

Annandale CHRISTIAN COLLEGE

Annual Report 2017

(Based on 2016 data)



COLLEGE DETAILS

School Sector:	Independent Christian School Member of Christian Education National Member of Independent Schools Queensland
School Address:	104-156 Yolanda Drive Annandale QLD 4814 PO Box 1366 Aitkenvale QLD 4814
Total Enrolments:	546 Prep to Yr 12 (at Aug census day)
Year Levels Offered:	Kindergarten through to Year 12
Co-educational or Single Sex:	Co-educational
Boarding/Day School:	Day school
Principal:	Mr Daniel Clarke

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PRINCIPAL'S REPORT

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

2016 was a time of change in many ways. Stepping into the role of Principal replacing Jenny Ballment who served the College Community for 18 years was certainly a daunting one! I appreciate the many ways staff and students encouraged me.

I trust that the changes which were brought into the College were ones which helped to clarify and focus on our Mission Statement which is:

*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*

A personal highlight for me in 2016 was spending time with students on Palm Island and watching the joy of the Lord be evident in their lives as they were a blessing and were blessed.

Another highlight was the way our staff embraced the Engage, Critique Transform framework for developing curriculum which reflects a Biblically authentic worldview in our Curriculum.

We teach our students to **ENGAGE** because God created an amazing world.



We teach our students to **CRITIQUE** because the world is affected with sin.



We teach our students to **TRANSFORM** because Jesus' death is transformational and He invites us to join in His story of renewal.



Working with the team of staff who helped to write and edit our new *Key Principles of Teaching and Learning Pedagogical Framework* was also something which our community can celebrate. Being intentional about remembering our Christian heritage, looking forward focusing on our mission and providing practical tools so staff can implement their roles is really the key role of a Principal and I have been blessed by a wonderful team to assist me in all these roles.

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 as 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 and the service number is SE-00001549

The Outside 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 to care for their children beyond the regular hours provided by the 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 Principal of the College and come under the governance of the Board of Directors who represent the Townsville Christian Education Association.

History and Foundations

In this year, 2017, our College celebrates its 35th birthday! 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 College life including organisational structure, policy and curriculum.

What We Value

Annandale Christian College is committed to the following 7 Key Principles of Teaching and Learning :

Christ-Centred

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

Quality Thinking

Promoting critical thinking and the skills for life-long learning

Differentiation

Responsive teaching allows us to meet our students' individual needs

Reflective Practice

Improvement can only come through reflection on what we have already done

Authentic Assessment

Open, explicit and transparent assessment should enrich the learning environment

Community Engagement

Education does not only happen in the classroom

Positive Relationships

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



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 other's unique and distinct roles and support each other to achieve the shared vision of the College. In 2016, around 70% of our families attend church, 3% of our students are Indigenous, overseas visas are held by 1% of our students and 12% of our students have a first language other than English.

Social Climate:

Annandale Christian College reflects the values and beliefs of the families who choose to be part of our learning community. In the main, our students are very polite and respectful and classrooms are orderly and quiet with each person keen to work collaboratively together in the task of learning. While most of our students come from very well adjusted, supportive family situations, there are still times when special care and advice is needed. The recent downturn in the economy has added stress to family life as work situations change.

TEACHING AND LEARNING

Distinctive Curriculum Offering

2016 saw the introduction of a new role in our College, the Director of Teaching & Learning. Mr Andrew Jones initiated a weekly Curriculum Meeting and termed his office *'the Engine Room'* Key staff such as Laura Whittle, Michael Foster, the PARs in Secondary and the Heads of Primary and Secondary really helped to drive a number of initiatives in curriculum planning.

One of these initiatives was a formal process of review of unit plans where staff met and discussed worldview, unit planning, assessments, and general comments to improve student learning.

The College asked National Institute of Christian Education to come and present the Certificate of Christian Education (Foundations) of Christian Education. This PD refocused and reinvigorated staff in the practical ways we can teach 'Christianly'.

Through funding from the Independent Schools Queensland's 'Self Improving Schools' project, the team of Tristan Pye, Nicole Broadley, Laura Whittle, Krys Davey, Aidan Frewen-Lord, Rodney Lane, Andrew Jones and Daniel Clarke completed the College's *Key Principles of Teaching and Learning Pedagogical Framework*. This was published at the end of the year and will be a primary focus in the following year.

Primary (Prep - Year 6)

The school year was a productive, fulfilling year for the Primary school. Throughout the year, classroom teachers deliberately endeavoured to refine their curriculum development and unit planning. They engaged in programmed and allocated schedules with curriculum staff to further develop their teaching units in line with the Australian Curriculum, effective assessment practices and a Christian worldview.

The Chinese Language program has continued to develop and grow since its inception in 2015. Students performed well in inter-school speaking competitions and showcased Chinese cultural dances at community events. They also participated in conferences at the local university. A special assembly was dedicated to the Chinese curriculum to showcase the language and culture.

Once again assemblies were a highlight and each Primary class continued to utilise their own assembly to demonstrate their learnings across the curriculum.

Mathematics and Science competitions allowed students to demonstrate strong competencies in this area and the decision was made to explore the digital technologies competition next year as part of a new focus on this part of the curriculum moving forward.

Our inaugural Year Five camp was designed to fit in with their curriculum and saw the cohort experiencing life in an historical gold rush city and life on a working cattle station. Our now established 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.

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 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 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
- Language Other than English - Mandarin Chinese

At Annandale Christian College we strive for continuous improvement and regularly review programs and practices. To this end, in 2016 we modified the Year 7 curriculum structure to give one extra hour of English and Mathematics in order to give the time needed to consolidate important literacy and numeracy building foundations for secondary schooling.

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 and Social Sciences.

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 lessons dedicated to Career Education for planning and development of Senior Education and Training (SET) Plans, scheduled throughout the year..

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 College 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, Information Technology Systems Mathematics A, Mathematics B, Mathematics C, Modern History, Science in Practice, Music, Physics, Physical Education, Cert III in Sport and Recreation, Prevocational Mathematics and Visual Arts.

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 provider 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.

VALUE ADDED ACTIVITIES & PARENT PARTNERSHIP

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 and Facebook to disseminate information and familiarise parents with whole College, year level and/or classroom information.

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;
- care of lost property;
- membership of the Townsville Christian Education Association Ltd;

- membership of the Board of Directors;
- fund-raising;
- library work;
- hosting Japanese students on cultural exchange.

2016 brought some changes to our *Parents, Friends and Teachers Fellowship*:

- The *Parents & Friends Fellowship* changed their name from *Parents, Friends and Teachers Fellowship* to the more user friendly *Parents & Friends* for the ease of understanding that all parents and friends in our College have a valuable part to play in our community;
- A new executive - after many years of Heather Collins' dedicated service as President (thank you so much!), she decided to step aside. Many other faithful workers have also moved away. Many thanks to the 2016 P&F Executive: Anna Fisher (President), Coral Clarke (Secretary) and Brett Moseley (Treasurer) who have been committed to help coordinate the input of many in our community;
- A new storeroom - finally all of the P&F equipment can be found in one place and can therefore be better utilised.

Meanwhile, many community activities continued:

- coordinating of the College Fair
- welcome cards were sent to new families;
- school banking facilitated;
- icy-poles handed out to all cross-country runners;
- canteens were run at both Primary and Secondary Athletics Days
- BBQ and dessert stall were provided at the Bush Dance;
- assistance given to the running of the Koorong Book Fair;
- Mothers' and Fathers' Day gift stalls;
- special staff morning tea for Staff Appreciation Day;
- BBQ provided at the Primary Christmas Production;
- Market Day on the last day of school which facilitated the buying and selling of second-hand uniforms; and
- the regular, weekly Wednesday morning prayer meeting, which lays the foundation for the whole College.

Through fundraising, the P&F was able to :

- financially support our highly valued Chaplaincy program;
- support students who travelled to represent our College in various pursuits;
- give Japanese students College shirts;
- purchase the Coffee Machine which will be a valuable part of teaching students' new skills while supplying great coffee to the community;

- assist in the purchase of tiered platforms for the Hall; and
- support Gawa Christian School, a small CEN school on Elcho Island, N.T.

In 2016, P&F served the College with minimal volunteers after quite a number of dedicated volunteers moved on to other things.

P&F aims to reactivate the Class Link Parents initiative to further build community, to improve communication between teachers, parents and the P&F and encouragement parental involvement in the College.

Extra-curricular Activities

Kids in Christ - Bible study program with cross age tutoring

Instrumental Music Tutoring

Recorder Club

Choir

Chess Club

Chess Tutoring

Chess state championships

Chinese Ambassador Conference (James Cook University)

Chinese Fan Dancing

Chinese Umbrella Dancing (City Council Festival)

Duke of Edinburgh

Year 5 & 6 Camps

Mathematics and Science competitions

Assembly Sound Assistants

Interschool Competitions: chess, Chinese Speaking, swimming, athletics, cross-country; T-ball, hockey, basketball, soccer, touch football, and tennis,

Coaching Clinics: soccer, AFL, and Rugby Union

Student Council: Dance Party for middle and Upper Primary

Anzac Day March with Townsville community

Bushdance with College community

Graduation Ceremony (Year 6 students)

College Fair

Extra-curricular Activities: Extension Through Cross College Activities

In 2016, 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:

- Practical Science
- French
- Bible journaling
- Soccer
- Writers Club

- Theatre Sports and Technical Theatre
- Jewellery making
- Praise exercise
- Art extension
- The Art of Maths
- Table tennis
- Media Team
- Algebra help
- Volleyball
- Primary readers

In 2016, Annandale Christian College decided to self-fund our chaplains so we could maintain our distinctiveness and have every staff member able to share their faith freely. We continued to be the recipient of Australian Government funds which contribute towards the employment of 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.

Once again our College partnered with Youth With A Mission (YWAM) Townsville, to participate in the Youth Adventures 10 day program which is designed to support students as they grow in their faith, develop a stronger appreciation for Australia's Indigenous culture and develop passion and enthusiasm for serving the community around them. Students in Year 9 and 10 and staff received training in discipleship, team building activities and encouragement. After this initial training, students attended six days with the Palm Island community and the local PCYC to run after school sports programs as well as doing community clean up projects and working with a local church group.

PARENT & TEACHER SATISFACTION

In 2016 Parents, staff and students in years 4-12 were asked to contribute toward a satisfaction survey ~62 responses were received for each question

For each statement, parents had the following four options:

1. Strongly Disagree 2. Mainly Disagree 3. Mainly Agree 4. Strongly Agree

PARENT SATISFACTION SURVEY				
QUESTION	Disagree		Agree	
	Strongly	Mainly	Mainly	Strongly
Teachers at this school expect my child to do his or her best.	0%	3.1%	33.8%	63.1%
The staff set high academic standards.	1.6%	1.6%	58.7%	38.1%

PARENT SATISFACTION SURVEY				
QUESTION	Disagree		Agree	
	Strongly	Mainly	Mainly	Strongly
Teachers at this school provide my child with useful feedback about his or her school work.	1.5%	15.4%	56.9%	26.2%
Teachers at this school treat students fairly.	1.5%	10.8%	53.8%	33.8%
The discipline of students is carried out in a professional, sensitive and caring manner.	4.7%	10.9%	46.9%	37.5%
This school is well maintained.	1.6%	0.0%	26.6%	71.9%
My child feels safe at this school.	1.5%	1.5%	35.4%	61.5%
I can talk to my child's teachers about my concerns.	4.6%	7.7%	41.5%	46.2%
Openness and trust exist between the teachers and parents.	6.3%	9.4%	50.0%	34.4%
Our concerns are listened to and dealt with appropriately.	6.3%	9.5%	50.8%	33.3%
Student behaviour is well managed at this school.	6.3%	7.8%	60.9%	25.0%
My child likes being at this school.	1.5%	7.7%	29.2%	61.5%
This school looks for ways to improve.	3.1%	6.2%	47.7%	43.1%
This school takes parents' opinions seriously.	9.2%	10.8%	56.9%	23.1%
As parents, we feel welcome at this school.	6.2%	3.1%	43.1%	47.7%
Parents are given opportunities for meaningful involvement.	4.7%	15.6%	34.4%	45.3%
Teachers at this school motivate my child to learn.	3.1%	12.3%	41.5%	43.1%
The academic programs offered are varied and cater for my child's needs.	6.2%	18.5%	58.5%	16.9%
This school encourages me to take an active role in my child's education.	4.7%	7.8%	50.0%	37.5%
I understand how my child is being assessed.	7.7%	26.2%	47.7%	18.5%
I would recommend this school to others.	4.7%	3.1%	39.1%	53.1%
My child is making good progress at this school.	6.2%	4.6%	56.9%	32.3%
My child's learning needs are being met at this school.	6.2%	9.2%	61.5%	23.1%
My child is receiving the support and encouragement they need to achieve their full potential academically, socially and spiritually	6.3%	9.4%	62.5%	21.9%
This school works with me to support my child's learning.	4.7%	6.3%	60.9%	28.1%
My child is encouraged to think about Jesus and how his teachings relate to life.	3.1%	1.6%	42.2%	53.1%
The Christian faith is obvious in all areas of my child's academic schooling.	4.8%	4.8%	37.1%	53.2%

All students in Years 4-12 were provided with time to contribute toward a satisfaction survey. For each statement, students had the following four options:

1. Strongly Disagree 2. Mainly Disagree 3. Mainly Agree 4. Strongly Agree

STUDENT SATISFACTION SURVEY				
QUESTION	Disagree		Agree	
	Strongly	Mainly	Mainly	Strongly
My teachers expect me to do my best.	0.7%	2.5%	30.5%	66.3%
My teachers provide me with useful feedback about my school work.	1.7%	12.2%	58.7%	27.3%
Teachers at my school treat students fairly.	11.2%	17.8%	44.4%	26.6%
My school is well maintained.	1.8%	8.5%	44.7%	45.1%
I feel safe at my school.	5.9%	7.0%	36.4%	50.7%
I can talk to my teachers about my concerns.	12.7%	16.9%	41.2%	29.2%
Student behaviour is well managed at my school.	11.1%	20.6%	47.0%	21.3%
I like being at my school.	11.9%	10.8%	34.6%	42.7%
My school looks for ways to improve.	3.5%	10.8%	43.6%	42.2%
My school takes students' opinions seriously	10.9%	23.9%	48.6%	16.5%
My teachers motivate me to learn.	4.5%	9.8%	41.6%	44.1%
My school gives me opportunities to do interesting things.	4.9%	14.3%	46.5%	34.3%

All teachers were asked to contribute toward a a satisfaction survey. For each statement, teachers had the following four options:

1. Strongly Disagree 2. Mainly Disagree 3. Mainly Agree 4. Strongly Agree

TEACHER SATISFACTION SURVEY				
QUESTION	Disagree		Agree	
	Strongly	Mainly	Mainly	Strongly
In a time of transition, we are being faithful to the things which matter most to our College.	0.0%	7.4%	74.1%	18.5%
The Christian faith is taken seriously in all areas of our College.	0.0%	3.7%	33.3%	63.0%
Student behaviour is well managed at this College	7.4%	18.5%	70.4%	3.7%
The principal is approachable	3.7%	11.1%	40.7%	44.4%
Staff morale is high.	3.7%	14.8%	77.8%	3.7%
I feel supported and equipped by my team leader.	3.7%	11.1%	25.9%	59.3%
Relationships between staff and parents are generally positive.	3.7%	0.0%	59.3%	37.0%
The leadership team takes teacher's concerns seriously.	0.0%	22.2%	40.7%	37.0%

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 2016 Annandale Christian College had a total of 90 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, Outside School Hours Care, Kindergarten Centre 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%
Dual Bachelor Degrees	10%
Bachelor Degree	65%
Diploma	20%

Expenditure on and Teacher Participation in Professional Development:

Teacher Participation in Professional Development

Description of PD activity	# of teachers participating
Australian Curriculum Implementation	1
Assessment and Coaching Tools Workshop	1
Old History Teachers Association Workshop	1
Science Conference	1
Business Educators Conference	1
NAPLAN workshop	1
CPR / First Aid	5
ISQ Technology	2
LOTE Conference	1
Literacy Solutions	1
Oral Language in Early Years	1
Minds and Hearts	1
Science Conference	1
Casio Maths	1
Principles of Good Writing	1

Description of PD activity	# of teachers participating
Behavior Management	1
Certificate of Christian Education	43
Raeco Library Workshop1	1
Christian Education National Thrive Conference	1
Monkey Business	43
Child Protection Training	46
Disengaged Students	27
Back to Front Maths	26
Unit Planning to reflect biblical perspectives	44
Unit Planning Introduction	23
NAPLAN Writing Workshop	31
Front Ending Assessment	44
Maximizing the use of Origo Stepping Stones Resources	20
School and Curriculum Leaders' Briefing and Workshop	3
Initial Teacher Education, School and University Forum	1
Digital Technologies Australian Curriculum	24
NAPLAN Data Analysis for Teaching Strategies	7

Expenditure on Professional Development

Total number of Teachers	Total expenditure on teacher PD (as recorded in Financial Questionnaire)	Average expenditure on PD per teacher
49	\$43,469	\$887
The total funds expended on teacher PD in 2016		\$43,469
The proportion of the teaching staff involved in professional development activities during 2016		100%

The major professional development initiatives were as follows :
Teaching staff are involved in regular in-house professional development via regular staff meetings. In 2016, 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.

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
49	189	223.57	2.4%

For permanent and temporary classroom teachers and school leaders, the average staff attendance rate was 2.4% in 2016.

* *Where staff means permanent and temporary classroom teachers and school leaders and school days are calculated on days students are expected at school.*

Proportion of teaching staff retained from the previous year:

Teaching staff in 2015	Number of these staff retained in 2016	% retention rate
48	41	85%

From 2015 to 2016, 85% of the teaching staff were retained.

This Data has been retrieved by looking at the staff list in the 2015 Staff Handbook and comparing with the staff list made in Term 4 week 5 of 2016.

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

Heidi Bernardo - *Uniform shop coordinator/procurement officer*

Sue Bole - *Secondary admin assistant*

Daniel Clarke - *Principal*

Vanessa Dunbar - *Teacher*

Paula Dutton - *Reception*

Jenny Davis - *Finance assistant*

Rebecca Evans - *Business Manager*

Rachel Frewen-Lord - *Teacher*

Emma Hartin - *Teacher*

Margaret Holloway - *Kindergarten Assistant*

Damian Hill - *Music tutor*

Lucille Ireland - *Kindergarten Assistant*

Andrew Jones - *Director of Teaching and Learning & teacher*

Kobus Kirsten - *Groundsman*

Vane Luse - *Cleaning*

Fiona Mackereth - *Teacher*

Alicia Nieminen - *Teacher*

Gemma Riley - *Principal's PA*

Nadia Sadie -- *Teacher*

Kristy Warner - *OSHC coordinator*

Aleesha White - *OSHC assistant*

Since the end of 2015 we said farewell to:

Cathalina Anderson - *Uniform shop coordinator/procurement officer*

Lorne Anderson - *Secondary chaplain*

Michelle Ayres - *OSHC coordinator*

Jenny Ballment - *Principal*

Rhys Barr - *Cleaner*

Keith Chambers - *Groundsman*

Brett Chandler - *Groundsman*

Caitlin Cox - *Teacher*

Jim Day - *Teacher*

Olivia Loweke - *Secondary admin assistant*

Karen Smit - *Teacher*

Bill Tuckwell - *Business Manager*

KEY STUDENT OUTCOMES

NAPLAN results for Years 3, 5 and 7 and 9 in 2016

Reading			
Year	Average School Score	Average National Score	% at or above national minimum standard
Year 3	440	426	+14
Year 5	507	502	+5
Year 7	556	541	+15
Year 9	599	581	+18

Writing			
Year	Average School Score	Average National Score	% at or above national minimum standard
Year 3	439	421	+18
Year 5	469	476	-7
Year 7	517	515	+2
Year 9	558	549	+9

Spelling			
Year	Average School Score	Average National Score	% at or above national minimum standard
Year 3	424	420	+4
Year 5	490	493	-3
Year 7	541	543	-2
Year 9	588	580	+8

Grammar & Punctuation			
Year	Average School Score	Average National Score	% at or above national minimum standard
Year 3	472	436	+36
Year 5	510	505	+5
Year 7	549	540	+9
Year 9	586	569	+13

Numeracy			
Year	Average School Score	Average National Score	% at or above national minimum standard
Year 3	427	402	+25
Year 5	491	493	-2
Year 7	568	550	+18
Year 9	598	589	+9

Apparent Retention Rate Year 10 to 12:

	Enrolled in Year 10 in 2015	Remaining until Yr 12 in 2017	Retention Rate %
Cohort Students	43 in total 12 left since Yr 10 31 remained to Yr 12	36 in total 5 have joined since Yr 10	83.7%

Year 12 Outcomes:

Outcomes for our Year 12 cohort in 2016	
Number of students awarded a Senior Education Profile	33

Outcomes for our Year 12 cohort in 2016	
Number of students awarded a Queensland Certificate of Individual Achievement	0
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	11
Number of students awarded a Queensland Certificate of Education at the end of Year 12	32
Number of students awarded an International Baccalaureate Diploma (IBD)	0
Percentage of Year 12 students who received an OP1-15 or an IBD	95.45
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	97
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving a tertiary offer	not released

OP Results for OP Eligible Students

OP SCORE	1-5	6-10	11-15	16-20
Number of Students	9	6	6	1

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:

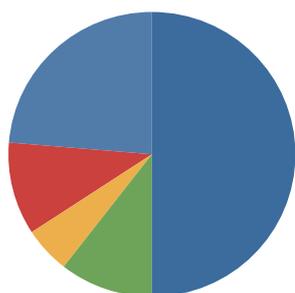
**Note. While the College encourages students to complete the Next Steps Survey by emailing them the details of the survey, our College has a small enough cohort for us to be able to have personal knowledge of student movements, the data in this survey relies on this personal knowledge/contact with students.

Number of Yr 12 Students in 2016	Number of responses received from students	Percentage response rate
33	24	72.7%

Summary of findings in relation to main destinations of students

School Year 2016	Number of Students in each category	Percentage of Students in each category
University (degree)	19	57.6%
VET total (Cert IV+ III, I-II, apprenticeship, traineeship)	4	12.1%
Working full-time	2	6.1%
Working part-time/casual	4	12.1%
Seeking work	0	0
Not studying or in the labour force	0	0
Unsure	9	27.3%
Total Year 12 students	33	100%

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.

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 (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 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 the safety of our students; a focus on punctuality; and 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 2016 was 93.5%

Average student attendance rate for each year level:

Year Level	Average attendance rate in 2016
Prep	93.8%
Year One	94.3%
Year Two	94.1%
Year Three	94.9%
Year Four	94.3
Year Five	95.6%
Year Six	92.3%
Year Seven	93%
Year Eight	94.7%
Year Nine	92.6%
Year Ten	90.2%
Year Eleven	92.2%
Year Twelve	93.6%

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/>