

2020

Annual Report

(Based on 2019 data)



ANNANDALE
CHRISTIAN
COLLEGE
the Way, the Truth, the Life

Version 4 May 14 2020

CONTENTS

Our College	3
History	4
College Context	5
Principal’s Message	6
Vision	8
Mission	8
We Value.....	8
Social Climate	10
Characteristics of the Student Body.....	10
School Income broken down by funding source.....	10
Our Programs	11
Distinctive Curriculum Offerings.....	11
Co-Curriculum Offerings.....	12
Extra-Curriculum Offerings	18
Our Staff	19
Staff Composition, Qualifications and Experience	20
Staff Tenure at ACC	20
Total Teaching Experience	21
Staff Qualifications.....	21
Non-Teaching Tenure at ACC	22
Staff Professional Learning.....	22
Staff Attendance at Professional Development.....	23
Staff Absences	24
The Cost of Staff Absences	24
Carers Leave.....	25
Staff Retention.....	26
Staff Satisfaction Surveys.....	27
Organisational Restructure	29
Our Students	29
Enrolments	29
Strategic Response to declining Enrolments.....	30
Students With Disability (SWD)	35
EAL/D Students.....	35
The Impact of the EAL/D Intervention Program	39
Student Outcomes	43
Student Attendance.....	43
NAPLAN results for Years 3, 5, 7 and 9 in 2019.....	44
Mean Scaled Scores by Cohort 2019 – 2017.....	46
Year 12 Outcomes.....	47
Year 12 OP Results 2008 – 2019	48

Apparent Retention Rate Year 10 to Year 12.....	49
Year 12 Post School Destination Survey	50
Student Satisfaction Surveys.....	52
Our Community.....	54
Parent Involvement.....	54
The Flood of 2019	55
Parent Satisfaction Survey	58
External Partnerships	59



Our College

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

School Address: 104 – 156 Yolanda Drive
Annandale QLD 4814

Year Levels Offered: Kindergarten to Year 12

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

**Boarding or
Day School:** Day School

Enrolments:	2018 (31st Dec)	544
	2019 (31st Dec)	577 (↑10%)
	*2020 (16 Jan)	611 (↑5.9%)

Principal: Andrew Jones



History

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

Annandale Christian College has a clear vision to provide excellence in education to equip students to engage meaningfully in all areas of society and to strive for their God-given potential. The College has a clear vision to provide a kindergarten to year 12 education in an explicitly Christian framework that excites students and dares them to reach their God-given potential.

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

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

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



College Context

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

This report was prepared and presented at the Annual General Meeting of the Townsville Christian Education Association Ltd on Monday 25th May, 2020. It serves the purpose of sharing important information regarding learning outcomes, as well as the celebrations and challenges that staff, students and parents at Annandale Christian College experienced throughout 2019. In these reflections we recognise and thank God for His faithfulness and grace.



Principal's Message

2019 was a challenging year for many reasons but despite these obstacles our college and its people remained true to His word and teaching. We continued to use our College Key Focus document for this year to steer our operational directions in the face of a February flood, the introduction of a new senior assessment and tertiary entrance (SATE) system and a cyber-attack, which resulted in a significant loss of data. In addition, it was a year where we employed two key leaders – a new principal and a new business manager as well as many other new staff.



When many within the broader Townsville community were challenged beyond what we could have ever imagined, the phrase 'Team Townsville' typified a unified approach across the town and a desire to help others. It was also a time for us to reflect on many of the bigger questions of 'Life'. The author of Ecclesiastes reminds us that while we will always have many questions in times of trial, we can be sure that as Christians, life is unpredictable. Challenges like a flood may come our way despite our faith and belief in a living God.

This Old Testament book also considers how we invest our time and energy to find meaning or significance. The conclusion is reduced to a simple message: What gives life its true meaning is the hope that one day God will clear away all the 'Hevel' – the smoke, the vapour and the distractions of this world (See Ecc. 9:13-18). In so doing God reminds us to enjoy the simple things of life – the gift of God such as friends, family, and your relationships with others. This acceptance and freedom brings us great comfort. When we acknowledge that there are things in our lives beyond our control and acknowledge that the expectations for any one year are ultimately 'Hevel', we can find peace. The author of Ecclesiastes (12:13) makes the conclusion that we too were asked to do in 2019 which was to 'fear' God and to keep His commands always.

To this end, all our staff worked hard this year to rely on God and define ourselves not by adversity but by the quality of relationships between students, parents and staff. The impact of these relationships became a key pillar to overall structure and stability of the college ensuring that every member of the college was loved and cared for. I would like to thank all our staff who did such a great job and put in many extra hours in support of others during this time. Whether in service to others, writing words of encouragement or in fellowship with those flood effected over a cup of coffee on a Thursday morning, I observed every member of the college doing their best to show their 'Christ-likeness' to our community.

There is no shortage of advice on how to improve and innovate the educational practices in a school. It is true to say that while new approaches to teaching and learning may be worth exploring, it also true that there is much about ACC that is effective and therefore many good reasons to continue our current methods. The tension between maintaining what is effective while changing what is less effective adds to the complexity of this change. In March of 2019 we decided to have an external teaching and learning audit which was only a few months after the flood. The board, the staff, parents and students were amazingly supportive of this process and provided invaluable feedback on ways to move forward in quality Christian education. While our own pedagogical framework: ACC Key Principles of Teaching and Learning was commended, there were important recommendations which we needed to action in the subsequent months and years to come. Our work on these operational matters will enhance successful teaching and learning as well as help all students from Kindergarten to Year 12 to achieve socially, emotionally, academically, spiritually 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 and encouragement to successfully develop their God-given abilities. Every child needs to be equipped to act with purpose and with character and all our children need be able to utilise those much needed values to operate in an ever changing world. I take this opportunity to commend our Annandale Christian College to you as a thriving Christian environment, and a place of outstanding educational offerings and opportunities for all students in good times or in the challenging days ahead. My deep hope is that you draw a simple conclusion after you read our 2019 Annual Report: Jesus is always there for you and your family.

Blessings,



Andrew Jones



Vision

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

Mission

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

We Value

At Annandale Christian College we value the following:

- creating a community where teachers and parents are partners in teaching and learning;
- 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;
- developing each child's creative and critical abilities;
- creating an atmosphere where teachers enjoy their role of sharing and leading;
- educating the whole child for living in the world and for eternity;
- fostering the development of gifts, skills and abilities of the learner for service to Christ and the community;
- focusing on co-operation as the most effective strategy for building community; and
- encouraging students to perform to the best of their ability in every aspect of their endeavours to the glory of God.

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

1. Christ-Centred

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

2. Quality Thinking

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

3. Differentiation

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

4. Reflective Practice

Improvement can only come through reflection.

5. Authentic Assessment

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

6. Community Engagement

Education does not only happen in the classroom.

7. Positive Relationships

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



Social Climate

Annandale Christian College reflects the values and beliefs of the families who choose to be part of our learning community. Our students are very polite and respectful. Classrooms are orderly and quiet, with each person keen to work collaboratively together. Our College follows and uses our approved Child Protection policy and procedures with staff completing mandatory training every year.

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 our students and their families and staff. They often 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. They also provide invaluable support to both student and teacher well-being.

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

Characteristics of the Student Body

Our college staff and parents as well as the members of the Association and the Board, all place a high emphasis on celebrating community. We are a group of people who respect each other's unique and distinct roles and support each other to achieve the shared vision of the College. In 2019, 75% of our families attend church, 3% of our students are Indigenous, overseas visas are held by 8% of our students and 22% of our students have a first language other than English which is a significant growth area within the student population. More detail about the composition of the student body is found within in this report.

Year	Boys	% Total	Girls	% Total
2019	286	49%	293	51%
2018	269	50%	268	50%
2017	260	48%	282	52%

Year	*Indigenous Students	*Language Background Other Than English
2019	3%	22%
2018	4%	16%
2017	6%	15%

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

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>

Our Programs

Distinctive Curriculum Offerings

Our distinctive curriculum offerings at Annandale Christian College reflect our Christ-centred pedagogical framework. Each year we support all our staff in various aspects of this framework to enhance our curriculum offerings. In 2019 the College switched its focus from Differentiation (2018), which built upon our extensive work on Authentic Assessment (2017). Senior Secondary teachers began to focus on the new senior assessment and tertiary entrance (SATE) system, which included further training with QCAA.

The Key Principals of Teaching and Learning continue to develop the College's learning culture and provides a common language for teaching and learning. Further work continues as we strive to make this a 'living' tool for teaching and learning. Guided by this framework, teachers provide daily learning opportunities designed to develop, shape, and grow students' diverse abilities. At the heart of every lesson and every unit of work is our passion to keep the teachings of Christ central to all learning.

The Primary school has continued its long-standing philosophy of teaching and learning through an integrated approach to curriculum content. Our expert teachers plan engaging units of work that integrate the various curriculum areas in all learning, whilst also integrating a biblical worldview within their overall curriculum programs. Christian Education National provides professional development to College staff to assist in their conceptual understandings, and subsequent planning and implementation of a biblical worldview. The interactive and collaborative practical sessions over the course of the year further develop the effective use of the Bible in delivering Christian education at ACC.



Co-Curriculum Offerings

Primary (Prep – Year 6)

The Primary Curriculum Team and classroom teachers dedicated a number of days throughout the year to collaboratively plan Semester One and Two units of work to ensure that teaching and learning tasks were in alignment with assessment tasks, and in accordance with Australian Curriculum expectations and biblical perspectives.

The College's **Responsible Behaviour Plan** is nearing completion with key components being integrated into the College's online student management system. Professional development sessions for all staff were conducted in the year with further sessions planned in an ongoing manner. Key staff engaged in specific professional development for behaviour management, to help inform the development of the College's own Responsible Behaviour Plan.



The changed format of Primary assemblies enabled Primary SRC students to play a more purposeful role in the running of each assembly and allowed those students opportunities in leadership development. Primary assemblies are a combination of individual class, specialist area and general assemblies.

The ICAS competitions were held online in 2019 and entry was offered to Years 5 and 6 for the Writing competition to help students prepare for NAPLAN moving online. The Writing competition was only offered online for years 5 and 6. The NAPLAN online trial was also completed in 2019. The Maths competition was also held online and offered for students in Years 2-6.

Coding Club grew to Years 1 – 6 for the first time in 2019. Junior Coding Club included students in Years 1 and 2, where they met at lunch time one day each week. They used the Scratch Junior app to program animations and used Blue Bot robots to follow simple commands. Students in Years 3-6 also met at lunch time and used the Scratch Two app to create video games, as well as using Sphero and Ollie robots to follow simple commands. Primary entered a Year 6 team in the interschool robotics competition using EV3 robots and won first place in the final round of the competition. 12 students also met each Monday afternoon to learn coding at the Junior Engineer's program.

Chess Club is offered to all College students from Prep to Year 12, with lunch time lessons 3 days per week and tutoring classes one afternoon per week. Students have the opportunity for three rounds of North Queensland Inter-School chess competitions. In 2019, Annandale Christian College Primary won the North Queensland competition and took teams to the state championships in Brisbane in both the open competition and the girls' competition.

The Year Five and Six camps remain key events in the calendar for Senior Primary students. The Year Five camp reverted, in 2019, to Charters Towers and Virginia Park Station, a working cattle station, as part of their Gold Rush learning unit. The Year Six camp to Canberra, as part of the Federal Government curriculum studies, has become a long-awaited event each year for Primary students. It provides the students with valued real-life experiences in our nation's capital and always provides purposeful opportunities for students to further develop their social and emotional maturity over the course of the 7 days and 6 nights.



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, homeroom 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 2019, some structural changes were made to Year 7 to promote consistency and more focussed curriculum development in English and Maths. This saw one core teacher taking both classes for English and one core teacher taking both classes for Maths, thus allowing HOD's more targeted oversight and guidance.

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. Electives include: Health and Physical Education (Yr10 only as elective), Graphics, Industrial Skills, Music, Drama, Visual Art, Home Economics (including both Food and Textiles technologies), Business Studies and ICT.

The Years 9 and 10 curriculum is structured to give one extra hour of English and Mathematics in order to give the time needed to consolidate important literacy and numeracy building foundations. 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. In 2019, our new Career Development Officer, Mrs Stacey Robertson introduced an ACC Careers Webpage which integrated career planning tools and the SET plan, making the process more interactive and collaborative.



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 those students requiring specific subjects for entry into Tertiary Institutions have the opportunity to gain these.



ORPHEUS ISLAND BIOLOGY TRIP

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 General and Applied subjects including: Accounting, Biology, Building and Construction Studies, Chemistry, Art, Visual Arts in Practice, Drama, English, Essential English, Hospitality Practices, Information and Communication Technology, Digital Solutions, Mathematics (Essential, General, Methods, Specialist), Modern History, Science in Practice, Music, Physics, Physical Education and Cert II & III in Sport and Recreation.

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. In a first for the college, three senior students achieved a Diploma of Business through our new association with RTO Learning Partnerships. 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. In 2019, we held Australia's first Global Leadership for Students. This was a sponsored event to support the overwhelming request for over 100 students to participate in leadership. We look forward to developing leadership parallel to the Student Representative Council in the future.

Secondary students 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.

Our formal student leadership program is the Student Representative Council (SRC), where students 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, lunchtime and after-school activities.



ANZAC DAY 2019 COMMEMORATIONS



Extra-Curriculum Offerings

Primary (Prep – Year 6)

- Kids in Christ – Bible study program with cross age tutoring
- Choir
- Instrumental Music Tutoring
- Chess Club
- Year 5 & 6 Camps
- Year 7 & 11 Team Building Camp
- Year 9 Adventure Camp
- Student Council
- Graduation Ceremonies
- Secondary Musical: “Friends Forever”
- 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 Award
- Chess Tutoring
- Assembly Sound Assistants
- Worship Teams
- Prayer groups
- College Community Bushdance
- ANZAC Day March with Townsville community
- Media Team
- Robotics club and competitions
- Mathematics and Writing competitions
- Coding Clubs

Our Staff

Our teaching staff have a wide range of experience in Christian education, state and independent sectors, domestically and internationally. In 2019, 2 (3%) of our staff identify as indigenous. 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.

In 2019 and after facing national staffing teacher shortages made more acute by our requirements for 100% Christian teachers, the board approved some additional funding if the College was unable to find suitable teachers within Australia. Teacher shortages in Australia are likely to continue as the teaching profession ages and then retires. To respond to this shortage, we have established closer links with local universities to provide more information about Christian education to final year students. Many of the students who regularly attend church are not aware of the opportunities of teaching in a Christian school. We have also worked with other Christian schools and federal politicians to support Christian Universities such Alphacrucis College.

The upcoming decade of teacher shortages also poses other important questions for the college:

- *Do we put clearer criteria into unpaid requests for leave greater than a term/semester given staffing shortages?*
- *Do we actively seek undergraduates for succession planning?*
- *How can we better retain high achieving Annandale Christian College graduates into the teaching profession through our current scholarship program?*



TEACHER AIDE APPRECIATION MORNING TEA

Staff Composition, Qualifications and Experience

In 2019 we had a total of 116 staff members (including casuals). 50 of these are permanent teaching staff members. While 31% of our total staff have less than 5 years' experience at the College, some of these have been with the College longer in a part-time capacity. 50% (25) of our teaching staff have more than 9 years of total teaching experience and they are a great asset to our less experienced staff. Their extensive experience would be invaluable in future mentoring or coaching programs especially with our new teacher and induction programs. It is imperative that the '*Annandale - heart, hand and way of thinking*' is always clear and explicit.

Our school leaders completed coaching in 2019. Future coaching for all staff will be provided in subsequent years. Our Enterprise Bargaining Agreement (EBA 2018 – finalised in March 2019) encourages staff to undertake further study, which was embraced by our aspiring leaders and teacher aides. If Kindy numbers increase beyond 22 students, the College needs to consider ways to support staff with further study and ways in which we resource this important professional training. The College may need to consider other ways to ensure that staff develop their qualifications while maintaining a suitable work-life balance.

Staff Tenure at ACC

	Tenure at ACC (incl. casuals)					
	1-2 years	1-5 years	5-10 years	10-15 Years	15-20 years	>20 Years
Teachers	13	18	16	10	4	5
Aides	4	9	4	1	1	1
Support Staff	4	9	5	2	1	1
	21	36	25	13	6	7
As a %age of Total Staff	18%	31%	22%	11%	5%	6%
NB: Total number of staff differs to headcount as 'Length of Experience' tables exclude the 8 staff <1 year service						
	Tenure at ACC (excl. casuals)					
	#1-2 years	1-5 years	5-10 years	10-15 Years	15-20 years	>20 Years
Teachers	9	12	11	7	4	5
Aides	3	7	4	1	1	0
Support Staff	1	8	5	2	1	1
	13	27	20	10	6	6
As a %age of Total Staff	15%	31%	23%	11%	7%	7%
total staff	116					
less casuals	29					
less perm <1yr	5					
	82					

#1 – 2 Years" is included to identify the specific staff requiring extra support as they move through probation to full registration as teachers.

Total Teaching Experience

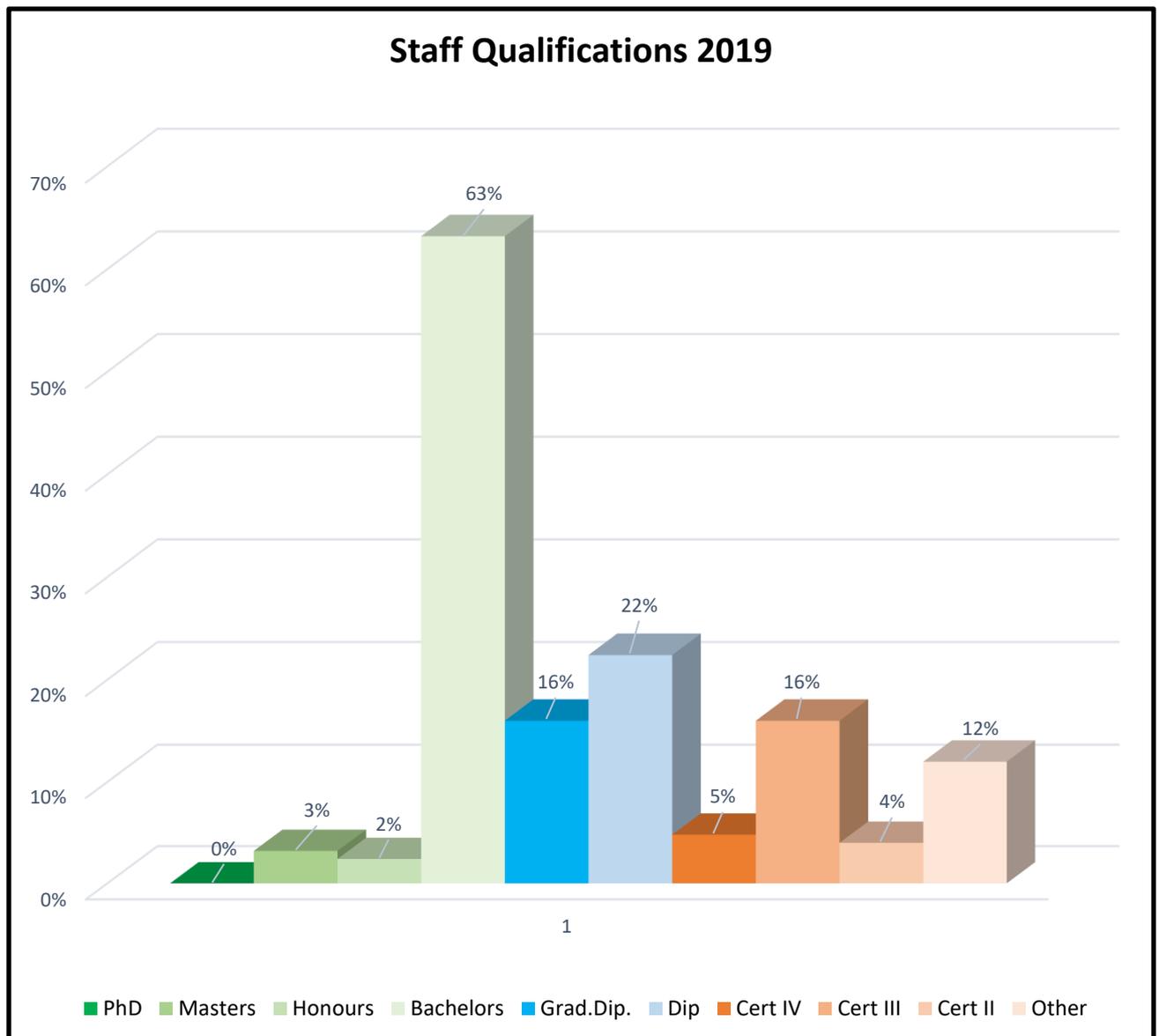
Teacher experience is an important consideration for many reasons. The wide range of experience in the college as well as the employment of some new staff places ACC in a particularly good position for succession planning and coaching/ mentoring programs.

Years of Teacher experience	<1	1-2	2-3	3-4	4-5	5-6	6-7	7-8	8-9	>9
Number of Teachers at ACC	1	0	2	4	2	3	5	5	3	25
	2%	0%	4%	8%	4%	6%	10%	10%	6%	50%

Staff Qualifications

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

PhD	Masters	Honours	Bachelors	Grad.Dip.	Dip	Cert IV	Cert III	Cert II	Other	Total
0	4	3	79	20	28	6	20	5	15	180



Non-Teaching Tenure at ACC

Of these 47 non-teaching employees, 11 are full-time, 25 are part-time. There is clear need for a highly effective, ongoing and consistent induction program, which has regular checks throughout the year for our sizable proportion of new staff. As noted in the table below, their experience here at a Christian school is varied.

	Non-Teaching Tenure at ACC (incl. casuals)					
	1-2 years	1-5 years	5-10 years	10-15 Years	15-20 years	>20 Years
Aides	4	9	4	1	1	1
Support Staff	4	9	5	2	1	1
	8	18	9	3	2	2
As a %age of Total Staff	17%	38%	19%	6%	4%	4%
NB: Total number of staff differs to headcount as 'Length of Experience' tables exclude the 5 staff <1 year service						
total non teach staff	47					
less <1yr exp.	5					

	Non-Teaching Length of Experience at ACC (excl. casuals)					
	1-2 years	1-5 years	5-10 years	10-15 Years	15-20 years	>20 Years
Aides	3	7	4	1	1	0
Support Staff	1	8	5	2	1	1
	4	15	9	3	2	1
As a %age of Total Staff	9%	32%	19%	6%	4%	2%
NB: Total number of staff differs to headcount as 'Length of Experience' tables exclude the 5 staff <1 year service						
total non teach staff	47					
less casuals	10					
less <1yr exp	3					

Staff Professional Learning

In 2019, at Annandale Christian College, the total funds expended (\$56,934.89) on professional development were as follows:

Teaching

\$44,200.77 (Professional Learning)

This equates to a total percentage of income spent of **0.54%** (\$8,323,342).

Non-Teaching

\$11,087 (Professional Learning)

This equates to a total percentage of income spent of **0.13%** (\$8,323,342).

Overall there was an increase for paid professional development for our non-teaching staff (additional to usual work training such as student free days and team meetings) of \$3174, which is a 40% improvement on 2018's total spend \$7,913.

The total percentage of income spent on professional development for all staff was **0.68%** (\$8,323,342).

This was less than 2019 but does not include the extensive professional development investment as part of our in-house professional learning community of practice known as Cycles of Inquiry. In 2018 we invested an additional \$51, 986.33 for this teacher professional development activity. When this is added to the total professional development we calculate that we invested **0.60%** of overall expenditure (\$8,323,342).

Staff Attendance at Professional Development

We have a number of staff members who participate in professional development that aligns to our 2019 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. Staff participated in a number of PD activities in 2019. These included:

Description of PD activity	Teacher Participation	Description of PD activity	Teacher Participation
• Seven Steps to Writing Success	1	• QCAA	1
• Differentiation	69	• Art of Teaching Languages Conference MLTAQ	1
• Law Sense 1 and 2	2	• Early Years Literacy & Numeracy Check	1
• Spirals of Inquiry	12	• HALT Training	1
• Understanding Word-Level Reading Problems	1	• HALT Application	1
• CEN Conference (Tasmania)	2	• HALT Mid-point Training	2
• First Aid	22	• HEIA (Q) Conference	1
• Asthma Training	69	• Quality in the Early Years	1
• Child Protection Training ISQ	79	• 2019 QATA Art Conference	1
• Cracking the Hard Glass	4	• Inventor Introduction to Solid Modelling	1
• Vet Affairs, Open Arms – Mental Health	1	• QTAC Workshop	8
• ISQ	1	• 2019 AAMT – Math Conference	1
• Phonemic Workshop QASSP	2	• Assessment Practices Training	1
• Privacy and Data Breaches	1	• SNLP Phys Ed	1
• PC Schools	5	• We Belong PD	2
• Behaviour Management in Schools	1	• Untangling Emotions	1
• Emotional Management for Children and Teens with ASD	4	• Nuts and Bolts – QLD Drama PD	1
• Cert IV in Career Development	1	• ‘Step-up’ mini conference	1
• Senior PE Community of Practice /Collaboration	11	• T&L CEN Conference	3
• Assessment Practices in Yr 9 and Yr 10 to support transition	2	• Untangling Emotions	1
• Flourish as an Educational Leader	1	• Fierce Leadership	1
• Assessing & Documenting Children’s learning in Kindy	1	• Australia Wide Tax Training	1
• GLS	4	• AQF3 Accreditation	2
• BEAQ Cairns Roadshow	1	• AQF4 Accreditation	1
• BEAQ Conference	1	• VirCon7 – online marketing	1
• Assessments and adjustments Differentiation	1	• Successful Techniques for collecting OS Accounts NIM (Management)	1
• Chemcert – Chemical Spraying	1	• Embracing ‘My Time, Our Place’	2
• Chemcert – Chemical Spraying and application - Weeds	1	• Linking Observations, Analysis & Reflection	2
• ChemCert – Develop Procedures to minimise risk, plan & implement	1	• Untangling Emotions	2
• Working Sm@rt with Outlook	2	• Introduction to Effective Teaching	1
• Supporting Children’s Behaviours	2	• ITEC (Adelaide)	9 + Board Member
• ‘We Belong’ OSHC PD	1	• QTAC insights	1
• ‘No Apologies’ and ‘Born Survivors’	1	• iPads in Primary Education	1
• Supporting Children’s Behaviour	2		

NB. The **staff 2018 attendance report** included **53** total teaching staff as well as the inclusion of permanent and temporary staff. It makes no sense to include temporary staff for this calculation, as they do not have any absences; therefore, their inclusion inflates the attendance rate incorrectly. The inclusion of casual teachers in the calculation of attendance rates of staff is incorrect and inflates the overall rate. Therefore, the attendance rate of 2019 can only be accurately compared with that of the attendance rate in the 2020 Annual report.

Staff Absences

STAFF ABSENCES for 2019			
	No. of Staff	Total of all Staff Absences (days)	Staff Attendance Rate (mean)
Total Perm. Staff	87	484	96.96%
Total Perm. Teaching Staff	50	273	97.02%
<i>NB: The 6 days the college and all schools were closed for the flood have been included as normal School Days.</i>			

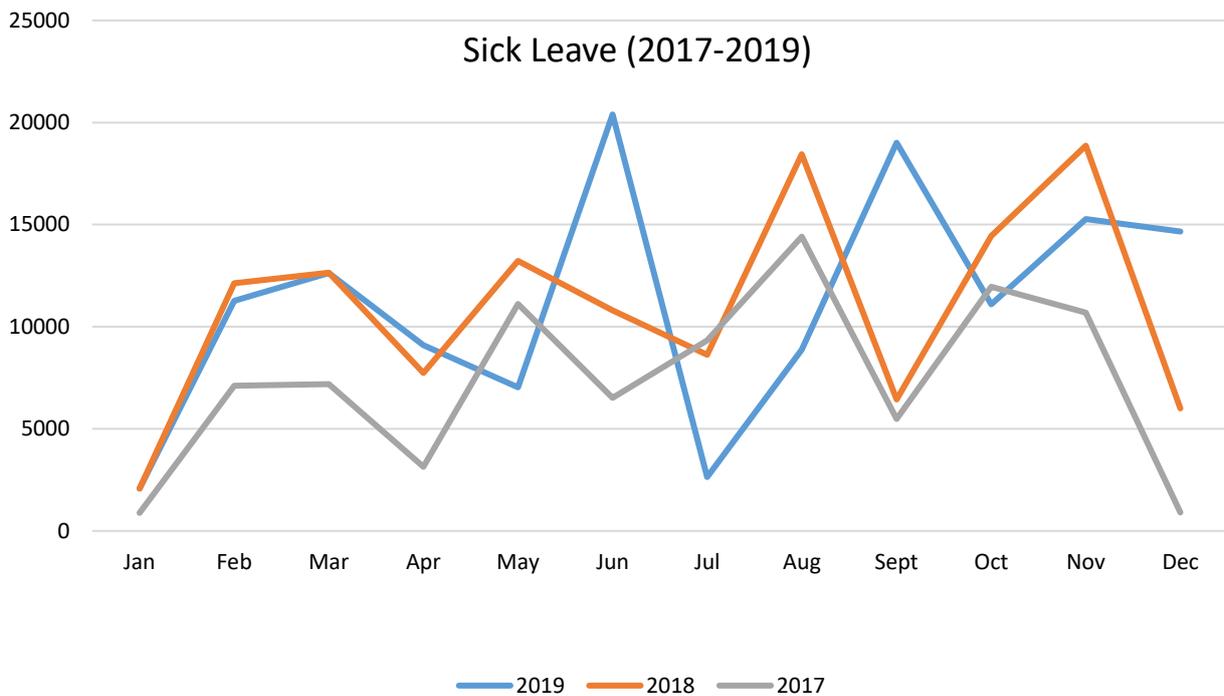
While staff opinion surveys indicate the effects of a challenging year and associated stress, staff attendance does not appear to be adversely affected. We celebrate the resilience, dedication and hard work of our all our staff.

The Cost of Staff Absences

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

Monthly Cost of Sick Leave(\$) at ACC in 2017 - 2019												
	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sept	Oct	Nov	Dec
2019	2074	11270	12630	9103	7030	20392	2641	8873	19014	11090	15279	14666
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

NB. Staff and student numbers have also increased over time. Salaries have increased over the past three years in line with the EBA and CPI.

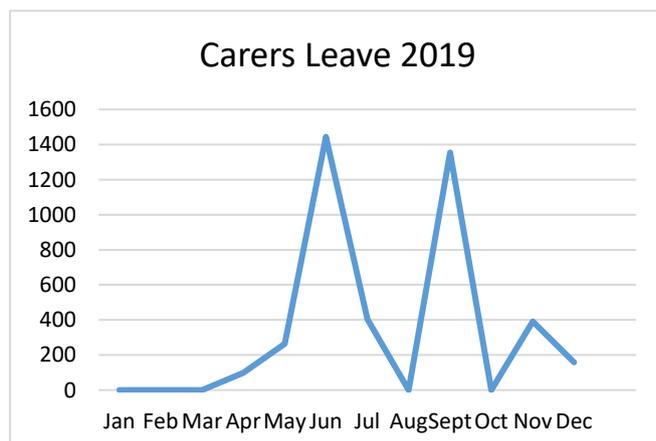


In 2019, the cost of sick leave rose to \$134,064 from the 2018 figure of \$131,000. A larger number of staff combined with increases in wages may have influenced the increase from a total of \$88,000 in 2017. Costs for sick leave have increased by \$3,064 in 2019, but when looking at the total increase, carer’s leave should be considered too.

Carers Leave

	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sept	Oct	Nov	Dec
Carers Leave 2019	0	0	0	99	263	1444	404	0	1354	0	391	158

Carers leave was offered according to the EBA (2018) updates, from the 27th March 2019. As this leave type was not previously recognised, the data was not included within the sick leave data comparison graph. Although sick leave was used in the past, other leave may also have been used and therefore it was not included. It should be considered within this context. In 2019, this reached a total of \$4114.



The pattern seen in carer’s leave over the year mirrors that seen in the sick leave graph above.

The executive team is reviewing long service provisioning to ensure that staff access their leave entitlements (long service leave) to ensure well-deserved breaks. 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. It is also a recommendation from college (see auditor's report).

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 poorer health outcomes for staff. Spikes in illness related absences may be affected by fluctuations in seasonal influenza.

Staff Retention

96% of all staff were retained in 2019. Many staff members have strong family connections within the College as well as the wider Townsville Community. As a result, we only saw 4 (8%) of our staff members leave for a range of personal, family or health reasons.

STAFF RETENTION (2019)		
No. of permanent teaching staff (2018)	No. staff retained (2019)	Retention Rate (%age)
52	50	96%
<i>NB: Staff retained includes 3 staff on unpaid leave in 2019</i>		



Staff Satisfaction Surveys

In 2019, 26 non-teaching staff members completed the annual staff satisfaction survey. 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 - 2019 Key Focus documentation. Highlights are captured here in this short summary. In 2019, while the effects of the flood saw staff working together in collegial ways, some interesting insights into the collective mindset of our staff was gathered.

Changes for 2020

While there may be many complex factors affecting the responses found in the school opinion survey, some of the targeted strategies planned to address our staff, parent and student responses for 2020 include the completion of:

- *An updated Strategic Plan;*
- *A draft Annual Operational Plan;*
- *Improved Appraisal Processes;*
- *Improved Professional development for all staff in targeted areas of need;*
- *Improved financial management and budgeting processes;*
- *Designated Facebook coordinator;*
- *Improved Feedback loops for all staff;*
- *Improved employment processes and feedback to staff;*
- *Development of Heads and HOD roles;*
- *Clear and up-to-date Role Descriptions for all staff;*
- *College Organisational Structures to provide greater support to staff;*
- *Improved staff/parent forums for communication.*

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

Celebrations

1. 100% agreed or strongly agreed that the Christian faith is taken seriously in all areas of our College.
2. 96% of our non-teaching staff said that the principal was approachable.
3. Encouragingly, 89% of non-teaching staff said that they believed staff morale was high.
4. 12% disagreed that they were consulted about changes, which is a significant improvement on the 2018 feedback of 23.81%.

The following areas may need further strategic and operational responses by College leadership:

Challenges

5. Only 23% (6) staff feel that they are consulted about changes.
6. Only 12% (3) non-teaching staff felt there is useful communication between non-teaching staff and leadership.
7. Comment:

'While I believe morale is good, I do sense that there is a lot of entitlement issues with a lot of the staff. The attitude appears to be "What can I get out of this job?"

or "What's in it for me?" rather than "What can I give or do to make ACC a better place?"

In 2019, 26 **teaching staff** members completed the annual staff satisfaction survey. This might have been affected by the timing of the survey at the end of the year. Ongoing technology issues (loss of data) may have also led to fewer responses as workloads increased. To improve our response rates we have decided to utilise another process with the Heads/ HODs as well as making changes to timing of the survey. Low response levels by teaching staff might also be affected by the well-being of staff who experienced significant changes and disruption to their work practices in 2019.

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

Celebrations

1. 100% of staff reported that relationships between staff and parents are generally positive.
2. 100% of staff are clear about what 'differentiation' means in their classroom and a similar response was achieved for our teachers on the questions of differentiating to cater for the needs of the students.
3. 100% of staff strongly agree or agree that the relationships between staff and students are generally positive 92% of our teaching staff said that the principal was approachable.
4. 92% of teachers agreed or strongly agreed that they make criteria on their assessment explicit to students in order to achieve.
5. 85% agreed or strongly agreed that the leadership team takes their concerns seriously.
6. 78% of staff stated that they provide students with feedback on assessment tasks.
7. 73% of staff strongly agree or agree that student behaviour is well managed.
8. 65% of staff surveyed said they believed that staff morale was high. This may be reflective of the timing of survey, the effects of the flood, cyber-attack and the implementation of the senior syllabus.

The following areas may need further strategic and operational responses by College leadership:

Challenges

1. While 73% (20) of our staff feel that they are supported and equipped by their team leader, 19% (5) and 8% (2) disagreed or strongly disagreed to this statement. Greater use of Heads and HODs may be an effective strategy in 2020.
2. 35% (9) staff disagreed that they believed staff morale was high. This is a higher result to the previous year (14%).
3. 34% (9) staff disagreed that they were consulted about changes which is slightly higher than last year (24%).
4. 27% (7) staff disagreed or strongly disagreed that there was useful communication between teaching staff and leadership.
5. 27% (7) teaching staff disagreed or strongly disagreed that I feel supported and equipped by their team leader.

Organisational Restructure

In the primary school we moved to the increasing the number of hours of staff in the role of a Head. The 'Head' was a term referred to as the Head of the primary school. But as the College grew and the data indicated that growth of 10% per year was possible, we decided to strategically reorganise the management structures. This meant that middle managers were put in place to manage the growing workload of Rod Lane (Primary) and Mal Schneider (Secondary) and to some extent, the workload of the principal.

By providing extra support to staff through the use of HODs and Heads, the college sought to further equip staff to improve their practice and to ensure more support for all. This was completed by the end of the year as well as meeting the EBA requirement to provide letters of offer to these new roles for the 2020 trial year. This was an incredibly challenging to unpack this new system and develop a process to improve teaching and most importantly the learning for all students.



Our Students

Enrolments

There has been a consistent growth in student numbers from 2018 – 2019. By the 6th December 2019 student numbers reach **577** but continued to steadily grow throughout the year. The results of planned and targeted strategies including a significant increase in advertising has ensured steady growth in this area of the school. Greater student numbers has also meant more staff to support others and to secure the placement of Heads/HODs and the Secondary Learning Support Specialist (OT). If growth continues as expected, barring any unusual events in our community, we should plan for a modest growth between 5 – 10%. Our projections suggest that this may be an opportunity to consider student needs for chaplaincy time, a possible guidance officer or other staff such as a pedagogical coach. Strategic, master and operational planning is needed to best ascertain the best way forward for the college with respect to future identified student needs within budget parameters.

Strategic Response to declining Enrolments

	1-Dec-18			6-Dec-19		
	Girls	Boys	Total	Girls	Boys	Total
#Kindy (Group 1) and (Group 2)	22	24	46	21	20	41
#Total Kindy	22	24	46	21	20	41
Kindy (no funding)			0			0
Prep	16	18	34	21	29	50
Prep (no funding)	2		2			0
Year 1	26	18	44	21	22	43
Year 1 (no funding)			0	2		2
Year 2	29	14	43	26	19	45
Year 2 (no funding)			0			0
Year 3	25	13	38	33	17	50
Year 3 (no funding)	1		1			0
Year 4	18	25	43	30	15	45
Year 4 (no funding)			0	1		1
Year 5	21	21	42	18	26	44
Year 5 (no funding)			0			0
Year 6	27	22	49	26	25	51
Year 6 (no funding)			0			0
Subtotal Primary	165	131	296	178	153	331
Year 7	22	28	50	28	24	52
Year 7 (no funding)			0			0
Year 8	21	28	49	19	30	49
Year 6 (no funding)			0			0
Year 9	20	22	42	21	27	48
Year 6 (no funding)			0			0
Year 10	15	19	34	21	24	45
Year 6 (no funding)		1	1			0
Year 11	10	14	24	12	16	28
Year 11 (no funding)			0		1	1
Year 12	23	25	48	10	13	23
Year 12 (no funding)			0			0
Subtotal Secondary	111	137	248	111	135	246
Total (primary and secondary)						
Total All students	276	268	544	289	288	577

In 2018, the Executive and Board could see the need to increase enrolments. After consultation with a CEN expert and gathering information from a variety of sources on demographic patterns in Townsville, we decided to make a counterintuitive move to align with our historical Pioneer policy to provide more 'affordable fees'. The strategy of reducing fees increased enrolments so that we now have a 2018 – 2020 (Jan) improvement of 16%. This prayerfully considered strategy 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 that 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.'



In 2019 there was a **3%** increase in student enrolments from Christian homes. The table below represents this change:

Year	K	P	1	2	3	4	5	6	7	8	9	10	11	12
2019	% of students from Christian Homes 76%	64%	78%	87%	76%	78%	84%	70%	77%	69%	73%	62%	73%	78%
2018	% of students from Christian Homes 71%	86%	81%	69%	74%	85%	70%	75%	73%	60%	60%	62%	77%	65%

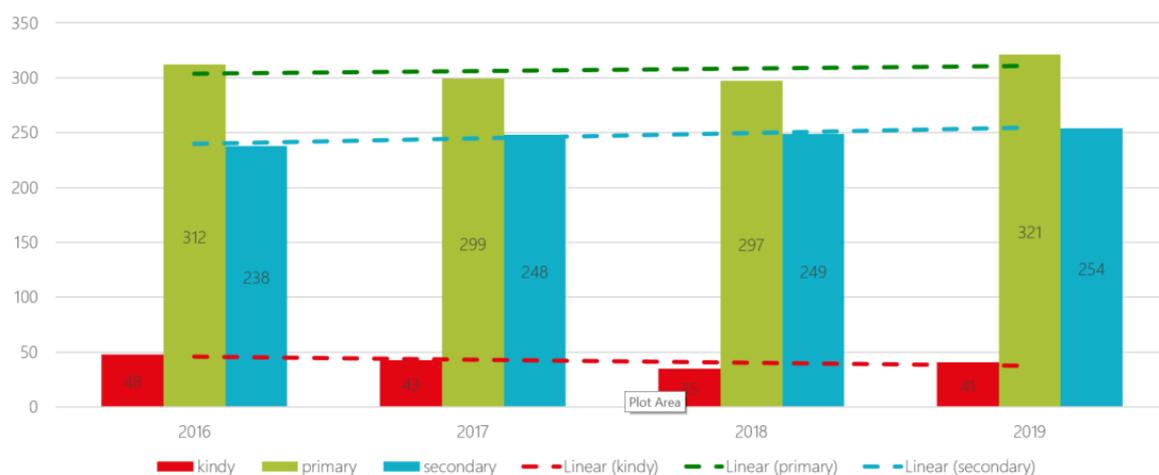
Notes:

1. 2018 data for these % was taken on 15 September 2018.
2. 2019 data for these % was taken on 5 April 2018.

2019 Whole College Total % Christian = **75%**

2018 Whole College Total % Christian = **72%**

ENROLMENTS JAN 2016 - 2019



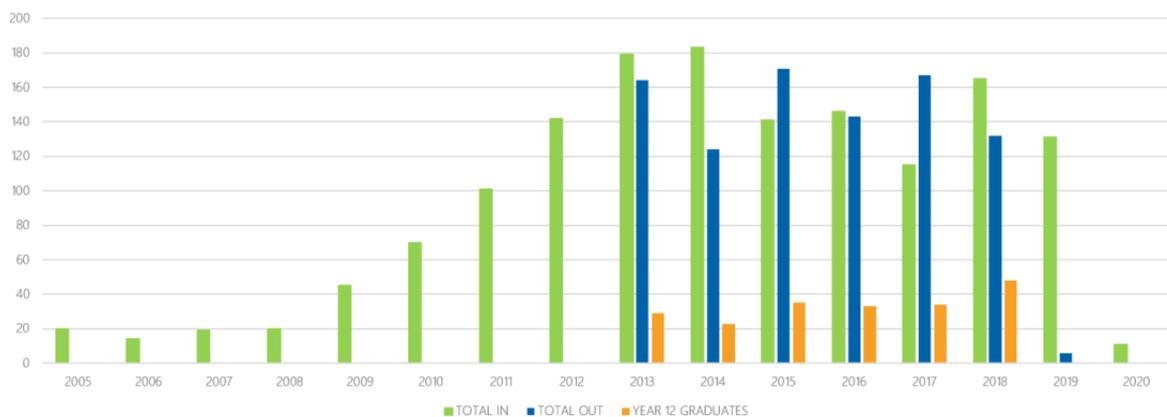
As predicted by Townsville Council demographic modelling for Annandale, our enrolments have made a slight gain over the last four years. Over the past two years our enrolments have grown by 16%. Our projections indicate that student numbers will conservatively reach 615 for 2020. This is a real blessing but it also presents some interesting challenges for Master Planning and the future strategic directions for ACC. There is considerable evidence across the state to show that Townsville as a region had the greatest departure from Independent schooling than any other area of the state. There are many reasons for this as a whole but we are glad to report that our prayers have been answered as we continue to experience conservative growth. This data poses many interesting questions including:

- *Should we grow beyond our targeted capacity of 1:18 students per teacher or 1:13 students per teacher in secondary?*
- *Do we want to employ more time for Chaplaincy, a full time-dedicated Christian Guidance Officer and/or a Director of Teaching of Learning? If we do, how many students would we need to sustain these level of staffing?*
- *What other areas of the college need strategic and intentional planning through our Master Planning processes as a result?*
- *Is a Distance Education platform an interesting way to increase enrolments and funding without creating the need for physical buildings and spaces?*



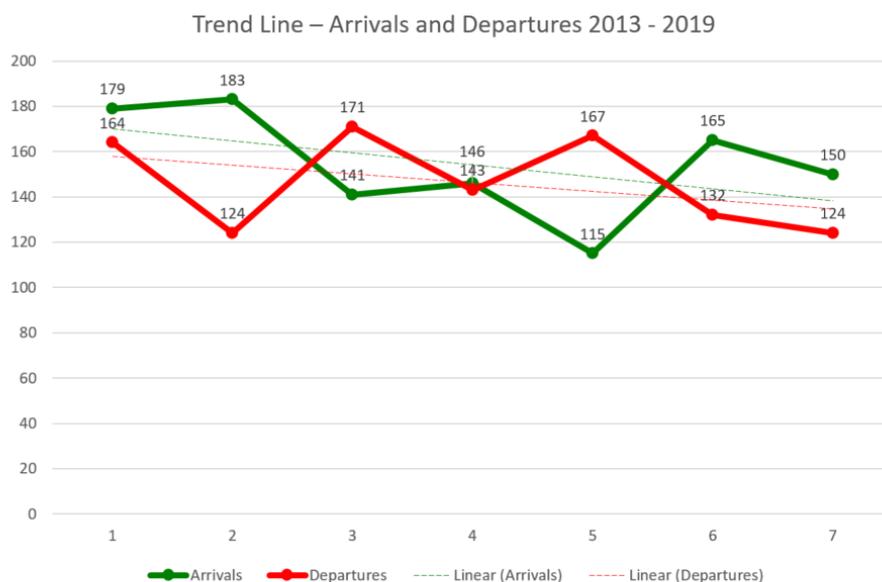
ENROLMENTS 2005 – APRIL 2019

ALL AVAILABLE DATA 2005 – APRIL 2019



Enrolments in a transitional town can be challenging. While our net enrolment pattern above indicates a general upward trend, the arrivals and departures show a more fluid student population. This also highlights the importance of effective advertising, welcoming and professional enrolment interview processes and the need to support our existing student population.

Enrolment Analysis



With the increase in enrolments, the College needed to support students from other countries. With this change to our College demographic, we have needed to provide and prepare for more support of these students. It is also a wonderful opportunity to celebrate in our cultural differences united in Christ. This growth is consistent with significant increases in the independent sector, which was highlighted in the recent report “What Parents Want” published in 2019.



CULTURE AND DIFFERENCE IS CELEBRATED AT A WHOLE SCHOOL ASSEMBLY

Students With Disability (SWD)

There were **52** students identified across the college in the **August 2019 NCCD census** data. This is a significant area of growth for the college. These students enhance our community in a multitude of ways. One of the most significant will be the employment of the secondary learning support specialist who is also a trained and practicing occupational therapist. Interestingly, one of the biggest growth areas for independent schools in Queensland is in the area of students with special needs and disabilities. The other area of significant growth is in the area of students from other countries. The table below shows the areas of disability and the total numbers of students in our College.

Primary

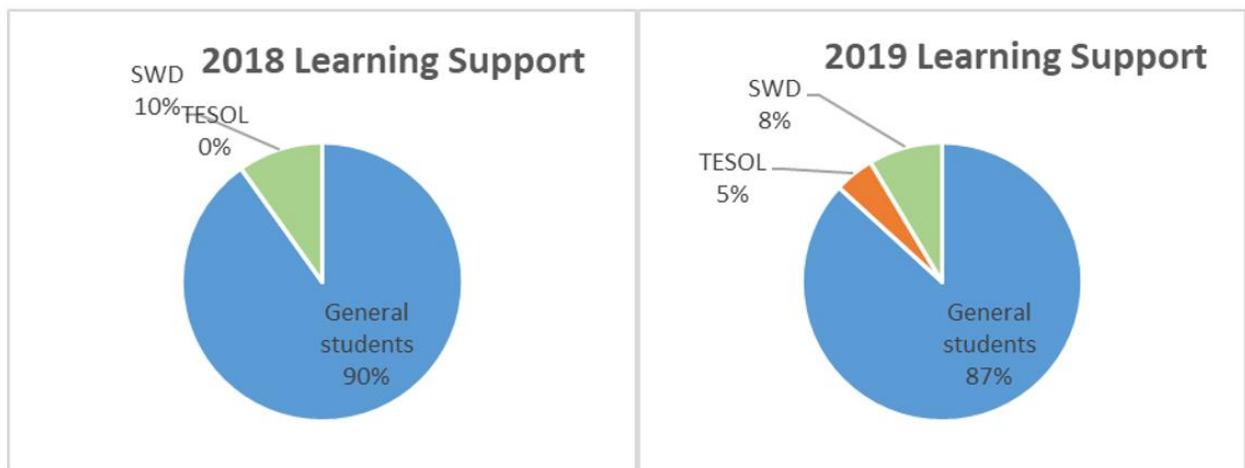
Category	QDTP	Supplementary	Substantial	Extensive
Physical	1	0	1	0
Cognitive	0	8	1	0
Social/Emotional	5	9	0	0
Sensory	1	0	0	0
	7	17	2	0

Secondary

Category	QDTP	Supplementary	Substantial	Extensive
Physical	0	0	0	0
Cognitive	3	12	2	0
Social/Emotional	3	4	0	0
Sensory	2	0	0	0
	8	16	2	0

EAL/D Students

Demographic (Learning Support – TESOL students v SAE students)



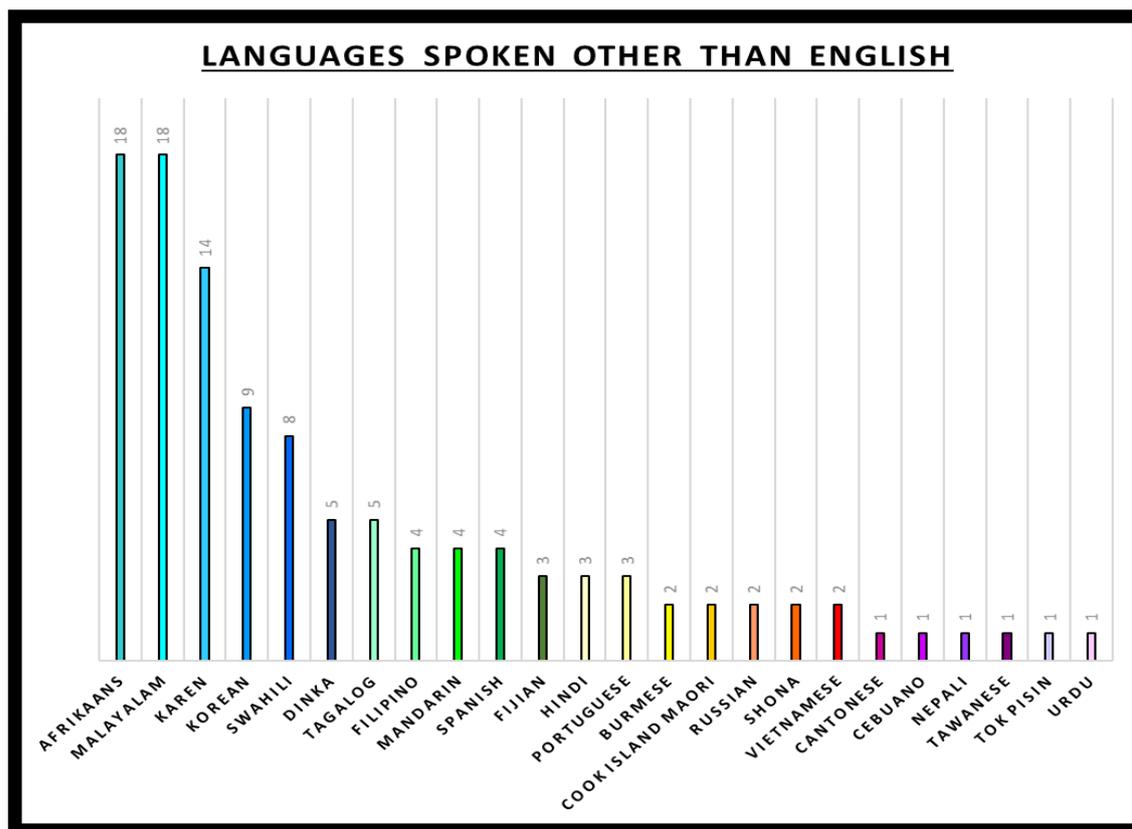
In 2019, the students who do not use Standard Australian English (SAE) were increasing in number. By the end of 2018 more students were enrolled which required the employment of a part-time TESOL teacher and a teacher aide in 2019. This support to students, parents and teachers was a significant and much appreciated resource for all.

While this cost was unexpected, this essential service to our whole College community will ensure that quality Christian education continues for all children.

While we saw an increase in enrolments of students from other countries, by 2019 our College responded more effectively to this group of students. Mrs Lizette Du Plessis was employed as our dedicated TESOL (Teaching English as a Second or Other Language) also referred to as our EAL/D (English as an Additional Language or Dialect) in order to provide greater support. This has enabled us to ensure that quality Christian education continues for these children. The parents of these students often struggle with English themselves often find it difficult to assist their children at home. We continue to work towards identifying their specific needs and we can best serve them.

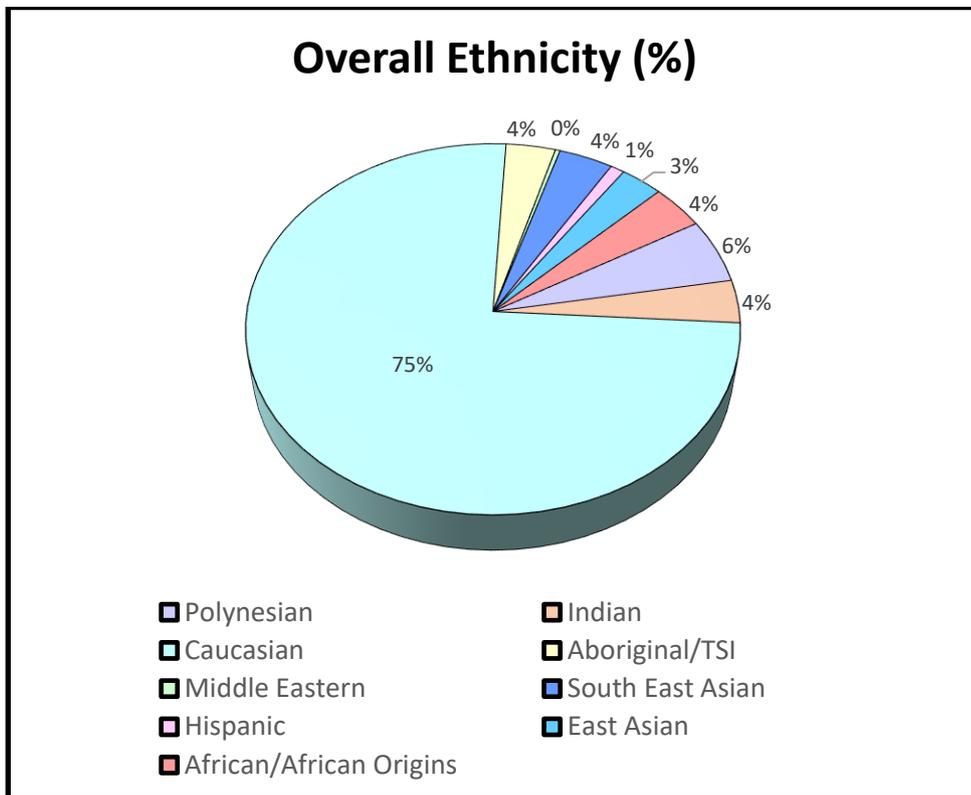


The variety of languages spoken by Annandale Christian College students in 2019 (other than English) are represented below.

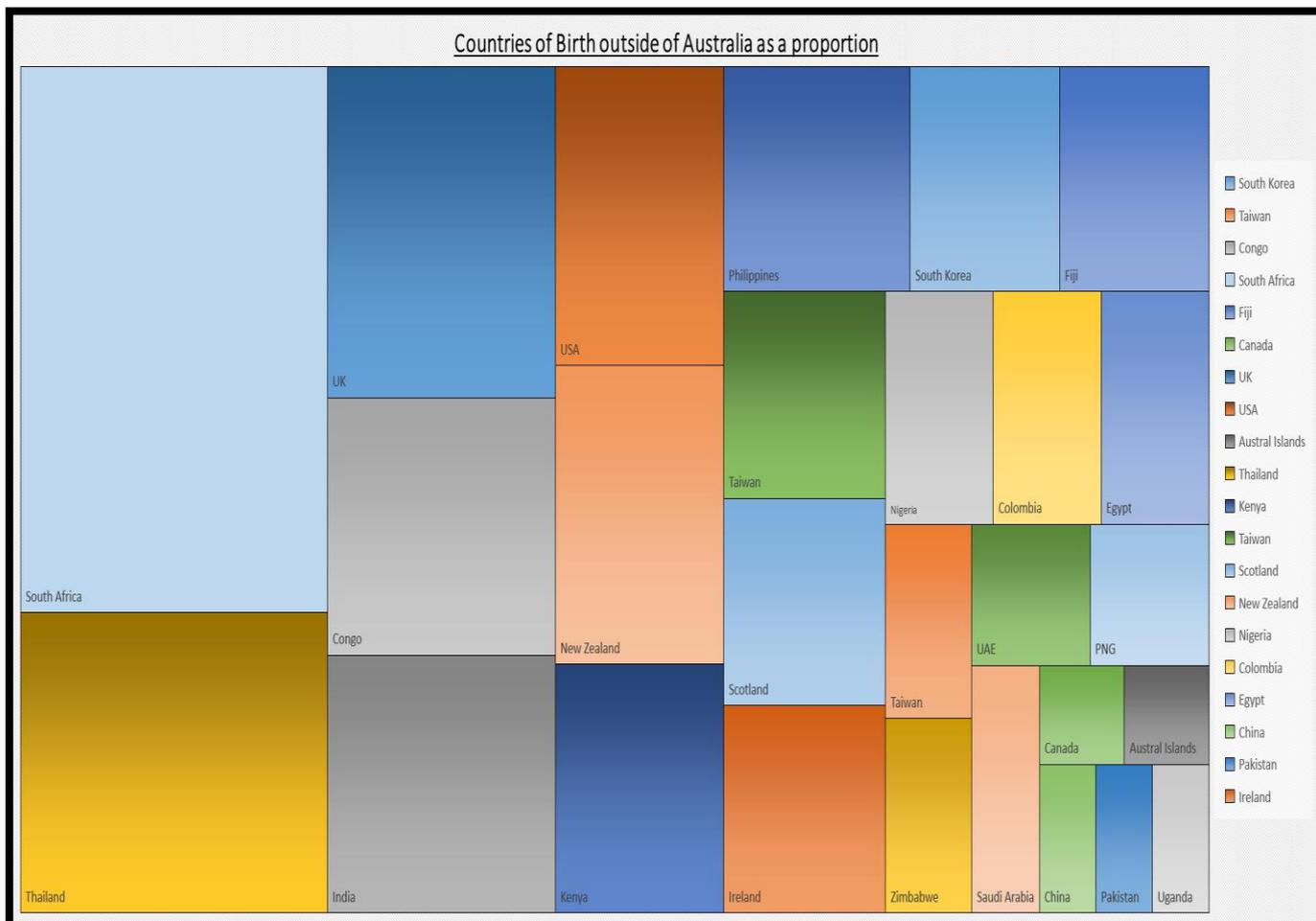


With the changing demographics of Townsville, our college too experienced changes to our ethnic diversity. While we have considered new ways to best cater for cultural differences we are also experiencing growing numbers of non-English Speakers. Our current *Learning Support* team structure, while excellent, was not designed for these large numbers of students. As a college we will need to respond operationally and strategically to community needs, to reach out in Christ's name, improve student the academic results and to meet Community expectations. If one life can be changed by improving their literacy and numeracy levels then we have made significant change and possibly intergenerational change in the lives of many.

Ethnicity	Total Students (2019)
Caucasian	443
Polynesian	33
South East Asian	23
African/African Origins	23
Indian	22
Aboriginal/TSI	21
East Asian	18
Hispanic	6
Middle Eastern	2



The following is a representation of the diversity our students by their country of birth.

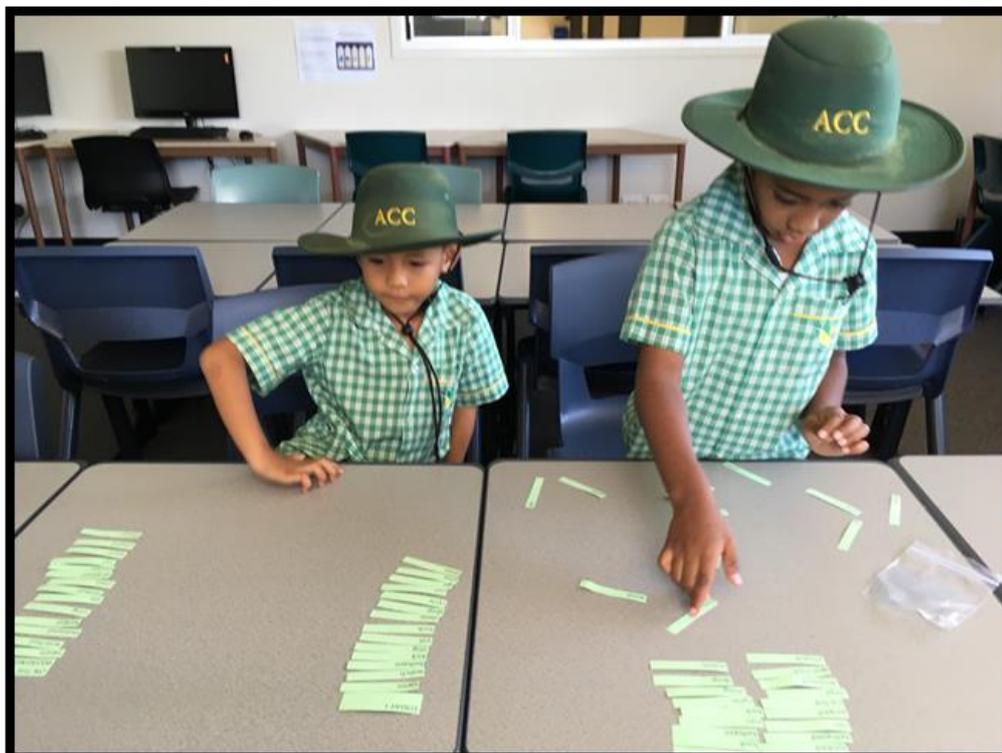


The Impact of the EAL/D Intervention Program

The growing diversity in student population, with an increasing number of EAL/D (English as an Additional Language or Dialect) students, continued in 2019. This greatly affects teaching at Annandale Christian College. Our teachers are facing new challenges as they respond to this growing multicultural student population. New immigrants, on the other hand, experience a deal of angst about their children learning a new language, accessing the curriculum in English as a foreign language and coping with a new culture. These students, with little or no English proficiency, represent many different ethnic groups with the largest proportion coming from E/SE Asia and Africa, speaking many different languages. Therefore, the impact of the EAL/D teacher acting as a “safe port of call” for students learning English, their parents and our teachers to ensure a smooth transition for all, cannot be underestimated.



Strong EAL/D teacher-student relationships bring a sense of security and do much to ease anxiety for both their parents and the students who often feel very overwhelmed. To know they have someone who understands and who can step into the gap help these students to not lose hope, but to keep chasing that ever-changing curriculum target as they acquire this



new language. Furthermore, EAL/D students need specific teaching to build a language foundation in English for successful classroom learning.

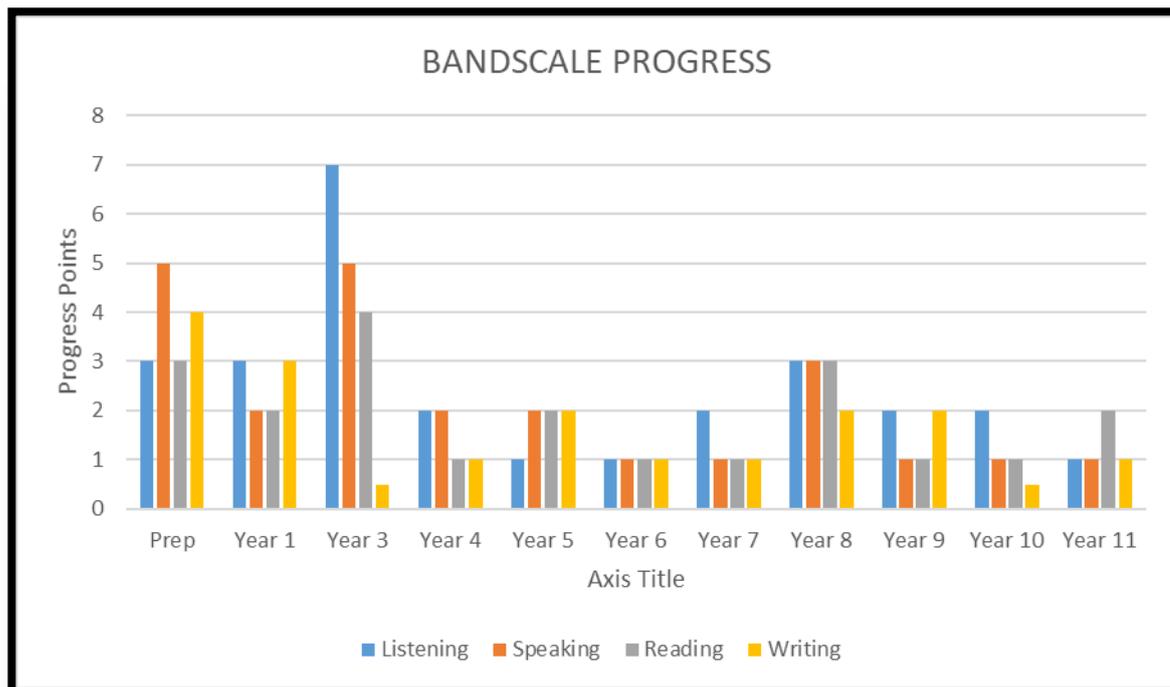
Differentiation and Authentic Assessment are two of our Key Principles of Teaching and Learning from our Pedagogical Framework. To be able to meet this requirement the NLLIA (National Languages and Literacy Institute of Australia) ESL Band scales, are used to determine where students are 'at' in terms of their Standard Australian English (SAE) acquisition. This enables the EAL/D teacher to provide curriculum teachers with an action plan that include specific strategies that can be employed in their teaching to meet particular language needs of English Second Language Learners within the classroom context. The EAL/D teacher also provides support to curriculum teachers to differentiate for assessment purposes.

Learning English while accessing the curriculum is not seen as a disability that qualifies students for modified exams but as a learning difficulty that warrants differentiation. The aim is to help these students to access the same curriculum and to write assessments that test the same content and skills. Therefore, it is paramount that the EAL/D teacher not only assists the teacher but also helps the student to understand what the requirements for a particular assessment piece are. This involves ensuring that the student is familiar with the subject-specific terms required for the specific assessment task, understand the questions, familiarise them with the criteria for the task and often helping the students to prepare for the assessment. E.g. writing an essay analysing a poem for a student who struggles to write a coherent paragraph involves a lot of one-on-one preparation with the EAL/D teacher. (Does the student understand the poem? Does he understand the poetic terms? Can he identify them in the poem? Does he know what it means to analyse? Does he know how to structure the essay?)

The EAL/D teacher also helps these students to proofread and edit their own work, enhancing their vocabulary, improving sentence structure, familiarising them with the requirements of different genres etc. and assisting students to understand the comments their classroom teachers make on their assignments and what they need to do to improve. Unique problems often present themselves because of the language barrier and cultural differences that make the EAL/D teacher's input indispensable. Our teachers and students are very appreciative of the support they receive.

By assessing the EAL/D student's language proficiency, using the NLLIA ESL Bandscales at the start of the program, enabled the EAL/D teacher to identify the needs of each student and to provide additional specialist English lessons tailored to their individual needs. This assessment was repeated in Term 4 for each of the four macro-skills: Listening (with understanding), Speaking, Reading (with comprehension) and Writing. All students were able to improve in all four macro-skills.

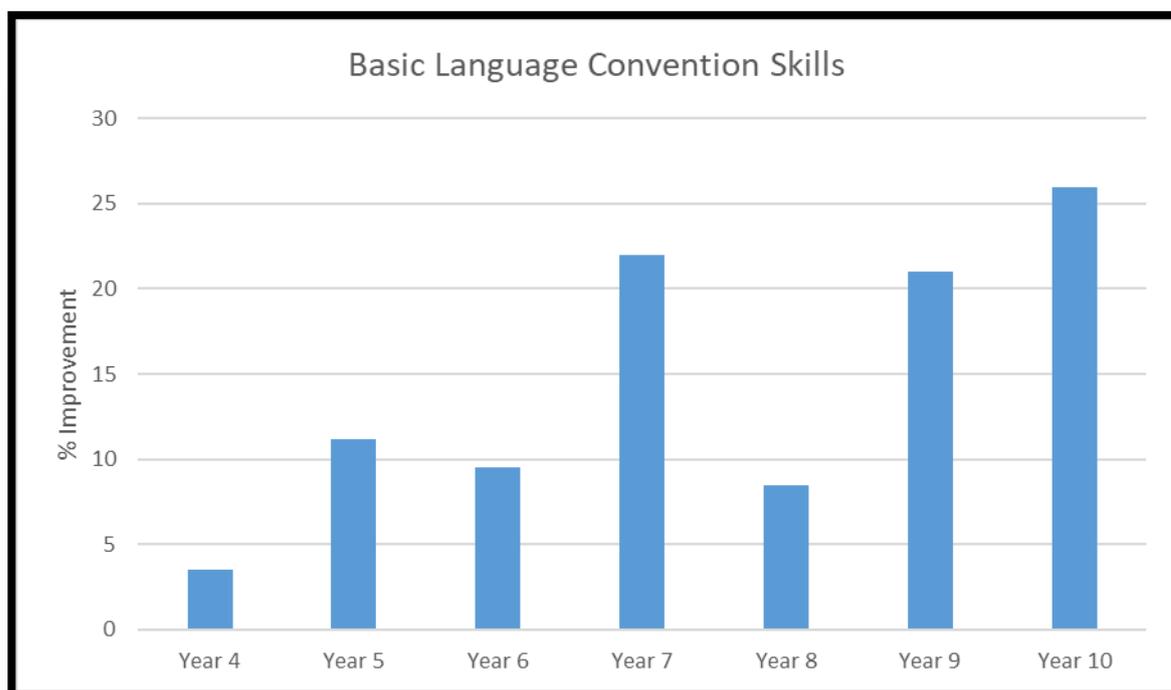
This graph shows the impact of specialist intervention on the progress of students in Bandscale macro skills by year levels.



Individualised learning pathways for each student also include Pre-Tests to identify strengths and pinpoint gaps in the EAL/D student’s grammar skills. Lessons are then prepared to target areas for improvement tailored to each individual learner’s needs. Explicitly using cognitive verbs to build student understanding, these lessons support higher-order thinking in the flow of the lesson for all students. All work completed by learners is carefully analysed to plan the next lesson and ensure meaningful learning is always achieved. When appropriate, the students then complete a Post-Test to determine the success of the intervention lessons. Students can advance from the Basic Language Conventions Skills to the Intermediate Level, followed by an Advanced Level and will then receive Extension lessons.



The graph below illustrates the average improvement in EAL/D students' Basic Language Conventions Skills for 2019. The investment in the education of these children has shown significant improvement in this area.



The Australian government has set a target for 50% of new refugees to settle in “regional” Australia by 2022. (Kozioł, M. *The Sydney Morning Herald*, 22/11/2019) As we know, and is also expressed by Minister David Coleman, English language skills are one of the determining factors for humanitarian entrants to put down roots and contribute to our economy. Students for whom English is a Second Language will increasingly influence the demographics of our college. The EAL/D teacher, therefore, delivers an essential service to our whole College community to ensure quality Christian education.



Student Outcomes

Student Attendance

Average attendance rate (%) for the whole school in 2019 was **92%**, dropping slightly from **93.7%** in 2018. This may have been an ongoing issue related to the flood and associated economic factors.

Av. Student Attendance Rate by Cohort	
Kindy	95%
Prep	92%
Year 1	92%
Year 2	93%
Year 3	95%
Year 4	93%
Year 5	95%
Year 6	92%
Year 7	93%
Year 8	91%
Year 9	90%
Year 10	91%
Year 11	91%
Year 12	91%
Primary (incl. Kindy)	93%
Secondary	91%
Total School	92%

Non-attendance at the College is managed in the first instance by Care teachers or in Primary by the class teacher.

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 immediately. If parents do not respond, this is followed up by a phone call.

Long-term or habitual absences, noted by Student Services, are referred to the Deputy Principal (Primary) and Deputy Principal (Secondary). Each case is assessed individually and a pastoral approach is used in order to identify what is needed to enable these students to get back to school.

After absences are monitored and contact with parents made by classroom/ care teachers, pro forma letters are generated after long term absences. At the end of this process and the receipt of the third letter, a student's enrolment is cancelled. In 2019, 1 family received 2 letters for extremely long and unexplained absences. The students left prior to cancellation of enrolment.

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

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

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



NAPLAN results for Years 3, 5, 7 and 9 in 2019

In 2019 ACC's NAPLAN participation for this school is 94% which compares with the national Australian participation rate for all students of 95%. Overall this year's results were also excellent with some significant gains made in all year levels indicated by the Myschool website as 'well-above' schools with students of similar parental occupations, education, levels, indigeneity and geographic location. The most interesting is our outstanding results in area of grammar for Years 5, 7 and 9. While numeracy results were excellent across the college they were significantly higher in Year 5. I would like to thank all our teachers and the partnership with our college families for these excellent results. When you compare our college results to those of Australia the results are a real blessing to our Father who has blessed our students so abundantly.

	2014	2015	2016	2017	2018	2019
Compare to	● Students with similar background		● All Australian students			
	Reading	Writing	Spelling	Grammar	Numeracy	
Year 3	453	439	421	464	422	
Year 5	526	486	511	551	524	
Year 7	562	525	555	583	556	
Year 9	609	549	589	611	609	

NAPLAN participation for this school is 94%
 NAPLAN participation for all Australian students is 95%

Interpreting the table

Selected school's average when compared to all Australian students

- Well above
- Above
- Close to
- Below
- Well below
- No comparison available

Year 3 continues to maintain high levels of achievement and progress, well above like and national averages. All four year levels tested have made significant progress in three areas of testing and overall our Grammar and Punctuation results are outstanding. Spelling in all year levels and the area of writing suggest greater work needed across the college as a whole.

The evidence suggests that the use of the Heads/ HODs/ Learning Support and PD in the area of Seven Steps and Mathematics such as multiplicative and Sensory Mathematics have contributed to effective teaching and learning. Other initiatives such as after school tutoring may also explain improvement.

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 including some aides were trained during the 2019 Student Free Days.

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

NAPLAN results for Years 3, 5, 7 and 9 in 2019

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

Reading			
Year	*Average School Score (2018 Comparison)	Average 2019 Score (National)	% at or above National minimum standard
Year 3 (2019)	453 (497)	432	85%
Year 5 (2019)	526 (495)	506	98%
Year 7 (2019)	562 (558)	546	94%
Year 9 (2019)	609 (609)	581	85%
Writing			
Year	*Average School Score (2018 Comparison)	Average 2019 Score (National)	% at or above National minimum standard
Year 3 (2019)	439 (428)	423	94%
Year 5 (2019)	486 (463)	474	95%
Year 7 (2019)	525 (497)	513	77%
Year 9 (2019)	549 (532)	549	85%
Spelling			
Year	*Average School Score (2018 Comparison)	Average 2019 Score (National)	% at or above National minimum standard
Year 3 (2019)	421 (448)	419	90%
Year 5 (2019)	511 (500)	501	85%
Year 7 (2019)	555 (553)	546	85%
Year 9 (2019)	589 (604)	582	87%
Grammar and Punctuation			
Year	*Average School Score (2018 Comparison)	Average 2019 Score (National)	% at or above National minimum standard
Year 3 (2019)	464 (481)	440	92%
Year 5 (2019)	551 (515)	499	95%
Year 7 (2019)	583 (555)	542	85%
Year 9 (2019)	611 (624)	574	89%
Numeracy			
Year	*Average School Score (2018 Comparison)	Average 2019 Score (National)	% at or above National minimum standard
Year 3 (2019)	422 (435)	408	90%
Year 5 (2019)	524 (504)	496	95%
Year 7 (2019)	556 (548)	554	84%
Year 9 (2019)	609 (623)	592	93%

Mean Scaled Scores by Cohort 2019 – 2017

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

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

STRAND	2019 (Year 3)	2017 (Year 5)	Difference	2019 (Year 5)	2017 (Year 7)	Difference	2019 (Year 7)	2017 (Year 9)	Difference
READING	479	549	↑13%	547	576	↑5%	591	619	↑6%
WRITING	409	499	↑18%	500	535	↑7%	533	557	↑4%
SPELLING	457	548	↑17%	523	571	↑8%	559	598	↑7%
G & P	505	596	↑15%	531	593	↑10%	599	620	↑3%
NUMERACY	459	552	↑17%	499	566	↑12%	580	617	↑6%

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.

For a number of years ACC has achieved results well above the state mean. Writing and spelling have been identified as our areas of greatest. Writing became a focus area for the Cycles of Inquiry process with teachers in 2018 and was extended into 2019. This is a significant investment in teacher professional development by the College. In addition to that, we invested in [‘Seven Steps to Writing Success’](#) to develop our teacher’s skills in the teaching

of writing. The results suggest that there has been some positive effects as a tool for progress in this area.

Year 12 Outcomes

In 2019, Annandale Christian College placed 44/ 368 schools in the state and second in the Townsville Region (by a mere 0.47%), which is a fantastic result. In 2018 we achieved 23.33% (OP 1 – 5) with 30 students OP eligible. In 2019, **33.33%** of students achieved an (OP 1 – 5) which is higher than the highest result of any other Townsville school. The closest to our college reached **31.36%** (OP 1 – 5). Despite our student cohort being small and one or two students can make significant differences to the overall percentages, this is a result worthy of much celebrating. This means that we have made an improvement in this band of 10% from 2018 – 2019. Whilst the measure used (% of students OP1- 5) is not necessarily a holistic assessment of the educational quality of a school, it is worthy of celebration and a testament to the calibre of our students and the dedication of our teachers.

Overall Position	Number	Percentage
1	0	0%
1 or 2	0	0%
1-5	5	33.33%
1-10	8	53.33%
1-15	13	86.66%

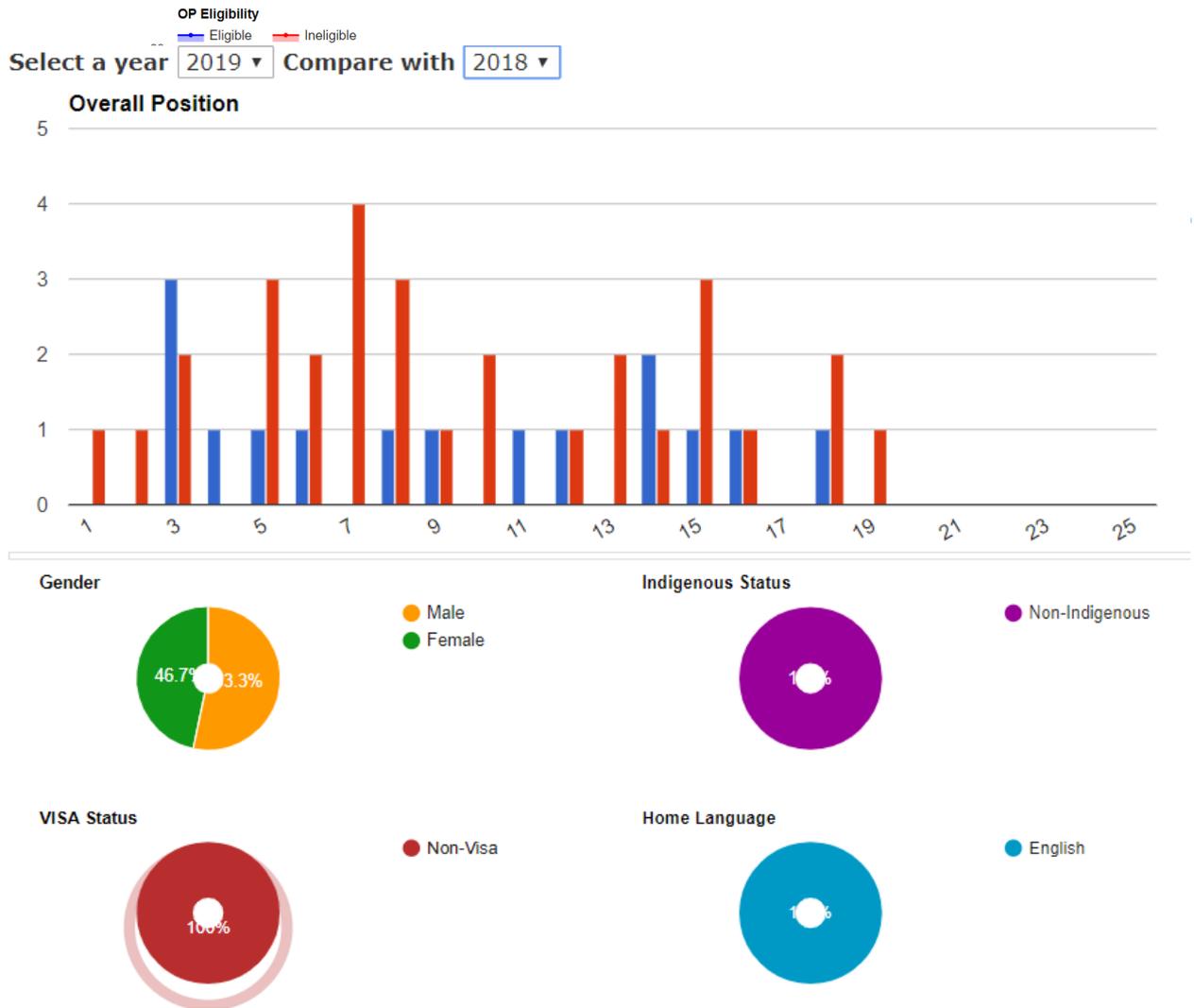
It is important to note that a small cohort may present some difficulties for analysis but is also fair to say that these results by all our students are worthy of great celebration.

Overall Position	Average Percentage 2015-2019					
	2014	2015	2016	2017	2018	2019
1	0%	0%	18%	4%	3%	0%
1-5	21%	18%	41%	27%	23%	33.33
1-10	43%	45%	68%	54%	63%	53.33
1-15	93%	72%	95%	65%	87%	86.66

In 2019, 23 (100%) students achieved a Queensland Certificate of Education (QCE). The Queensland Core Skills (QCS) Test Results remained strong in the A & B bands but there was small increase in the D band. There were a number of possible reasons for this related to the relationship between some of the students and the presenter, the ability of the students to respond to exam conditions and the ability of some students to perform under high stakes test conditions. This also suggests that great care is needed for students in Year 11 and 12 who are preparing for senior external exams in 2020. Subject selection processes will be critical for these students and their parents into this phase of Queensland's certification system.

QCS Result	Number of Students	Percentage
A	3	20%
B	4	26.7%
C	2	13.3%
D	6	40%
E	0	0

Year 12 OP Results 2008 – 2019



VET outcomes were also commendable, including one student graduating with a Diploma level qualification in partnership with an RTO provider. Proportionally, our students also achieved a record number of Vocational Qualifications with 47% in 2019 gaining at least a Certificate II compared with 31% in 2018.

Qualification	2018		2019	
	Count	Percentage	Count	Percentage
Certificate II	14	31%	10	43%
Certificate III	9	20%	4	17%
School-based traineeship/apprenticeship	2	0.4%	1	0.4%
Diploma	0	0%	1	0.4%

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 endure into their future careers and lives no matter the pathway they choose.

The main pathway for students to gain entry to University and other courses across Australia is through the OP achievement and QTAC in 2019. 81.8% of QTAC applicants were offered

a tertiary placement. Early information from our own survey indicates that 52% of our 23 students accepted their offers to a university with 21% deciding to defer or take a gap year. 21.7% are completing a qualification through TAFE or other provider. One student enrolled in Bible College and one student gained a paid internship whilst studying. 8% decided to enter the workforce directly. Another 8% at the time of the survey were looking for work. It was also interesting to note that 46% of all students who went to university went to JCU while the remainder decided to study in Brisbane, the Sunshine Coast or interstate.



Apparent Retention Rate Year 10 to Year 12

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

Apparent Retention Rate Year 10 to Year 12			
	Year 10 Base (2017)	Year 12	Apparent Retention Rate %
No. of Students	24	23	96%

Real Retention rate is calculated on an annual basis by dividing the number of students in Year 12 with the number of year 10 students in 2017. Real retention rate is simply how many of the students did we have in year 10 in 2017 graduated with us in 2019?

ACCs Real Retention rate in 2019 for Year 12s was $(15 / 24 \times 100) = 63\%$.

Year 12 Post School Destination Survey

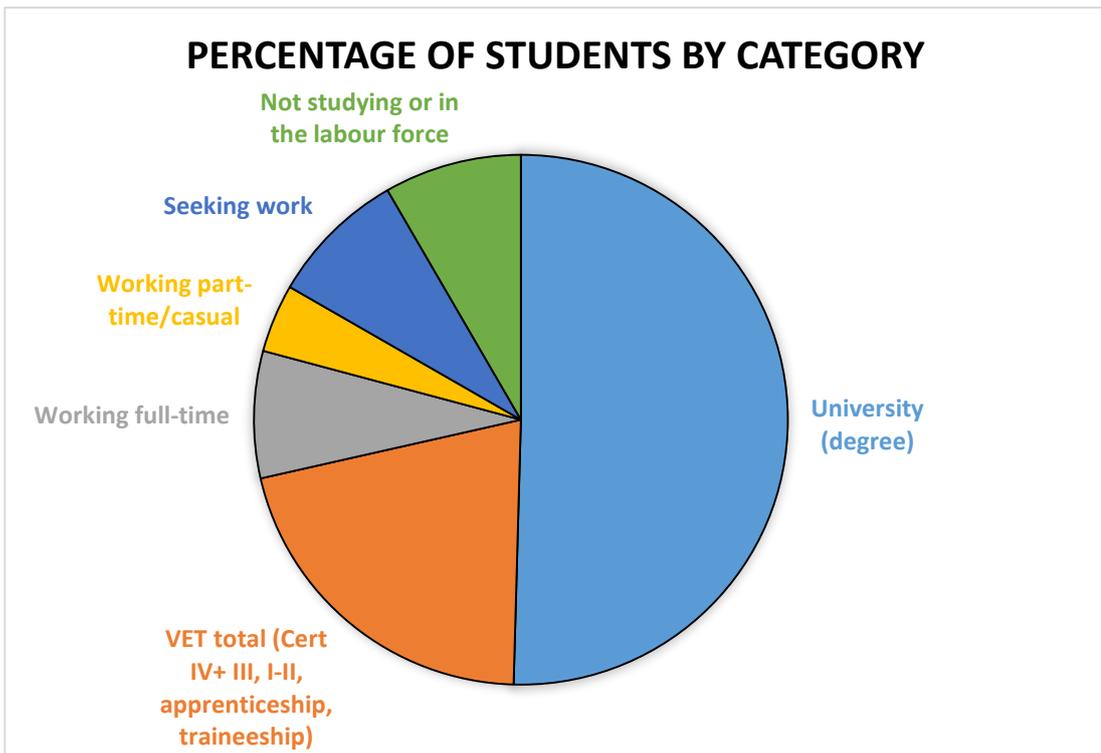
Outcomes for our Year 12 cohort 2019	
Number of students awarded a Senior Education Profile	23
Number of students awarded a Queensland Certificate of Individual Achievement	0
Number of students who received an Overall Position (OP)	15
Number of students or are completing or completed a School-based Apprenticeship or Traineeship (SAT)	1
Number of students awarded one or more Vocational Education and Training (VET) qualifications	11
Number of students awarded a Queensland Certificate of Education at the end of Year 12	23
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	100%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving a tertiary offer	81.8%

At the time of publishing this School Annual Report, the results of the 2019 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.

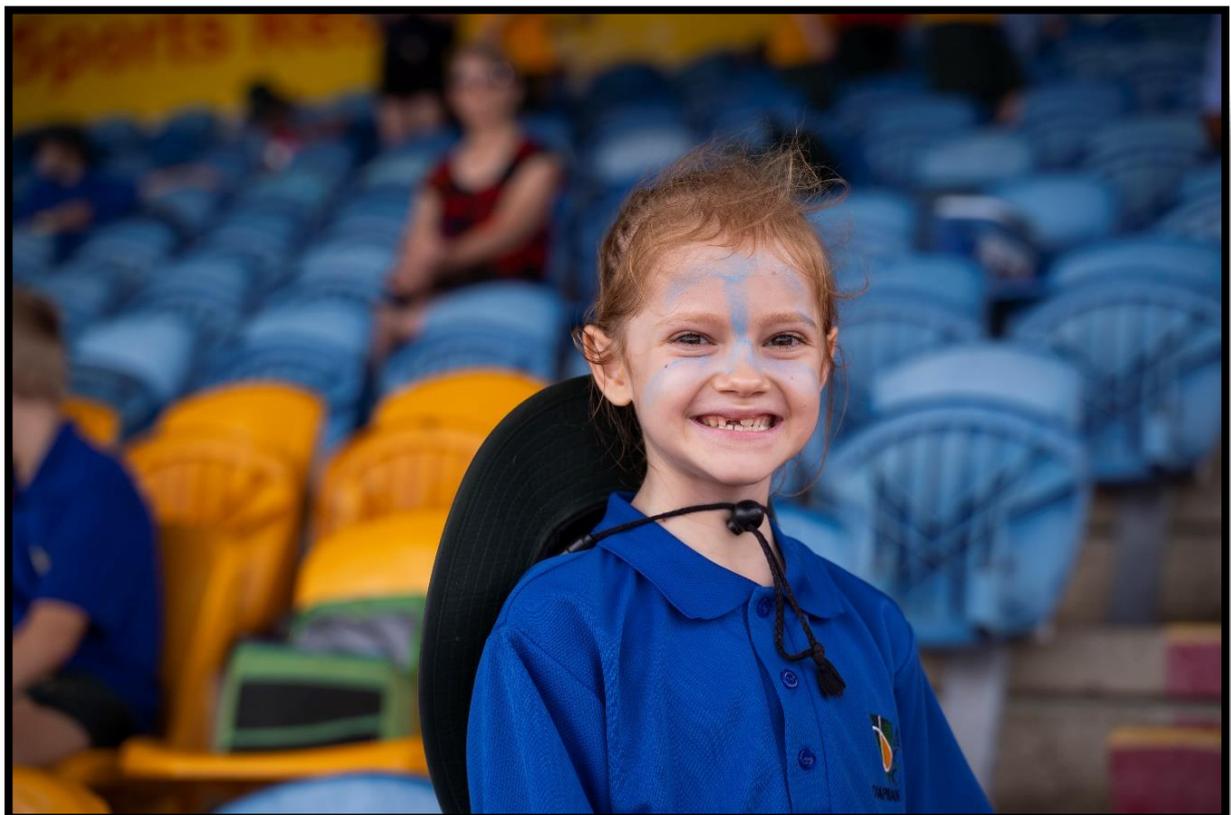
Destination data on our 23 graduating students was collected by contacting parents or through siblings at the College by the Head of Secondary. Of the 23 students, only 1 student did not respond.

Summary of findings in relation to main destinations of students (Source: College data)

School Year 2019	Total Student Numbers by category	% of Students by category
University (degree)	12	52.1%
VET total (Cert IV+ III, I-II, apprenticeship, traineeship)	5	21.7%
Working full-time	2	8%
Working part-time/casual	1	4.3%
Seeking work	2	8.6%
Not studying or in the labour force	2	8.6%



In March 2019, we were advised that greater work in the area of VET (Vocational Education and Training) was needed. To that end our secondary team led by Stacey Robertson worked tirelessly to ensure that the Year 12 results and courses suitable for these students were provided as well as supporting them to achieve excellent results. Part of that training was the development of online careers and SET planning. This is a wonderful resource to assist students and parents make appropriate subject selections and career choices with their children.



Student Satisfaction Surveys

A summary of the 2019 student satisfaction survey is grouped into three groups from Year 4 to Year 12 to reflect their stage of schooling. Here is a summary of these results:

Year 4 – 6 students (100 respondents)

Celebrations

- 100% agree or strongly agree that 'My teachers expect me to do my best.'
- 99% agree or strongly agree that 'The school supports students in their Christian faith.'
- 98% agree or strongly agree that 'The teachers encourage me to think about life from a Christian point of view.'
- 98% agree or strongly agree that 'I am getting a good education at Annandale Christian College.'
- 96% agree or strongly agree that 'My teachers motivate me to learn.'
- 94% agree or strongly agree that 'I feel safe at my school.'
- 94% agree or strongly agree that 'The school rules are appropriate and fair.'
- 93% agree or strongly agree that 'My teachers provide me with useful feedback about my school work.'
- 93% agree or disagree that 'Most teachers set and explain learning goals at the start of each lesson.'

Challenges:

- 28% disagree or strongly disagree that 'My homework is valuable and relates to what I learn in class.'
- 27% disagree or strongly disagree that 'Students have an opportunity to give feedback or input on the design of assessment tasks.'
- 24% disagree or strongly disagree that 'Student behaviour is well managed at my school.' This is a small improvement on the same data from 2018.

Year 7 – 10 students (100 respondents)

Celebrations:

- 91% agree or strongly agree that 'My teachers provide me with useful feedback about my school work. (Overall)'
- 91% agree or strongly agree that 'I am getting a good education at Annandale Christian College. (Overall)'
- 90% agree or strongly agree that 'I feel safe at my school.'
- 89% agree or strongly agree that 'The teachers encourage me to think about life from a Christian point of view. (Overall)'
- 86% agree or strongly agree that 'I get constructive feedback on my progress towards the final piece of assessment. (Overall)'
- 83% agree or strongly agree that 'My homework is valuable and relates to what I learn in class. (Overall)'
- 80% agree or strongly agree that 'Teachers make reasonable adjustments to cater for my needs. (Overall)'
- 78% agree or strongly agree that 'Most teachers set and explain learning goals at the start of each lesson. (Overall)'

Challenges:

- 47% disagree or strongly disagree that 'Students have an opportunity to give feedback or input about assessment tasks (eg. study Hamlet or Macbeth). (Overall)'
- 47% disagree or strongly disagree that 'My school takes students' opinions seriously.'
- 46% disagree or strongly disagree that 'There are appropriate consequences for students who do the wrong thing.'
- 44% disagree or strongly disagree that 'Student behaviour is well managed at my school.'

Year 11 – 12 students (21 respondents)

Celebrations:

- 100% agree or strongly agree that 'Teachers make reasonable adjustments to cater for my needs. (Overall)'
- 95% agree or strongly agree that 'My teachers provide me with useful feedback about my school work. (Overall)'
- 90% agree or strongly agree that 'My teachers expect me to do my best'.
- 90% agree or strongly agree that 'My teachers expect me to do my best'.
- 95% 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)'

Challenges:

- 48% disagree that 'If I get in trouble, someone explains to me what they think I have done wrong.'
- 38% disagree that 'The school rules are appropriate and fair.'
- 29% disagree that 'The teachers encourage me to think about life from a Christian point of view. (Overall)'
- 29% disagree that 'Student behaviour is well managed at my school.'
- 24% disagree or strongly disagree that 'Teachers expect me to use data (measurements, surveys etc.) to think about situations and inform creative solutions. (Overall)'
- 23% disagree or strongly disagree that 'Teachers at my school treat students fairly. (Overall)'
- 23% disagree or strongly disagree that 'There are appropriate consequences for students who do the wrong thing.'
- 20% disagree or strongly disagree that 'I like being at my school.'
- 10% disagree or strongly disagree that 'The school supports students in their Christian faith.'
- 15% disagree or strongly disagree that 'I feel safe at my school.'



Our Community

Parent Involvement



Our parent community is very involved our college life in a number of ways. The Parents and Friends (Fellowship) or P&F meet regularly and run a number of events throughout the year. While numbers at meetings are small more members are welcome. Attendance at meetings does not preclude members from being active helpers at events such as the Bush Dance, Athletic Carnivals or the end of school year Market Day. Wednesday morning prayer is attended by a faithful few and greater participation in this very important aspect of the College is an important goal for 2020.

The Coffee Cart has once again been highly successful outreach ensuring that staff and parents meet every Thursday for a chat or fellowship opportunities. This important ministry of the college will continue into 2020. It also serves as a way to mentor older students and to assist them gain experience as baristas. Parents interested in helping are welcome to join for the times available to them.

Parents were also involved in the following:

- Welcome BBQ
- Operation Christmas Child
- Kindergarten Social BBQ
- Mother/Father nights
- PNF afternoons
- Bushdance
- School Banking
- Welcome dinner
- Run Club
- TCEA Association
- Parent forum
- Bush Dance and the Cake Stall
- Koorong Book Fair
- Camps and excursions assistance
- School Uniform Committee
- Assistance at swimming, athletics and cross-country carnivals
- Senior Formal
- Working in the library
- Nominating teachers for Awards
- Prep Science Night
- World Teachers Day morning tea

- Musical nights
- Popup Coffee Cart
- Weekly Prayer
- ANZAC march
- Assemblies
- Chappy Pancake Breakfast
- Mother's Day/ Father's Day Stalls
- Chess assistance
- Palm Island Missions Trip
- Kindergarten mother's/ father's afternoon tea
- Lost Property
- Pastoral support
- Professional Development to staff in Christian Education
- Science/ STE(A)M projects
- Parent satisfaction Surveys
- Book Character Day
- Duke of Edinburgh trips
- Guest speakers
- Compassion Silver Trail
- Ready. Set. Prep.
- Assistance with after school sport and in class activities
- Fitness programs
- Interschool Sport – managers/coaches
- Run Club

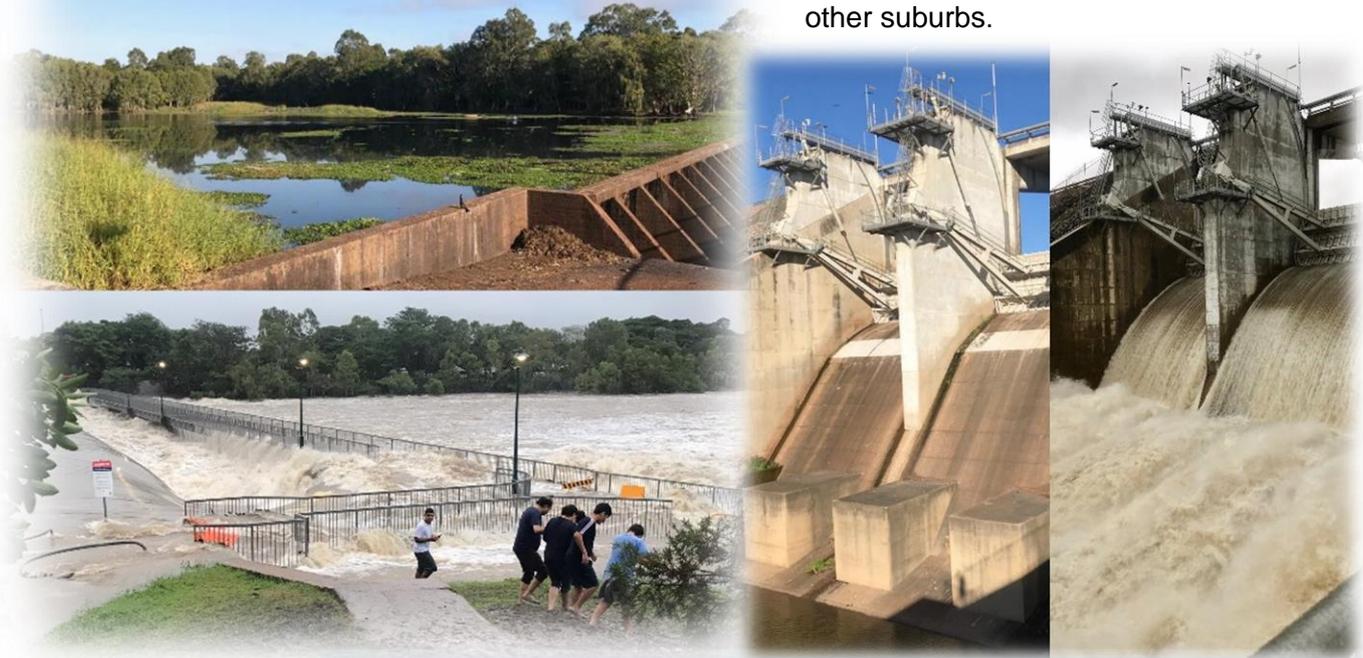
The Flood of 2019



The start of the College year was marked by an unprecedented flooding event in early February, caused by a slow-moving tropical low embedded in a stalled monsoonal trough. The flood heavily impacted our region and members of our community. Approximately 3300 Townsville homes were damaged by the floodwaters, including homes and businesses belonging to some of our College families and staff members.

The decision was made to close the College on the 31st of January and messages were sent out to parents around midday to come and collect their students.

In February, Ross River Dam levels rose to 247% before all the floodgates were fully opened, flooding parts of Annandale amongst other suburbs.



The footbridge at Aplin's Weir.



Taken 31st January 2019 - the day we closed the College.



At the height of the flood, the water level in the gully reached the lower corner of E-block, but did not damage the buildings.



Thanks to Honourable Dan Tehan MP, Federal Minister for Education and Phil Thompson, Member for Herbert, who supported our school community in Townsville with much needed financial support after the flood. We would also like to thank the Australian tax payer on behalf of the many families and children whose homes were destroyed by floodwaters.



Parent Satisfaction Survey

93 of our parents completed the **parent satisfaction survey**. This is an anonymous feedback tool for parents sent via email and which uses the online survey application SurveyMonkey. The questions for this tool were developed using the mandatory questions for annual compliance as well additional questions related to our 2019 Key Focus document. Highlights are captured here in this short summary.

Celebrations:

- 100% agree or strongly agree that 'I can talk to my child's teachers about my concerns. (Overall)'
- 98% agree or strongly agree that 'Teachers at this school expect my child to do his or her best. (Overall)'
- 98% agree or strongly agree that 'The staff set high academic standards. (Overall)'
- 96% agree or strongly agree that 'Teachers at this school treat students fairly. (Overall)'
- 98% agree or strongly agree that 'The discipline of students is carried out in a professional, sensitive and caring manner. (Overall)'
- 97% agree or strongly agree that 'My child feels safe at this school. (Overall)'
- 97% agree or strongly agree that 'My child is encouraged to think about Jesus and how his teachings relate to life. (Overall)'
- 92% agree or strongly agree that 'Teachers at this school provide my child with useful feedback about his or her school work. (Overall)'

Challenges:

- 14% disagree or strongly disagree that 'I understand how my child is being assessed. (Overall)'
- 14% disagree or strongly disagree that 'Teachers alter their teaching style to cater for my child's needs. (Overall)'
- 12% disagree or strongly disagree that 'I am asked for meaningful input by the College'.
- 9% disagree or strongly disagree that 'The school provides useful feedback on my child's learning. (Overall)'



Changes for 2020:

While most of the feedback in the 2019 Parent Opinion Survey was overwhelmingly positive, there were some important aspects in general that we will address:

- Improved communication with parents and students in variety of ways. The most important is our focus for 2020: Feedback – creating and maintaining positive relationships.
- Students with special needs will be a targeted area of need. We will employ a specialist secondary person who is an OT and secondary learning support specialist.
- We are exploring ways to support all of our students with our current resources and with a view to possible changes in this area.

- An extra day of teaching for EAL/D students will occur in 2020. This will mean the growing numbers of students for whom English is not their first language will be catered for.
- There were questions about a canteen, car parking congestion and a bus. These facilities for the college will be addressed in 2020 through a Master Planning process.

External Partnerships

In addition to our co-curriculum offerings we also partner with a number of organisations. Marjory Compton's Speech and Drama students excelled this year at the State exams for a second time. Our Junior Engineer programs and instrumental music lessons, some taught by very talented senior students, continued into 2019. We currently have 98 students who were enrolled in the Instrumental Program at the end of the year (including Year 12 students). 12 of these students take lessons on two instruments. YWAM also partnered in various ways with Youth Adventures on Palm Island and the placement of 3 students in their VET training and Certificate III courses at no cost for 2020. We look forward to creating and maintaining further partnerships with the community in 2020.



2020

Annual Report

(Based on 2019 data)



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