ANNANDALE CHRISTIAN COLLEGE

the Way, the Truth, the Life

2026 ANNUAL REPORT



(FROM 2025 DATA)

CONTENTS

Our College	3
College Context	4
Principal's Message	5
Vision/Mission/Values	7
Key Principles	8
Alice Springs Declaration	9
Social Climate	10
School Opinion Survey	11
Report from Defence Student Mentors	13
Characteristics of the Student Body/School Income	14
Managing Non Attendance/School Attendance	15
Our Programs	16
Extra Curricular Offerings	20
Student Outcomes	24
NAPLAN results	24
Yr 12 Post School Destination Survey/Yr 10-12 Retention Rates	25
Year 12 Outcomes	26
Spiritual Christian Life Survey	28
Parent Involvement	33
Updated Strategic Plan	34
Next Steps	36





OUR COLLEGE

COLLEGE ADDRESS:

148 Yolanda Drive, Annandale Qld 4814

YEAR LEVELS OFFERED:

Kindergarten to year 12

CO-EDUCATIONAL OR SINGLE SEX:

Co-educational

SCHOOL SECTOR:

Independent Christian School

Member of Christian Education National (CEN)

Member of Independent Schools Queensland (ISQ)

TOTAL ENROLMENTS:

Kindergarten	42
Prep - Year 3	196
Year 4 - 6	165
Year 7 - 10	232
Year 11 - 12	94
TOTAL	729

PRINCIPAL:

Marcelle Calitz (2025)

COLLEGE CONTEXT

Annandale Christian College (ACC) is a low fee-paying independent 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 (ISQ). ACC is located close to Lavarack Army Barracks, The Townsville University Hospital, and James Cook University. ACC is a non-denominational coeducational facility catering to the educational needs of children from Kindergarten to Year 12. In an article published in the Courier Mail on 15 February 2026, Annandale Christian College was ranked 18th in the Top 50 Affordable Private Schools in Queensland according to the national schools' financial data from 2024.

Partnerships, collaboration, and consultation with parents/carers and external support professionals, are very important cornerstones of ACC's approach to provide equitable educational opportunities for all students in accordance with the Mparntwe (Alice Springs) Declaration.

This report was prepared for presentation at the Annual General Meeting (25 May 2026) for 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 2025. We recognise and praise God for His provision, protection, and blessings that He bestows on us.



CULTURAL DRESS DAY

PRINCIPAL'S MESSAGE



I am so grateful for the wonderful opportunities to serve and collaborate with parents/carers, students, and staff. It is heartwarming to see how many students stop at my office window to quickly greet me and share something of their day. It shows how important it is for students to know that we are always willing to listen and be interested in what is happening for them at school.

Our pioneer founders actioned their faith and made great personal sacrifices to start ACC where education is Christ-centred and partnership with parents is envisioned as foundational to set students up to discover and develop their God given talents and purpose.

Parents consistently describe ACC's strongest qualities as our Christ-centred ethos, and the genuine care shown by teachers and staff that enhances our warm, family-focused community. Our staff explore how counter cultural Christian communities share Christ's transformational hospitality and how we equip our students to engage confidently and creatively for the greater good of the communities where they will work and live. We reflect on how we may "contribute to the needs of the saints and seek to show hospitality" (Romans 12: 13).

We share a rich heritage and mission with other Christian Education National (CEN) schools to provide quality Christ-centred education through a partnership of parents, staff and students which recognises the Lordship of Christ and the integrity of the Scriptures. Partnerships with parents or carers are crucial when we consider how we set our students up to flourish. Parents and carers have valuable insights that help us to create improved learning experiences for our students. We thank parents/carers for collaborating with us to gain shared understanding and consensus about the strategies and differentiation that improve academic engagement and results.

Our Secondary teachers demonstrate high efficacy in structuring lessons and explicit teaching, ensuring well-sequenced instruction and clear learning intentions. Learning Walks also highlighted effective use of goal setting, scaffolding, and reinforcement strategies. Secondary teachers focused on improving feedback, metacognitive strategies, and collaborative learning to enhance formative assessment, student self-regulation, and peer learning.

Our Primary staff continued to focus on the changeover to Version 9 of the Australian Curriculum. Reading was a main priority with the teachers learning about the Science of Reading and related strategies, and the strengthened use of Dibels (Dynamic Indicators of Basic Early Literacy Skills) to track student progress. This resulted in the introduction of MacqLit and MiniLit Sage at mid-year to target students who require reading intervention. A formalised phonics program was introduced in Prep and Year 1. These literacy interventions for Primary students are already resulting in accelerating progress in Reading and Writing.

We congratulate all our students on their NAPLAN results. Our Secondary students achieved the top NAPLAN results in the North Queensland region, and our Primary students gained the third highest scores. We want to acknowledge the wonderful role that our parents and staff play in our students' academic results. We are especially impressed with the improvements that cohorts have made since their previous

Our newly appointed Director of Student Wellbeing focused on strengthening partnerships with parents/carers. A Responsible Thinking Classroom (RTC) was created, and staff were able to refer students to the RTC to work with our Director of Student Wellbeing. When we listen to students and take time to understand their learning experiences through their eyes, we let students feel safe, known, and valued. Collaboration with students, parents/carers, and teachers create differentiation that improves academic engagement.

At Annandale Christian College, we aim to build a safe, supportive, and Christ-centred community. In 2025, we worked with students and staff to embed common language that promotes safe and supported relationships for students. To help foster this culture within our community, everyone shares the following responsibilities:

- To let others feel safe and supported online as well as in physical settings.
- When students feel upset, they should report rather than react.
- Courage is the ability to engage with a task when someone feels uncertain, anxious, and out of their comfort zone.

We implemented Ken Rigby's *The Method of Shared Concern* to work with students to find amicable, sustainable relational solutions to stop and prevent bullying. Student surveys showed that perceptions related to bullying have improved from 2024.

In order to strengthen our policies and ensure compliance, we introduced the Ideagen Complispace platform, and appointed an experienced Risk and Compliance Manager.

As Principal, I have the responsibility to listen to staff so that I can ensure that we set them up to flourish. When we look after staff, our teachers and education support officers can look after our students. We started negotiations on a new Enterprise Bargaining Agreement for staff, and we are committed to creating a work culture that will attract and retain high quality staff.

Thank you for your partnership and collaboration to set our students and staff up to flourish at ACC.



Marcelle Calitz

Principal

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.

VALUES

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 flourish in their role of sharing and leading;
- educating the whole child for thriving 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;
- a safe and supportive learning environment for every child.

The Annandale Christian College pedagogical framework creates a framework for the way we learn. It also provides a tool to honour and protect the College mission and vision. Much work over a long period of time went into its design to support teachers in the delivery of quality learning to progress student achievement.

The ACC Key Principles of Teaching and Learning has seven 'Key Principles':



Christ-centred

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

Quality Thinking

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

Differentiation

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

Reflective Practice

Improvement can only come through reflection.

Authentic Assessment

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

Community Engagement

Education does not only happen in the classroom.

Positive Relationships

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



THE ALICE SPRINGS DECLARATION IN ACTION AT ACC

Annandale Christian College (ACC) recognises the importance and relevance of the Alice Springs Declaration goals and our demonstrated level of success in working towards the achievement of these goals for all students.

Through the delivery of the Australian Curriculum, students experience many examples of different cultural backgrounds. Students have learning experiences that "...ensure that education promotes and contributes to a socially cohesive society that values, respects and appreciates different points of view and cultural, social, linguistic and religious diversity".

Teaching and learning at ACC promotes excellence and equity. Students are encouraged to utilise personal learning goals and regularly participate in activities that promote reflection of learning and assessment. The school provides many opportunities for students to be confident and creative individuals, lifelong learners and to participate positively in the wider and global community.

The teaching of student identity at ACC is transformational. It delivers an authentically Christian education to ensure that all people are valued and respected. We also strive for every student to seek opportunities to contribute to their immediate community.

Improving educational outcomes for all young Australians is central to the nation's social and economic prosperity and will position young people to live fulfilling, productive and responsible lives.

The Alice Springs Declaration has two distinct but interconnected 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.

Achieving these education goals is the responsibility of our community in partnership with young Australians, their families and carers and the broader community.

(Source: Education Council, 2019. The Alice Springs (Mparntwe) Education Declaration. [online] Australian Government - Department of Education Skills and employment. Available at: https://www.education.gov.au/alice-springs-mparntwe-education-declaration/resources/alice-springs-mparntwe-education-declaration.

SOCIAL CLIMATE

Annandale Christian College is committed to providing a safe and supportive Christ-centred, and high-quality learning environment. Our embedded safety practices align with the National Principles for Child Safe Organisations to ensure child safety is embedded in governance, culture, and practice.

https://childsafe.humanrights.gov.au/national-principles

Our Student Support Team consists of our Director of Student Support, 3 Inclusive Education Teachers, Education Support Officers, Wellbeing Officers, an Engagement Facilitator, Defence School Mentor, 2 Chaplains, and a Student Wellbeing Counsellor.

Students are set up to flourish when we create and maintain a learning culture where it is safe for students to engage, step out of their comfort zones, fail, and use staff and peer feedback to make improvements.

Diligence and perseverance help our students to feel good about their sustained effort, and grateful for the support they receive. We want to let students feel safe, supported and we want students to feel that we understand how they learn and what matters to them. Positive engagement fosters a sense of accomplishment that is more motivational for students than compliance.



SCHOOL OPINION SURVEY

SUMMARY OF ACC STAFF FEEDBACK (2025)

The National School Survey (NSS) benchmark is calculated from a representative sample of 5,000 staff members within Australia who have completed the Staff Survey. A total of 96 staff surveys were returned.

The tables below present the mean levels of satisfaction (as percentages) for ACC as collated from the National Surveys data.

Survey Key Areas	Overview	NSS Bench-mark	2025 ACC Staff
Guidance & Support	Assesses staff access to and satisfaction with support services and transitional assistance	63%	68%
Goal Congruence	Measures alignment between staff values and college values, and support for career aspirations	73%	76%
Personal Development	Evaluates opportunities and quality of staff personal development activities	63%	70%
Morale	Gauges College spirit, energy levels, and mutual respect among staff	69%	74%
College Curriculum	Reviews staff perceptions of curriculum innovation, variety, and appropriateness	71%	63%
College Environment	Assesses comfort, safety, cleanliness, and inclusivity of the college setting	61%	70%
College Communication	Measures effectiveness, transparency, and inclusiveness of College communications	63%	59%
Technology & Resources	Evaluates accessibility and modernity of college technology and resources	53%	65%
Leadership & Management	Reviews staff confidence in school leadership, ethics, and issue resolution	64%	67%

SUMMARY OF ACC PARENT FEEDBACK (2025)

The National School Survey (NSS) benchmark is calculated from a representative sample of 10,000 parents within Australia who have completed the Parent Survey. A total of 147 parent surveys were returned.

Survey Key Areas	Overview	NSS Bench-mark	2025 ACC Parents
Guidance & Support	Assesses whether parents feel their child receives adequate wellbeing and transitional support at school	73%	81%
Learning Opportunities	Evaluates parents' views on how well the school fosters learning, motivation, and special interests	73%	76%
Personal Development	Measures whether parents believe the school supports their child's growth as a responsible and engaged citizen	69%	75%
Quality of Teaching	Gauges parents' perceptions of teacher care, feedback, enthusiasm, and role modelling	75%	79%
College Curriculum	Reviews parents' opinions on curriculum innovation, subject variety, and appropriateness of learning tasks	74%	74%
College Environment	Assesses how welcoming, safe, and inclusive parents find the school for themselves and their children	71%	80%
Parent Communication	Assesses how well the school informs parents about student progress, events, and involves them in decision-making	66%	68%
Technology & Resources	Evaluates parent views on the school's tech advancement, resource quality, and digital policies	74%	76%
Leadership & Management	Gauges parent confidence in school leadership, transparency, and ethical governance	69%	75%

SUMMARY OF ACC STUDENT FEEDBACK (2025)

The National School Survey (NSS) benchmark is calculated from a representative sample of 10,000 students (Yr 4-12) within Australia who have completed the Student Survey. A total of 452 student surveys were returned.

Survey Key Areas	Overview	NSS Benchmark	2025 ACC Students
Guidance & Support	Assesses students' access to support services and their confidence in future and career guidance	72%	73%
Learning Opportunities	Evaluates whether students feel motivated and supported in pursuing their academic interests and goals	69%	73%
Personal Development	Measures students' perceptions of leadership and community involvement opportunities that foster personal growth	69%	75%
Teacher Quality	Gauges students' comfort with teachers, teaching effectiveness, and the quality of support and role modelling	66%	73%
College Curriculum	Reviews student satisfaction with subject variety, workload, and opportunities for creative input in learning	68%	71%
College Environment	Assesses how safe, inclusive, and welcoming students find the school for themselves and their families	69%	78%
Student Behavioural Values	Assesses whether students feel they are taught respect, understand expectations, and value individual differences	64%	70%
Technology & Resources	Evaluates student views on access to modern technology, resource quality, and digital use policies	67%	73%
Student Relationships	Measures students' perceptions of peer respect, friendship ease, and the presence of bullying	67%	71%

REPORT FROM DEFENCE STUDENT MENTORS & CHAPLAINS

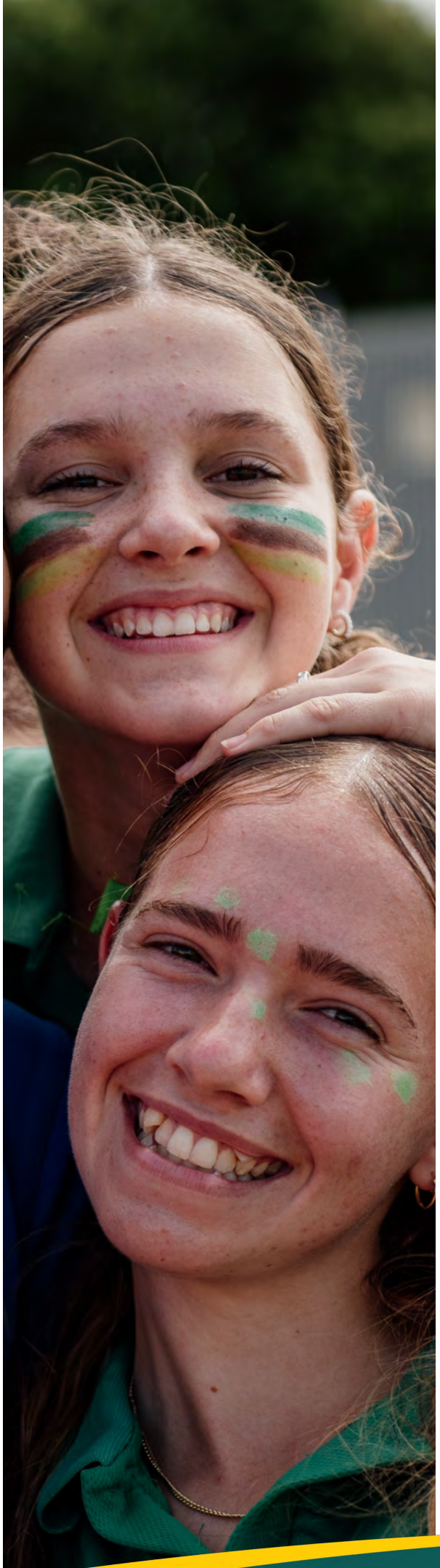
At ACC, Student Wellbeing is not only valued but supported through a collaborative approach involving many members of our Student Wellbeing Team. Alongside our Learning Support, Counselling and Student Engagement members, ACC strengthens our support services further with our Defence School Mentors (DSMs), being both Alice Kempster and Brendon Staszinszky, and our School Chaplains, Chappy Dani and Chappy Brendo. While their roles often overlap, each contributes uniquely to the care of both students and families here at Annandale Christian College.

DSMs provide practical and emotional support, specifically for students with Defence backgrounds. They play a key role in welcoming new families, supporting transitions, and promoting a sense of belonging through their presence in classrooms and on the playground. Each term, our DSMs facilitate defence student groups which offer opportunities for connection and shared experiences related to defence life. These include our Secondary Defence CARE, open Wednesday mornings as well as our Primary Defence Lunch Club, held every Friday 1st Break, for creativity and craft. During periods of parental absence, DSMs facilitate supportive sessions and conduct regular wellbeing check-ins, working closely with staff to ensure student needs are met. We also assist families with transition planning for postings, in-school tutoring support for newly posted families and organised farewell events that encouraged reflection and a positive outlook on change. Beyond this, DSMs contribute to camps, co-curricular activities, and community events, including ANZAC Day and Remembrance Day, helping students reflect on values such as service and sacrifice. Through programs like our Adopt-a-Soldier, they further support students in developing resilience and identity. In response to ongoing challenges such as isolation, disrupted learning, and rising anxiety, DSMs provide targeted support and connect families with additional services where needed.

Chaplaincy supports student wellbeing through compassionate pastoral care, guidance, and meaningful relationships within the school community. ACC has a chaplaincy team which plays a vital role in supporting the spiritual and emotional wellbeing of students. Grounded in compassion and care, Chappy Dani and Chappy Brendo provide one-on-one pastoral support, creating safe spaces for students to navigate challenges such as grief, anxiety, and family or friendship concerns. Both facilitate group wellbeing sessions, reflective activities, and opportunities for spiritual growth, while maintaining a consistent and approachable presence across the College. Their involvement extends to camps, school events, and co-curricular activities, where they build strong relationships further developing a sense of community.

In partnership with wellbeing staff and Year 12 leaders, Chappy Brendo facilitates programs such as Vital Unlimited, which work in conjunction with our school approach to Christian Living, supporting the Year 7 students in the development of resilience, character, and leadership from a faith-based perspective. Additional training in Rhythm2Recovery further strengthens the team's ability to support students and staff through engaging, action-based approaches with an eagerness to being utilising these new skills into the future.

Our Chappies over this time extend their care beyond students to include staff and families, offering encouragement, pastoral support, and a compassionate presence during times of need. Whether through conversations with staff, supporting families, or simply being available to listen, they help create a strong sense of connection and community. Their consistent presence and genuine relationships have made them trusted and valued members of the College, contributing meaningfully to the wellbeing of all.



CHARACTERISTICS OF THE STUDENT BODY

With the College experiencing stronger retention and our city increasing in population, the number of families seeking Christian education remains strong at 75%. This aligns with the College's Mission and Vision statement, in providing Christ-centred education for Townsville.

STUDENT ATTENDANCE

YEAR LEVEL	ATTENDANCE RATE
PREP	90.2%
YEAR 1	92.1%
YEAR 2	90.4%
YEAR 3	94.3%
YEAR 4	92.0%
YEAR 5	94.9%
YEAR 6	94.2%
YEAR 7	91.6%
YEAR 8	92.2%
YEAR 9	88.9%
YEAR 10	89.9%
YEAR 11	89.4%
YEAR 12	85.0%
OVERALL	91.3%
BOYS	91.6%
GIRLS	91.0%

MANAGING NON-ATTENDANCE

Non-attendance at the College continues to be managed in the first instance by Care teachers or by the class teacher in Primary. 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. Each case is assessed individually and a pastoral approach is used to identify what is needed to enable these students to return to school. As per our legislative requirements for accurate roll marking, students are monitored, contact with parents is made by classroom/care teachers, and pro forma letters are generated. In some cases, a referral is made to the relevant pastoral team and the Student Wellbeing Counsellor or Chaplains. We review attendance data fortnightly. When students' attendance decline, our Wellbeing Officer and Deputy Principals work collaboratively with students and their parents/carers to restore academic engagement and attendance.

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 website by the federal government as part of the annual census data requirements for schools.



STUDENTS AT PANCAKE BREAKFAST



OUR PROGRAMS

DISTINCTIVE CURRICULUM OFFERINGS

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 2026 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. Staff started looking at ways to help students develop a deeper understanding of the Bible during class devotions.

In 2025, staff engaged in professional development and curriculum planning days to implement Version 9 of the Australian Curriculum in our HASS and Science units. This roll out is in line with our implementation plan to be fully implementing Version 9 by 2027.

The Primary staff spent a day in January completing the "Seven Steps to Writing Success" professional development. This program provides a rich understanding of how to develop student ideas into cohesive and creative writing pieces.
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. Our Year 6 students went on a 7-day trip to Canberra to visit the Nation's capital and see how the Australian government runs and other National attractions.

JUNIOR SECONDARY (YEAR 7 AND 8)

- 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.
- Focus on core learning preparing students for all the elements of effective learning experiences, including 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 (Version 9).
- Christian Living classes embedding the PeaceWise program to enhance personal relationships and offer alternate ways to deal with conflict from a biblical and Christian worldview.
- Vital 'Unlimited' program led by the Chaplains and Student Welfare Team to help our students rediscover who they are by allowing them to reconnect with their values so they flourish in their personal, schooling and family lives. It covers the spectrum of mental, emotional, social, physical and spiritual development.
- Whole Day transition program in December paves the way for a smooth transition from Year 6 into Year 7.



YEAR 9 AND 10

- Students study a combination of core subjects and electives as they begin to explore the direction that their future may take. Focus on developing excellent literacy and numeracy skills whilst exploring our society and the diverse creation in which we live, as well as extending the individual student's gifts, abilities and interests.
- Year 10 Careers 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 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 requirements and equally, students who want to follow a vocational pathway have access to a range of vocational education and training opportunities.
- The College has partnered with external RTOs. Aquatic Practices, as well as an applied subject, also embeds a Certificate II in Outdoor Recreation, PADI Open Water Scuba qualification, Boat Licence and Radio Operator's Licence. Sport & Recreation offers combined Certificate II and III qualifications. Certificate III in Aviation (remote pilot), offers a flexible learning format, outside of regular timetabled classes.
- Timetabled weekly Study Skills (Yr 11) and Life Skills lessons (Yr 12).
- Elevate Education Study Skills seminars with Yrs 7, 10, 11 & 12.
- Formal work experience program (compulsory Yr 11 and optional Yrs 10 & 12). Students also participate in Careers Expo and JCU Open Days.
- College service. 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. They may assist primary teachers in classrooms, 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 for no external reward other than knowing they are serving the Lord as they serve others.
- Driver safety education; RYDA (Road Safety Education) in Yr 11 & RAAP (Road Attitudes and Action Planning) in Yr 12.

ACROSS SECONDARY

- Learning support programs;
- English as a Second Language (EAL/D) intervention program;
- Christian Living Program;
- Defence School Mentor program (Primary & Secondary), including Defence Club and Care class;
- Adopt a Cop and Adopt a Soldier across Primary and Secondary;
- Mathematics/Science & English/ Humanities tutoring program;
- NAPLAN preparation- Curriculum inclusive and practice tests;
- Book Week;
- ANZAC & NAIDOC Celebrations;
- Cultural celebrations and Harmony Day;
- Use of Computer Technologies is 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; and
- Higher Ability Learning (HAL).

STUDENT LEADERSHIP

A formal student leadership program is the Student Representative Council (SRC) where students 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. Leadership training days are organised to equip the SRC representatives to lead well in a servant leadership model.



OPENING OF NEW SPORT FACILITY

EXTRA CURRICULUM - PRIMARY

PERFORMING ARTS

- Instrumental Music (Prep - Year 6)
- Worship Band (Year 2 - Year 6)
- String Ensemble (Year 1 - Year 6)

STEM

- Lego Club (Year 3 - Year 6)
- Code Club (Year 3 - Year 6)
- Interschool Robotics (Year 4 - Year 6)
- Green STEM Project (Year 6)

SPORT

- Interschool Sports (Year 6)
- Interschool Swimming (Year 3 - Year 6)
- Interschool Cross Country (Year 4 - Year 6)
- Interschool Athletics (Year 2 - Year 6)

ACADEMIC

- ICAS Mathematics (Year 2 - Year 6)
- ICAS Science (Year 2 - Year 6)

OTHER

- Kids in Christ (Year 1 - Year 6)
- Student Representative Council (Year 6)
- Assembly Assistant (Year 6)
- Library Monitor (Year 6)
- Chess Club (Year 1 - Year 6)
- Interschool Chess (Year 1—Year 6)
- ANZAC Day March (Prep—Year 6)



EXTRA CURRICULUM OFFERINGS

SECONDARY

CHRISTIAN DEVELOPMENT

- Kids in Christ - Bible study program with peer tutoring
- Pancake breakfasts (Rasmussen State School)
- Sausage Sizzle (Shalom Christian College)
- YWAM seminars
- Global Leadership Summit
- Worship teams
- Ministry and prayer captains
- Assembly production assistants
- National Church Life for Teens Survey

PERFORMING ARTS

- Instrumental Music
- Worship Band
- Choir
- Concert band
- Strings ensemble

LEADERSHIP & ADVENTURE

- Senior leadership Camp
- Year 8 adventure days
- Student Representative Council (SRC)
- Year 7 /11 Camp
- Duke of Edinburgh Award
- Service Week & Student Service
- Student Global Leadership Summit
- GRIP Leadership seminar



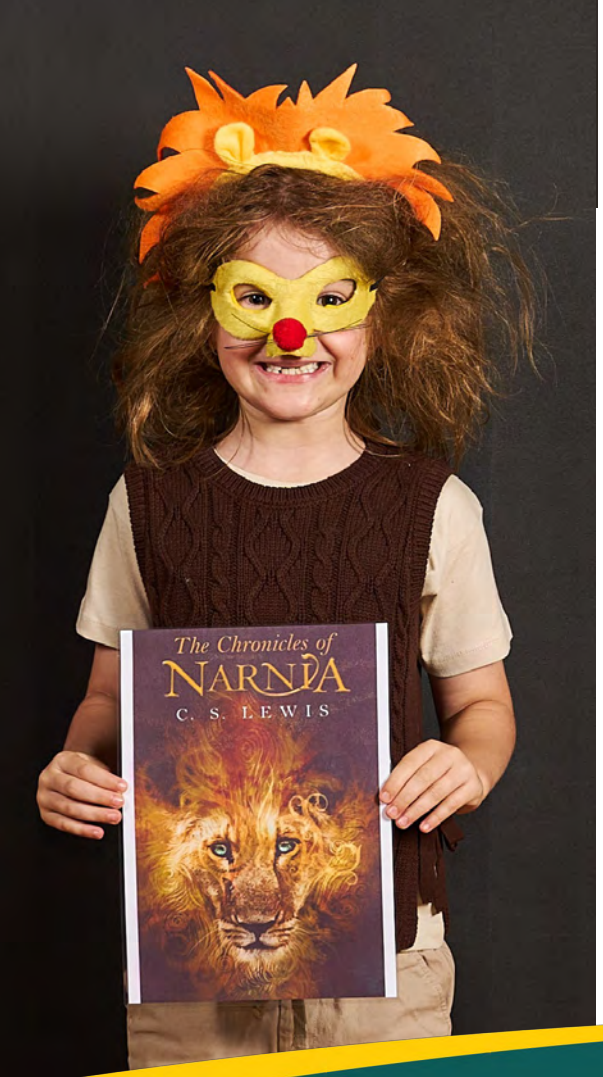


STEM

- Robotics Club
- Interschool Robotics

ACADEMIC

- Year 10 Maths camp
- Riverside Maths Competition
- QAMT Interschool Maths Competition
- ICAS
- Chess Club
- JCU Experience
- JCU Science & Engineering Challenge
- Careers Expo
- Writing Competitions
- Youth Parliament
- Constitutional Convention



OTHER

- Senior Formal
- NAIDOC Week guest speakers & activities
- House Spirit Week
- Chinese tea ceremony & excursions for Chinese New Year

SPORT

- Interschool Athletics
- Interschool Swimming
- Interschool Cross Country
- Mountain Bike Club
- Boys & Girls Basketball 7/8
- Boys & Girls Soccer 7/8
- Boys Open Soccer
- Boys & Girls Basketball 9/10
- Boys & Girls Soccer 9/10
- Boys & Girls Basketball Open
- Senior Mixed Volleyball
- CBSQ (Regional) Basketball Boys & Girls
- CBSQ Basketball (Boys) (Gold Coast - States)
- Junior & Senior Boys Futsal School Championships
- Open Boys Townsville Cricket Gala Day
- Girls Open Netball
- Girls Netball 7/8
- Girls Netball 9/10



SECONDARY CROSS COUNTRY

STUDENT OUTCOMES:

NAPLAN RESULTS - Years 3/5/7/9

Participation rates refer to the number of students sitting the NAPLAN tests in years 3, 5, 7 and 9. In 2025, 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 or wellbeing reasons, while others were absent due to illness during the testing period.

Our results in NAPLAN always reflect positively on our dedicated staff and the efforts of our students. Our Year 3s and 9s particularly performed well in 2025 across all Strands. The data from NAPLAN is used to inform the College in how to provide further support and resources for individual students and in the programs we run at the College.

The table below shows the average results of our students with a colour-based comparison to all Australian students.

	Reading	Writing	Spelling	Grammar	Numera-cy
Year 3	450	441	436	470	422
Year 5	526	494	497	537	517
Year 7	563	553	554	573	574
Year 9	605	608	594	610	609

Well Above	Above	Close to	Below	Well Bellow	No Comparison



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/our-college/government-reporting/

Note that this data is from 2024 as the data from the Government Next Steps survey is not provided until later in the year.

Destination data on 44 of our 45 graduating students was collected by contacting parents or students by the Secondary Office.

Summary of findings in relation to main destinations of students.

Category	Proportion per category			
	2025	2024	2023	2022
University (degree or diploma)	24 (54%)	28 (68%)	20 (60%)	16 (46%)
VET total (Cert IV+ III, III, apprenticeship, traineeship)	6 (14%)	6 (15%)	6 (18%)	4 (11%)
Working full-time	3 (7%)	5 (12%)	4 (12%)	7 (20%)
Working part-time/casual	7 (16%)	2 (5%)	6 (18%)	8 (23%)
Seeking work, not studying or in the labour force	3 (7%)	0	1 (3%)	1 (3%)
Total Year 12 students responded	**44**	**41**	**33**	**35**

*** % may be greater than 100**

YEAR 10-12 RETENTION RATES

YEAR 10 (2023)	YEAR 12 (2025)	APPARENT RETENTION
47	45	96%

YEAR 12 OUTCOMES IN 2025

Our 2025 Year 12 students were the fifth group to graduate under the "ATAR" system for Senior Assessment and Tertiary Entrance (SATE). Gaining accurate comparisons of ATAR results between 2020 – 2025 is problematic because under the rules of the ATAR system, students must consent to allow QTAC to share their individual ATAR results with the College. The data below is based on the ATAR information made available to the College by students who consented to share their ATAR scores and from some extrapolation of results to estimate likely ATARs.

ATAR	2025	2024	2023	2022	2021	2020
98 or more	1	Nil	Nil	Nil	1	1
Top student ATAR	98.35	96.85	97.85	NA*	98.50	98.0
90 or more	11	5	9	4	3	7
% of ATAR eligible	52%	25%	40%	NA*	18%	43%

A key celebration point is that over half of those eligible for an ATAR received 90 or more.

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 2025, 91% of ACC QTAC applicants were offered a tertiary placement, with 75% receiving an offer for their first preference.

School vs State	2025	2024	2023	2022	2021
Number of subjects above state average for As	10	9	10	4	3
Number of subjects above state average A & Bs combined	11	10	9	6	9
Internal vs External Assessment. Percentage of students performing as expected or better in EA *	86%	78%	85%	77%	86%

Yearly Subject Results Comparison

* Note: An issue that has emerged is that 25% of subjects are 'above' trend. In other words, students performed better in the external exam compared to internal assessment. Two subjects were identified as very significantly above and two subjects as significantly above. Moving forward, we are investigating the potential causes and developing possible solutions to provide more opportunity for senior students to achieve higher scores with internal assessment.



PRAYING WITH OUR YEAR 12 GRADUATES

YEAR 12 OUTCOMES SUMMARY

	2025	2024	2023	2022	2021
Number of students who received a Senior Education Profile (SEP)	45	42	36	36	42
Number of students awarded a Queensland Certificate of Education (QCE)	40	42	33	35	40
Number of students awarded a Queensland Certificate of Individual Achievement (QCIA)	1	0	1	0	1
Number of students receiving a Senior Statement only	4	0	2	1	1
Percentage of Queensland Tertiary admissions Centre (QTAC) applicants receiving an offer	91%	93%	100%	100%	100%
Number of students awarded one or more VET qualifications	26	22 52%	15 42%	16 44%	19 45%
Number of students who are completing/completed a school-based apprenticeship or traineeship (SAT)	3	3	1	1	1
Number of students awarded a VET qualification:					
Certificate I	1	0	0	0	0
Certificate II	21 47%	20 48%	15 42%	15 42%	15 36%
Certificate III	14	16 38%	5 14%	10 28%	14 33%
Certificate IV	0	0	0	0	1
Diploma	0	0	0	0	0
Number of students completing a University Unit (JCU now, QCU SUN) whilst at School	5	4			



STUDENT SPIRITUAL LIFE SURVEY

Since 2023, the Secondary School (Yrs 7-12) have participated annually in the Student Spiritual Life Survey (SSLS). The SSLS is designed to help schools understand the spiritual beliefs, attitudes and practices of their students and the impact of our school activities on their faith. Developed by National Christian Life Survey (NCLS) research, this survey is based on more than 30 years of experience in world-class research into faith, church life and spirituality.

In 2025, we saw continued improvement in most areas. Highlights include:

- A continuation of overall sense of well-being;
- An increase in students describing themselves as Christian (up 2% to 72%.);
- An increase in students identifying in religious/ spiritual terms (including Christian) up 7%;
- A further increase in the proportion of students who believe that Jesus is God in human form who lived among people in the 1st century, from 10% in 2023 to 77% in 2024 & 78% in 2025;
- A continuation of a higher percentage of students who nominated 'Christian Worship At School' in helpfulness of people and activities for Spiritual life (2nd only to family);
- A further 2% increase in students who nominated 'Read the Bible' (top response) for actions to understand Christianity better; and
- Participation in a church youth group increased a further 2% to 58%.

The data gleaned from the SSLS assists the college to continually review and refine Christian Living programs, Assembly worship & devotions and other targeted programs to encourage students to develop a deeper understanding and faith in Christ. However, we have decided to only do the survey every second year, with the next one scheduled for 2027.



MR CALITZ WITH STUDENTS

OUR STAFF

COMPOSITION - HEADCOUNT

STAFF	CASUAL	FULL TIME	PART TIME	TOTAL
Support	3	15	18	36
Aides	10	0	23	33
Music Tutors	7	0	0	7
Teachers	13	32	30	75
TOTAL	**33**	**47**	**71**	**151**

FULL TIME EQUIVALENT

STAFF	FULL TIME	PART TIME	TOTAL
Teachers	31.31	19.32	50.63
Aids	0.00	15.55	15.55
Support Staff	15	11.85	26.85
TOTAL	**46.31**	**46.72**	**93.03**
% of total permanent staff	50%	50%	-



STAFF MIX (TEACHING)

	FULL TIME	PART TIME	TOTAL
Male	10	3	13
Female	22	27	49
TOTAL	**32**	**30**	**62**
Indigenous	1	1	2

STAFF MIX (NON-TEACHING)

	FULL TIME	PART TIME	TOTAL
Male	7	4	11
Female	8	37	45
TOTAL	**15**	**41**	**56**
Indigenous	0	1	1

TEACHER QUALIFICATIONS

Masters	13
Honours	3
Bachelor	75
Grad Diploma/Grad Certificate/ Diploma	31
Certificate Level	8

STAFF ATTENDANCE

PERMANENT STAFF	NUMBER OF SCHOOL DAYS	TOTAL DAYS STAFF ABSENT
118	201	717

Average Staff Attendance rate during 2025 was 97%.

STAFF PROFESSIONAL DEVELOPMENT OPPORTUNITIES

- CEN Staying at the table
- HOD forum
- Chinese language teachers conference
- Parent Engagement Connect—working with families to address school refusal
- Global Leadership Summit
- Discovery Workshop
- 2025 Early Career Teacher online workshop
- TQP leadership & governance workshop
- An introduction to Trauma—Part 1 & 2
- QATACON25—Qld Art Teachers Conference
- Curricular design frameworks that support inclusive planning for all students
- Educators guide to executive functioning
- 2025 educating for hope research symposium
- Student management
- Art in the classroom
- Initialit—Multilit workshop video conference
- ISQ Beginning Teacher workshop
- Australian curriculum: designing accessible assessment and adjustments for all learners
- ASME National conference
- FACTS conference
- Respectful Relationships Education
- Teaching children with Neuro diversity
- Illum Learning: Maximising the impact of teaching assistants
- Advancing effective education 2025
- Australian Christian schools library conference
- Junior Ethics Olympiad
- National Gathering—EAs in education
- CEN executives conference
- Edutech
- Qld Chapter summit
- ESL bandscales training
- Student wellbeing forum
- ISQ employee relations and HR conference
- Principal's AI community
- Australian taxation and payroll
- School Management: governance and legal compliance
- Financial fraud in Schools & Financial Management and board reporting
- School Management: Privacy, archiving & copyright
- ISQ leadership essentials

- ISQ ICT Managers forum
- Languages workshop: designing quality assessment
- Remote First Aid
- Secondary sciences PD day
- NQ work well conference
- All things payroll
- Middle leaders program
- Seven steps to writing success
- CEN Principal Mentoring Program
- Asthma Management Course
- Legalwise seminars
- Lawsense: fee recovery workshop
- Self sabotage solution & coaching program
- LinkedIn Learning
- ISQ: professional boundaries
- Employee Maintenance
- First Aid & CPR Refreshers
- Complilearn: Implementation & setup

PROFESSIONAL DEVELOPMENT

STAFF	TOTAL EXPENDITURE	AVERAGE PER STAFF MEMBER
TEACHERS (75)	$108 602	$1448
NON TEACHERS (76)	$37 248	$490



PARENT INVOLVEMENT

Parents were involved in the College Community in the following ways:

- Welcome to ACC
- Operation Christmas Child
- After School Sport
- Father/Mother nights (Kindy and Prep)
- TCEA Association Meetings
- Musical and Arts nights
- Pop-up coffee cart
- Weekly prayer
- Assemblies
- Lost Property
- Various Kindergarten events
- Athletics day
- Assistance at Bushdance/swimming carnivals/athletics, cross country
- Stakeholder meetings
- World Teachers & Staff Appreciation Days morning tea
- Volunteer encouragement
- Mother's/Father's day stall
- $1 second-hand uniform stall day
- Board meetings
- Senior formal
- Volunteering in the library
- Parent Satisfaction Surveys
- Duke of Edinburgh trips
- Guest speakers
- Compassion silver trail
- Christmas Market
- ANZAC day
- Parent/carer - teacher meetings



P&F—MOTHER'S DAY STALL

UPDATED STRATEGIC PLAN

STRATEGIC PILLAR 1 – SUSTAINING QUALITY CHRISTIAN EDUCATION IN A CHANGING ENVIRONMENT

- Committing to intentional intercessory prayers for God's guidance, provision, and protection for our College;
- Strengthening our points of positive difference from secular education within our community and in the wider community;
- Strengthening partnerships with parents/carers to provide a Christian education for their children;
- Providing a Christian influence in the Regulatory and Educational environment;
- Fostering pervasive Christian hospitality, grace and high expectations of Christian conduct;
- Maintaining and strengthening relationships with local churches and Christian organisations;
- Equipping people with the relational skills to maintain, restore and enhance an authentic physical and on-line Christian community;
- Maintaining and strengthening the College's vision and mission with the Board and Association;
- Equipping students to make transformational Christ-centred contributions; and
- Teaching from a Christian-worldview and embedding biblical teaching across all learning strands.

STRATEGIC PILLAR 2 – ENGAGING IN CONTINUOUS EDUCATIONAL IMPROVEMENT

- Providing an education that promotes excellence and equity envisioned in the Mparntwe (Alice Springs) Education Declaration;
- Supporting all students to become confident and creative individuals, successful lifelong learners, and active and informed members of the community envisioned in the Mparntwe (Alice Springs) Education Declaration;
- Ensuring consistent quality and professionalism in Teaching and Learning across the school, in accordance with determined aims and objectives;
- Improving explicit instruction, metacognition, and Christ-centred critical thinking;
- Providing appropriate and targeted professional development opportunities for teaching and non-teaching staff;
- Establishing effective processes for monitoring of teaching and non-teaching staff performance;
- Embedding ethical use of AI;
- Equipping staff to implement consistent collaborative and proactive solutions to student behaviour management across the school that transforms behaviour in a Christ-like manner;
- Equipping staff to meet the holistic needs of a more diverse student population informed by our Christian worldview; and
- Developing extensive skills and experience in differentiation and inclusive education.

STRATEGIC PILLAR 3. PLANNING FOR CONTROLLED ENROLMENT AND COLLEGE GROWTH

- Maximising the advantage of the K-12 educational journey;
- Developing and implementing our Master Plan;
- Celebrating and supporting ethnic diversity in the school community;
- Marketing the school effectively;
- Retaining and attracting quality Christian staff;
- Supporting and developing pathways for Christians to join the Teaching profession; and
- Ensuring a solid foundation for financial operations.

STRATEGIC PILLAR 4. SUSTAINING AND SUPPORTING OUR PERSONNEL

- Ensuring a solid foundation through sustainable financial operations;
- Embedding shared expectations, responsibilities, and language that promote safe and supported relationships in an authentic Christian community;
- Implementing the Master Plan;
- Strengthening our focus from a Christian perspective as the prime distinctive of our College;
- Encouraging and improving leadership performance;
- Ensuring the on-going development of effective board governance;
- Promoting staff health and wellbeing;
- Keeping each other accountable;
- Creating sustainable work life balance;.
- Reviewing organisational structures, role descriptions, and processes to address staff work intensification concerns; and
- Improving organisational efficiency.



NEXT STEPS IN 2026

Listening to and taking time to fully understand feedback are crucial to ensure continued improvement.

The two distinguishing features of CEN schools are Christ-centred education and partnership with parents. Two of the ways in which we can further strengthen partnership with parents are to increase TCEA membership and to improve communication. We invite all parents/carers, who are committed to the College's mission to join our Townsville Christian Education Association (TCEA), and we appreciate everyone who gets involved in our Parents and Friends Association (P&F).

Our Executive Team are looking at ways to improve our communication. Feedback and suggestions from parents/carers really help us to develop clearer communication and create more opportunities for collaboration and greater transparency.

Partnership with Parents and Carers is essential for every student's success at school. Opportunities for parents/carers to be involved in their children's learning will be fostered through regular communication via social media and college newsletters, community morning teas, Book Fair, Book Week, classroom assistance, ceremonies and assemblies, information evenings, Arts events such as MAD night, P&F committees and stalls, sports carnivals and excursions. Stakeholder meetings with learning support or the engagement facilitators as well as twice yearly parent teacher interviews are also ways for parents to engage with teachers and support staff about their children's learning.

Engagement facilitators, chaplains, teachers and education support officers will also support student participation and achievement by using a common language and approach to creating a supportive learning environment. Posters in classrooms provide students with a range of regulation strategies that help students to remain engaged in learning when they are feeling overwhelmed.

We created an Engagement Facilitator role as a next step to improve the support that was provided with the Responsible Thinking Classroom (RTC). Behaviour attempts to solve a problem. Before we can understand behaviour, we need to understand what the problem is that behaviour is trying to solve. When a student does not engage in academic learning, or disrupts learning of their peers, we invite the Engagement Facilitator to visit the class and observe interactions. This enables them to gain an understanding of what motivates the behaviour. The Engagement Facilitator listens to the teacher to understand the perceptions of the teacher and listens to the student to understand learning experiences through the student's eyes. We find out what are triggers, what is helpful and unhelpful, and we try to find out how we can set the student and the teacher up to experience flow and improved engagement. Feedback from Engagement Facilitator to teachers, learning support team, and curriculum leaders helps us to improve differentiation, planning, pedagogy and ultimately improve the student's academic engagement. Positive engagement fosters a sense of accomplishment that is more motivational than compliance.

We want students to learn that their choices matter. Our choices are important because when every choice has a predictable outcome, we have the autonomy to choose the outcome we prefer. Expectations, responsibilities, and boundaries help people to feel safe and supported.

We believe that the provision of dedicated Planning and Prep days will help teachers to improve planning and differentiation. These dedicated days allow teachers to work with their teaching teams and Curriculum Leaders/HODs to plan well-sequenced and engaging lessons, develop a shared understanding of curricu-

time to create and source resources to help engage students in their learning.

Teachers review their teaching and learning programs each term to refine and improve their lessons. Primary teachers will use student assessment data such as Dibels (Dynamic Indicators of Basic Early Literacy Skills) in 3-6, InitiaLit Literacy Screeners in P-2, Literacy Pro Comprehension in 3-6 and PAT Maths Adaptive in 1-6 to inform planning, differentiation and to know their learners' needs. This data can also help inform the efficacy of teaching and learning programs and identify areas for professional development for staff.

As another part of data review, Primary teachers will participate in moderation each term within their year levels. Once a year Primary staff will also moderate externally with Calvary Christian College, allowing for wider comparisons and a time to share and collaborate with another school. Teachers will also use feedback from Learning Walks, profiling and lesson observations to help refine their own practice and planning.

In 2026, we want to provide professional learning for teachers on how to optimise educational outcomes; implement and embed:

- Universal Design for Learning (UDL);
- Tier two literacy and numeracy interventions;
- Trauma informed pedagogy;
- Moving from reactive responses to students' learning needs to proactive planning to set students up to improve academic engagement and achievement;
- Ross Greene's collaborative and proactive solutions;
- Clear expectations and consequences, ensuring students understand that their choices have predictable outcomes; and
- Explicit teaching principles and Gradual Release of Responsibility in Primary.

I pray that we shall "be a place of safety from stormy winds, a stream in the desert, and a rock that gives shade from the heat of the sun" (Isaiah 32: 2).



STUDENTS AT ANZAC DAY MARCH