order to achieve the criteria on their assessment?' which also suggests alignment and improvement across our pedagogical framework and school improvement agenda.

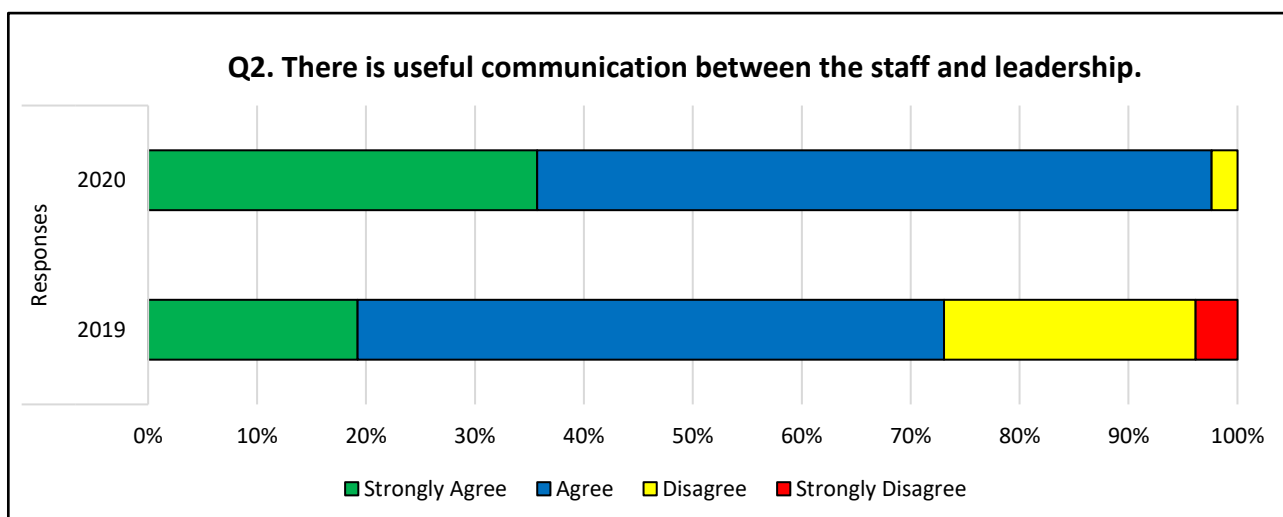




3. **98%** of the teaching staff agreed or strongly agreed that 'I am informed about the College's direction and decisions' which is an improvement from 2019.

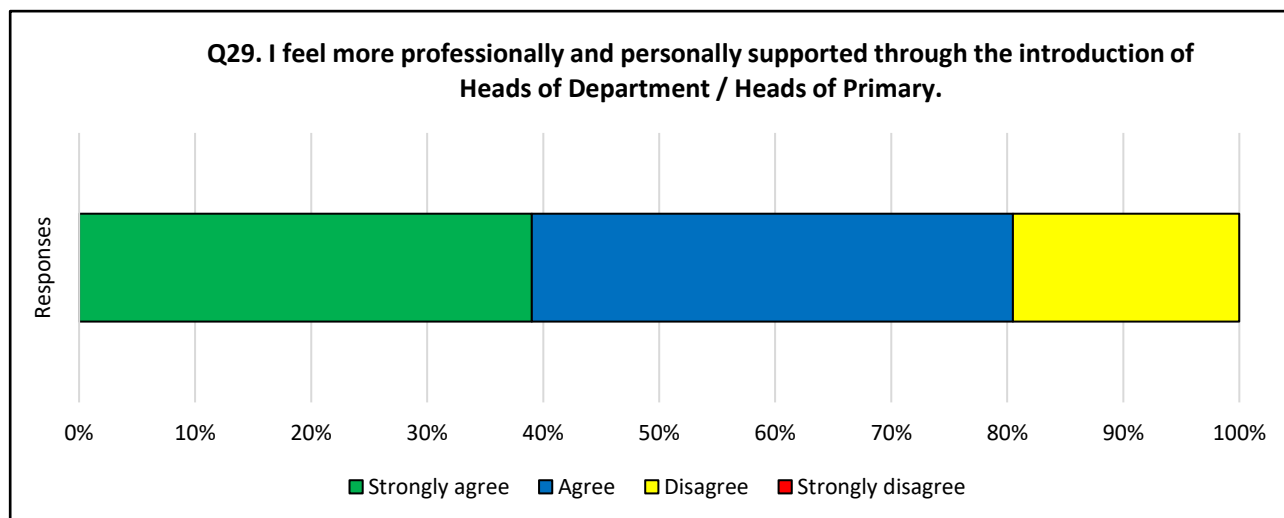


4. Similar improvements in communication between staff and leadership was observed with **98%** of the teaching staff who agreed or strongly agreed that 'There is useful communication between the staff and leadership.'

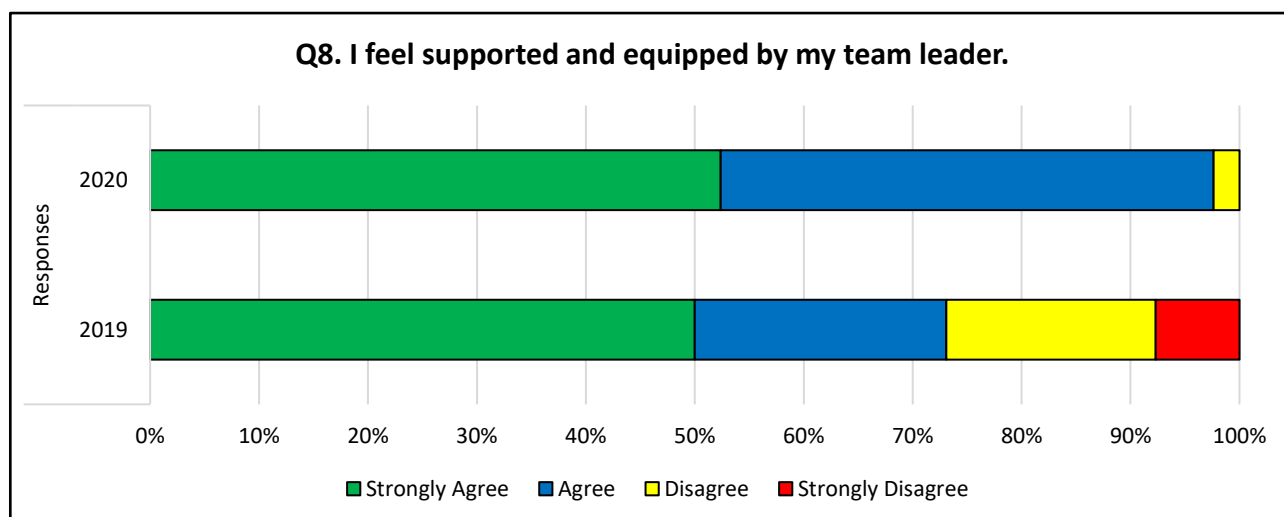


## Effectiveness of HODs and Heads of Primary (HOPs)

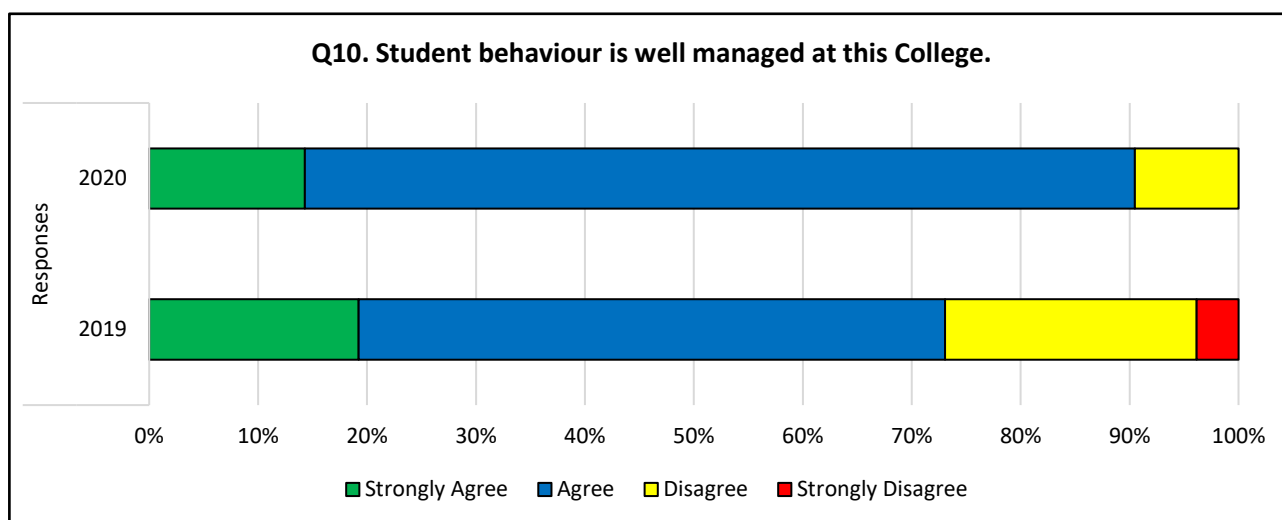
5. **74%** of our teachers felt that 'The introduction of Heads of Department/Heads of Primary has improved the quality of teaching and learning at the college.' And **81%** of our teaching staff agreed or strongly agreed they 'feel more professionally and personally supported through the introduction of Heads of Department / Heads of Primary.'



6. Interestingly, **the implementation of HODs and Heads** to assist in the middle management area of the College reflects a change in support to staff with **98%** of the teaching staff agreeing or strongly agreeing that 'I feel supported and equipped by my team leader.'
7. Only **2** teachers (**5%**) disagreed that they were 'well supported by Administration and the Heads of Department in preparing and responding to the 'Learning from Home' period.'



8. **Improvements to behaviour management** are being addressed. **94%** of our teaching staff agree or strongly agree that ‘Student behaviour is well managed at this College.’

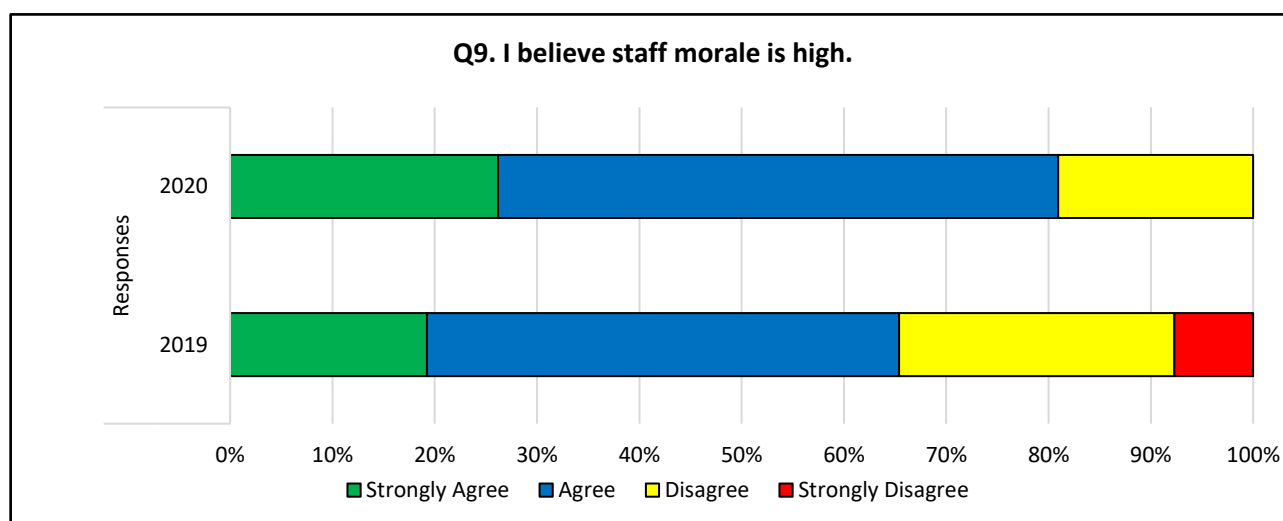


9. **Improvements to our Christian faith** are similar recognised by teaching staff with **93%** of our teaching staff who agree or strongly agree that ‘The Christian faith is taken seriously in all areas of our College.’
10. **5%** of our teachers (**10**) also stated that they disagreed that they ‘felt confident in providing high quality online learning materials during the learning from home period.’ This may require further training in Canvas or a delayed uptake of Canvas in the primary school by some teachers. Further investigation into this data is needed. Despite this feedback, **88%** of staff agreed or strongly agreed that Canvas has ‘improved the quality of teaching and learning at the college.’

The following areas may need further strategic and operational responses by College leadership:

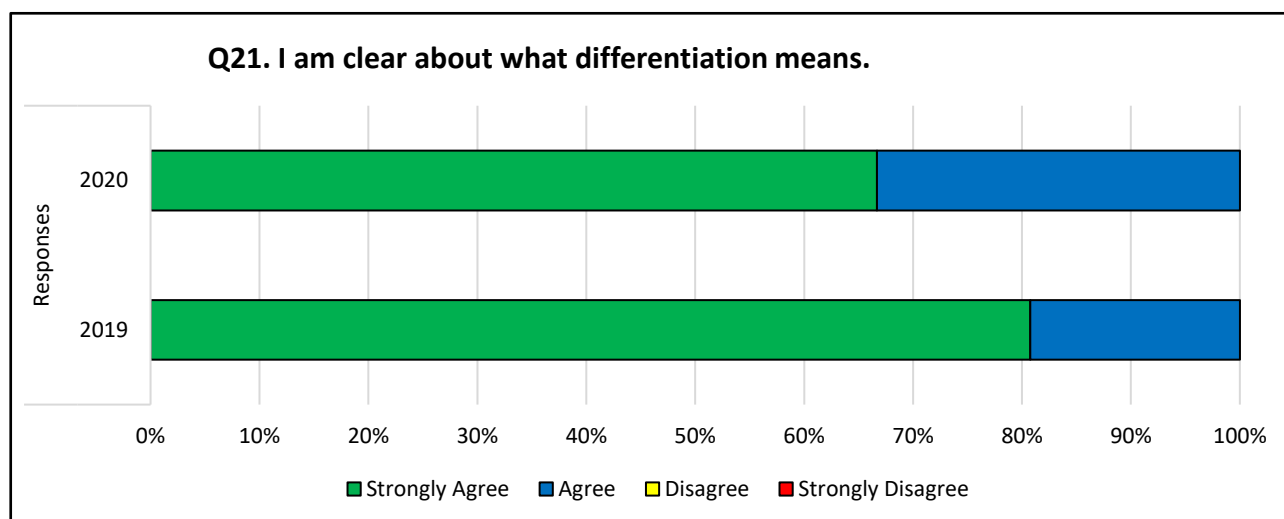
### **Challenges**

1. While staff morale is improving, **19%** of teaching staff disagreed with the statement: ‘I believe staff morale is high’.

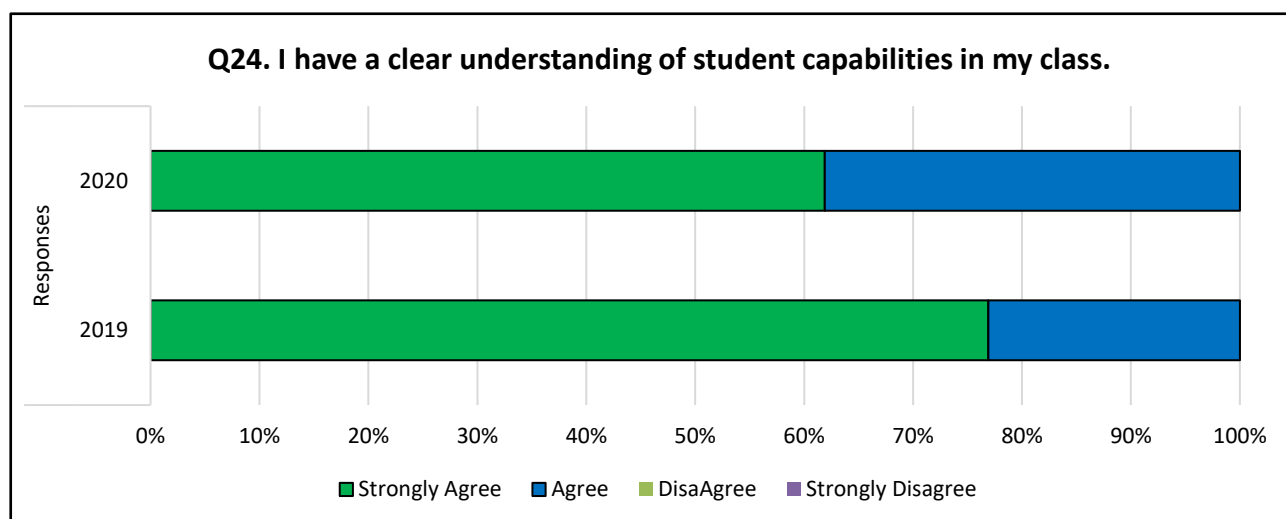


2. While teachers agree or strongly agree that they promote ‘higher and lower order thinking in my classes’, this is not always supported by the results from students in years 4 – 12.

3. Fewer teachers strongly agree (**67%**) as opposed to 2019's (**81%**) that 'I am clear about what differentiation means.' This will require further professional development with staff 1:1, small groups as in Cycles of Inquiry or curriculum meetings with HODs/ Heads as well as the provision of more school wide or external PD for 2021. Perhaps the greatly reduced access to professional development in 2020 due to the pandemic has had some effect on teacher confidence and skills in this area. The addition of new staff to the College further suggests the need to develop a more structured mentoring program.



4. As noted by parents and students, fewer teachers strongly agree (**77%** in 2019) to (**62%** in 2020) that they 'have a clear understanding of student capabilities in my class.'



#### Teacher Testimonies:

*'It has been a very difficult year. Teachers are under pressure from all facets: government, parents, students and leaders. Whilst this is nobody's fault and is the times that we are under, I am concerned about staff welfare. This is not only the welfare of teachers, but of all staff.'*

*'The board has been very supportive of a new principal.'*

*'I find it disappointing when devotions/worship is so full of announcements or prayer points that we don't get time to actually pray. Perhaps when there are more announcements or serious prayer points, we could cut to 1 song instead of 2? Sometimes whole school staff meetings feel unnecessarily full and long. They often feel like they contain lots of information that's irrelevant to primary staff or information that's been given during devotions or sent in emails.'*



*'I feel the response to ongoing, problem behaviour has improved a lot this year and I'm looking forward to the continued support and refining of this response. I still feel slightly unclear of acceptable consequences, when to send them to buddy class/office, etc, but I'm sure this is just getting used to the changes.'*

*'I don't believe having a HOD has changed very much really at all in our area. In saying that, I also don't think it is a negative - I do think as the college grows it is a natural and necessary progression.'*

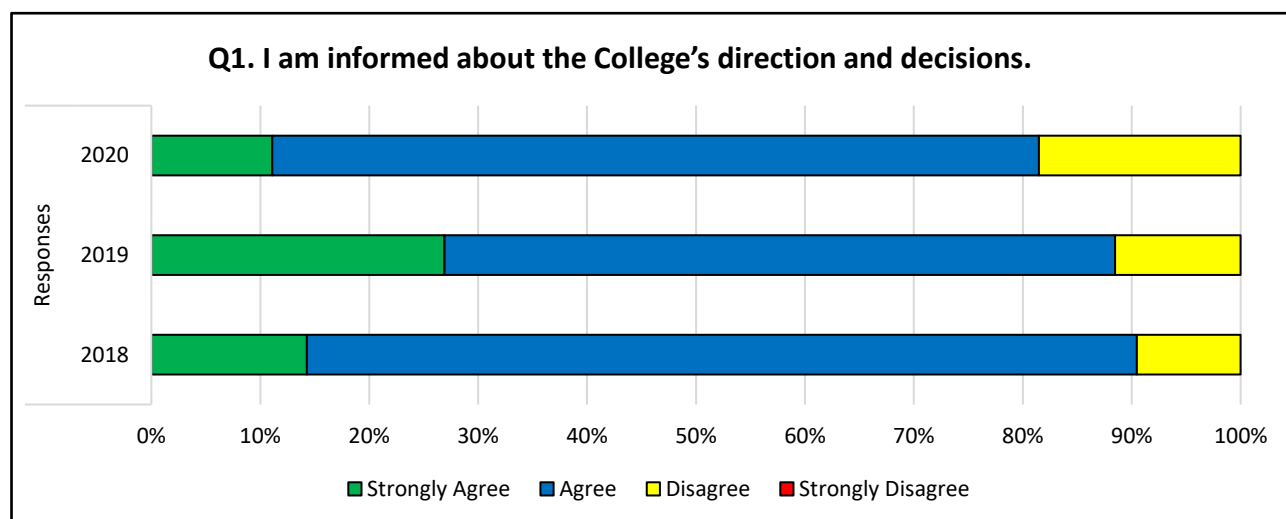
*'I personally think that for Primary, one full-time PAR/Head of Curriculum would be more effective than 3 part-time staff members whose workloads are already heavy due to the demands of classroom teaching. In saying that, I do appreciate the effort that all three have put into improving the school this year.'*

*'Just a note of thanks to our administration for their hard work and commitment to Christian education, the College and staff.'*

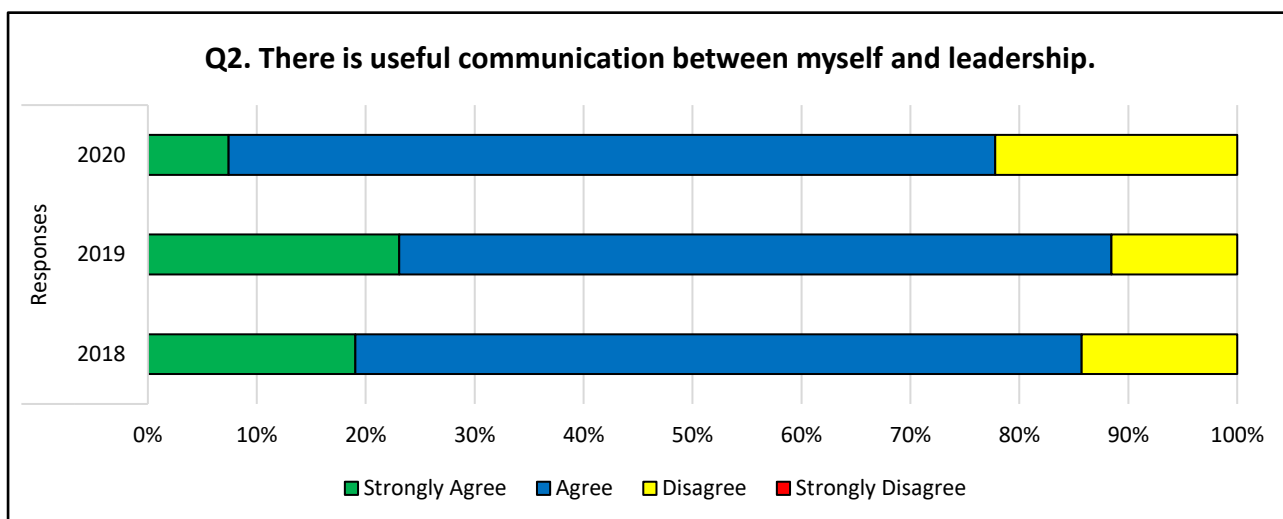
In 2020, **27 non-teaching staff** completed the annual staff satisfaction survey. This is an anonymous feedback tool sent via email and which utilizes the online survey application [SurveyMonkey](#). The questions for this were developed using the mandatory questions for annual compliance. Highlights are captured here in this short summary:

### **Celebrations**

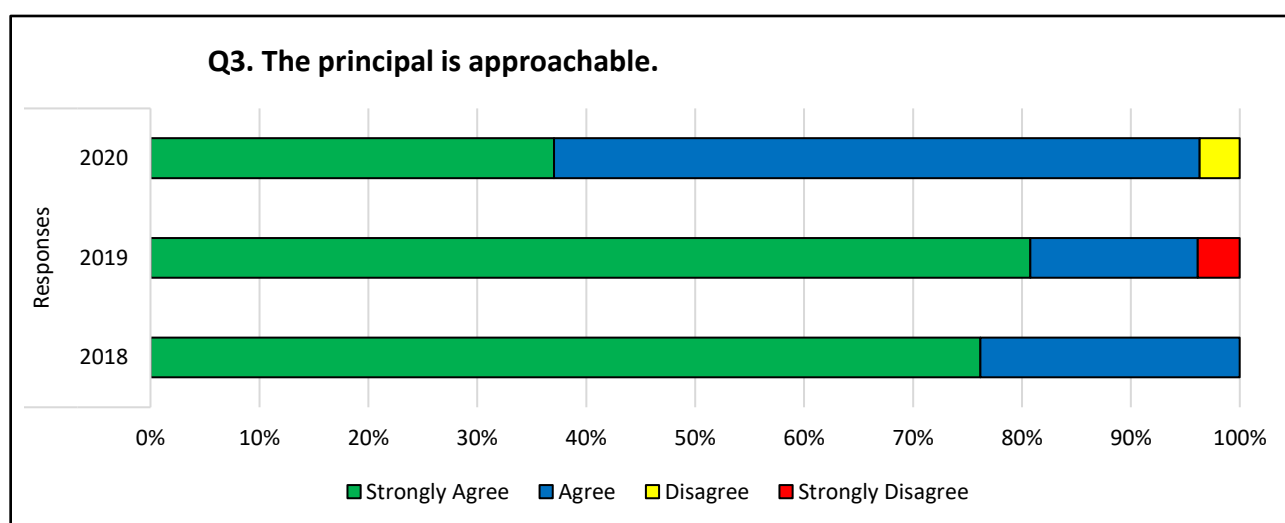
1. **96%** of the non-teaching staff agreed or strongly agreed that 'The principal is approachable.'
2. **82%** of the non-teaching staff agreed or strongly agreed that 'I am informed about the College's direction and decisions' which is small decrease from 2019 but worth further investigation by leadership.



3. **77%** of the non-teaching staff agreed or strongly agreed that 'There is useful communication between myself and leadership.' This however indicates a decrease in staff satisfaction with communication practices for these staff. Further investigation in this area is needed. A change in Business Managers and the feeling of disconnection between staff as a whole, may account for this change.



4. Interestingly, while communication for this group of staff shows declining agreement of satisfaction, there is increasing agreement (**89%** in 2020; **78%** in 2019) that 'I am consulted about changes.'
5. There is improvement in the non-teaching staff responses to the question 'The principal is approachable'.

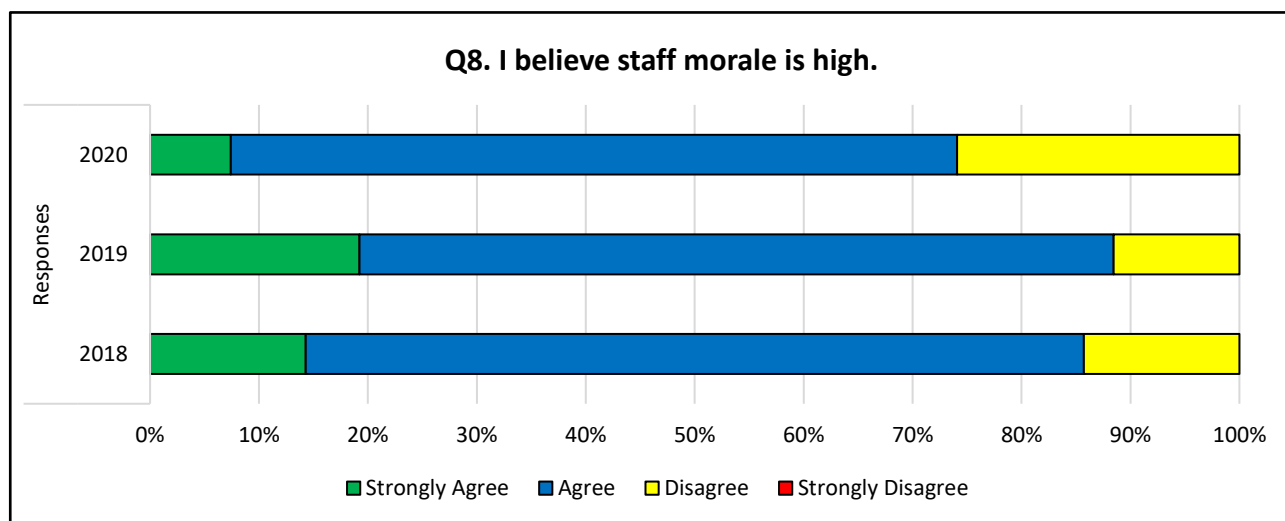


6. **100%** of non-teaching staff agree or strongly agree that they 'feel supported and equipped by my team leader.'
7. **100%** of non-teaching staff agree or strongly agree that The Christian faith is taken seriously in all areas of our College.'
8. **100%** of non-teaching staff agree or strongly agree that as a non-teaching staff member, 'I feel valued as part of the College team.'

The following areas may need further strategic and operational responses by College leadership:

### **Challenges**

1. **26%** of non-teaching staff disagree that 'I believe staff morale is high.' This is the largest negative response in three years.



2. **4%** of non-teaching staff disagree that 'In a time of transition, we are being faithful to the things which matter most to our College.' While this is small percentage, there appears to be a small but important change to the morale at the College.

### **Non-Teacher Testimonies:**

*'Working in the environment at ACC is an honour and the staff in this school honour God and endeavour to honour each other. A wonderful place to work.'*

*'I appreciate all the amazing work that the College is doing and feel blessed to be a part of such a wonderful school.'*

*'I feel that there is a real sense of self-entitlement in the world and unfortunately, it has crept into the Christian realm as well. I believe that a lot of us have lost the reason of why this College is here and that the individual has become more important than the cause. I believe the principal is doing a great job in drawing us back to the cross and what we have actually been called to do. (I marked down morale, not as a reflection on leadership, but rather a lack of appreciation of where we work and how blessed we are to be able to proclaim Christ's name).'*

*'I think it has been a very challenging year for a variety of reasons on many levels I am encouraged that our leadership team are seeking to serve the Lord as their priority throughout the ups and downs.'*

### **Changes for 2021:**

- More intentional work on pastoral and wellbeing for all staff led by the Executive team and Middle Managers (Heads and HODS).
- Improvements to staff devotions and worship. For example, deeper examination of God's word by staff as they lead small groups.
- Continued work on our pedagogical framework and Cycles of Inquiry. A particular revisit on differentiation and Higher Ability Learners (HAL) is recommended.
- Continued work and review of the work of HODs and Heads (middle managers). Improved communication on their roles may also be needed for the whole College.



## Staff Exit Surveys

In 2020, we commenced staff exit surveys on the recommendation from the board. Whenever a staff member leaves the school, all staff are given the opportunity to complete an exit survey to provide feedback about their experience at Annandale Christian College, both positive and negative. These surveys reinforce the high level of satisfaction that exists amongst our staff. Staff who express concerns provide valuable information to help us to improve as a College.

## Organisational Restructure

In the primary school we moved to increase the number of hours assigned to the role of a Head of Curriculum. This organisational structure of middle managers (HODs and Heads) provides support for a growing administrative workload for Rod Lane (Deputy Principal Primary) and to some extent, the workload of the principal. By providing Heads of Department to the secondary College, secondary staff are also supported. As part of the EBA requirements, letters of offer were provided to these staff in term 4 in order that they could commence their role the following year.

## Our Students



## Enrolments

There has been a consistent growth in student numbers from 2018 – 2020. By the 6<sup>th</sup> December 2019 student numbers reached **581** and continued to steadily grow throughout the year reflecting our strategic plan of ‘controlled growth’. The results of planned and targeted strategies including continued targeted advertising has ensured growth for the school. Our advertising strategy has three distinct goals: marketing to new families, retention of existing students and promotion to the community. All of these have very different purposes – new enrolments, attraction and retention. Greater student numbers have also meant the opportunity to fund more support staff and the ability to continue the development of Heads/HODs, the Secondary Learning Support Specialist (OT) as well as a Student Wellbeing Counsellor. If growth continues, as expected, we should plan for a modest growth between **2 – 3% for 2021 – 2022**. Our projections (confirmed by our demographic report by Dr Deirdre Thian) continue to suggest that this may be an opportune time to consider other needs such as increasing chaplaincy, a possible guidance officer or other staff such as a pedagogical coach or school nurse. Strategic, master and operational planning is needed to best ascertain the best way forward for the college with respect to future student needs within budget parameters.



## Students With Disability (SWD)

There were **51** students identified across the college in the **August 2020 NCCD census** data. This continues to be a significant area for the college which requires a strategic and specific response by all. This proportion of students is on par with other schools of a similar size. Interestingly, one of the biggest growth areas for independent schools in Queensland is in the area of students with special needs and disabilities. The other area of significant growth is in the area of students from other countries.

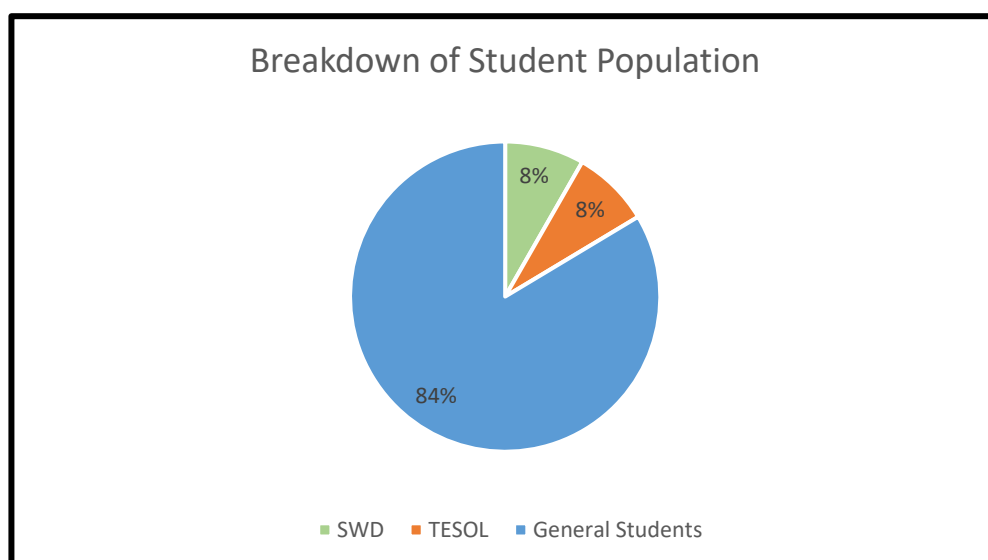
The table below shows the areas of disability and the total numbers of students in our College.

Primary					
Category	QDTP	Supplementary	Substantial	Extensive	Total
Physical	1	0	0	0	1
Cognitive	0	6	1	0	7
Social/Emotional	1	8	0	0	9
Sensory	1	0	0	0	1
<b>Subtotal</b>	<b>3</b>	<b>14</b>	<b>1</b>	<b>0</b>	<b>18</b>
Secondary					
Category	QDTP	Supplementary	Substantial	Extensive	Total
Physical	0	0	1	0	1
Cognitive	6	10	2	0	18
Social/Emotional	4	6	1	0	11
Sensory	1	2	0	0	3
<b>Subtotal</b>	<b>11</b>	<b>18</b>	<b>4</b>	<b>0</b>	<b>Total 51</b>





## Proportion of Learning Support Students (2020)



Learning Support Category	% of population	No. of students
SWD	8%	51
EAL/D	8%	50
Other Students	84%	515
<b>Total Student</b>		<b>616</b>

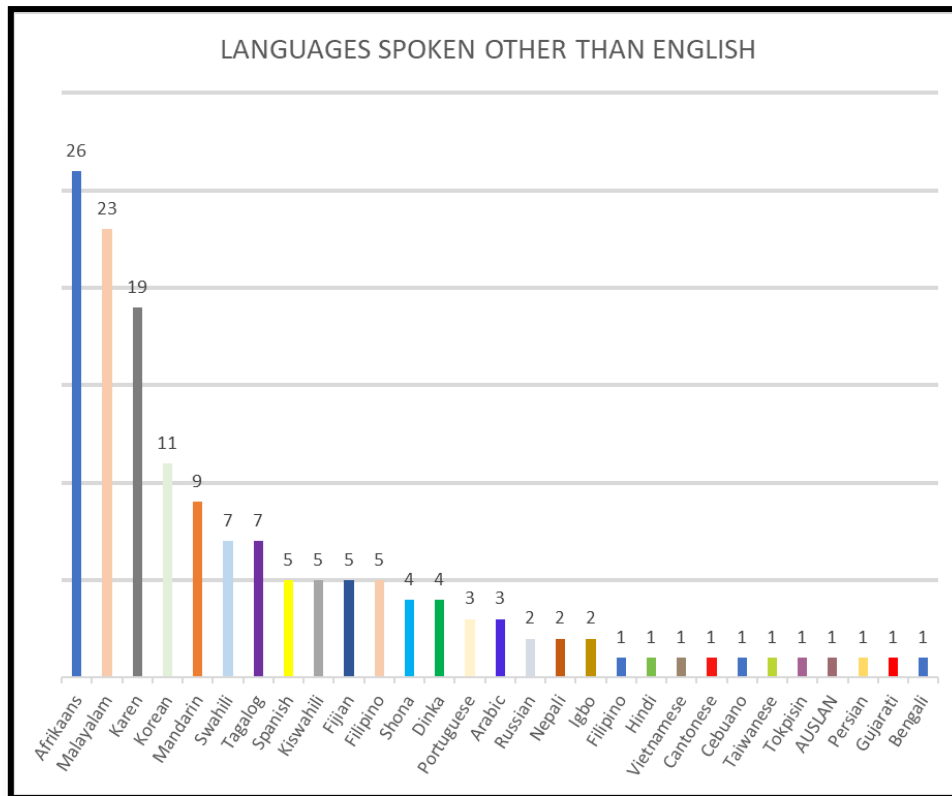
In 2020, the students whose first language is not Standard Australian English (SAE) remained relatively high at **50 (8%)**. In addition, **25%** of our students have a language background other than English (LBOTE). This means a typical student may speak English at school and a different language at home. Historically, by the end of 2018 more students with English as an Additional Dialect or Language (EAL/D) enrolled at the College which required the employment of a permanent part-time TESOL teacher and a teacher aide in 2019 - 2020. This support to students, parents and teachers was a significant and much appreciated resource for all. So impacting and successful was the program that Mrs Lizette Du Plessis agreed to work more hours to support these beloved children which we thank her for.

As enrolments by students from other countries continued to increase in 2019, our College responded more effectively to the needs of this group of students in 2020. Mrs Lizette Du Plessis was employed as our dedicated TESOL (Teaching English as a Second or Other Language) also referred to as our EAL/D (English as an Additional Language or Dialect) in order to provide greater support. This has enabled us to ensure that quality Christian education continues for these children. The parents of these students often struggle with English themselves often find it difficult to assist their children at home. We continue to work towards identifying their specific needs and we can best serve them.

With the increase in enrolments, the College needed to support students from other countries. With this change to our College demographic, we have needed to provide and prepare for more support of these students. It is also a wonderful opportunity to celebrate in our cultural differences united in Christ. With the possible retirement of our current TESOL trained teacher in 2022, it would be wise to consider searching for at least one other TESOL trained teacher in 2022.

## Students by Language Group

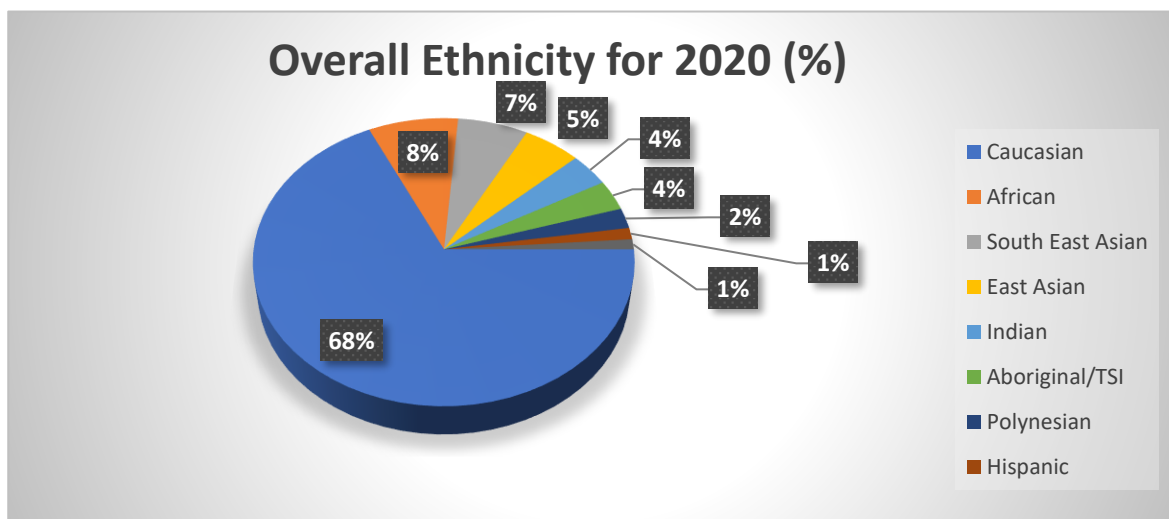
The variety of languages spoken by Annandale Christian College students in 2020 are represented below.



With the changing demographics of Townsville, our college continues to experience changes to our ethnic diversity. While we have implemented a range of strategies to cater for cultural difference, our current *Learning Support* team structure, while excellent, was not designed to fully cater for these large numbers of students. Further to this is our Workforce Plan which will need to consider how we retain or attract new staff to this area as staff reach retirement. If one life can be changed by improving their literacy and numeracy levels, then we have made an intergenerational change to the lives of many.

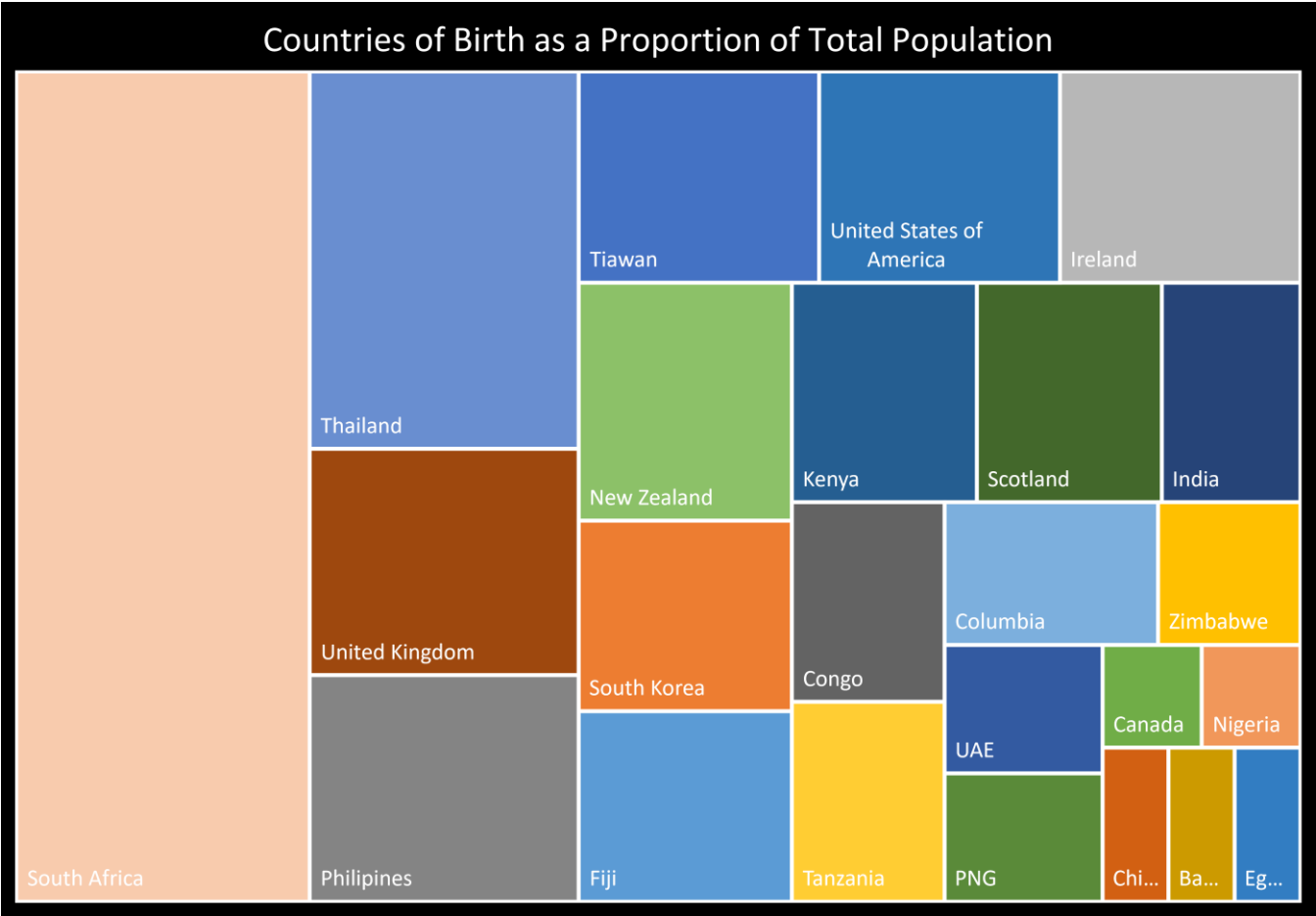


Ethnicity	Total Students (2019)	Total Students (2020)
Caucasian	443	419
Polynesian	33	14
South East Asian	23	40
African/African Origins	23	51
Indian	22	23
Aboriginal/TSI	21	21
East Asian	18	33
Hispanic	6	8
Middle Eastern	2	7





The following is a representation of the diversity our 2020 student population by country of birth.



## The Impact of the EAL/D Intervention Program for 2020

Over the last four years, Annandale Christian College has seen a significant growth in students who has a first language other than English. As nearly a quarter of our students are falling in this category, one can understand the importance of specifically planning how to best cater for the diversity within our college community. Some of these students have little or no proficiency with Standard Australian English (SAE) and represent many different ethnic groups. In 2020, 50 of the students with a first language other than English needed regular specialist English lessons tailored to their individual needs to develop proficiency in Standard Australian English.

Our EAL/D-students can be subdivided in two groups – those migrants who had a great education in their home language and who have to learn Standard Australian English to access the Australian curriculum successfully and refugees.

Academically, our students of refugee backgrounds face challenges related to interrupted or minimal and rudimentary formal education. In 2020, some of our EAL/D students were preliterate in their home language and thus faced the additional hurdle of learning to read and write in an entirely new language. Complicating this challenge is the fact that all learning had to happen in school time and no skills could be reinforced at home. In these cases, EAL/D is so much more than a technical task of delivering learning outcomes in a new language, but a holistic, ethical and moral task that not only ensures a better life for the student, but also for generations to come.

The truth of our mission statement to “provide Christ-centred education through a partnership of parents, teachers and students, which recognise the Lordship of Christ and the integrity of Scripture” was truly tested, as we had to work in an even closer partnership than before. The timely implementation of our EALD-program in 2019 had put us in a position to meet the unique needs of our diverse college community. Online learning, during the COVID-19 epidemic, exacerbated the problem of becoming proficient in English as our EAL/D learners were expected to learn in English, even if they are not yet competent in the English language. Especially for the most vulnerable EAL/D students who could not read or write and whose parents have no English and only a rudimentary education, this literacy dense way of learning was inaccessible. Our college responded by organising for the most vulnerable of our EAL/D students to attend school and they received targeted English lessons in the EAL/D classroom. This period of intensive English lessons proved very successful, and these students showed tremendous progress in this time. Additional on-line support with the general curriculum was also provided by our EAL/D teacher, which ensured that the other EAL/D students could access and participate in their curriculum subjects while they develop their English-speaking skills.

Our college also responded to the needs of our refugee community by translating letters into Swahili, Korean and Karen as well as regular Zoom check-ins with the Karen people to see how we could support them. For this extra support, the Karen community were extremely thankful. We relied on God and focused on the relationship between our College and the broader community and are thankful that despite the unique challenges COVID-19 brought, the relationship between our college, parents and students were only strengthened.

2020 was a year like no other for teachers at Annandale Christian College. Our teachers, with the help of our designated EAL/D teacher, had to respond to the general non-English speaking migrants’ needs as well as building their expertise in understanding and supporting the students of refugee backgrounds. They had to work with a new and highly vulnerable group of whom some experienced trauma. Supporting the academic adjustment of our refugee children, fostering socio-emotional well-being and integration of our refugee students while establishing positive parent/teacher relationships, presented itself with a new suite of challenges. In some cases, the parents also needed support such as the packing of a healthy lunch.

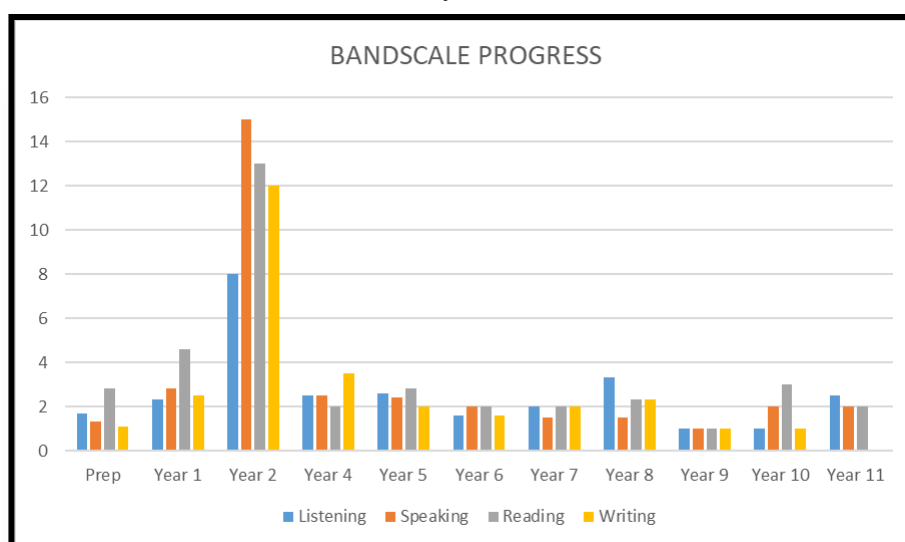
At the start of the year, some teachers felt overwhelmed, especially because available texts and resources were unsuitable for their students of refugee backgrounds. Our EAL/D teacher gently supported and built the confidence of our teachers with hands-on help and guidance. She also gave a one day in service Professional Development Workshop for our Kindy teachers, helping them to create access and understanding for EAL/D learners in Kindy with the aim of removing the barriers to learning that impede academic progress. This was very well received and appreciated.

The implementation of two programs – Education Perfect and Literacy Planet- also helped tremendously to not only engage students in their literacy development but also to differentiate learning in the classroom. This also meant that more students who are at different levels of language acquisition could be accommodated at the same time in the EAL/D classroom thus increasing the frequency of specialist support for these students. Being able to assign differentiated bundles to students after teaching a concept, meant that students who are at many different levels of English language acquisition could work at the appropriate level for each individual, progress at their own pace and experience success.

At the start of each year, we assess each EAL/D student's language proficiency, using the NLLIA ESL Bandscales. This enables the EAL/D teacher to identify the needs of each student and to provide additional specialist English lessons tailored to their individual needs. This assessment was repeated in Term 4 for each of the four macro-skills: Listening (with understanding), Speaking, Reading (with comprehension) and Writing. All students were able to improve in all four macro-skills. The average Progress Points across the College for each of the macro-skills were:

- Listening: 2.6
- Speaking: 3
- Reading: 3.3
- Writing: 2.9

The graph below illustrates the impact of specialist intervention on the improvement in each one of these macro skills broken down into year levels.

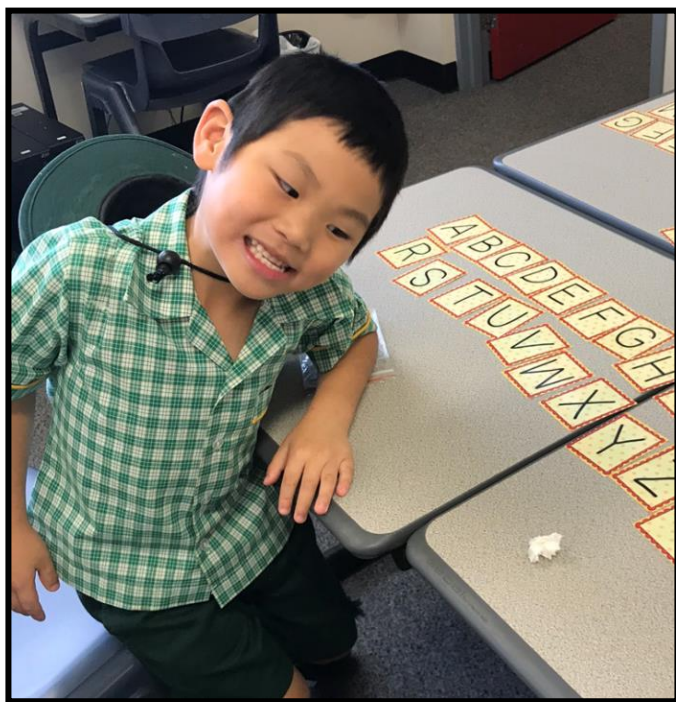


Our refugee students warrant special mentioning. For example, at the start of the year one of the students had very little understanding of the English language and did not attempt any words. She did not even understand very basic instructions and simply imitated her peers. Her work output was at a beginning Prep-level and at the end of the year she was able to read and write at a year 1 level ready to start with year 2 work. This significant progress is reflected in the graph for the year 2s. Another success story is a student who started the year at a year 2

level. We worked our way through the Year 2 English curriculum in Term 1 and did the entire Year 3 English curriculum in Term 2. This student was ready to commence year 4 level work with her peers at the start of Term 3. At the start of the year, she spelled well below her age group and is now one of the top spellers in her class. Another student started the year treating letters like pictures and her “reading” consisted of interpreting the pictures. It was extremely difficult to make sense of what she was trying to communicate. She started the year at a Prep-level and finished the Year 2 English curriculum at the end of the year. These are only three of the success stories within this group. All credit to the hard work and incredible resilience of all of these courageous students.

It is clear that the younger the EAL/D student participates in our intervention program, the more successful the outcome. Secondary students need strong motivation and encouragement to persist as the progress can feel very slow especially if they are from a refugee background and have not yet mastered the necessary literacy skills. However, at the end of 2020 it was clear that both groups of students (the EAL/D student from the average migrant background as well as the group of refugees) made great progress in their English language acquisition.

As our college’s student population become more diverse, the demands on our teachers become more complex and so do the challenges they face. The success of our EALD- program is testament to the innovative culture of Annandale Christian College and we pray that with God’s help we will continue to “work at it with all our heart, as working for the Lord and not for men.” (Col.3:23 N.I.V)





# Student Outcomes

## Student Attendance

Average attendance rate (%) for the whole school in 2019 was **92%**, improving to **95%** in 2020. This is an outstanding result. Our indigenous student attendance rate is similarly positive. In 2020, attendance data may have been affected by roll marking associated with 'Learning from Home' and self-reporting roll marking during the pandemic 'learning from home' period.

	K	P	1	2	3	4	5	6	7	8	9	10	11	12	Primary	Secondary		Ab/ TSI	Total
2019	95	92	92	93	95	93	95	92	93	91	90	91	91	91	93	91		--	92
2020	74*	95	95	95	96	96	95	97	93	93	92	92	99	93	96	93		91	95

- \* Absenteeism due to COVID-19 restrictions and health concerns for aged carers of small children and general concerns expressed by parents of kindergarten-aged carers.

Non-attendance at the College is managed in the first instance by Care teachers or in Primary by the class teacher. Long term absences are referred to the Deputy Principal (Primary) and Deputy Principal (Secondary) and appropriate support staff for appropriate follow-up. Daily absences are monitored by the main office and the secondary office staff and if the absence is unexplained, parents are sent a SMS notification in the morning. If parents do not respond, this is followed up by a phone call. Long-term or habitual absences, noted by Student Services, are referred to the Deputy Principal (Primary) and Deputy Principal (Secondary). Each case is assessed individually, and a pastoral approach is used in order to identify what is needed to enable these students to get back to school. After absences are monitored and contact with parents made by classroom/ care teachers, pro forma letters are generated after long term absences. At the end of this process and the receipt of the third letter, a student's enrolment is cancelled.

The **average attendance rate** for the whole school as a percentage in **2020 was 95%**.

The average attendance rate for the whole school as a percentage in 2019 was 92%.

The average attendance rate for the whole school as a percentage in 2018 was 93.7%.

The average attendance rate for the whole school as a percentage in 2017 was 94.1%.

## Management of Student Non-Attendance.

We place a high priority on communicating effectively and promptly with all of our families. This is in line with our mission statement, which refers directly to the term 'in partnership with families' and impacts the way in which we respond to families in relation to student attendance. Student attendance rolls are marked electronically at the start of, and during the course of, the school day for the secondary school. Notification of student absences, where no explanation has been received, is forwarded promptly to parents/guardians via an SMS message. If not provided earlier, an explanatory note from parents/guardians outlining the reason for a student absence is requested on the return of the student to school. Class and care teachers are expected to personally contact the parents/guardians of a student in their class who has been absent for extended periods of time. This applies to for very few students on suspension. This process provides both pastoral care support and a further accountability process in relation to the absence. The number of student absences is also recorded in student semester reports.

## ***Cycles of Inquiry***

While achievement is always worth celebrating, most of the world's leading researchers agree that we should be the most interested in student progress. For that reason, we have been examining the impact of our teaching on student achievement over time in the many areas of their learning. This school-wide and now embedded practice is based on the work of Helen Timperley, Linda Kaiser and Judy Halbert. At ACC we refer to this professional learning community as our 'Cycles of Inquiry'.

Despite the pandemic, a number of Cycles of Inquiry PD sessions were held in 2020. Teachers were taken out of classes to work through the Cycles of Inquiry focus, utilizing the remainder of our grant money from *Great Teachers Great Results*. For our primary classes, Teachers looked at incorporating Biblical Threads (From *Transformation by Design*) into their units and assessments. We also worked with staff to enhance assessment practices within our Christian Education pedagogical framework for Primary classes in order to have more authentic and consistent assessment practices.

There were also some cross-college sessions, looking at specific learning areas to improve consistency and overall student success. We had Primary and Secondary teachers from the areas of Music, HPE and Visual Art attend a Cycle of Inquiry in their respective areas. The success of these sessions will hopefully see more cross-college Cycles of Inquiry in future years.

### ***Primary Curriculum Team***

In 2020 new middle management roles referred to as Heads were developed to define the leadership team in the primary college. Michael Foster was appointed as Head of Primary Curriculum for three days a week to oversee and lead the curriculum agenda. Melissa Harris was appointed as Head of Junior Primary (P-2) for two days a week, and Aidan Frewen-Lord was appointed Head of Senior Primary (3-6) for two days a week. Curriculum development and direction is one of the key responsibilities of each of these roles.

The aim of the curriculum focus in Primary Staff meetings was to develop greater understanding of the Australian Curriculum. In particular, staff developed greater knowledge with the English Curriculum, and in particular the teaching and assessing of reading. The Primary Curriculum Team led our Primary staff through a whole group Cycle of Inquiry process to develop greater understanding in the areas of: Knowing our Students, Knowing the Curriculum, Knowing the Expectations and Knowing your Teaching Strategies. This process will continue into 2021, where a Canvas Reading Module will be created and distributed to the Primary staff with all the information and resources discussed throughout 2020.



## NAPLAN results for Years 3, 5, 7 and 9 in 2020

Due to students 'Learning at Home' for five weeks in term 2, NAPLAN (online) testing was cancelled for 2020. However, quality Christian education continued during this period. The examination of this data as well as school-based levels of achievement, individual and diagnostic assessment tasks, continue to guide our teachers to understand how all our students are developing in the areas of literacy and numeracy.

For a number of years ACC has achieved results well above the state mean in national testing. One of the reasons for this is that we know that effective teaching and learning is the best preparation for NAPLAN. Therefore, NAPLAN preparation occurs in every class, every day. Literacy and numeracy is the job of every teacher in every subject.

In addition, testing over past years suggests that writing and spelling are areas requiring further intentional work. Writing became a focus area for the Cycles of Inquiry process with teachers in 2018 – 2019. In 2020 – 2021, our focus in Primary became reading which will continue into 2021. In addition, we continue to invest in '[Seven Steps to Writing Success](#)' to develop our student and teacher's skills in the teaching of writing.

## Year 12 Outcomes

In 2020, our Year 12 students were the first group to graduate under the new "ATAR" (Australian Tertiary Admission Rank) system for Senior Assessment and Tertiary Entrance (SATE) in Queensland. Once again, our students and staff in partnership with parents have worked very hard under trying circumstances to achieve outstanding results. For the purposes of comparison, ATAR results have been converted to approximate OP equivalents.

1 student (6%) achieved an ATAR above 98.3 (OP1). 3 students achieved an ATAR above 97 (OP1 or 2), which is 18% and significantly, **43%** attained an ATAR above 90 (OP1-5); the highest proportion since year-on-year comparisons started in 2014.

## Year 12 Comparison Tables

Overall Position	Average Percentage 2014-2020						
	2014	2015	2016	2017	2018	2019	2020
1	0%	0%	18%	4%	3%	0%	6%
1-5	21%	18%	41%	27%	23%	33%	43%
1-10	43%	45%	68%	54%	63%	53%	56%
1-15	93%	72%	95%	65%	87%	86%	93%
ATAR (2020)	Approximate OP Equivalent				Number		Percentage
98.35	1				1		6%
97 or more	1 or 2				3		18%
90 or more	1-5				7		43%
79 or more	1-10				9		56%
64 or more	1-15				15		93%

The main pathway for students to gain entry to a university and other courses across Australia is through the achievement of an ATAR and the Queensland Tertiary Admissions centre. In 2020, **100% of QTAC applicants were offered a tertiary placement** compared to **82%** in **2019**. It is noteworthy that all but one of the applicants received an offer for their first preference.

The QCAA published data for all general subjects against state data for comparison purposes. This data was not provided for applied subjects. Our students performed very well when compared to state averages. In 7 out of our 15 General subjects we were above the state average for the proportion of A's, with 4 subjects (Chemistry, Music, Modern History & Study of Religion **more than double the state average** (Study of Religion was 3 times higher). **Biology** was not quite double the state average with **29% A's** compared with the state average of **17%**. For the proportion of A's & B's combined, **8 subjects were above the state average**.

Students also sat external subject exams in the new system for the first time in 2020. To assist schools to ascertain how well students were prepared for the external exams, the QCAA published data showing the alignment for each subject cohort between performance in the external exam (EA) and performance in their internal assessment tasks (IA). On average, across all general subjects, **84% of our students performed as expected or better** on the EA compared with the IA's, indicating that overall, our Year 12 student cohort were very well-prepared for external exams.

**VET outcomes** continue to increase each year. Notably, the proportion of students attaining the **higher Certificate III and Diploma qualifications doubled from 2019 to 2020**.

These significant results are indicative of high-quality Christian education and learning at Annandale Christian College from Kindergarten to Year 12. All of our students have learned skills, knowledge and values that will endure and hold them in good stead for their future careers no matter the pathway they choose.



## Year 12 Outcomes Summary (2020)

	2020	2019
Number of students who received a Senior Education Profile ( <b>SEP</b> )	29	23
Number of students awarded a Queensland Certificate of Education ( <b>QCE</b> )	28	23
Number of students awarded a Queensland Certificate of Individual Achievement ( <b>QCIA</b> )	0	0
Number of students receiving a <b>Senior Statement</b> only	1	0
% of Queensland Tertiary Admissions Centre ( <b>QTAC</b> ) applicants receiving an offer	100%	81.8%

Number of students awarded a **VET** qualification:

Certificate I	0	0
Certificate II	15 (53%)	10 (43%)
Certificate III	9 (31%)	4 (17%)
Certificate IV	0	0
Diploma	2	1
Advanced Diploma	0	0
Number of students who are completing/completed a school-based apprenticeship or traineeship ( <b>SAT</b> )	1	1
Number of students awarded one or more <b>VET</b> qualifications	16 (55%)	11 (48%)

## Apparent Retention Rate (2020) Year 10 to Year 12

The Year 10 to 12 **Apparent Retention Rate** is defined as the number of full-time students in Year 12 in any given year expressed as the percentage of those students who were in Year 10, two years previously (this may be greater than 100%). The retention may be over 100% because it does not account for new or departing students over the two-year period. It is a requirement that every school report on this data.

Apparent Retention Rate			
	Year 10 Base	Year 12 (2 years later)	Apparent Retention Rate %
Student Cohort (2018 – 2020)	24 (2018)	29 (2020)	<b>92%</b>
Student Cohort (2017 – 2019)	24 (2018)	23 (2019)	83%

**Real Retention Rate** is calculated on an annual basis by dividing the number of graduating students in Year 12 with the number of year 10 students in 2018. Real retention rate is simply how many of the students did we have in year 10 in 2018 graduated with us in 2020?

**ACCs Real Retention rate** in 2020 for Year 12s was  $(24/ 29 \times 100) = 83\%$

**ACCs Real Retention rate** in 2019 for Year 12s was  $(15/ 24 \times 100) = 63\%$

The 20% improvement in real retention rate is significant and worthy of celebrating. It may be an unintended result of the pandemic as many families were unable to move and transfers for work were limited in many industries. The Department of Defence refrained from postings until the end of the year which meant more students remained until they graduated in 2020.

## Year 12 Post School Destination Survey

At the time of publishing this School Annual Report, the results of the 2020 post-school destinations survey, *Next Steps – Student Destination*, report for the school was not available. Information about these post-school destinations of our students will be uploaded to the school's website in September after release of the information.

Destination data on our **29 graduating students** was collected by contacting parents or through siblings at the College by the Head of Secondary. This preliminary and school collated data indicates that **55% of students entered university** after graduation after accepting their first offers. A significant number of students went straight into full **time or part time work (34%)**. **11%** of our students had not either responded or were able to give a response with certainty.

### Summary of findings in relation to main destinations of students

School Year 2020	Number of Students in each category	*Percentage of Students in each category
University (degree)	16	55%
VET total (Cert IV+ III, I-II, apprenticeship, traineeship)	2	7%
Working full-time	4	14%
Working part-time/casual	6	21%
Seeking work, Not studying or in the labour force	1	3%
Total Year 12 students	29	

\*Due to rounding, % may not equal 100.

## Student Satisfaction Surveys

A summary of the 2020 student satisfaction survey is grouped into three groups from Year 4 to Year 12 to reflect their specific level of schooling. Here is a summary of these results:

### Year 4 – 6 students (135 respondents)

#### Celebrations

- **99%** of students in year 4 – 6 agree or strongly agree that 'The school supports students in their Christian faith.'
- **98%** of students in year 4 – 6 agree or strongly agree that 'The teachers encourage me to think about life from a Christian point of view.'
- **98%** of students in year 4 – 6 agree or strongly agree that 'I am getting a good education at Annandale Christian College.'
- **96%** of students in year 4 – 6 agree or strongly agree that 'My teachers motivate me to learn.'
- **96%** of students in year 4 – 6 agree or strongly agree that 'My teachers expect me to do my best.'
- **94%** of students in year 4 – 6 agree or strongly agree that 'I feel safe at my school.'
- **94%** of students in year 4 – 6 agree or strongly agree that 'The school rules are appropriate and fair.'
- **93%** of students in year 4 – 6 agree or strongly agree that 'My teachers provide me with useful feedback about my school work.'
- **93%** of students in year 4 – 6 agree or disagree that 'Most teachers set and explain learning goals at the start of each lesson.'

- **87%** of students in year 4 – 6 agree or strongly agree that ‘My teacher sets and explains learning goals at the start of lessons.’

### **Challenges:**

- **28%** of students in year 4 – 6 disagree or strongly disagree that ‘My homework is valuable and relates to what I learn in class.’
- **27%** of students in year 4 – 6 disagree or strongly disagree that ‘Students have an opportunity to give feedback or input on the design of assessment tasks.’
- **24%** of students in year 4 – 6 disagree or strongly disagree that ‘Student behaviour is well managed at my school.’ However, this is a small improvement on the same data from 2018.

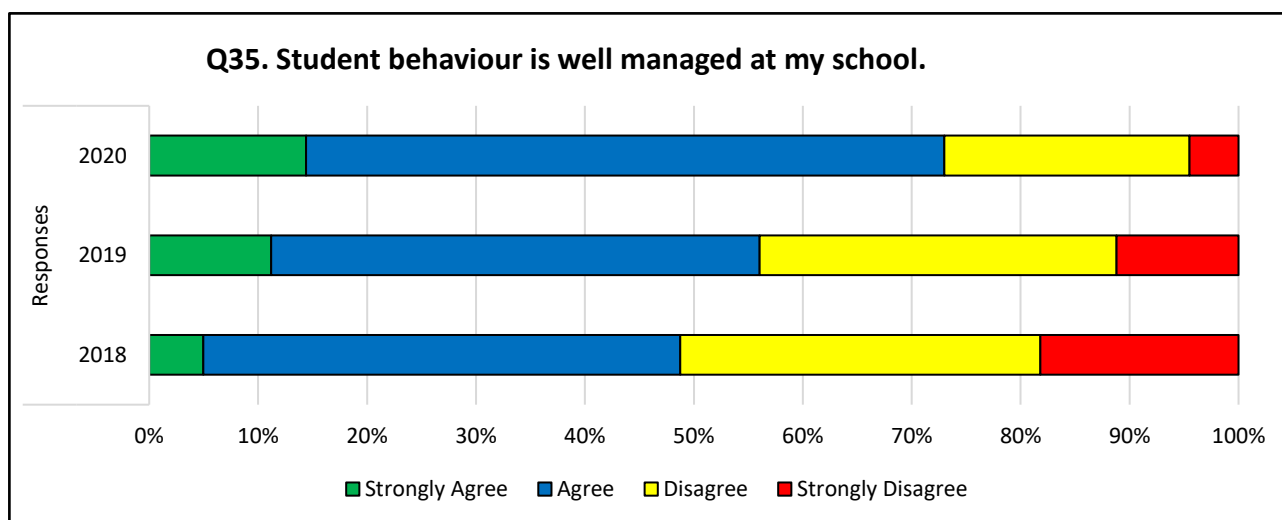
## **Year 7 – 10 students (111 respondents)**

### **Celebrations:**

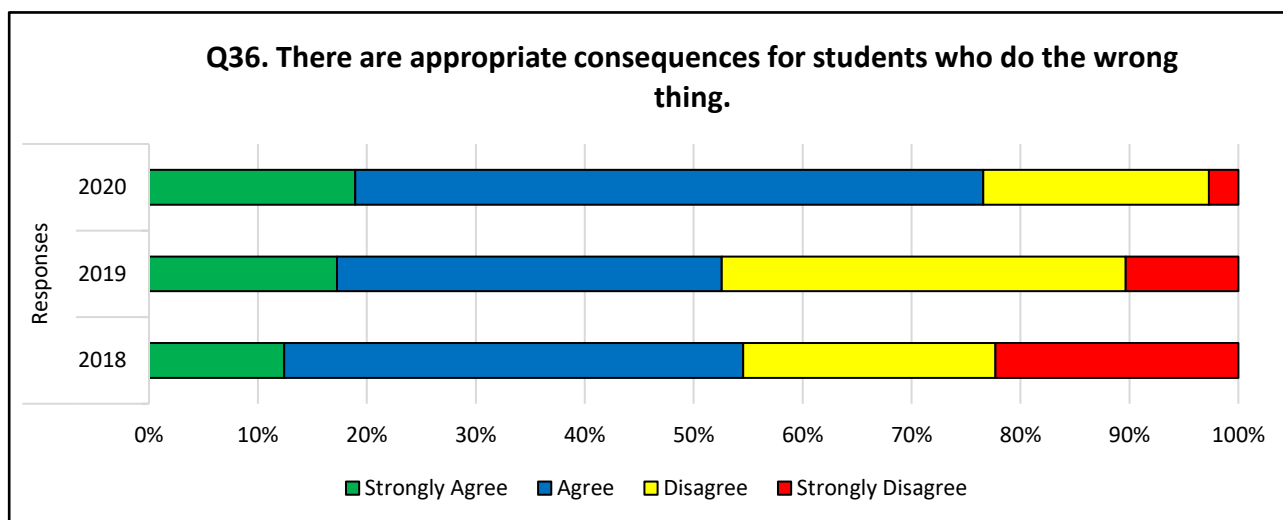
- **99%** of students in year 7 – 10 agree or strongly agree that ‘My teachers expect me to do my best.’
- **97%** of students in year 7 – 10 agree or strongly agree that ‘My teachers provide me with useful feedback about my school work. (Overall).’
- **96%** of students in year 7 – 10 agree or strongly agree that ‘I get constructive feedback on my progress towards the final piece of assessment. (Overall).’
- **89%** of students in year 7 – 10 agree or strongly agree that ‘I feel safe at my school.’
- **88%** of students in year 7 – 10 agree or strongly agree that ‘Most teachers set and explain learning goals at the start of each lesson. (Overall).’
- **76%** of students in year 7 – 10 agree or strongly agree that ‘The school rules are appropriate and fair.’
- **75%** of students in year 7 – 10 agree or strongly agree that ‘My teachers provided high quality online learning materials during the learning from home period.’
- **74%** of students in year 7 – 10 agree or strongly agree that ‘I was well supported by teachers and the college during the learning from home period.’

### **Challenges:**

- **27%** of students in year 7 – 10 disagree or strongly disagree that ‘Student behaviour is well managed at my school.’



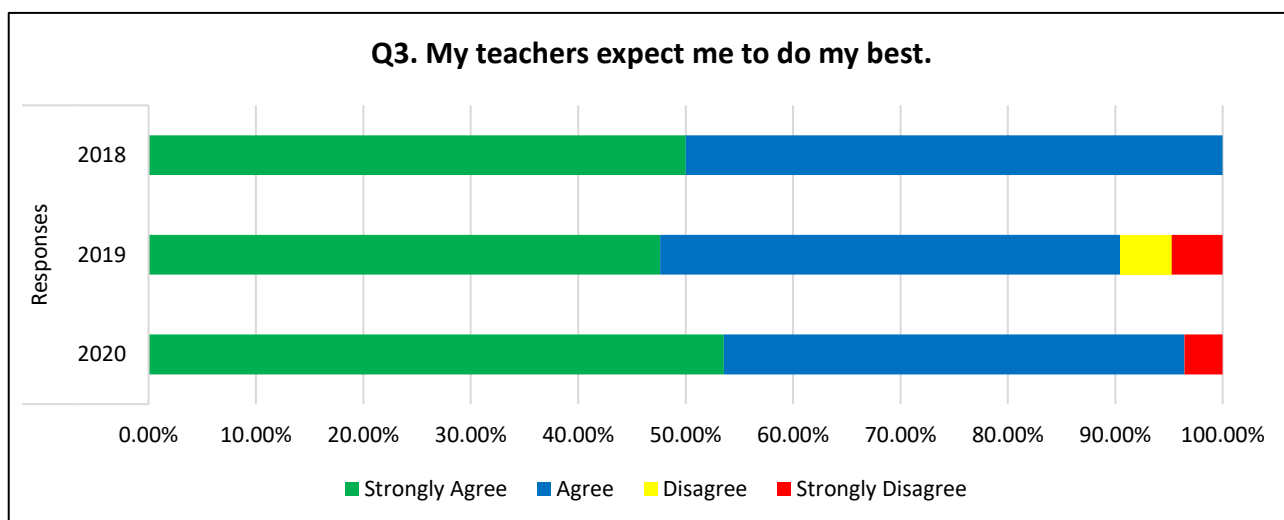
- **45%** of students in year 7 – 10 disagree or strongly disagree that ‘There are appropriate consequences for students who do the wrong thing.’ However, there is an area showing improvement.



### Year 11 – 12 students (40 respondents)

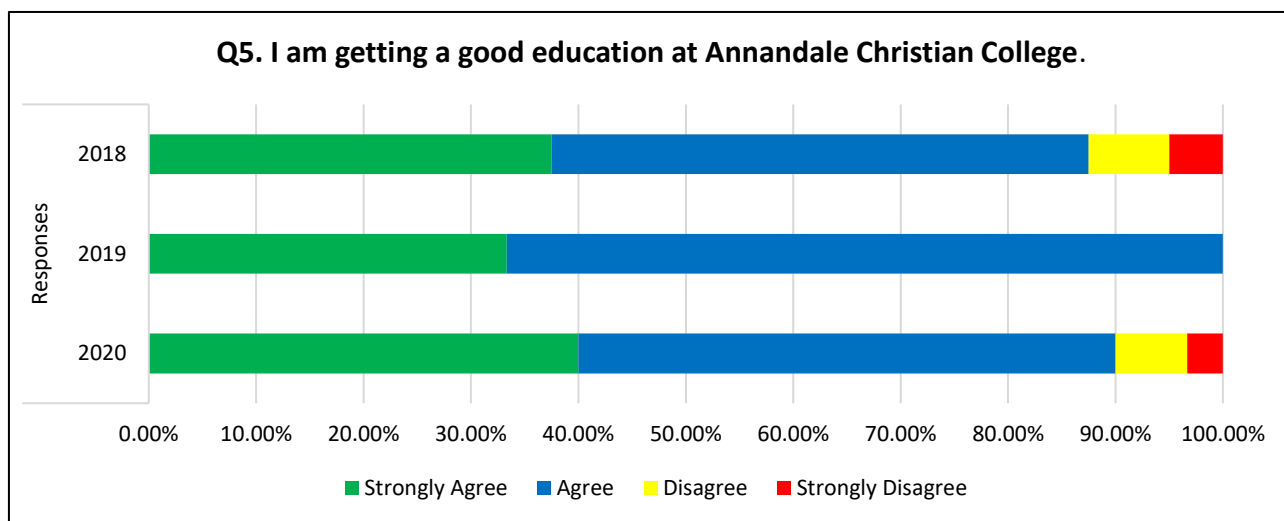
#### Celebrations:

- **100%** of senior students agree or strongly agree that ‘My teachers expect me to do my best.’

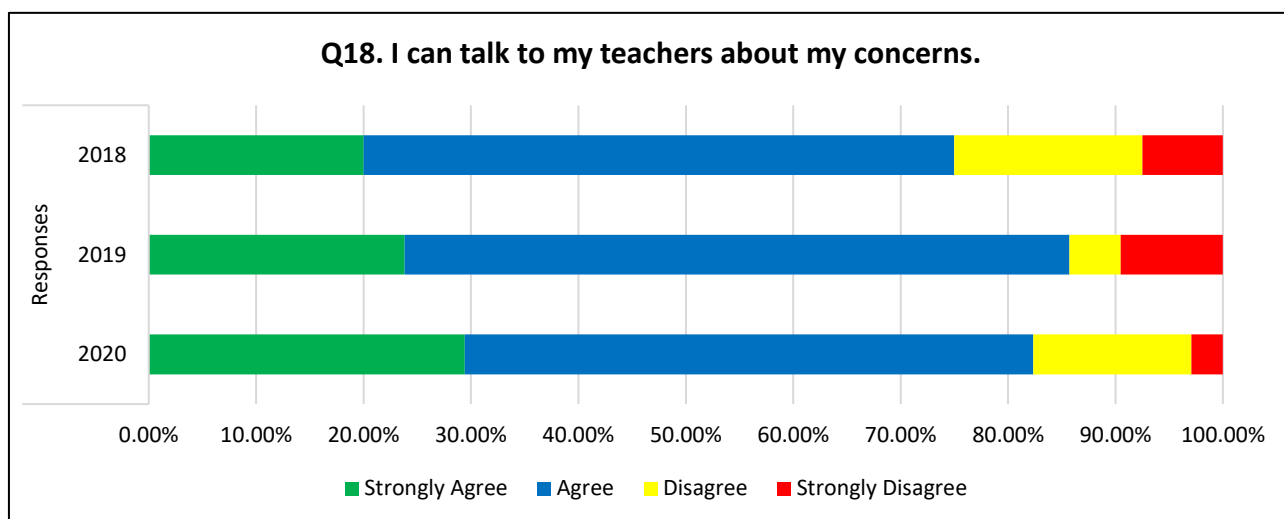


- **95%** of senior students agree or strongly agree that ‘Most teachers let me know very clearly what I need to do to achieve the criteria on my assessment. (Overall)’
- **89%** of senior students agree or strongly agree that ‘My school is well maintained.’
- **88%** of senior students agree or strongly agree that ‘My teachers let me know very clearly what I need to do to achieve the criteria on my assessment.’
- **88%** of students agree or strongly agree that ‘I am getting a good education at Annandale Christian College.’ This may be affected by the online learning and absence from school during the lockdown.





- **88%** of senior students agree or strongly agree that ‘I get constructive feedback on my progress towards the final piece of assessment.’
- **88%** of senior students agree or strongly agree that ‘The teachers encourage me to think about life from a Christian point of view.’
- **82%** of senior students agree or strongly agree that ‘I can talk to my teachers about my concerns.’



- **79%** of senior students agree or strongly agree that ‘My teachers provided high quality online learning materials during the learning from home period.’

### **Challenges:**

- **66%** of senior students disagree or strongly disagree that ‘My school takes students’ opinions seriously.’
- **61%** of senior students disagree or strongly disagree that ‘There are appropriate consequences for students who do the wrong thing.’
- **27%** of senior students disagree or strongly disagree that ‘Teachers at my school treat students fairly.’
- **18%** of senior students disagree or strongly disagree that ‘I feel safe at my school.’
- **13%** of senior students disagree or strongly disagree that ‘My homework is valuable and relates to what I learn in class.’
- **10%** of senior students disagree or strongly disagree that ‘My teachers provide me with useful feedback about my school work.’

## Year 11 – 12 testimony:

*'I believe the awareness of mental health is very poor at this school. Generation Z has been reported to have the most mental health issues, and the entire high school contains students within that generation. A system, like a school counsellor, would help students feel like their problems and issues are valid. This is definitely something I have noticed this year, as a majority of the girls in Year 11 feel that they don't have anyone to talk at this school. The chaplains seem to avoid talking to the older students (I assume they only work with the primary, and they are quite unapproachable), and a qualified counsellor could solve this.'*



## Our Community

### Parent Involvement

Our parent community is a very involved group within our college. The Parents and Friends (Fellowship) or P&F usually meet regularly and run a number of events throughout the year. Meetings were held in person and by Zoom where restrictions limited meetings to the executive. While the Athletics Day at 'Red Track' went ahead, we were unable to sell food as we would normally do due to the restrictions. We were the first school in Townsville to return to this facility to compete. I thank the P & F for continuing with as many events as were possible and for the hard work undertaken by this team in 2020. Despite the uncertainty of COVID-19, our AGM (2020) was not postponed and provided TCEA members with dual modes of attendance (face-to-face or online) for this meeting as well as achieving the government's requirements.

The Coffee Cart remained a highly successful and important outreach to our parents meeting every Thursday. The coffee cart also provided an important support to staff. This important ministry of the college will continue into 2021. The coffee cart also served as a way to mentor senior students and to assist them gain experience as a barista. Parents interested in helping are welcome to join for the times available to them.

Parents were also involved in the following in 2020:

- Welcome to ACC (Day 1)
- Operation Christmas Child
- School Banking
- Father nights
- TCEA Association
- Musical and Arts nights
- Popup Coffee Cart
- Weekly Prayer
- Assemblies (semester 2)
- Lost Property
- ANZAC on your Driveway Services
- Professional Development from Christian Education National 'Bible in the Belly'
- Limited assistance at swimming, athletics and cross-country carnivals
- Senior Formal
- Working in the library
- Nominating teachers for Awards
- World Teachers and Staff Appreciation Day morning tea
- Science/ STE(A)M projects
- Parent satisfaction Surveys
- Duke of Edinburgh trips
- Guest speakers
- Compassion Silver Trail
- After school sport
- Fitness programs 'Zumba'



## The Pandemic of 2020

The start of the College year began with another significant downpour making some wonder if the heavy monsoonal rains or a possible cyclone could mark this year. However, it was COVID-19 that would change the way we do things so remarkably for 2020 and beyond.

The decision was made by Dr Janette Young, Queensland's Chief Medical Officer to allow students and teachers to 'Learn from Home' for a 5-week period during Term 2. While few young people were affected, a great number of older folk or vulnerable adults remained indoors, socially distanced or even wore masks for extended periods of time. Hand Sanitisers became the norm as did a daily visit by one of our dearly loved cleaners and grounds staff as they ensured handles through to railings were kept clean of the virus. Students of 'essential workers' remained at school but our student numbers were significantly reduced during this period.



Many positive outcomes of the pandemic continued. Greater numbers of parents attend P & F meetings online while churches across the world are also able to have greater numbers of folk in attendance. One of our exchange students from Japan living with one of teachers is now a regular church attendee as a direct result of attending church online. Praise God! I have also observed that as people were forced to remain at home with cold-like symptoms, we are generally seeing fewer colds and more severe flu-like viruses in 2020.

We have all certainly missed student and parent contact even with the amazing assemblies and graduation ceremonies streamed home and as far away as South Africa or the Philippines. This was a blessed use of technology given that many families were unable to see their children, grandchildren graduate in person. Despite these restrictions we managed to achieve a great deal and with the light of Christ leading the way, we overcame the challenges with a smile.



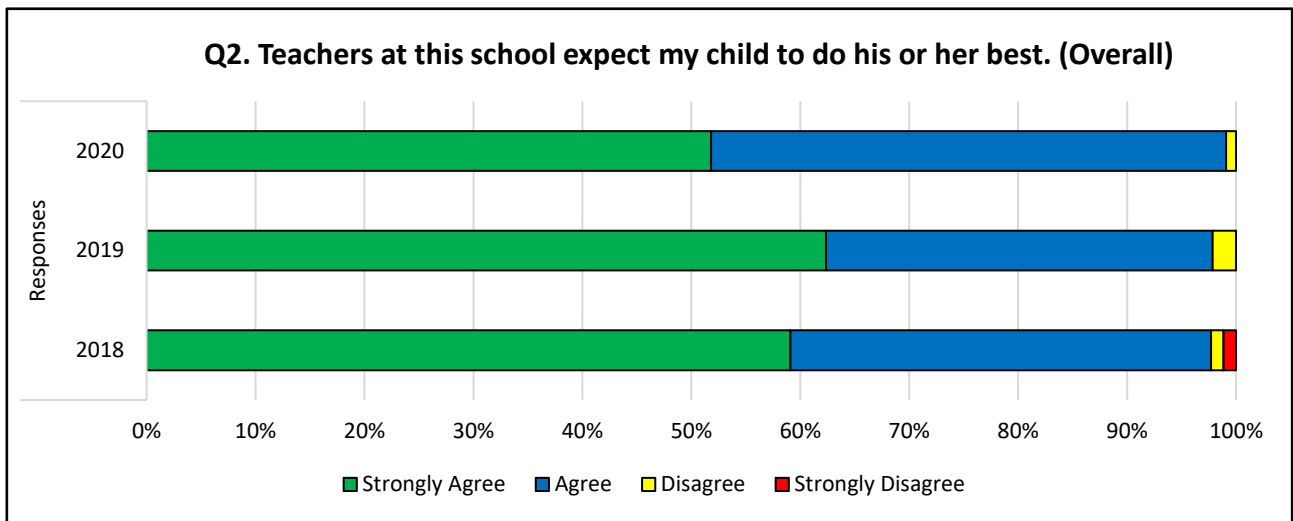
### Parent Satisfaction Survey

**118** of our parents completed the **parent satisfaction survey** for 2020. This is an anonymous feedback tool for parents sent via email and which uses the online survey application SurveyMonkey. The questions for this tool were developed using the mandatory questions for annual compliance as well additional questions related to our 2020 Annual Implementation Plan (AIP) and Strategic Plans. Highlights are captured here in this short summary.

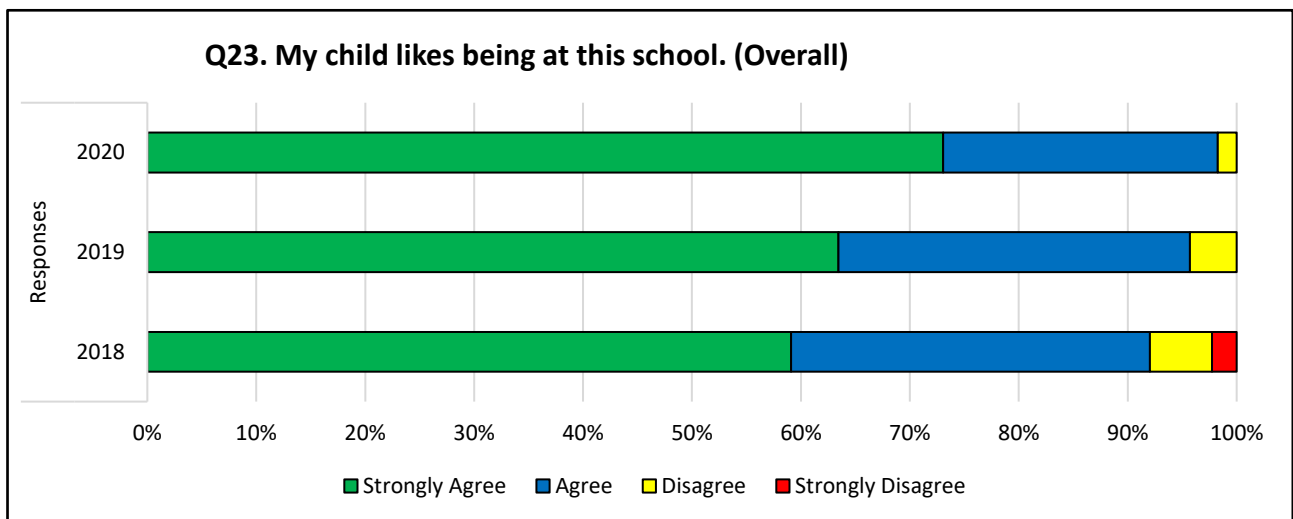
#### *Celebrations:*

- **99%** of our parents agree or strongly agree that 'Teachers at this school expect my child to do his or her best. (Overall)' This is an area which is improving within the K -12 campus.

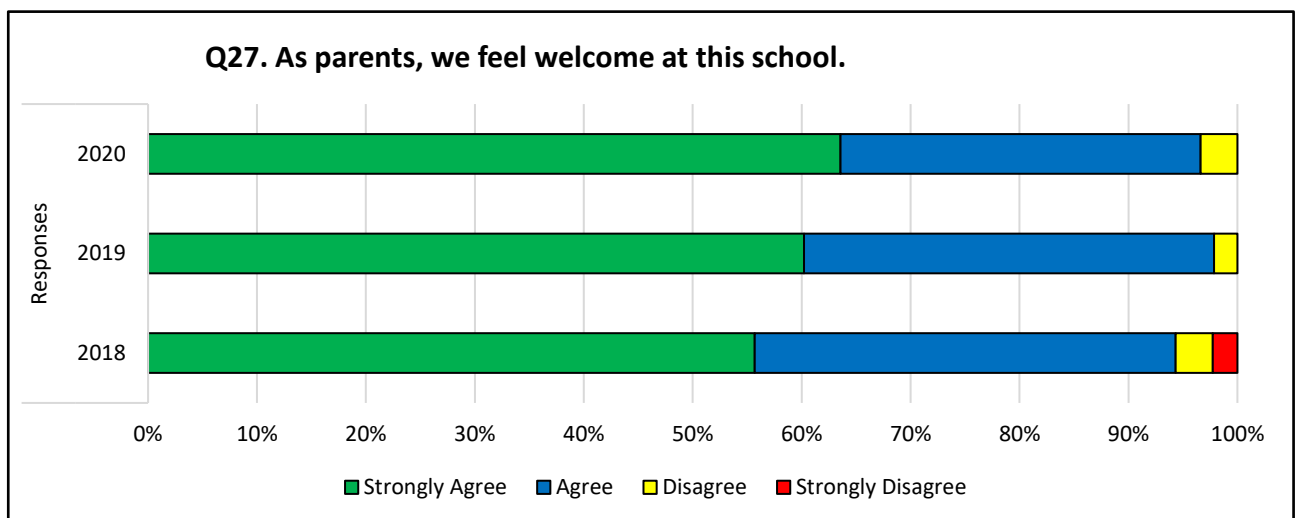




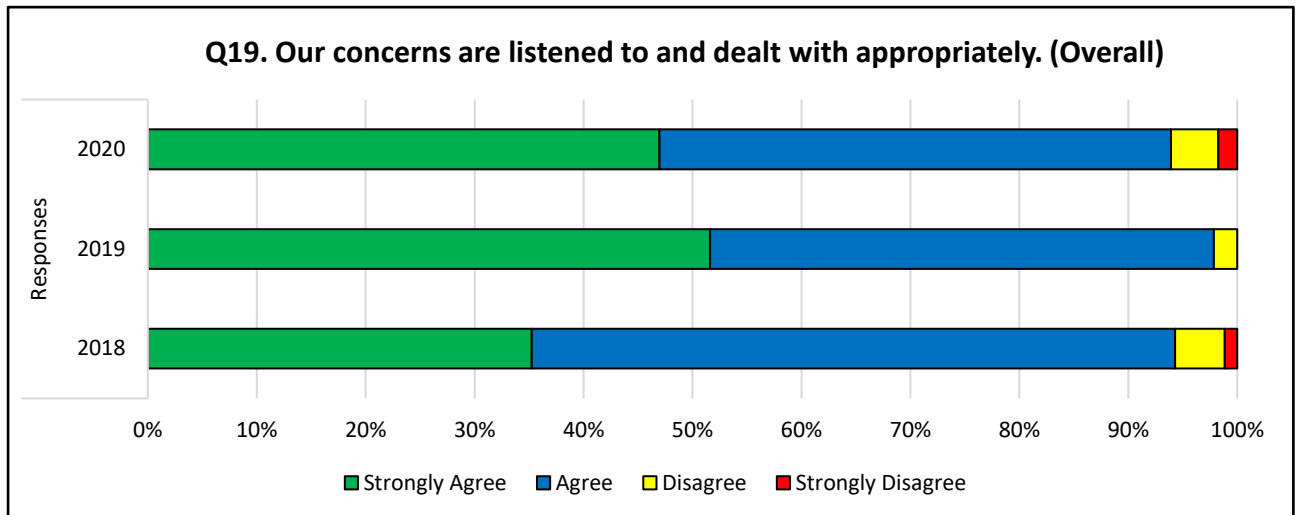
- **97% agree or strongly agree** that ‘My child likes being at this school. (Overall)’. This response has improved over the past three years.



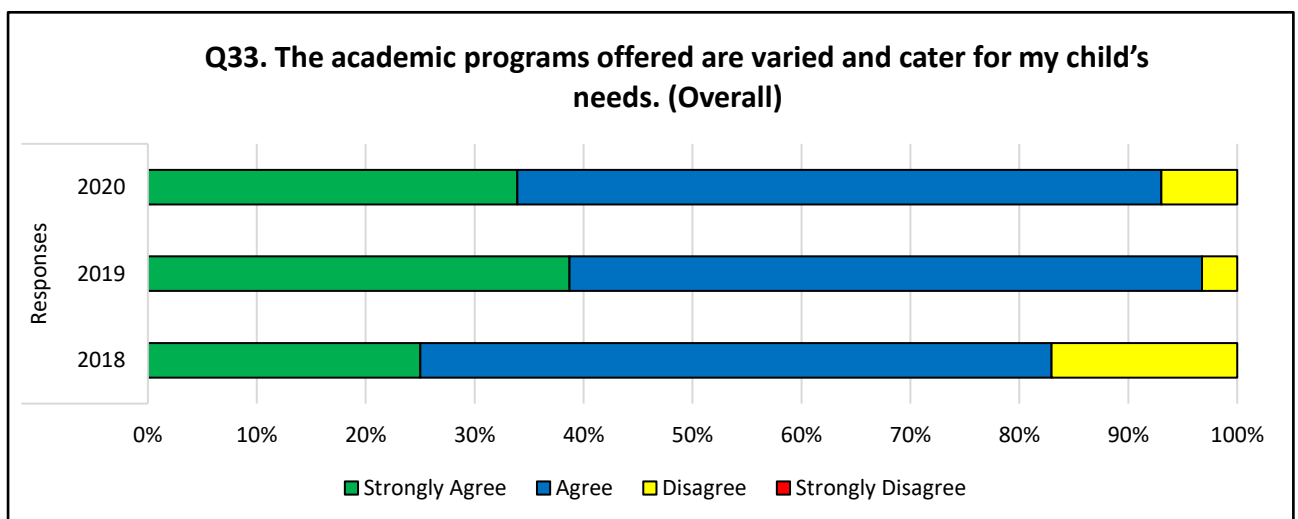
- **97% agree or strongly agree** that ‘As parents, we feel welcome at this school.’ This area is also showing improvement.



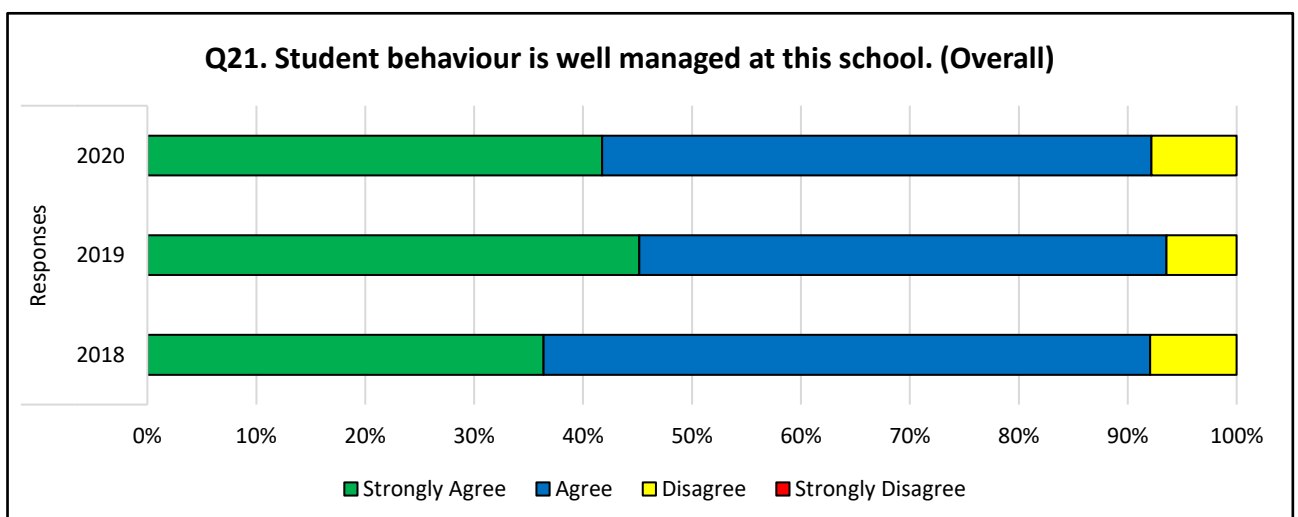
- **94%** agree or strongly agree that ‘Our concerns are listened to and dealt with appropriately. (Overall)’



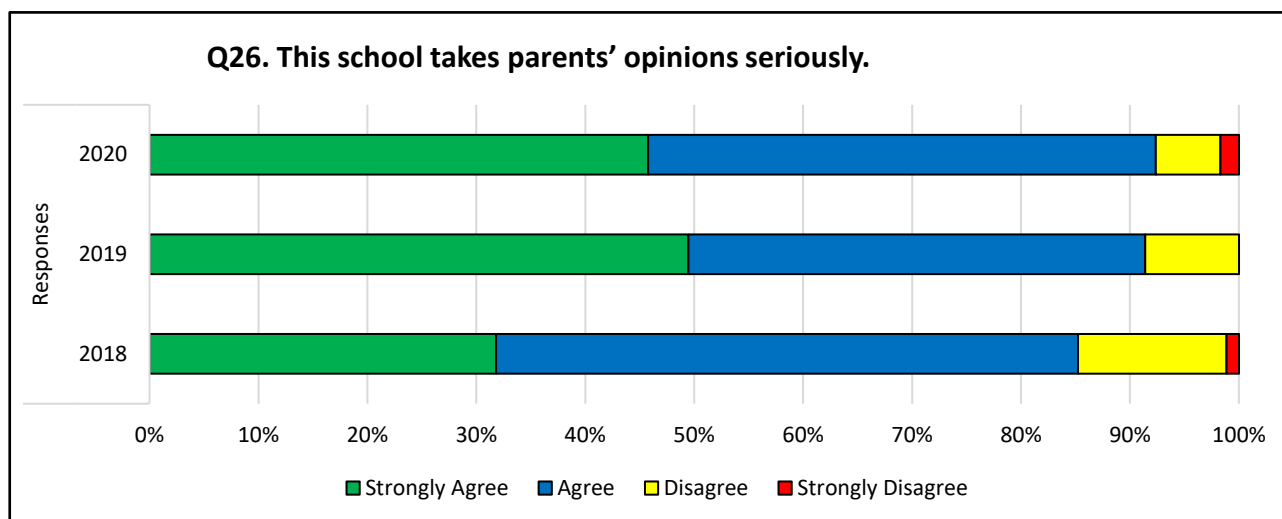
- **93%** of parents agree or strongly agree that ‘The academic programs offered are varied and cater for my child’s needs. (Overall)’.



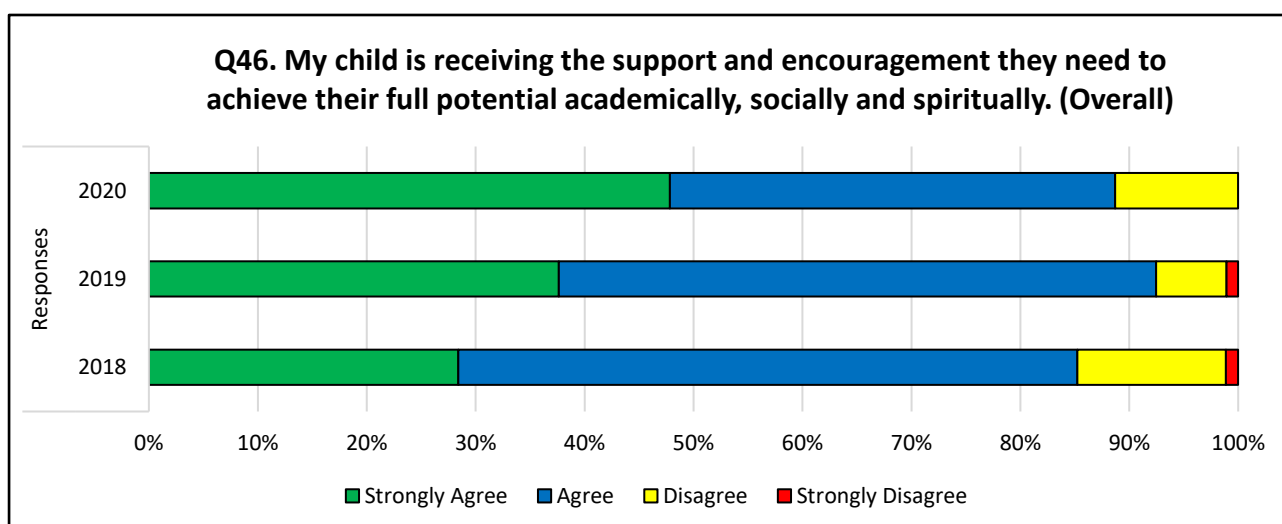
- **92%** of parents agree or strongly agree that ‘Student behaviour is well managed at this school. (Overall)’.



- **92%** agree or strongly agree that ‘This school takes parents’ opinions seriously’.



- **89%** of parents agree or strongly agree that ‘My child is receiving the support and encouragement they need to achieve their full potential academically, socially and spiritually. (Overall)’.



#### Challenges:

- **8%** of parents disagree or strongly disagree that ‘Teachers have a clear understanding of my child's capabilities. (Overall)’.
- **6%** of parents disagree or strongly disagree that ‘The Christian faith is obvious in all areas of my child’s academic schooling. (Overall)’.
- **6%** disagree or strongly disagree that ‘Our concerns are listened to and dealt with appropriately. (Overall)’

#### Parent testimonies:

*‘We are very grateful for the wonderful teachers at the school. Miss A and Miss B are wonderful, supportive and our children love learning with them! The OSHC Team do an amazing job and our children beg to go to OSHC, so a special thank you to OSHC for being so supportive. We LOVE the coffee cart and look forward to Thursdays lol! It creates a wonderful school community environment and a nice opportunity to chat to other parents. Just on the wish list would a tuck shop, but I understand that’s a very big wish.’*

*'During COVID-19 lockdown ACC went above & beyond to ensure the spirit of community was alive through livestream assemblies quirky pre-recorded messages delivered in a fun & inclusive way. Congrats.'*

*'As for online learning, I didn't have to worry about my high schoolers at all during the day. The teachers continued to be fantastic. The year two program turned out to be a little hard after a week, so the teachers changed it. It was amazing in comparison to my friends' kids' schools (whose primary kids are quite traumatized by online learning). We have been so happy with acc this year. We have support when we need it and my kids have been pushed academically! Thanks all at ACC!!'*

*'The Kindy ladies are amazing and they do such a wonderful job. They love and care for our kids in such a genuine way. They infuse every day with the truth of Christ's love and we see that every day when we ask our student, "What did you learn today?'*

*'I am concerned about the quality and depth of the Technology subject curriculum. For years the items/articles produced in Tech have been very basic in complexity and have not changed much even despite a new and well-equipped STEM building.'*

*'My child is consistently saying their bored I think extension is not happening adequately.'*

### **Changes for 2021:**

While most of the feedback in the 2020 Parent Opinion Survey was overwhelmingly positive, there were some important aspects in general that need addressing:

- The continuation of effective and timely communication with parents and students in variety of areas. This is all the more important given our focus for 2020 - 2021: Feedback – creating and maintaining positive relationships.
- Higher Ability Learners and Student with Learning Needs need further and strategically designed wholistic support – academically, socially, emotionally, spiritually and mentally. We will employ a permanent part-time Student Wellbeing Counsellor and extra teacher aides to support these students as well as classroom teachers.
- We are exploring ways to further support all students within our current resource model with a view to make operational and strategic changes in 2021 – 2022.
- An extra day of teaching for EAL/D students will occur in 2021 – 2022 bring our EAL/D to 0.8 FTE. This will mean the growing numbers of students for whom English is not their first language will be catered for. Effective succession planning is needed as teachers in this area near retirement age. The number of EAL/D students declined from 2020 to 2021 (at census time) by about 8 students.
- There were questions about a canteen, car parking congestion and a bus. These facilities for the college will be considered in 2020 - 2021 through a Master Planning process. A 50 Bay car park facility on Yolanda Drive should be underway by the end of 2021.





### External Partnerships

In addition to our extensive co-curriculum offerings, we also partner with a number of organisations. **Marjory Compton's Speech and Drama** students excelled this year at the State exams for a second time. Our Junior Engineer programs and instrumental music lessons, some taught by very talented senior students, continued into 2020. **Our instrumental music program** had 110 students learning at least one instrument (including Year 12 students). 12 of these students received lessons for two instruments. **YWAM** also partnered in various ways in previous years with Youth Adventures on Palm Island (Bwgcolman) and the placement of 3 students in their VET training and Certificate III courses at a greatly reduced cost for 2020. In addition to this training, YWAM partnered with the College and assisted in the development of cybersafe and relationship programs to assist us with an ever-growing need for suitable Christian education in this area. **Junior Engineers** continued all year and was well supported by a small class of 15 students every Monday. We look forward to creating and maintaining further partnerships with the community in 2021.



# 2021

## Annual Report

(Based on 2020 data)



**Connect With Us!**



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