

# 2022

## Annual Report

(Based on 2021 data)



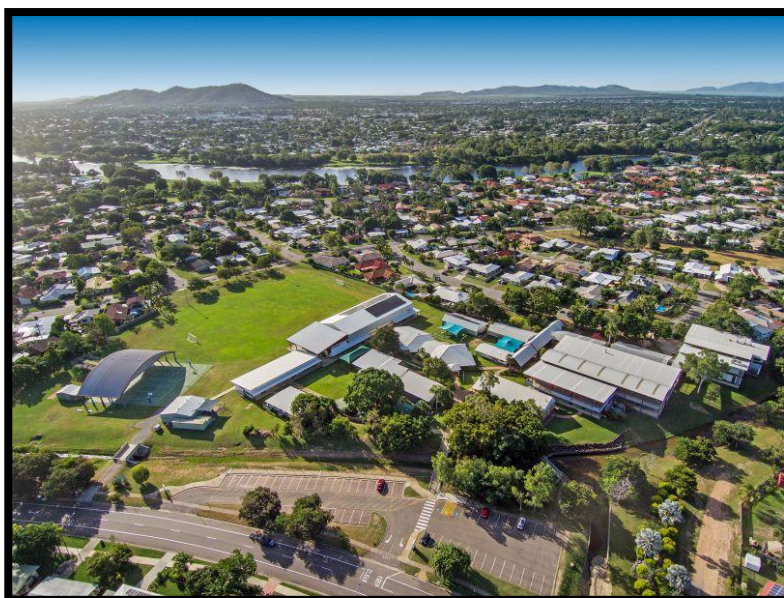
ANNANDALE  
CHRISTIAN  
COLLEGE  
*the Way, the Truth, the Life*

Version 17 May 2022

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## Our College

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

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

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

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

**Boarding or  
Day School:** Day School

**Total Enrolments\*:** \*Does not include kindergarten.

**2019 (Aug)579**

**2020 (Aug)616 (\*↑6%)**

**2021 (Aug)629 (\*↑2%)**

**This represents a 3-year growth rate of 8%.**

\* Growth rate calculated from year to year at time of Census (August) and does not include students enrolled in kindergarten.

### Enrolments\*:

\*At Census (August 2021).

Kindergarten	41
Prep – Year 3	201
Year 4 – 6	150
Year 7 – 10	200
Year 11 – 12	78
Total	629

**Principal:** Andrew Jones



## History

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

Annandale Christian College's vision is to provide quality Christian education which equips students to engage meaningfully in all areas of society and to strive for their God-given potential. The College caters for students from kindergarten to year 12 within an explicitly Christian framework or worldview while equipping them to reach their God-given potential.

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

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

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

## College Context

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

This report was prepared for presentation at the Annual General Meeting of the Townsville Christian Education Association Ltd on **Monday 30<sup>th</sup> May 2022**. It serves the purpose of sharing important information regarding learning outcomes, as well as exploring the celebrations and challenges that staff, students and parents at Annandale Christian College experienced throughout 2021. In these reflections we recognise and thank God for His mercy, faithfulness and love throughout 2 years of a pandemic and for where we have come in just over 40 years.

## Principal's Message

We had all hoped and prayed that the changes imposed on learning during the COVID pandemic had subsided, but it was not to be. The 2020 – 2021 period has been marked by enormous change in education which our students, teachers and parents have responded to with prayer, skill and resilience. The 2022 Read Education Report (March 2022) reports that for a sample size of just over 5000 Australians families, 3 in 5 of these families reported that their children had been seriously impacted by continuous disruptions due to COVID-19. 54% of the respondents also reported that 'safe operating conditions for managing onsite schooling during a pandemic' was the highest consideration when choosing a school. This data was also supported by the recent College "What Parent's Want survey" also found in this report. I am so thankful that our leaders, teachers and support staff all worked together to make sure coming to school or learning on CANVAS was as smooth as possible for all students. It was certainly took a great deal of time, effort and genuine Christian love for which I commend our staff.



While some of our usual school events were beginning to start once again such as the Duke of Edinburgh International Awards program many others were disappointedly postponed once again. We took every opportunity under the new guidelines to provide as many opportunities as we could for our community and for family fellowship.

In 2021 we completed the second successful year of the ATAR process which culminated in some wonderful results for our students. Our Vocational Education and Training (VET) programs saw many students receive the greatest number of qualifications we have ever achieved. I am so proud of the efforts of our teachers, improvements to the SET planning process as well as the hard work put in by our students and those who support them.

This annual report specifically covers the areas of staffing, student performance and growth. All Queensland schools are required to publish a minimum set of information for parents and the community. The College's Annual Report is one of many similar reports across the nation and ensures that all schools report similar information that complies with Government requirements in a clear and comprehensive manner. I am very proud to be the principal of this College which continues to fulfil its mission "to provide quality, Christ-centred education through a partnership with parents, teachers and students which recognises the Lordship of Christ and the integrity of Scripture' each and every day.

I take this opportunity to commend Annandale Christian College to you as a thriving Christian community which provides a safe place for your children in an ever-changing environment.

Our deep hope and prayer is that after reading the 2022 Annual Report that Annandale Christian College develops and transforms young people to be mature, prepared and resilient people passionate about Jesus and the future no matter what it may be.

Blessings,

A handwritten signature in black ink, appearing to read 'Andrew Jones'. The signature is stylized with a large, looped 'A' and a cursive 'J'.

Andrew Jones

## Vision

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

## Mission

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

## We Value

At Annandale Christian College we value the following:

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

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

**1. Christ-Centred**

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

**2. Quality Thinking**

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

**3. Differentiation**

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

**4. Reflective Practice**

*Improvement can only come through reflection.*

**5. Authentic Assessment**

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

**6. Community Engagement**

*Education does not only happen in the classroom.*

**7. Positive Relationships**

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





## Statement of Philosophy and Aims

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

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

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

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

Since 1982, our college mission is to 'provide quality, Christ centred education' for all students and to work in close 'partnership with 'parents, teachers and students'. Our regular feedback from parents indicate that they too desire the same goals for their children - to see them enjoy learning within a Christian worldview and for every student to achieve their best. The Federal Declaration for Education provides us all with the chance to renew our commitment to the Christ-centred education for our children and to support the goals to which all Australian school strive to achieve. Respectful, collaborative partnerships, between schools, families and communities are critical to achieving education improvement for all Australians and for those students enrolled at Annandale Christian College.

### The Alice Springs Declaration (2019) in Action

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

## Social Climate

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

Annandale Christian College is grateful for the employment of now two full-time Chaplains who also support our Defence Community as Defence Transition Mentors (DTMs). These important support staff provide support and encouragement to our students and their families. In 2021, this has been more important than ever. Our chaplains also actively participate in many extra-curricular activities and led proactive wellbeing initiatives. These activities include both primary and secondary assemblies, camps, Inter-House and Inter-School Sports Days, P&F fund-raising events as well as the annual 'Service Week' program.

As part of an overall student wellbeing strategy, we employed a Student Wellbeing Counsellor for 4 days a week. This is in addition to the 2 full time Chaplains who also support students in the Defence Community. Regular pastoral and wellbeing meetings for both the primary school and secondary school continued throughout 2021 and provide much needed feedback to staff in this team, the staff who support the students and the leadership team. Many new programs, processes and strategies were implemented collaboratively, and I thank the Student Wellbeing team for their excellent work.

As part of our staff wellbeing strategy, we further developed the Employment Assistance Scheme (EAS) in 2021 to provide independent and immediate support to all our staff on request. By the end of 2021 it had become an embedded program within the heart of the college and readily accessible. All staff were also offered an influenza vaccine at no cost for the second time to reduce illness identified in annual data for staff absence rates in July/August of the previous year. This proactive strategy toward staff health and wellbeing was well received and will continue into 2022. In recognition of the challenges and extra load to all staff, the board provided a 3.1% pay rise in November 2021 to all staff in recognition of the positive contribution by all staff members. At the time, this was a significantly higher pay rise than any other education sector – independent, catholic or state.

Outside School Hours Care (OSHC) continued to operate to support parents and students before and after school. This service continued to make a significant difference to those families in need of before and after school care within a Christian context. The OSHC team exceeded their expectations and numbers continued to grow limited only by the size of the building and the staff who are qualified to teach. In fact, staffing in this sector and in early childhood (kindergarten) is experiencing severe shortages across the nation. Despite this, our OSHC team were able to cater for the needs of our students and parents. Teachers at our college may also access this service so that working parents can attend meetings and professional development activities. There is a growing interest in Vacation Care and the extension of the OSHC day to commence at 6:30 am. While the early start was approved, considerable work into Vacation Care is needed limited mostly by staff availability.

## Characteristics of the Student Body

Our college staff and parents as well as the members of the Association and the Board, all place a high emphasis on celebrating community. We are a group of people who respect each other's unique and distinct roles and support each other to achieve the shared vision of the College.

In 2021 74% of families attended church (Overall). This is consistent with board/ TCEA policy for enrolments.

Year	Families who attend Church
2021	74%
<b>2020</b>	<b>75%</b>

In 2021, **3%** of our students were Indigenous, overseas visas are held by 2 students and **26%** of our students had a first Language Background Other Than English (LBOTE) which is a significant growth area within the student population. Of the 168 students, 57 of these students in **Prep to Year 12** require and receive additional support from our EALD specialist. In 2021 an additional EALD specialist was appointed for 1 day per week. Further detail about the composition of the student body is found within this report.

Year	*Indigenous Students	*English as an Additional Language or Dialect (EAL/D)
2021	<b>3%</b>	<b>26%</b>
2020	3%	23%
2019	3%	22%
2018	4%	16%
2017	6%	15%

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

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

Year	Boys	% Total	Girls	% Total	All students
<b>2021</b>	<b>306</b>	<b>49%</b>	<b>325</b>	<b>51%</b>	<b>631</b>
2020	304	49%	312	51%	616
2019	*286	49%	*293	51%	579
2018	269	50%	268	50%	537
2017	260	48%	282	52%	542

\*N.B Total student data for 2021 is based on August census data, however earlier years reflect end of year enrolment. Data does not include students in kindergarten.

In 2021, the ratio of boys to girls is relatively even for the whole student population.

## School Income broken down by funding source

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

This data is uploaded to the [myschool](https://myschool.edu.au) website by the federal government.

## Our Programs

### Distinctive Curriculum Offerings

Our distinctive curriculum offerings at Annandale Christian College reflect our Christ-centred pedagogical framework. Each year we support our staff in various aspects of this framework to enhance our curriculum offerings. Throughout the College there is focus on service to others, a focus on Biblical worldview as well as a desire to see the abilities of all students developed in order that they too may be a blessing to others.

The pandemic and the extra work needed to meet the changes in policy and procedures significantly affected our ongoing goals in Christian education, teaching and learning. However, on reflection, much was achieved due to the dedication and credit of all staff, the support of parents and the hard work of our students. Much prayer and support is needed for our staff and the wider community in the days to come.





## Curriculum Offerings

### Primary (Prep – Year 6)

A strong curriculum focus on Biblical Threads continued on from last year and into 2021. Staff grew in their conceptual understandings and capacity to pursue a Christian Worldview through the Australian Curriculum, and to engage their students to critically and intelligently perceive biblical threads throughout their educational journey. Teachers continued to develop their understanding and clarity of the teaching of reading. Diagnostic reading assessments were used in Years 1 - 6 to inform teachers of their students' reading abilities and to allow them to differentiate in their reading programs. Targeted literacy groups were used in P - 2 to as part of the early years approach to developing strong foundations in literacy for students. Many of the operational targets for primary and curriculum operational plans were achieved in

The Student Wellbeing Code of Conduct has continued to be implemented as a supportive and consistent program, regarding protocols, strategies, and documentation for systematic use throughout the College. The student data enabled staff to make informed decisions regarding best outcomes for individual students and the wider student body.

Primary Assemblies gave classes and cohorts an opportunity to celebrate and share with the rest of the Primary School, what they had explored and learned together. There were many student achievement celebrations throughout the year in the areas of academics, sports, music and various co-curricular areas. The 2021 ICAS competitions that our students participated in were English and Mathematics. Only those students whose parents requested it on their child's behalf, participated in the respective competitions. In the Mathematics competition, 30 students participated from Years 2 – 6, with one High Distinction, three Distinctions, and seven Credits. In the English competition, 26 students participated from Years 2 – 6, with one High Distinction, two Distinctions and eight Credits.

At the conclusion of 2021, the principal led the creation of a policy for High Ability Learners and started the process of testing students in Years 4 and 6 using the Sages 3 Assessment. This screening was also extended to Primary students in other grades where teachers identified individuals as potential High Ability Learners. These results have been communicated with teachers and parents and will be used to provide teachers with valuable insight to inform their differentiation. Screening conducted in 2021 identified 16 Primary students as 'Likely' High Ability Learners and 13 as 'Very Likely' High Ability Learners. Differentiation within the classroom remains central to enhancing learning for these students, other programs and extra-curriculum offerings continue to be offered such as chess, robotics, coding, music and speech and drama programs. More training for our teachers and for our coordinator is needed into the future.

PeaceWise Kids was also introduced in 2021, with Year 3-6 trialling the program in Semester 2. PeaceWise Kids is a biblical-based program which equips students with skills to navigate challenging relationships and conflict in a God honouring way. The trial was received positively by both staff and students. PeaceWise Kids will be implemented in Year 1 – 6 in 2022.

The Primary Robotics team consisted of ten Year 6 students who competed in four interschool robotics competitions. The school hosted two of the competitions with six schools across the State, Catholic and Independent sectors competing. Chess Club has been a strong constant in recent years across both the Primary and Secondary schools. The Primary school qualified yet again for the state championships but were unable to attend unfortunately for a successive year due to the pandemic conditions at the time. Our Year 6 Canberra Tour was once again cancelled due to COVID-19. The Year 6 students went to Magnetic Island instead this year where they completed a number of team building skills and included a Reef Tour to gain a better understanding of the importance of our reef and our role in protecting the reef. The Year 5 camp

was still able to be conducted at Virginia Park Cattle Station and remains a successful and enjoyable campsite.

## Junior Secondary (Year 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.

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

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

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



## **Year 9 – Year 10**

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

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

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

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

## **Senior Secondary (Year 11 and 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 aspirations, gain success in Years 11 and 12, and that students requiring specific subjects for entry into Tertiary Institutions have the opportunity to gain these, and students who want to follow a vocational pathway have access to vocational education and training opportunities.

Students in Year 11 and 12 work towards achieving the Queensland Certificate of Education (QCE). They have access to a wide range of Queensland General and Applied subjects including: Accounting, Biology, Building and Construction Studies, Chemistry, Drama, English, Essential English, Hospitality Practices, Information and Communication Technology, Digital Solutions, Industrial Graphics Skills, Essential Mathematics, General Mathematics, Mathematics Methods, Specialist Mathematics, Modern History, Music, Physics, Physical Education, Cert II & III in Sport and Recreation, Visual Arts in Practice and Visual Art. The subject Science in Practice was discontinued in 2020 due to a lack of enrolments so planning started on investigating and planning an alternative science subject. As a result, the applied subject Aquatic Practices was included in subject offerings to Year 10 students starting Year 11 in 2022. Through a partnership with an external RTO, the subject also embeds a Certificate II in Outdoor Recreation, PADI Open Water Scuba qualification, Boat Licence and Radio Operator’s Licence.

As well as the vocational qualifications delivered at school through Sport and Recreation and Aquatic Practices, students may also supplement their vocational studies up to Diploma level 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.

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

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

A formal student leadership program is the Student Representative Council where they represent their peer's views and ideas and offer ideas for improvement of the College at fortnightly meetings chaired by the College Captains. The SRC also provide fun, team-building, lunch-time and after-school activities. The Global Leadership Summit was one of the many events to help train this emerging group of young Christian leaders.

Use of Computer Technologies is also valued and incorporated across the curriculum. The CANVAS Learning Management System (LMS) is incredibly valuable in being able to quickly develop and provide online learning content and lessons. The use of CANVAS is well and truly used across the Secondary school as a valuable teaching and learning platform to such a point that if disruptions occur due to illness or COVID events, we are ready to seamlessly respond with continuity of learning.





## Extra-Curriculum Offerings

*Primary (Prep – Year 6)*

### Performing Arts

- |  |   |
|--|---|
| • Instrumental Music                      P-6            | • Speech and Drama                      P-6     |
| • Choir    1-4 | • Worship Band                              2-6 |
| • String Ensemble                              1-6       |   |

### STEM

- |   |  |
|---|--|
| • Junior Engineers                              2-6   | • Lego Club                                      3-5 |
| • Interschool Robotics                              6 |  |

### Sports

- |  |  |
|--|--|
| • Interschool Sports                              5-6    | • Interschool Swimming                      3-6      |
| • Interschool Athletics                              2-6 | • Interschool Cross Country                      2-6 |

### Academic

- |   |  |
|---|--|
| • Australian Maths Trust                              3-6       | • Maths Study Group                              4-6       |
| • Maths Olympiad                                      5-6       | • Ethics Olympiad                                      5-6 |
| • ICAS    2-6 |  |

### Other

- |  |  |
|--|--|
| • Kids In Christ                                      1-6    | • Chess Club                                      1-6        |
| • SRC    6 | • Interschool Chess                                      1-6 |
| • Assembly Assistant                                      6  |  |

## Extra-Curriculum Offerings Secondary

### Christian Development

- Kids in Christ – Bible study program with cross age tutoring
- Pancake breakfasts (Rasmussen SS) – outreach in the community
- Worship Teams.
- Ministry and Prayer Captains
- Assembly Sound Assistants

### Performing Arts

- Instrumental Music
- Worship Band
- Choir
- Musical production “Oliver Jnr”

### STEM

- Robotics Club
- Worship Band
- Interschool Robotics.

### Sports

- Interschool Sports
- Interschool Athletics
- Interschool Swimming
- Interschool Cross Country
- Interschool Mountain Bike competition
- Block Sports competitions
- CBSQ Basketball (boys/ girls)

### **Leadership and Adventure**

- Senior leadership camp
- Year 8 Camp
- Student Representative Council (SRC)
- Year 7 & 11 Leadership Camp
- Duke of Edinburgh Adventurous Journeys
- Service Week and Student Service
- Global Student Leadership Summit

### **Academic**

- Maths Study Group
- Maths Camp
- ICAS
- Chess Club
- JCU Experience
- Careers Expo
- Writing Competitions

### **Other**

- Assembly Assistants
- Senior Formal
- NAIDOC Week guest speakers & activities.
- House Spirit Week
- Chinese Tea ceremony and excursions for Chinese New Year



## Our Staff

Our teaching staff have a wide range of experience in Christian education, state and independent sectors, domestically and internationally. In 2020, **2** of our permanent staff identified as indigenous, and in 2021 we again were blessed to have **2** of our permanent staff identify as indigenous.

Teacher shortages in Australia and particularly those in specialist and early childhood education/OSHC continued from 2020 increased by COVID-19 related absences. In response to staffing shortages, we have made small steps toward established closer links with Christian teacher training universities such as Alphacrucis and Christian Heritage College. We have also continued our **scholarship program for graduating year 12 students** who wish to continue their studies as teachers. To date I am delighted that we now have 5 past students of ACC in this program. We will continue to prayerfully work with other Christian schools and federal politicians to support our Christian Universities to attract and retain quality Christian teachers and educators.

As reported in 2021, the upcoming decade of staff shortages and particularly that of teachers pose important questions for the college:

- *Do we increase our promotion of Christian schooling with local Christian/ secular universities?*
- *How can we retain high achieving Annandale Christian College graduates into the teaching profession through our current scholarship program?*
- *Do we recruit Christian teachers from other states or countries such as South Africa or Canada?*
- *Do we further support expert Christian teacher aides to complete further study and increase retention?*

## Staff Composition, Qualifications and Experience

In 2020 we had a total of **121** staff members (including casuals). In **2021**, this increased to **126** staff members including 6 on extended leave.





## Staff Composition

2021 Staff Mix - Headcount *				
	Full time	Part time	Casual	Total
Teachers	29	25	11	65
Aides	0	19	5	24
Music Tutors	0	0	5	5
Support Staff	11	9	6	26
All Staff	40	53	27	120
% of Total Staff	33%	44%	23%	

2021 Staff Mix - FTE*			
	Full time	Part time	Total
Teachers	29	14.62	43.62
Aides	0	11.49	11.49
Support Staff	11	6.76	17.76
All Staff	40	32.86	72.86
% of Total Staff	55%	45%	

\* excludes 6 staff members on extended leave in 2021, FTE = Full Time Equivalent

At the end of 2021 our students to teacher ratio for Primary is 16.07 and Secondary 12.89. The primary ratio is well above while the secondary ratio is perfectly matched to the recommended ratios by Somerset used nationally in CEN schools.

Aboriginal/TSI Staff	Total	% of Total staff excl. casuals
2019	3	3.0%
2020	2	2.2%
2021	2	2.0%





## Staff Experience

The tables below capture **the length of experience staff have served at the college**. It is a huge blessing to have **25% of our staff continuing their employment with the college for 10 years or more**. This wealth of experience is a significant contributing factor in our ability to continue to offer high quality Christian education.

2021 Years of Experience at ACC (excl. casuals)						
	< 2 years	>2 - 5 years	>5 - 10 years	> 10 - 15 Years	> 15 - 20 years	> 20 Years
Teachers	6	16	15	6	5	6
Aides	3	10	4	0	1	1
Support Staff	2	6	8	1	3	0
<b>All Staff</b>	<b>11</b>	<b>32</b>	<b>27</b>	<b>7</b>	<b>9</b>	<b>7</b>
% of Total Staff	12%	34%	29%	8%	10%	8%

2021 Years of Experience at ACC (incl. casuals)						
	< 2 years	>2 - 5 years	>5 - 10 years	> 10 - 15 Years	> 15 - 20 years	> 20 Years
Teachers	9	24	18	9	5	6
Aides	6	11	4	0	1	2
Music tutors	3	0	0	0	0	2
Support Staff	5	8	9	1	3	0
<b>All Staff</b>	<b>23</b>	<b>43</b>	<b>31</b>	<b>10</b>	<b>9</b>	<b>10</b>
% of Total Staff	18%	34%	25%	8%	7%	8%

### Opportunities:

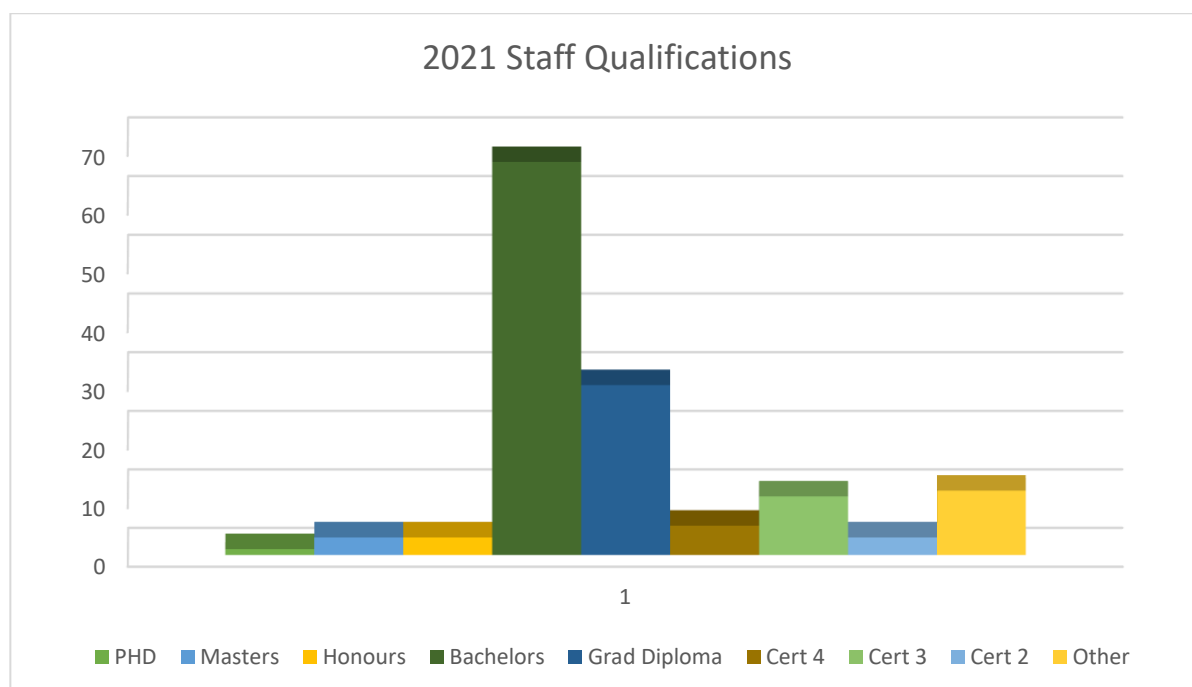
- *The employment of new staff requires effective coaching and mentoring programs. We will need to further develop this program in 2022 - 2023 to ensure staff understand and support the goals of Christian schooling here at ACC.*
- *Development of a genuine and authentic Christian culture. Does the 'audio match the video'?*
- *The development of leaders and a program to mentor quality Christian leaders is needed for 2023.*



## Staff Qualifications

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

PhD	Masters	Honours	Bachelors	Grad.Dip.	Cert IV	Cert III	Cert II	Other	Total Quals.
1	3	3	67	29	5	10	3	11	132



There is a clear improvement in the level of tertiary training within our teaching and non-teaching staff. This is a possible link to the improvements in our student achievement and other measures of success.

## Staff Professional Development

In 2021, the total funds expended on professional development was **\$78,764** (0.69% of income) compared to \$71,481 (0.63% of income) in 2020.

The breakdown of professional development expenditure is as follows:

### Teaching

**2021 \$55,325** (2020 \$58,104) was spent on professional development for all teaching staff.

This equates to a total percentage of income spent in 2021 **0.49%** (\$11,344,431); 2020 **0.51%** (\$9,773,778).

### Non-Teaching

**2021 \$23,439; 2020 \$13,377** (Professional Learning)

This equates to a total percentage of income spent in 2021 **0.21%** (\$11,344,431); 2020 **0.12%** (\$9,773,778).

Overall, there was an increase in spend on professional development, specifically for non-teaching professional development. Due to unexpected circumstances Cycles of inquiry training was limited in Semester one. However, all staff were able to access staff wellbeing training with life-coach Kathryn Wiseman run in a variety of different formats and all staff attended a full day seminar on 'The School in the Belly of Culture'. Not all staff were able to participate in the 1:1 or group sessions and these continued into 2022.

During the Student Free Days our expert teachers with the support of our skilled teacher aides planned engaging units of work, whilst also integrating a biblical worldview within their curriculum programs. All staff are offered first aid training and all college appointed designated first aid staff have their training fully reimbursed. All early childhood teachers and staff in Prep, Kindy and OSHC are also required to complete first aid for these areas as part of early childhood regulations (state laws). Professional development opportunities arose out of Developing Professional Performance Plans (DPPPs) or 'appraisal' conversations with staff line managers over the 2019 – 2021 period. Staff participated in online, face-to-face and offsite modes of professional development in 2021 but training opportunities were again impacted by COVID-19. Some of the professional development undertaken during the year included:

Description of PD activity	Staff Participation	Description of PD activity	Staff Participation
• School in the Belly of the Culture	120	• 2020-21 Taxation & Payroll Training	2
• Group Work Power tools	3	• Languages Roadshow Tsv	1
• QAGTC State Conference	3	• Endless Possibilities Conference	2
• Supporting children's behaviour in OSHC	2	• Webinar for NAPLAN co-ordinators & Principals	1
• Rhythm2recovery	1	• ISQ Child Protection Training	120
• ISQ New Business Managers Forum	1	• Hiring, Firing and everything in between	1
• Beginning teachers workshop	1	• Inclusive education essentials	2
• QMI Inspired design thinking	2	• Developing early childhood app for children with additional needs	2
• Emotional regulation in students with ASD	3	• Certificate of safe chemical handling	1
• Qld Gov Mathematics workshop	5	• Teaching and behaviour support strategies for students with ASD	1
• Infection control for cleaning	6	• QCE Physics: experiments & investigations for Unit 4 topic 2	1
• Supporting autistic children	3	• Coaching/mentoring program	1
• Teaching for Neurodiversity	1	• Rural and remote leaders program	1
• 2021 Qld Art teachers conference	1	• Executive leaders conference	1
• Sue Larkey workshop	1	• Developing Leaders Conference	1
• Setting up for success	1	• QHTA State Conference	1
• AATE Conference	1	• Rage Training – Interventions plus	1
• Learning difficulties	1	• Achieving good governance	1
• Lawsense Seminar	2	• Religious Law Symposium	1
• Navigating Vaccinations	1	• Kathryn Wiseman sessions	1
• Employment Law Seminar (Wilson Ryan and Grose)	1	• New Staff Induction	1
• Fire Extinguisher training	8	• Advanced Remote First Aid	3

For the implementation of SATE (Senior Assessment and Tertiary Entry), QCAA provided further training to ensure staff were well prepared for endorsements, confirmation and marking senior syllabus assessment instruments. The training for endorsers, confirmation and general online materials was extensive and robust. This contributed to a successful transition for our students and the great results for 2020 – 2021 period.

## Staff Absences

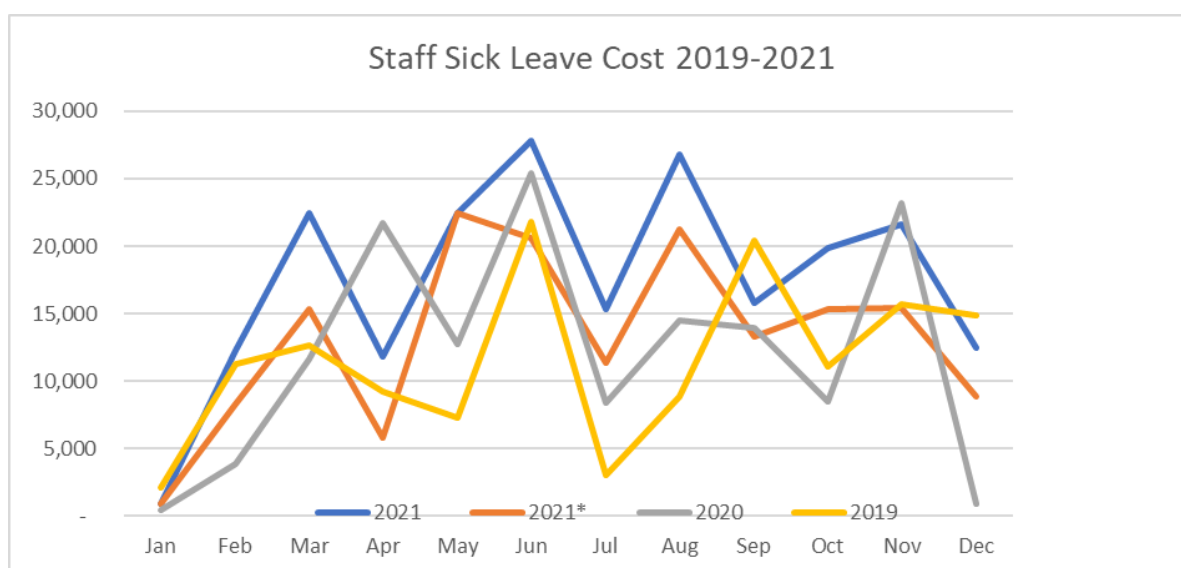
Staff Absences for 2021			
	Number of Staff	Total of all Staff Absences (Days)	Staff Attendance Rate (Mean)
Total Perm. Staff	93	822	<b>94%</b> (2020 94%)
Total Perm. Teaching Staff	54	660	<b>85%</b> (2020 91%)

NB. 'Staff Absences' includes leave without pay, sick leave and carer's leave. It does not include long service or annual leave entitlements.

The staff attendance rate for teaching staff has reduced in 2021 due to a number of staff taking extended leave due to illness.

## Cost of Staff Absences

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



2021\* excludes extended sick leave taken by 3 staff members under extra-ordinary circumstances.

^Monthly Cost of Sick and Carer's Leave \$ at ACC 2019 - 2021													
	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Total
2021	869	12,248	22,444	11,767	22,480	27,797	15,353	26,791	15,828	19,890	21,612	12,501	209,580
2021*	869	8,272	15,287	5,803	22,480	20,640	11,377	21,224	13,317	15,371	15,400	8,877	158,919
2020	394	3,840	11,618	21,687	12,730	25,395	8,387	14,499	13,942	8,488	23,181	883	145,044
2019	2,074	11,270	12,630	9,202	7,293	21,836	3,045	8,873	20,368	11,090	15,670	14,824	138,175

^ This figure now includes Special Carer's Leave (2 days) which was offered according to the EBA (2018) from the 27<sup>th</sup> March 2019. Staff numbers have also increased over time which affect the overall costs of sick leave. Salaries have increased over the past three years in line with the EBA and CPI. \* excludes extended sick leave taken by 3 staff members under extra-ordinary circumstances.

In line with the usual rhythm of the College school year, sick leave followed a similar trend to previous years with a usual peak in May/June and then again in August. The cost of sick leave overall increased by a very significant **44%** from 2020. If we exclude the 3 staff members on extended leave, the increase would have been **9%** from 2020. The same increase from 2019 to 2020 was only **5%**. Higher pay increments in late 2021 (3.1%) and increases in staff numbers are both contributing factors to these higher associated costs. The biggest impact on sick leave in 2021 resulted from serious health matters for staff (**3**) and their combined sick leave accounted for 24% of the total sick leave taken by all staff for the year.



## Teacher Retention

The staff retention rate for 2021 is **96%** an increase by 4% from 2020. Strong staff family connections within the College and a positive and supportive Christian community with a focus on staff welfare continued to contribute to the high teacher retention rates. Both the staff members who left were on contracts that ended, one left to pursue mission work.

Teacher Retention Rate		
No. of Teachers (2020)	No. of Teachers retained (2021)	Retention rate
53	51	<b>96%</b>

NB. Data include teachers on leave without pay



## Staff Satisfaction Surveys

In 2021, the School Opinion Survey (SOS) is provided to all staff, parents and students. While many of the quests are mandatory national questions, specific questions for our school context are also asked of our community. In the 2021 Staff Opinion surveys, 52 of 65 **(80%)** of all teachers responded to this survey. 39 of 50 **(78%)** of all non-teaching staff responded to this survey. All responses and all questions have been included in this report to the TCEA this year for this first time and will be dome in subsequent years.

### TEACHER SATISFACTION SURVEY IN 2021

SURVEY QUESTIONS	Strongly agree	Agree	Disagree	Strongly Disagree
Q1. I feel this college is a safe place to work. *	61%	33%	2%	4%
Q2. I enjoy working at this School. *	40%	58%	2%	0%
Q3. This school is well maintained. *	60%	40%	0%	0%
Q4. This school looks for ways to improve. *	31%	69%	0%	0%
Q5 This college makes the 'invisible visible?	15%	75%	6%	4%
Q6. There is useful communication between the staff and leadership.	13%	75%	12%	0%
Q7. The principal is approachable.	35%	52%	7%	6%
Q8. I am informed about the College's direction and decisions.	25%	73%	2%	0%
Q9. I am consulted about changes.	15%	70%	13%	2%
Q10. The leadership team takes my concerns seriously. *	27%	64%	5%	4%
Q11. This school gives me opportunities to do interesting things. *	25%	71%	4%	0%
Q12. Relationships between staff and parents are generally positive.	40%	60%	0%	0%
Q13. I feel supported and equipped by my team leader. *	44%	52%	4%	0%
Q14. I receive useful feedback about my work at this school. *	62%	33%	2%	3%
Q15. I believe staff morale is high.	8%	58%	29%	5%
Q16. Student behaviour is well managed at this College. *	12%	86%	2%	0%
Q17. I do not feel lonely at this school.	40%	54%	6%	0%
Q18. Students are treated fairly at this school. *	62%	33%	2%	3%
Q19. Students are encouraged to do their best at this school. *	52%	48%	0%	0%

Q20. I meet regularly with my team leader, either as an individual or with the rest of the team.	38%	58%	4%	0%
Q21. I have engaged in professional development activities that primarily focus on well-being.	31%	56%	13%	0%
Q22. This school emphasizes staff well-being.	27%	63%	8%	2%
Q23. There are strong policies in place regarding workplace wellbeing?	8%	75%	13%	4%
Q24. I feel that I have the ability to meet my school's expectations.	29%	67%	4%	0%
Q25. I am proud to be a member of this College.	52%	48%	0%	0%
Q26. I feel very positive about my future at this College	27%	67%	6%	0%
Q27. I have a strong commitment to this College.	60%	30%	10%	0%
Q28. There is a strong sense of shared ownership or goals and values.	29%	67%	4%	0%
Q29. There is mutual respect between teachers and other staff members.	44%	50%	6%	0%
Q30. This school provides me with realistic and achievable targets.	21%	71%	8%	0%
Q31. I have choice in deciding how I go about my tasks.	31%	67%	2%	0%
Q32. The Christian faith is taken seriously in all areas of our College.	58%	40%	2%	0%
Q33. I set and explain learning goals and success criteria at the start of each lesson.	15%	77%	8%	0%
Q34. I make explicit to students what they need to do in order to achieve the criteria on their assessment?	56%	44%	0%	0%
Q35. Most assessment tasks I set are relevant and authentic to my students.	36%	61%	2%	1%
Q36. I provide students with the opportunity to give me feedback on assessment tasks.	17%	65%	16%	2%
Q37. I promote higher and lower order thinking in my classes.	29%	71%	0%	0%
Q38. I provide students with a range of assessment types (e.g. tests, presentations, models etc).	48%	52%	0%	0%
Q39. I provide students with constructive feedback on their progress towards the final piece of assessment.	46%	52%	2%	0%
Q40. In my lessons, I provide students with data and expect students to use this data to analyse situations and inform creative solutions.	23%	60%	15%	2%
Q41. I am clear about what differentiation means.	63%	37%	0%	0%
Q42. I differentiate when teaching to cater for students in my class.	46%	54%	0%	0%
Q43. I use formative assessment to inform my teaching.	36%	64%	0%	0%
Q44. I have a clear understanding of student capabilities in my class.	52%	48%	0%	0%
Q45. The use of CANVAS has improved the quality of teaching and learning at the College.	31%	65%	4%	0%
Q46. Introduction of Heads of Department/Heads (Primary Curriculum) has improved the quality of teaching and learning at the college.	25%	69%	4%	2%
Q47. I feel more professionally and personally supported through the introduction of Heads of Department / Heads of Primary.	22%	76%	2%	0%
Q48. STYMIE: I believe STYMIE is an effective way for students to report bullying or student wellbeing issues.	9%	81%	10%	0%
Q49. STYMIE: I believe STYMIE is working well in our College.	4%	86%	10%	0%

\*National Mandatory questions.

# NON-TEACHER SATISFACTION SURVEY IN 2021

<b>SURVEY QUESTIONS</b>	<b>Strongly agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
Q1. I feel this school is a safe place in which to work.*	51%	36%	10%	3%
Q2. I enjoy working at this school.*	46%	49%	5%	0%
Q3. This school is well maintained.*	38%	59%	3%	0%
Q4. This school looks for ways to improve.*	18%	72%	10%	0%
Q5. This college makes the 'invisible visible'.	13%	74%	8%	5%
Q6. There is useful communication between myself and leadership.	7%	77%	13%	3%
Q7. The principal is approachable.	28%	54%	5%	13%
Q8. I am informed about the college's direction and decisions.	13%	79%	5%	3%
Q9. I am consulted about changes.	10%	62%	23%	5%
Q10. The leadership team takes my concerns seriously.*	13%	77%	5%	5%
Q11. This school gives me opportunities to do interesting things.*	10%	77%	13%	0%
Q12. Relationships between staff and parents are generally positive.	28%	72%	0%	0%
Q13. I feel supported and equipped by my team leader.*	41%	56%	3%	0%
Q14. I receive useful feedback about my work at this school. *	18%	74%	8%	0%
Q15. I believe staff morale is high.	5%	62%	18%	15%
Q16. Student behaviour is well managed at the college*	5%	80%	15%	0%
Q17. I do not feel lonely at this school.	41%	54%	3%	2%
Q18. Students are treated fairly at this school.*	31%	64%	5%	0%
Q19. Students are encouraged to do their best at this school.*	38%	62%	0%	0%
Q20. I meet regularly with my team leader, either as an individual or with the rest of the team.	31%	59%	8%	2%
Q21. I have engaged in professional development activities that primarily focus on staff well-being.	13%	74%	8%	5%
Q22. This school emphasizes staff well-being.	25%	67%	8%	0%
Q23. There are strong policies in place regarding workplace wellbeing.	18%	59%	21%	2%
Q24. I feel that I have the ability to meet my school's expectations.	18%	82%	0%	0%
Q25. I am proud to be a member of this school.	41%	56%	3%	0%
Q26. I feel very positive about my future with this college.	23%	59%	10%	8%
Q27. I have a strong commitment to this college.	48%	49%	3%	0%
Q28. There is a strong sense of shared ownership or goals and values.	16%	69%	10%	5%



Q29. There is mutual respect between teachers and other staff members.	10%	85%	5%	0%
Q30. This college provides me with realistic and achievable targets.	10%	80%	10%	0%
Q31. I have a choice in deciding how I go about my tasks.	28%	72%	0%	0%
Q32. The Christian faith is taken seriously in all areas of our college.	38%	62%	0%	0%
Q33. As a non-teaching staff member, I feel valued as part of the College team.	23%	62%	15%	0%
Q34. Do you feel the college strives to be inclusive of all staff (teaching and non-teaching) as a whole body of Christ?	15%	77%	5%	3%
Q35. I believe STYMIE is an effective way for students to report bullying or student welfare issues.	16%	81%	3%	0%
Q36. I believe STYMIE is working well in our college.	11%	81%	5%	3%

\*National Mandatory questions.



## Staff Exit Surveys

We commenced staff exit surveys on the recommendation from the board in 2020. Whenever a staff member leaves the school, they are given the opportunity to complete an exit survey to provide feedback about their experience at Annandale Christian College. Staff feedback provides invaluable information to help college leadership to improve and are tabled in the monthly Principal's reports to the board and the executive team.

## Organisational Restructure – a year along

In 2021 the role of the Head of Curriculum was consolidated and this team worked effectively throughout the year. This organisational structure of middle managers (Heads of Departments - HODs and Heads of Curriculum) provide support for an ever growing administrative workload for both Deputy Principals and the Principal. Through the provision of Heads of Department to the Secondary College, staff are further supported in their field by excellent Christian practitioners of curriculum, teaching and learning. More targeted work with the middle leaders would prove rewarding and would assist emerging staff wellbeing needs resulting from the prolonged pandemic conditions experienced by schools across the nation. Greater leadership expertise would also support the leadership teams in their professional development and possible succession planning. Ongoing training in advanced Christian Education would also prove rewarding personally and professional for these leaders in these everchanging modern times to support our Christian Culture and experience for all.

## Our Students

While more attention need to be paid to the Christian development of students at the college, for many reasons including the need to develop facilities and buildings we need to examine student numbers. Overall, there has been a consistent growth in student numbers from 2018 – 2021.





## Enrolments

There has been a consistent growth in student numbers from 2018 – 2021. By the 6<sup>th</sup> December 2019 student numbers reached **581** and continued to steadily grow throughout the year reflecting our strategic plan of 'controlled growth'. The results of planned and targeted strategies included continued targeted advertising ensured growth for the school. Our draft advertising strategy has three distinct goals: marketing to new families, retention of existing students and promotion to the community. All of these goals have very different purposes – to attract new enrolments, to retain existing families and to provide confidence in quality Christian education. Greater student numbers provide more targeted funds for support staff and the ability to continue the development of Heads/HOD positions as well as the Secondary Learning Support Specialist (OT) and Student Wellbeing Counsellor positions. If growth continues, as expected, we should plan for a modest growth between **2 – 3% for 2022 – 2023**. Our projections (confirmed by our demographic report by Dr Deirdre Thian) suggest that further targeted positions such as a Human Relations (HR) position, guidance officer or school nurse could be explored further. Strategic, operational and master planning is needed to best ascertain the best way forward for the college with respect to future student needs within budget parameters. 2022 and our 41<sup>st</sup> year as a college will certainly be a time of growth and celebration.



## Students With Disability (SWD)

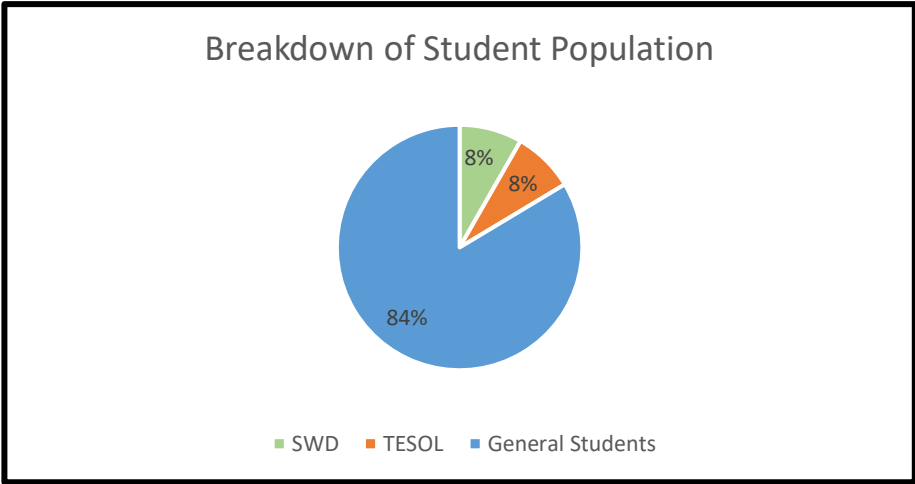
There were **51** students identified across the college in the **August 2021 NCCD census** data. This continues to be an area for the college which requires a strategic and specific response by all.

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

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



## Proportion of Learning Support Students

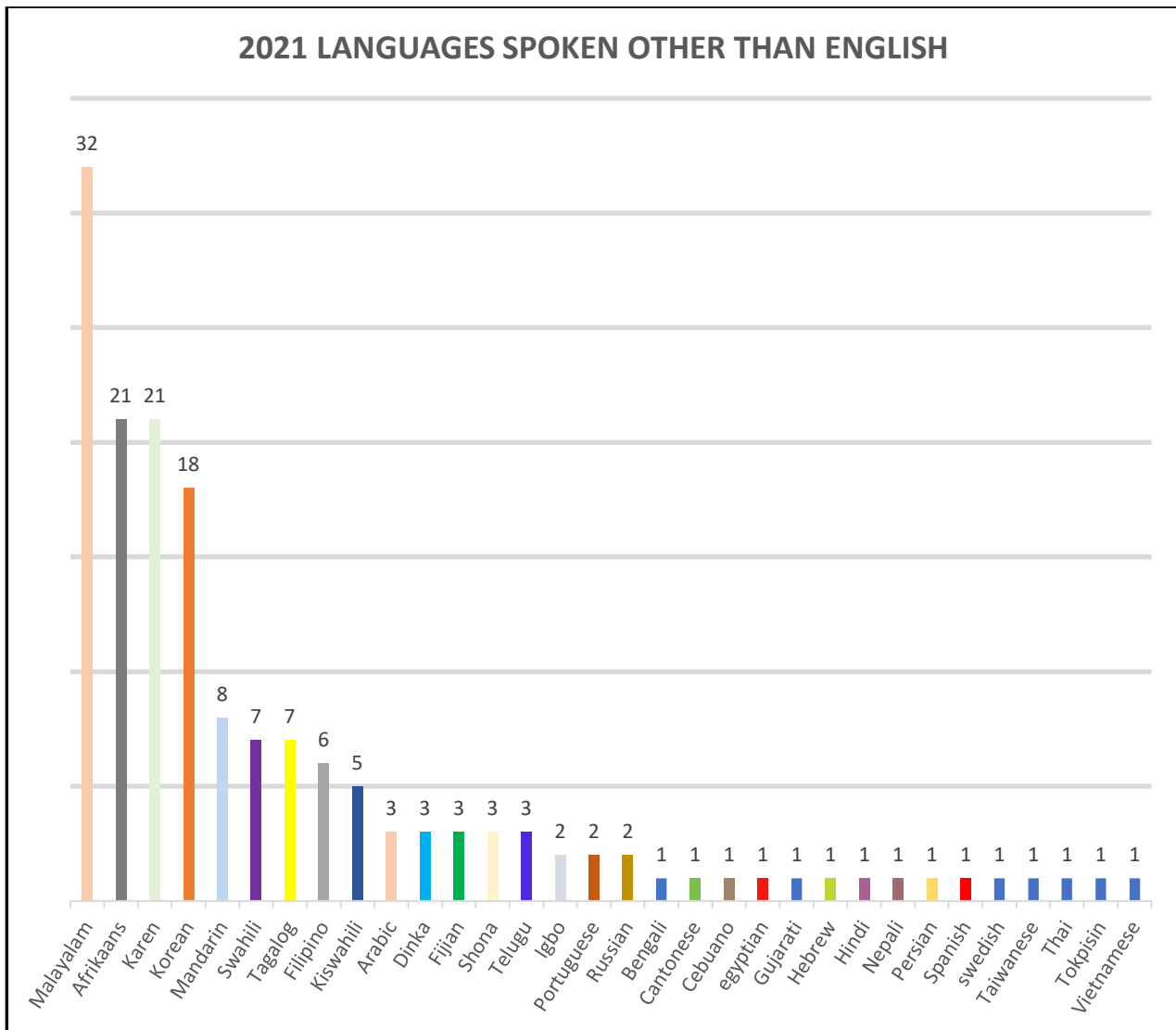


Learning Support Category	% of population	No. of students
SWD	8%	51
EAL/D	8%	50
Other Students	84%	515
Total Student		616



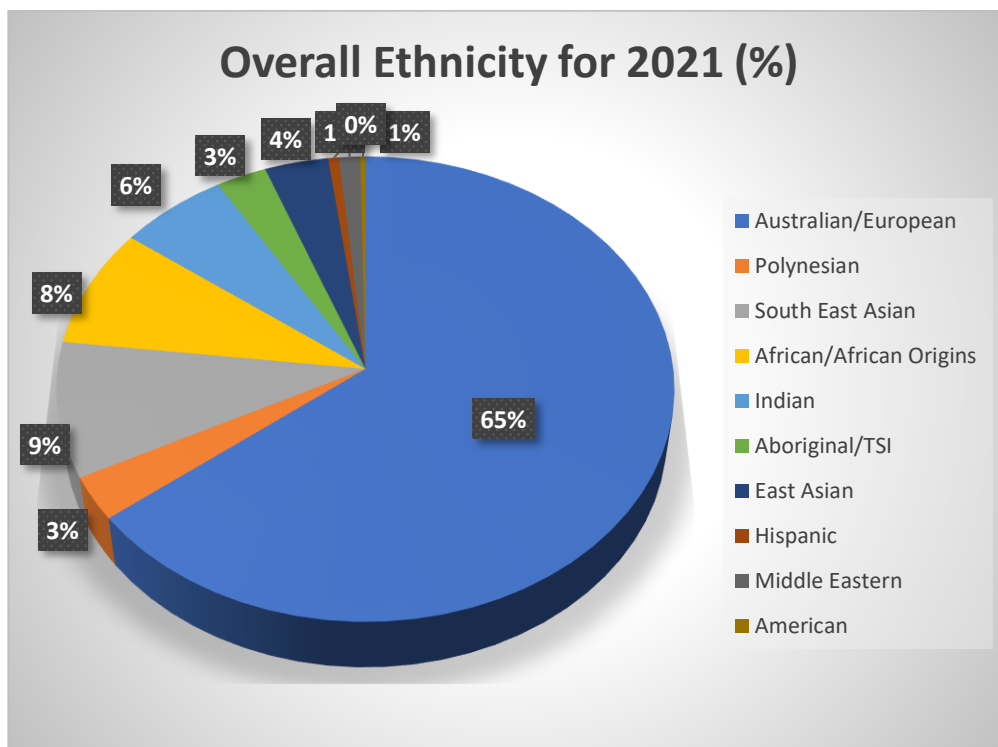
## Students by Language Group (2021)

The variety of languages spoken by Annandale Christian College students in 2021 are represented below.



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

Ethnicity	Total Students in 2021 (629)
Australian/European	394
Polynesian	20
South East Asian	62
African	55
Indian	41
Aboriginal/TSI	19
East Asian	24
Hispanic	4
Middle Eastern	8
American	2

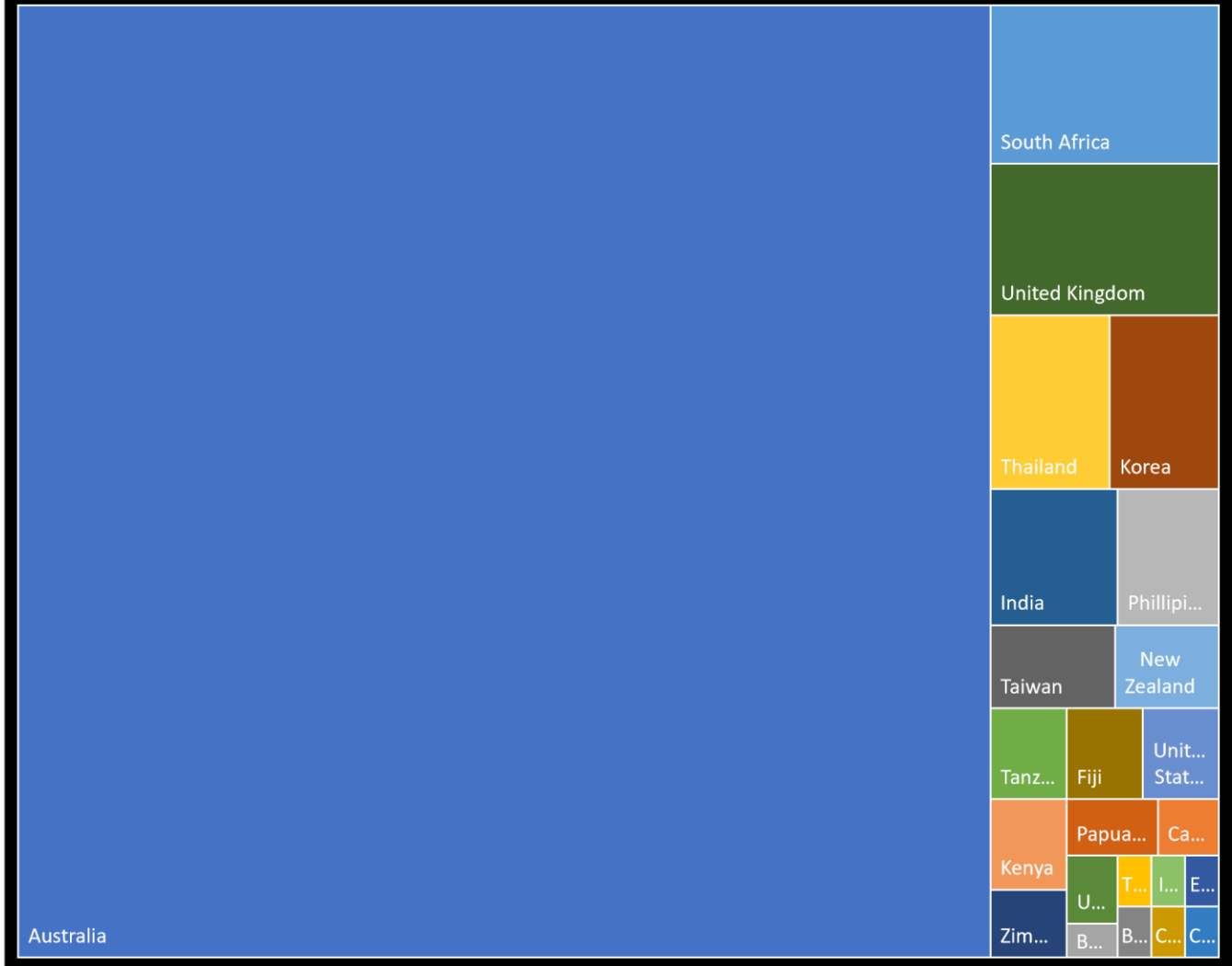


The following is a representation of the diversity our 2021 student population by country of birth:

<b>Australia</b>	<b>508</b>
<b>Canada</b>	<b>2</b>
<b>Burundi</b>	<b>1</b>
<b>Thailand</b>	<b>1</b>
<b>South Africa</b>	<b>21</b>
<b>Tanzania</b>	<b>4</b>
<b>Zimbabwe</b>	<b>3</b>
<b>Korea</b>	<b>11</b>
<b>Taiwan</b>	<b>6</b>
<b>Fiji</b>	<b>4</b>
<b>India</b>	<b>10</b>
<b>United Kingdom</b>	<b>20</b>
<b>United States of America</b>	<b>4</b>
<b>Kenya</b>	<b>4</b>
<b>Philippines</b>	<b>8</b>
<b>Thailand</b>	<b>12</b>
<b>New Zealand</b>	<b>5</b>
<b>Israel</b>	<b>1</b>
<b>Egypt</b>	<b>1</b>
<b>Papua New Guinea</b>	<b>3</b>
<b>Botswana</b>	<b>1</b>
<b>Congo</b>	<b>1</b>
<b>China</b>	<b>1</b>
<b>United Arab Emirates</b>	<b>2</b>
<b>Total Student Number in 2021</b>	<b>629</b>



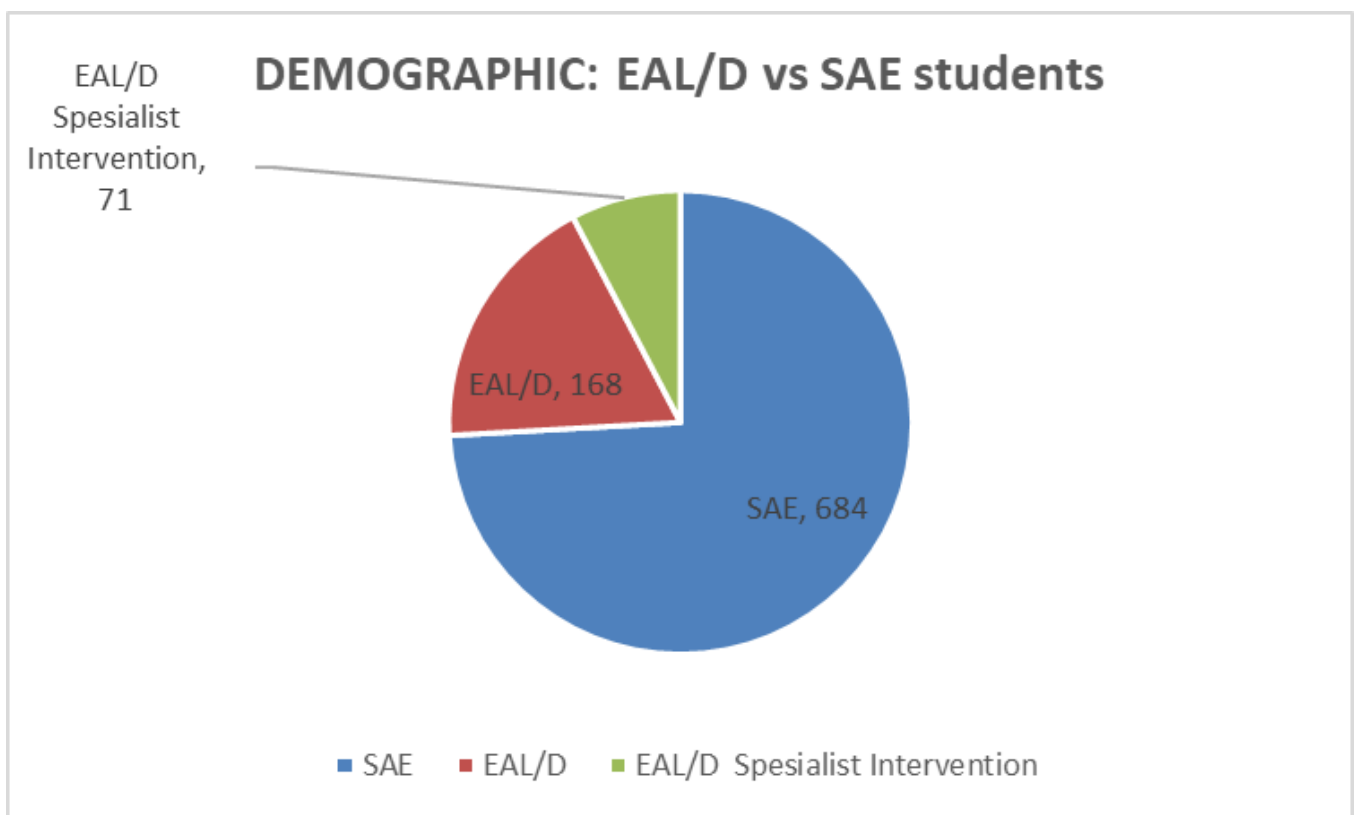
## Country of Birth 2021



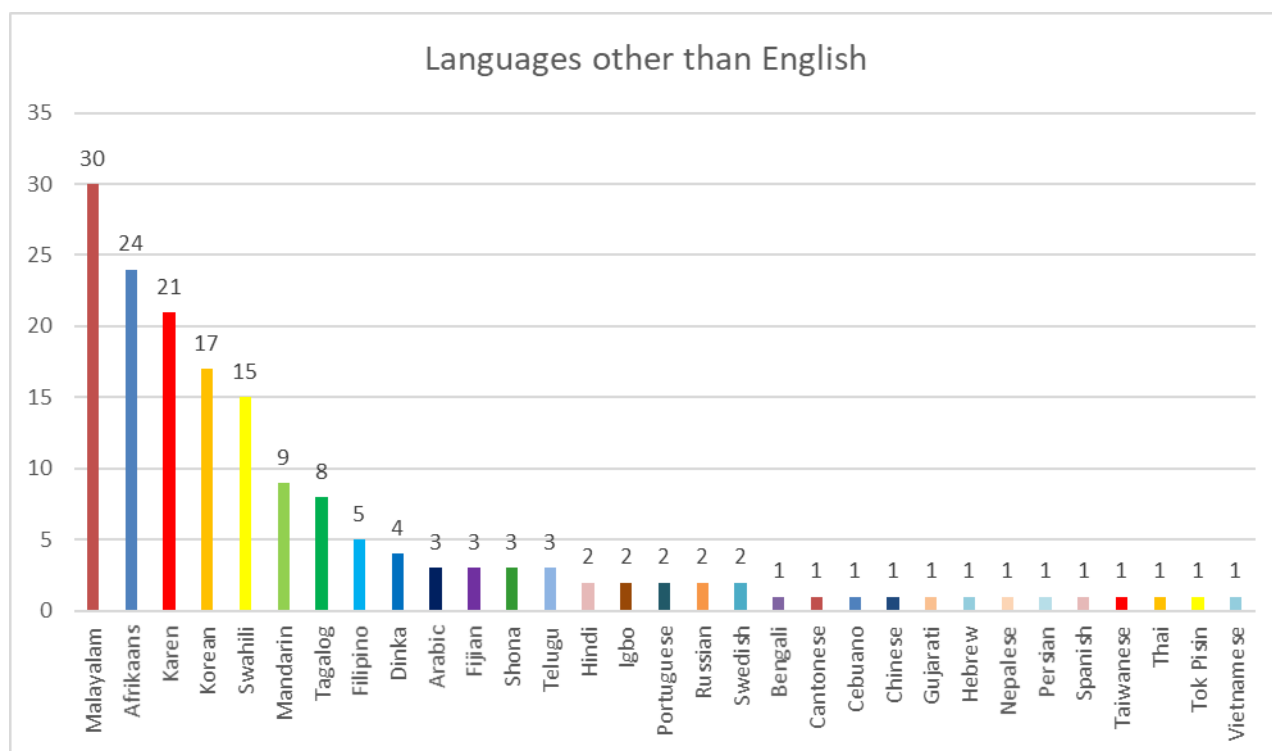
## The Impact of the EAL/D Intervention Program for 2021

In line with evidence-based practices (Centre for Education Statistics and Evaluation, 2014, p5), it is clear that equitable education for all students, including those from refugee backgrounds, requires access to the full school curriculum. It is important to “set the same high expectations for all students and to provide differentiated levels of support to ensure that all students have a fair chance to achieve those expectations” (ACARA, 2009:8). It is therefore prudent to understand the make-up of the Annandale Christian College student population.

A quarter of our students (**168** of the Kindergarten to Year 12 students, **\*684** on 25 Nov 2021; 629 at time of August census) at Annandale Christian College have a first language other than English - i.e., **168** English as an Additional Language (EAL/D) of the **\*684** Standard Australian English (SAE) speaking students. Of the **168** students for whom English is not the first language there were 71 students who needed intensive help from our designated EAL/D teacher. \* Please note that student numbers at this time were higher than that reported at census.



The table below illustrates the growing diversity in student population in 2021. With changes to the demographics of Townsville and the reopening of borders, it is very likely that this diversity is going to continue to grow.



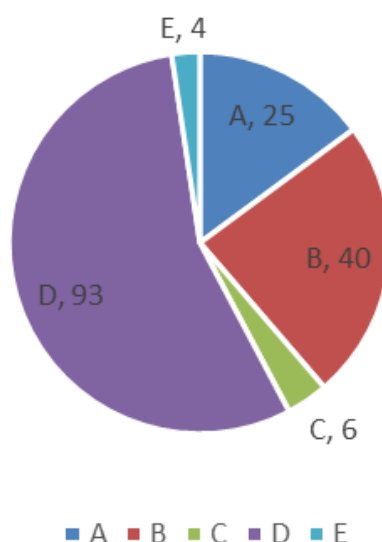
At the start of 2021, three students from Korea (Prep, Year 1 and Year 4) had no English at all and at the end of the year we had two more students from Korea (Prep and Year 6) who had no English language proficiency and were, therefore, unable to access the Australian Curriculum. The progress these students were able to make is astonishing and from our latest Korean family enrolment, it is clear that the Korean community is taking notice of their success. Sun Metals (mother company Korea Zinc) is starting a new Green Hydrogen project and they bring their engineers over from Korea to work on this project. We can, therefore, expect more enrolments from the Korean community. Prime Minister Scott Morrison announced on 22 Nov 2021 that Australia's international borders will be reopened to eligible visa holders from 1 December after being locked out for almost two years due to the pandemic. Those eligible for the rule change include not only skilled migrants but also humanitarian visa holders. The Human Rights Law Centre, in a report released on 17 November 2021 titled Still left behind - stranded refugees and residents on temporary visas must be part of Australia's reopening plan (HRLC) are continuing to put pressure on the government to hasten the process of bringing the more than 10 000 refugees stuck offshore to Australia as a matter of urgency. Since the government has a policy to send migrants to regional areas rather than our major cities, we can expect more refugee EAL/D enrolments. This is already evident in the 6 refugee enrolments we received in the last school week of 2021. We are also seeing an increased number of Defence Force personnel from Singapore and Korea in Townsville. Considering these facts, we should be ready for our English as an Additional Language numbers to increase even further.

The current EAL/D learners are quite diverse, not only in their level of English language acquisition, but also in terms of their point of entry to school and their differences in backgrounds.

EAL/D students at ACC include those:

- beginning school with minimal or no exposure to English, whether born overseas or in Australia to parents from language backgrounds other than English (25 students)
- entering school in Australia with little or no exposure to English, but with schooling equivalent to that received by their chronological peers in English (40 students)
- beginning school with little or no exposure to English and no previous formal schooling in any country, or with severely interrupted education (6 students)
- with some exposure to English entering school in Australia (93 students)
- with varying exposure to English, who have had disrupted education in one or more countries, and who are returning to schooling in Australia. (4 students)

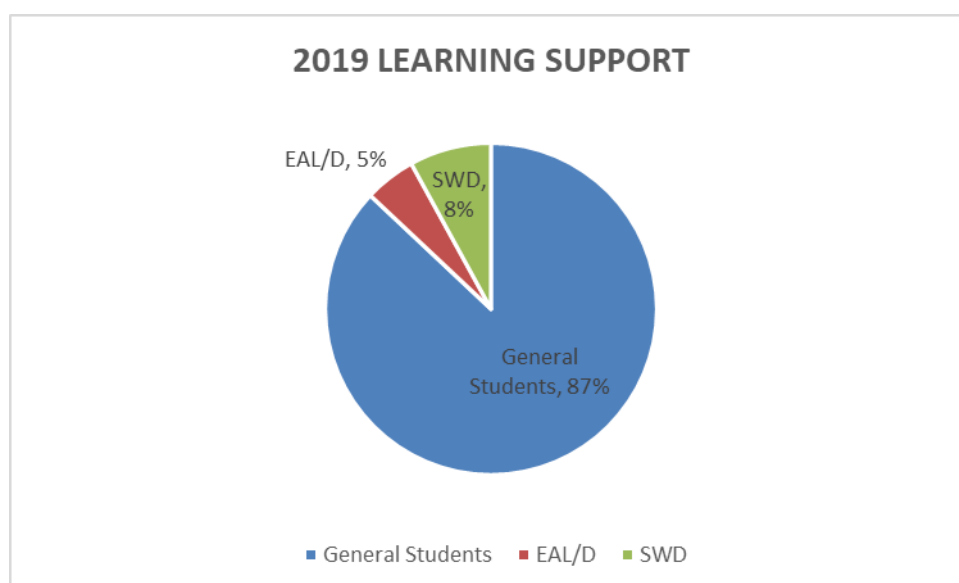
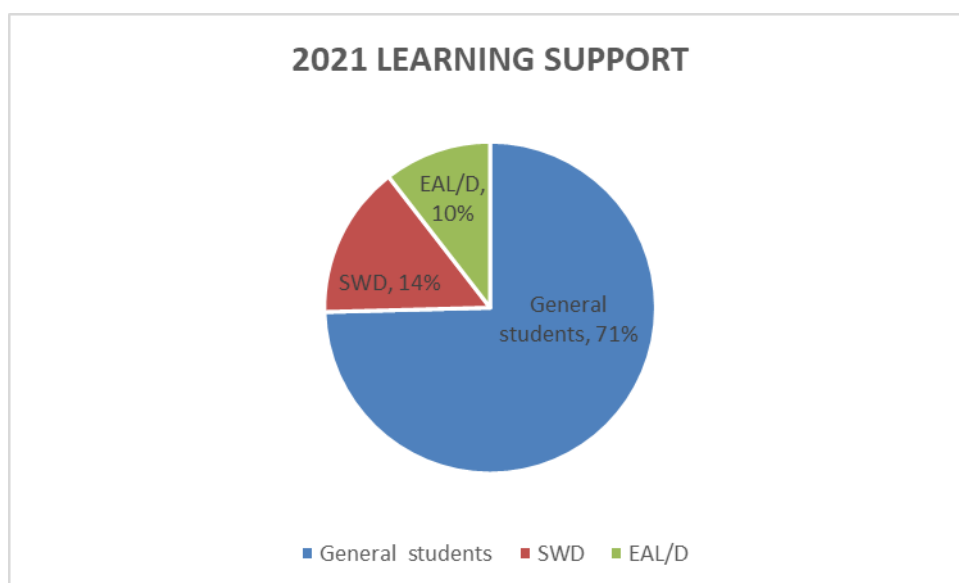
**EAL/D learners: Points of entry to school and differences in backgrounds.**



In 2019, English as an Additional Language or Dialect students (EAL/D students) who needed specialist intervention to grow their English language skills, made up 5% of the total college population. This number has grown considerably to 10.4%. In other words, **71** of the **168** students who speak a language other than English at home, needed regular specialist English lessons tailored to their individual needs over the course of the year to develop some proficiency in Standard Australian English to enable access to the Australian curriculum. This number fluctuated but were never lower than 48 students at any given time.



## Demographic (Learning Support – EAL/D (English as an Additional Language) students vs SAE (Standard Australian English) students



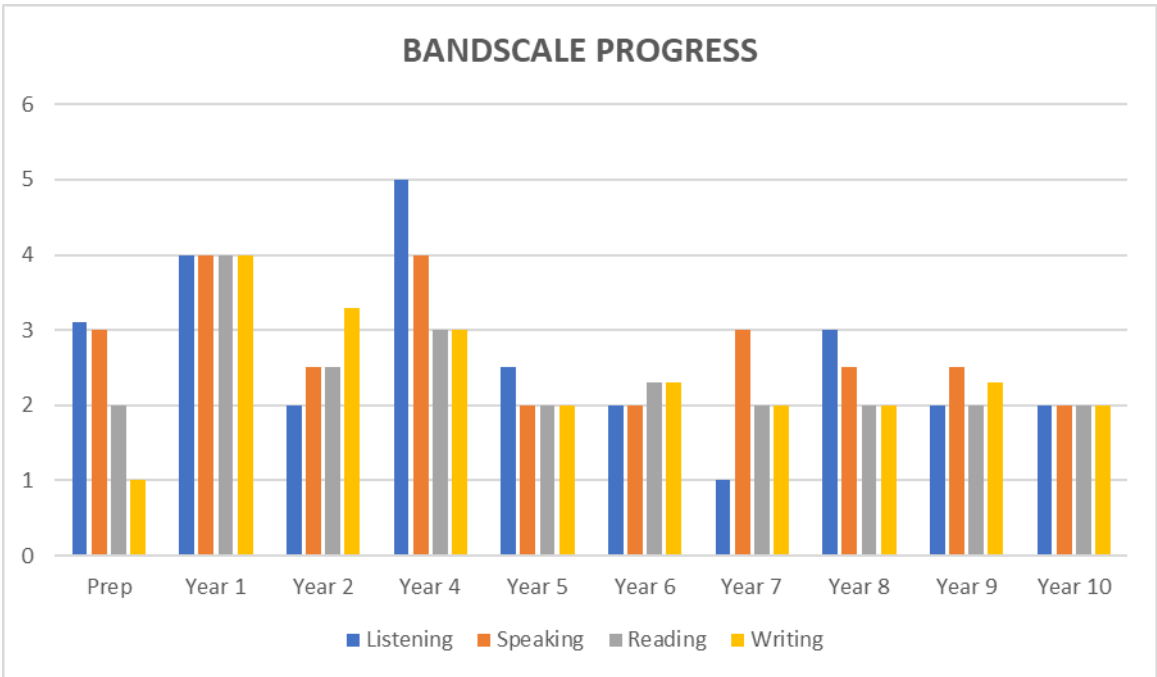
It is worth noting that the number of EAL/D students fluctuated over the course of the year between 7% (48 students) and 10.4% (71 students) who received regular intervention for EAL/D (2-4 lessons per week depending on their individual needs) and do not reflect those students who are supported in the classroom via consultation between the EAL/D teacher and classroom teachers. Also note that it is hard to have an exact number for students with a disability (SWD) as levels of support change throughout the year. However, there are 97 diagnosed SWD students (14.2%) across the college with many more students identified and receiving support but who are not yet officially diagnosed.

EAL/D students need specific teaching to build a language foundation in English for successful classroom teaching. Differentiation and Authentic Assessment are two of ACCs Key Principles of Teaching and our EAL/D program is specifically focused on these. Upon entering our college, we use the NLLIA (National Languages and Literacy Institute of Australia) ESL Band scales (English as Second Language) to determine where students are 'at' in terms of their

Standard Australian English (SAE) acquisition. This information is used to provide curriculum teachers with an action plan that include specific strategies that can be employed in their teaching to meet particular language needs of English Second Language Learners within the classroom context.

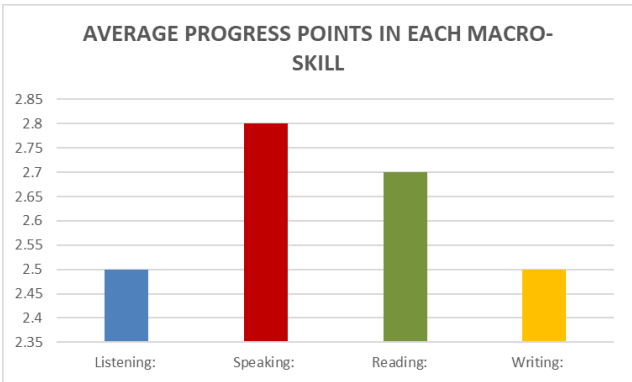
The EAL/D teacher also provides support to curriculum teachers to differentiate for assessment purposes and provides additional specialist English lessons tailored to each students' individual needs. She worked intensively with 71 students over the course of the year. Student progress was again assessed towards the end of Term 4 for each of the four macro-skills: Listening (with understanding), Speaking, Reading (with comprehension) and Writing. This enabled us to collect the necessary data to monitor progress and report their individual progress to their parents. All students were able to improve significantly in all four macro-skills.

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



The best outcome is clearly obtained if early intervention takes place. After a student has improved his/her listening and speaking skills, their reading and writing can catch up to the newly acquired listening and speaking skills and all four macro-skills clearly improve at the same rate thereafter.

**The average Progress Points across the College for each of the macro-skills were:**



Basic Interpersonal Communication Skills (BICS) develop at a rapid rate at the start of language acquisition, but it is extremely important that older students continue to be supported otherwise their Cognitive Academic Language Proficiency Skills (CALPS) plateau and this hinders them in their academic achievement. It is unrealistic to expect students with substantial educational gaps and low levels of literacy - like most of our refugee students - to participate in programs that are characterised by high intellectual challenge if they are not provided with extra support in the classroom. This is already well in place in the primary school, but there is a definite need to also support the secondary EAL/D students in the classroom during their regular lessons to provide the necessary support to build their proficiency in academic language or language used in the classroom in the various content areas. A high challenge program needs high support in the classroom as well as specialist intervention and message abundance as provided by our EAL/D teacher to be accessible for EAL/D students. This is even more prudent for students with substantial educational gaps and low literacy.

At Annandale Christian College we set the same high expectations for all students and endeavour to provide differentiated levels of support to ensure that all students have a fair chance to achieve those expectations. It is therefore prudent to take note of the need for extra support to EAL/D students in the classroom in addition to their regular intervention lessons with our EAL/D teacher. Our overall goal with the EAL/D program we offer at Annandale Christian College is to foster a high support, high challenge classroom so that these students can achieve their learning goals; to ensure that the academic results achieved by our college will continue to be at a high level without adding to the heavy workload and stress of our secondary staff and to fulfil the obligation we have towards the parents by enrolling EAL/D students. This is a necessary next step as our college's student population continues to become more diverse and demands on our teachers more complex.

It is clear that our EAL/D program is an essential part of Annandale Christian College in providing the differential levels of support necessary for EAL/D students with very different educational levels and abilities who must engage with the intellectual challenges they are facing in language other than their own. Another challenge is that as our expert staff reach retirement in a few years, a clear succession plan is needed especially given staff shortages.



# Student Outcomes

## Student Attendance

Average attendance rate (%) for the whole school in 2019 was **92%**, improving to **95%** in 2021. This is an outstanding result. Our indigenous student attendance rate is similarly positive.

	K	P	1	2	3	4	5	6	7	8	9	10	11	12	Primary	Secondary		Ab/ TSI	Total
2019	95	92	92	93	95	93	95	92	93	91	90	91	91	91	93	91		--	92
2020	74*	95	95	95	96	96	95	97	93	93	92	92	99	93	96	93		91	95
2021	NA	95	96	95	96	96	97	98	95	94	94	93	93	93	95	94		94	95

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

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

The average attendance rate for the whole school as a percentage in 2021 was **95%**.

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

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

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

## Management of Student Non-Attendance.

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

Extended absences apply to very few students on suspension. This process provides both pastoral care support and a further accountability process in relation to the absence. The number of student absences is also recorded in student semester reports.



Students who are absent for more than a few days are contacted by the relevant office or kindergarten lead teacher. If needed, template letters are forwarded to alert the parent and to encourage the student's return. In some cases, referral to the pastoral teams and the Student Wellbeing Counsellor/ Chaplains are also utilised.

### ***Cycles of Inquiry***

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

Despite the pandemic, a number of Cycles of Inquiry PD sessions were held in 2021. Teachers were taken out of classes to work through the Cycles of Inquiry focus, utilizing the remainder of our grant money from *Great Teachers Great Results*. For our primary classes, Teachers looked at incorporating Biblical Threads (From *Transformation by Design*) into their units and assessments. We also worked with staff to enhance assessment practices within our Christian Education pedagogical framework for Primary classes in order to have more authentic and consistent assessment practices.

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

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

In 2021 new middle management roles referred to as Heads of Curriculum were developed to define the curriculum leadership team in the primary college. Michael Foster concluded his appointment as Head of Primary Curriculum for three days a week to oversee and lead the curriculum agenda. Melissa Harris was appointed as Head of Junior Primary (P-2) for two days a week, and Aidan Frewen-Lord was appointed Head of Senior Primary (3-6) for two days a week. Curriculum development and direction is one of the key responsibilities of each of these roles. Michael Foster has played a significant role in the development of the college and as an early childhood teacher over many years. His Christian character, creativity and depth of knowledge was outstanding. His relational management style was much appreciated by all staff who worked with him and he will be greatly missed in 2022.

## NAPLAN results for Years 3, 5, 7 and 9 in 2021

In 2021 ACC's overall NAPLAN participation is **98%** which compares with the national Australian overall participation rate for all students of **95%**. More detailed data is supplied below:

### Year 3

Reading		Writing		Spelling		Grammar and Punctuation		Numeracy	
Number	%	Number	%	Number	%	Number	%	Number	%
63653	93.3	63170	92.6	63343	92.9	63343	92.9	62974	92.4

### Year 5

Reading		Writing		Spelling		Grammar and Punctuation		Numeracy	
Number	%	Number	%	Number	%	Number	%	Number	%
64469	93.4	64223	93.0	64128	92.9	64128	92.9	63603	92.1

### Year 7

Reading		Writing		Spelling		Grammar and Punctuation		Numeracy	
Number	%	Number	%	Number	%	Number	%	Number	%
62743	89.7	62781	89.8	62243	89.0	62243	89.0	61532	88.0

### Year 9

Reading		Writing		Spelling		Grammar and Punctuation		Numeracy	
Number	%	Number	%	Number	%	Number	%	Number	%
56934	82.9	57085	83.2	56560	82.4	56560	82.4	55536	80.9

This year's results were excellent with some significant gains made in all year levels indicated by the QCAA table below as 'above' or 'well-above' or above Queensland schools. The most interesting is our outstanding results in areas of reading for Years 3, 5, 7 and 9. While numeracy results were excellent across the college, they were significantly higher in Year 7. I would like to thank all our teachers and the partnership with our college families for these excellent results. When you compare our college results to those of Queensland the results are a real blessing to our Father who has blessed our students so abundantly.

### QCAA TABLE NAPLAN STUDENT RESULTS IN 2021

	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	459	462	432	451	411
Year 5	540	512	524	522	516
Year 7	564	527	571	578	588
Year 9	606	575	591	607	615

ACC school's average when compared to all QLD schools

Well above
  Above
  Close to
  Below
  Well Below

Year 3 continues to maintain high levels of achievement and progress, well above like and state averages. All four year levels have made significant progress in four areas of testing and overall our Reading results are outstanding. Writing, while Years 3 and 5 show solid progress, the data suggests greater work is needed in Years 7 and 9.

The evidence also suggests that the use of the Heads/ HODs/ Learning Support and Cycles of Inquiry identified the needs of students at all levels of learning have contributed to effective teaching and learning. Other initiatives such as after school tutoring may also explain improvement.

The Teaching and Learning team as well as HODs will continue on student improvement in the subsequent ACC Cycles of Inquiry planning days. Further work, to modify assessment tasks that align with the QCAA criteria and syllabus standard elaborations ensuring the principles of effective learning, is needed.

See also <https://myschool.edu.au/school/48048/profile/2021>

## **BENCHMARK DATA FOR 2021**

<b>READING</b>		
	<b>Annandale Christian College</b>	<b>Australian Schools</b>
Year 3	<b>459</b>	438
Year 5	<b>540</b>	511
Year 7	<b>564</b>	542
Year 9	<b>606</b>	577
<b>WRITING</b>		
Year 3	<b>462</b>	425
Year 5	<b>512</b>	480
Year 7	<b>527</b>	522
Year 9	<b>575</b>	551
<b>SPELLING</b>		
Year 3	<b>432</b>	421
Year 5	<b>524</b>	504
Year 7	<b>571</b>	548
Year 9	<b>591</b>	580
<b>GRAMMAR</b>		
Year 3	<b>451</b>	433
Year 5	<b>522</b>	503
Year 7	<b>578</b>	533
Year 9	<b>607</b>	573
<b>NUMERACY</b>		
Year 3	<b>411</b>	403
Year 5	<b>516</b>	495
Year 7	<b>588</b>	550
Year 9	<b>615</b>	588

## Mean Scaled Scores by Cohort 2021 – 2019

While achievement is always worth celebrating, most of the world's leading researchers agree that we should be the most interested in **student progress**. For that reason, we have been examining the impact of our teaching on student achievement over time. By examining the work we do with students and by examining the change or statistical size effect, teachers have had a deeper insight into the efficacy of their practice and the progress of their students.

Surname2	Given names3	Year 5		Year 3 - 5		Year 5		Year 3 - 5		Year 5		Year 3 - 5		Year 5		Year 3 - 5	
		Reading Achievement Band	Reading Progress	Spelling Achievement Band	Spelling Progress	Punctuation Achievement Band	Punctuation Progress	Grammar & Writing Band	Grammar & Writing Progress	Writing Band	Writing Progress	Numeracy Achievement Band	Numeracy Progress	Writing Band	Writing Progress	Numeracy Achievement Band	Numeracy Progress
STUDENT	A	7	4	6	2	8	3	6	1	6	2	6	2	6	1	6	2
STUDENT	B	6	4	7	3	5	1	5	0	5	0	6	2	5	0	6	2
STUDENT	C	6	4	6	2	6	3	5	2	5	2	7	3	5	2	7	3
STUDENT	D	8	3	6	2	6	0	7	2	7	2	6	1	7	2	6	1
STUDENT	E	7	3	7	1	6	0	7	2	7	2	6	3	7	2	6	3

The simple traffic light system shows progress at, below and beyond the expected level of progress. This system allows teachers to see how students are progressing whether they are high, middle or low achievers.

The examination of this data as well as; school based levels of achievement, individual and diagnostic assessment tasks, helps our teachers understand how all our students are developing in the many areas of their learning. This school-wide and now embedded practice is based on the work of Helen Timperley, Linda Kaiser and Judy Halbert. At ACC we refer to this professional learning community as our 'Cycles of Inquiry'.

### BENCHMARK DATA FOR 2021 showing change from test years

STRAND	2021 (Year 5)	2019 (Year 3)	Difference	2021 (Year 7)	2019 (Year 5)	Difference	2021 (Year 9)	2019 (Year 7)	Difference
READING	540	453	↑19%	564	526	↑7%	606	562	↑8%
WRITING	512	439	↑17%	528	486	↑9%	591	525	↑4%
SPELLING	524	421	↑17%	571	511	↑21%	575	555	↑4%
G & P	522	464	↑13%	578	551	↑5%	607	583	↑4%
NUMERACY	516	422	↑12%	588	556	↑6%	615	556	↑11%

Key: = Considerable improvement (+50).

= moderate improvement 20 – 50.

= plateau results 1 – 20.



Scores have been transferred to a scale to allow comparisons between assessment areas, from year to year and with the state mean. Using these average normalised scale scores also means that NAPLAN performance data may be compared with Queensland Years 3, 5, 7 and 9 Literacy and Numeracy Test performance data.

For a number of years ACC has achieved results well above the state mean. Reading, writing and spelling have been identified as our areas of greatest. Reading became a focus area for the Cycles of Inquiry process with teachers in 2021 while maintaining the work on Writing from previous years. This is a significant investment in teacher professional development by the College. The results suggest that there have been some positive effects as a tool for progress in this area. ACC was recognised not only for improvements in these results and the progress made but as the third highest achieving school in 2021. Our deep hope is to further develop our teaching and therefore learning in literacy and numeracy across the curriculum in 2022. We thank God for the expertise of all staff involved in this result, for their curriculum leaders and for the resources to help all students achieve at this college.

### Year 12 Outcomes in 2021

In 2021 our Year 12 students were the second group to graduate under the new “ATAR” system for Senior Assessment and Tertiary Entrance (SATE). Unlike 2020, when an internal assessment instrument was removed due to the COVID disruptions, the 2021 class were the first group to complete all three internal assessment tasks. Unfortunately, gaining accurate comparisons of ATAR results between 2020 & 2021 is not possible. Under the rules of the new ATAR system, students must consent to allow QTAC to share their individual ATAR results with the school. Unlike 2020 where only one student did not consent, 32% of ATAR-eligible students chose to not consent to sharing their ATAR. This was despite many attempts by staff to encourage them to do so. Therefore, the data below is based only on the ATAR information that we have on students who consented to share their ATAR scores.

ATAR	2021	2020
98 or more	1 (5%) Top 98.50	1 (6%) Top 98.30
97 or more	1 (but suspect 2) (11%)	3 (18%)
90 or more	3 (18%)	7 (43%)
79 or more	10 (59%)	9 (56%)
64 or more	15 (88%)	15 93%)

1 student (5% ) achieved an ATAR above 98.3 (OP1 in the old scale) with a 98.50. We are reasonably confident that 1 student may have received above a 97 (approximately OP 2 or 3 in old system), based on the knowledge that he was accepted into his first preference of medicine at JCU. With such a large gap in the data, any further analysis of the data would lack any reliable substance.

The main pathway for students to gain entry to University and other courses across Australia is through the ATAR achievement and the Queensland Tertiary Admissions centre. In 2021, for the second year in a row, **100%** of QTAC applicants were offered a tertiary placement, an encouraging trend when compared to 81.8% in 2019. Pleasingly, 83% of the applicants received an offer for their first preference.

## Yearly ATAR Comparison

The QCAA published data for all general subjects against state data for comparison purposes. This data was not provided for applied subjects. In 3 out of our 15 General subjects we were above the state average for the proportion of A's. For the proportion of A's & B's combined, 9 subjects were above the state average.

Significantly, no student received less than a 'C' (pass) in any general subject in 2021. Also worthy of comment is the performance of our top Physics student who attained 99/100 for Physics, with a confirmed 50/50 for her internal assessment and 49/50 for the external exam. She was recognised by the Australian Institute of Physics with an award. Similarly, two students were recognised by the Royal Australian Chemical Institute for excellence in Chemistry.

## Yearly Comparison

School vs State	2021	2020
Number of subjects above state average for A's	3	7
Number of subjects above state average A&B combined	9	8

## External Exams

To assist schools to ascertain how well students were prepared for the external exams, the QCAA published data showing the alignment for each subject cohort between performance in the external exam (EA) and performance in their internal assessment tasks (IA). On average, across all general subjects, 86% (compared to 84% 2020) of our students performed as expected or better on the EA compared with the IA's, indicating that our students were very well-prepared for external exams.

VET outcomes continued to remain strong. The proportion of students attaining the higher Certificate III and Certificate IV increased, although there were no Diploma qualifications attained in 2021. Pleasingly, one of our students received a TAFE In Schools Trophy in 2021.

These results are all indicative of high quality Christian education and learning at Annandale Christian College from Kindergarten to Year 12. All of our students have learned skills, knowledge and values that will endure into their future careers and lives no matter the pathway they choose.

## Year 12 Outcomes Summary

	2021	2020	2019
Number of students who received a Senior Education Profile (SEP)	42	29	23
Number of students awarded a Queensland Certificate of Education (QCE)	40	28	23
Number of students awarded a Queensland Certificate of Individual Achievement (QCIA)	1	0	0
Number of students receiving a Senior Statement only	1	1	0
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer	100%	100%	81.8%
Number of students awarded one or more VET qualifications	19 (45%)	16 (55%)	11 (48%)
Number of students who are completing/completed a school-based apprenticeship or traineeship (SAT)	1	1	1
Number of students awarded a VET qualification:			
Certificate I	0	0	0
Certificate II	15 (36%)	15 (53%)	10 (43%)
Certificate III	14 (33%)	9 (31%)	4 (17%)
Certificate IV	1	0	0
Diploma	0	2	1
Advanced Diploma	0	0	0

## Apparent Retention Rate Year 10 to Year 12

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

Apparent Retention Rate			
	Year 10 Base	Year 12 (2 years later)	Apparent Retention Rate %
Student Cohort (2019 – 2021)	45 (2019)	42 (2021)	93%
Student Cohort (2018 – 2020)	24 (2018)	29 (2020)	92%

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

**ACCs Real Retention rate** in 2021 for Year 12s was  $(42 / 45 \times 100) = 90\%$

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

Whilst the 7% improvement in real retention rate is a positive improvement, it is worth noting that the percentage increase is also accompanied by a significant enrolment growth in the Year 12 cohort, increasing from **29** students in the Year 12 2020 cohort to **49** students for the 2021 Year 12 cohort. The twofold increase in both real retention and student enrolment numbers indicate continued strong and positive growth and stability for our College.

### Year 12 Post School Destination Survey

As required all *Next Step – Student Destination* Reports and Summaries are found on the College website:

<https://www.acc.qld.edu.au/college/government-reporting/>

Destination data on 23 of our 29 graduating students was collected by contacting parents or student by the Head of Secondary. This preliminary and school collated data indicates that 55% of students entered university after graduation after accepting their first offers. A significant number of students went straight into full time or part time work (34%). 11% of our students had not either responded or were able to give a response with certainty.

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

School Year 2021	Number of Students in each category	*Percentage of Students in each category
University (degree)	23	57.5%
VET total (Cert IV+ III, I-II, apprenticeship, traineeship)	4	10%
Working full-time	7	17.5%
Working part-time/casual	5	12.5%
Seeking work, Not studying or in the labour force	1	2.5%
Total Year 12 students	40	100%

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





## Student Satisfaction Surveys

A summary of the 2021 student satisfaction survey is grouped into three groups from Year 4 to Year 12 to reflect their specific level of schooling. 138 students in Year 4 – 6, 113 students in Year 7 – 10 and 54 students in Years 11 and 12 completed the survey in this year. Here is a summary of these results:

### YEAR 4-6 STUDENT SATISFACTION SURVEY IN 2021

SURVEY QUESTIONS	Strongly agree	Agree	Disagree	Strongly Disagree
Q1. I am currently in year: 7 - 29%, 8 - 5%, 9 - 35%, 10 - 31%	NA	NA	NA	NA
Q2. (Subjects studied this year)	46%	49%	5%	0%
Q3. My teachers expect me to do my best.*	38%	59%	3%	0%
Q4. My teachers provide me with useful feedback about my school work. (Overall)*	18%	72%	10%	0%
Q5. I am getting a good education at Annandale Christian College. (Overall)	13%	74%	8%	5%
Q6. Most teachers set and explain learning goals at the start of each lesson. (Overall)	7%	77%	13%	3%
Q7. Most teachers let me know very clearly what I need to do to achieve the criteria on my assessment. (Overall)	28%	54%	5%	13%
Q8. Most assessment tasks are relevant to me. (Overall)	13%	79%	5%	3%
Q9. Students have an opportunity to give feedback or input about assessment tasks (eg. study Hamlet or Macbeth). (Overall)	10%	62%	23%	5%
Q10. My teachers encourage me to use higher and lower order thinking. (Overall)	13%	77%	5%	5%
Q11. My teachers provide me with a range of assessment types (e.g. tests, presentations, models etc). (Overall)	10%	77%	13%	0%
Q12. I get constructive feedback on my progress towards the final piece of assessment. (Overall)	28%	72%	0%	0%
Q13. Teachers expect me to use data (measurements, surveys etc) to think about situations and inform creative solutions. (Overall)	41%	56%	3%	0%
Q14. My homework is valuable and relates to what I learn in class. (Overall)	18%	74%	8%	0%
Q15. When I need help on my school work, I can usually find a teacher who is willing to help me. (Overall)	5%	62%	18%	15%
Q16. Teachers at my school treat students fairly. (Overall)*	5%	80%	15%	0%
Q17. My school is well maintained.*	41%	54%	3%	2%
Q18. I feel safe at my school.*	31%	64%	5%	0%
Q19. I can talk to my teachers about my concerns. (Overall) *	38%	62%	0%	0%
Q20. Student behaviour is well managed at my school.*	31%	59%	8%	2%
Q21. There are appropriate consequences for students who do the wrong thing.	13%	74%	8%	5%

Q22. If I get in trouble, someone explains to me what they think I have done wrong.	25%	67%	8%	0%
Q23. I know the rules at school.	18%	59%	21%	2%
Q24. The school rules are appropriate and fair.	18%	82%	0%	0%
Q25. There are consequences for bullies or people who harass others.	41%	56%	3%	0%
Q26. I like being at my school.*	23%	59%	10%	8%
Q27. My school looks for ways to improve.*	48%	49%	3%	0%
Q28. My school takes students' opinions seriously.*	16%	69%	10%	5%
Q29. My teachers motivate me to learn. (Overall) *	10%	85%	5%	0%
Q30. My school gives me opportunities to do interesting things.*	10%	80%	10%	0%
Q31. The teachers encourage me to think about life from a Christian point of view. (Overall)	28%	72%	0%	0%
Q32. Teachers change their teaching style to cater for my needs. (Overall)	38%	62%	0%	0%
Q33. The school supports students in their Christian faith	23%	62%	15%	0%
Q34. Teachers make reasonable adjustments to cater for my needs. (Overall)	15%	77%	5%	3%
Q35. Teachers have a clear understanding of my capabilities. (Overall)	16%	81%	3%	0%
Q36. The use of CANVAS has improved the quality of teaching and learning available to me.	11%	81%	5%	3%

## YEAR 7-10 STUDENT SATISFACTION SURVEY IN 2021

<b>SURVEY QUESTIONS</b>	<b>Strongly agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
Q1. I am currently in year: 7 - 29%, 8 - 5%, 9 - 35%, 10 - 31%	NA	NA	NA	NA
Q2. (Subjects studied this year)	NA	NA	NA	NA
Q3. My teachers expect me to do my best.*	60%	40%	0%	0%
Q4. My teachers provide me with useful feedback about my school work. (Overall)*	39%	61%	0%	0%
Q5. I am getting a good education at Annandale Christian College. (Overall)	55%	43%	1%	1%
Q6. Most teachers set and explain learning goals at the start of each lesson. (Overall)	33%	63%	3%	1%
Q7. Most teachers let me know very clearly what I need to do to achieve the criteria on my assessment. (Overall)	45%	54%	1%	0%
Q8. Most assessment tasks are relevant to me. (Overall)	42%	54%	4%	0%
Q9. Students have an opportunity to give feedback or input about assessment tasks (eg. study Hamlet or Macbeth). (Overall)	21%	63%	12%	4%
Q10. My teachers encourage me to use higher and lower order thinking. (Overall)	32%	63%	4%	1%
Q11. My teachers provide me with a range of assessment types (e.g. tests, presentations, models etc). (Overall)	49%	50%	1%	0%
Q12. I get constructive feedback on my progress towards the final piece of assessment. (Overall)	43%	53%	2%	2%

Q13. Teachers expect me to use data (measurements, surveys etc) to think about situations and inform creative solutions. (Overall)	37%	57%	5%	1%
Q14. My homework is valuable and relates to what I learn in class. (Overall)	41%	51%	3%	5%
Q15. When I need help on my school work, I can usually find a teacher who is willing to help me. (Overall)	52%	46%	0%	2%
Q16. Teachers at my school treat students fairly. (Overall)*	39%	51%	5%	5%
Q17. My school is well maintained.*	35%	61%	3%	1%
Q18. I feel safe at my school.*	45%	52%	1%	2%
Q19. I can talk to my teachers about my concerns. (Overall)*	37%	49%	10%	4%
Q20. Student behaviour is well managed at my school.*	12%	64%	17%	7%
Q21. There are appropriate consequences for students who do the wrong thing.	23%	59%	13%	5%
Q22. If I get in trouble, someone explains to me what they think I have done wrong.	14%	71%	13%	2%
Q23. I know the rules at school.	37%	61%	1%	1%
Q24. The school rules are appropriate and fair.	25%	55%	15%	5%
Q25. There are consequences for bullies or people who harass others.	33%	44%	19%	4%
Q26. I like being at my school.*	42%	40%	12%	6%
Q27. My school looks for ways to improve.*	28%	62%	5%	5%
Q28. My school takes students' opinions seriously.*	13%	65%	12%	10%
Q29. My teachers motivate me to learn. (Overall)*	44%	52%	3%	1%
Q30. My school gives me opportunities to do interesting things.*	27%	57%	11%	5%
Q31. The teachers encourage me to think about life from a Christian point of view. (Overall)	45%	50%	3%	2%
Q32. Teachers change their teaching style to cater for my needs. (Overall)	16%	61%	19%	4%
Q33. The school supports students in their Christian faith	50%	45%	2%	3%
Q34. Teachers make reasonable adjustments to cater for my needs. (Overall)	27%	63%	4%	6%
Q35. Teachers have a clear understanding of my capabilities. (Overall)	34%	60%	4%	2%
Q38. The use of CANVAS has improved the quality of teaching and learning available to me.	31%	59%	7%	3%

# YEAR 11-12 STUDENT SATISFACTION SURVEY IN 2021

<b>SURVEY QUESTIONS</b>	<b>Strongly agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
Q1. I am currently in Year: 11 - 29%, 12 - 70%	NA	NA	NA	NA
Q2. (Subjects studied this year)	NA	NA	NA	NA
Q3. My teachers expect me to do my best.*	47%	50%	3%	0%
Q4. My teachers provide me with useful feedback about my school work.*	21%	76%	3%	0%
Q5. I am getting a good education at Annandale Christian College.	26%	63%	8%	3%
Q6. My teachers set and explain learning goals at the start of each lesson.	24%	61%	12%	3%
Q7. My teachers let me know very clearly what I need to do to achieve the criteria on my assessment.	32%	68%	0%	0%
Q8. Most assessment tasks are relevant to me.	30%	61%	6%	3%
Q9. Students have an opportunity to give feedback or input about assessment tasks (eg. study Hamlet or MacBeth)	12%	60%	17%	11%
Q10. My teachers encourage me to use higher and lower order thinking.	28%	63%	6%	3%
Q11. I get constructive feedback on my progress towards the final piece of assessment.	20%	74%	3%	3%
Q12. Teachers expect me to use data (measurements, surveys etc) to think about situations and inform creative solutions.	11%	69%	11%	9%
Q13. My homework is valuable and relates to what I learn in class.	26%	68%	3%	3%
Q14. When I need help with my school work, I can usually find a teacher who is willing to help me.	30%	64%	6%	0%
Q15. Teachers at my school treat students fairly.*	20%	47%	18%	15%
Q16. My school is well maintained.*	19%	63%	13%	5%
Q17. I feel safe at my school.*	26%	59%	13%	2%
Q18. I can talk to my teachers about my concerns.*	15%	71%	14%	0%
Q19. Student behaviour is well managed at my school.*	11%	54%	9%	26%
Q20. There are appropriate consequences for students who do the wrong thing.	9%	48%	9%	34%
Q21. If I get in trouble, someone explains to me what they think I have done wrong.	15%	56%	22%	7%
Q22. I know the rules at school.	33%	50%	9%	8%
Q23. The school rules are appropriate and fair.	17%	57%	13%	13%
Q24. There are consequences for bullies or people who harass others.	17%	48%	7%	28%
Q25. I like being at my school.*	22%	48%	13%	17%
Q26. My school looks for ways to improve.*	13%	56%	13%	18%
Q27. My school takes students' opinions seriously.*	13%	48%	9%	30%
Q28. My teachers motivate me to learn.*	23%	71%	3%	3%



Q29. My school gives me opportunities to do interesting things.*	15%	52%	18%	15%
Q30. The teachers encourage me to think about life from a Christian point of view.	36%	58%	3%	3%
Q31. The school supports students in their Christian faith.	33%	63%	2%	2%
Q32. Teachers change their teaching style to cater for my needs.	16%	71%	7%	6%
Q33. Teachers make reasonable adjustments to cater for my needs.	15%	70%	3%	12%
Q34. Teachers have a clear understanding of my capabilities.	24%	70%	6%	0%
Q35. The use of CANVAS has improved the quality of teaching and learning available to me.	20%	61%	14%	5%

# Our Community

## Parent Involvement

Our parent community is a very involved group within our college. The Parents and Friends (Fellowship) or P&F usually meet regularly and run a number of events throughout the year. Meetings were held in person and by Zoom where restrictions limited meetings to the executive. I thank the P & F for continuing with as many events as were possible and for the hard work undertaken by this team in 2021. Despite the uncertainty of COVID-19, our AGM (2021) was not postponed and provided TCEA members with dual modes of attendance (face-to-face or online) for this meeting as well as achieving the government's requirements. We encourage as many folk who are possible to attend the meetings or support P & F events.

The Coffee Cart remained a highly successful and important outreach to our parents and staff every Thursday in 2021 until restrictions prevented ongoing service to the community. This important ministry of the college will we hope it will continue in 2022. The coffee cart also served as a way to mentor senior students and to assist them gain experience as a barista. Parents interested in helping are welcome to join for the times available to them.

Parents were also involved in the following in 2021:

- Welcome to ACC
- Operation Christmas Child
- After school sport
- Father/ Mother nights (Kindy and Prep)
- TCEA Association
- Musical and Arts nights
- Popup Coffee Cart
- Weekly Prayer
- Assemblies (semester 2)
- Lost Property
- Limited assistance at swimming, athletics and cross-country carnivals
- Senior Formal
- Working in the library
- Nominating teachers for Awards
- World Teachers and Staff Appreciation Day morning tea
- Science/ STE(A)M projects
- Parent Satisfaction Surveys
- Duke of Edinburgh trips
- Guest speakers
- Compassion Silver Trail

## Parent Satisfaction Survey

**92** of our parents completed the parent satisfaction survey for 2021. This is an anonymous feedback tool for parents sent via email and which uses the online survey application SurveyMonkey. The questions for this tool were developed using the mandatory questions for annual compliance as well additional questions related to our 2020 Annual Implementation Plan (AIP) and Strategic Plans. Highlights are captured here in this short summary.

### PARENT SATISFACTION SURVEY IN 2021

<b>SURVEY QUESTIONS</b>	<b>Strongly agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
Q1 (What year level is your child currently in?)	NA	NA	NA	NA
Q2. I would recommend this school to others.	58%	39%	3%	0%
Q3. Teachers at this school expect my child to do his or her best. (Overall)*	51%	49%	0%	0%
Q4. The staff set high academic standards. (Overall)	42%	56%	2%	0%
Q5. Teachers at this school provide my child with useful feedback about his or her school work. (Overall) <sub>2</sub>	36%	61%	3%	0%
Q6. Teachers at this school treat students fairly. (Overall)*	37%	57%	3%	3%
Q7. The discipline of students is carried out in a professional, sensitive and caring manner. (Overall)	39%	57%	1%	3%
Q8. This school is well maintained.*	56%	44%	0%	0%
Q9. My child feels safe at this school. (Overall)*	61%	38%	1%	0%
Q10. I can talk to my child's teachers about my concerns. (Overall)*	53%	46%	1%	0%
Q11. Openness and trust exist between the teachers and parents. (Overall)	32%	66%	1%	1%
Q12. Our concerns are listened to and dealt with appropriately. (Overall)	33%	63%	4%	0%
Q13. Student behaviour is well managed at this school. (Overall)*	25%	70%	4%	1%
Q14. My child likes being at this school. (Overall)*	54%	43%	3%	0%
Q15. This school looks for ways to improve.*	35%	60%	5%	0%
Q16. This school takes parents' opinions seriously.*	23%	73%	2%	2%
Q17. As parents, we feel welcome at this school.	40%	57%	3%	0%
Q18. Parents are given opportunities for meaningful involvement. (Overall)	30%	64%	6%	0%
Q19. I am asked for meaningful input by the College.	16%	75%	7%	2%
Q20. Teachers at this school motivate my child to learn. (Overall)*	32%	67%	1%	0%
Q21. The academic programs offered are varied and cater for my child's needs. (Overall)	28%	66%	5%	1%
Q22. This school encourages me to take an active role in my child's education. (Overall)	32%	63%	5%	0%

Q23. The school provides useful feedback on my child's learning. (Overall)	28%	69%	3%	0%
Q24. I understand how my child is being assessed. (Overall)	24%	69%	5%	2%
Q25. My child is making good progress at this school. (Overall)*	32%	66%	2%	0%
Q26. My child's learning needs are being met at this school. (Overall)*	28%	69%	1%	2%
Q27. My child is receiving the support and encouragement they need to achieve their full potential academically, socially and spiritually. (Overall)	31%	66%	2%	1%
Q28. This school works with me to support my child's learning. (Overall) *	27%	67%	3%	3%
Q29. My child is encouraged to think about Jesus and how his teachings relate to life. (Overall)	36%	60%	3%	1%
Q30. The Christian faith is obvious in all areas of my child's academic schooling. (Overall)	34%	61%	2%	3%
Q31. Teachers alter their teaching style to cater for my child's needs. (Overall)	13%	78%	8%	1%
Q32. Teachers alter the assessment requirements to cater for my child's needs. (Overall)	13%	74%	12%	1%
Q33. Teachers have a clear understanding of my child's capabilities. (Overall)	24%	70%	6%	0%



## External Partnerships

In addition to our extensive co-curriculum offerings, we also partner with a number of organisations. **Marjory Compton's Speaking and Communicating** students excelled in 2021 once again a

t the State exams for a third time. 73 Students from Year 1 – 12 received silver and gold awards including State Awards for their final exams. Student numbers are ever increasing in this area of the Arts and indicate a clear area of growth. This too could be another area to consider for Master Planning.

Our Junior Engineer programs and instrumental music lessons were affected by COVID-19 toward the end of the year. However, **our instrumental music program** had 121 students learning at least one instrument (including those studying hard for in Year 12 for their ATAR).

**YWAM** partnered with the College and assisted in the development of cybersafe and relationship programs to assist us with an ever-growing need for suitable Christian education in this area. In 2022 we will once again reconnect with YWAM for various programs and missions which may be able to reconnect with.

**Junior Engineers** continued all year in 2021 and was well supported by a small class of 15 students every Monday. For several reasons this program will not continue on site into 2022 with other options for coding being explored. As a Christian school community could we confidently say that if we were to close that our community would be in uproar with is shouting 'You cannot close that school – they are such an asset to us and have walked with us through very difficult and challenging times.' I hope and pray that as a college we reach out to our immediate neighbours and the wider community to act as a light in the world which points to Jesus in every respect.



# 2022

## Annual Report

(Based on 2021 data)



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