

Annandale CHRISTIAN COLLEGE

2018 Report

(Based on 2017 data)



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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:	544 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

PRINCIPALS REPORT

Thank you for reading this Annual Report.

There has been much in the news recently about the importance and power of 'data'. Who has a right to data? How can data be used? The increase in computing power and the advancement of quantum computing means algorithms are increasingly becoming more controlling as they draw on vast amounts of data.

As a society, we are fascinated by quantifiable statistics. How far? How fast? How many? We hope that by understanding facts about something we are able to better know that thing.

In many ways this Annual Report is a collection of data on quantifiable statistics which is meant to provide you with a better understanding of our College.

Certainly after reading through these pages you will have an understanding of some of the quantifiable measures however I believe that there are other ways of knowing which may be even more powerful.

A list of the ingredients *Milk, sugar, cream, corn Syrup Solids, Potassium Sorbate, Guar Gum, Magnesium hydroxide* can no way explain the glorious experience of eating an ice-cream. To understand the delight of ice-cream you need to experience it.

I have heard so many times by so many people who come into our school community, 'There is something different about this school.... it just feels different'.

That difference is not something which is easy to measure.

Please read these pages and understand the statistics, but even more importantly, I encourage you to learn about our heart, and experience the difference that God makes in our College community as we serve him through our 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*

Daniel Clarke
Principal/CEO

WHO ARE WE

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

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, 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 2017, around 70% of our families attended church, 30 of our students are Indigenous, 30 hold overseas visas and 76 speak a language other than English at home.

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.

TEACHING AND LEARNING

Distinctive Curriculum Offering

2017 saw the College focus on *Authentic Assessment*. Teachers at Annandale Christian College believe that a fundamental desire to see transformation and growth among students lies at the heart of effective teaching practice. Senior Secondary teachers began to focus on new senior syllabus and training with QCAA and this aligned best practices of authentic assessment at a senior level with those in the junior years.

The *Key Principles of Teaching and Learning* began to be imbedded in the College culture and common language for teaching and learning.

Each day teachers provide learning opportunities designed to intentionally develop, shape, and grow students' diverse abilities, and one of the essential tasks of teachers is to assess student learning and gauge whether the teaching strategies and learning opportunities are effective in promoting transformation and growth. *Authentic Assessment* is one of our Key Principles of Teaching and Learning from our Pedagogical Framework.

The College believes in an integrated approach to learning. Teachers in primary plan their work around engaging units or learning which integrate the various curriculum areas. This allows students to engage in rich learning experiences on which to build new skills and knowledge.

The National Institute of Christian Education provide professional development to all teachers through the *Certificate of Christian Education - Design*. This PD explores designing school curriculum in response to the Australian Curriculum from a biblical perspective. The interactive and collaborative practical sessions helped develop the transformation model of curriculum development.

Primary (Prep – Year 6)

The school year was another productive year for the Primary school. Classroom teachers continued to refine their curriculum development and unit planning through intentional programmed planning sessions with the Primary Curriculum Team and the Director of Teaching and Learning. The focus was aligning the Australian Curriculum with effective assessment practices, authentic learning experiences and a Christian worldview.

Key Primary and Secondary staff worked collaboratively to begin an extensive revision of the College Behaviour Management Plan. The goal is to develop a supportive program, including protocols, strategies and documentation for students and staff to use systematically throughout the College.

A Coding Club began in Year Two for lower primary students, and also in Year Five and Six for Senior Primary students. The Year Two students used an iPad app called Scratch Junior to program animations. They also used Blue Bot robots to follow simple commands. Upper Primary students used a program called Scratch Two to create video games. They also used Sphero and Ollie robots to follow simple commands. Coding Club will be extended to all Primary year levels in 2018.

Assembly processes were analysed by staff at the end of the year and modified for the following year to allow students in the SRC to have a more proactive role in designing and running assemblies in conjunction with classes.

The ICAS Digital Technologies competition was trialled this year in lieu of the Science competition. Unfortunately it was not deemed to be offering the educational benefits that were hoped, so the Science competition will be re-installed for 2018.

The Senior Primary Camps continue to be a highlight for students and staff in Years Five and Six. The Year Five camp this year was a Rainforest program at the Paluma Environmental Education Centre and was a huge success. The 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

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.

At Annandale Christian College we strive for continuous improvement and regularly review programs and practices. To this end, after the success of changes to the Year 7 structure, in 2017 we modified the Years 9 and 10 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. This was achieved by removing the Literacy/Numeracy session and Cross College Activities from Years 9 & 10.

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 providers subject to availability and accessibility of appropriate courses. School-based apprenticeships, traineeships and formal Work Experience programs are also considered an integral part of Senior Secondary study for many students at Annandale.

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.

Parents & Friends

The P&F value community: making new connections, supporting one another and working together with the common goal of making our College an even better place for everyone.

Many regular community activities continued:

- welcome cards were sent to new families;
- school banking facilitated;
- icy-poles handed out to all cross-country runners;
- canteen at Secondary Athletics Day to help pay for the hire of the sports reserve;
- a BBQ and dessert stall were provided at the Bush Dance;
- Mothers' and Fathers' Day gift stalls for students;
- a special staff morning tea for Staff Appreciation Day;
- a 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.

The P&F also started running the Coffee Cart before school on Thursday mornings, with the aim of building community by offering a place for parents to pause and gather before busy days start (and to bless the staff with great coffee). We would like to build on this concept with the view of training more parents who can run the cart on an additional day.

Through fundraising, the P&F was able to financially support :

- garden beds for D Block;
- musical instruments for Primary music classes;
- the ACC boys basketball team to attend the School Queensland Competition in Brisbane; and
- ACC students to attend the Palm Island Mission Trip.

Particular thanks to Anna Fisher (president), Coral Clarke (secretary) Brett Moseley (treasurer) and Maryanne Martin, who coordinated the Mothers' and Fathers' Day stalls and the Staff Appreciation Day.

In 2017, P&F served the College with minimal volunteers after quite a number of dedicated volunteers moved on to other things.

Extra-curricular Activities

- Kids in Christ – Bible study program with cross age tutoring
- Instrumental Music Tutoring
- Choir
- Chess Club
- Coding Clubs
- Chess Tutoring
- Chinese Ambassador Conference (James Cook University)
- Chinese Fan Dancing
- Chinese Umbrella Dancing (City Council Festival)
- Duke of Edinburgh
- Year 5 & 6 Camps
- Year 7 & 11 Team Building Camp
- Year 9 Adventure' Camp
- Mathematics and Technology competitions
- Assembly Sound Assistants
- Worship Team
- Prayer groups
- Interschool Competitions: chess, Chinese Speaking, swimming, athletics, cross-country; T-ball, hockey, water polo, netball, volleyball, basketball, soccer, touch football, and tennis, AFL
- Student Council: Dance Party for middle and upper Primary
- Anzac Day March with Townsville community
- Bushdance with College community
- Graduation Ceremony (Year 6 students)
- 16 students and 3 staff members travelled to Shandong Province China for a language and cultural tour.

Extra-curricular Activities: Extension Through Cross College Activities

In 2017, as a result of the restructuring of the Year 9 & 10 curriculum, Cross College Activities was restricted to Year 11 & 12 students. Activities became focused on providing extra support and extension in curriculum areas as included:

- Maths
- Science
- The Arts
- Sport

In 2017, Annandale Christian College continued 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.

SATISFACTION SURVEYS

To calculate the average response lines, each response was given the following scores which were then added together and averaged.

Strongly Disagree -3, Disagree -1, Mainly Agree +1, Strongly Agree +3

Anyone who would like the raw percentages for each category may receive them by asking the Principal's P.A, however it is hoped that this way of presenting the data provides a clearer representation of the data.

STUDENT SATISFACTION SURVEY



All students in Years 4-12 were provided with time to contribute toward a satisfaction survey. ~218 responses were received for each question.

















2016 average response = 2017 average response =

Statement	Disagree		Agree	
	Strongly	Mainly	Mainly	Strongly
My teachers expect me to do my best.				
My teachers provide me with useful feedback about my school work.				
Teachers at my school treat students fairly.				
My school is well maintained.				
I feel safe at my school.				
I can talk to my teachers about my concerns.				
Student behaviour is well managed at my school.				
I like being at my school.				
My school looks for ways to improve.				
My school takes students' opinions seriously.				
My teachers motivate me to learn.				
My school gives me opportunities to do interesting things.				

TEACHER SATISFACTION SURVEY

All teachers were asked to contribute toward a satisfaction survey. ~34 responses were received for each question.

2016 average response =  2017 average response = 

Statement	Disagree		Agree	
	Strongly	Mainly	Mainly	Strongly
The principal is approachable				
The leadership team takes teacher's concerns seriously.				
Relationships between staff and parents are generally positive.				 
I feel supported and equipped by my team leader.				 
I believe staff morale is high.				
Student behaviour is well managed at this College			 	
The Christian faith is taken seriously in all areas of our College.				 
In a time of transition, we are being faithful to the things which matter most to our College.			 	

PARENT SATISFACTION SURVEY

In 2017, Parents were asked to contribute toward a satisfaction survey. ~130 responses were received for each question.

2016 average response = ■ 2017 average response = ■

Statement	Disagree		Agree	
	Strongly	Mainly	Mainly	Strongly
Teachers at this school expect my child to do his or her best.				■ ■
The staff set high academic standards.				■ ■
Teachers at this school provide my child with useful feedback about his or her school work.			■ ■	
Teachers at this school treat students fairly.			■ ■	
The discipline of students is carried out in a professional, sensitive and caring manner.			■ ■	
This school is well maintained.				■ ■
My child feels safe at this school.				■ ■
I can talk to my child's teachers about my concerns.				■ ■
Openness and trust exist between the teachers and parents.			■ ■	
Our concerns are listened to and dealt with appropriately.			■ ■	
Student behaviour is well managed at this school.			■ ■	
My child likes being at this school.				■ ■
This school looks for ways to improve.			■ ■	
This school takes parents' opinions seriously.			■ ■	
As parents, we feel welcome at this school.				■ ■
Parents are given opportunities for meaningful involvement.			■ ■	
Teachers at this school motivate my child to learn.			■ ■	
The academic programs offered are varied and cater for my child's needs.			■ ■	
This school encourages me to take an active role in my child's education.			■ ■	
I understand how my child is being assessed.			■ ■	
I would recommend this school to others.				■ ■
My child is making good progress at this school.				■ ■
My child's learning needs are being met at this school.			■ ■	
My child is receiving the support and encouragement they need to achieve their full potential academically, socially and spiritually			■ ■	
This school works with me to support my child's learning.			■ ■	
My child is encouraged to think about Jesus and how his teachings relate to life.				■ ■
The Christian faith is obvious in all areas of my child's academic schooling.				■ ■

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 2017 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 instrumental Music Tutors. Two of our staff are indigenous.

Qualifications of all Teachers:

Qualifications	Percentage of Classroom teachers and school leaders at the College
Doctorate	0%
Masters	4%
Dual Bachelor Degrees	12%
Bachelor Degree	65%
Diploma	18%

Teacher Participation in Professional Development

Description of PD activity	# of teachers participating
Behaviour Management	Whole College
Certificate of Christian Education (Design) Curriculum Design	
Child Safety	
Employer Policies and Procedures	
Pedagogical Framework	
Student Development Care	
CPR	2
Curriculum Workshop	6
Digital Technologies	6
Early Childhood Webinar	5
Executive functioning in EC context	1
First Aid Training including CPR	4
GAQAP Swimming safety course	1
HPE Network Teacher Workshop	1
IT Spider	4
Mandatory Reporting Training	3

Description of PD activity	# of teachers participating
Mathematical thinking through design play	1
Mentor Support Training	1
Nationally Consistent Collection Data	1
QAMT	3
Science Lab Induction	1
Sensory processing, Self reading	1
Sex Education	3
SIS Day	2
STEM	1
Student Mental Health	2
Teacher Profiling	3

Expenditure on Teacher Professional Development

Total number of Teachers	Total expenditure on teacher PD (as recorded in Financial Questionnaire)	Average expenditure on PD per teacher
47	\$66,947	\$1424
The total funds expended on teacher PD in 2017		\$66,947
The proportion of the teaching staff involved in professional development activities during 2017		100%
<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.</p> <p>Using the 'Instructional Core' and a 'Cycle of Inquiry' teachers P – 6 met with the curriculum team. These meetings followed a structured process of inquiry with a clear focus on well written authentic assessment.</p>		

Average staff attendance for the College, 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
50	187	222	97.6%
For permanent and temporary classroom teachers and school leaders, the average staff attendance rate was 97.6% in 2017.			

* 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
50	46	92%
From 2016 to 2017, 92% of the teaching staff were retained.		

Since the end of 2016 we said farewell to:	In 2017 we welcomed the following staff:
Clarie Aitken - <i>Chaplain</i>	Alyssa Graham - <i>Teacher</i>
Emma Pye - <i>Teacher maternity leave</i>	Carly Yates - <i>Teacher</i>
Faith Dutton - <i>Reception</i>	Carryn Bean - <i>Teacher's Assistant</i>
Gemma Riley - <i>Principal's PA</i>	Coral Clarke - <i>Teacher</i>
Jako Schwartz - <i>Laboratory Technician</i>	Janelle Kirsten - <i>Principal's PA</i>
Karen Mobbs - <i>Teacher's Assistant</i>	Janelle Ireland - <i>Teacher's Assistant</i>
Kay Cumming - <i>Teacher's Assistant</i>	Lisa McClymont - <i>Teacher's Assistant</i>
Mary Foster - <i>Teacher</i>	Phil Emery - <i>Teacher's Assistant</i>
Michelle Thomson - <i>Teacher</i>	Salome Engelbrecht - <i>Laboratory Technician</i>
Nadia Sadie - <i>Teacher</i>	
Sarah Tiessem - <i>Teacher's Assistant</i>	

KEY STUDENT OUTCOMES

NAPLAN results for Years 3, 5 and 7 and 9 in 2017

Reading			
Year	ACC average score	All Australian Students	Difference
Year 3	469	431	38
Year 5	540	506	34
Year 7	563	545	18
Year 9	603	581	22

Writing			
Year	ACC average score	All Australian Students	Difference
Year 3	405	414	-9
Year 5	490	473	17
Year 7	515	513	2
Year 9	556	552	4

Spelling			
Year	ACC average score	All Australian Students	Difference
Year 3	444	416	28
Year 5	513	501	12
Year 7	545	550	-5
Year 9	593	581	12

Grammar			
Year	ACC average score	All Australian Students	Difference
Year 3	481	439	42
Year 5	552	499	53
Year 7	567	542	25
Year 9	614	574	40

Numeracy			
Year	ACC average score	All Australian Students	Difference
Year 3	446	409	37
Year 5	495	494	1
Year 7	563	554	9
Year 9	613	592	21

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 2017	
Number of students awarded a Senior Education Profile	35
Number of students awarded a Queensland Certificate of Individual Achievement	0
Number of students who received an Overall Position (OP)	25
Number of students who are completing or completed a School-based Apprenticeship or Traineeship (SAT)	2
Number of students awarded one or more Vocational Education and Training (VET) qualifications	8
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 students who received an OP1-15 or an IBD	68
Percentage of students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification	100
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving a tertiary offer	95

OP Results for OP Eligible Students

OP SCORE	1-5	6-10	11-15	16-20
Number of Students	7	7	3	8
% of Students	28	28	12	32

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.

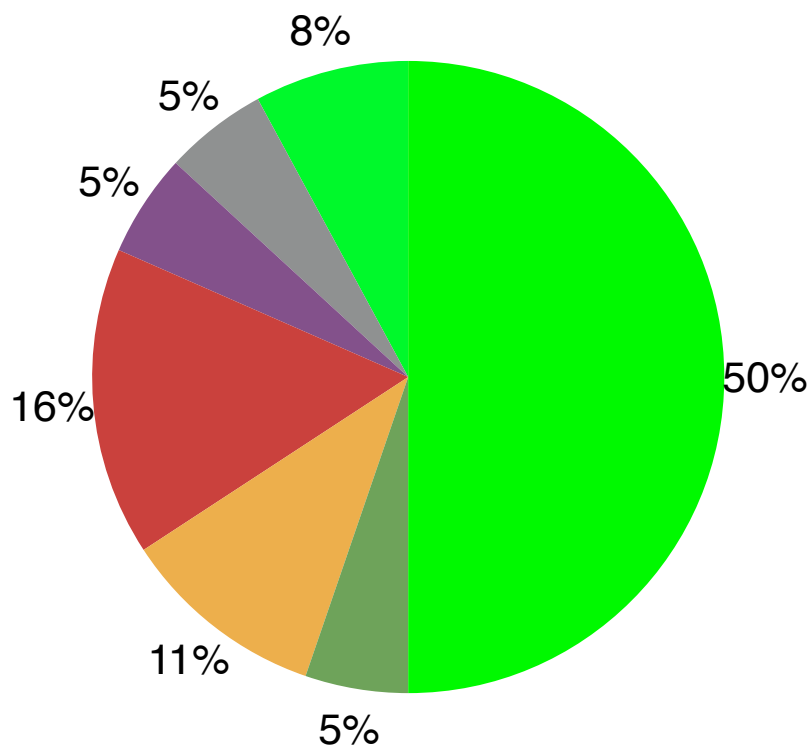
Number of Yr 12 Students in 2017	Number of responses received from students	Percentage response rate
35	35	100

Summary of findings in relation to main destinations of students

School Year 2017	Number of Students in each category	Percentage of Students in each category
University (degree)	19	54%
VET total (Cert IV+ III, I-II, apprenticeship, traineeship)	2	0.6%
Working full-time	4	11.5%
Working part-time/casual	6	17%
Seeking work	2	0.6%
Not studying or in the labour force	2	0.6%
Unsure	3	0.8%
Total Year 12 students	35	100%

Discrepancies in the total number from the table above and the pie graph are caused as some some students fit more than one category, eg. when a student is at university and also working part time.

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 College:

Parents are expected to send their children each day to the College unless they are sick or there is another legitimate reason for them not to attend.

If students will be absent from the College, parents are to notify the College by 9.00am on each day the child is absent by emailing the Absent/Late email address: lateabsent@acc.qld.edu.au or calling the College.

Parents will be notified by text message at 9:00 if their child is absent and the College has not received notification.

Parents are to respond by return text message or by telephoning the Front Office as soon as possible after receiving the message.

Given the interactive nature of so much of our College's education, should a student be absent, teachers are not expected to provide work for the student. Students are responsible to ask their teachers if there is any way they can catch up on work missed.

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

The average attendance rate for the whole College from Prep to Year 12 in 2017 was 93.7%

Average student attendance rate for each year level:

Year Level	Average attendance rate in 2017
Prep	93.0%
Year One	93.7%
Year Two	93.4%
Year Three	94%
Year Four	94.2%
Year Five	95.3%
Year Six	94.6%
Year Seven	93.5%
Year Eight	99.0%
Year Nine	91.3%
Year Ten	91.2%
Year Eleven	92.0%
Year Twelve	93.0%

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/>