



Australian Christian College - Hobart Annual Report 2024



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Introduction

2024 has been a year marked by exciting firsts and a renewed commitment to delivering quality education at Australian Christian College – Hobart. Throughout the year, our College community has remained dedicated to holistic student development, nurturing meaningful relationships, and faithfully serving God. This annual report reflects on the significant milestones, challenges overcome, and the collective efforts that have defined our growth and progress over the past year.

The year began with the opening of our new Primary building – a purpose-built space that includes an opening wall for assemblies. This new facility has beautifully supported our Upper and Middle Primary classes, offering a fresh and flexible learning environment.

Our leadership team has also evolved in 2024, with Mr Paul Radford and Ms Anita Tilyard strengthening their leadership roles in the Secondary and Primary schools respectively. Their focused guidance, compassion, and deep care for students have been instrumental in enhancing both well-being and learning outcomes across the College.

Ongoing teacher professional development and coaching have strengthened the use of evidence-based practices in our classrooms. At the same time, we have prioritised student wellbeing, recognising its essential role in holistic education. The introduction of the PeaceWise program has nurtured a culture of respectful

conflict resolution, while the launch of the Linewize Pulse check-in tool has provided valuable insights into the emotional needs of our students, enabling more targeted and timely support.

A true highlight of 2024 was our College's debut musical production, *The Lion King Junior*. This extraordinary event engaged students across year levels and disciplines – from performance to design, music to media – and exemplified the richness of a whole-of-College creative endeavour. The production was a testament to the talent, teamwork, and dedication of both staff and students.

As we reflect on the blessings of 2024, we are reminded of the wisdom in Proverbs 22:6:

“Train up a child in the way he should go, and when he is old he will not depart from it.”

This year has offered our students a wide array of opportunities – academic, artistic, social, and spiritual – to grow in knowledge, character, and faith.

As we celebrate what has been achieved in 2024, we also look ahead with hope and expectation. We remain deeply committed to fostering a nurturing, inclusive, and academically rigorous environment – one where each child is known, valued, and encouraged to reach their full God-given potential.



David Noble
Principal

Information about the College: Our Context

Located in the scenic suburb of Geilston Bay on Hobart's eastern shore, Australian Christian College Hobart is committed to serving God by meeting the individual educational needs of every student. As part of a national network of 14 non-denominational Christian schools, we are privileged to draw upon shared resources, support, and research-driven teaching practices that empower our educators to deliver a contemporary, technology-enriched education.

Our classrooms are places of care and connection, where students are well-known, well-loved and well-taught. From Kindergarten through to Year 10, we implement the Australian Curriculum and the Early Years Learning Framework, offering a comprehensive and engaging educational journey. Our reach extends well beyond the local area, with students travelling from communities as far afield as Dodges Ferry, Dromedary, and Kingston to be part of our College community.

What defines Australian Christian College Hobart is the strength of relationships — between students, families, and staff. These connections form the foundation of a safe, inclusive environment that embraces cultural diversity, fosters social cohesion, and encourages every learner to grow in confidence and purpose.

As a Christian school, our focus is not solely on academic achievement but also on nurturing character. We are dedicated to instilling resilience, perseverance, and hope, grounded in the truth of the Gospel. Our vision is to see our graduates step into the world with courage, compassion, and conviction — shining brightly as Christlike leaders who seek to make a difference in their communities and beyond.



Teacher Standards & Qualifications

The college is blessed with an exceptional team of educators who consistently deliver outstanding educational outcomes. They possess a diverse array of skills and talents, drawing inspiration from rich multicultural backgrounds. Alongside Australian-born staff, our teachers come from countries such as China, Indonesia, and Zimbabwe.

Every educator at Australian Christian College is registered with the Teachers Registration Board of Tasmania and holds comprehensive 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
Jennifer Targett (part-time 0.6FTE)	Teacher	Provisional Registration #26107	B.Mus Dip. Teach	Kindergarten/ Early Childhood
Anne Barter (full-time)	Teacher	Full Registration #5880	B.Ed Early Childhood	Kindergarten/ Early Childhood
Anastasia Sujana (full-time)	Teacher	Provisional Registration #32333	M.Teach B. Communication Design	Junior Primary
Teresa Kimber (part-time 0.6FTE)	Teacher	Full Registration #21027	B.Teach	Middle Primary Special Needs Coordinator
Anita Tilyard (full-time)	Teacher Head of Primary	Full Registration #31032	B.Ed	Middle Primary
Kudakwashe Chikonyora (full-time)	Teacher	Provisional Registration #26418	B.A B.Ed	Middle Primary
Martin Jin (part-time 0.2FTE)	Teacher	Provisional Registration #28531	M.Teach B. A	L.O.T.E
Paul Radford (full-time 1FTE)	Teacher Head of Secondary	Full Registration #3348	B.A (Music) M.Ed	Music
Bernice Riley (part-time 0.6FTE)	Teacher	Full Registration #29267	B.A B.Teach	Humanities Health Food Technology
Ellisa Bowditch (part-time 0.6FTE)	Teacher	Full Registration #22493	B.Applied Science (Physical Education)	Physical Education
Liezel Botha (full-time 1FTE)	Teacher	Provisional Registration #36568	B.A	Upper Primary
William Badarayi (part-time 0.6FTE)	Teacher	Provisional Registration #35617	Post Grad Dip. Ed Kip Management (Learning)	Science Maths
Jared Khu (part-time 0.87FTE)	Teacher	Full Registration #19792	B.Sci Dip Teach	Science Maths

Workforce Composition

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

Administration Officer

Jessica Rogers

Counsellor

Shirley Toth

Teacher Assistants

Chris Z, Kathy Pigden, Michael Christian, Paula Innes-Brown, Amanda Punch

Grounds and Maintenance

John Kingsbury

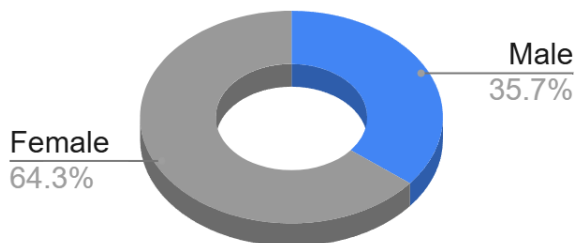
Cleaning

Bipan Bhujel

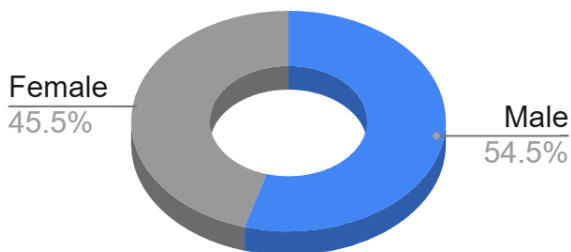
Bus Drivers

Geoff Green, Fulbert Byamungu, Glenn Noble, John McCormack

Educational Staff



Support Staff



Staff	Percentage Female	Percentage Male
Principal (1)	---	100%
Teaching (13)	69%	31%
Administration (1)	100%	---
Auxiliary (12)	33%	64%

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

This year, we farewelled several valued members of our staff, each leaving with our thanks and best wishes for the future. Mrs Targett concluded her time with us during maternity leave, embracing the joy of family life. Miss Kuda Chikonyora stepped away to focus on her health and family, and we are grateful for her care and dedication during her time at the College. Mr Chris Zemanek returned to his professional roots in engineering, while Mr Martin Jin accepted a full-time teaching role at Eastside Lutheran College.

We also farewelled our long-serving cleaner Mr Bipan Bhijul, who moved interstate, Mrs Shirley Toth, left due to health considerations, and Mr John Kingsbury,

decided to focus on his young family and his growing business commitments. Each of these individuals made a unique contribution to our College community, and we thank them sincerely for their service. We wish them every success and blessing in the next chapter of their journey.



Staff Professional Development

The staff demonstrate a steadfast dedication to their professional development. Each member actively pursues training and opportunities aligned with their individual learning objectives. The team collectively engaged in various professional development sessions, which encompassed:

- Explicit Direct Instruction
- PeaceWise
- Teach Like a Champion
- Numeracy Project IST
- Bible Curriculum development
- NCCD Training
- First Aide Training
- Teacher Coaching
- CEM National School Improvement Planning Summit
- Structured Literacy Implementation IST
- Linewise Pulse - wellbeing training
- National Child Safe Principals Training
- Strong Families, Safe Kids training



Student Demographics

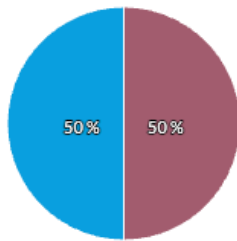
The students attending ACC Hobart come from a range of cultural and socio-economic backgrounds. Not only do they travel daily from far and wide, but they bring with them cultural heritages from across the globe. Families have ties with the Philippines, Congo, Sudan, Thailand, Burma, Nepal, Indonesia, Sweden and indigenous Australian communities. As a result the student body and the broader community lives an ethos of respect and acceptance.

This year has witnessed a growth in student enrollment, with numbers rising from 87 in August 2023 census to 111 in the August 2024 census. In addition, Australian Christian College helped prepare 4 Kindergarten students for formal education by offering a program to students who reached the age of five during the year.

Students

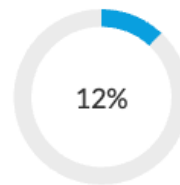
Total enrolments: 111

- Boys 55
- Girls 56



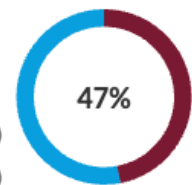
Full-time equivalent enrolments: 111.0

Indigenous students



Language background other than English

- Yes (47%)
- No (53%)
- Not stated (0%)

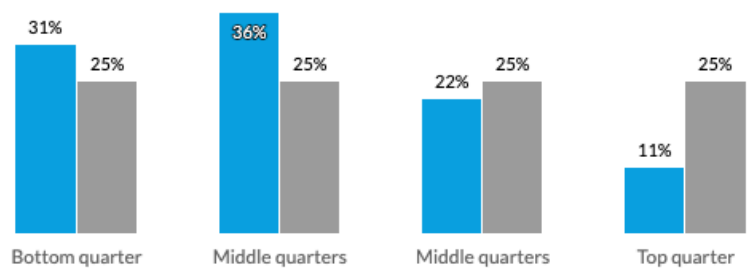


Student background

Index of Community Socio-Educational Advantage (ICSEA)

School ICSEA value	985
Average ICSEA value	1000
School ICSEA percentile	40

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 2024.



Class	August 2024
Kindergarten	4
Prep	9
Year 1	5
Year 2	12
Year 3	6
Year 4	8
Year 5	8
Year 6	8
Year 7	18
Year 8	14
Year 9	11
Year 10	12
Total	111

Student Attendance

Class	2024
Kindergarten	96.6
Prep	88
Year 1	88.6
Year 2	85.8
Year 3	88.6
Year 4	89.3
Year 5	87.1
Year 6	92.9
Year 7	87.7
Year 8	85.4
Year 9	85
Year 10	83.4
Total	88.2

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 88.2% indicates a high level of engagement by most of our students.



Student Results in NAPLAN & other assessments

At Australian Christian College - Hobart, our commitment to nurturing the whole child—intellectually, emotionally, physically, and spiritually—is grounded in our belief that every student should be well known, well loved, and well taught. We place a strong emphasis on evidence-based teaching practices and utilise a range of assessment tools to inform and enhance learning outcomes.

Standardised assessments play a vital role in helping our educators understand each student’s progress and tailor instruction to meet diverse learning needs. Our approach to assessment is comprehensive and purposeful, enabling us to track growth and guide planning at both individual and whole-school levels.

Throughout the year, we implement a rigorous schedule of assessments, including:

ACER Reading, STAR Maths, and DIBELS assessments to monitor literacy and numeracy development

Maths Pathway diagnostics for personalised mathematics learning

PAT Vocabulary, STAR Reader, and STAR Maths testing conducted in both **February and October** to measure student progress over time

DIBELS assessments conducted **three times annually** to monitor foundational reading skills

These tools are used not only to track student achievement but to inform intervention and support strategies. Where additional needs are identified, individual learning plans are developed to ensure targeted and effective instruction.

NAPLAN

Students in Years 3, 5, 7, and 9 participate in the national NAPLAN testing program, which assesses progress in **reading, writing, spelling, grammar, and numeracy**. The results provide valuable external benchmarks that complement our internal assessments.

The data from our standardised testing correlated closely with our NAPLAN outcomes, reflecting the effectiveness of our teaching approaches and early interventions. The chart below offers a snapshot of our NAPLAN results as published on the My School website, demonstrating the strong academic foundation being built across our student body.

Comparison with similar students 2024

	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	433	437	432	441	425
Year 5	452	480	441	453	466
Year 7	500	511	507	475	499
Year 9	599	597	586	547	550

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

College Highlight of 2024

A Roaring Success: *The Lion King Junior Musical*

In an inspiring first for Australian Christian College, 2024 marked the launch of our very first musical theatre production – a vibrant and unforgettable staging of *The Lion King Junior*.

Performed at the renowned Theatre Royal Hobart in the Studio Theatre, this production was a milestone event for our College. It brought together students, staff, and families in a celebration of creativity, courage, and community. For the majority of our student cast, it was their very first time stepping into a theatre – yet they were undaunted. Rather than being overawed, they leapt into the spotlight with confidence and truly shone.



Passionate Leadership and Creative Collaboration

The success of *The Lion King* was made possible by the dedication of our passionate staff. Mr Paul Radford worked tirelessly in the lead-up to the production, leading the musical elements and inspiring students to deliver outstanding vocal performances and drumming features that brought the African savannah to life.

Mrs Melissa Cuthbertson, drawing on her rich theatre background, directed the production with remarkable energy and insight. From plotting scenes to planning rehearsals and nurturing student talent, her leadership was instrumental in shaping every aspect of the show.

The production was a true College-wide effort. Students from every year level played a role – quite literally – from the Early Childhood class delighting audiences as baby animals at the water hole, to older students taking on complex lead roles with poise and maturity. Props were crafted during art classes, including remarkable stage pieces created by the senior Art class and Mr John Dean. Costume creation was led by Mrs Alison Radford, who worked prodigiously to bring each character to life visually, while Mrs Amanda Punch guided the makeup team in transforming our cast into the majestic creatures of the Pride Lands.

Shining On and Off the Stage

Our students didn't just shine under the stage lights – they also confidently represented the College in the wider community. Jonathan Lenga, Ariane Byamungu, Moranu Akintunde, and Timothy gave polished media interviews and were featured in *The Mercury*. Members of the main cast also appeared on Ultra 106.5 FM speaking eloquently about their characters and the depth of their performances.

Behind the curtain, a well-oiled team of staff and volunteers ensured seamless transitions, impeccable timing, and smooth stage management – enabling our actors to focus on giving their best performances.

Community Celebration and Lasting Impact

With three sold-out performances and glowing feedback from parents, grandparents, relatives, and the broader public, *The Lion King* left a lasting impression on all who attended. It was more than just a school production – it was a transformative experience that built confidence, character, and community spirit.

This event is sure to remain a cherished memory in the lives of our students and their families for years to come. It also stands as a powerful example of what can be achieved when passion, teamwork, and vision come together in education.



The Broader Curriculum

The Arts and Celebrations

This year, students were offered rich opportunities to grow and express themselves through the Arts. Our rotating Arts cycle featured **Media** and **Visual Art**, with a particular highlight being the **Landscape Painting** unit, where students demonstrated impressive technique and creativity. The artistic growth nurtured throughout the Primary years was clearly evident in the quality of work produced. The year concluded with our much-anticipated **End-of-Year Celebration**, where students from across the College came together to showcase their talents. From visual displays to performance pieces, the event was a vibrant celebration of creativity, learning, and community spirit.



Technology, Electives and Languages

Our Junior High School students engaged in a dynamic Technology rotation that included **Digital Technology** and **Food Technology**, offering hands-on learning experiences that combined creativity, critical thinking, and practical skills. As part of our broader commitment to cultural and communication literacy, students also explored **Chinese language** in the first half of the year before transitioning to learning **Auslan** (Australian Sign Language), enriching their understanding of diverse forms of communication.

In Senior High, students embraced a range of elective subjects that supported both academic growth and creative expression. **Food Technology** proved highly popular, running across two timetable lines to meet demand. Students also opted into **Extended Mathematics** and **Extended Science**, reflecting strong interest in advanced STEM learning. Additionally, electives in **Music** and **Drama** not only enriched students' artistic skills but also played a vital role in the success of our College production, *The Lion King Junior*.

Physical Education

This year's Physical Education program offered students engaging experiences across a variety of sports and physical activities. The curriculum was designed to promote physical fitness, teamwork, and skill development, with students participating in a diverse range of pursuits. These included **Swimming and Water Safety**, where students built confidence in aquatic environments; competitive team sports such as **Basketball, Futsal, and Netball**; and skill-based activities like **Softcrosse** and **Gymnastics**. Morning Sport sessions encouraged regular physical activity before the school day, while Athletics provided opportunities for students to develop their performance in track and field events. Overall, the program supported students in leading active, healthy lifestyles while fostering a spirit of participation and sportsmanship.



Incursions & Excursions

At Australian Christian College – Hobart, we celebrate the invaluable role that extracurricular and co-curricular activities play in enriching the educational journey of our students. These experiences serve as powerful extensions of classroom learning—sparking curiosity, building confidence, and nurturing important life skills such as teamwork, critical thinking, and adaptability.

Through excursions, incursions, and special events, students had numerous opportunities to apply their learning in real-world contexts while also deepening their understanding of themselves and others.

Incursions and On-Campus Activities

- **Dan Warlow**, a well-known Christian children’s entertainer, visited campus and delivered a lively and faith-filled musical performance.
- Our annual **Book Week Parade** brought literature to life, with students enthusiastically dressing as their favourite book characters.
- **Harmony Day** was a meaningful celebration of cultural diversity, featuring games, traditional foods, and colourful displays of national dress.
- **Footy Colours Day** added a fun, sporty twist to the term, with team songs, dress-ups, and the much-anticipated handballing competition—this year, correctly predicting a Brisbane Grand Final win!

- The **Bright Spark Electrical Safety Program** equipped students with vital knowledge about staying safe around electricity, using engaging and practical demonstrations.

Excursions and Off-Campus Activities

- **Spread Your Wings Day** invited students to step outside their comfort zones and explore new interests. Activities ranged from **cycling, bushwalking, trampolining,** and **art and board games,** to more adventurous pursuits like **go-karting** and **indoor rock climbing**
- Our **Park & Pool Day** provided a refreshing and enjoyable way to end the year, offering both students and teachers a chance to relax, unwind, and strengthen community connections
- These diverse experiences played a significant role in supporting the holistic development of our students—fostering resilience, curiosity, and joy in learning.



Community & Parent Engagement

We deeply value the vital role that parents and families play in the growth and development of our students. As a Christian school, we affirm the Biblical responsibility of parents and guardians as the primary caregivers, and we strive to walk alongside them in the shared mission of nurturing children in wisdom, character, and faith.

Strong partnerships between home and school are essential for student success. That's why we prioritise open communication, parental involvement, and meaningful engagement with College life. Throughout the year, we have been blessed by the enthusiasm and generosity of our families, who have contributed to the warmth and strength of our school community.

We are also committed to **equipping students to engage with the broader world**. Whether through leadership opportunities, acts of service, or small moments of kindness, students are encouraged to live out their faith and make a difference in the lives of others. These experiences help develop empathy, responsibility, and a heart for community.

Opportunities for parent and community involvement in 2024 included:

- **Welcome Barbeque** – a joyful way to begin the year and connect as a community
- **Working Bees** – where families generously gave their time to enhance our shared spaces
- **ANZAC Day Commemoration** – reflecting on service, sacrifice, and national heritage
- **Mother's Day Morning Tea** and **Father's Day Breakfast** – celebrating the vital role of parents in our students' lives
- **End of Year Celebration Evening** – a showcase of student learning and achievements

Through these events and countless informal moments, our community has grown stronger, reflecting the love, unity, and purpose that define our College.



College Development

Growing Spaces for Growing Minds

As Australian Christian College – Hobart continues to grow, so too does the need for modern and flexible learning environments. In 2024, we were pleased to complete two new classrooms designed specifically for our Upper Primary and Middle Primary students. These fresh, contemporary spaces are equipped with new furniture and learning tools that support engagement and collaboration. A movable dividing wall between the classrooms has allowed for flexibility in use, transforming the area for assemblies, group activities, and shared learning experiences.

Enhancing Outdoor Spaces

Alongside our classroom expansion, significant improvements have been made to the College grounds to ensure outdoor spaces support student wellbeing. With the addition of the new building, we took the opportunity to renovate nearby areas, creating welcoming spaces where students can play, relax, and recharge. Thanks to a generous grant from the Commonwealth Government, we were also able to install a new shade structure—offering students protection from the elements and a comfortable place to gather during break times, rain or shine.



Annual Survey Results

The 2024 survey results reflect a strong and positive partnership between ACC Hobart and its school community. Parents expressed high levels of satisfaction across seven key areas assessed annually:

Christian Education, Academic Standards, Character Development, Communication, Student Safety, Co-curricular Activities, and Classroom Behaviour.

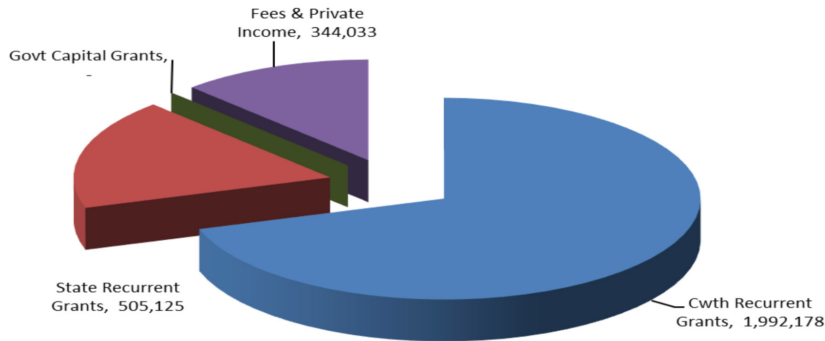
Parents reported an average satisfaction rate of 87% across these areas, with Student Safety emerging as the highest-rated aspect. We are especially proud that families recognize our commitment to student wellbeing, with one parent noting, *“We could really see and feel how the safety of students was being given priority at ACC.”* (2024 Parent)

This sense of security is echoed by our students. In the 2024 survey, 98% of students from Years 5 to 10 reported feeling safe or very safe at school. One student shared, *“I am happy my learning isn’t disrupted by bad behaviour because most of the children here are very polite and respect other students, themselves, and the teachers, making it very enjoyable when having a lesson.”* (2024 Student)

Our staff remain the heart of our college. In 2024, they reported an 80% overall satisfaction rate. While the results indicate areas for continued growth—particularly in communication and co-curricular offerings—staff strongly affirmed the school’s mission, with 94% agreeing with the Christian vision that underpins education at Australian Christian College – Hobart.

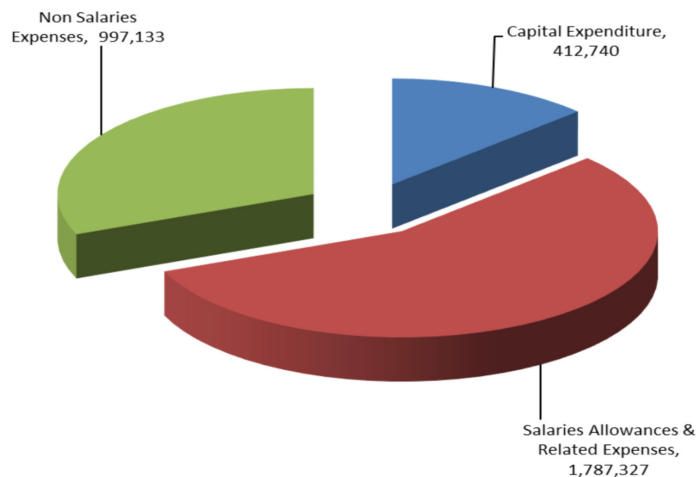
Funding Sources of income and expenses

Income 2024



■ Commonwealth Recurrent Grants	\$1,992,178
■ State Recurrent Grants	\$ 505,125
■ Government Capital Grants	\$0
■ Fees & Private Income	\$344,033

Expenses 2024



■ Capital Expenditure	\$ 412,739
■ Salaries Allowances & Related Expenses	\$1,787,326
■ Non Salaries Expenses	\$ 997,133



**AUSTRALIAN
CHRISTIAN COLLEGE**

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