

# Annandale CHRISTIAN COLLEGE

## Annual Report 2016

(Based on 2015 data)



## COLLEGE DETAILS

<b>School Sector:</b>	Independent Christian School Member of Christian Education National Member of Independent Schools Queensland
<b>School Address:</b>	104-156 Yolanda Drive Annandale QLKD 4814  PO Box 1366 Aitkenvale QLD 4814
<b>Total Enrolments:</b>	598 Prep to Yr 12 (at census day)
<b>Year Levels Offered:</b>	Kindergarten through to Year 12
<b>Co-educational or Single Sex:</b>	Co-educational
<b>Boarding/Day School:</b>	Day school
<b>Principal:</b>	Mr Daniel Clarke (2016) Mrs Jenny Ballment (2015)

# CONTENTS

<b>College Details</b>	<b>2</b>
<b>Contents</b>	<b>3</b>
<b>Principal's Report</b>	<b>4</b>
<b>Who We Are</b>	<b>5</b>
<b>Teaching &amp; Learning</b>	<b>8</b>
<b>Value Added Activities &amp; Parent Partnership</b>	<b>11</b>
<b>Parent &amp; Teacher Satisfaction</b>	<b>13</b>
<b>Staff</b>	<b>14</b>
<b>Key Student Outcomes</b>	<b>17</b>
<b>School Income</b>	<b>21</b>

## PRINCIPAL'S REPORT

It is an honour to present this report to showcase our College.

Throughout the ages, humans have always left 'markers' to aid in the memory of great events. Most towns have a statue of a soldier and a plaque with the inscription Lest we forget. Paintings are commissioned of people who have served their community well. Songs or poems are written to commemorate events of importance.

The Bible contains a story where God commands the people of Israel to make a great pile of rocks after He led them through the Jordan River at the start of their conquest of the promised land. The purpose of these rocks was so that 'when your children ask in time to come, "What do these stones mean to you?" then you shall tell them that the waters of the Jordan were cut off in front of the ark of the covenant of the Lord. When it crossed over the Jordan, the waters of the Jordan were cut off. So these stones shall be to the Israelites a memorial forever'. Joshua 4.

The Annual General Meeting, while nothing as grand or inspiring as a painting, symphony or a pile of rocks, none the less stands as a testament to all the incredible blessings that we received the previous year. It is a time to share our successes as a community. It is a time to mourn lost opportunities or failure as a community. It is a time to remind ourselves of the faithfulness of our God. It is as such, that I present the Principal/CEO report for 2015.

It is a interesting report for me to presnet. As a new member of the College community I have relied on the memories, statistics and records of others as I was not employed when the events described in this document occurred.

I wish to acknowledge our wonderful staff. In particular Mrs Jenny Ballment who so ably led the College for a period of 18 years. Mrs Ballment has instilled into the community the many Godly attributes and the community has been well served by having such a dedicated, caring, passionate educator. I pray as I take my place in the Annandale story that I may continue to point our community in such a Godly direction.

It is my prayer and my desire that the following pages can inform you of what has been achieved as we come together under God's blessing during 2015.

Should you require any further information on the College and its policies, please don't hesitate to contact me by calling our school reception.

*Dan Clarke*  
Principal/CEO

## WHO WE ARE

### **Vision Statement**

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

### **Mission Statement**

*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 Scriptures.*

The Townsville Christian Education Association Ltd, operates three separate entities which function as a whole unit to assist parents and achieve our Mission Statement. The College, the After Hours School Care and the Kindergarten are all located in a suburb adjacent to James Cook University, ADF Lavarack Barracks and the Townsville Hospital.

The College is registered with, and accredited by, the Queensland Non-State Schools Accreditation Board code #5573 and is a member of Christian Education National, the Australian Association of Christian Schools and Independent Schools Queensland.

The Kindergarten (officially registered Annandale Christian College- Early Childhood Centre QLD) is legally a separate entity but functions as an integral part of the early childhood education,. It is the beginning of the educational journey for most of our students and equips them with many important skills needed for successful transition into formal schooling. Our Kindergarten is registered with, and accredited by, Australian Children's Education and Care Quality Authority service number and the service number is SE-00001549

The Offer School Hours Care (OSHC) (officially registered as Annandale Christian College Outside School Hours Care QLD) is open for all students in Prep to Year 6 who are enrolled in the College. OSHC assists parents care for their children beyond the regular hours provided by College. OSHC is registered with, and accredited by, Australian Children's Education and Care Quality Authority and the service number is SE-00002145

The growth and development of all three entities are directed by the Prinpal of the College and come under the governance of the Board of Directors who represent the Townsville Christian Education Association.

## History and Foundations

The College 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 excellence in education that equips students to engage meaningfully in all areas of society, to critique the way sin has affected all areas life, and to offer transformation in practical, relevant ways that reflect Jesus prayer that His kingdom come and His will be done on earth as it is in heaven.

Students are encouraged to understand themselves as created by a loving God for a purpose. Learning is to be celebrated and each child is challenged to reach their God-given potential. The College actively promotes a Christian Worldview which understands the Biblical story in terms of 'Creation, Fall, Redemption and Restoration'.

The College acknowledges Jesus authority over all aspects of life and seeks to live out this worldview under the Lordship of Jesus Christ in all areas of the College life including curriculum, organisational structure, policy and curriculum.

## What We Value

Annandale Christian College is committed to:

- 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 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 gifts and talents.
- developing and celebrating 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 and celebrating 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 school endeavors.

## **Characteristics of the Student Body:**

Our College staff, parents, Association and the Board which oversees governance, all place a high emphasis on celebrating and embracing community. We are a group of people who respect each others unique and distinct roles we play and support each other to achieve the shared vision of the College. In our community, 78% of our families attend church, 3% of our students are Indigenous, overseas visas are held by 3% of our students and 8% of our students have a first language other than english.

## **Social Climate:**

At its very core, our unique learning community seeks to develop and nurture the 'whole child'. While schooling traditionally focuses on the 'head' knowledge, our College understands that in order to become as God intended, we must take into account all the domains including: spiritual, social, physical and mental. While most of our students come from very well adjusted, supportive family situations, there are still times when special care and advice is needed.

In 2015, our College established a Student Welfare Team to coordinate our efforts to assist students. The Student Welfare Team also provides practical assistance mentoring to the staff such as Learning Support Teachers and Chaplains, who are at the cutting edge of delivering pastoral care to our students.

In 2015, Annandale Christian College was a recipient of Australian Government funds which contribute towards the employment of two part-time Chaplains and a Defence Transition mentor through the Defence Community Organisation. These staff provide support and encouragement to students and their families and staff and take a leadership role in many College extra-curricular activities.

Youth adventures is a 10 day program designed to support students to grow in their faith, develop a stronger appreciation for Australia's Indigenous culture and develop passion and enthusiasm for serving the community around them. Together with Youth With A Mission (YWAM) Townsville, students and staff receive training in discipleship, team building activities and encouragement. After this initial training students attend six days of work withing Aboriginal communities in North Queensland. The past few years the team has been going to Palm Island however due to water restrictions, in 2015 we visited the community of Yarrabah.

Last year the College team spent time working with the Yarrabah PCYC to run after school sports programs as well as going community clean up projects as well as work with local church groups.

In the years since the program's inception we have witnessed considerable growth among participants (both staff and students) in the areas of cultural appreciation, their own Christian spiritual journey and their desire to be active members of the wider community.

## TEACHING AND LEARNING

### ***Distinctive Curriculum Offering***

#### *Primary (Prep - Year 6)*

2015 saw the transition of our Curriculum Leaders, Mrs Laura Whittle and Mr Michael Foster into more formal roles of developing curriculum and guiding teachers, following the retirement of our long-serving staff member and Curriculum Coordinator Mrs Ward at the end of 2014. The Primary school's reshaped timetable enabled curriculum staff to meet with teacher teams in each year level to collaboratively plan and develop curriculum units.

Annandale Christian College, at the end of 2014, was successful in its application for funding for Independent Schools Queensland's 'Self Improving Schools' (S.I.S.) project. The direction that Annandale Christian College determined to be most useful for the project, was to develop a College Pedagogical Framework. A team was formed from Primary and Secondary staff (Jenny Ballment, Tristan Pye, Nicole Broadley, Laura Whittle, Krys Davey, Aidan Frewen-Lord, and Rodney Lane) to collaborate with ISQ-recommended consultant Mr Andrew Taylor. Mr Andrew Taylor is an independent consultant and a Christian who requested to be assigned to a Christian College. The team met regularly throughout the year to design and develop the pedagogical framework that will assist staff to teach the National Curriculum in alignment with the Australian Professional Standards for teachers, within a Biblical framework. 2015 was the design and development stage with the aim of phasing in the implementation stage the following year.

The Primary school continued to have a significant contingent of Defense families throughout all year levels with previous families recommending the College to their peers in new locations. Mr Brendan Evans played a critical dual role for the College, as Defense Transition Aide and Chaplain, in helping these families settle and become part of the College community.

The students engaged with the many diverse experiences that make up the life of a vibrant Primary school community. Inter-house and inter-school sporting events, along with Australian Maths and Science competitions again revealed the strong gifts and talents of many of our students. Primary classes shared their regular classroom learning experiences on Friday Assemblies and through Curriculum Celebrations. Our much anticipated Year Six camp to Canberra, as part of the Federal Government curriculum studies, provided the students with valued real-life experiences in our nation's capital and life-long treasured memories with their teachers and peers. The entire Primary school blessed the College community by leading the annual Christmas Celebration (Carols Night) in story, song and dance after many weeks of intense preparation with Primary Music Specialist, Mrs Sally Frewen-Lord.

## **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.

Therefore, in 2015, with both Year 7 and Year 8 cohorts transitioning to Secondary, Annandale continued to recognise the value of 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 facilitated a sense of cohesiveness and identity and encouraged the sound organisational skills which 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 and Queensland Syllabuses in:

- English
- Mathematics
- Science
- History
- Studies of Society and the Environment
- Geography
- Health and Physical Education
- The Arts (Performing Arts and Visual Arts)
- Business Studies (Yr 8 only)
- Technology Studies (Information Technology; Industrial Technology; and Food Technology) and
- Mandarin (Year 7 only, will continue to Yr 8 in 2016)

Due to 2015 being the first year of Year 7 as Secondary students, Mr Tristan Pye as Year 7 Coordinator, facilitated a great deal of data gathering and analysis to inform a comprehensive review of the implementation of Year 7 into Secondary. As a result, a number of tweaks to the curriculum and organisation will be made for 2016.

## 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 believe God's Word is Truth (Jeremiah 29:11 says God has not just any plans, but good plans, plans that give hope and a future, for His people) and a strong pastoral care program reinforces the value of each student.

In place of the common curriculum of Year 7 and 8, students in Years 9 and 10 study a combination of core subjects and electives as they begin to explore the direction that their future may take. This combination continues 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 and Social Science (HASS).

Electives include Health and Physical Education, Graphics, Industrial Skills, Music, Drama, Visual Art, Home Economics (including both Food and Textiles technologies), Business Studies and ICT.

Use of Computer Technologies is also valued and incorporated across the curriculum.

Career Guidance is an integral part of the Year 10 program with one lesson a week dedicated to Career Education for planning and development of Senior Education and Training (SET) Plans. Formal Work Experience is supported by the College for students in Year 10 and above who wish to sample different vocations during school holiday breaks. Believing that God has a future of hope for each of our students, we see it as an exciting task to assist them (and their parents) to begin to discover what this future holds.

## 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 the 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 school recognises its responsibility to ensure that students, according to their gifts and vocational aspirations, attain success in Years 11 and 12, and that students requiring specific subjects for entry into Tertiary Institutions have the opportunity to gain these.

Students in Year 11 and 12 work towards achieving the Queensland Certificate of Education (QCE). They have access to a wide range of Queensland Study Authority and Authority-registered subjects including: Accounting, Biology, Building and Construction Studies, Chemistry, Creative Art (Visual Art Studies), Drama, English, English Communication, Hospitality Practices, Information and Communication Technology, Mathematics A, Mathematics B, Mathematics C, Modern History, Science in Practice, Music, Physics, Physical Education,

Prevocational Mathematics and Visual Arts. In 2015, two additional subjects were added. Information Technology Systems provides an Authority Subject (OP eligible) in the ICT area and Cert III in Sport and Recreation provides a nationally-recognised VET qualification as an alternative to Physical Education. This is made possible by partnering with an external Registered Training Organisation (Binnacle Training) to provide learning materials and certification, but delivered by ACC staff on campus.

Those students not wishing to pursue tertiary study may supplement their vocational studies by engaging in study with external providers such as the local Barrier Reef College of TAFE or Open Learning Institute of TAFE subject to availability and accessibility of appropriate courses. School-based apprenticeships and traineeships, and formal Work Experience programs are also considered an integral part of Senior Secondary study for many students at Annandale.

## VALUE ADDED ACTIVITIES & PARENT PARTNERSHIP

### **Extra-curricular Activities: Extension Through Cross College Activities**

In 2015, students from Years 9 to 12 had a wide range of extension opportunities under the mentorship of specialist teachers in a cross-age setting. These extension groups included:

- Mad Scientists Club
- French Club
- Spanish Club
- Triathlon Club
- Inspired Ink Writers Club
- Theatre Sports and Technical Theatre
- Knit and Knots
- Worship Team
- The Annandale Institute of Art and Film
- The Art of Maths
- Sports Extension - Touch and Soccer
- Media Team

### **Parental Involvement:**

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. Therefore we believe that working in partnership with parents and effective communication with parents are essential parts of a child's education at Annandale Christian College.

The College utilised regular formal 'Parent Information' evenings, the weekly College Newsletter; class newsletters; email access to staff and leadership team; and SMS emergency communication to disseminate information and receive feedback from parents; and to familiarise parents with whole College, year level and/or classroom practices and expectations.

Parents were involved in our College in many ways during the year including:

- Parent/Teacher interviews which were held formally in both semesters and informally on an on-going basis;
- 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;
- fund-raising;
- library work;
- communication through the 'homework folder' or diary system; letters; emails, phone calls and meetings;
- secretly encouraging our Year 12 students;
- hosting Japanese students on cultural exchange;
- participating in working bees;
- contributions to the weekly Newsletter; and
- authorised photographers at College events.

The Parents, Friends and Teachers Fellowship (PFTF) and Parent Prayer groups continued to play 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 and donation towards the cost of the Lower Primary playground) brought great joy to both staff and students.

## PARENT & TEACHER SATISFACTION

In 2015, the Board commissioned *Christian Education National* to conduct a staff and parent satisfaction survey in preparation for the handover from one principal to the next. The following data was obtained during this survey.

Responses to each statement are ranked by parents using the following scale:

1. Almost never    2. Rarely    3. Occasionally    4. Regularly    5. Almost always

QUESTION	AVERAGE PARENT RESPONSE	AVERAGE STAFF RESPONSE
The school encourages the development of faith in its students	4.4	4.5
The school's Biblical basis and faith understandings are effectively integrated into the school's curriculum	4.4	4.1
Teachers act in a manner which is consistent with the school's Christian values	4.4	4.6
Teachers are available to help students out of class time.	4.1	4.4
This school strives for high achievement in all that it does.	4.3	4.3
Students are encouraged to be strong and resilient	4.2	4.1
There are excellent relationships between students and teachers.	4.2	
Teachers at this school have excellent working relationships with the students		4.3
The school sets high academic standards.	4.2	4.1
Students are challenged in their learning at this school.	4.1	4.1
Teachers are knowledgeable in their area of expertise.	4.2	
The principal encourages a positive atmosphere in this school.	4.6	4.5
I have a good understanding of the role of the School Association	3.3	
Overall, the Board provides good governance for the school.	4.4	
Parents are encouraged to participate in school activities.	4.3	
Parents have many opportunities to participate in the life of the school		4.3
Students have access to excellent contemporary learning technologies.	4.0	
We have excellent access to technology to support learning		4.1
The school is successful in the development of the students' social and personal skills.	4.0	
Students are well prepared to leave school for further study.	4.2	
Overall, I am very satisfied with my decision to send my child/ren to this school.	4.4	
I highly recommend this school to others		4.6

## STAFF

All teachers at Annandale Christian College are registered with the Queensland College of Teachers and have teaching qualifications from an accredited higher education authority.

### Staff Composition, Including Indigenous Staff:

In 2015 Annandale Christian College had a total of 85 staff members. These consisted of staff in the following areas: executive, full-time and part-time classroom teaching; teacher aides, administration; part-time chaplains; a part-time Defense Transition Aide, ICT infrastructure, cleaning and grounds, Out Of School Hours Care, Kindergarten Center and casual instrumental Music Tutors. The number of indigenous staff is not clear and has not been recorded.

### Qualifications of all Teachers:

Qualifications	Percentage of Classroom teachers and school leaders at the College
Doctorate	0%
Masters	4.2%
Dual Bachelor Degrees	10.4%
Bachelor Degree	68.8%
Diploma	16.7%

### Expenditure on and Teacher Participation in Professional Development:

Teacher Participation in Professional Development

Description of PD activity	pd
Numeracy	3
new child protection reporting	1
process for incorporating C2C resources	3
Technology integration for Teachers	1
Anaphylaxis Management	47
Child Protection Legislation and Implementation	47
Risk Management for excursions	47
Self-Improving Schools Information	2

Description of PD activity	pd
Cybersafety	19
CU Townsville Maths	4
Self Improving School Program Committee Work	7
Autism Spectrum Disorders	18
Self-Improving Schools Team	6
Back to Front Maths	17
Behavior Management	21
Total number of teachers participating in at least one activity in the program year	37

### Expenditure on Professional Development

Total number of Teachers	Total expenditure on teacher PD (as recorded in Financial Questionnaire)	Average expenditure on PD per teacher
48	\$	\$
The total funds expended on teacher PD in 2015		\$
The proportion of the teaching staff involved in professional development activities during 2015		77%
<p>The major professional development initiatives were as follows :</p> <p>Teaching staff are involved in regular in-house professional development via regular staff meetings. In 2015, the College also participated in a self-improving schools initiative which involved a group of teachers working on the key principles of teaching and learning at Annandale Christian College. The focus of this document compliments the work done over many years in developing curriculum which delivers the Australian curriculum through a christian worldview. The College also participated in a 'Great Teachers- Great Results' initiative.</p>		

NB: In the Financial Question 2015 there is no section for PD. PD forms part of the DEETYA code RE.080 operating expenses to calculate this number we used the ledger for 2015 year which showed the College spent \$50,592 on total staff training. It appears we did not differentiate between teaching and non-teaching staff PD.

**Average staff attendance for the school, based on unplanned absences of sick and emergency leave periods of up to 5 days:**

Number of Staff	Number of School Days	Total Days Staff Absences	Average Staff Attendance Rate
48	190	359.66	<b>96%</b>

For permanent and temporary classroom teachers and school leaders, the average staff attendance rate was 96% in 2015.

\* *Where staff means permanent and temporary classroom teachers and school leaders*

**Proportion of teaching staff retained from the previous year:**

Teaching staff in 2014	Teaching staff in 2015	% retention rate
43	38	88%

From 2014 to 2015, 88% of the teaching staff were retained.

This Data has been retrieved by looking at the staff list in the Staff Handbooks 2014 and 2015. as the information given to me was this was the best way to ascertain this data. I know that it is not 100% accurate, however it is a reasonably indicative list.

According to the Handbooks we welcomed the following staff into our College in 2015:

- Mitchell Boyce - Primary Teacher Year 6
- Kerry Best - Primary Teacher Year 3
- Lily Cui, - LOTE (Mandarin)
- Suzanne Day - Primary Teacher Year 1
- Claire Dearness - Secondary Year 7 Home teacher, ICT
- Sonal Lin - Prep Teacher
- Stacey Robertson, - Secondary Physical Education
- Jodie Schneider, - Secondary Year 10 Care teacher, Science PAR, Maths, Home Ec
- Mal Schneider - Head of Secondary
- Claire Tidmas - Secondary Mathematics

*(NB: Mal Schneider commenced with us in 2014)*

## KEY STUDENT OUTCOMES

### NAPLAN results for Years 3, 5 and 7 and 9 in 2015

Reading			
Year	Average School Score	Average National Score	% at or above national minimum standard
Year 3	425	426	-1
Year 5	508	499	9
Year 7	587	546	41
Year 9	597	580	17

Writing			
Year	Average School Score	Average National Score	% at or above national minimum standard
Year 3	400	416	-16
Year 5	488	478	10
Year 7	553	511	42
Year 9	561	547	14

Spelling			
Year	Average School Score	Average National Score	% at or above national minimum standard
Year 3	405	409	-4
Year 5	496	498	-2
Year 7	568	547	21
Year 9	580	583	-3

Grammar & Punctuation			
Year	Average School Score	Average National Score	% at or above national minimum standard
Year 3	465	433	32
Year 5	521	503	18
Year 7	588	541	47
Year 9	583	568	15

Numeracy			
Year	Average School Score	Average National Score	% at or above national minimum standard
Year 3	401	398	3
Year 5	508	493	15
Year 7	561	543	18
Year 9	611	592	19

### Apparent Retention Rate Year 10 to 12:

	Enrolled in Year 10 in 2014	Remaining until Yr 12 in 2016	Retention Rate %
Cohort Students	42	33	78.6%

### Year 12 Outcomes:

Outcomes for our Year 12 cohort in 2015	
Number of students awarded a Senior Education Profile	38
Number of students awarded a Queensland Certificate of Individual Achievement	1
Number of students who received an Overall Position (OP)	22
Number of students or are completing or completed a School-based Apprenticeship or Traineeship (SAT)	0
Number of students awarded one or more Vocational Education and Training (VET) qualifications	7
Number of students awarded a Queensland Certificate of Education at the end of Year 12	35
Number of students awarded an International Baccalaureate Diploma (IBD)	0
Percentage of Year 12 students who received an OP1-15 or an IBD	73%
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification	92%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving a tertiary offer	91%

**Post-school Destination Information - Mandatory Information to be published by 30 September each year**

Post-school destination information from the current Next Steps survey as follows:

**Background information on how the Next Steps survey was conducted:**

The Head of Secondary was able to provide the principal with relevant information about the destination of students finishing their schooling at Annandale Christian College.

As a new principal of the College, I did not oversee the Next Step survey

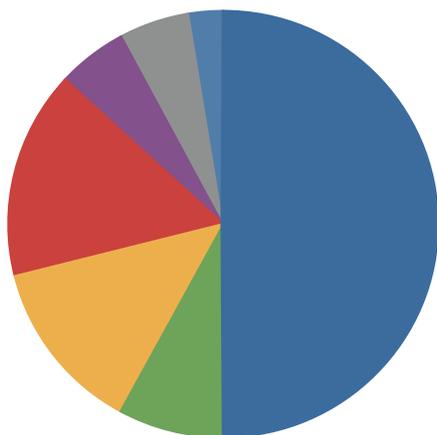
Number of Yr 12 Students in 2015	Number of responses received from students	Percentage response rate
38	????	???? %

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

School Year 2015	Number of Students in each category	Percentage of Students in each category
University (degree)	19	50%
VET total ( Cert IV+ III, I-II, apprenticeship, traineeship)	3	7.9%
Working full-time	5	13.2%
Working part-time/casual	6	15.8%
Seeking work	2	5.3%
Not studying or in the labour force	2	5.3%
Unsure	1	2.6%
Total Year 12 students	38	

### Chart showing main destinations of students

- University (degree)
- VET total ( Cert IV+ III, I-II, apprenticeship, traineeship)
- Working full-time
- Working part-time/casual
- Seeking work
- Not studying or in the labour force
- Unsure



### A description of how non-attendance is managed by the school:

If a student is going to be late or absent on any day parents are to advise the College prior to 9.00am by emailing the Absent/Late email address: [lateabsent@acc.qld.edu.au](mailto:lateabsent@acc.qld.edu.au).

This is particularly important:

- where the student normally travels to the College by bus, on foot or by bicycle (to reassure us of the child's safety)
- where an infectious disease or headlice is the cause of the absence
- where absence could extend for more than two days
- on days when there is an excursion, special event, or assessment timetabled.

Once teachers mark rolls electronically (in Secondary Care Class or Primary classes), a list of unexplained absences is automatically generated by PC School.

Students in Prep – Year 12 arriving after 8.35am (i.e. after the commencement of class) must report to the Main Office (Prep – Year 6) or Secondary Office (Years 7 – 12) so that electronic rolls can be adjusted.

At 9.00am office staff will send an SMS to parents seeking clarification if the student is still deemed absent. This is a strategic step to ensure a) the safety of our students; b) a focus on punctuality and c) on-going high student attendance levels.

### Average student attendance rate (%) for the whole College P-12:

The average attendance rate for the whole College from Prep to Yr 12 in 2015 was 96.05%

### Average student attendance rate for each year level:

Year Level	Average attendance rate in 2015
Prep	98.26%
Year One	97.63%
Year Two	97.48%
Year Three	98.11%
Year Four	97.74%
Year Five	97.83%
Year Six	98.43%
Year Seven	94.42%
Year Eight	93.64%
Year Nine	93.80%
Year Ten	93.24%
Year Eleven	93.52%
Year Twelve	90.88%

### School Income Broken Down by Funding Source

Income regarding school funding source may be obtained by going to the My School website <http://www.myschool.edu.au/>