

2019

Annual Report

(Based on 2018 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:	104 – 156 Yolanda Drive Annandale QLD 4814
Total Enrolments:	537 Prep to Year 12 (August Census Day)
Year Levels Offered:	Kindergarten to Year 12
Co-educational Or Single Sex:	Co-educational
Boarding Or Day School:	Day School
Principal:	Andrew Jones

History

Located in a well-serviced suburb adjacent to James Cook University, ADF Lavarack Barracks and the Townsville Hospital, Annandale Christian College, (ACC), is a non-denominational coeducational Kindergarten to Year 12 day school. The College was established in 1982 by a group of Christian parents who had a vision for education that was authentically Christian in outlook and practice.

Annandale Christian College has a clear vision to provide excellence in education that equips students to engage meaningfully in all areas of society, to critique the way sin has affected all areas of life, and to offer transformation in practical, relevant ways that reflect Jesus prayer that His kingdom come and His will be done on earth as it is in heaven. Annandale Christian College has a clear vision to offer a broad Pre-Prep to Year 12 education in an explicitly Christian framework that excites students and dares them to reach their God-given potential.

ACC has enunciated a set of values that have their source in the Lordship of Jesus Christ as revealed in the Bible. We acknowledge His authority over all aspects of life.

Students are taught to understand themselves as created by a loving God for a purpose. Each child is challenged to reach their God-given potential as learning is celebrated along the way.

The College actively promotes a Christian Worldview that understands the Biblical story in terms of 'Creation, Fall, Redemption and Restoration'.

In our acknowledgement of Jesus' authority over all aspects of life, we seek to live out this worldview in all areas of College life including organisational structure, policy and curriculum.

The College's website, www.acc.qld.edu.au provides a comprehensive representation of the distinctive nature of Annandale Christian College, its rich history, its diverse academic, pastoral and co-curricular programs, and its community focus. We proudly invite you to explore our website.



College Context

Annandale Christian College is a Kindergarten to Year 12 Christian College operated by Townsville Christian Education Association Ltd, registered with, and accredited by, the Queensland 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 its participation in mandatory annual reporting and this report fulfils all legislative requirements under The Education Amendment (Non-Government Schools Registration) Act 2004.

This report was prepared and presented at the Annual General Meeting of the Townsville Christian Education Association Ltd on **Monday 20 May, 2019**. It serves the dual purpose of sharing information regarding learning outcomes, and the celebrations and struggles that staff, students and parents at Annandale Christian College experienced throughout 2018 so that we clearly recognise, and thank God for, His faithfulness and grace throughout the year, whilst also fulfilling our compliance commitment.



Message from the principal

God's Story – Our Story. The people who are Annandale Christian College are, in fact, a lifelong learning community who share in the vision of a college that “celebrates life and learning through Christ-centred education” and who fervently work toward its mission “to provide a quality Christ-centred education through a partnership of parents, teachers and students, which recognises the Lordship of Christ and the integrity of scripture.”

We work very hard to ensure that ‘His story’ is our story. It is a story which is one defined by the quality of relationships that exist between students, parents and staff. At Annandale Christian College we value these essential partnerships with each and every child. As we farewelled the graduands I asked them to consider their legacy. Would their College be a place where each individual is noticed and you know that we care? We want to be a place where we notice you and you matter.

International research suggest that it is the quality of learning and by inference the teaching within a classroom that has the greatest impact on student achievement. At ACC, we have developed our own pedagogical framework: ACC Key Principles of Teaching and Learning. This framework continues to be develops as we enhance successful teaching and learning practices within the College as well as helping all students from Prep to Year 12 to achieve socially, emotionally, academically, and physically.

Choosing a school is one of the greatest decisions a parent can make for their child. Every child deserves the highest standard of education to support and encourage them to the achievement of the God-given abilities; to act with purpose and with character; to utilise those much needed values to operate in an ever changing world. I take this opportunity to commend our College to you as a thriving Christian environment, and a place of outstanding educational offerings and opportunities for all students.

Blessings,



Andrew Jones, Principal



Andrew Jones

Vision

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

Mission

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

We Value

At Annandale Christian College we value the following:

- creating a community where teachers and parents are partners in teaching and learning;
- challenging 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;
- 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;
- encouraging students to perform to the best of their ability in every aspect of their endeavours to the glory of God.

Annandale Christian College is committed to the following 7 Key Principles of Teaching and Learning as found in our Pedagogical Framework:

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.



Social Climate

Annandale Christian College reflects the values and beliefs of the families who choose to be part of our learning community. In the main, our students are very polite and respectful. Classrooms are orderly and quiet with each person keen to work collaboratively together in the task of learning.

Annandale Christian College is grateful for the employment of two part-time Chaplains and a Defence Transition mentor through the Defence Community Organisation. These staff provide support and encouragement to students and their families and staff and take a leadership role in many College extra-curricular activities. These activities include both Primary and Secondary Assemblies; camps; Inter-House and Inter-School Sports Days; College At Work Days; P&F fund-raising events and the annual Service Week program.

Outside School Hours Care (OSHC) continued to operate to support parents and student before and after school. This service has been made a significant difference to those families needing to ensure that their children are cared for before and after school. Teachers at our College also use this service for student free days and after school so that working parents can attend meetings and professional development activities.

Characteristics of the Student Body

Our College staff, parents, Association and the Board which oversees governance, all place a high emphasis on celebrating and embracing community. We are a group of people who respect each other's unique and distinct roles and support each other to achieve the shared vision of the College. In 2018, around 72% of our families attend church, 4% of our students are Indigenous, overseas visas are held by 1% of our students and 16% of our students have a first language other than English which is up by 4% from 2017. 50% of our 2018 student population (269) are boys while 50% (268) are girls. More detail about the composition of the student body is found within in this report.

School Income broken down by funding source

Information regarding school income broken down by funding source can be found on the *My School* website: <http://www.myschool.edu.au/48008/finances>

Our Programs

Distinctive Curriculum Offerings

2018 saw the College focus on Differentiation which built upon our extensive work in 2017 on Authentic Assessment. Teachers at Annandale Christian College believe that a fundamental desire to see transformation and growth among students lies at the heart of effective teaching practice. Senior Secondary teachers began to focus on new senior syllabus and training with QCAA. This training aligned the College's best practice regarding differentiation at a senior level with those in the junior years.

The Key Principles of Teaching and Learning developed within the College culture and a common language for teaching and learning. Further work is needed to make this document live within the College. Each day teachers provide learning opportunities designed to intentionally develop, shape, and grow students' diverse abilities, and one of the essential tasks of teachers is to assess student learning and gauge whether the teaching strategies and learning opportunities are effective in promoting transformation and growth. Differentiation and Authentic Assessment are two of our Key Principles of Teaching and Learning from our Pedagogical Framework.

The College believes in an integrated approach to learning. Teachers in Primary plan their work around engaging units or learning that integrate the various curriculum areas. This allows students to engage in rich learning experiences on which to build new skills and knowledge. The National Institute of Christian Education provide professional development to all teachers through the Certificate of Christian Education - Delivery. This PD builds upon ways of delivering Christian worldview, approaches to curriculum design and delivering it in a Christian way, using a biblical perspective. The interactive and collaborative practical sessions helped develop the transformation model of curriculum development.

Co-Curriculum Offerings

Primary (Prep – Year 6)

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

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

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

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

A Coding Club began in Year Two for Lower Primary students, and also in Year Five and Six for Senior Primary students. The Year Two students used an iPad app called Scratch Junior to program animations. They also used Blue Bot robots to follow simple commands. Upper Primary students used a program called Scratch Two to create video games. They also used Sphero and Ollie robots to follow simple commands. Coding Club will be extended to all Primary year levels in 2019.

The Senior Primary Camps continue to be a highlight for students and staff in Years Five and Six. The Year Five camp this year was a Rainforest program at the Paluma Environmental Education Centre and was a huge success. The Year Six camp to Canberra, as part of the Federal Government curriculum studies, provided the students with valued real-life experiences in our nation's capital and life-long treasured memories with their teachers and peers.

Junior Secondary

Years 7 and 8

Annandale Christian College recognises that the transition from Primary to Secondary education is an exciting, and at times challenging, period in a student's educational journey. Although there is continuity in the curriculum between the Primary and Secondary levels, there are major changes in the breadth of curriculum and the way in which classes operate, and new students may transfer into the College at this level.

We recognise the strong teacher-student relationships which bring a sense of security and purpose to the young adolescent and lay a stable foundation upon which to build future success. A strong, home-room pastoral care system and Core teacher philosophy, facilitates a sense of cohesiveness and identity and encourages the sound organisational skills 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 to be important to students in this age group. These include the development of information and research skills, effective use of technology, problem solving skills and exposure to learner centred and open-ended, negotiated tasks across The Australian Curriculum in:

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

Years 9-10

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

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

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

At Annandale Christian College we strive for continuous improvement and regularly review programs and practices. To this end, after the success of changes to the Year 7 structure, in 2017 we modified the Years 9 and 10 curriculum structure to give one extra hour of English and Mathematics in order to give the time needed to consolidate important literacy and numeracy building foundations. This was achieved by removing the Literacy/Numeracy session and Cross College Activities from Years 9 & 10.

Use of Computer Technologies is also valued and incorporated across the curriculum.

Career Guidance is an integral part of the Year 10 program with lessons dedicated to Career Education for planning and development of Senior Education and Training (SET) Plans, scheduled throughout the year.

Senior Secondary

Years 11-12

The Senior Phase of Learning (Years 11 and 12) provides the ideal environment for students to take on greater responsibility for their learning, with corresponding privileges.

The Senior Secondary program provides the positive, encouraging atmosphere of small class sizes and gives students opportunities to develop their individual gifts in the context of an educational community striving to be faithful to God in all areas of life. Given the emphasis on formal qualifications in our society, the College recognises its responsibility to ensure that students, according to their gifts and vocational aspirations, gain success in Years 11 and 12, and that students requiring specific subjects for entry into Tertiary Institutions have the opportunity to gain these.

Students in Year 11 and 12 work towards achieving the Queensland Certificate of Education (QCE). They have access to a wide range of Queensland Study Authority and Authority-registered subjects including: Accounting, Biology, Building and Construction Studies, Chemistry, Creative Art (Visual Art Studies), Drama, English, English

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

Those students not wishing to pursue tertiary study may supplement their vocational studies by engaging in study with external providers such as the local TAFE or other providers subject to availability and accessibility of appropriate courses. School-based apprenticeships, traineeships and formal Work Experience programs are also considered an integral part of Senior Secondary study for many students at Annandale.



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

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

A formal student leadership program is the Student Representative Council where they represent their peer's views and ideas and offer ideas for improvement of the College at fortnightly meetings chaired by the College Captains. The SRC also provide fun, team-building, lunch-time and after-school activities.

Extra-Curriculum Offerings

Primary (Prep – Year 6)

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



Our Staff

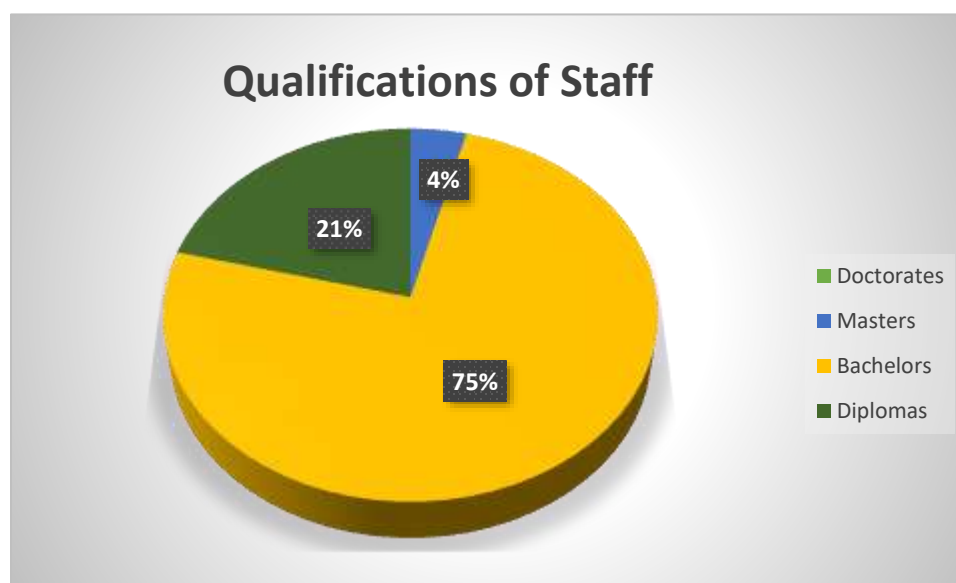
Our staff have a wide range of experience in Christian education, state and independent sectors as well as a wide range of experiences in Australia and internationally. In 2018, 2 (3.5%) of our staff identify as indigenous and we plan to increase this number to 5% in 2019. The College encourages the employment of a wide range of Christian staff from different cultural backgrounds to reflect the many different faces that God in his magnificence created us to be. As the College considers our changing diversity within our student population, it may be worth considering engaging staff from different cultures and perhaps even advertising overseas for committed Christians as the pool of church attending, Christian staff in Australia is unfortunately limited. In 2018 the Board minuted that they would like the College to ensure part-time teaching positions be made available so as to ensure that experienced teachers returning from maternity leave may have that as a possible option, if they would find it easier, than returning to a full time teaching load.

Staff Composition, Qualifications and Experience

We have a number of staff, contract staff and those on leave for various purposes. While 45.6% of our staff have less than 5 years' experience at the College, some of these teachers have been with the College longer in a part-time capacity or on leave. With so many teachers new to the College, it is imperative that the '*Annandale Way*' is made clear and explicit. The completion of the Pedagogical Framework, the 'Key Focus 2018' document and the implementation of the ISQ School Review early in term 2, 2019 should give greater direction and help our school leaders ensure effective school practices and the continuation of effective teaching and learning for the years to come. 29.8% of our staff are very experienced and will be a great asset to the younger staff. They are not well utilised at the moment but could greatly assist with the beginning teacher and induction programs. Plans for coaching are underway for 2019 for our school leaders and possibly PARs in the first instance, and for all staff in subsequent years. Our Enterprise Bargaining Agreement encourages staff to undertake further study which has been taken up by an aspiring leader and staff member. The College may need to consider other ways to ensure that staff develop their qualifications and maintain suitable work-life balance.

Years of Teaching Experience at ACC						
	1 – 2 years	1 – 5 Years	5 – 10 Years	10 – 15 Years	15 – 20 Years	>20 Years
Total Staff = 57 FTE	9	26	14	6	6	5
Represented as a %	15.8%	45.6%	24.6%	10.5%	10.5%	8.8%

In addition to our teaching team our staff have the following qualifications:



Our non-teaching staff have a range of experience in their areas of expertise throughout the College. Of these 36 employees, 11 are full-time, 25 are part-time. The need for a highly effective and consistent induction program which has regular checks throughout the year for new staff and returning staff is clearly apparent. Their experience here at a Christian school is varied and is outlined in the table below:

Non-Teaching Experience at ACC						
	1 – 2 years	1 – 5 Years	5 – 10 Years	10 – 15 Years	15 – 20 Years	>20 Years
Total Staff = 23.74 FTE	13	23	8	3	2	0
Represented as a %	36%	64%	22.2%	8.3%	5.5%	0%

Staff Professional Learning

In 2018, at Annandale Christian College, the total funds expended (\$69,735.28) on teacher professional development were as follows:

Teaching

\$17,748.95 (Professional Learning)

\$51, 986.33 (Equivalent spending on in-House Learning such as Cycles of Inquiry)

Non-Teaching

\$7,913.46 (Professional Learning)

This equates to a total percentage of income spend of 0.97% (\$7,968.878).

Staff Attendance

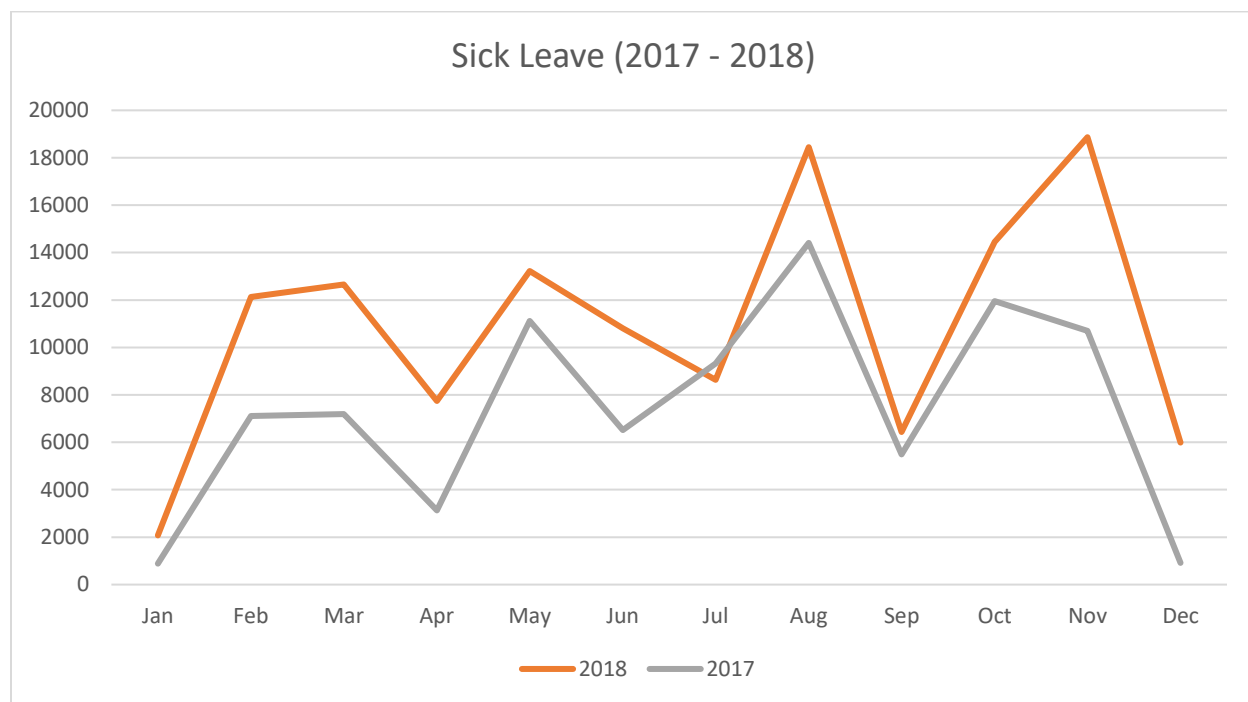
We have a number of teachers who participate in professional development that aligns to our 2018 Focus. All professional development needs to align with this and to the curriculum with which they teach. Professional development also arises out of professional performance plans or appraisal conversations with their line managers.

Teachers participated in a number of PD activities in 2018. These included:

Description of PD activity	Number of teachers participating in activity
• Seven Steps to Writing Success	10
• CEN Certificate of Christian Education (Deliver) - - Christian Pedagogy	57
• Multisensory Mathematics	2
• Using Spirals of Inquiry	1
• CEN National Conference	3
• Differentiation	57
• Asthma Training	57
• QCAA training (SATE)	34
• ISQ Assessor Training	2
• First Aide	5
• QCAA Panel Training	2
• Library Catalogue System	3
• Library Software and Systems	1
• Spirals of Inquiry (Writing)	4
• PETAA Training in Writing	1
• Senior Syllabus Training	11
• Differentiation	2
• QGOMA Art Training	1
• Senior Syllabus Mathematics	1
• BEAQ	1
• QATA	1
• QAMT	1
• EV3 Robotics	1
• QCAA Pedagogy	1
• Binnacle	1
• Music Training	1
• First Aide	8
• Mandarin Language Teaching in Taiwan	1
• ETAQ Training at JCU	3
• Principal's meeting	2
• Legalwise	2
• QCAA accreditation modules	9
Total number of teachers participating in at least one activity in the program year	57

In addition we have also analysed Sick Leave for teaching and non-teaching staff.

	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep t	Oct	Nov	Dec
2018	2076	12132	12651	7741	13224	10802	8631	18445	6441	14446	18866	5996
2017	884	7112	7187	3133	11119	6516	9327	14410	5490	11957	10694	912



In 2018 sick leave rose to \$131,000 from the 2017 figure of \$88,000. The graph (above) shows the proportion of sick leave taken over the course of these years. Spikes in illness may relate to sickness due to seasonal influenza. Serious health conditions for older staff may also account for the higher than expected sick leave in November of 2018. Costs for sick leave have increased by \$43,000 (32.8%) in 2018. The executive team is reviewing long service provisioning to ensure that staff access their entitled leave to have a well-deserved break in 2019. This would also financially assist the College by removing the need to provision for this leave at budget time and thus assist in other financial considerations.

The implementation of the new Senior Assessment and Tertiary Entrance (SATE) system by staff as well as preparing to teach combined classes using two different syllabuses may also be adding to the stress and absenteeism of our staff. These higher stress levels may be contributing to their poor health. The suggestion to split classes to ensure a single syllabus is taught by each teacher is an idea which we will be working toward in 2019.



Staff Retention

We had very few staff leave the College in 2018. Many staff members have strong family connections with the College as well as within the wider Townsville Community. As a result we only saw 4 (7%) of our staff members leave for a range of personal, family or health reasons.

Staff Satisfaction Surveys

In 2018, every non-teaching staff member was required to complete the annual staff satisfaction survey, but only 21 were able to do so. This is an anonymous feedback tool sent via email and which utilizes the online survey application [SurveyMonkey](#). The questions for this were developed using the mandatory questions for annual compliance as well additional questions related to our 2018 Focus document. Highlights are captured here in this short summary. A full copy of this survey can be found on our [school webpage in the ACC Access section](#).

In 2018 there was a tumultuous change in principal which saw a schism created among the teaching and non-teaching staff. A summary of key findings of the teaching staff satisfaction survey shows the following:

By the end of the year 93.55% of teaching staff said that the principal was approachable. 32.26% of teaching staff also disagreed or strongly disagreed that

they were consulted about changes. There is a need to investigate what that consultation may look like to those staff and for the executive to find better ways to communicate changes as they occur more effectively. 100% of staff agreed or strongly agreed that there are generally positive relationships between staff, students and parents. Encouragingly 96.76% of staff said that the Christian faith is taken seriously in all areas of our College. Lastly, after considerable work on differentiation this year, it was pleasing to note that 96.78% of staff differentiate when teaching to cater for their students.

A summary of key findings of the non-teaching staff satisfaction survey shows the following:

By the end of the year 100% of non-teaching staff said that the principal was approachable. Like the teaching staff, 23.81% disagreed or strongly disagreed that they were consulted about changes. 90.48% said that they felt that the leadership team take their concerns seriously. 14.29% of staff felt that staff morale was not high. 100% of staff said that the Christian faith is taken seriously in all areas of the College as well as being faithful to the things that matter most in a time of transition.



Our Students

Enrolments

There has been a consistent growth in student numbers from 2018 – 2019. At the August Census date student numbers reach 537 but continued to steadily grow throughout the year.

Year Level	2018 (December)			2019 (April)		
	Boys	Girls	Total	Boys	Girls	Total
Kindy (grp 1) (exclude 5 day students)	10	5	15	5	12	17
Kindy (grp 2) (exclude 5 day students)	5	10	15	7	8	15
Kindy 5 days	4	3	7	5	1	6
Subtotal Kindy	24	22	37	17	21	38
Prep	18	18	36	26	24	50
Year 1	18	26	44	19	21	40
Year 2	14	29	43	19	25	44
Year 3	13	26	39	17	28	45
Year 4	25	18	43	15	26	41
Year 5	21	21	41	25	17	42
Year 6	22	27	50	20	27	48
Subtotal Primary	131	165	296	142	168	310
Year 7	28	22	50	24	28	52
Year 8	28	21	49	29	19	48
Year 9	22	20	42	25	26	51
Year 10	20	15	35	23	19	42
Year 11	14	10	24	20	14	34
Year 12	25	23	48	13	11	24
Subtotal Secondary	137	111	248	134	117	251
Total All students (excluding Kindy)	268	276	544	176	285	561

76% (21) of all our kindergarten students are from Christian families. Within the entire College cohort (62% - 86%) of our students indicate that they are Christian. The table below represents this spread:

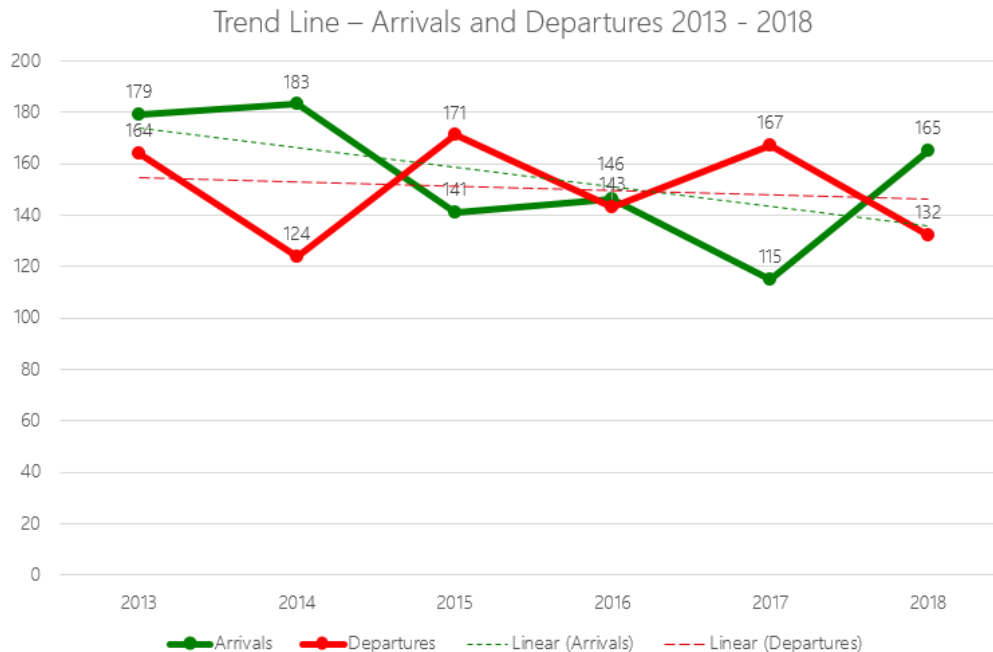
Year Level	K	P	1	2	3	4	5	6	7	8	9	10	11	12
% of students from Christian Homes	71%	86%	81%	69%	74%	85%	70%	75%	73%	60%	60%	62%	77%	65%

While enrolments have been increasing there is a significant reduction in departures in 2018. At the same time there have been improvements to enrolments which may be related to a more intentional marketing strategy, growth in enrolments from local churches and particular groups from cultural groups such as the Karen people. Word of mouth

remains the highest contributing factor as to the reason for enrolment. Changes in the economy, military postings and other work related reasons have contributed to the fluctuations over time. Not all parents are forthcoming regarding the details to this information. Further investigation into reasons for departures and arrivals would be beneficial.

In 2015, significant changes in the Townsville economy brought on, in part, by the Global Financial Crisis, affected the construction industry and related support industries to these employees. In 2017, we also saw a significant number of military postings out of the city (approximately 30). It was also the first time in our historical enrolment data which showed that there were students leaving the school but not leaving the Townsville area. The addition of support to our Enrolments Officer and Head of Primary in the main office suggests that improvements to the College's ability to ensure greater completion rates were achieved from enquiry to secured enrolment. Greater research into this area of enrolment growth would prove advantageous to the business.

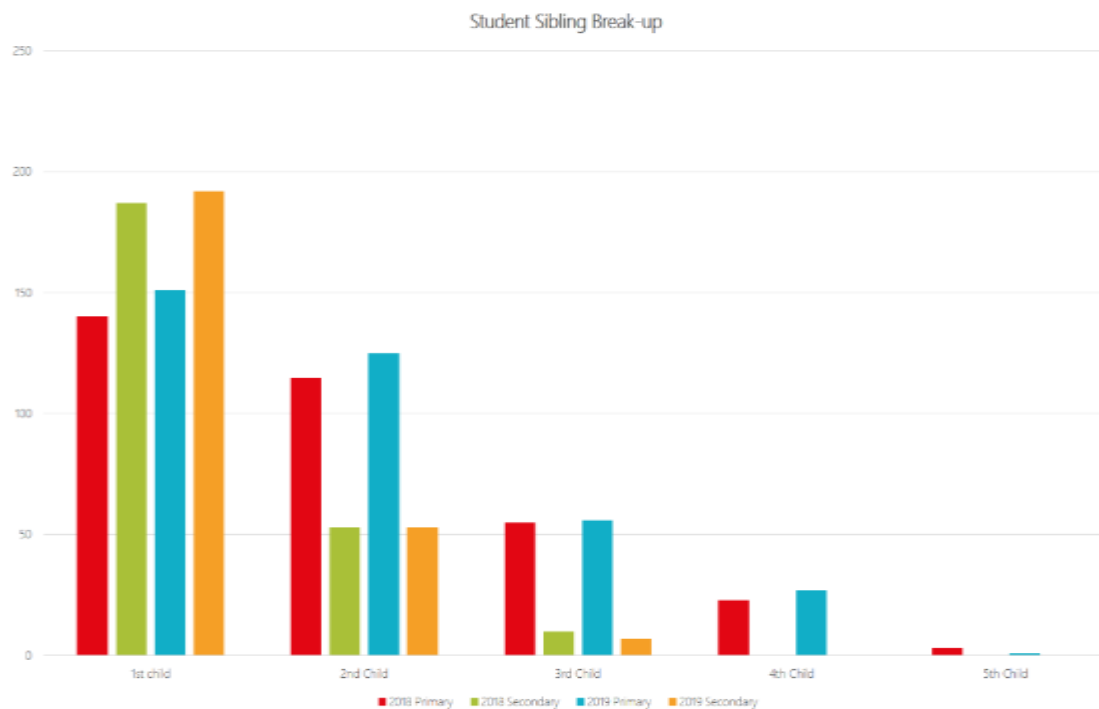
Enrolment Analysis



Families are very important to our College. Many students have more than 1 sibling at the College (See below). Strategic growth through siblings was enhanced with the introduction of reduced school fees. This acted as an incentive to parents and was lauded in the Townsville Bulletin (January 12, 2019):

Only one Townsville school is keeping their fees the same as last year, and one Townsville school is actually reducing their fees this year. **Annandale Christian College's** school fees listed via the Good Schools Guide showed in 2018 it cost \$5915 annually for students in Years 7-12. But their 2019 school fees for high schoolers are 0.25% lower, costing \$5900 for Years 7-12, which includes a building fund levy.

The following illustrates the student sibling breakdown within our College. It highlights that there is a significant need to not only attract students but to also ensure that considerable effort is undertaken to maintain these relationships with our families.

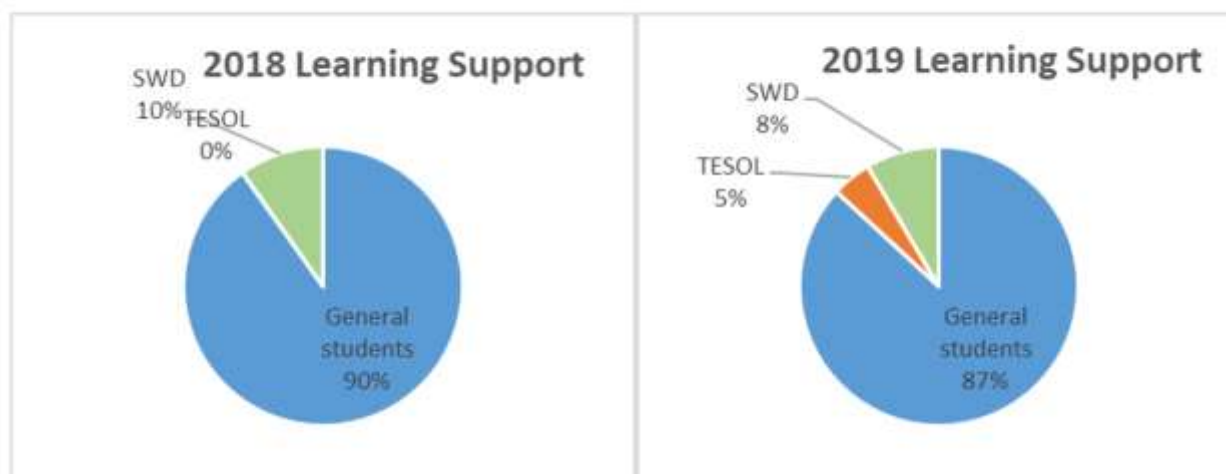


With the increase in enrolments, the College is experiencing greater numbers of students from other countries. With this change to our College demographic for whom English is a Second Language, we have needed to provide and prepare for more support of these students. This growth is consistent with significant increases in this area of independent schooling in Queensland, which was highlighted in the recent report “What Parents Want” published in 2019.

In 2018 there students who do not use Standard Australian English (SAE) were increasing in number. By the end of 2018 more students in this area were enrolled which required the employment of a part-time TESOL teacher and another teacher aide.

While this cost was unexpected to some degree, it was an essential service to our whole College community to ensure that quality Christian education continued for these children.

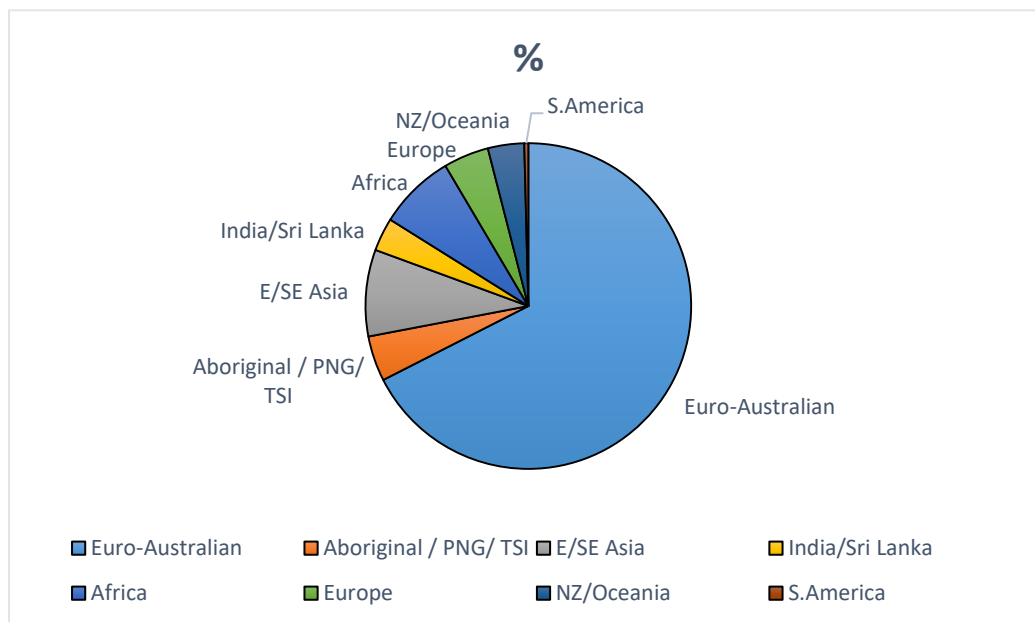
Demographic (Learning Support – TESOL students v SAE students)



The table below illustrates the growing diversity in student population in 2018. With changes to the demographics of Townsville the likelihood that this diversity of the College's DNA is likely to continue. This would mean that the College will need to consider ways to best cater for the cultural differences as well as the growing numbers of non-English Speakers. Our current Learning Support model while excellent, is not designed for these large numbers of students. A failure to respond to these community needs may not only affect the academic results of our College but also fail to meet the Community expectations.

Ethnic Origins

	<u>%</u>
Euro-Australian	67.5
Aboriginal / PNG/ TSI	4.5
E/SE Asia	8.6
India/Sri Lanka	3.3
Africa	7.6
Europe	4.5
NZ/Oceania	3.6
Sth America	0.4



Student Outcomes

Average attendance rate (%) for the whole school in 2018 - 2017.

	Justified	Unjustified	Full day attendance		Justified	Unjustified	Full day attendance
Primary Overall	4.1%	0.8%	95.1%		4.1%	1.2%	94.6%
Girls	3.8%	1.1%	95.2%		3.9%	1.3%	94.7%
Boys	4.5%	0.4%	95.1%		4.3%	1.3%	94.8%
Prep	6.4%	0%	93.6%		6.4%	0.5%	93.1%
1	3.8%	0.4%	95.9%		5.1%	0.8%	94.2%
2	4.2%	0.3%	95.5%		4.0%	1.0%	95%
3	4.3%	1.1%	94.6%		3.6%	0.8%	95.6%
4	3.4%	0.9%	95.6%		3.5%	1.8%	94.7%
5	4.0%	0.9%	95.1%		3.3%	0.4%	96.3%
6	3.7%	0.6%	95.7%		2.7%	2.7%	94.6%
Secondary Overall	5.1%	1.6%	91.6%		4.1%	1.3%	92.8%
Girls	5.0%	1.5%	91.9%		4.3%	1.5%	92.5%
Boys	5.1%	1.6%	91.4%		4.0%	1.2%	93.1%
7	4.1%	1.1%	93.7%		4.0%	1.1%	93.9%
8	5.8%	1.4%	91.4%		4.4%	1.8%	92.4%
9	5.6%	1.7%	90.6%		3.9%	2.3%	92.5%
10	4.8%	1.9%	91.4%		4.2%	2.0%	92.2%
11	4.9%	2.3%	90.0%		4.1%	1.5%	91.9%
12	4.1%	2.4%	90.8%		3.7%	2.2%	92.9%
Whole College	4.5%	0.7%	93.7%		4.1%	1.2%	94.1%

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

The average attendance rate for the whole school as a percentage in 2017 was 94.1%

Non-attendance at the College is managed in the first instance by Care teachers or in Primary by the class teacher. Frequent absences are monitored by the main office and the secondary office staff. Long term absences are referred to the Head of Primary and Head of Secondary. After monitoring of absences as well as contact with parents by classroom/ care teachers, pro forma letters are generated after long term absences. At the end of the process and receipt of the third letter a student's enrolment is cancelled.



NAPLAN results for Years 3, 5, 7 and 9 in 2018

Year 3 continues to maintain exceeding high levels of achievement well above state and national averages. Although Year 5 is down in 2018 in four areas from the previous years, the cohort has made significant improvements from their 2016 scores in Spelling, Numeracy and Reading. Year 7 Spelling results have also improved to above state and national averages. Year 9 have made great gains in all areas except Writing compared to their Year 7, 2016 results.

Year 7 Grammar and Punctuation, Writing and Numeracy results have continued to decline. Writing in Years 5, 7 and 9 continues to decline and is below the national average. Further investigations into the improvements in numeracy are needed. The evidence suggest that the use of the secondary PAR/ Learning Support and PD in the area of Mathematics such as multiplicative and Sensory Mathematics. Other initiatives such as after school tutoring may also explain the improvements.

In terms of writing the College has committed to utilising Seven Steps to Success after initial PD undertaken by a number of teachers in July of 2018. All staff and aides will be trained in the 2019 Student Free Days.

The Teaching and Learning team will focus on writing improvement in the subsequent Spirals of Inquiry planning days after the analysis of these NAPLAN results. Further work is needed to modify assessment tasks which aligned with the QCAA criteria and syllabus standard elaborations. In a similar way, further work was undertaken to develop Learning Goals, Know and Do Charts and Exemplars to improve the quality of assessment tasks and student performance through a better understanding of assessment expectations (authentic assessment).

A presentation of NAPLAN Data as seen below for example, including how to access it, was given to English and Maths Secondary and all Primary teachers. This will allow teachers to find which students are not progressing as well as we would like and which areas of the curriculum we need to reinforce.



NAPLAN results for Years 3, 5, 7 and 9 in 2018

See also <https://www.myschool.edu.au/school/48048/naplan>

Reading			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2018)	497	434	100%
Year 5 (2018)	495	509	97.4%
Year 7 (2018)	558	542	97.8%
Year 9 (2018)	609	584	100%
Writing			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2018)	428	407	97.3%
Year 5 (2018)	463	465	94.7%
Year 7 (2018)	497	505	91.1%
Year 9 (2018)	532	542	79.1%
Spelling			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2018)	448	418	100%
Year 5 (2018)	500	502	97.4%
Year 7 (2018)	553	545	93.3%
Year 9 (2018)	604	583	95.3%
Grammar and Punctuation			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2018)	481	432	100%
Year 5 (2018)	515	504	97.4%
Year 7 (2018)	555	544	91.1%
Year 9 (2018)	624	581	100%
Numeracy			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2018)	435	408	97.4%
Year 5 (2018)	504	494	100%
Year 7 (2018)	548	548	100%
Year 9 (2018)	623	596	100%

Mean Scaled Scores by Cohort 2018 – 2016

While achievement is something worth celebrating most of the world's leading researchers in the world are beginning to be more concerned about student progress. For that reason we have been examining the impact that our teaching has had on students over time. By examining the work we do with students and by examining the change or statistical size effect, teachers have had a deeper insight into the efficacy of their practice and the progress of their students. The examination of this data as well as school based levels of achievement, individual and diagnostic assessment tasks helps our teachers understand how all our students are developing in the many areas of their learning.

STRAND	2018 (Year 3)	2016 (Year 1)	2018 (Year 5)	2016 (Year 3)	Difference	2018 (Year 7)	2016 (Year 5)	Difference	2018 (Year 9)	2016 (Year 7)	Difference
Spelling											
	448		500	424	76	553	490	63	604	541	63
Writing											
	428		463	439	24	497	469	28	533	517	16
Numeracy											
	435		504	427	77	548	491	57	623	568	55
Grammar & Punctuation											
	481		515	473	42	555	510	45	624	549	75
Reading											
	497		495	440	55	559	507	52	610	556	54

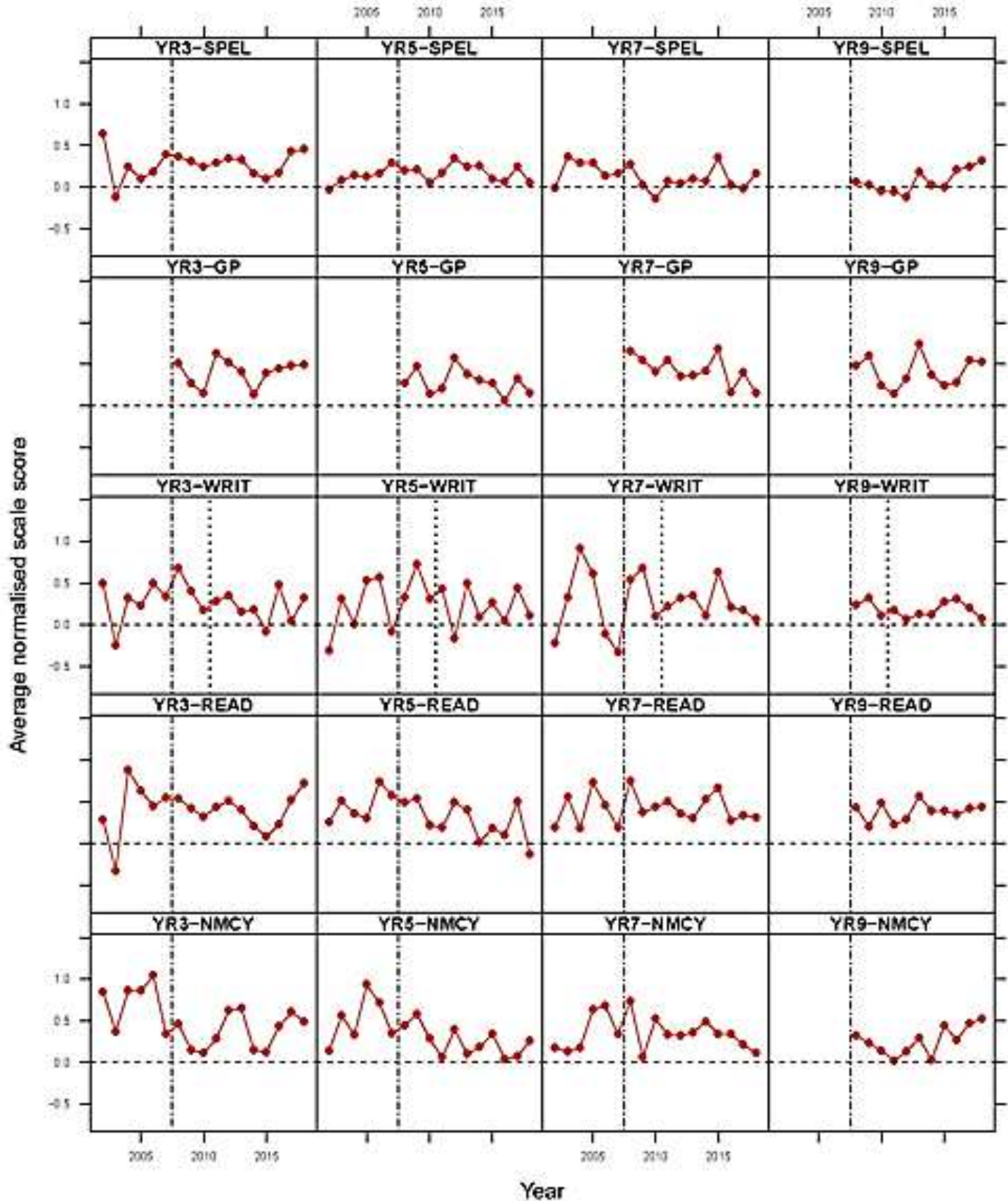
Key: = Considerable improvement (+50); = moderate improvement 20 – 50;

= plateau results 1 – 20.

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

Annandale Christian College (5573)

- QLD state mean
- Introduction of NAPLAN in 2008
- Introduction of Persuasive Writing in 2011



For a number of years ACC has achieved results well above the state mean. Writing is our greatest area of need as it is for the majority of the nation. Writing will become a focus area for the Cycles of Inquiry process with teachers. This is a significant investment in teacher professional development by the College. In addition to that we are also investing in '[Seven Steps to Writing Success](#)' to develop our teacher's skills in writing.

Year 12 Outcomes

Our Year 12 students have once again worked very hard to achieve outstanding results in their studies for 2018. The 2018 cohort of Year 12 students achieved consistently high results.

3% achieved an OP1. 3 students achieved an OP1 or 2, which is 10% and a significantly high result for the region and state. The median score for the group was 8 and the mean score was 9.

Overall Position (OP)	Number	Percentage
1	1	3%
1 or 2	2	10%
1-5	7	23%
1-10	19	63%
1-15	26	87%

Over the last 3 years, OP results have been high and improving as a group. There is a general trend of a greater trend of students achieving OP 1 – 10 over the last 5 years. With the conclusion of the OP system and significant changes to the curriculum and assessment, the College will need to ensure that the same preparation occurs. This new Senior Assessment and Tertiary Entrance system will also have effects across the whole College as we prepare our students for their final years of schooling.

Overall Position	Average Percentage 2015-2018				
	2014	2015	2016	2017	2018
1	0%	0%	18%	4%	3%
1-5	21%	18%	41%	27%	23%
1-10	43%	45%	68%	54%	63%
1-15	93%	72%	95%	65%	87%

In 2018, 45 (96%) students achieved a Queensland Certificate of Education (QCE). 17 (39%) of this cohort achieved well over 25 points for their QCE. The Queensland Core Skills (QCS) Test Results were also strong. Higher than expected results in the QCS test were achieved which resulted in a high percentage of A and B results (51%):

QCS Result	Number of Students	Percentage
A	5	17%
B	10	34%
C	8	28%
D	6	21%
E	0	0

In addition, over time our OP results suggest that overall our results have improved. Work with consultants and feedback to students regarding their progress throughout the year may account for these improvements.

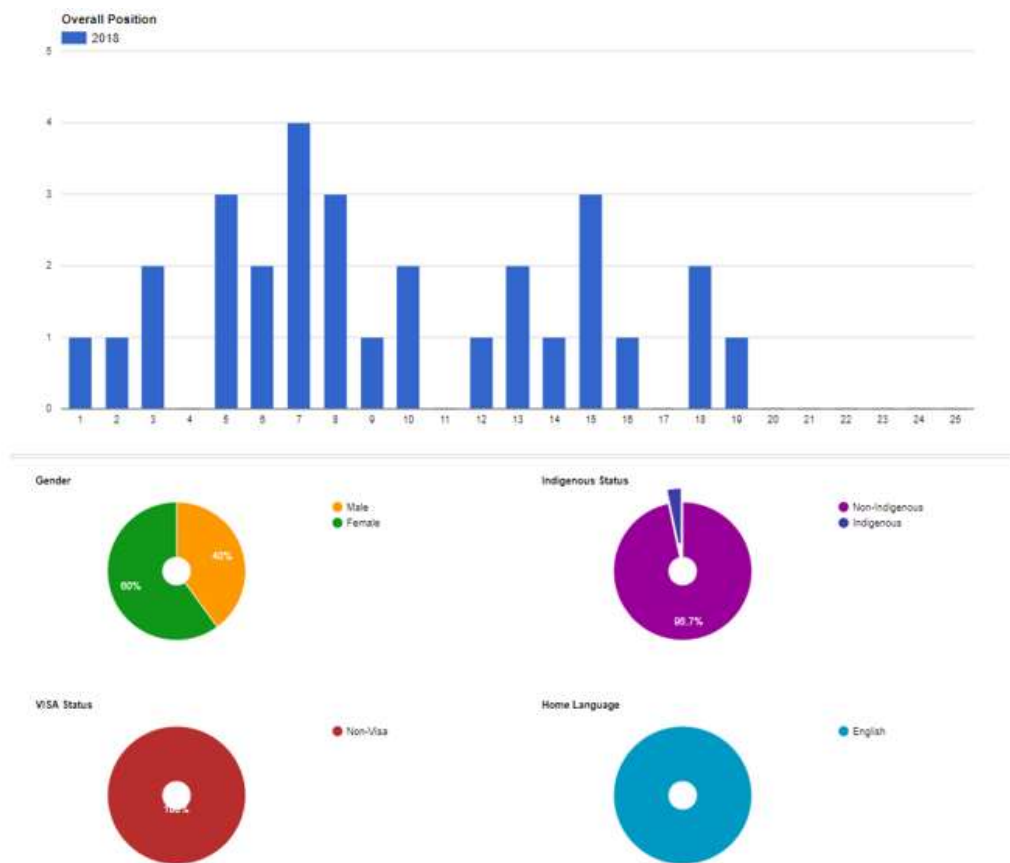
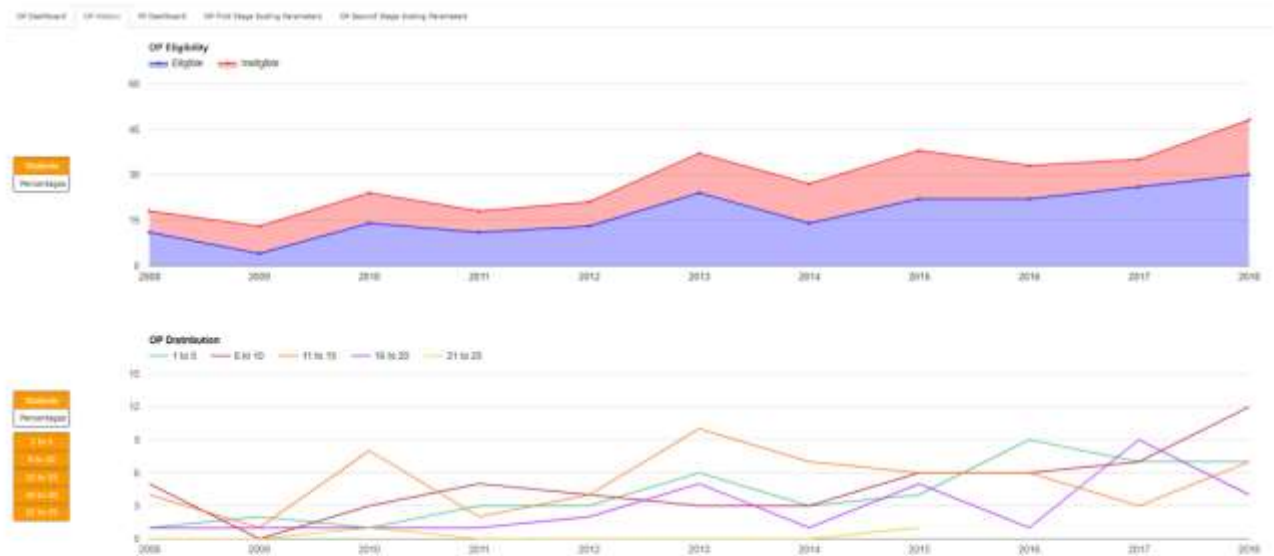


Figure 1: Year 12 OP Results 2008 – 2018



Figure 2: Year 12 OP Results 2017

Our students also achieved a record number of Vocational Qualifications. 14 students achieved a Certificate II qualification and a further 9 students achieved a Certificate III qualification. 6 students also attained two Certificate II qualifications which is also outstanding. Of course, these results are all indicative of high quality of Christian education and learning at Annandale Christian College from Kindergarten to Year 12. All of our students have learned skills, knowledge and values that will stand. These results are also the main way students gain entry to University and other courses across Australia.

Early information indicates that 93% of our students were offered a tertiary placement. 58% of our 45 students accepted their offers to a university with 13% deciding to take a gap year. Traineeships and apprenticeships were offered and accepted by 23% student graduates. 13% of these students decided to enter the workforce directly. 7% at the time of the survey were looking for work. It was also interesting to note that 31% of all students who went to university went to JCU while the remainder (13%) decided to study in Brisbane or the Sunshine Coast.

Apparent Retention Rate Year 10 to Year 12

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

	Year 10 Base (2016)	Year 12 (2018)	Apparent Retention Rate %
Number of Students	49	48	98%

In 2016, 5 students left Townsville and 6 students went to other local secondary schools for a variety of reasons including subject choice, response to bullying by the school and other areas of dissatisfaction. Our current (2019) Year 12 enrolment (Real Retention Rate) as a percentage of the Year 10 cohort is 200%. This is abnormal as this year was affected by the changes to the starting age of Prep. This will create an expected growth in the College overall enrolment for 2020 which should assist with student to staff ratios, offsetting of costs associated with extra staff employed in 2019 as well as allowing for other possible growth initiatives. Increases in enrolments (given better student to teacher ratios) should also greatly assist the College in ensuring a budget surplus at the end of the 2020 College year. However, this is greatly dependent on many uncertain socially, economically, and politically factor.

Year 12 Post School Destination Survey

Outcomes for our Year 12 cohort 2018	
Number of students awarded a Senior Education Profile	48
Number of students awarded a Queensland Certificate of Individual Achievement	46
Number of students who received an Overall Position (OP)	30
Number of students or are completing or completed a School-based Apprenticeship or Traineeship (SAT)	2
Number of students awarded one or more Vocational Education and Training (VET) qualifications	14
Number of students awarded a Queensland Certificate of Education at the end of Year 12	46
Number of students awarded an International Baccalaureate Diploma (IBD)	0
Percentage of Year 12 students who received an OP1-15 or an IBD	86.6 %
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification	98%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving a tertiary offer	93.3 %

At the time of publishing this School Annual Report, the results of the 2018 post-school destinations survey, *Next Steps – Student Destination* report for the school was not available. Information about these post-school destinations of our students will be uploaded to the school's website in September after release of the information.

Destination data on our 46 graduating students was collected by contacting parents or through siblings at the College by the Head of Secondary. Of the 46 students only 1

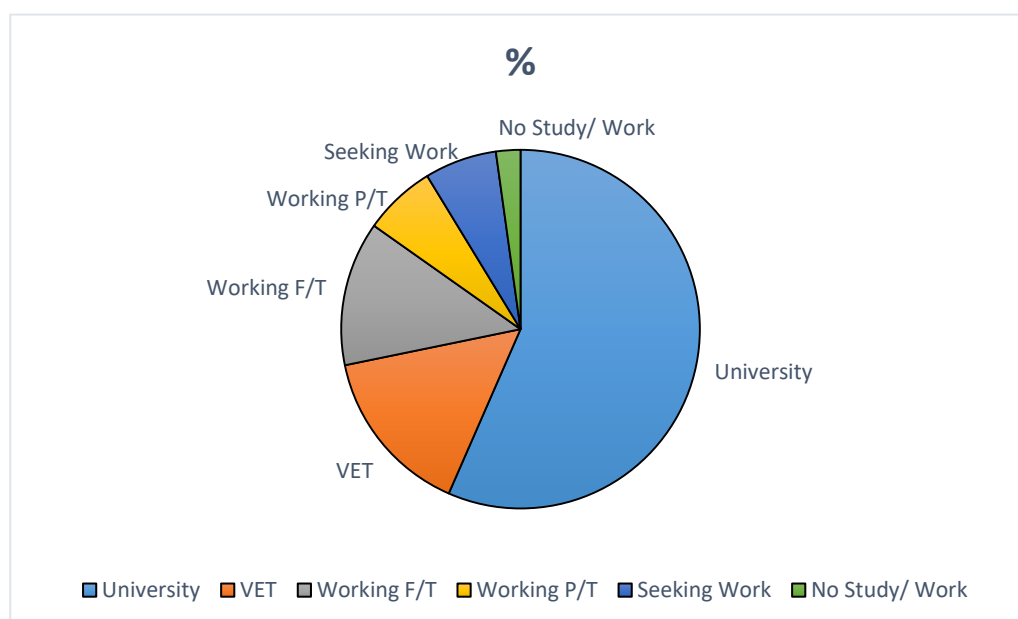
student did not respond or 2.2% of the cohort. This preliminary and school collated data indicates that 56.5% of students entered university after graduation after accepting their first offers. A significant number of students received traineeships or a VET qualification (15.2%) and 2 of these students continued their school-based traineeship after graduating from school. Further work partnering with organisations which may be able to extend opportunities for VET qualifications in a range of areas is worth developing.

Summary of findings in relation to main destinations of students

School Year 2018	Number of Students in each category	Percentage of Students in each category
University (degree)	26	56.5%
VET total (Cert IV+ III, I-II, apprenticeship, traineeship)	7	15.2%
Working full-time	6	13%
Working part-time/casual	3	6.5%
Seeking work	3	6.5%
Not studying or in the labour force	1	2.2%
Total Year 12 students	46	100%

Post-School Destination in 2018 (School based preliminary Data)

	<u>Σ</u>	<u>%</u>
University	26	57
VET	7	15
Working F/T	6	13
Working P/T	3	6.5
Seeking Work	3	6.5
No Study/ Work	1	2.2



Student Satisfaction Surveys

A summary of the student satisfaction survey is split into three parts based on feedback from parents, students and staff in 2017. Here is a summary of these results:

Year 4 – 6 students (114 respondents)



Positive:

- 99.13% agree or strongly agree that 'My teachers expect me to do my best'.
- 97.37% agree or strongly agree that 'I am getting a good education at Annandale Christian College.'
- 88.56% agree or strongly agree that 'My teachers provide me with useful feedback about my school work.'
- 85.09% agree or strongly agree that 'The school rules are appropriate and fair.'
- 78.95% agree or strongly agree that 'My school takes students' opinions seriously.'

Challenges:

- 28.94% disagree or strongly disagree that 'My homework is valuable and relates to what I learn in class.'
- 27.2% disagree or strongly disagree that 'Student behaviour is well managed at my school.'
- 22.81% disagree or strongly disagree that 'I can talk to my teachers about my concerns.'
- 21.05% disagree or strongly disagree that 'Teachers at my school treat students fairly.'

Year 7 – 10 students (121 respondents)

Positive:

- 99.17% agree or strongly agree that 'My teachers expect me to do my best'.
- 82.64% agree or strongly agree that 'Most teachers let me know very clearly what I need to do to achieve the criteria on my assessment. (Overall)'.
- 81.78% agree or strongly agree that 'I feel safe at my school.'

Challenges:

- 46.88% disagree or strongly disagree that they are satisfied with the subject of Chinese.
- 44% disagree or strongly disagree that they are satisfied with the subject of FIST/Christian Living.
- 24.78% disagree or strongly disagree that they are satisfied with the subject of Science.
- 24.78% disagree or strongly disagree that 'Students have an opportunity to give feedback or input about assessment tasks (eg. study Hamlet or Macbeth). (Overall)'.
- 24.78% disagree or strongly disagree that 'Students have an opportunity to give feedback or input about assessment tasks (eg. study Hamlet or Macbeth). (Overall)'.
- 51.24% disagree or strongly disagree that 'Student behaviour is well managed at my school.'
- 59.5% disagree or strongly disagree that 'If I get in trouble, someone explains to me what they think I have done wrong.'
- 45.46% disagree or strongly disagree that 'There are consequences for bullies or people who harass others.'
- 45.46% disagree or strongly disagree that 'There are consequences for bullies or people who harass others.'
- 66.94% disagree or strongly disagree that 'My school takes students' opinions seriously.'

Year 11 – 12 students (40 respondents)

Positive:

- 100% agree or strongly agree that 'My teachers expect me to do my best'.
- 97.5% agree or strongly agree that 'The teachers encourage me to think about life from a Christian point of view. (Overall)'.

Challenges:

- 50% disagree or strongly disagree that 'Students have an opportunity to give feedback or input about assessment tasks (e.g. study Hamlet or Macbeth). (Overall)'.
- 32% disagree or strongly disagree that 'My homework is valuable and relates to what I learn in class. (Overall)'.

- 42.5% disagree or strongly disagree that 'If I get in trouble, someone explains to me what they think I have done wrong.'
- 42.5% disagree or strongly disagree that 'There are consequences for bullies or people who harass others.'
- 27.5% disagree or strongly disagree that 'I like being at my school.'
- 40% disagree or strongly disagree that 'My school gives me opportunities to do interesting things.'



Our Community

Parent Involvement

Our parent community is very involved and participates in a number of ways. The Parent and Friends Fellowship meet regularly throughout the year and run a number of events. The Coffee Cart has been highly successful in ensuring that staff and parents meet every Thursday for a chat or fellowship opportunities.

Wednesday morning prayer is attended by the faithful few and greater participation in this very important aspect of the College is an important goal for 2019. Parents were involved in the following:



- Welcome BBQ
- Operation Christmas Child
- Kindergarten Social BBQ
- Mothers'/ Fathers' night
- PTC afternoons
- School Banking
- Welcome dinner
- Run Club
- Hospital Luncheon
- Parent forum
- Musical nights
- Popup Coffee Cart
- Weekly Prayer
- ANZAC march
- Assemblies
- Chappy Pancake Breakfast
- Mother's Day Stall
- TCEA Association
- Chess assistance
- Theatre Restaurant 'Fire in the Rain'
- Palm Island Missions Trip
- Kindergarten mother's/ father's afternoon tea
- Lost Property
- Bush Dance and the Cake Stall
- Koorong Book Fair
- Camps and excursions assistance
- School Uniform Committee
- Bookfair
- Senior Formal
- Working in the library
- Nominating teachers for Awards
- Prep Science Night
- World Teachers Day morning tea
- Science/ STE(A)M projects
- Parent satisfaction Surveys
- Book Character Day
- Duke of Edinburgh trips
- Guest speakers
- Silver Trail
- NAIDOC week
- Volunteer Luncheon
- Ready. Set. Prep.
- Assistance with after school sport and in class activities
- Fitness programs
- Assistance at swimming, athletics and cross-country carnivals

Parent Satisfaction Survey

88 of our parents completed the parent satisfaction survey. This is an anonymous feedback tool sent via email and which utilizes the online survey application SurveyMonkey. The questions for this tool were developed using the mandatory questions for annual compliance as well additional questions related to our 2018 Focus document. Highlights are captured here in this short summary. A full copy of this survey can be found on our school webpage in the ACC Access section. A parent forum, which convenes once a term, was started in semester two to help give a voice and agency to parents.

Positive:

- 91.97% agree or strongly agree that 'The staff set high academic standards. (Overall).'
- 97.73% agree or strongly agree that 'Teachers at this school expect my child to do his or her best.'
- 95.45% agree or strongly agree that 'Openness and trust exist between the teachers and parents. (Overall).'
- 92.04% agree or strongly agree that 'The staff set high academic standards. (Overall).'
- 98.86% agree or strongly agree that 'My child is encouraged to think about Jesus and how his teachings relate to life. (Overall).'

Challenges:

- 50% disagree or strongly disagree that 'Students have an opportunity to give feedback or input about assessment tasks (e.g. study Hamlet or Macbeth). (Overall).'
- 20.46% disagree or strongly disagree that 'I am asked for meaningful input by the College'.
- 29.54% disagree or strongly disagree that 'Teachers alter the assessment requirements to cater for my child's needs. (Overall).'



2019

Annual Report

(Based on 2018 data)



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