

ANNUAL REPORT 2023

Based on 2022 data




 ANNANDALE
CHRISTIAN
COLLEGE
the Way, the Truth, the Life

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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: 148 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

P – 12 Enrolments*: **2022 (Aug) 629**

This represents a 3-year growth rate of 2%.

* Growth rate calculated on August 2022 Census data on funded students and does not include students enrolled in kindergarten nor unfunded students from overseas.

Total Enrolments:

Kindergarten	42
Prep – Year 3	204
Year 4 – 6	154
Year 7 – 10	204
Year 11 – 12	74
Total	678

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 we 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) 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. 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 2022. In these reflections we recognise and thank God for His mercy, faithfulness and love throughout 2 years of a pandemic and for the blessings he has provided since we began as a school in 1982.

Principal's Message



Greetings.

2022 offered many new opportunities for Christian education and for all of us to draw closer to the cross. I continue to thank God for everything we have and all that we have been blessed with. I await with anticipation the pleasant surprises that He has for this place to come.

The completion of the Master Plan, the College car park on Yolanda Drive and the Employment Agreement (EA2022) were significant large projects for the College. In addition to these I also present to the TCEA our updated College Constitution, which was updated by the legal firm, Prolegis. Further work is needed on this document, yet I feel we are well placed for possible changes in employment law that may affect Christian schools and other faith-based institutions in Queensland. A regular review of College documents is an important process for any school which is now becoming embedded within the annual practices of the College.

These significant projects within the life of the College also mark a new growth phase for our College. As we meet for this 2023 AGM, I can proudly report that we are nearly at full capacity with enrolments for 2024 and 2025 filling steadily. Praise God for his blessings and for all the hard work of the staff who have helped to fulfil His plans.

If that wasn't enough, and as a further affirmation of our staff, I am very pleased to share that we received positive feedback from an external validator following the accreditation process by the Non-State Schools Accreditation Board (NSSAB). My thanks to everyone involved in this process. While we have identified many positives through this process, tasks to ensure a focus on our school improvement agenda will be ongoing.

I continue to encourage our staff, teachers, parents and leaders to present a biblical view of community. It is important that we recognise the God-given 'office' and the special authority that each member has within an effective community in the Christian school context. Dr Stewart Fowler (1998) says the following about Christian schools in regard to this:

"Christian educators ought to be trailblazers in tackling the issues thrown up by the changing social environment rather than mere modifiers of trails blazed by others. ...Our calling as Christian educators is to develop a Gospel-enlightened understanding of the issues that face all schools in today's changing societies, so that we may set educational directions that ensure a humanity-fulfilling experience for students in the schools of today and tomorrow."

As we look toward 2023, I remain inspired by Dr Fowler's words of hope and faith and his desire to see a biblical worldview pervade all aspects of a Christian school. Keeping to our Christian mission will ever remain a challenge and I thank everyone who continues to support, work with and pray for us to ensure that quality Christian education is a constant for every student at ACC.

I would particularly like to thank our executive team and middle leaders who have worked tirelessly to equip all our staff in every situation we have faced in 2022. I would also like to thank our Board for their wisdom, prayer and the Gospel-enlightened strategic directions provided to us all. Many hours were given to our College by this dedicated team to ensure every success possible for all our students. To our parents, I thank you too for your support and contributions. Lastly, I would also like to thank our students. May the power of the love of Jesus transform your life in the years to come.

Blessings,

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 Scriptures.

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** 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 and the need to place Christ at the centre of all learning to meet 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 indicates 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 schools 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 in Action at ACC

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, wellbeing 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. Our College follows our annually approved Child Protection Policy and Child Safe Risk Management Strategy with all staff completing mandatory child protection training each year. All volunteers and regular visitors to the College are also required to complete mandatory child protection training.

Annandale Christian College continues to be grateful for the employment of 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. Our chaplains actively participate in many extra-curricular activities and lead proactive wellbeing initiatives. These activities include both primary and secondary assemblies, camps, Anzac and Remembrance Day services, 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 additional to our 2 full-time Chaplains who support students and specifically work with students from the Defence Community. Regular pastoral and wellbeing meetings for both the primary school and secondary school continued throughout 2022 and provide much needed feedback to this team, the staff who support the students as well as the leadership team. In 2022 many new programs, processes and strategies were implemented collaboratively, and I thank the student wellbeing team for their excellent work for another year.

Furthermore, we developed the Employment Assistance Scheme (EAS) in 2022 to provide independent and immediate voluntary support to all our staff. By the end of 2022 this program became embedded within the College and is readily accessible by all College staff. We provided pastoral staff by funding 'professional supervision' to support these key support staff in their roles.

All staff were also offered an influenza vaccine at no cost for the third year running as part of our whole College strategy to reduce rates of illness identified in previous annual reports. This proactive and data-informed strategy for staff health and wellbeing was well-received and will continue into 2023.

Outside School Hours Care (OSHC) operated to support parents and students before and after school. This service makes a significant difference to families in need of before and after school care. The OSHC team exceeded their goals demonstrated by high enrolment numbers. For another year our OSHC has made a modest surplus due to good management of staff and the effective stewardship of resources.

There is a small interest in vacation care by some parents. This has some significant challenges but work in this area continues into 2023. Staffing of an OSHC with qualified staff including a second leader called a 'Responsible Person' is needed for this to be operationalised. Staffing shortages in general continues to be the greatest challenge for our College and for all OSHC and Early Childhood Centres within Australia.

Characteristics of the Student Body

In 2022, **74%** of all ACC families attend church. This exceeds the Board/TCEA policy for enrolments of **70%** of families from Christian homes. I thank the enrolments team for ensuring Christian parents know about quality Christian education and continue to enrol their children here at the College. Significant numbers of students of previous students (alumni) are now bringing their children to the College.

Year	Families who attend Church
2022	74%
2021	74%

One of the many key aspects of our College is the formation of Christian identity for our students. Targets of **70% of students** coming from Christian homes together with **100% of staff** who are Christian is a unique feature of this College community within this region.

To this end, I would encourage families to join with others across this nation to share your positive or transformational story of how your child or family has appreciated or been blessed by our College. We need these stories from families across the nation to share with our politicians as we discuss matters of faith and Christian schooling.

Details for this are found at the following website: <https://mychristianschool.au/> These personal stories will be shared with politicians and could help to support the continuation of schools like us into the future.



Defence School Mentors and Chaplains

Defence School Mentors (DSMs) also support our students as their Chaplains across the College. They work with students from our Defence community as well as those requiring support. For this report I have asked our Chaplains to include their responses to set annual reporting questions for the Australian Defence Force.

Welcoming Strategy

How did you welcome Defence students and families into your school?

We have been involved with welcoming new families through school interviews for new enrolments and through the school induction process. With new Defence students we spend considerable time within the classroom making sure they are feeling welcomed within their peer groups and settling into the class. In the previous year (2021), we made telephone calls to all of the Defence families making sure that they had all the information they needed to start the year right and offered a space for them to come in beforehand and familiarise themselves with their teacher and classrooms.

This year we emailed Defence parents as a follow up to the welcome email and highlighted avenues for support.

During the lunch breaks we pro-actively engaged in lunch time activities to help integrate Defence students with their peers.

Our Chaplains have an active presence in the classrooms and work in consultation with classroom teachers to help students to progress and interact appropriately.

Integrating Strategy

How did you integrate students and their families into your school?

Each term we have coordinated Defence groups split into different ages across the school. Our aim has been to bring groups together for connection, have discussion on specific topics which relate to Defence families, as well as facilitate activities to draw out emotional response which would further support our discussions and find a correlation between the activity and a life application. We have achieved this through offering food and drinks at some of these days, through fun games and activities and through topical discussions such as change management, postings, deployment, and character building. The students have really valued this time as they have engaged and been active in the groups each time we have got together.

This year we have also been involved in extra curriculum activities such as school camps, sporting carnivals, before and after school activities as well as helped coach some of the interschool sports. These activities have given us real life application to share with our Defence students and helped solidify stronger relationships with them. We have been able to use these times to encourage our Defence students to participate in the activities as well as use the valuable lessons learnt during these activities to further build character. The relationships gained during these times have been invaluable for building trust and opening doors for deeper conversations with these students throughout the year.

Is there anything you did differently this year to previous years?

We have added VITAL Unlimited within the Year 7 cohort with the idea to roll it out further amongst other grades in future years. VITAL has contributed to helping equip our young people integrate with their peers as well as equip them for personal growth and resilience.

Absence Strategy

How did you support students and their families in your school in times of parental absence?

We have organised regular times with the teachers to meet together to do fun activities such as craft or physical activities. These times enabled the student to share how they were feeling as well as do something they enjoy whilst they were going through the emotions of separation and change within the family unit.

We have also been active in doing well-being checks with the partner of the Defence member to support during the difficult period.

We have also been a member of the support services team and have regularly advocated for our students when change was happening within the family unit, so school staff were aware and mindful when dealing with these students.

Farewell Strategy

How did you farewell Defence students and their families from your school community?

For primary students, once we were able to establish a list of students affected by postings we caught up with those students one on one to explore the opportunities a move would offer them, discussed and researched their new schools as well as did some work on the "Do's and Don'ts" of starting a new school. We also looked at positive character traits with the older primary students and had discussions around how to present to others when you are new.

For all the students being posted we organised parties with their closest friends to celebrate the students time within the school. During this time, we shared in party food and played organised activities and gave them a Defence passport as well as some other small gifts.

Programs and Activities

What other programs/activities did you undertake and what was the intended purpose and outcome?

Vital Unlimited was introduced this year to our Year 7 cohort with the intentional inclusion of our Defence students.

The action reflection model of experiential/adventure-based learning has helped our Defence students understand and experience that their potential is unlimited. In doing this, these students have discovered the value and importance of appropriate behaviours and attitudes and it has empowered and encouraged students to make healthy decisions regarding their lifestyle and consequent behaviour by accepting responsibility for their own actions. The outcome for our Defence students has been to discover higher levels of meaning and purpose to their lives and how to step out more into their potential especially in relation to the constantly changing environment as a child of a current serving member. We have seen so much growth from all our participants and we can't wait to roll this program out further across our year levels in 2023 and beyond.

Remembrance Day service was organised this year through the Defence School Mentors and we were able to utilise the primary Defence students to represent their year level by laying wreaths.

Trends and issues

What are your general observations of the trends and issues with regards to Defence students and their families?

- *Isolation and loneliness caused from the constant changing dynamics associated with postings, and deployments.*
- *Impact of COVID especially on student results.*
- *Continuity of schooling especially during key years.*
- *Increasing numbers of students experiencing negative mental health.*

What did you do to address the above trends and issues?

- *One on one support for students and family members who required a safe place to express concerns.*
- *Follow up with those students and family members throughout the year.*
- *Smooth transition from our school to new school by researching and talking through what is on offer at new school as well as what the student can connect into in the community.*
- *Build resilience in students through the programs and activities listed above.*
- *Utilise the newly appointed student wellbeing counsellor and external referral options for student and their families.*



Professionalism

The Chaplains and the Defence School Mentors have participated in the following:

- Vital Unlimited training
- Interventions Plus – Rage Training
- First Aid Training in a remote environment
- Mental Health First Aid
- Asthma First Aid Management Training

Overall, the Chaplains and Defence School Mentors (DSMs) are encouraged by the freedom to support our defence students in ways that align with our gifts and abilities. Both Chaplains value how important it is to continue to support our community.

Overview Of the Student Body

In 2022, **2.4%** of our students identified as indigenous (Aboriginal or Torres Strait Islander). 60 students held visas, and 5 students were from overseas. **26%** of our students have English as an additional language or dialect (EAL/D). EAL/D was formerly known as English as a Second Language (ESL). Of the 168 identified students, 57 of these students in Prep to Year 12 required and received additional support from our EAL/D specialist. In 2022 an additional EAL/D specialist was appointed for 1 day per week with long term advertising as yet unable to find a suitably trained Christian teacher for this role.

Year	*Indigenous Students	*English as an Additional Language or Dialect (EAL/D)
2022	2.4%	26%
2021	3%	26%
2020	3%	23%
2019	3%	22%
2018	4%	16%

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

Year	Boys	% Total	Girls	% Total	All students
2022	317	51%	309	49%	636*
2021	306	49%	323	51%	629
2020	304	49%	312	51%	616



*N.B Total student data for 2020-2022 is based on August census data, however earlier years reflect end of year enrolment. Data does not include students in kindergarten.

* Enrolment numbers as collected by EAL/D teacher in Term 4

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 by the College to the [myschool](https://myschool.edu.au) website by the federal government as part of the annual census data requirements for schools.

Our Programs

Distinctive Curriculum Offerings

Primary (Prep – Year 6)

In Primary, the curriculum is designed to meet the needs of each phase of learning through a series of Integrated Units, which incorporate the Australian Curriculum in the following subjects:

- English
- Mathematics
- Science
- Humanities and Social Sciences
- Technology
- The Arts
- Health and Physical Education
- Languages Other than English: Mandarin

Biblical Threads (Transformation by Design) continued to be used in 2022 to authentically thread biblical perspectives into all our Integrated Units. Many of our Junior Primary units focus on marvelling at God's wonderful creation and how we should look after His creation. As students progress through the grades, they start pondering the effects of sin on this world and on us, and how we should respond to this.

In 2022, we fully implemented the Australian Curriculum (Version 8) well within the timeframe set by ISQ and QCAA. Our staff focused on integrating the Design aspect of Technologies into our Integrated Units through staff meetings and planning days. In 2022, we also made significant plans for the implementation of Version 9 of the Australian Curriculum for 2023.

We employed a Performing Arts teacher in the place of a Music teacher to better incorporate Dance and Drama (Performing Arts) within our Arts program. Primary students will now learn Music for one semester each year, and either Dance or Drama for a semester on alternate years, with 2022 introducing the Dance curriculum for the first time. Visual Art, including Media Art, continued to be integrated into classroom units.

Health was another key area of curriculum development in Primary with PeaceWise Kids being used from Year 1 to Year 6. PeaceWise Kids is a biblically-based program that equips students with skills to navigate challenging relationships and conflict in a God-honouring way.

Primary Assemblies gave the opportunity for classes to share and celebrate their learning with the Primary College and parent community. There were many student achievement celebrations throughout the year in the areas of academics, sports, music and various co-curricular areas.

To enrich our students' learning experience, Year 5 students travelled to Charters Towers to deepen their understanding of the Gold Rush era, and then had a 2-night camp at Virginia Park Cattle Station. Unfortunately, Year 6 were unable to go on the Canberra Tour in 2022 due to ongoing COVID restrictions. Instead, they attended a 3-night camp at Echo Creek.



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.

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
- Civics & Citizenship
- 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 (LOTE) - Mandarin Chinese

In 2022, The Australian Curriculum developed Civics and Citizenship, which was introduced to Year 7. The Faith & Citizenship subject addresses content descriptors and achievement from the Civics & Citizenship syllabus from a distinctly Christian worldview. The PeaceWise program is also embedded into the course of study to enhance our personal relationships program and offer alternate ways to deal with conflict from a biblical and Christian worldview. PeaceWise is a Christ-centred approach to dealing with conflict of all kinds.



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, LOTE Chinese 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 Years 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 applied subject Aquatic Practices was offered to Year 10 students in 2021. 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. It is hoped that this will increase the overall number of students completing a VET qualification whilst at school.

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

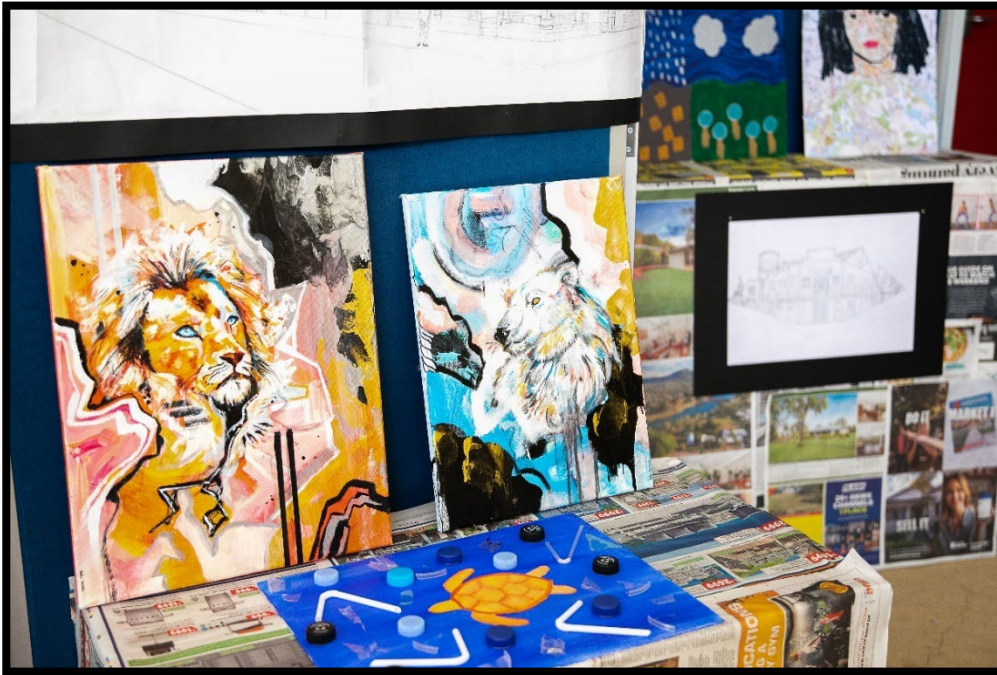
depending on availability and accessibility of appropriate courses. School-based apprenticeships, traineeships and formal Work Experience programs are also considered an integral part of Senior Secondary study for many students at Annandale. The enhancement of the Career Guidance role to 5 hours per week will hopefully contribute to further growth in the area of vocational pathways.

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, assist with setting up seating for assemblies, assist with 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 (SRC) where they represent the views of their peers 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 (GLS) 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.





Extra-Curriculum Offerings

Primary (Prep – Year 6)

Performing Arts

- Instrumental Music (Prep – Year 6)
- Worship Band (Year 2 – Year 6)
- String Ensemble (Year 1 – Year 6)
- Speech and Drama (Year 1 – Year 6)
- Oliver Musical (Year 5 – Year 6)

STEM

- Lego Club (Year 3 – Year 6)
- Code Club (Year 2 – Year 6)
- Interschool Robotics (Year 6)

Sport

- Interschool Sports (Year 5 – Year 6)
- Interschool Swimming (Year 3 – Year 6)
- Interschool Cross Country (Year 2 – Year 6)
- Interschool Athletics (Year 2 – Year 6)

Academic

- ICAS Mathematics (Year 2 – Year 6)
- ICAS English (Year 2 – Year 6)

Other

- Kids In Christ (Year 1 – Year 6)
- SRC (Year 6)
- Assembly Assistant (Year 6)
- Chess Club (Year 1 – Year 6)
- Interschool Chess (Year 1 – Year 6)
- ANZAC Day March (Year 1 – Year 6)

Sport at ACC

The following sports were undertaken in 2022:

Primary		Secondary	
Boys Basketball	Girls Basketball	Boys Basketball 7/8	Girls Basketball 7/8
Boys Soccer	Girls Soccer	Boys Soccer 7/8	Girls Soccer 7/8
Girls Basketball	Interschool Athletics	Boys Basketball 9/10	Girls Basketball 9/10
	Interschool Cross-country	Boys Soccer 9/10	Girls Soccer 9/10
		Boys Basketball Open	Girls Basketball Open
		CBSQ Basketball (Boys)	
		Boys Soccer Open	Girls Soccer Open
		Girls Netball 7/8	Girls Netball 9/10
		Girls Touch Football 7/8	Girls Water polo
		Interschool Athletics	Mixed Volleyball

Secondary (Year 7 – Year 12)

Christian Development

- Kids in Christ – Bible study program with cross age tutoring
- Pancake breakfasts (Rasmussen State School) – 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

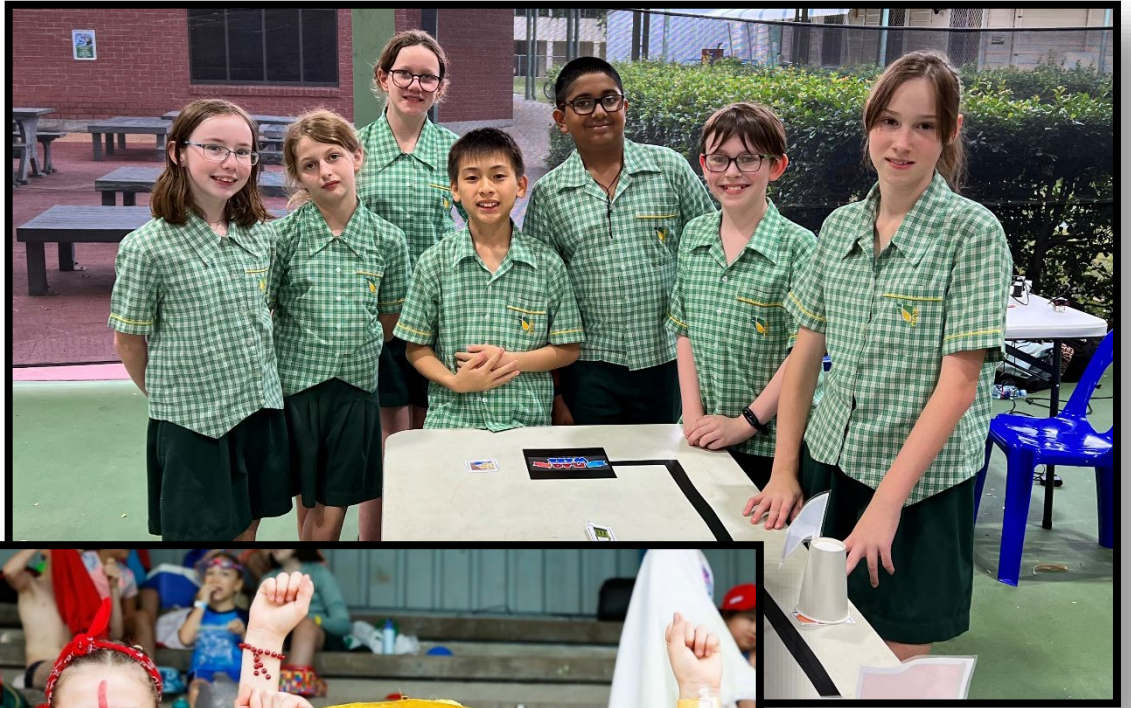
- Senior leadership camp
- Year 8 Camp
- Student Representative Council (SRC)
- Year 7 & 11 Leadership Camp
- Duke of Edinburgh Adventurous Journeys
- Service Week and Student Service
- Student Global Leadership Summit

Academic

- Maths Study Group
- Year 10 Maths camp
- Riverside Maths Competition
- QAMT Interschool Maths Competition
- 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.



As reported in previous years, the upcoming decade of staff shortages and particularly that of teachers continue to pose important questions for the College:

- *How do we promote Christian schooling within universities?*
- *How can we better transition high-achieving Annandale Christian College graduates into the teaching profession through our current scholarship program?*

How do we further support expert Christian teacher aides to complete further study and increase retention?



Further work with Christian universities like Alphacrucis and Christian Heritage College, as well as James Cook University, is currently underway to develop programs for undergraduate teachers that will allow them to work at the College part-time and study for the remainder of the week. According to the last Christian Education National conference in Sydney, staffing is one of the top 3 issues facing all Christian schools in 2022.

Staff Composition, Qualifications and Experience

In 2022, our staff (including casuals) grew from **126** to **133**. This represents a staff increase of 5% and is consistent with the growth in our student population. While it is a blessing to have 47% of our workforce as part-time, it does pose significant challenges in communication and staff culture for those who are not present for staff meetings or other important College events throughout the term. It also means more physical resources are needed such as laptops and adds to the complexity of pay and timetabling requirements. My thanks to our deputies who continue to accommodate the needs of staff and the needs of the College, which at times are incredibly challenging. As the needs of staff change, leadership also needs to balance the needs of staff against the needs of a highly qualified and expert Christian teaching staff.

Staff Composition

2022 Staff Mix - Headcount *				
	Full-time	Part-time	Casual	Total
Teachers	29	27	13	69
Aides	0	18	10	28
Music Tutors	0	0	6	6
Support Staff	11	17	2	30
All Staff	40	62	31	133
% of Total Staff	30%	47%	23%	

2022 Staff Mix - FTE*			
	Full-time	Part-time	Total
Teachers	29	17.26	46.26
Aides	0	10.85	10.85
Support Staff	11	10.88	21.88
All Staff	40	38.99	78.99
% of Total Staff	51%	49%	

* FTE = Full Time Equivalent

At the end of 2022, our teacher:student ratio **17:1** (Primary) and **12:1** (Secondary). The Somerset staffing ratio benchmarks indicate that this is within the recommended ratios for similar sized Christian schools. (Source: <https://www.somerseteducation.net/survey>)

The average student to teaching staff ratio for all schools was 13.1 students to one teacher. (Source: ABS 2022 Accessed: <https://www.abs.gov.au/statistics/people/education/schools/latest-release>)

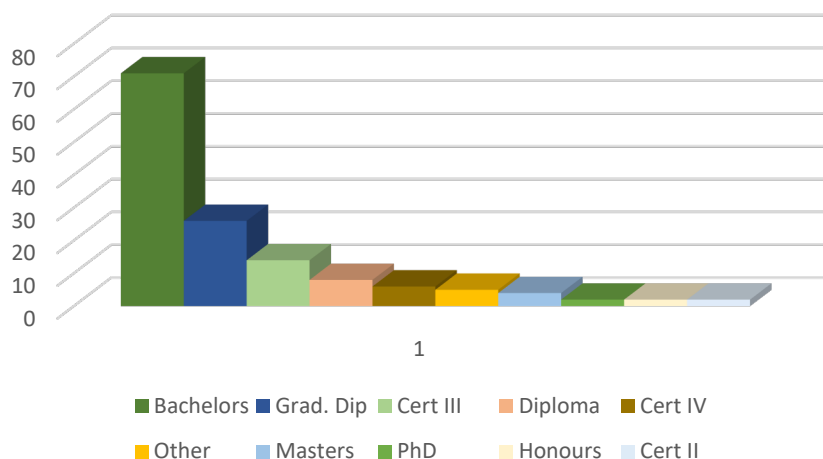
Aboriginal/TSI Staff	Total	% of staff excl. casuals
2022	3	3.0%
2021	2	2.0%
2020	2	2.2%
2019	3	3.0%

Staff Qualifications

Our staff, teaching and non-teaching, are highly qualified. Their qualifications are as follows:

PhD	Masters	Honours	Bachelors	Grad.Dip.	Diploma	Cert IV	Cert III	Cert II	Other
2	4	2	71	26	8	6	14	2	5

2022 Staff Qualifications



I am pleased to report that there continues to be a clear movement toward further study for our staff, with 3 staff members undertaking further study at a Masters level, 3 commencing a Bachelor of Education, while 4 are studying Certificate-level courses. A more skilled staff may be one of the many contributing factors toward the improvement in our student achievement.

A highly trained and experienced staff is noted by researchers as having a significant impact on student performance, and I once again thank those who are able to study for taking up this professional development.



Staff Professional Development

In 2022, the total funds expended on professional development was **\$155,277** (1.26% of income) compared to \$114,764 (1.01% of income) in 2021. This marks a change from the previous restrictions imposed by the pandemic, more face-to-face training and an increase in staffing numbers. While there were some restrictions in 2022 with face-to-face training, these eased opening up more opportunities for all staff with more staff attending both face-to-face and online training modes. Costs continue to remain lower than expected for professional development as many staff often choose the webinar options. The breakdown of professional development expenditure is as follows:

Teaching

2022 \$101,177 (2021 \$76,325) was spent on professional development for all teaching staff. This equates to **0.82%** of total income (\$12,356,682) compared to **0.43%** of total income of the preceding year of \$11,344,431.

Non-Teaching

2022 \$54,099 (2021 \$38,439) was spent on professional development for all non-teaching staff. This equates to **0.44%** of total income (\$12,356,682) as compared to **0.34%** of the total income of the preceding year of \$11,344,431.

While many other professional development courses were undertaken at the personal cost of staff, or were freely available to all staff, below is a list of the College-funded professional development courses and seminars undertaken during the year:

Description of PD activity	Staff Participation	Description of PD activity	Staff Participation
Sue Larkey: Making it a Success	120	Somerset: Financially Sustainable Schools	2
PeaceWise training	120	Supporting Autistic Students	2
ISQ Child Safety Training	120	CEN AGM & Reunion	1
Legal Training with Susan Brooks	120	NCCD Training	23
Kathryn Wiseman Training – Life coaching	120	Kathryn Wiseman Training – Motivational Mapping	7
Asthma Training	80	Coaching & Observation Skills	1
First Aid/CPR Training	29	Effective Workplace Learning	1
Youth Mental Health Course	23	Embracing Education with the Heart	1
CEN Leaders Conference	9	Epic Theatre	1
Motivational Mapping	5	Gender Fluidity Seminar	1
Lawsense: School Law	4	MTLA Conference	1
QCAN INC: Various webinars	4	Somerset: Language of Money	1
Group Work with Kindy	4	Payroll: STP2	1
PS Schools conference	3	Payroll: Long Service Leave	1
QAGTC - Gifted and Talented Conference	3	Religious Based Institutions	1
NQ Athletics: Coaching courses	3	School Fee Collection seminar	1
Lawsense: Law for School Counsellors	3	Steamposium	1
Lawsense - Dealing with Difficult Parents	2	Think Tank: PA Summit	1
Autism, Stress and Anxiety	2	Thoughtful Environments	1
Down Syndrome	2	ISQ Business Managers conference	1
Powerful Partnerships	2	Physics PD 13 th July	3
ClickView Training	3		

For the implementation of SATE (Senior Assessment and Tertiary Entry), QCAA continues to provide further training to ensure staff are well-prepared for endorsements, confirmation and

the marking of 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 since its implementation in 2020.

Staff Retention

The staff retention rate for 2022 is **91%**. This represents a small downward trend from the previous year. The average national teacher retention rate has consistently been reported to be around 75% - 80% (AITSL 2013, 2014, 2015). Strong family connections within the College and a positive and supportive Christian community continue to contribute to the high teacher retention rates. A College focus on staff wellbeing and strong collegial support as well as effective middle leaders may have contributed to this retention. Two long-term staff retired, two resigned due to the mandates but were re-employed in 2023, and six staff sought employment elsewhere for a range of reasons including:

- family
- interstate migration
- further study or employment opportunities
- a change of career.

An aging workforce also contributes to the lower rate of teacher retention for 2022 and will continue to do so in the next decade years. Timely succession planning is required in the next 5 years and further work on quality Christian teacher education to offset an aging workforce. .

	Teacher Retention* Rate	
2020	2021	2022
Actual Teachers in numbers~ (2020)	Actual Teachers in numbers~ (2021)	Actual Teachers in numbers~ (2022)
92%	96%	91%

NB. Data include teachers on leave without pay.

***Retention Rate** refers to the group of teachers who continued from 2021 to 2022 and does not include the teachers we employed to replace them in that year.
~ Actual teacher numbers includes part-time staff and supply teachers in 2022. Full-time equivalent measures (FTEs) not used for this calculation.



Staff Satisfaction Surveys

In 2022, the School Opinion Survey (SOS) provided valuable feedback from staff, parents and students. While many of the questions are mandatory, specific questions for our school context were also asked of our community. This year, the 2022 School Opinion Survey was conducted by an independent company who also analysed this data. The survey data was benchmarked against other like schools as well as national data. This gave the Executive team and middle leaders considerable fresh perspective on the various groups within the College and enabled a fresh look at the data collected each year.

Key Area	Item	Co-Ed Independent K-12 schools	Annandale Christian College (N=146)	% Difference
Personal Development	Students have opportunities to learn about leadership.	66%	82%	+16%
School Environment	My school is well maintained.	65%	80%	+15%
Student Behavioural Values	Students at this school present themselves with pride.	58%	71%	+13%
Technology and Resources	The technology resources at this school are up-to-date.	69%	79%	+10%
Teacher Quality	My teachers are positive and enthusiastic about their teaching.	72%	82%	+10%
Teacher Quality	My teachers take control when students misbehave.	70%	79%	+9%
Teacher Quality	My teachers are of a very high standard.	71%	80%	+9%
Student Relationships	Students are encouraged to help each other.	69%	78%	+9%
Guidance and Support	My school is doing a good job in preparing me for further education.	71%	79%	+8%
School Curriculum	My classes are a good size.	71%	79%	+8%

Key Area	Item	Co-Ed Independent K-12 schools	Annandale Christian College (N=146)	% Difference
Student Relationships	Bullying is not a problem at my school.	54%	49%	-5%
School Curriculum	I get to make decisions in class using ideas that we have learned.	72%	68%	-4%
Guidance and Support	I have felt comfortable when starting a new year at school.	75%	72%	-3%
Learning Opportunities	My school helps me to develop my interests.	73%	71%	-2%
School Environment	I feel safe at my school.	78%	76%	-2%
Student Relationships	I find it is easy to make friends at this school.	73%	71%	-2%
Overall	I look forward to going to school.	71%	69%	-2%
Teacher Quality	I feel comfortable asking questions in class if I'm not sure I understand.	69%	67%	-2%
Guidance and Support	I feel like I belong in this school.	74%	73%	-1%
Student Behavioural Values	Students show respect towards the teachers.	64%	63%	-1%

Teacher Testimonies

Devoted staff

I enjoy devotion and worship as a staff and of course the opportunity to openly share God's Word and gospel with students and parents. I embrace how everyone respects and values each other no matter what position. (note: In 2021 some staff felt devotions could be improved)

I find the staff are unified by a common purpose and a desire to teach from a Christ-centred approach. Unlike other schools I have worked at, non-teaching staff are included in meetings and functions and I love that! There is a genuine concern and care for all staff by my team leader and those who lead others.

The staff are there for each other. The freedom of being my true self and being able to share my faith on a day-to-day basis.

The staff support each other and have a genuine care for the students. Staff want the best for every student and often go above and beyond to achieve this.

I like that there are people who are kind, caring and supportive here. I like that there are likeminded people here. I love that we can openly pray with and encourage our students. I like that even when relationships have been broken and damaged there are people actively trying to repair them. I love that coming to work I know that even on the hard days I can rely on others to help me out or be a listening ear. I also appreciate that there is a desire for change/unity and that admin are doing their best to work toward this.

I love being able to share my faith and encourage other staff and students in their faith as well. I love the close knit community of students who remain at their college for all their schooling years. I love the people that I work with in the secondary college. I appreciate that the Principal and Deputy Principal are always seeking to get better and have such a heart to do the best they can. I can see the effort. I am loving the staff devotion groups this term. It has been such an encouragement to see people stand up and share their faith.

Christian environment

I love that Annandale is passionate about Christian Education. It is wonderful to work at a Christian school that employs Christian staff who are able to teach children about from a Christian worldview in a real and authentic way because they themselves are Christian. The leadership genuinely cares for both the staff and students.

I love to work in a Christian environment. It is a pleasure to come to work every day.

I love working in an environment where Christ is central in all we do. I love that we have the well-being and the development of the whole student at heart - emotionally, spiritually and academically. I love that each and every one is seen as a valuable being and that both our strengths and weakness are accepted. I value the partnership between staff, parents and students and our clear goal to see our students flourish academically, emotionally and spiritually to become young leaders who can inspire, lead and become transformational in their spheres of influence once they leave our College.

The ability to share God's love with children and work with other's that love God. The PeaceWise program has been a fantastic addition to solving conflict in a Godly manner.

Improved technology in our Primary School

There is definitely a shortage of iPads in the Primary school. It is a real struggle to get a turn for your class. I would suggest getting a class set per cohort. Especially in a time where more and more learning are being done on devices.

Access to technology and shared resources can be challenging for primary, as secondary often have priority access. I'm not sure how this can be improved in the short term but planning for more resources in the future would be helpful.

I would like to see some more resources for reading and more iPads in the classrooms.

There seems to be a bit of an 'us and them' mentality with primary and high school. I think this probably stems from high school seeming to have the better facilities and higher priority when it comes to funding - looking around at primary classrooms it is very evident that we could do with better and more quality facilities and resources. Perhaps if we had more transparency on how budgeting and funding was

deliberated this could help. Added to this is the perceived mentality that high school classes take precedence when it comes to hall bookings, computer lab bookings and a range of other things. While these things might seem trivial it can make people (who are working so incredibly hard in what is actually a very hard job) feel devalued. The above may not be the view of all but I think that it's helpful to note that this is what is being felt in the primary school. If we want to promote wellbeing and unity in staff this is probably something that needs to be addressed.

Pressure / workload

I would appreciate the workload of teaching staff being looked at. Other schools I have worked in (both state, private and Catholic Ed) don't seem to load teachers as much as ACC. Teachers are stressed by the teaching loads they are carrying.

There are so many pressures in the teaching profession - not sure how this can be improved but definitely needs addressing some way.

More learning support in classrooms

Leadership says it values staff wellbeing and yet they don't give enough Learning Support to classes that have a high number of behavioural/higher needs kids (primarily because there isn't enough Learning Support Aides). The requests of Early Childhood Teachers for full time aides keeps being denied, which is not valuing the wellbeing of staff or children. Class sizes are too big to juggle the extra workload/higher needs kids that seem to be filling our classes.

More human resourcing through teacher aides in all classrooms to support classroom teachers. Smaller class sizes in lower primary.

More learning support aides, especially for classes with high support needs.

More provision for learning support so that the extremely large number of students with learning challenges can be better catered for.

More teacher aides to support students with high needs.

Teacher aide support within the classroom (particularly the practical classes) to cater for the increasing needs of students. In order to provide quality Christian Education this is paramount to be successful in this vision and mission of the college

While the full analysis of the data by the Executive team will be conducted in 2023, many initial observations have been identified for actioning. Staff and the TCEA will be supplied a version of these survey results. A version can also be found on our College website as per the requirements for Accreditation and found within legislation.

For Parents:

Highlights from questions benchmarked against other like schools:

- I feel like my child belongs in this school (83%);
- I have felt comfortable when my child is starting a new year at school (83%); and
- Teachers and staff are caring and supportive (83%).

Highlights from custom questions:

- This school is well maintained (89%);
- My child feels safe at this College (87%);
- My child is encouraged to think about Jesus and how his teachings relate to life (86%);

- As parents, we feel welcome at this school (86%).

Overall:

Open-ended comments related to the following themes: supportive community; Christian values; excellent staff and leadership; improved communication; the need for better resources for primary school; and improved support / catering to students' needs.

Challenges for parents within our community include:

- This school offers opportunities for me to become involved in the decision-making process (71%);
- Bullying is dealt with in an effective manner (71%); and
- Teachers communicate with me regularly about my child's progress (72%).

Challenges (which are school specific and are our lowest rated):

- If your child is in Year 7, is Peace Wise working effectively? (64%);
- The first stage of the Higher Ability Learner Program in 2021-22 meets the needs of my child. (NB: For parents of children involved in this program only.) (66%);
- Teachers adjust the assessment requirements to cater for my child's needs (68%).

Where to from here?

- Maintaining the strengths of the school;
- Further improve communication with parents about student progress and from teachers to parents;
- Improving support services (including the Higher Ability Learner Program) and catering to individual student needs.

Staff:

Highlights from questions benchmarked against other like schools:

- Staff are caring and supportive of each other (89%);
- Teachers model and teach positive behaviour to children (88%);
- I am happy with my decision to work at this school (86%).

Overall:

There were some very distinct differences between teachers and non-teachers with teachers displaying significantly higher levels of satisfaction. This is interesting as the general trend in other similar schools is that non-teachers are more satisfied.

Open-ended comments related to the following themes: devoted staff; Christian environment; the need for improved technology in the primary school; too much pressure / workload; and the need for more learning support in classrooms.

Challenges (which are benchmarked against other like schools and our lowest rated):

- This school has high levels of energy among staff (65%);
- My workload in this school is reasonable (66%);
- There is excellent communication within this school (67%).

Where to from here?

- Sharing findings in this report with the staff;

- Improving technology in the primary school;
- Reviewing support within the classroom; and
- Boosting the energy levels of staff.

Students (Year 4 – 6):

Highlights (which are benchmarked against other like schools):

- My school provides plenty of opportunities for all students to participate in sports, arts, and music (84%);
- My teachers help me to be responsible for my own learning (82%); and
- I am taught to respect individual differences (82%).

Overall:

Open-ended comments related to the following themes: the need to improve facilities, particularly the playground; the prevalence of bullying; consistency with behaviour management; and the quality of teaching.

Challenges (which are benchmarked against other like schools and our lowest rated):

- Bullying is not a problem at my school (49%);
- Students show respect towards the teachers (63%);
- Students show respect for each other (64%).

Where to from here?

- Ensuring teacher consistency of practice and the management of behaviour;
- Reviewing the facilities;
- Reviewing the current process for addressing bullying issues and behaviour management.

Students (Year 7 – 10):

Highlights (which are benchmarked against other like schools):

- My classes are a good size (78%);
- I feel safe at my school (77%);
- I have strong friendships with my peers (77%).

Overall:

Open-ended comments related to the following themes: behaviour management; the lack of sporting opportunities; and inconsistency in the quality of teaching.

Challenges (which are benchmarked against other like schools and our lowest rated):

- Bullying is not a problem at my school (58%);
- Students at this school present themselves with pride (62%);
- Students show respect towards the teachers (63%).

Where to from here?

- Reviewing sporting opportunities;
- Establishing consistency with teaching;
- Implementing appropriate behaviour management strategies.

Students (Year 11 – 12):

Highlights (which are benchmarked against other like schools):

- Students have opportunities to learn about leadership (83%);
- I have had strong friendships with my peers (82%);
- My classes are a good size (81%).

Overall:

Open-ended comments related to a range of topics; however, one theme was regarding the inconsistency in teaching.

Challenges (which are benchmarked against other like schools and our lowest rated):

- Bullying is not a problem at my school (58%);
- Students at this school present themselves with pride (62%);
- Students show respect towards the teachers (63%).

Where to from here?

- Recognising teachers for their commitment to student learning and ensuring consistency;
- Reviewing the current process for addressing bullying issues with the students; and
- Reviewing engagement opportunities.

Staff Exit Surveys

We continued staff exit surveys in 2022. When a staff member leaves the school, they are given the opportunity to complete an exit survey in-writing or in-person and to provide feedback about their experience at Annandale Christian College. Staff feedback provides invaluable information to help College leadership to improve and is tabled in the monthly Principal's reports to the Board and the Executive team. Feedback from these surveys help to identify patterns within the school and to allow us to work to better cater for the needs of staff into the future. While every exit survey is requested, not all employees provide written or verbal exit surveys.

Organisational Restructure – a year along

In 2022 the role of the Head of Curriculum (HOC) was developed further in our Primary school. Similarly, Heads of Department (HOD) roles, responsibilities and authority was further developed this year. The Enterprise Agreement meetings identified the need for further development for our College leaders, which has been undertaken through meetings, professional development and mentoring. Further work in 2023 is needed for our leadership team. These middle leaders provide support for an ever-growing administrative workload for both Deputy Principals and the Principal. Ongoing leadership training in advanced Christian Education would prove rewarding for all our leaders in these changing times, which in turn will support our Christian Culture and experiences for all.

Our Students

More attention needs to be paid to the equipping of Christian faith of our students. Furthermore, attention to Christian leadership within the student population would better prepare students for the many and varied secular views in our culture and media. Consistent growth in student numbers from 2018 – 2022 has brought some unexpected challenges and celebrations as

students with high needs continue to grow. Like all schools, students with a range of needs including those with high abilities in academic, music, the arts, science and mathematics and sport need to be better catered for within the College. Work to address this is well underway.

Enrolments

There has been a consistent growth in student numbers from 2018 – 2022. A ‘controlled growth’ throughout the year was effectively reflected in our strategic plan. The results of planned and targeted strategies included continued targeted advertising ensured growth for the school. Our marketing plan has three distinct goals: marketing to new families, retention of existing students and promotion to the community. These goals have different purposes – to attract new enrolments, to retain existing families and to provide confidence in quality Christian education for our community. Staffing numbers as well as buildings also limit the size of the College and one must consider what capacity there may be for other Christian schools in Townsville especially with transmigration, growing areas for work and new technological developments in the North.

If growth continues, as expected, we should plan for a modest growth between 2 – 3% for 2023. This would place ACC at a projected 650 students with 42 kindergarten students and the largest the College would have ever reached at 692 and in line with the projections of the 2019 demographic report by Dr Deirdre Thuin.

These projections pose a range of questions for the TCEA and the Board:

- the possibility of targeted staff positions such as a guidance officer or school nurse could be explored especially as buildings are completed.
- What strategic directions or policies for enrolments are needed given the current demands?
- What staffing profile best serves the students we have given the targets set by Somerset for staffing (70% of income).
- What prayerful directions is God leading the College into the next decade given this steady growth?
- What is a suitable response to the loss of enrolments to schools like Cathedral and Grammar who offer scholarships to our students?

% of Enrolments from Christian Homes

The Board policy for enrolments ‘**3b ii COLLEGE STUDENT ENROLMENT POLICY**’ (17/10/2016) and ‘**3b Student Enrolment**’ (DRAFT) outlines the following requirement for enrolments:

1. Recognise the desire of the Board that students who are professing Christians, or from professing Christian families, should account for **a minimum of 70% of the student population in any year level.**

Congratulations to the enrolments team for once again exceeding this key performance indicator (KPI) set in our Strategic and Operational plans for 2022, also referred to as Annual Implementation Plans (AIPs). The percentage of students from Christian homes for 2022 is **74%** for Primary and **74%** for Secondary. Overall, all students in our College from Kindergarten to Year 12 sit at 74% from Christian homes, which is a significant increase on the Board’s policy and KPI.

The table below represents this change over time:

Year		K	P	1	2	3	4	5	6	7	8	9	10	11	12
2022	% of students from Christian Homes	73%	71%	76%	83%	69%	70%	74%	77%	73%	71%	71%	77%	81%	72%
2021	% of students from Christian Homes	78%	75%	72%	63%	79%	79%	78%	76%	69%	72%	70%	79%	72%	74%
2020	% of students from Christian Homes	77%	69%	66%	80%	83%	75%	71%	80%	70%	72%	76%	72%	72%	76%

Notes:

1. 2020 data for the % was taken from 31 December 2020
2. 2021 data for the % was taken from Census in August 2021
3. 2022 data for the % was taken from Census in August 2022

	% of Students from Christian Homes who regularly attend church			
Year	Kindergarten	Primary	Secondary	All students P - 12
2022	73%	74%	74%	74%
2021	78%	75%	73%	74%
2020	77%	75%	71%	73%

^ data unavailable at time of publishing.

Our enrolment projections exceeded our budgeted target of 630 for 2022 and we are on track to exceed enrolment targets for 2023. Given our limited places, we are recommending that those not enrolled now commence enrolment application for 2024 and 2025, full classes are requiring parents to enrol in 2024 and 2025 to secure a place. Steady enrolment enquiries and full cohorts continue to be a blessing, but it also presents some interesting challenges for our upcoming and approved Master Planning:

- *Based on our projected growth and our capacity of 1:18 teacher per students in Primary and 1:13 in Secondary, what effect will this have on our master plan, staffing and resource needs?*
- *If enrolments are full, why would we provide a College bus service to bring students to the College?*
- *Given the developing concerns on student and staff wellbeing across Australia, what proactive measures are further needed to support staff?*

Students With Disability (SWD)

The Nationally Consistent Collection of Data on School Students with Disability (NCCD) gives Australian schools, parents, guardians and carers, education authorities and the community information about the number of students with disability in schools and the adjustments they receive. The NCCD is an annual collection of information about Australian school students with disability and enables schools, education authorities and governments to better understand the needs of students with disability and how they can be best supported at school. The Australian Education Regulation 2013 requires all schools to report the data collected for the NCCD to the Australian Government on an annual basis.

There were **84** students identified across the College in the August 2022 NCCD census data. This continues to be an area for the College which requires much attention and an improved strategic response by all including considering when our College human and physical resources have reached capacity.

The table below shows the areas of disability and the total numbers of students in 2022. Reasonable adjustments are recorded in the Nationally Consistent Collection of Data on School Students with Disability (NCCD) in 4 levels:

Primary

Category	QDTP ¹	Supplementary ²	Substantial ³	Extensive ⁴	Total
Physical	0	0	1	0	1
Cognitive	1	10	1	0	12
Social/Emotional	8	7	0	0	15
Sensory	0	0	0	0	0
Subtotal	9	17	2	0	28

Secondary

Category	QDTP ¹	Supplementary ²	Substantial ³	Extensive ⁴	Total
Physical	2	2	1	0	5
Cognitive	3	14	3	0	20
Social/Emotional	5	22	2	0	29
Sensory	1	1	0	0	2
Subtotal	11	39	6	0	56

1. **QDTP** = Quality Differentiated Teaching Practice. Students are supported through usual school processes, without drawing on additional resources.

2. **Supplementary** = students receive adjustments in addition to the strategies and resources already available for all students.

3. **Substantial** = students have substantial support needs, receive essential adjustments and require considerable adult assistance at most times, on most days.

4. **Extensive** = students have very high support needs and are provided with extensive targeted measures and sustained levels of intensive support at all times.



Proportion of Learning Support Students

The Secondary Learning Support team has grown as expected during 2022 as a large proportion of primary students with learning support needs graduated to secondary schooling in our College. In addition, more students in secondary are experiencing mental health challenges that impact their learning, especially in the area of social/emotional needs. New staff were employed as Teacher Aides and Learning Support relief to provide improved class support, individual/small group assistance to students and further support during exams and assessment periods. Growing numbers of senior students were eligible for Access arrangements and reasonable adjustments (AARA) for their senior exams, which has added a new demand and required specialised skill sets to those who are in support roles.

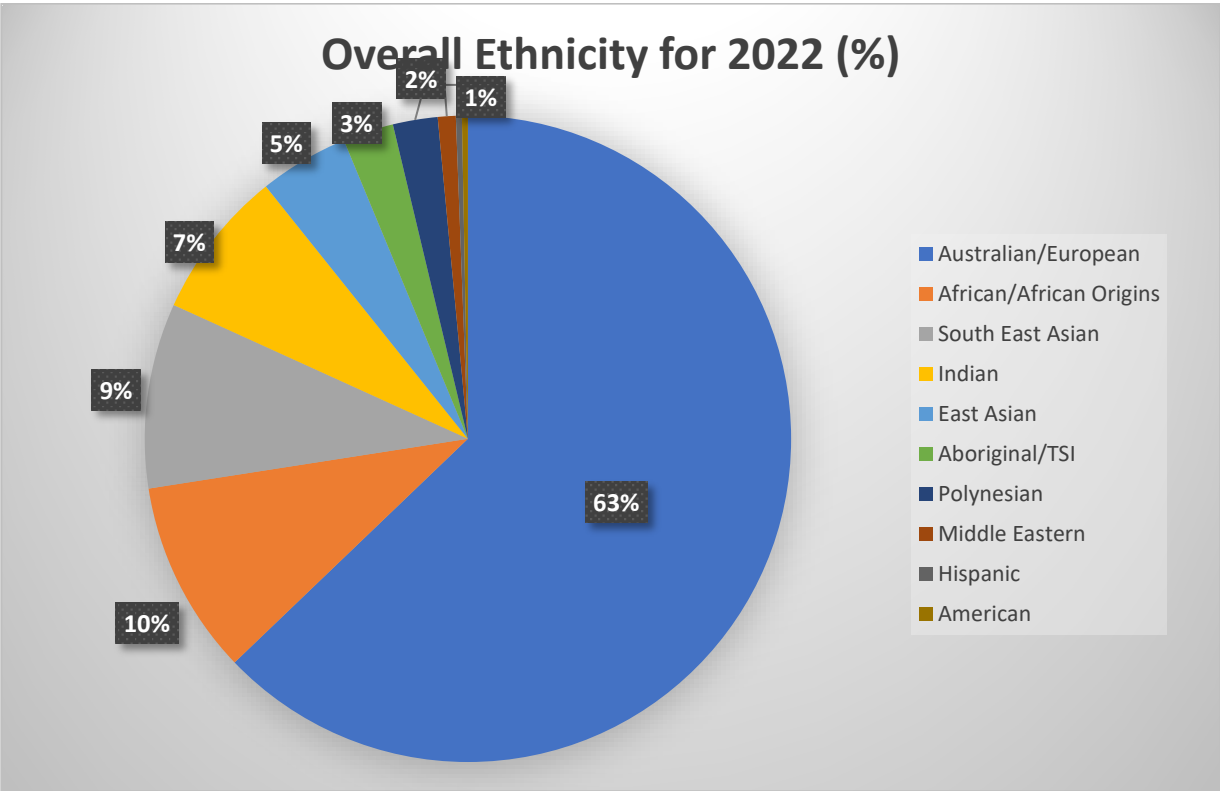
As always, the highlights of a year in learning support come when our students have those special moments both great and small, in their learning journey and life at school. In 2022, these included:

- amazing dramatic performances by students supported in learning support.
- achieving 100% accuracy while making significant improvements in their times-table speed to under 20 seconds.
- conquering fears and abseiling down a cliff.
- learning a new strategy to compartmentalise anxious thoughts and seeing it work to get important assessment completed on a very tough day.
- mastering telling the time.
- reading a chapter book.
- finding and forming new friendships groups to find a place to belong.

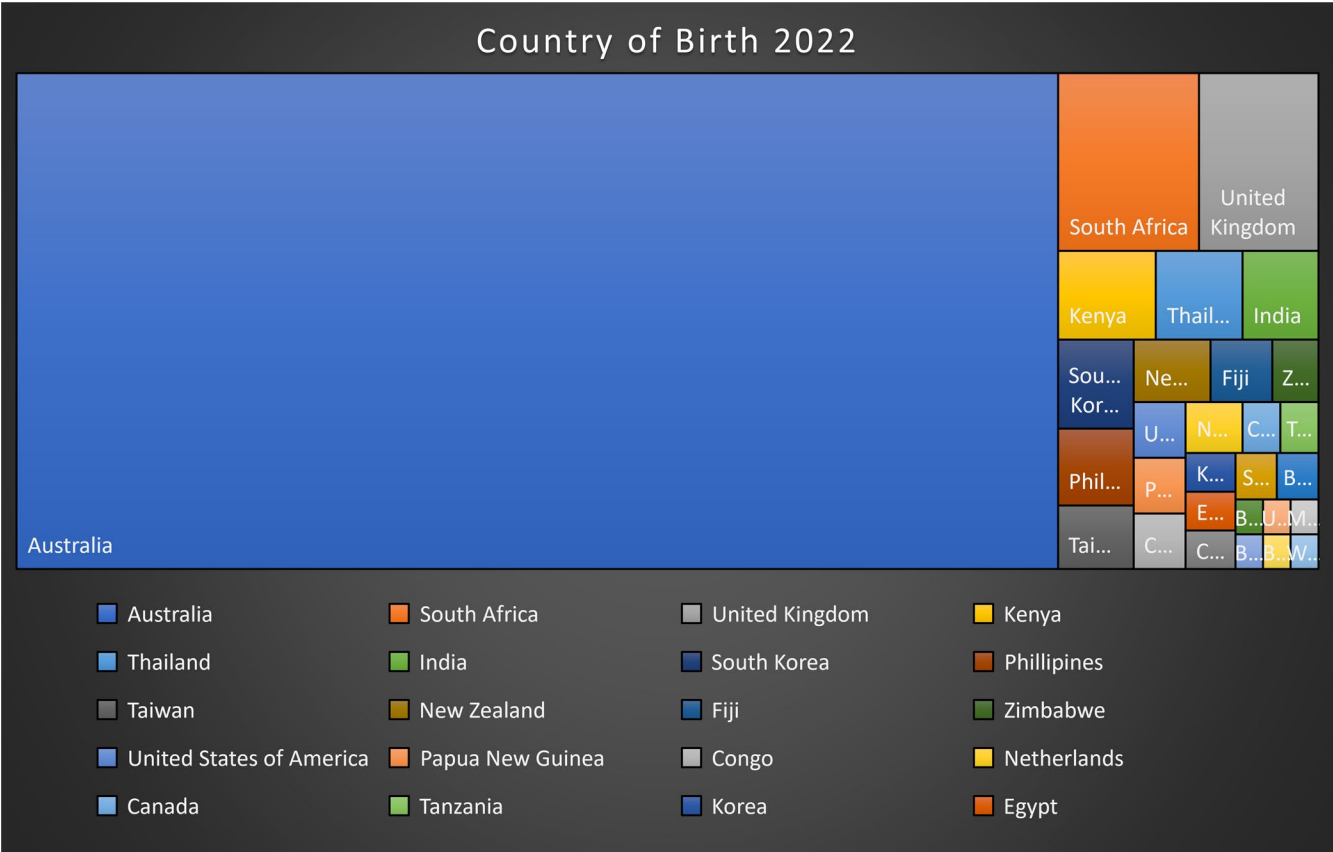
Students by Ethnicity

Within the changing demographics of Townsville, our College similarly experiences changes to our ethnic diversity. Further to this is our Workforce Plan, which will need to consider how we retain or attract new staff trained as EAL/D teachers as staff reach retirement age.

Ethnicity	Total Students (incl. Kindy) in 2022 (678)
Australian/European	423
Polynesian	16
Southeast Asian	65
African	67
Indian	50
Aboriginal/TSI	17
East Asian	30
Hispanic	2
Middle Eastern	6
American	2



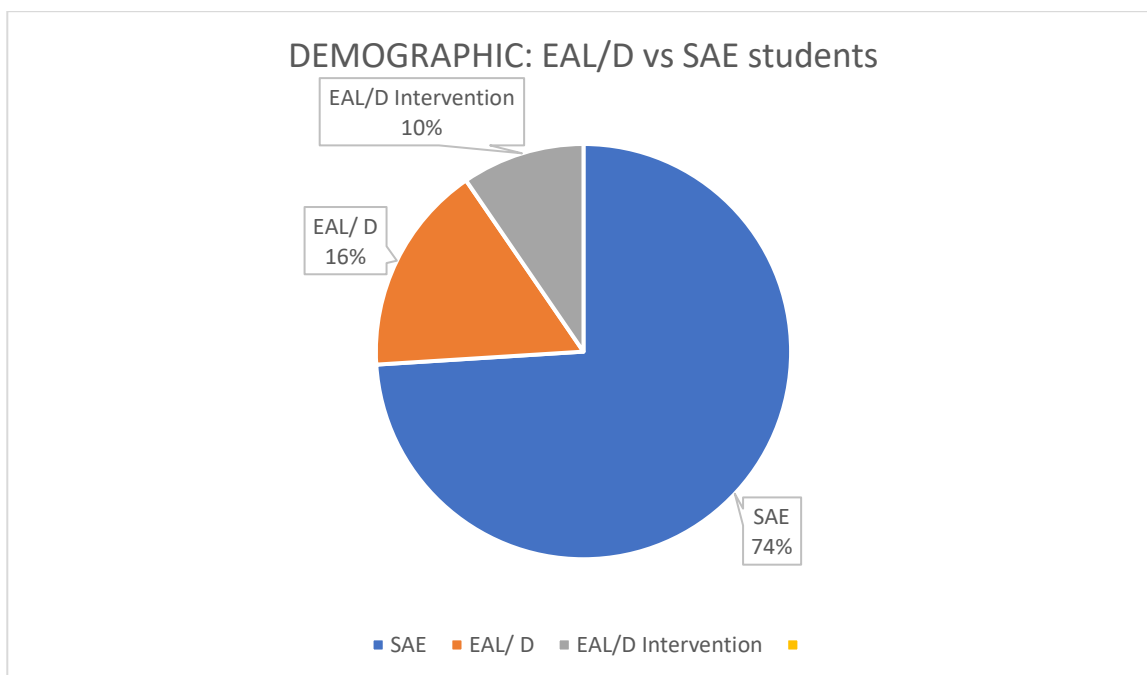
The following is a representation of the diversity our 2022 student population by country of birth:



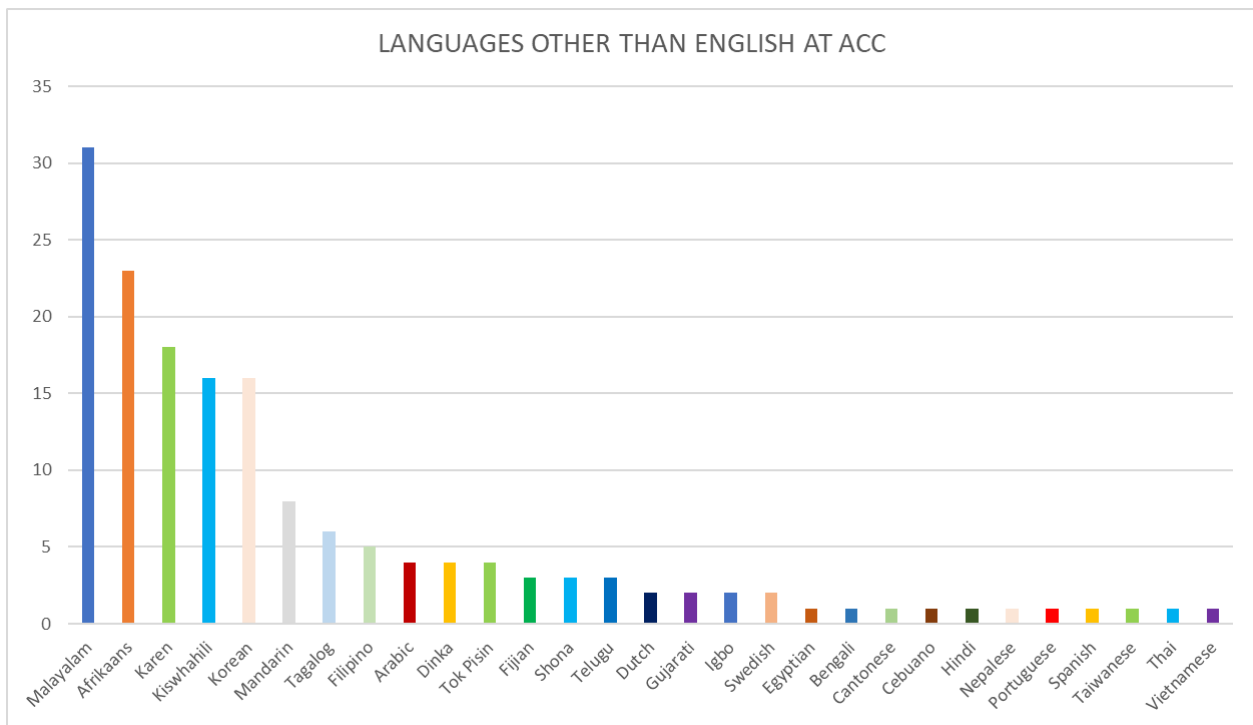
Impact of the EAL/D Intervention Program for 2022

Teachers are more aware than most of Australia's cultural and linguistic diversity. Annandale Christian College recognises that immigration is stressful and extremely challenging for parents and students. This stress is exacerbated when students suddenly have to continue their educational journey in a language other than their own. Equitable education for all students, including those from refugee backgrounds, requires access to the full school curriculum, which is a huge ask if the student in question can't understand Standard Australian English at all or has a very limited understanding thereof. It is, therefore, important to set and to provide differentiated levels of support to ensure that all students have a fair chance of achieving the same high expectations (ACARA, 2009:8). In order for us to provide and plan for this, we have to understand the make-up of the Annandale Christian College student population.

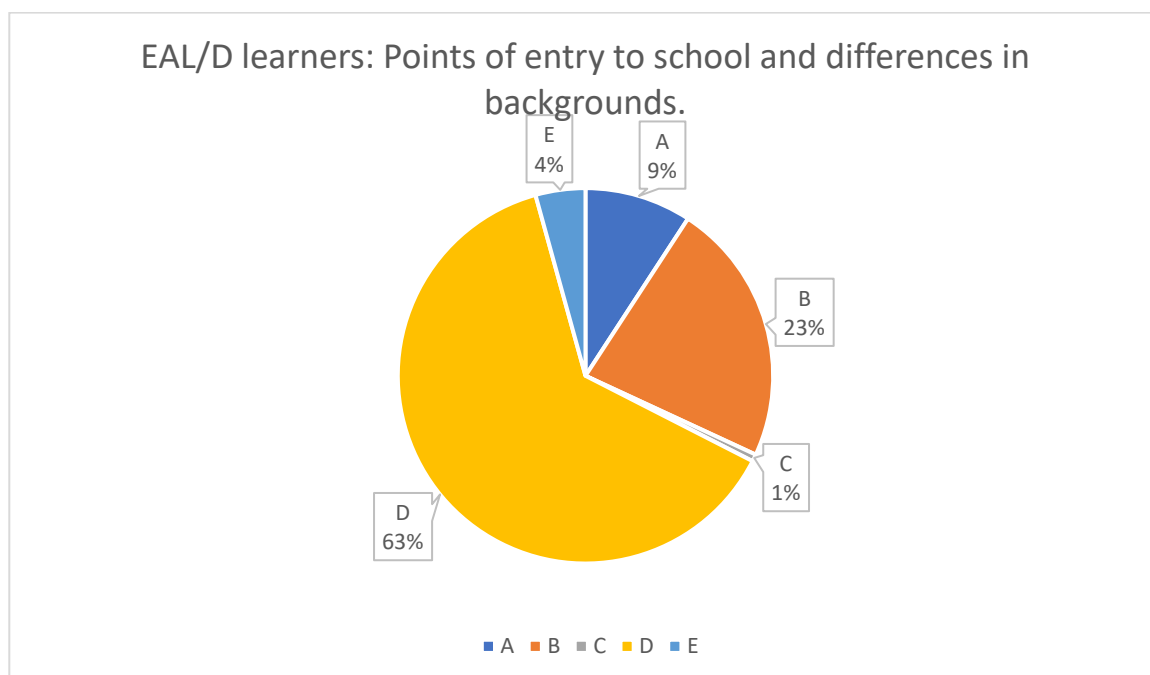
168 of our students have a first language other than English (EAL/D). Of these 168 students, 57 needed intensive help from our designated EAL/D teacher.



In line with evidence-based practices (Centre for Education Statistics and Evaluation, 2014) it is extremely important to know who the students are that need differentiation. The table below indicates the range of languages spoken at ACC. .



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.



In 2019, English as an Additional Language or Dialect students (EAL/D students) who needed specialist intervention made up 5% of the total College population. This has doubled to 10% in 2022. We suspect that with government policy and transmigration that this will continue to change the nature of our demographic and bring new challenges and blessings.

It is worth noting that the number of EAL/D students (10% of the total college population) who received regular intervention for EAL/D (2 - 4 lessons per week depending on their individual needs) does not reflect those students who are supported in the classroom via consultation between the EAL/D teacher and classroom teachers. It is also worth noting that there are

currently 109 students with disabilities across the College, with many more students identified and receiving support but who are not yet officially diagnosed.

When students enter our College, we use the NLLIA (National Languages and Literacy Institute of Australia) ESL Band scales (English as Second Language) to determine where they are 'at' in terms of their Standard Australian English (SAE) acquisition. This information is used to provide curriculum teachers with an action plan that includes specific strategies that can be employed in their teaching to meet particular language needs of English Second Language Learners within the classroom context.

Our EAL/D teacher also provides support to curriculum teachers to differentiate for assessment purposes and provides additional specialist English lessons tailored to each student's individual needs. 60 students received intensive assistance over the course of the year including one student from China who had absolutely no English when he enrolled in second semester and two other Korean students who could barely communicate in English. 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 best outcome is clearly obtained if early intervention takes place. The older a student is, the harder it becomes to master a new language.



Basic Interpersonal Communication Skills (BICS, which are basically listening and speaking skills) develop at a rapid rate at the start of language acquisition; however, Cognitive Academic Language Proficiency Skills (CALPS) plateau when extra support is not available. This has a significant impact on a student's reading and writing skills. Cognitive Academic Language Proficiency is then lagging behind an EAL/D learner's understanding and speaking skills - even for those students who had an education in their home language which was on par with their Standard Australian Speaking cohort upon entry into learning in English. This becomes an even greater hinderance for 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.

Academic programs are literacy-dependent, and extra support with reading, understanding and writing skills in the secondary years is needed. It is clear from the graph that it is possible to lift students' understanding of content, reading and writing skills when support is given and that

their progress in reading and writing should rapidly improve until it is on par with their speaking and understanding skills thus improving their Cognitive Academic Language Proficiency.

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. Our overall goal with the EAL/D program we offer 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 and to fulfil the obligation we have towards parents by enrolling EAL/D students.

It is clear that our EAL/D program is an essential part of Annandale Christian College in providing the different 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 a language other than their own.



Student Outcomes

Student Attendance

Average attendance rate for the whole school in 2019 was **92%**. By 2021, attendance had improved to **95%**. In **2022**, student attendance was **90%**. While a positive result, the Aboriginal and Torres Strait Island student attendance rate had the greatest decline as did Year 9 students and Year 6 students.

	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
2022	NA	91	91	94	92	91	92	92	93	90	88	90	88	88	92	90		88	90

Non-attendance at the College continues to be managed in the first instance by Care teachers or in Primary by the class teacher. Long term absences are referred to the Deputy Principal and appropriate support staff for follow-up. Daily absences are monitored by the main office and the secondary office staff, and if the absence is unexplained, parents are sent an 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. 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. As per our legislative requirements for accurate roll marking, students who are of a compulsory school age (Prep to Year 10) are monitored, and contact with parents is made by classroom/care teachers, and pro-forma letters are generated. At the end of this process and the receipt of the third letter, a student's enrolment is usually cancelled. In some cases, a referral is made to the relevant pastoral team and the Student Wellbeing Counsellor or Chaplains. Over the past 5 years our average attendance rate was **93%**. Work on student attendance is needed to reduce rates of unexplained absences and increase student attendance.

NAPLAN results for Years 3, 5, 7 and 9 in 2022

Participation rates refer to the number of students sitting the NAPLAN tests in years 3, 5, 7 and 9. While primary school student participation in NAPLAN has been steady at about 95% since 2014, secondary student participation has been in persistent decline. Last year only 87% of Year 9 students in Australia sat the tests.

In 2022, ACC's overall NAPLAN participation was **96%**, which is comparable with the national Australian overall participation rate of **95%**. Some parents decided to withdraw students for a range of ideological reasons or for other related emotional/ anxiety reasons. More detailed ACC data on student participation rates is supplied below:

Year 3

Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
93.3%	92.6%	92.9%	92.9%	92.4%

Year 5

Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
93.4%	93.0%	92.9%	92.9%	92.0 %

Year 7

Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
89.7%	89.8%	89.0%	89.0%	88.0%

Year 9

Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
82.9%	83.2%	82.4%	82.4%	80.9%

According to The Townsville Bulletin (2022), ACC continues to achieve results in the top 3 of all schools in North Queensland. Grammar is our best area of achievement and numeracy results were excellent across the College. Spelling appears to need greater explicit teaching. Perhaps more work with Wordspell, the College-developed spelling strategy, is needed. The numbers below are scaled school scores for all students. More information is found on the ACARA website: <https://www.acara.edu.au/assessment/naplan/naplan-score-equivalence-tables>

QCAA TABLE NAPLAN STUDENT RESULTS IN 2022

	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	454	450	433	482	418
Year 5	523	483	513	516	499
Year 7	567	556	556	565	566
Year 9	600	580	585	614	607

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 Australian school students:

 Well above  Above  Close to  Below  Well Below

Year 7 maintained high levels of achievement and progress, well above like and Australian averages. Year 7 and 9 have made significant progress in four areas of testing and overall, our result in grammar testing is outstanding. The data suggests that work in Years 2 and 4 leading into NAPLAN years may need further review and work on programs and work in specific areas of the curriculum. On a cursory glance, testing of spelling appears to be the lowest-scoring field and may need a range of strategies from

teacher training, explicit teaching and looking for a greater range of vocabulary across the curriculum.

Year 5 results may have been affected by a prolonged absence of a Year 4 teacher and compounded by the challenges of staff shortages. This has been addressed by the employment of an experienced teacher from South Africa and a strong new-to-career teacher.

The evidence also suggests that greater use of the HOC/ HODs/ Learning Support and Cycles of Inquiry at all levels of learning may further improve effective teaching and learning. Employment and appropriate training of qualified Teacher Aides may also enhance student results.

The Teaching and Learning team as well as HODs will continue working on student improvement in future Cycles of Inquiry planning days. Further work is needed to modify assessment tasks that align with the QCAA criteria and syllabus standard elaborations ensuring the principles of effective learning. NCCD data planning days built into our Enterprise Agreement (2022) may also enhance student outcomes and further build teacher capacity.

See also <https://myschool.edu.au/school/48048/naplan/results/2022#results>

BENCHMARK DATA FOR 2022

READING		
	Annandale Christian College	Australian Schools
Year 3	454	438
Year 5	523	510
Year 7	567	543
Year 9	600	578
WRITING		
Year 3	450	422
Year 5	483	484
Year 7	556	530
Year 9	580	560
SPELLING		
Year 3	433	418
Year 5	513	505
Year 7	563	547
Year 9	585	577
GRAMMAR		
Year 3	482	433
Year 5	516	499
Year 7	565	533
Year 9	614	573
NUMERACY		
Year 3	418	400
Year 5	499	488
Year 7	566	546
Year 9	607	584

Year 12 Outcomes in 2022

Our 2022 Year 12 students were the third group to graduate under the new “ATAR” system for Senior Assessment and Tertiary Entrance (SATE). Unfortunately, gaining accurate comparisons of ATAR results between 2020 - 2022 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 College. In 2022 only 42% of ATAR-eligible students consented to sharing their ATAR (up from 10% from 2021 despite encouragement from staff to do so. Further strategies to encourage students to consent to share their ATAR results and close this important feedback loop is needed for 2023. Our analysis of outcomes suggests that it is more helpful to examine university offers. The data below is based only on the ATAR information made available to the College by students who consented to share their ATAR scores. To these students and their parents, we are most grateful.

ATAR	2022	2021	2020
98 or more	Nil	1	1
% of student population		5%	6%
Top student ATAR	NA*	98.50	98.0
90 or more	4	3	7
% of student population	NA*	18%	43%
Top student ATAR	94.05	NA	NA

*Since the application of the Privacy Act and students not agreeing to sharing their results, this data is not reliable or valid.

The main pathway for students to gain entry to university and other courses across Australia is by the achievement of an ATAR score and application to the Queensland Tertiary Admissions (QTAC) centre. In 2022, for the third year in a row, **100%** of ACC QTAC applicants were offered a tertiary placement which is an encouraging trend when compared to **81.8%** in 2019. Pleasingly, **84%** of the applicants received an offer for their first preference. This data goes against national trends that show students deferring or not continuing a university education and seeking employment while demand for employees is high. We are very proud of our students and staff and for these results.

Yearly Subject Results Comparison

The QCAA publishes data for all general subjects against state data for comparison purposes. This data was not provided for Applied subjects. In 4 out of our 15 General subjects we were above the state average for the proportion of A's (Drama, English, Modern History & Study of Religion). For the proportion of A's & B's combined, 6 subjects were above the state average.

Yearly Comparison

School vs State	2022	2021	2020
Number of subjects above state average for As	4	3	7
Number of subjects above state average A & Bs combined	6	9	8
Internal vs External Assessment. % of students performing as expected or better in EA	77%	86%	83%

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, 77% (compared to 86% 2021) of our students performed as expected or better on the EA compared with the IA's. Whilst this indicates that our students are generally well-prepared for external exams, it is down from 2020 & 2021. This may be just a

reflection of this particular cohort but is something to watch in subsequent years. Further analysis and strategies to improve student results are being developed by HODs and the Deputy Principal (Secondary) to address this decline in achievement.

Vocational Outcomes

The proportion of students attaining the higher Certificate III and Certificate IV remained steady.

Learning Support Outcomes

Pleasingly, our four supported year 12 students finished their schooling journey with a variety of great achievements between them, including several subject award prizes, university offers for their preferred courses and an early offer of a full-time job. This was a testament to their ongoing perseverance and determination to continue striving for their goals despite obstacles and ups and downs and the untiring efforts of the Learning Support team.

Year 12 Outcomes Summary

	2022	2021	2020	2019
Number of students who received a Senior Education Profile (SEP)	36	42	29	23
Number of students awarded a Queensland Certificate of Education (QCE)	35	40	28	23
Number of students awarded a Queensland Certificate of Individual Achievement (QCIA)	0	1	0	0
Number of students receiving a Senior Statement only	1	1	1	0
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer	100%	100%	100%	81.8%
Number of students awarded one or more VET qualifications	16 (44%)	19 (45%)	16 (55%)	11 (48%)
Number of students who are completing/completed a school-based apprenticeship or traineeship (SAT)	1	1	1	1
Number of students awarded a VET qualification:				
Certificate I	0	0	0	0
Certificate II	15 (42%)	15 (36%)	15 (53%)	10 (43%)
Certificate III	10 (28%)	14 (33%)	9 (31%)	4 (17%)
Certificate IV	0	1	0	0
Diploma	0	0	2	1

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. The retention rate 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 (2020 – 2022)	39 (2020)	36 (2022)	92%
Student Cohort (2019 – 2021)	45 (2019)	42 (2021)	93%
Student Cohort (2018 – 2020)	35 (2018)	29 (2020)	83%

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 2020. Real retention rate is the number of students we have in year 10 in 2020 who graduated with us in 2022.

ACC's Real Retention rate in 2022 for Year 12s was $(34/39 \times 100) = 87\%$

ACC's Real Retention rate in 2021 for Year 12s was $(38/45 \times 100) = 84\%$

ACC's Real Retention rate in 2020 for Year 12s was $(35/26 \times 100) = 74\%$

The 3% increase in real retention rate is a positive improvement. It is worth celebrating the 10% increase from 2020-2021 and the steady growth in real retention from 2020 – 2022 of **13%**.

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 35 of our 36 graduating students was collected by contacting parents or students by the Secondary Office. The data indicates that 45.7% of students entered university after graduation. This figure increases to 54% if you include 3 students who accepted a university offer but chose to defer to take a gap year. There was an increase in the proportion of graduates entering or continuing VET qualifications such as apprenticeships of 11.4% compared to 8.7% in 2021.

Summary of findings in relation to main destinations of students

School Year: 2022	No. of Students per category	*% of Students per category
University (degree or diploma)	16	46%
VET total (Cert IV+ III, III, apprenticeship, traineeship)	4	11%
Working full-time	7	20%
Working part-time/casual	8	23%
Seeking work, not studying or in the labour force	1	3%
Total Year 12 students responded	35	*103%

*% may be greater than 100.

Educational Challenges in 2022

In 2022, we had many blessings and challenges for our College. One of the new challenges is the use of e-cigarettes or vapes in the College, mainly within the secondary student body. This is a serious misbehaviour and these students received long suspensions or decided to leave despite the support offered to them. Vaping sensors will also be installed which will send text messages to the executive so we will be able to identify these students quickly. Cyber bullying over the Christmas vacation or late at night continued to affect our students. While most of these issues are usually after school, they sometimes come into the College and affect day to day learning. The PeaceWise process has certainly helped staff. I continue to pray that parents work actively with their children in this space and monitor them well. Good robust discussions and education is needed.

Our Community

Parent Involvement

Parents were also involved in the following in 2022:

- Welcome to ACC
- Operation Christmas Child
- After school sport
- Father/ Mother nights (Kindy and Prep)
- TCEA Association meetings
- Musical and Arts nights
- Popup Coffee Cart
- Weekly Prayer
- Assemblies (semester 2)
- Lost Property
- Various Kindergarten events
- Athletics Day at the 'Red Track'
- World Teachers and Staff Appreciation Day morning tea
- Volunteer encouragement,
- Mother's Day stall,
- \$1 second hand uniform stall day
- 40th anniversary cake with personal souvenir for every staff member at the end of the Term 2 all staff meeting
- Board Meetings
- Senior Formal
- Volunteering in the library
- Nominating teachers for Awards
- Master Planning
- Science/ STE(A)M projects
- Parent Satisfaction Surveys
- Duke of Edinburgh trips
- Guest speakers
- Compassion Silver Trail
- Red Track
- Salvation Army Christmas Appeal
- Assistance at swimming, athletics and cross-country carnivals
- Assistance at the 2021 bush dance
- Father's Day stall
- Staff Appreciation Day
- Christmas market

Master Planning Approved in 2022

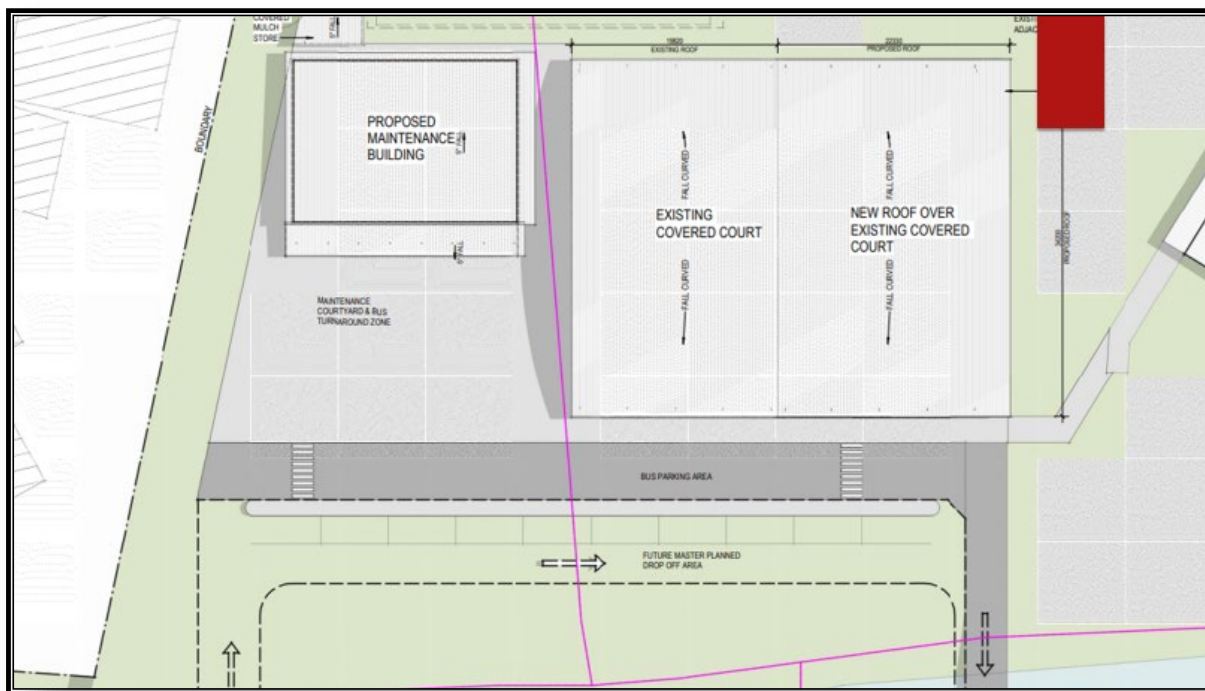
My thanks to the Board for their hard work to complete and approve our Master Plan for 2022. This is an exciting project to embark on and signifies a new chapter in the life of the College. Plans for the first project are well underway with a hope to get some funding to assist the project in 2023 to commence in Term 2 2024. A few images of our Master Plan and Basketball Court improvements are found below:

Master Plan:



Basketball Project and Facilities Maintenance Shed:

The new basketball court project is progressing well and is now in the Block Grant Authority (BGA) process to access some funding. A possible 30% will certainly make a difference to the ever-growing construction costs. We will know if approval has been achieved in late October, with construction planned to commence in Term 2, 2024. Construction of the Maintenance Shed may commence earlier as it does not attract BGA funding.



Basketball Renovation

Capital Works and Grounds in 2022

In 2022, much was completed to refresh the facility and ensured the good stewardship of our College. In 2022, new soft fall was replaced behind the Year 4 building of D Block. Like most construction at present, this work was delayed but completed for the start of the new school year in 2023. The ACC Community Garden, a student idea from our Environmental SRC representative, was purchased and prepared for Term 1, 2023 behind Year 3 (C Block). Our Cultural Captain's work to replace our main flagpole with all three Australian flags was approved at a Board meeting late last year with the flags flying high in Term 1, 2023.

In July of 2022 and after much work from Cr Suzy Batkovic, a footpath along Jonquil to assist students with disability, parents with prams, and bicycles was completed. Much negotiating with neighbours was needed by council for a range of important reasons. I thank our neighbours for making this safety issue come to completion in 2022.

Significant upgrades to A3, G17 and H1 computer rooms were undertaken late in 2022 and completed in January 2023. Old computers were not thrown away but sent to the Green Geeks who recycle all cables and computers from the College. We officially recycle about 80% of our IT equipment including the boxes they arrive in. All the new and some older computers were reimaged, and the latest software and operating systems were installed.

On Thursday 8th September, we installed a Senior Artwork onto the College steps. This was an assessment task that we were able to use and install after consultation with the student artist, Dom Kirkham-King and the signwriters. What a blessing to our College this art piece will be into the future and to making Senior Art come to life every time you walk up the external G Block stairs



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 2022 with a number of awards once again going to our students.

Our instrumental music program had 142 enrolled in term 4 of 2022 for at least one instrument (including those studying hard in Year 12 for their ATAR).

In 2022 we reconnected with YWAM for various programs and missions.

In October, a few students also helped the local community and cleaned up parts of Annandale, which was much appreciated by locals. Most of the cleaned-up material was found at the bottom of the Weir Wall. As a Reef Guardian school, we are proud to support our students and this cause to protect God's wonderful creation, Great Barrier Reef, and the waterways that feed into it.

There were many events throughout the year but one which was significant was when we were able to help Bloom Asia. Our students completed the 2022 Fit for Freedom Lap-a-thon. Bloom Asia equips and empowers young women who have faced exploitation – supporting them to create a better future through vocational education, social enterprise and holistic support. This achieved many outcomes for students including wellbeing goals as well as HPE, health and community outcomes. In addition, Mrs Stacey Robertson's and Mr Schneider's passion for Jesus and a great cause, inspired us to raise over \$11,000 for this event. Many students, teachers, and parents ran in support of this event.





Adopt-a-Cop/Adopt-a-Soldier

In 2022, we were blessed to have two new adoptees – our adopt-a-soldier and our adopt-a-cop. Chaplain Joseph Hwang and Constable Glenn Templeton took up these respective roles in our college and we are very grateful for their attendance and support of a range of College events.

P&F

This section was written by Maryanne Martin - P&F President.

The P&F (Parents and Friends) provides an avenue for all those who wish to be involved in serving the College in tangible and dedicated ways. During the College's 40th year the P&F has been actively involved in events and practical helps to enhance community and serve the College.

The P&F consists of an executive team and auxiliary members. Our executive team for the 2022/2023 year is Brett Moseley, Paula Robertson, Dan Schultz, Lezane Esterhuysen and Maryanne Martin with our Principal, Andrew Jones.

We have a number of faithful and gifted people who work alongside the team, and special mention must be made of the following people for their continued tireless work and support: Deb Nielsen, Eva Rajadurai, Trent Welsby, Paul McIlldowie and his team, Lauren Hawksworth, Heather Collins, Mary Jorgensen, Greg McIlwain, Lindsay Ward and Jenny Pankhurst.

During 2022 a number of successful events have taken place including:

- A \$1 uniform sale day – this proved a great blessing for our college families.
- Our very popular Mother's Day Stall and Father's Day Stall.

- A special midyear encouragement was held at the end of Term 2 for all staff and included a 40th anniversary celebration cake and small gift for each staff member.
- Regular encouragement to staff and volunteer workers at the College.
- The College Coffee Cart has proven as popular as ever.
- Supporting the 40th anniversary Bush Dance with food and drink sales.
- Blessing staff at the annual Staff Appreciation Morning at the end of October.
- Finishing off the year with our End of Year Christmas Market and uniform stall.

The P&F is a great place for people to build connections and to shine in their giftings. It is a place that makes collaboration possible, and where that flourishes, so can we.

This quote from The Culture Code by Daniel Coyle says exactly how I think a great P&F should be and what we aim for:

“In highly effective school cultures the team members are not competing for status, they work well together. They move quickly, support one another, work energetically to share the load, solve problems as they arise and have each other’s backs.”

Being part of the College P&F is a great way to participate in our children’s education. For 2023 you might like to consider joining us. The P&F hold regular meetings to discuss our events and other issues, and all are welcome to attend.



Thank you for your partnership in celebrating life and learning through Christ-centred education for another year. We continue to praise God for his blessing, to seek his wisdom in our decisions and his provision for staff, students and our whole community.