

ANNUAL REPORT

(based on 2024 School Data)

Version 2 - 26/08/2025



ANNANDALE
CHRISTIAN
COLLEGE
the Way, the Truth, the Life

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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	39
Prep - Year 3	202
Year 4 - 6	164
Year 7 - 10	213
Year 11 - 12	88
TOTAL	706

PRINCIPAL:

Marcelle Calitz (2025)

Andrew Jones (2024)



HISTORY

Annandale Christian College (ACC) is located in a well-serviced suburb adjacent to James Cook University, the Lavarack Army Barracks and the Townsville University Hospital. Our College is a non-denominational coeducational facility catering to the educational needs of children from Kindergarten to Year 12. In 1982 a group of Christian parents started a school that provided an authentically Christian education for their children and one which provided the values and teaching similar to those taught at home.

Annandale Christian College provides quality Christian education to equip and meaningfully engage students in all areas of society in order to achieve their God-given potential. The College caters for students from kindergarten to year 12 within an explicitly Christian worldview. As a Christian school, our values reflect the Lordship of Christ as revealed in the Bible. We acknowledge His authority over all aspects of our life. We teach our students to understand themselves as people created for a purpose by a loving God.


The College actively embeds a "Christian Worldview" in every area of the College in order to teach the Biblical story in terms of the "Creation, Fall, Redemption and Restoration". We acknowledge the authority of Jesus over all things in all areas of the College including our organisational structures, policies, pedagogy and curriculum.

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

COLLEGE CONTEXT

Annandale Christian College is a Kindergarten to Year 12 Christian College operated by Townsville Christian Education Association Ltd which is accredited by the Non-State Schools Accreditation Board (NSSAB). It is a member of Christian Education National, the Australian Association of Christian Schools and Independent Schools Queensland.

This report was prepared for presentation at the Annual General Meeting (26 May 2025) 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 2024. As we reflect on 2024, we also recognise and thank God for the many blessings He has provided over the years.



PRINCIPAL'S MESSAGE

As the College principal of 2024, it is with great joy and gratitude that I present this Annual Report, reflecting on yet another year of significant achievement, progress, and blessing. We celebrate the dedication and collective efforts that have propelled us toward our goals, vision, and mission.



I am thrilled to highlight our students' exceptional academic results, a testament to their diligence and the support from our staff, teachers, parents, and peers. Our unwavering commitment to Christian education and excellence nurture every student's abilities, affirming our dedication to their individualised growth. In addition to their achievements, our students continue to excel in vocational areas, preparing them for successful careers in business or in a trade.

Our College experienced steady growth in student and staff numbers, reflecting the trust our community places in quality Christ-centred education. I am particularly proud of our educators who are advancing their own learning; many will have completed their Master's degrees by the end of 2024. Additionally, several teacher aides are completing their teaching qualifications, and one Kindergarten educator has now completed her Diploma in this area of education. This commitment to lifelong learning exemplifies our vision and encourages a culture of growth and excellence for all. I am so proud of our staff and the expertise they bring to their work.

At the heart of our mission is a comprehensive Christian education that supports the holistic development and faith formation of every individual, from our kindergarten learners to graduating seniors. We offer a diverse range of programs to inspire curiosity, encourage Christian values, and promote student wellbeing. In the words of Scripture, "Train up a child in the way he should go; even when he is old, he will not depart from it" (Proverbs 22:6 ESV). Our 2024 graduates and leaders certainly testify to this.

As we look forward, may we continue to uphold the values of love, faith, hope, and service that define us as a Christian community. Together, let us foster an environment where each person feels valued, supported, and empowered to reach their God-given potential.

My heartfelt gratitude goes to our teachers, staff, parents, and volunteers, whose commitment enriches our school daily. Your partnership is invaluable, and I am filled with optimism and pride for our College's future.

Every principal knows that their time is short and in my case it feels there is so much more to do. However, my long association with the College (some 33 years) has come to an end for now. I thank you for every opportunity and experience that has developed me as a Christian man, teacher and leader. We welcome Mr Calitz to our College and I pray that you too will afford him all your support, prayer and grace as you have provided to me.

May God continue to bless our community as we embark on another year of learning, growth, and transformation.

Andrew Jones

College 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 living in the world and for eternity;
- fostering the development of gifts, skills and abilities of the learner for service to Christ and the community;
- focusing on co-operation as the most effective strategy for building community; and
- encouraging students to perform to the best of their ability in every aspect of their endeavours to the glory of God;
- 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
- 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 the National Principles for Child Safe Organisations.

(<https://childsafe.humanrights.gov.au/national-principles>)

Our policies and procedures are regularly reviewed to provide clarity for staff on how we provide a Child Safe learning environment where students are safe, collaborative and engaged. Staff and volunteers receive child protection training annually.

Our Wellbeing Team consists of a Student Wellbeing Counsellor, 2 Chaplains, a Defence School Mentor, and a Wellbeing Officer.

Our new Wellbeing Pod provides a purpose built space where students access wellbeing support.

Students can report wellbeing concerns and reach out for support in person or on the Stymie digital platform.

Students are mentored to use PeaceWise Youth strategies to resolve conflict and maintain safe, supportive, and respectful peer interactions.

SCHOOL OPINION SURVEY

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

SUMMARY OF ACC STAFF FEEDBACK (2024)

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 94 staff surveys were returned.

Survey Key Areas	Overview	NSS Bench- mark	2024 ACC Staff
Guidance & Support	Assesses staff access to and satisfaction with support services and transitional assistance	63%	72%
Goal Congruence	Measures alignment between staff values and college values, and support for career aspirations	73%	80%
Personal Development	Evaluates opportunities and quality of staff personal development activities	63%	76%
Morale	Gauges college spirit, energy levels, and mutual respect among staff	69%	79%
College Curriculum	Reviews staff perceptions of curriculum innovation, variety, and appropriateness	71%	65%
College Environment	Assesses comfort, safety, cleanliness, and inclusivity of the college setting	61%	75%
College Communication	Measures effectiveness, transparency, and inclusiveness of college communications	63%	65%
Technology & Resources	Evaluates accessibility and modernity of college technology and resources	53%	71%
Leadership & Management	Reviews staff confidence in school leadership, ethics, and issue resolution	64%	72%

SUMMARY OF ACC PARENT FEEDBACK (2024)

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 92 parent surveys were returned.

Survey Key Areas	Overview	NSS Bench- mark	2024 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%	74%
Personal Development	Measures whether parents believe the school supports their child's growth as a responsible and engaged citizen	69%	77%
Quality of Teaching	Gauges parents' perceptions of teacher care, feedback, enthusiasm, and role modelling	75%	80%
College Curriculum	Reviews parents' opinions on curriculum innovation, subject variety, and appropriateness of learning tasks	74%	76%
College Environment	Assesses how welcoming, safe, and inclusive parents find the school for themselves and their children	72%	77%
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%	73%
Leadership & Management	Gauges parent confidence in school leadership, transparency, and ethical governance	70%	75%

SUMMARY OF ACC STUDENT FEEDBACK (2024)

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 369 student surveys were returned.

Survey Key Areas	Overview	NSS Bench- mark	2024 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%	74%
Teacher Quality	Gauges students' comfort with teachers, teaching effectiveness, and the quality of support and role modelling	66%	72%
College Curriculum	Reviews student satisfaction with subject variety, workload, and opportunities for creative input in learning	68%	72%
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%	72%
Student Relationships	Measures students' perceptions of peer respect, friendship ease, and the presence of bullying	67%	70%

REPORT FROM DEFENCE STUDENT MENTORS & CHAPLAINS

At ACC, student wellbeing is supported through a collaborative approach involving many team members, including our Defence School Mentors (DSMs) and Chaplains. While both roles often overlap, they each contribute uniquely to the care of our students and families.

DSMs are central in providing practical and emotional support, particularly to students from Defence backgrounds, understanding the unique challenges they face and aiming to support students and families. Throughout the year, the DSMs welcomed Defence students and their families during the enrolment process and school induction events. They played an active role in ensuring students felt a sense of belonging, by DSMs spending time on the playground and in classrooms to help new arrivals integrate with their peers. Each term, age-appropriate Defence student groups were established, with lunch activities and morning Defence Care sessions for secondary students, creating opportunities for students to build connections and share experiences related to Defence life, such as deployment, relocation, and change.

During times of parental absence, DSMs facilitated sessions that allowed students to engage in enjoyable activities and conversations, providing a supportive outlet to help them navigate the challenges of separation. Regular wellbeing check-ins were conducted, and information was shared with teaching staff to ensure student needs were met during these times. In preparation for postings, DSMs also assisted students and families through individual transition planning, helping them research their new schools and develop strategies to manage the change.

Farewell events were planned for students whose families were relocating, with gatherings that celebrated their time at the College and included reflective discussions and encouraged them to think positively about the transition.



Throughout the year, DSMs observed ongoing challenges facing Defence students, such as isolation, learning disruptions from frequent transitions, and an increase in anxiety and mental health concerns. In response, they provided targeted one-on-one support, worked closely with the school's Wellbeing Counsellor, and connected families with external services when necessary.

Chaplains at ACC College play a vital role in the wellbeing framework, supporting the spiritual and emotional needs of students across the school. Their approach is grounded in compassion, care, and character development, offering individual and community-based support embedded in the rhythm of school life.

Throughout the year, Chappy Brendo and Chappy Dani provided one-on-one pastoral care to students facing a range of personal challenges. Their conversations created safe spaces for students to speak freely and receive compassionate, values-based support. Whether navigating grief, anxiety, family changes, or friendship concerns, both Chappies Brendo and Dani were always available to listen to students.

In addition to individual care, the Chaplaincy team facilitated group wellbeing sessions, reflective activities, and opportunities for spiritual growth. They maintained a visible presence across the school, including in classrooms and the playground, ensuring students always had someone approachable to turn to. They also played an integral role in community events and College-wide services. During commemorations such as ANZAC Day and Remembrance Day, they supported the College and led students in reflecting on values like sacrifice, service, and gratitude.

Beyond formal services, both Chaplains immersed themselves in the full life of the College. They attended the 7/11 camp, Grade 8 Adventure Days, and Leadership Camp, where they engaged with students in team-building activities and reflective sessions. These camps offered opportunities for deeper conversations and spiritual encouragement in a relaxed, relational environment.

Chappies Brendo and Dani were also actively involved in a wide range of school events, including sports carnivals, interschool competitions, the bush dance, school discos, and Christmas carols. Their enthusiasm and willingness to participate helped foster a sense of joy and inclusivity. Additionally, they contributed by coaching sporting teams and encouraging student participation through strong relationships.

In partnership with other wellbeing staff and senior service students, Chappy Brendo helped deliver programs such as *Vital Unlimited*. This built resilience, character, and leadership, offering a faith-based perspective to encourage Year 7 students to explore their identity, values, and potential. Throughout the year, additional training was undertaken to facilitate *Rhythm2Recovery*, a percussive program that further supports students and staff through action-based learning.

The care offered by the Chaplaincy team extended beyond students to include staff and families. They provided quiet encouragement, pastoral support, and a listening ear, contributing to the overall sense of community at ACC.

Through their authentic relationships, consistent presence, and heartfelt service, Chappies Brendo and Dani have continued to be trusted and valued figures in the life of the College, nurturing the wellbeing of all those they encounter.

CHARACTERISTICS OF THE STUDENT BODY

Our College saw an increase of families attending church from 75% in 2023 to 77% for 2024. With the College experiencing stronger retention and our city increasing in population, the number of families seeking Christian education has shown positive growth. These increased percentages align with the College's Mission and Vision statement, in providing Christ-centred education for Townsville.

STUDENT ATTENDANCE

YEAR LEVEL	ATTENDANCE RATE
PREP	90.5%
YEAR 1	92.2%
YEAR 2	93.2%
YEAR 3	92.8%
YEAR 4	94.4%
YEAR 5	93.0%
YEAR 6	93.0%
YEAR 7	92.9%
YEAR 8	92.0%
YEAR 9	90.1%
YEAR 10	85.1%
YEAR 11	82.1%
YEAR 12	73.6%
OVERALL	90.0%
BOYS	90.0%
GIRLS	90.0%

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 who are of compulsory school age (Prep to Year 10) are monitored, contact with parents is made by classroom/care teachers, and pro forma letters are generated. At the end of this process and the receipt of the third letter, a student's enrolment is usually cancelled. In some cases, a referral is made to the relevant pastoral team and the Student Wellbeing Counsellor or Chaplains. Over the past 3 years our average attendance rate was 91%. Whilst this is an excellent result, we will continue our hard work to ensure reduced rates of unexplained absences and increase student 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.



OUR PROGRAMS

DISTINCTIVE CURRICULUM OFFERINGS

Primary (Prep to Year 6)

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

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

Biblical Threads (Transformation by Design) continued to be used in 2024 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 and created a draft scope and sequence to cover biblical stories and/or themes across Prep to Year 6.

In 2024, we implemented Version 9 of the Australian Curriculum in Mathematics and some of the English and HASS units. Staff engaged in professional development and curriculum planning days to prepare for full implementation of HASS and English for 2025. This roll out is in line with our implementation plan to be fully implementing Version 9 by 2027.

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. Covers the spectrum of mental, emotional, social, physical and spiritual development.
- Year 6 into Year 7 transition events; Taste of High School (May) and Whole Day transition program in November/December.



YEAR 9 AND 10

- Students study a combination of core subjects and electives as they begin to explore future pathways. 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 particular 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. Students give up one study session to serve in the school. 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 in Yr 11 & RACQ Docudrama 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
- 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.



EXTRA CURRICULUM OFFERINGS - PRIMARY

PERFORMING ARTS

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

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)
- Run Club (Year 3 - 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)
 - 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) - outreach in the community
- Sausage Sizzle (Shalom Christian College) - outreach in the community
- YWAM seminars
- YWAM Youth Adventures to Palm Island
- 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
- School Musical “Sound of Music; Youth Edition”

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



OUR STAFF

COMPOSITION - HEADCOUNT

STAFF	CASUAL	FULL TIME	PART TIME	TOTAL
Support	2	11	17	30
Aides	10	0	22	32
Music Tutors	8	0	0	8
Teachers	11	27	30	68
TOTAL	31	38	69	138

FULL TIME EQUIVALENT

STAFF	FULL TIME	PART TIME	TOTAL
Teachers	27.00	19.78	46.78
Aids	0.00	12.17	12.17
Support Staff	11.00	10.13	21.13
TOTAL	38	42.08	80.08
% of total permanent staff	47%	53%	-



STAFF MIX (TEACHING)

	FULL TIME	PART TIME	TOTAL
Male	9	4	13
Female	18	26	44
TOTAL	27	30	57
Indigenous	1	1	2

STAFF MIX (NON-TEACHING)

	FULL TIME	PART TIME	TOTAL
Male	5	5	10
Female	6	34	40
TOTAL	11	39	50
Indigenous	1	1	1

QUALIFICATIONS

Doctorate/PhD	1
Masters	12
Honours	3
Bachelor	59
Post Grad Diploma/Graduate Certificate/Diploma	32
Associate Diploma	1
Certificate	65

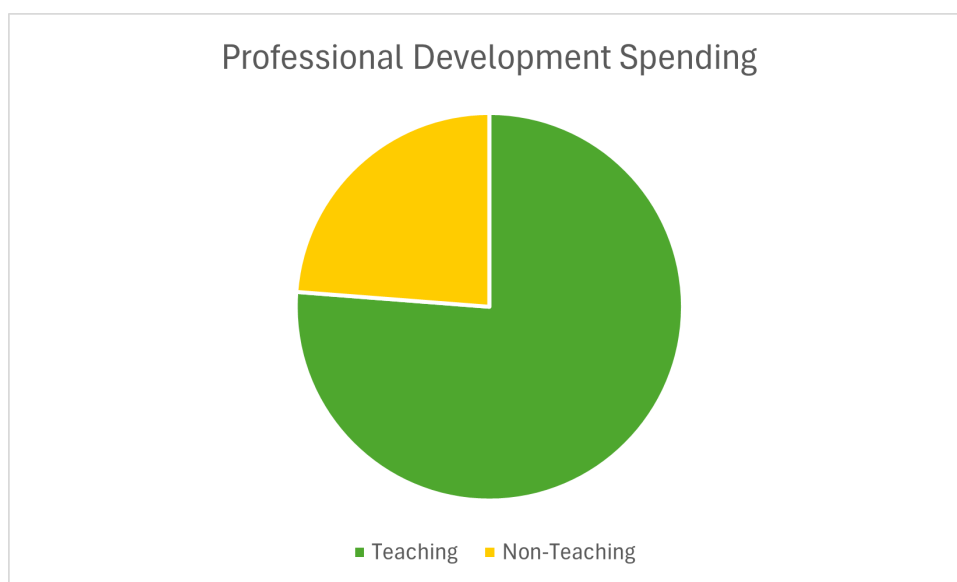
STAFF ATTENDANCE

Average Staff Attendance rate during 2024 was 95%.

PERMANENT STAFF	NUMBER OF SCHOOL DAYS	TOTAL DAYS STAFF ABSENT
108	201	746

PROFESSIONAL DEVELOPMENT

STAFF	TOTAL EXPENDITURE	AVERAGE PER STAFF MEMBER
TEACHERS (68)	\$156 441	\$2301
NON TEACHERS (62)	\$48 800	\$787



PD INITIATIVES







AUS CURRICULUM V9.0 UPDATE	LIVING IN BABYLON
DOWN SYNDROME INCL UNIT PLANNING	RELIGIOUS INSTRUCTION
QHTA EARLY CAREER CONFERENCE	CLASSROOM PROFILING
QCAA POSITION GAP TRAINING	QCAA EALD DIFFERENTIATION LEARNING
QCAA SPECIALIST MATHEMATICS ASSESSOR	ISQ EA CONFERENCE
EDUCATE PLUS CONFERENCE	SUNSHINE CLASSICS WORKSHOP
CEN LEADERSHIP CONFERENCE	QATACON CONFERENCE
ILLUM LEARNING SUPPORT	ISQ CURRICULUM LEADERS FORUM
LAWSENSE—BEST PRACTICES	SHAKESPEARE SCIENCE STUDY
QCAA SUBJECT SPECIFIC CONFIRMATION TRAINING	BUILDING INCLUSIVE EDUCATIONAL LANDSCAPES
JCU MATHS CONFERENCE	ASSESS PAYROLL UPDATE SEMINAR
PETTA SUPPORTING EALD STUDENTS	QCAA MATHEMATICAL METHODS WEBINAR
QCAA ASSESSOR AND NEW SENIOR SYLLABUS	CEN PROFESSIONAL LEADERS SUMMIT
ITECH CONFERENCE	ILLUME LEARNING INCLUSION SERIES
POSITIVE SCHOOLS WELLBEING CONFERENCE	LAW FOR SCHOOL COUNSELLORS & GUID-
EDUTEC NATIONAL EDUCATION SUMMIT	BGA DESIGN & CONSTRUCTION FORUM
ISQ BM FORUM	YOUTH MENTAL HEALTH FIRST AID
SENIOR QANTUM PHYSICS & RELATIVITY	PEACEWISE: EVERYDAY PEACEMAKER
GLOBAL LEADERSHIP SUMMIT	EXCEL TRAINING
CRUCIAL CONVERSATIONS	POSITIVE SCHOOLS WORKSHOP
QSITE UNPACKING DIGITAL SOLUTIONS	CERT IV IN CAREER DEVELOPMENT
CHEMICAL ACCREDITATION COURSE	ESSENTIAL SKILLS FOR CLASSROOM MAN-
DIABETES EDUCATION	PHONOLOGICAL AWARENESS
EMOTIONAL REGULATION	FACTS SCHOOL MANAGEMENT CONFERENCE

STUDENT OUTCOMES: NAPLAN RESULTS - Years 3/5/7/9

Participation rates refer to the number of students sitting the NAPLAN tests in years 3,5,7,9. In 2024, ACC's overall NAPLAN participation was 97%, 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.

The table below shows the average results of our students with a comparison to all Australian students. Please note that in 2023 NAPLAN changed its testing period and scale, so achievements cannot be compared with results prior to 2023.

	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	421	428	399	429	412
Year 5	501	497	487	517	503
Year 7	566	549	552	591	579
Year 9	605	592	579	604	603

	Well Above		Above		Close to		Below		Well Below		No Comparison
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Data courtesy of My School (ACARA) <https://www.myschool.edu.au/school/48048/naplan/results/2024#results>

In 2024, we used 'Targeting Grammar' and 'Targeting Spelling' in Years 1 to 6 to provide a uniform approach to teaching Grammar and Spelling. Teachers utilised the program within writing and reading to develop more authentic links between grammar, spelling, reading and writing.

Version 9 Mathematics was rolled out in 2024 across the Primary school, and we used "Oxford Maths" to base our lessons and assessments. Primary staff have participated in staff meetings with a Mathematics focus where we have identified ways to further build upon problem solving and reasoning skills, as well as trying to develop a consistent approach in students participating in daily Math mental skills to build fluency skills.

A continued use of IXL Maths and English from Year 1 to 6 has provided students with an opportunity to engage with computer-based assessment. More practise with touch typing skills has been identified for our students in Years 4 and 5 to build speed and accuracy for the typing component of the Writing test in NAPLAN.

The 2024 NAPLAN Numeracy test results for Year 7 and Year 9 students at Annandale Christian College were above the national average for both state and similar schools. To maintain and build on this success, we will continue to emphasise homework completion as a key strategy to improve student readiness and address knowledge gaps. In addition, we are investigating a new annual diagnostic test to be introduced at the beginning of Year 6 and Year 8 to identify individual numeracy gaps early. This will further strengthen our partnership with parents by setting targeted goals that promote the development of numeracy skills at the appropriate curriculum level.

YEAR 12 OUTCOMES IN 2024

Our 2024 Year 12 students were the fourth group to graduate under the new “ATAR” system for Senior Assessment and Tertiary Entrance (SATE). Gaining accurate comparisons of ATAR results between 2020 – 2024 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	2024	2023	2022	2021	2020
98 or more	Nil	Nil	Nil	1	1
% of ATAR eligible	0%	0%	0%	5%	6%
Top student ATAR	96.85	97.85	NA*	98.50	98.0
90 or more	5	9	4	3	7
% of ATAR eligible	25%	40%	NA*	18%	43%

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

The main pathway for students to gain entry to university and other courses across Australia is by the achievement of an ATAR score and application to the Queensland Tertiary Admissions (QTAC) centre. In 2024, 93% of ACC QTAC applicants were offered a tertiary placement, with 78% receiving an offer for their first preference. Of particular note, 3 students were accepted into Medicine or Dentistry.

Yearly Subject Results Comparison

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

Vocational Outcomes

The proportion of students attaining Certificate III and Certificate IVs was above 50% of the cohort for the first time in four years. There was a significant increase in Cert III as a result of the introduction of Cert III in Aviation in 2024.

University Courses

Since 2023, we have seen a marked increase in students undertaking university studies whilst completing school through either JCU ‘Now’ program or CQU’s ‘SUN’ program. In 2024, we had 4 students completing one or more university units. This is now being included in the outcomes summary below.

YEAR 12 POST-SCHOOL DESTINATION SURVEY

As required, all *Next Step – Student Destination* Reports and Summaries are found on the College website: <https://www.acc.qld.edu.au/College/government-reporting/>.

Note that this data is from 2023 as the data from the Government Next Steps survey is not provided until later in the year.

Destination data on 41 of our 42 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		
	2024	2023	2022
University (degree or diploma)	28 68%	20 60%	16 46%
VET total (Cert IV + III, III, apprenticeship, traineeship)	6 15%	6 18%	4 11%
Working full-time	5 12%	4 12%	7 20%
Working part-time/casual	2 4%	6 18%	8 23%
Seeking work, not studying or in the labour force	0 0%	1 3%	1 2%
Total Year 12 students responded	41	33	35

YEAR 10-12 RETENTION RATES

YEAR 10 (2022)	YEAR 12 (2024)	APPARENT RETENTION
47	42	89%

YEAR 12 OUTCOMES SUMMARY

	2024	2023	2022	2021	2020	2019
Number of students who received a Senior Education Profile (SEP)	42	36	36	42	29	23
Number of students awarded a Queensland Certificate of Education (QCE)	42	33	35	40	28	23
Number of students awarded a Queensland Certificate of Individual Achievement (QCIA)	0	1	0	1	0	0
Number of students receiving a Senior Statement only	0	2	1	1	1	0
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer	93%	100%	100%	100%	100%	82%
Number of students awarded one or more VET qualifications	22 (52%)	15 (42%)	16 (44%)	19 (45%)	16 (55%)	11 (48%)
Number of students completing/completed a school-based apprenticeship or traineeship (SAT)	3	1	1	1	1	1
Number of students awarded a VET qualification:						
Certificate I	0	0	0	0	0	0
Certificate II	20 (48%)	15 (42%)	15 (42%)	15 (36%)	15 (53%)	10 (43%)
Certificate III	16 (38%)	5 (14%)	10 (28%)	14 (33%)	9 (31%)	4 (17%)
Certificate IV	0	0	0	1	0	0
Diploma	0	0	0	0	2	1
Number of Students Completing a University Unit (JCU Now, CQU SUN) whilst at school.	4	New to Annual report 2024				





STUDENT SPIRITUAL LIFE SURVEY

In 2023, the Secondary School (Yrs 7-12) participated in a pilot trial of the Student Spiritual Life Survey (SSLS) and continued participation in the survey in 2024. 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 2024, we saw some extremely pleasing improvement in most areas. Highlights include:

- An improvement in overall sense of well-being.
- An increase in students describing themselves as Christian to 70%.
- An increase in students identifying in religious/ spiritual terms (including Christian) to 80%.
- A 10% increase in students who nominated 'Christian Worship At School' in helpfulness of people and activities for spiritual life (2nd only to 'Family').
- An 8% increase in students who nominated 'Read the Bible' (top response) for actions to understand Christianity better.

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. We will continue the survey in 2025.

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)
- Board/TCEA Association Meetings
- Musical and Arts nights
- Popup coffee cart
- Weekly prayer
- Assemblies
- Lost Property
- Various Kindergarten events
- Athletics day
- Assistance at Bushdance/swimming carnivals/athletics, cross country
- 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



NEXT STEPS

MESSAGE FROM 2025 PRINCIPAL, MARCELLE CALITZ

There are so many beautiful things to celebrate in our 2024 Annual Report. We thank everyone who has contributed to the wonderful experiences that are celebrated in this report.

Parents and Carers, who attend interviews for Kindergarten positions in 2026, tell me that they have chosen Annandale Christian College because of:

- our focus on providing authentic Christ-centred education,
- positive feedback that they have received from current Carers/Parents,
- our excellent academic results,
- our strong community spirit,
- our intentional partnering with Carers/Parents,
- and the stronger sense of belonging in a smaller school.

Listening to and taking time to fully understand feedback are crucial to ensure continued improvement. In 2025, we shall focus on implementing the following improvements:

- The Method of Shared Concern to address reported bullying,
- Dr Ross W. Greene's Collaborative & Proactive Solutions,
- Ideagen Complispace platform with tools to ensure compliance with regulatory obligations managed by a newly appointed Risk and Compliance Manager,
- Negotiations for a new EBA,
- Strategies to enhance staff wellbeing,
- Consultation with Burling Brown architects on a building Masterplan,
- Improvements in delivering Christ and Child centred pedagogy,
- Improvements in differentiation and adjustments to meet the learning preferences/needs of students,
- Improving intentionally differentiated opportunities in OSHC that are informed by children's individual interests, strengths, and capabilities.

In 2025, we shall further explore how we can become more effective as a Christ-centred community who will "be a blessing to others" (Genesis 12.2)