



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



Contents

- 3** Introduction
- 4** Information about the College: Our context
- 5** Teacher Standards and qualifications
- 8** Workforce Composition
- 9** Student Attendance at School
- 10** Student Results in NAPLAN and other assessments
- 12** Parent, student and teacher satisfaction results
- 13** School Income funding sources Income
- 14** Senior School secondary education

Introduction



The 2022 Annual Report is a requirement for both our Federal and State Governments. It is designed to be a brief snapshot of the College and so it would be possible to miss the excitement and inspiration of learning that is occurring every day in the life of our College. I therefore invite those who would like to know more about the College to ring and arrange a visit.

A more detailed Principal report for 2022 can also be found on our website and [here](#).

It is a profound privilege to be involved in educating the next generation of children and so we thank God for giving us this wonderful opportunity to serve Him here in Albany through our day school and throughout Western Australia via our Distance Education program.



David Ramsay
Principal

Information about the College:

Our context

The ACC campus is located in Albany and is located within a beautiful rural setting with its 12 acres of land forming a natural amphitheatre whilst at the same time being in close proximity to the beach. The campus is set back from major roads which emphasises its peaceful setting and yet it is still easily accessible from all parts of Albany being only 4km from the central CBD.

Whilst having its own Western Australian governing Board, the College has the advantage of being part of a wider national group of schools, the Australian Christian College Group, operated by Christian Education Ministries. The Australian Christian College in Albany is also a member of Christian Schools Australia (CSA) as well as the Association of Independent Schools of Western Australia (AISWA). For sport, our college is also a member of The Associated & Catholic Colleges of WA (ACC) which is an independent secondary schools sports association with a membership of over 77 schools.

One of the features of the school is that we offer education via either On Campus at Albany or by Distance Education. Our

Distance Education (DE) program is geared to meet the needs of students and families who do not fit comfortably within the more traditional school setting and who meet the criteria set out by the Department of Education as stated in Standard 14. See [education.wa.edu.au/standards](http://www.education.wa.edu.au/standards) Many of these students have found themselves geographically and educationally stranded. I.e. stranded socially (e.g. bullying issues), emotionally (e.g. anxiety or other challenges that make mainstream classes a challenge), academically (local provider unable to meet these needs), geographically (too far to local school but students not ready for boarding), medically (needing flexibility for working from home) or by family lifestyle choices (e.g. elite athlete training schedules).

The DE program at Australian Christian College in Albany meets the needs of families throughout the whole of Western Australia and is a natural extension of our vision for quality education. Because of the online nature of our programs, DE students can learn through the internet at home, in their performing arts studio, or wherever they might be travelling.

Whether in our DE program or

at our day campus, the school's goal is to nurture the 'whole child' by offering a wide variety of experiences and opportunities. The school, therefore, seeks to maintain a dynamic learning environment that has been purposefully constructed to allow each student to thrive spiritually, academically, socially, emotionally and physically.

As a Christian school, students are not part of a protected habitat that seeks to isolate them from the harsh realities of life. Rather, students are taught resilience, persistence and optimism. Ultimately, we pray that our students will be a light in this world, with a deep-rooted faith and Christ-like character.

The College has an open enrolment policy and students are drawn from a wide range of backgrounds.

For more contextual information or information about student characteristics please visit the My School website: <http://www.myschool.edu.au>

Teacher Standards and qualifications

Australian Christian College Southlands in Albany employs staff who are committed to providing a positive and challenging learning environment for all its students. All teaching staff are selected on the basis of their qualifications, excellence in teaching skills, love of teaching and strong personal Christian faith.

All teaching staff meet the professional requirements of the Teachers Registration Board of Western Australia.

Highest educational qualification attained by teaching staff

Qualification	Number of teachers
Currently enrolled in Doctor of Education (by research) with Murdoch University, WA.	2
Currently enrolled in Masters	7
PHD	2
EdD	1
Masters	9
Honours	6
Graduate Diploma in Education	17
Graduate Diploma in Intercultural Studies	1
Graduate Diploma in Arts	1
Graduate Diploma in Theology	1
Graduate Certificate in Science	1
Graduate Diploma of Divinity	1
Bachelor of Education	14
Bachelor of Arts	8
Bachelor of Science	3
Bachelor of Commerce	3
Bachelor of Music	2
Currently enrolled Bachelor of Education studies	4
Graduate Diploma of Arts	1
Cert IV Christian Ministry & Theology	1
Graduate Certificate in International Health	1

Expenditure on and teacher participation in professional development

The total funds expended directly or indirectly on teacher professional development in 2022 was \$42,492 The average amount of \$405.00 per teacher. This has not included the costs for teachers doing their Masters and Doctor of Education.

Staff Professional Development:

Course	Number of staff
ACC Attendance Procedure	23
ACC Complaints Management	23
ACC Behaviour Management	23
iPad Teacher Training	10
Cyber Safety in Schools	1
WA Child Protection	23
WA Code of Conduct	23
Numeracy Intervention Series- DSF Speld	1
Research Ed Conference	1
2ic & Middle Managers Training- CSA	1
First Aid	50
EI Pulse Training	1
EDI Training	1
Youth Mental First Aid	1
Youth Mental Firsy Aid Instructor Training	1
STAWA = Psychology Teachers Conference	1
Unpack the ATAR Exam - Psychology	1
Digital Rights & Responsibility of Students & Educators	1
Psychology Syllabus Review	1
The Significant Impact of Cancer on the Famliy	1
Implementing the New Psychology Syllabus	1
Surf Life Saving - Bronze Medalion	2
Differentiation - Growing up Greatness	1
Literacy and Vocabulary Professional Development	1
What Counts When Making Career Choices	1
Source Analysis	1
Career Planning for students on the Autism Spectrum	2
Essay Writing Workshop	1
EST Marking Workshop	1

Mandatory Reporting	1
eSafety 101	1
Brightpaths	1
Introduction to Mathspace & Waypoint	1
Supervisor Teacher Placement	1
NAPLAN Training	1
Nvivo	1
Aspiring Leaders	4
Diabetes Training Level 1 & 2	1
Anaphylaxis Training	3
VET Training	1
School Conference	83
Cognitive Distortions and the Development, Maintenance & Resolution	1
Supporting Children & Adolescent with PDA	1
Brain Body & Vision	1
NAPLAN Online Training	2
SCSA Key Messages Mathematics Year 11-12	1
Mathspace Discussion	1
ATAR Marking	1
Educator Fatigue and Self Care	1
Drug Talk Help Seeking	1
HALT Development	1
Pre Season Referee Seminar - Football	1
From Surviving to Thriving with Hybrid Learning	1
NCCD	2
IT Changes in Canvas	1
The Diversity of Autism	1
Inclusive Education Funding Process	1
EC Network - Playful Teaching and Learning (Regional Schools)	1
Hybrid Learning	1

Average Staff Attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 97% in 2022.

Proportion of Staff Retained from Previous Year

From the end of the 2021 school year, 96% of the teaching staff were retained.

Workforce Composition

The school is very proud of the multicultural composition of its staff. In addition to those born in Australia, staff originate from Singapore, United Kingdom, Canada and South Africa.

Staff	Percentage Female	Percentage Male
Principal (1)		100%
Deputy Principal (1)		100%
Executive (6 + 2)	75%	25%
Teaching (88 + 17)	84%	16%
Administration (5 + 1)	83%	17%
Ancillary (8 + 5)	62%	38%



Student Attendance at School

On Campus

Year	Attendance Average %
PP	93%
1	95%
2	92%
3	92%
4	94%
5	93%
6	93%
7	93%
8	91%
9	90%
10	89%
11	95%
12	97%

Distance Education

Year	Attendance Average %
PP	100%
1	99%
2	98%
3	98%
4	96%
5	98%
6	98%
7	99%
8	98%
9	97%
10	96%
11	97%
12	98%

Description of how non-attendance is managed by the school

On Campus

Attendance is taken electronically by teachers each morning and afternoon. Absences are recorded directly into Sentral. The administration staff have access to the attendance data and record any notifications from parents regarding a child's absence. If an On Campus child is absent and the school has not been notified by 9.15 am, then a phone call is made to the parent regarding that child's absence. If the parent does not answer, a text is then sent to the parent asking them to contact the office regarding their child's absence. All explanations of absence are recorded electronically.

If the office receives no explanation of absence, the administrator will send a letter to the parent requesting an explanation within a four week time frame.

Distance Education

Canvas is our learning management system in DE. Students are required to login into a general course for registering their attendance. This course is called Takumuna, which is also the DE Student Notice Board. At the beginning of each day students log into Takumuna for their daily roll call. This course includes key information for the students and a regular daily post addressing the students. Canvas analytics is also accessed to track students' participation. At the end of each day a computer generated analysis of students logging into Canvas is sent to our administration.

Administration staff record absences into Sentral. Everyday of non-attendance, administration staff send an SMS notification to parents asking for incomplete records to be updated and an SMS notification is recorded. After three days of non-attendance, the administration staff make a phone call to parents asking for incomplete records to be update. Emails are sent to parents if contact has not been made by phone. If non-attendance continues the family is contacted by the Head of Distance Education. Continued unexplained absences bring the student's enrollment under review.

Student Results in NAPLAN and other assessments

Achievement Data and Differentiation:

Australian Christian College in Albany is committed to developing an environment where students are “well known, well loved, well taught”. This is all part of our understanding that education is about developing the whole child in every aspect of life. i.e. mentally, socially, physically and spiritually.

Australian Christian College also acknowledges that part of being “well taught” includes the need for evidence based teaching with data being available at the classroom level to improve teachers' understanding of learners' needs so that effective differentiation in teaching can take place. 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;

Products – culminating projects that ask the student to rehearse, apply, and extend what he or she has learned in a unit; and

Learning environment – the way the classroom works and feels.”

The achievement data which was collected in 2022 included:

Day School Student Data:

- ACER PAT Test Maths - Percentile (Feb and Nov)
- ACER PAT Test Comprehension - Percentile (Feb and Nov)
- Fountain and Pinnell Reading level - (Feb and as further needed)
- NAPLAN results
- PP and Year 1 On Entry Assessment for Learning
- Youth Radar
- OLNA

Based on these tests and other reports teachers are able to differentiate their learning. This may include extra support work or an extension program. Students who are significantly different from the norm have a Documented Plan developed for them.

Distance Education (ODE) Student Data:

- ACER PAT Test Maths - Percentile/ Stanine
- ACER PAT Test Comprehension - Percentile/Stanine
- NAPLAN Results
- Youth Radar
- OLNA

On enrolment each DE student sits ACER Tests and from those results and other relevant information (e.g. NAPLAN, other reports etc) their courses are modified at point of need.

- Gifted and Talented students can have the opportunity to work at higher year level/receive extension work

- Social and Emotional difficulties may require a reduced workload
- Students with documented disability are given Documented Plans
- Students with difficulty in mathematics are offered a specialised online course to build skills (Maths Online and Studyladder)

Support or Extension in Primary DE:

Embedded within Canvas Courses:

Within the DE Primary program, students have some opportunity for extension and challenge that is embedded in courses. For example, there are challenge tasks associated with some courses and questions within maths tasks that include complex familiar or complex unfamiliar content that allow students to achieve higher grades if they are motivated or capable. Rubrics associated with the assessments make it clear how students can attain the A/B grades. In addition, students can access voice to text, immersive reader capabilities and PEF converted to Word Documents to allow for 'reading' for a student who is legally blind. Videos can be viewed multiple times and speed can be adjusted to suit the listener.

Other:

Students can access MathsSpace to work at a different level such as a Year Six working at Year Seven level. This can also support students working below year level from year three. Students enrolled below year three would normally

access Maths Online for additional maths support. One of our teachers monitors the Maths Online students.

Two of our students are receiving additional support in the Sounds Write Program to assist with their literacy and this is delivered by a designated support teacher.

RAZZ Kids Reading is a program that places students via quiz at an appropriate reading level. It offers both online text and read-aloud versions of text

We have students working on adjusted curriculum levels which are not inline with their enrolled year level and this is supported by their curriculum adjustments and/or documented plans.

Opportunity to students who are identified as performing well to participate in Australian Maths Trust competitions.

Assessment:

Foundation students - standardised phonological processing screener - embedded in the course

Year One and Two literacy screener - checking mastery and fluency - embedded within the course

ACER PAT testing for new students and at the end of the year - Reading and Mathematics

South Australian Spelling Test - Year three and above - twice a year - embedded within the course

ACER Testing:

ACER testing is now conducted twice a year by class teachers. In the first 4 weeks of Term 1, all ACC Southlands On Campus students from Year 1 to 10 participated in the Australian of Education Research Council (ACER) testing. Year 1-10 completed the PAT comprehension and PAT Math 4th Edition test. These tests are repeated in November and student progress is calculated.

DE students are given an ACER test on enrollment to ascertain their learning levels upon entry. All students in DE complete both the PAT comprehension and PAT Math 4th Edition in November.

Individual and group reports have automatically calculated scores and sorting functions that allow comparison of scores across students and strands for our school and against participating Australian schools countrywide. ACER tests are used to inform teaching and learning and to assist in planning effective and targeted learning programs. ACER testing also informs Individual Education Programs tailoring teaching programs to the needs of the individual learner to advance the progress of every student.

ACER Results On-campus November 2022 Results

In November 2022, 79.79% of the ACC Southlands on-campus

college cohort from Years 1-10 had a reading scale score at or above the median score when compared to the rest of Australia. The 2022, Year 6 group, had 94.12% of students with reading comprehension skills at or above expected reading.

In Junior Secondary, 73.3 % of the 2022 Year 7 cohort had a reading comprehension level at or above the median score when compared to schools Australia wide. In Senior Secondary 77 % of the 2022 Year 10 cohort were reading and comprehending at or above expected level.

OLNA:

Students in Year 11 and 12 do not participate in ACER testing.

It is a requirement for students to demonstrate a minimum standard of literacy and numeracy to be eligible to achieve the Western Australian Certificate of Education (WACE). This standard can be demonstrated in two ways:

- Performance in the Year 9 National Assessment Program - Literacy and Numeracy (NAPLAN), or
- Performance in the OLN during Years 10-12.

In December 2022 we had 308 students enrolled in Years 10-12.

The following table shows the percentage of students in each OLN achievement category at the end of 2022.

	Numeracy	Reading	Writing
Category 1	1%	1%	0%
Category 2	12%	4%	6%
Category 3	73%	82%	81%
Category NSA	14%	13%	13%

Achievement Categories

Category 3 - Students who have demonstrated the minimum standard.

Category 1-2 - Students who have not yet demonstrated the standard.

Category NSA - Students who did not sit the assessment or assessment results not available.

**The table includes the students who are on Individual Educational Programs. These students have significant learning disabilities and will not be completing their WACE in future years.*

Parent, student and teacher satisfaction results

At ACC Southlands we believe in working in partnership with families in order to achieve the best educational outcomes for each student. It is essential to receive regular feedback from parents, teachers and students. This comes in a variety of forms.

Parent Satisfaction

Our school has an 'open door policy' and parent involvement is welcomed and encouraged. Feedback is obtained in a variety of ways throughout the year.

1. P&F Meetings
2. Emails and Letters
3. Teacher/Parent Interviews
4. Parent Meetings
 - Meet the Teacher Night
 - Information Nights
 - Discussions with parents on informal occasions
 - Partnering with Parents - parenting support meetings
5. Parent Surveys
6. Additional teacher contact through telephone calls and emails, in addition to principal videos, were implemented during the Covid-19 lockdown period.

Parent satisfaction is evident because of the high level of parent involvement we have:

1. At school functions (eg regular assemblies, Book Week, School Socials, Assemblies, Easter Celebrations,)
2. On class excursions

3. With regular classroom help (eg sporting team coaching)
4. With regular help with Learning Support Team (eg literacy groups)
5. With regular assistance with running additional services for students (eg, Book Club, Fundraising Events, weekly student sausage sizzle and hot milo, weekend soccer canteen)
6. DE excursions are all well attended with both students and their parents in attendance.

Parent satisfaction is also evident by the number of new enrolments we have due to referrals from existing parents.

The 2022 parent satisfaction survey results indicated a high satisfaction rating by parents.

Student Satisfaction

Students meet formally and informally with teachers and the Principal throughout the year.

They offer important feedback and their perceptions of school. Communication opportunities include:

1. Pastoral Care Teacher Meetings
2. Informal occasions
3. Camping Programs
4. One on one meetings with the Principal
5. Regular teleconferences for both social and instructional meetings are all well attended across our DE cohort.

The 2022 student satisfaction survey results indicated a high

satisfaction rating by students.

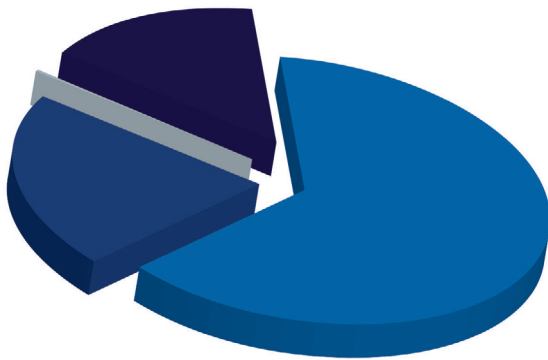
Teacher Satisfaction

Our College works hard at maintaining unity and a high staff morale. Teacher satisfaction is evident from:

1. Staff meeting regularly for social events
2. Positive discussions during staff meetings
3. Staff giving generously of their own time beyond what is required
4. Positive emails and feedback from staff
5. Yearly staff survey

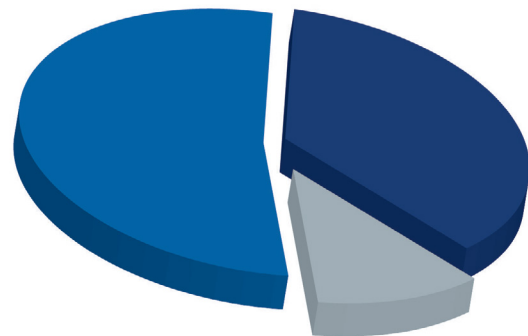
The 2022 teacher satisfaction survey results, completed in August, indicated a high satisfaction rating by teachers.

School Income funding sources Income



Income 2020

Commonwealth Recurrent Grants	\$8,572,375
State Recurrent Grants	\$2,881,777
Fees & Private Income	\$2,070,730
Govt Capital Grants	0



Expenses 2020

Salaries Allowances & Related Expenses	\$6,633,307
Non Salaries Expenses	\$4,609,432
Capital Expenditure	\$1,500,038



Senior School

secondary education

Senior Secondary students at ACC are supported in their pursuit of a range of post-school pathways. Parents, carers and Senior Secondary students at Australian Christian College are notified of the post-school pathways that students are eligible for upon graduation from the College. ACC is proactive in its approach to providing this information, and the College communicates this information via a number of channels, including

digital communication such as email and social media, print communication and face to face communications such as parent meetings, student information sessions, and individual student counselling. Further support regarding post-school options is provided periodically throughout the secondary years in the form of university and career expo tours, visiting speakers and close coordination with TAFE and local

workplace training providers. Our Senior Secondary Pastoral Care teachers and VET coordinator play a key role in accounting for student progress in these areas. Where practical, we aim for all of our graduating students to achieve a WACE (Western Australian Certificate of Education). Student progress is regularly monitored and students are advised of appropriate options for achieving this goal.

On Campus Students

- The percentage of on-campus students achieving a Western Australian Certificate of Education (WACE) in 2022 was 100%
- The percentage of on-campus students undertaking vocational or trade training was 38%
- The highest achieved ATAR was 97.30
- The median ATAR was 76.85

The post-school pathways of the 2022 Year 12 on-campus cohort are summarised in the following table:

Post - School Destination for On Campus Students 2022

100%	Percentage of ATAR pathway students who were offered a university placement
25%	Percentage of General pathway students who were offered direct university entry
50%	Percentage of General pathway students who have commenced a bridging course for university entry in 2022
25%	Percentage of General pathway students who have commenced full-time employment

Online Distance Education Students

The percentage of distance education students achieving a Western Australian Certificate of Education (WACE) in 2022 was 88%.

- The percentage of distance education students undertaking vocational or trade training was 33%.



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