



Australian Christian College - Hobart **Annual Report 2022**



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Introduction

In what can only be described as a year of gradual release, ACC Hobart embraced the opportunities as they arose throughout the year to re-establish contact with the broader community.

The year began with students restricted to working only with classmates. Parents were discouraged from being on campus and there was quite a bit of mask wearing. Whilst these restrictions meant that we were able to explore new and innovative ways to communicate, like our Weekly Wraps, posted online, it was a blessing to reach out again to our community and invite people back in.



The college re-started in-person assemblies and by the end of the year were even able to send a group of Year 5 and 6 students to Canberra for an educational experience in our nation's capital. We recommenced cross-college activities such as morning sport and prayer groups. This enabled our senior students to engage in meaningful leadership roles, promoting personal growth as well as student cohesion.

As the year went on we welcomed a number of new families into the college and were blessed with new facilities and new opportunities to cater for our growing student population.

Perhaps the most exciting thing in 2022 was the introduction of a teaching coach for our teachers. The Good 2 Great program meant our educational staff were blessed with quality one-on-one professional feedback and guidance. This enabled our already skilled teachers to blossom and the learning in the classrooms to reach new heights.

It was a true privilege to be part of the journey in 2022 and we look forward to what God brings to our college in 2023.

David Noble
Principal

Information about the College: Our Context

Situated in Geilston Bay, on Hobart's eastern shore, Australian Christian College's mission is to serve God by meeting the individual educational needs of each of its students. We are blessed to be part of a network of 12 non-denominational Christian schools across Australia. The support provided by this network equips our teachers with research backed methodology to deliver quality, current and ICT rich education in nurturing classrooms where children are "well loved, well known, well taught".

Australian Christian College Hobart delivers the Australian Curriculum and Early Years Learning Framework from Kindergarten to Year 10 and has the privilege of serving the greater Hobart community. Students travel from as far as Dodges Ferry, Dysart and South Hobart to attend. The true nature of our College is evident in the quality of relationships amongst staff, students and families. Cultural and social diversity is celebrated as each individual is spurred on in their educational journey.

As a Christian school, students are taught resilience, persistence and optimism. The Christ-centred, nurturing environment is designed to thoroughly prepare students for the challenges of life. Ultimately, we pray that our students will be a light in this world, carrying with them an enduring faith and Christ-like character they are willing to share with others.



Teacher Standards & Qualifications

The College is privileged to have an outstanding team of educators who excel at providing education of the highest standard. They share a broad range of skills and talents and draw inspiration from diverse multicultural heritages. In addition to those born in Australia, staff originate from China, Indonesia and Zimbabwe.

All the teachers at Australian Christian College are registered with the Teachers Registration Board of Tasmania and have full educational qualifications.

Name	Role	Registration	Qualification	Class/Subject
David Noble (Full-time)	Teaching Principal	Full Registration #1455	B.Ed G.Cert Theology	Principal Phys Ed Computer Science Art
Jennifer Miller (part-time 0.6FTE)	Teacher	Provisional Registration #26107	B.Mus Dip. Teach	Kindergarten/ Early Childhood
Anastasia Sujana (Full-time)	Teacher	Provisional Registration #32333	M.Teach B. Communication Design	Junior Primary
Kudakwashe Chikonyora (full-time)	Teacher	Full Registration #26418	B.A B.Ed	Middle Primary
Teresa Kimber (part-time 0.6FTE)	Teacher	Full Registration #21027	B.Teaching	Upper Primary Special Needs Coordinator
Anita Tilyard (part-time 0.8FTE)	Teacher	Full Registration #31032	B.Ed	Upper Primary Phys Ed Primary Art
Martin Jin (part-time 0.6FTE)	Teacher	Provisional Registration #28531	Master of Teaching B. of Arts	Upper Primary Geography
Paul Radford (part-time 0.2FTE)	Teacher	Provisional Registration #29242	B.A (Music) M.Ed	Music
Bernice Riley (part-time 0.7FTE)	Teacher	Full Registration #29267	B.A B.Teach	English Health Food Technology History
Cathy Smith (part-time 0.5FTE)	Teacher	Full Registration #10686	B.A M.Ed	Bible & Christian Living Work Studies Economics History/Geography
Esther Connell (part-time 0.8FTE)	Teacher	Provisional Registration #26763	Dip. Ed B. Human Nutrition CertIII Business Admin	Science Maths Extension Mathematics

Workforce Composition

Our teaching team is supported by a wonderful team of administration and auxiliary staff.

Administration Officer

Jessica Rogers

Counsellor

Verrity Smith

Teacher Assistants

Cate Butler, Janet Kim, Kathy Pigden, Chris

Grounds and Maintenance

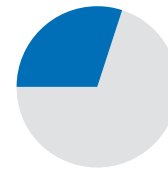
John Kingsbury

Cleaning

Bipan Bhujel

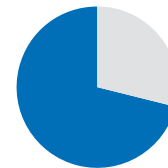
Bus Drivers

Geoff Green, Fulbert Byamungu, Dale Arnold



Educational Staff

Male 30%
Female 70%



Support Staff

Male 71%
Female 29%

Staff	Percentage Female	Percentage Male
Principal (1)		100%
Teaching (10)	80%	20%
Administration (1)	100%	
Auxiliary (9)	40%	60%

Our staff come from all over the world, including Zimbabwe, South Korea, the Netherlands, England, Indonesia, the Congo, the United States of America and China.



In 2022 we said goodbye to two fantastic teacher's assistants, Mrs Cate Butler and Miss Janet Kim. We also farewelled our much loved Chinese language teacher, Mr Martin Jin and our trusty bus driver Mr Dale Arnold.



Staff Professional Development

The staff are committed to professional growth. Individually they have pursued training and opportunities based on their own professional learning goals. As a collective, and despite opportunities being restricted in 2022, staff attended a number of professional development sessions which included:

- ACC Staff Induction for new staff
- Child Protection & Mandatory Reporting
- The College complaints procedure
- Development in Child Safety and the finding the Royal Commission
- School Culture and Behaviour Management
- Schoolwide Mediation
- Positive Behaviour Support
- Classroom Management
- Writing SMART Goals
- Constructing ILPs
- NCCD Evidence Collection
- Progression to full registration sessions for Provisional teachers
- Good 2 Great Classroom Coaching
- Rosenshine's Principles
- Excelencia
- Explicit Direct Instruction
- Canvas training
- First Aid
- Early Years Networking
- Math Pathways Conference
- Pottery



Student Demographics

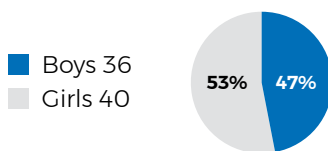
The students from ACC Hobart represent a diverse cultural and socio-economic demographic. They travel from all parts of the greater Hobart region and many have cultural heritages from the Philippines, Congo, Sudan, Thailand, Burma, Nepal, Indonesia, and First Nations people of Australia. There is an ethos of respect and acceptance manifested within the student body and wider community.

This year has seen the student numbers grow from 62 in August 2021 to 76 in August 2022 (Note: Only Prep to Year 10 students are included in the data sources from the ACARA My Schools website). In addition Australian Christian College has prepared students for formal years of learning by running a Kindergarten program for 6 students who turned 5 years of age during the year.

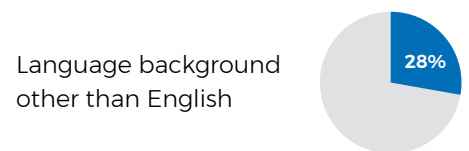
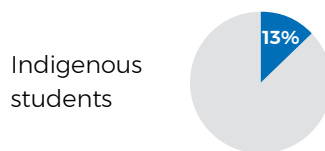
Student characteristics

Students

Total enrolments: 62



Full-time equivalent enrolments: 62.0

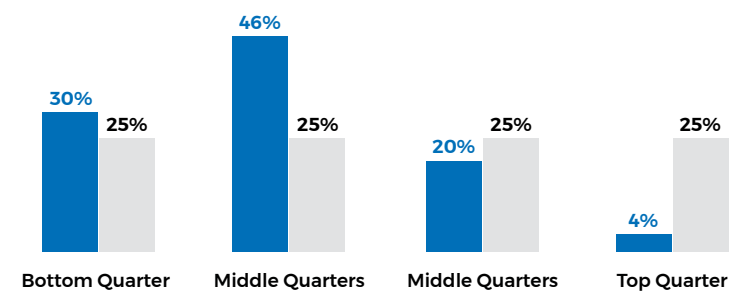


Student Background

Index of Community Socio-Educational Advantage (ICSEA)

School ICSEA value	967
Average ICSEA value	1000
School ICSEA percentile	32

Distribution of Socio Educational Advantage (SEA)



■ School Distribution
■ Australian Distribution

Percentages are rounded and may not add to 100

Data and the images taken directly from the "My Schools" website

Student Enrolment

Australian Christian College is vibrant and constantly growing. This is a summary of the classes at census date in August 2022.



Class	August 2022
Kindergarten	6
Prep	6
Year 1	1
Year 2	6
Year 3	8
Year 4	8
Year 5	9
Year 6	10
Year 7	7
Year 8	14
Year 9	4
Year 10	3
Total	82

Student Attendance

Class	2022
Kindergarten	94.7
Prep	88.5
Year 1	97.0
Year 2	92.2
Year 3	90.7
Year 4	87.0
Year 5	89.0
Year 6	83.2
Year 7	92.9
Year 8	87.8
Year 9	84.3
Year 10	83.5
Total	89.2

The College vision is to have students who are engaged in their learning and are motivated to participate in education with their peers. An average student attendance rate of 89.2% indicates a high level of engagement by most of our students.

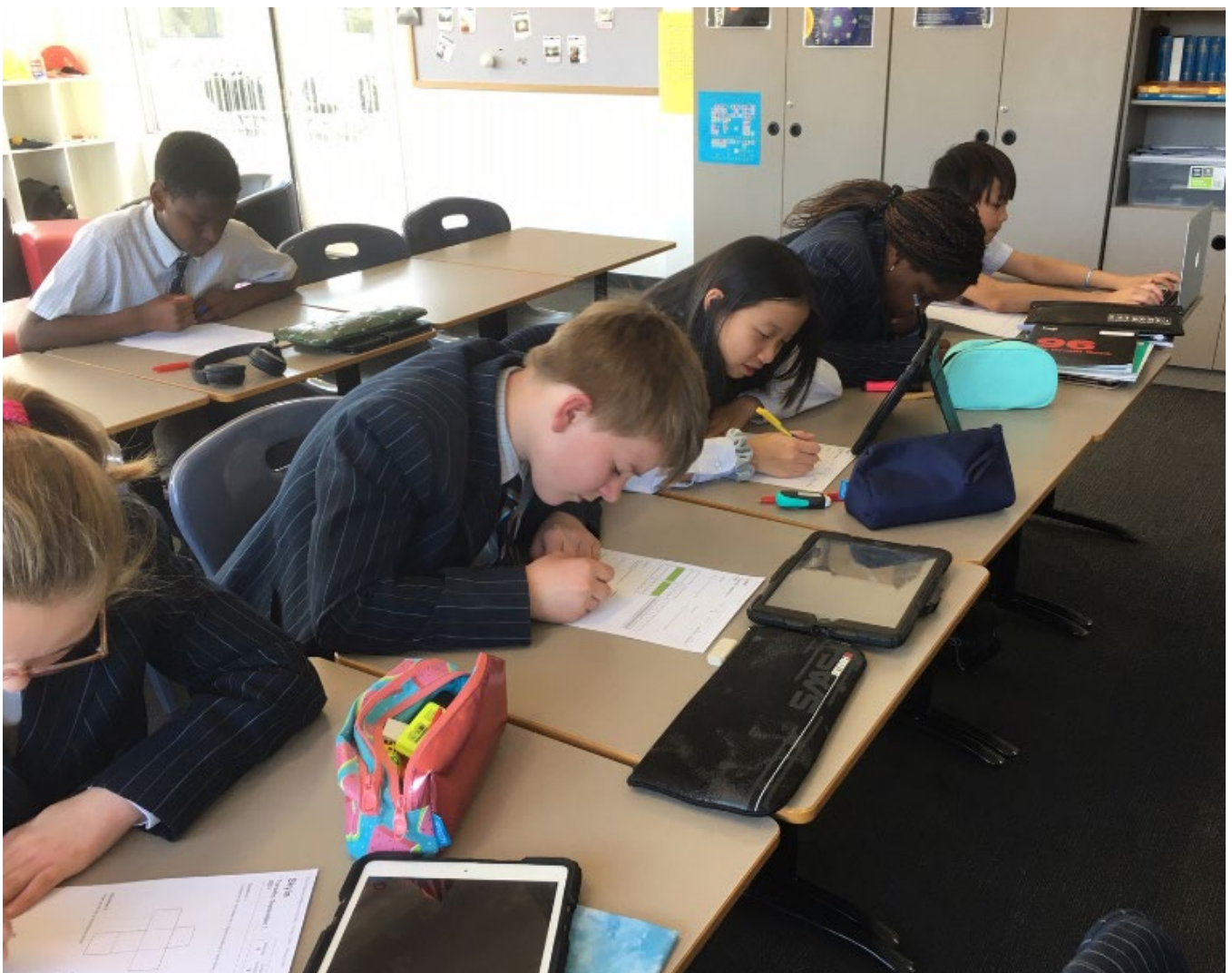


Student Results in NAPLAN & other assessments

Australian Christian College is committed to developing an environment where students are 'well known, well loved, well taught'. Education is about developing the whole child mentally, socially, physically and spiritually. We acknowledge that being "well taught" includes the need for evidence-based teaching with data available at the classroom level to improve teachers' understanding of learners' needs. We know the importance of differentiation in classrooms. As Carol Ann Tomlinson wrote, "At its most basic level, differentiation consists of the efforts of teachers to respond to variance among learners in the classroom." Teachers can differentiate at least four classroom elements based on student readiness, interest, or learning profile:

- Content** - what the student needs to learn or how the student will get access to the information;
- Process** - activities in which the student engages in order to make sense of or master the content;
- Product** - culminating projects that ask the student to rehearse, apply, and extend what he or she has learned;
- Learning environment** - the way the classroom works and feels

(Adapted from ACC - Southlands Annual Reports 2021)



Students undergo a schedule of testing to inform teaching practice and track individual progress. These tests work to complement the ongoing assessment and feedback that are happening in the classroom on a daily basis. The schedule of tests include:

ACER

Standardised tests done in February and October using testing in PAT Vocabulary.

STAR Reader and STAR Maths

This Renaissance product has been put in place to track students' reading age and progress as well as the development of numeracy and mathematical concepts.

Maths Pathway

Students in Years 5-10 use Maths Pathway which has its own diagnostic tools built into the program. This tool is used to inform appropriate teaching, intervention and extension.

DIBELS

This set of tests helps monitor language acquisition and the development of literacy skills. It is conducted three times a year in March, June and October and is administered from Prep to Year 8 by teachers who can then directly respond to student needs.

NAPLAN

Year 3, 5, 7 and 9 students follow the national schedule of testing. The parts of this test measure progress in reading, writing, spelling, grammar and numeracy. The chart below offers a snapshot of results taken from the My Schools Website.

Comparison with all students in Australia 2022

	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	436	419	416	425	398
Year 5	473	489	494	474	462
Year 7	590	533	600	582	566
Year 9	-	-	-	-	-

Interpreting the table: Well above Above Close to Below Well below

Australian Christian College - Hobart had a 93% participation rate

* No comparative data for Year 9 was returned in 2022 as the cohort was too small

College Highlights of 2022

Easter

Whilst ACC celebrates this important time every year, in 2022, the college decided to help students develop a deeper understanding of the significance of Easter by participating in an immersive whole school event.

Students were taken through the last days of Jesus's life one step at a time. Each step involved visual imagery, actions and the gospel message presented through scripture.

The washing of the disciple's feet was tangibly demonstrated, highlighting Jesus' servant heart and leadership.

The Last Supper was re-enacted and a small meal shared revealing God's desire for intimacy with us.

The betrayal in the Garden of Gethsemane was brought to life as students were confronted with Jesus being turned over to the Jewish authorities.

A mock trial was performed and false accusations were put to Jesus as recorded in the Gospel of Mark.

The story of the Crucifixion, revealing God's ultimate sacrifice for us, was read sitting at the foot of three crosses, erected on the college oval.

Finally, the resurrection of Jesus from the dead and His conquering of the grave were powerfully illustrated by a visit to the college library which had been transformed into an empty tomb.

The experience was a powerful reminder of God's love for us and the true meaning of Easter.



Canberra Trip

For the first time, our Year 5/6 students travelled to Canberra to experience the many educational opportunities that our capital offers. These included visits to: The National War Museum, The Mint, The Old Parliament House Museum, New Parliament House, the Museum of Democracy and Questacon. The experience is perhaps best relayed by this student's recount of his highlights:

"During the holidays the year 5/6's, Mr Noble, and Ms Riley went on a trip to Canberra with other ACC schools. We went to places such as the Australian Institute of Sport, Questacon, and The National Zoo and Aquarium. My favourite activity was Questacon where we investigated all the experiments. One of the most interesting experiments were the earthquake simulator and the free fall which is where you go in a prison-style suit and you hang on a bar and you fall. The students were all very appreciative of the opportunity to go to Canberra."

By Vincent Gordon



The Arts

The Arts play an important role in the development of well-rounded students. Through the Arts, students are given opportunities to develop their voice and an expression of self. Events and programs at ACC Hobart that supported this area included:

- Visual Art
- The Poochibald Art Prize
- Music
- Celebration Evening
- Screen Printing
- Drama



Technology

A range of technology based learning was undertaken in each year group. There were many opportunities to design, make and appraise using a variety of mediums and situations, including:

- Computer Science
- Food Technology
- Digital Technology



Physical Education

Physical activity and sport gives students the opportunity to develop lifelong physical, mental and social skills. ACC Hobart offered a variety of activities to students in 2022. Many of these were made available via partnerships with local providers and/or the support of the Australian Government's Sporting Schools program. Opportunities included:

- Motor Skills
- Gymnastics
- Ten Pin Bowling
- Skipping
- Badminton
- Golf
- Dancing
- Cross Country
- Swimming
- Futsal
- Volleyball
- Cricket



Incursions & Excursions

Educational incursions and excursions are important components of students' learning. They enable students to explore, enrich and apply their learning outside of the classroom. Engagement with the outside world builds confidence, promotes engagement levels and develops a greater understanding of the broader community. Activities in 2022 included:

Incursions

- Bright Sparks (Health)
- Royal Flying Doctors Simulator (HaSS)
- Pyjama and Pancake Day
- Harmony Day (HaSS)
- The Annual Book Week Parade (English)

Excursions

- Science and Engineering Challenge
- Year 5-10 Cross Country
- Year 3-10 Futsal carnival in Launceston
- Middle Primary excursion to Kingston Park
- Junior Primary excursion to Zoo Doo
- "Spread Your Wings Day" where students participated in a Go Karting, Surfing, The Escape Room and a Mystery Bus Adventure around Hobart
- The Annual School Picnic at Sandown Park and the Hobart Aquatic Centre
- Beauty Point Seahorse World
- Upper Primary excursion to Old Hobart Town and Richmond Maze



Community & Parent Engagement

ACC Hobart strives to develop a culture of community-mindedness. To be salt and light in the world there must be opportunities to engage with the wider community. While restrictions remained on parent visits and cross class interactions these did loosen and we were able to get together in the second half of the year.



We acknowledge parents and guardians as the primary caregivers. Therefore, it is vital to foster effective communication, parent/guardian voice, engagement with college programs and teamwork. Opportunities to connect included:

- Working bees
- Mother's Day online
- Weekly Wraps
- Parents' Breakfast
- The End of Year Celebration Evening

College Development

A new bus was added to the fleet, allowing the college to transport more students to school each day. It was exciting to see work on the long awaited basketball court commence in Term 4. Our students are eager to start using this in the new year. Discussions in regards to new buildings have begun and again there is excitement around what is in store for 2023.

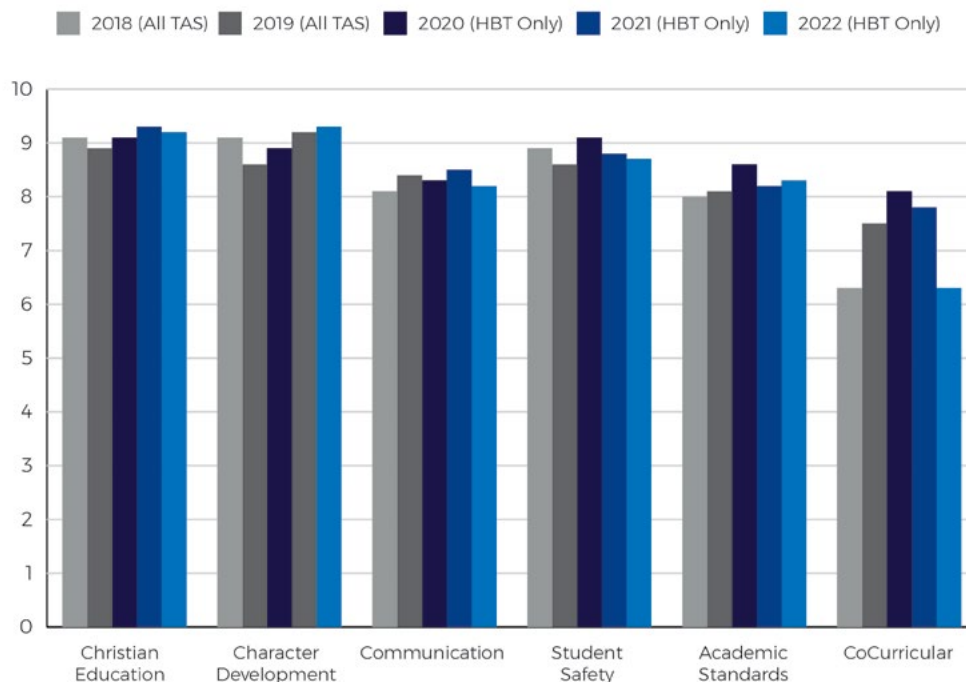
Good 2 Great is a teacher coaching initiative offered by the broader ACC group. ACC Hobart has benefited from regular visits from Lynda Armstrong who is an accredited coaching mentor, literacy coach and outstanding classroom practitioner. Lynda has helped our teachers hone their craft by conducting classroom observations and giving individual feedback on teaching pedagogy. Ideas like Rosenshine's Principles, Bill Rogers' Classroom management strategies and Doug Lemov's insights into student learning have been presented through regular professional learning sessions and have provided effective springboards for conversations around refining classroom practice. Whilst our whole teaching team has benefited from this input, our early careers teachers have flourished after receiving this amazing professional guidance.



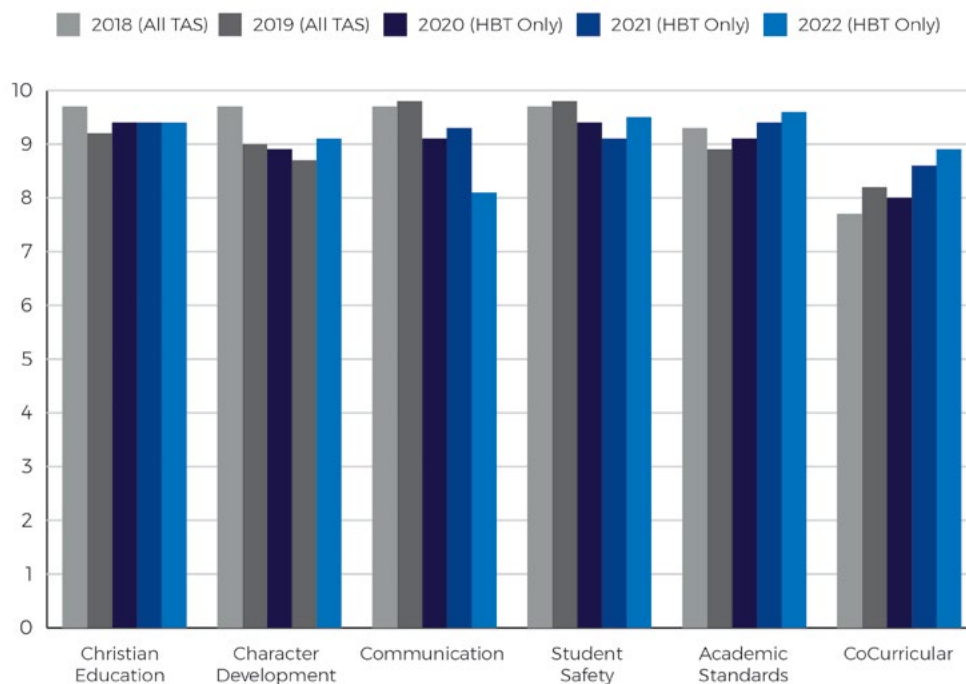
Annual Survey Results

Each year ACC invites each of its stakeholders to participate in an online survey. The results are used to highlight areas for improvement. In the graphs below the columns indicate the ratings from the last five years. 2018-2019 represents all of Tasmania. 2020-2022 represents Hobart only.

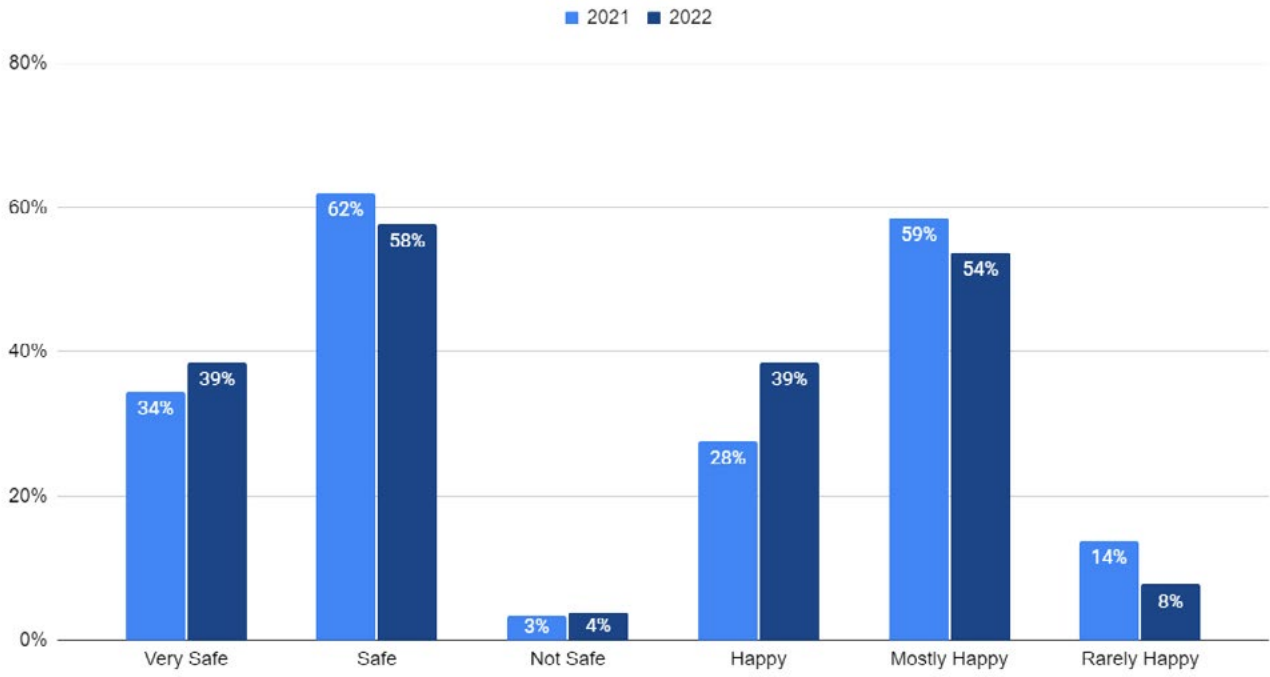
Staff Survey



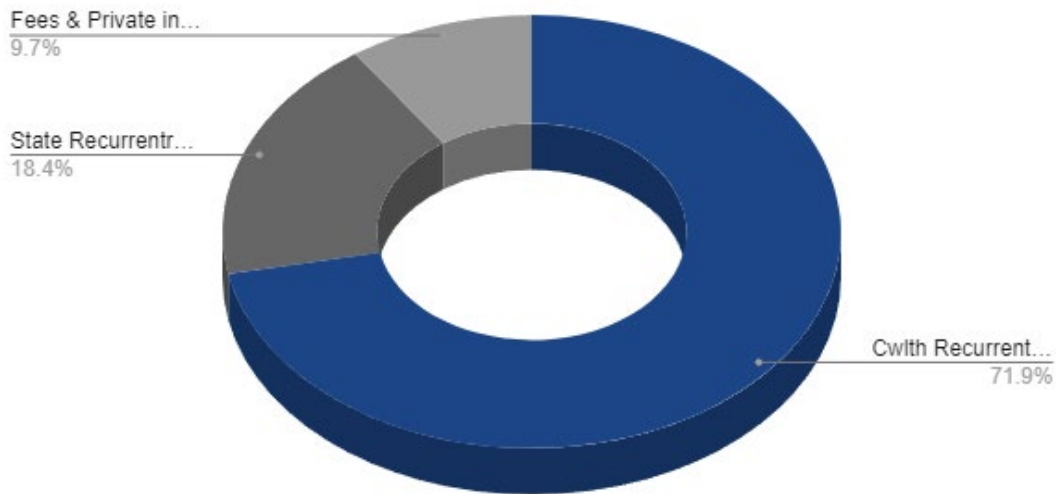
Parent Survey



Student Survey

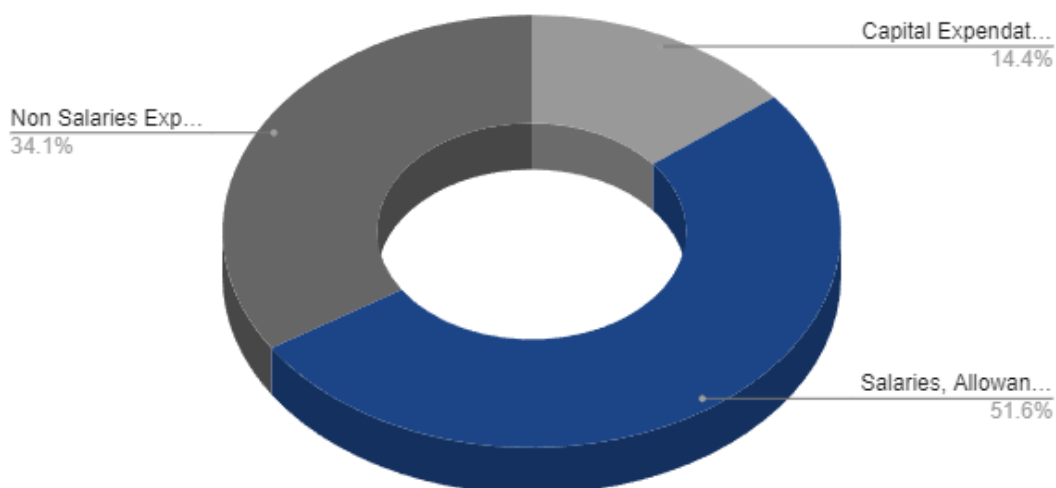


School Income Funding Sources of Income & Expenses



Income 2022

Commonwealth Recurrent Grants	\$1 283 745
State Recurrent Grants	\$328 963
Government Capital Grants	-
Fees & Private Income	\$173 161



Expenses 2022

Capital Expenditure	\$280 312
Salaries Allowances & Related Expenses	\$1 007 209
Non Salaries Expenses	\$665 746



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CHRISTIAN COLLEGE**

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