



# **ANNANDALE CHRISTIAN COLLEGE** **ANNUAL REPORT** **2011 SCHOOL YEAR**

## **SCHOOL DETAILS**

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## **HISTORY AND FOUNDATIONS**

Located in a well-serviced suburb adjacent to James Cook University, ADF Lavarack Barracks and the Townsville Hospital, Annandale Christian College, (ACC), is a non-denominational co-educational Pre-Prep to Year 12 day school. The school was established in 1982 by a group of local Christian parents who had a vision for education that was authentically Christian in outlook and practice.

Annandale Christian College has a clear vision to offer a broad Pre-Prep to Year 12 education in an overtly Christian framework that excites students and dares them to reach their God-given potential.



ACC has enunciated a set of values that have their source in the Lordship of Jesus Christ as revealed in the Bible. We acknowledge His authority over all aspects of life. We value:

- creating a community where teachers and parents are partners in teaching and learning;
- challenging 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;
- encouraging students to perform to the best of their ability in every aspect of their endeavours to the glory of God.



## INTRODUCTION

Annandale Christian College is a Pre-Prep to Year 12 Christian school, operated by the Townsville Christian Education Association Ltd, registered with and accredited by the Queensland 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 its participation in mandatory annual reporting and this report fulfils all legislative requirements under *The Education Amendment (Non-Government Schools Registration) Act 2004*. However, our college Mission Statement refers to **“a partnership of parents, teachers and students”** in the exciting endeavour of quality Christ-centred education. It is, therefore, a privilege to provide the Association and wider parent group information about various aspects of this school’s distinctiveness, performance and development. The intention of this report is two-fold: to share the learning opportunities, celebrations and struggles that staff, students and parents at Annandale Christian College experienced throughout 2011 so that in all of these things we can clearly recognise, and thank God for, His faithfulness and grace, and also to encourage the college stakeholders to step forward confidently to achieve the college vision and mission, increasing the opportunities and outcomes for the students from Pre-Prep to Year 12.

## ENROLMENT

Annandale Christian College serves Christian families (of any Christian background) and other families from within the wider Townsville area who desire, and will actively support, Christian education for their children. The college values all children and welcomes enrolment applications for children with a broad range of learning abilities, physical development and social backgrounds. Individual excellence in academic, sporting, cultural and contextual areas within a framework of Christ-like character is pursued with focus and vigour.

In 2011, college clientele was drawn from seventeen local suburbs with a particular concentration from the Annandale, Douglas, Cranbrook and Kirwan areas. Enrolment is dependent upon application and interview with the college Principal, or relevant Head of School. The holistic needs of the prospective individual student are assessed in light of the existing class context. The college enrolment guidelines include:

- serving local Christian families;
- maintaining an open enrolment policy;
- seeking to enrol siblings where at all possible;
- preserving an appropriate gender balance;
- honouring the commitment shown by families from other Christian schools;
- moving through enrolment procedures without undue delay.

Student enrolment from Pre-Prep to Year 12 in 2011 totalled 531 made up of 262 girls and 269 boys. This represents a 13.7% increase in enrolments from 2010. (State and Commonwealth Census figures do not include Pre-Prep students and therefore the *MySchool* website records our enrolment total as 484, consisting of 236 girls and 248 boys, indicating an increase of 14.9%). This number included 10 indigenous students, 58 students who speak English as their second language (from cultural backgrounds such as Germany, India, Russia, Philippines, South African, Korea, China, and Papua New Guinea), 6 students with a verified disability and a significant number of others who require regular modification to their learning program.



## STUDENT ATTENDANCE AND RATES

In 2011 the college continued the policy of a staggered timetable to provide maximum learning opportunities for students across our Pre-Prep to Year 12 structure. Prep-Prep children attended on a 5-day per fortnight basis (i.e. Monday/Tuesday and every second Wednesday OR Thursday/Friday and every second Wednesday) between the hours of 8.45am and 2.45pm. This meets the 15 hours per week equivalence criteria required for approved Kindergarten status and funding from the Queensland State government. Primary students (Preparatory to Year 7) attended from 8.40am – 3.00pm. Junior Secondary students (Years 8 – 10) studied a 6-period-day timetable (8.40am – 2.40pm) over 5 days whilst Senior Secondary students (Years 11 and 12) completed a 7-period-day timetable (8.40am – 3.30pm) over 4 days – with the fifth day (Wednesday) timetabled as Vocational Education study through Barrier Reef Institute of TAFE for non-OP eligible students or at-home study for OP-eligible students.

In 2011, the college continued its excellent student attendance rate averaging **93% attendance**. The attendance rate for each year level is as follows:

Year levels	Average attendance rate for each year level as a percentage in 2011
Preparatory	94 %
Year 1	93 %
Year 2	94 %
Year 3	96 %
Year 4	98 %
Year 5	96 %
Year 6	94 %
Year 7	91 %
Year 8	92 %
Year 9	95 %
Year 10	87 %
Year 11	91 %
Year 12	93 %

The college publishes, and provides parents/caregivers with, a Student Attendance Policy and information which outlines the importance of notifying the college office of student absence. Paper and/or electronic rolls are marked by Class or Year Level teachers each morning prior to 9.00am and information is passed to the college Office. There is also a formal process for gaining permission to leave the college site at any time during the school day. In this way, personal and group trends are monitored and addressed by the college leadership team. If any student is recorded as absent for two consecutive days without parental explanation, a college office staff member contacts the home for verification and rolls are edited appropriately. At ACC we consider an absentee rate (from school or subject classes) greater than 10% (5 days per term) for any individual student indicates an attendance problem, in which case parents are contacted seeking a resolution or an interview.

## STUDENT RETENTION RATE

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.

	Year 10 Base	Year 12	Retention rate %
Number of Students	23	18	78%

## TEACHER STANDARDS

Annandale Christian College employs a skilled and growing staff across a broad range of fields, including academic, sporting and cultural areas. In 2011 Annandale Christian College had a **total of 69 staff members**. These consisted of 5 executive staff, 20 full-time and 15 part-time classroom teaching staff; a part-time school Chaplain; 6 casual Instrumental Music Specialist teachers; 10 full or part-time teacher aide / administration staff; 3 After-School Care staff; a part-time IT support technician; a part-time Defence Transition Aide; a part-time Science Laboratory Assistant; and 6 full or part-time ancillary staff members in grounds and cleaning.

All teaching staff employed at Annandale Christian College have academic qualifications appropriate for their specific roles and comply with accreditation requirements of the Queensland College of Teachers. The college encourages professional development of all staff members and a number of staff members have completed (or are studying towards) higher degrees relevant to their field of employment. The college supports further study through the reimbursement of 50% of course fees on successful completion of each unit of study. The college particularly values study through the National Institute of Christian Education (NICE), Calam Training and other higher learning institutions which facilitate teaching from an overtly Christian worldview.

**Qualifications of teaching staff in 2011:**

Qualification	Percentage of classroom teachers and school leaders at the College.
Doctorate	5%
Masters	5%
Dual Bachelor Degrees	30%
Bachelor Degree	55%
Diploma	5%

**Expenditure on, and teacher participation in, professional development during 2011:**

During 2011 both teaching and non-teaching staff engaged in a wide range of CPD provided both externally and internally. External providers of CPD included the Queensland Studies Authority, Independent Schools Queensland, Christian Education National, Edval, PC Schools, Queensland Health Paediatric Allied Health Services, The Game Factory, Autism Queensland, Tony Attwood, Queensland Association of Mathematics Teachers, Mrs Tierney Kennedy (Back to Front Maths), Primary Connections (Science) and Reef HQ. The college also provided in-house CPD in Child Protection; Anaphylaxis Awareness and Treatment; Emergency Evacuations and Lockdowns; Fire Safety (Extinguishers and their Usage); Teaching Christianly: What Does That Mean?; Staff Code of Conduct; Discipline Policy and Procedures; Positive Behaviour Intervention Support; the Australian Curriculum; Beginning the Year in Spelling; Using SmartBoards; and Asian Literacy, to mention just a few. A brief summary of type and expenditure in CPD follows:

Description of Continuing Professional Development (CPD) activity		Number of teachers participating in activity.
In-School Professional Development Days (January, June, Sept)		40
School Staff/Board 'Retreat' events (Breakfasts/Dinner)		40
Various workshops and conferences (< 5 days)		31
Total number of teachers participating in at least one PD activity in the year		40 (Entire teaching staff)
Total number of teachers	Total expenditure on teacher PD	Average expenditure on PD per teacher
40	\$28857	\$721.45

**Average teaching staff attendance during 2011 (based on unplanned personal leave of up to 5 days):**

Teaching Staff (FTE)	School days in 2011 (per full-time teacher)	Total School Days for Teaching Staff	Total staff absences in days	Average staff attendance rate
30.2	197	5949.4	69	98.8%

**Teaching staff retention rate from 2010 to 2011**

Number of permanent teaching staff at end of 2010	Number of those staff retained throughout 2011	% retention rate
35 including part time	34 including part time	97%

Once again I appreciate the opportunity to remind readers that it is essential, as a learning community, to recognise that teaching involves much, much more than qualifications and the demonstration of effective pedagogical skills (very important those these are). Teaching is not so much a skill as a **strongly moral and intuitive craft**, with teachers constantly being called upon to make ethical judgements in a demanding and multi-dimensional context. Along with that is their responsibility to be role models and guides to their students in all that they do, say and are. This, it goes without saying, is no mean task and to sustain it effectively is no mean feat (in fact, possible only through the power of the Holy Spirit who indwells God's people)! Staff members at ACC, in my opinion, carry out that on-going task with great skill, and with great commitment, and I thank them again on behalf of parents and students.

### Staff Changes

In 2011 a number of new staff members joined the teaching team, either as replacements for transferring staff or in response to increasing student numbers. These staff members included: Mrs Nicole Broadley, Mrs Kylie Pay; Mr David Robertson and Dr Ronald Slyderink (Secondary English/SOSE/Drama /Chemistry/Science/Maths); Mrs Carly Yates and Mr Aiden Frewen-Lord (Primary classroom teachers) and Mr Brendan Evans (Defence School Transition Aide). We have been blessed by the contribution these staff members have made to our teaching and learning program and the impact they have had on the lives of our students. Both Mrs Kate Quayle (Secondary English/History) and Mrs Rachel Mudge (Primary classroom teacher) took maternity leave and welcomed Cooper Quayle and Laela Mudge in April and July 2011 respectively and School Chaplain, Mr Lorne Anderson, also accepted a one-year placement in Canada with the Tony Blair Faith Foundation in July. At the end of 2011 we were also saddened to farewell several staff members who have served the Lord and the College faithfully in their different roles. These people included from Secondary: Mrs Marlene Bokma, Dr Jay Burmeister, Dr Ron Slyderink, Mrs Kylie Pay and Mrs Lauren Camilleri; from Primary: Mr David Saxby; from Early Years and Support Staff: Mrs Renae Egan, Mrs Kim Burling, Miss Naomi Graffin and Mrs Lauren Camilleri.



### **PARTNERING WITH PARENTS**

At Annandale Christian College we believe that parents are given the primary responsibility for educating their children and we support families as they train their children in God's way and God's truth. We value working in partnership with parents in education rather than a consumerist attitude of 'service for a fee'. Therefore we believe that **communication** with parents is an essential part of a child's education and it is blessing for me to note that, again in 2011, there has been a sense of genuine community at Annandale that is obvious to the casual visitor. Many parents were keen to be actively involved in the educational process and communicated how they would like to assist through the **Community Involvement Survey**. These parents made a wonderful contribution to the life of the school in general and will have a life-long impact on their own children and others with whom they have shared.

The Parents, Friends and Teachers Fellowship (PFTF) and Parent Prayer groups played important roles in contributing to the culture and community that is distinctively ACC and their practical projects (Mother's

and Father's Day stalls, icy poles after Cross Country, BBQ and supper at Bush Dance, Chaplaincy fund-raisers, International Teacher's Day morning tea etc) brought great joy to both staff and students.



Other ways by which staff and parents partnered within the school during 2011 also included:

- clean-up after the Yasi cyclone damage;
- New Parents' information morning teas / evenings held at the beginning of the year;
- Parent/Teacher interviews which were held formally in both semesters and informally on an on-going basis;
- transportation to, and assistance during, excursions, camps and sporting events;
- sport team coaches;
- classroom assistance;
- membership of the Townsville Christian Education Association Ltd (the 'Association');
- membership of college Board of Directors;
- 'Class Link' between individual teachers and other class parents;
- fund-raising;
- office administration volunteers;
- library work;
- communication through the 'homework folder' or diary system; letters; emails, phone calls and meetings;
- co-ordination of the school Uniform Shop;
- school Assembly speakers;
- greeters and classroom hosts at *College At Work* events;
- 'Secret Encouragers' for Year 12 students;
- hosting Japanese students on cultural exchange;
- participation in working bees;
- contributions to the weekly Newsletter;
- authorised photographers at College events; and
- maintenance of the College website.

The college also utilised '5 minute chats with the Principal'; a weekly newsletter (published both electronically and in paper copy); email access to staff and leadership team; and SMS emergency communication to disseminate information and receive feedback from parents. The annual College Magazine was also a vibrant record of student life and co-curricular activities.

The college **Grievance Policy** outlines what parents should do if they have a concern or complaint. Parents are informed of the Grievance Policy and procedures through the college newsletter early in Term One. An electronic copy is distributed annually at that time and a paper copy may be requested at any time through the office.

## PARENT SATISFACTION

Parent satisfaction has been measured using various sets of data.

In an on-going way, parent (and student) satisfaction can be gauged through student retention; increasing student enrolments (with nearly 85% of new enrolments coming because of recommendation from a current school family); and consistently high levels of student attendance (93%).

In 2011 one half of the college families (those with surnames commencing with A, C, E, G.....Y) were invited to complete a community sentiment survey. This was well supported and indicated overall a very high level of parent satisfaction: i.e. greater than 90% agreed/strongly agreed, for example, the college's beliefs and purposes are clearly evident in the life of the school; the Leadership team and teaching staff demonstrate Christ-like character in their field of responsibility; the Leadership team and teaching staff are competent and efficient in what they do and deal promptly with requests and issues raised; and are satisfied with the standard of education their daughter/son is receiving at Annandale Christian College. The survey also raised areas for further consideration (for example, the number and range of subject options for Secondary students; additional playground equipment; continued improvement and expansion of ICTs; greater visibility of staff on playground duty; and increasing the profile of the Board of Directors).

This feedback has already impacted some decisions and will continue to assist us as we revise our strategic and operational plans.

## COLLEGE FINANCES

Comprehensive information about the finances of Annandale Christian College can be obtained from the ACARA *My School* website through the following link: [www.myschool.edu.au/](http://www.myschool.edu.au/).

In general, College finances are sourced & then expended under the following headings:

	<b>\$ Total</b>	<b>\$ per Student</b>
<b>Recurrent Income 2011</b>		
Australian Government recurrent funding	2,707,747	5,594
State/Territory Government recurrent funding	965,248	1,994
Fees, charges and parent contributions	1,441,528	2,978
Other private sources	47,938	99
<b>Total gross income</b> (excluding income from government capital grants)	<b>5,114,523</b>	<b>10,567</b>
Less <a href="#">Deductions</a>	<b>92,777</b>	<b>192</b>
<b>Total net recurrent income</b>	<b>5,021,746</b>	<b>10,375</b>
<b>Capital expenditure 2011</b>		
Australian Government capital expenditure	944,218	
State/Territory Government capital expenditure	30,000	
New school loans	0	
Income allocated to current capital projects	92,777	192
Other	8,252	
<b>Total capital expenditure</b>	<b>1,075,247</b>	
<b>Recurrent Expenditure</b>		
Staff Related Expenses	3,447,472	7,123
Operations, inc Buildings and Grounds	778,468	1,608
Cost of Finance	171,800	355
Other Expenditure	310,570	642
<b>Total Recurrent Expenditure</b>	<b>4,708,310</b>	<b>9,727</b>

## THE BUSINESS OF LEARNING

The Annandale Christian College Mission Statement clearly identifies the school as a community which strives for “**a life-long love of learning**”; “**appreciating and un-folding God-given gifts**”; and “**service for Christ and the community**”.

### Educational Focus

Building a strong academic focus is a core strategy for Annandale Christian College. Staff and students from Pre-Prep to Year 12 have been engaged in an active and vibrant educational program which fulfils the requirements of the Queensland Studies Authority syllabus and the Key Learning Areas; which is taught from a Biblical worldview; and which agrees with the *Melbourne Declaration on Educational Goals for Young Australians*. Throughout 2011 all teaching staff engaged in mapping the new **Australian Curriculum** against current ACC integrated studies/units of work (refining and writing new units where appropriate) and began to explore implementation in readiness for greater implementation in 2012.

Four staff members (Curriculum Coordinator, Mrs Cherry Ward, and teachers, Miss Caite Cox, Miss Rosanne Kirkham and Mrs Barb Shand) were chosen to participate in a China Study Tour, supported by the Asia Education Foundation and Independent Schools of Queensland, and this professional development was later communicated to all staff to enhance their knowledge of one of the Australian Curriculum **Cross-Curriculum Priorities** i.e. Asia and Australia’s Engagement in Asia.

Several Secondary teachers (Miss Lyndal Eckersley, Mr John McVeigh and Mrs Marlene Bokma) continued to serve on the local QSA **Senior Secondary Subject Review Panels** in English, Mathematics B and Biology respectively. This is always a mutually-beneficial process – with our staff adding their expertise to the moderation process and raising the profile of the college at the same time.

**The ICAS** (International Competitions and Assessment for Schools) **results in Mathematics and Science** were, once again, very impressive. 82 students participated in the Mathematics competition and 50% were awarded Credit or above (i.e. 1 High Distinction, 14 Distinction, 17 Credit and 41 Participation Certificates). In Science, 66 students participated and 67% were awarded Credit or above (i.e. 12 Distinction, 13 Credit and 20 Participation Certificates).

Once again, students in Years 3, 5, 7 and 9 completed the mandatory **NAPLAN** (National Assessment Program in Literacy and Numeracy) testing. The ACARA *MySchool* website <http://www.myschool.edu.au/> publishes detailed information about the achievement of our students on the NAPLAN tests but a summary of our Year Level Averages is included below.

Annandale Christian College Average	Year 3	Year 5	Year 7	Year 9
Reading	437	483	566	587
Persuasive Writing	424	502	550	580
Spelling	411	477	534	571
Grammar and Punctuation	465	502	561	577
Numeracy	403	474	561	577

These averages were, in general, on par with the national averages and averages from statistically-similar schools. While the college strives for continual improvement in teaching and learning across all areas of the curriculum, data gained from sources such as the 2011 NAPLAN results helps to inform the professional development program offered annually to staff, particularly in the areas of reading, writing, spelling and numeracy

Mrs Barb Shand replaced Mrs Jane Day in the **Learning Enhancement** team, led by Mrs Mary Foster. Once again, a growing number of families with students with specific learning needs sought enrolment in 2011 because of the college’s positive reputation in this area and the Heads of Primary/Secondary have made the difficult decision to decline enrolment to a number of students after considering existing class environments. The work of the Learning Enhancement team is time-intensive and they, together with classroom teachers, should be commended for the way they have worked collegially to ensure flexibility in

meeting students' needs (e.g. in-class individual or small group work; withdrawn from class individual or small group work; flexible timetabling; and acceleration across grades where appropriate).



The **Student Representative Council** provided great leadership training under the guidance of Mr Trent Welsby, Mrs Lizette du Plessis and Mr John McVeigh and the student leaders worked well together to serve their peers, to offer ideas for improvement of the college and to provide fun, team-building lunch time and after-school activities. These activities included staff versus student basketball and volleyball games; a talent quest and a disco.



Students from Years 7 – 12 again had the opportunity to learn outside of the regular classroom through the annual **Camping Program**. Upper Primary students held their camp at the Daradgee Environmental Centre near Innisfail and Secondary students travelled to Magnetic Island. Both staff and students valued these camps for the extended opportunity to spend time with new and old friends; to experience new (and sometimes challenging) environments; and to share together from God's Word.



90% of graduating Year 7 students received certificates for learning all fifty-six **memory verses** and their references and 112 Primary students in total were recognised for memorising their year level set.

**Encouragement Certificates** have been sent home regularly to Primary students who have demonstrated excellence in work or attitude throughout the year.

Although there were a number of improvements in the **ICT environment** at the College, including: involvement in the Commonwealth Governments “Digital Education Revolution (DER) Program”, which provided computers at a 1:1 ratio for all students in Years 9 -12; replacement of the outdated Term Tek terminals in the H3 computer laboratory; an increase in computers in the Primary School; use of helpdesk reporting program; and increased time allocation for our onsite computer technician, instability in both internal and external network configurations meant that performance was less than optimal. The ICT Steering Committee has recommended further changes for 2012 to improve the situation further.

The following information accurately reflects the operation of our Senior Secondary department and the performance of **2011 Year 12 cohort**:

**Students at ACC had a choice of 20 Queensland Studies Authority subjects and Authority Registered subjects during their Senior Phase of Learning.** (Queensland Studies Authority subjects gain credit towards an OP – Overall Position – and University entrance. Authority-registered subjects are generally practical, vocationally-oriented subject and do not gain credit towards University entrance).

**ACC had no students working towards a Queensland Certificate of Individual Achievement (QCIA).** This certificate is available to students with an impairment or learning disability who are engaged in a highly individualised learning program for their Senior Phase of learning.

**60% of 2011 ACC Year 12 students pursued an OP-eligible learning plan and 40% pursued a non OP-eligible plan.** (A number of students in both strands opted to complete some subjects from the other – i.e. some OP-eligible students studied 1 non-OP-eligible subject; and some non-OP-eligible students opted to include some Authority subjects in their course.)

**90% of ACC OP-eligible students achieved an OP between 1 and 15** (To receive an OP – Overall Position – a student must study 20 semester units of credit in Queensland Studies Authority subjects with at least three subjects taken for four semesters. Students must also complete Year 12 and sit the Queensland Core Skills Test. OPs place students on one of 25 bands with 1 being the highest and 25 the lowest. An OP indicates a student's position in a state-wide rank order based on overall achievement in Authority subjects and is used in the selection of students for tertiary education courses)

**100% of our ACC students applying for tertiary placements through QTAC (Queensland Tertiary Admissions Centre) were offered placement.** (This does not include part-time diplomas, certificates and apprenticeships or traineeships).

**94% of ACC students achieved either the Queensland Certificate Of Education (QCE) or were registered in a nationally recognised VET qualification (including School-based Apprenticeship or Traineeship – SAT) at the end of Year 12.** The QCE is awarded to students who attained 20 credit points by achieving a Sound Achievement or pass in the required pattern. The program of studies must have included a minimum of 12 points from core courses and 8 credit points from any combination of other courses of study. To be awarded a QCE, students must also have met literacy and numeracy requirements.



**Post-School Destinations** for 2011 Year 12 students will be published later in the year after comprehensive data is available through the *Next Steps Survey*.

The **Work Experience Placement** program for all Year 10 and 11 students (and non-OP-eligible Year 12 students) continued to be profitable for both our students and the employers who offered placement. The students represented themselves and the college very well, and many excellent reports were received.

Links with the Barrier Reef College of **TAFE** and other service providers offering vocational guidance and placement (e.g. Youth Pathways, In-Step) were continued to maximise opportunities for senior students not seeking tertiary placement. **65% of 2011 ACC Year 12 students completed a nationally recognised VET qualification** (ranging from Cert I to Cert IV).

The annual **Year 12 Formal** provided our Year 12 students, their families and staff with the opportunity to recognise the reaching of a significant milestone for these young people.



The **Graduation and Thanksgiving Service** was the time to celebrate the achievements of our students. Twenty-one secondary students from Years 8 – 12 had their excellent academic performance recognised through the awarding of **Gold Awards**; sixteen received **Silver Awards**; and 23 students received **Academic Endeavour Awards**. **Year 12 Subject Award recipients** were: Rachael Armstrong (Mathematics A, Hospitality); Johnathon Burgoyne (Prevocational Mathematics); Josephine Catania (Drama, Modern History, Study of Religion); Camden Foster (Physical Education); Lily Freeman (English, ICT Studies); Madelyn Gray (Music, Visual Arts); Christopher Leong (Biology, Chemistry, Mathematics B, Mathematics C Joint Winner); Anthony Lighterness (Physics); Jaye Pickler (Building and Construction Studies, English Communication, Visual Art Studies); Rachel Ram (Accounting) and Year 11 Brenton Horne deserves special commendation for being the Mathematics C Joint Winner after completing an accelerated program. Susan Leong received the **Year 7 Outstanding Achievement Award** for excellence in academic, sporting and spiritual leadership. Sidney Watt (Yr 10), Carla Ross (Yr 11) and Rachel Armstrong (Yr 12) were the respective year level winners of the **Long Tan Leadership and Teamwork Award**. Camden Foster was recognised as the **Caltex All-Rounder**. Jesse Copley (Yr 9) and Rhys Mead (Yr 6) won the **Ian Millett Award for Sporting Excellence**. At a later assembly, Tony Lighterness received the inaugural **Dawson Award** from the Federal Member for Dawson, Mr George Christensen.



### Unfolding God-given Gifts and Abilities

At Annandale Christian College we are passionate about encouraging students (and teachers) to give their best in every endeavour. Consistent with this philosophy is the maintenance of a balance between academic subject areas and performance outcomes. We strive to do everything well, recognising that no one area of gifting is more important than another. Beyond the classroom, Annandale Christian College offers a growing number of experiences for its students including instrumental music lessons, music ensembles, chess club, science club, Duke of Edinburgh Scheme, public speaking, Student Council, interschool sport, prayer groups and service opportunities.



Membership of the college **Chess Club** grew dramatically in 2011 under the leadership of Mr Lukas Avgerinos and, once again, the representative Primary team of Aidan Matthews, Joshua Muller, Alex Myhill and Callum Jones dominated the local competition (winning three out of three rounds of the North Queensland Championship) and going on to finish 3<sup>rd</sup> of all regional teams in the State Championships. The Secondary team (Adam Hicks, Robert Watt, Daniel Hicks, and Patrick Giles) also won the local championships and competed at the State titles (finishing in the middle of the competition).

The **Duke of Edinburgh Scheme** also continued to flourish. **Gold Award** Winners: Lewis Chate, Camden Foster, Christopher Leong and Anthony Lighterness received their certificates at the annual Presentation Event which, this year, was hosted by Calvary Christian College. Six Year 11 students (Dorothy Gibbs, Kurt Bingham, Daniel Horsburgh, Boden Johnson, Ben Nicholson and Andrew Sands) also completed the **Silver level** of the awards and fifteen Year 10 students (Tim Collins, O'Keefe Easzon, Adam Hicks, Ryan Pardon, Jackson Sparrow, Dominic Sutcliffe, Hannah Brereton, Hannah Casson, Kathleen Copley, Rebecca Evans, Lauren Greggery, Rachele Louk, Emily Matthews, Rachel Shand, Sidney Watt) gained their Bronze Award.



The **Science Club** meet weekly with Mr Trent Welsby and had a great time experimenting with, amongst other things, air-powered vehicles, hydraulics, and robotics. Three teams entered in the inter-school **Ready, Set Open Robotics Tournament** and Emma Laird, Dylan Sparrow and Rhys Mead were the Townsville winning team (for the second year in a row).

### In the Arts:

All students in Years 1 – 8 received **classroom music** lessons from specialist teachers and music as an elective subject in Secondary continued to expand. Students were thrilled to have access to a new room on the second level of the newly-completed Multi-Purpose Hall for their lesson times. The MPH provided greater opportunity for regular Praise and Worship and the **Secondary Worship Band and singers** were a blessing at weekly assemblies.

The **Instrumental Music Program** continued to flourish and students worked hard in their small group or individual lessons with their dedicated tutors. Specialist lessons were available in: *Strings*: Violin (Viola and Cello) Guitar, Bass Guitar, Classical Guitar; *Percussion*: Drums *Woodwind*: Flute, Clarinet, Saxophone and *Keys*: Electric Keyboard, Piano.

A **vocal ensemble** was also introduced and tutored by local voice teacher, Miss Bess Thomas. This group performed at assemblies, the annual bush dance and the opening of the PMH.

**Drama** had a strong classroom focus in Primary (and regularly shared through class assemblies) and Secondary drama in Years 8 - 12 continued to be a popular subject choice, and the college maintained its excellent reputation in **Art** with well-attended Art Exhibitions by Year 8 – 12 Visual Art and Creative Arts students each semester. Year 10 student, Hannah Brereton, was awarded the **Ballment Award for Portraiture** for her excellent detailed painting of college groundsman, Mr Brett Chandler.



#### In PE/Sport:

Two PE specialist teachers continued to facilitate **classroom physical education lessons** from Prep – Year 12 and inter-school competitions for Year 5 – 12. (Primary students in Years 5 – 7 participated in weekly inter-school competition during school time through Terms 1 and 3 and Secondary students played Block Sport after school.) The annual **Inter-house Swimming Carnivals and Athletics carnivals** were spirited events with excellent participation levels and team spirit. In swimming, Wycliffe House was the winner followed closely by Newton, Carmichael and Chapman. Age Champions in swimming were: Jessica Linney and Patrick Giles (13 years); Robert Watt and Madeleine Morgan (14 years); Timothy Collins and Sidney Watt (15 years); O’Keefe Eazon and Madison Clifford (16 years) and Jay Picker and Priscilla Stewart (Open). A new record was set by Alex Myhill (10yrs).



The winning house after the two-day Inter-house Athletics Carnival was Carmichael, followed by Wycliffe, Newton and Chapman. Age Champions were: Deklan Williams and Emmeline Waters (10yrs); Rhys Mead and Katherine Dodds (11 yrs); Aidan Matthews and Susan Leong (12yrs); Jesse Copley and Rebekah Chandler (13 yrs); David Leong and A’naru Burling (14 yrs); Jayden Williams, Ben Smith and Hannah Brereton (15 yrs); Jackson Sparrow and Kiana Kirkland (16yrs); Raymond Roberts and Lily Freeman (Open). All students (P – 12) had the opportunity to compete in the **Inter-House Cross Country** event in Term 2 and the combined Primary and Secondary scores saw Newton come out winners, followed by Chapman, Wycliffe and Carmichael. Secondary Age Champions were Jesse Copley and Alyssa Emerson (13yrs); Robert Watt and Sharni Pickler (14yrs); Dillon Boundy and Rebecca Evans (15 yrs); Andrew Sands and Kiana Kirkland (16 yrs); and Matthew Weinheimer and Amelia Aguilera (Open). Both Primary and Secondary teams completed strongly in a range of inter-school competitions including Primary Friday afternoon sport in soccer, basketball, hockey and cricket (with the Primary Boys Cricket team reached the A-grade finals Townsville); Secondary Block Sport; and Inter-School swimming and athletics competitions.

### In Vocational Learning Areas

Vocational Learning Strands offered on the college site in 2011 included: Hospitality, ICT (Information and Communication Technologies) Studies, English Communication, Pre-Vocational Mathematics, and Building and Construction Studies.



VL / VET courses accessed through the Barrier Reef College of TAFE included: Certificate II in Hospitality (Kitchen Operations); Certificate II in Hospitality (Operations); Certificate II in Hairdressing; Certificate II in Retail; Certificate II in Business Administration; Certificate II in Information Technology; and Certificate II and III in Computer-Aided Drafting (CAD).

### Spiritual Focus (Serving Christ and the Community)

During 2011 staff and students continued to challenge themselves to grow spiritually both personally and collectively through pastoral care, daily class / staff devotions, accountability partners, prayer and Bible study, and a biblical perspective was the focus in curriculum planning.

**Pastoral care** of students is the responsibility of all staff at the college. This sense of community and an atmosphere of care and concern is valued by all school stakeholders. Pastoral Care also allows staff to regularly reinforce positive attributes including manners, respect, stewardship, cleanliness, punctuality and self-discipline as outlined in the college Code of Behaviour and Uniform Code.

Specific **staff members**, whom students and parents can confidently access when they have issues relating to Pastoral Care, are identified annually and in 2010 were:

- Year 8 – Jacqui Lane, Karen Smit and Allan Collins
- Year 9 – Jacinta Bury and Nicole Broadley
- Year 10 – Lizette du Plessis and Jay Burmeister
- Year 11 – Lyndal Eckersley
- Year 12 – Marlene Bokma and David Roberston

We were once again successful in procuring funding for two other **specialist staff members** – School Chaplain and Defence School Transition Aide. Chappy Lorne Anderson left us at the end of Semester 1 to take up a one-year position based in Canada with the Tony Blair Faith Foundation and his role in Secondary was filled by Mrs Stacey Robertson. Our new 2011 Defence School Transition Aide, Mr Brendan Evans also assisted with the pastoral care in Primary in a Chaplaincy role.

A new initiative in 2011 was our participation in YWAM's **Mission Adventure Program** during the June/July holidays. Chappy Lorne, Miss Caite Cox and Principal, Jenny Ballment were the school team leaders and the Secondary student team consisted of Kathleen Copley, Jessica O'Connor, Rebecca Berry, Kurt Bingham and Levi Cartledge. The 10-day program was broken into two parts: four days of spiritual, cultural and team-building training at the YWAM base in Townsville, led by YWAM staff, followed by 6 days on Palm Island where we had the privilege of working with local churches and other community groups during NAIDOC Week activities, providing community BBQs and assisting with the PCYC Breakfast program. A larger team from Lighthouse Christian College in Melbourne also took part in the mission program and it was to have fellowship with them too. Student participants gave feedback that the experience had a profound effect on them spiritually and we look forward to a bigger group being involved in 2012.



Throughout the year students continued to fund-raise for our many valued traditions:

- Three Compassion-sponsored children
- World Vision
- Jump Rope for Heart
- Cancer Foundation Relay for Life
- Operation Christmas Child
- Salvation Army Christmas Appeal
- Multiple Sclerosis and
- Gawa Christian School

and, during Service Week in late November, primary and secondary students assisted other community groups in the following ways:

- visiting a local aged folks home
- cooking freezer meals for local church outreach
- preparing Christmas food boxes for Defence personnel overseas and families in need and
- providing morning tea and entertainment for a seniors group



## FACILITIES

Our surrounds do impact on our life and changes can have a significant impact on the well-being of the college community. Early 2011 was one of those quite difficult periods due to damage caused by Cyclone Yasi, the on-going building program which required planning, sorting, shifting and re-allocation of classrooms, and repeated bouts of vandalism over a number of months. All of this gave us the opportunity to grow in patience and perseverance. We are still waiting to finalise the insurance payment for the tree damage caused by Yasi.



We were thrilled, however, to complete the Multi-Purpose Hall made possible by the BER funding provided by the Commonwealth Government and a wonderful time of celebration occurred at the official opening attended by students, parents, builder Mr Michael Dickson, Board Chairman, Dr Ian Putt and other Board members.



***In conclusion,*** I am grateful (both personally and on behalf of the staff) for the commitment and partnership of parents who value an education which not only equips their children for successful careers but also points them to the Saviour and a life in His service. In the midst of the often incredible activity, God has continued to prove His faithfulness as our Enabler and Sustainer. ***We give thanks to God with a grateful heart!***

(Mrs) Jenny Ballment  
PRINCIPAL

# NEXT STEP 2012

## STUDENT DESTINATIONS

### Annandale Christian College

#### Introduction

This report is based on the findings of the Queensland Government *Next Step* survey, which targeted all students who completed Year 12 and gained a Senior Statement in 2011, whether they attended a government, Catholic or independent school, or a TAFE secondary college. The Office of the Government Statistician conducted the survey between April and May 2012, approximately six months after the young people left school. Responses were collected via computer-assisted telephone interviewing and an online survey.

The state-wide and regional reports of the *Next Step* survey can be located at the *Next Step* website at [www.education.qld.gov.au/nextstep](http://www.education.qld.gov.au/nextstep)

#### Response rate for Annandale Christian College

Table 1 below reports the response rate for Annandale Christian College. It expresses the number of respondents from this school, as a percentage of all Year 12 completers attending Annandale Christian College in 2011.

It has not been possible to ascertain how representative these responses are of all students at this school.

**Table 1 Survey response**

Number of respondents	Number of students who completed Year 12	Response rate (%)
12	18	66.7

#### Definitions of main destinations

The pathways of Year 12 completers were categorised into ten main destinations. Respondents who were both studying and working were reported as studying for their main destination. A table defining these categories can be found in the state-wide report at [www.education.qld.gov.au/nextstep](http://www.education.qld.gov.au/nextstep)

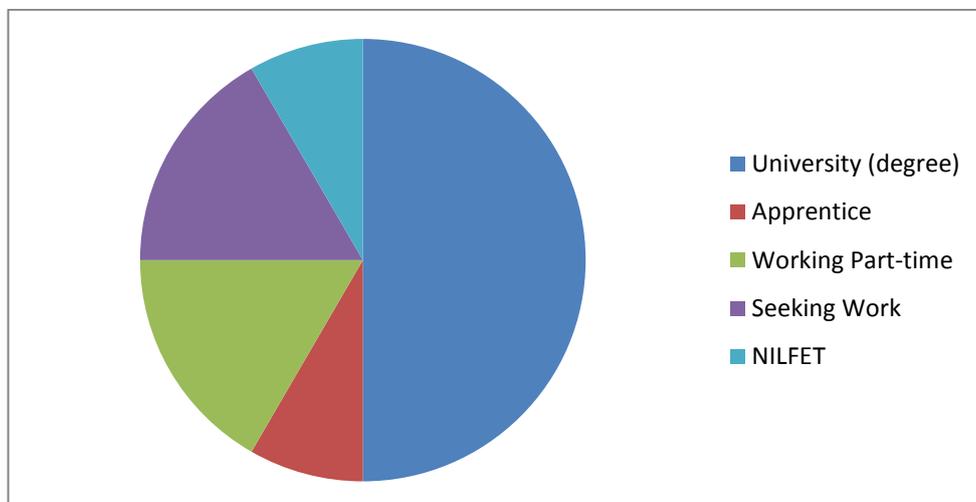
#### Summary of findings

In 2012, seven young people who completed Year 12 at Annandale Christian College in 2011 continued in some recognised form of education and training in the year after they left school. The most common study destination was **university** (six respondents). One Year 12 completer commenced employment-based training, as an **apprentice**.

In addition to the above study destinations, a further one respondent from this school **deferred a tertiary offer in 2012** (deferrers are shown in Figure 1 in their current destination).

Five respondents did not enter post-school education or training, and were either employed (two), seeking work (two) or neither studying nor in the labour force (one).

**Figure 1 Main destinations of Year 12 completers**



\* included in VET total VET total = 1

University (degree) (6); Apprentice (1); Working part-time (2); Seeking work (2); NILFET (1)