



Australian Christian College - Southlands Annual Report 2024



**AUSTRALIAN
CHRISTIAN COLLEGE**

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Introduction

The Australian Federal and State Governments each require Annual Reports from schools. This 2024 Annual Report is a brief snapshot of the Australian Christian College Southlands (ACCS) in Albany, Western Australia.

This Annual Report 2024 will describe how the College is *structured*, how a *nurturing* environment is created and maintained and the *inspirational* elements that should underpin the excitement of learning.

The Annual Report 2024 also focuses on statistical information that the Federal and State governments require. This may obscure some of the grassroots elements of the College. More of this type of information can be found in the more detailed Principal Report 2024 (included on our website [here](#)) and making direct contact.

David Ramsay
Principal

1. Information about the College: Our context

The Australian Christian College Southlands (ACCS) is located in a beautiful semi-rural setting of 4.9 hectares on land that forms a natural amphitheatre. The College is set back from major roads yet only 4 kilometres from the Albany CBD, with easy access from Albany and the hinterland. The nearby beach (within walking distance) and bushland provide an ideal setting of peace and adventure. This ideal location for an educational setting for our young people.

The ACCS has its own governing Board but has an advantage in being part of a wider national organisation of schools - the Australian Christian College Group directed by Christian Education Ministries. The Australian Christian College Southlands is also a member of Christian Schools Australia (CSA) and the Association of Independent Schools of Western Australia (AISWA). The College is committed to providing quality education. The College is also a member of local sporting associations. The College is part of the Associated & Catholic Colleges of WA Sports Association (with over 89 schools), a member of the Albany District Primary School Sports Association and the Great Southern Sporting Association.

A unique feature of the ACCS is that education is offered either on campus at Albany or through distance education (DE). The DE program meets the needs of students and families who do not fit comfortably within traditional school settings and meet the Department of Education (WA) criteria set out in Standard 14. (<https://www.education.wa.edu.au/dl/pgrvqk>). These students have been stranded **socially** (e.g. bullying issues); **emotionally** (e.g. anxiety or other challenges that make mainstream classes a challenge), **academically** (local providers are unable to meet these needs), **geographically** (e.g. too far to local school but students not ready for boarding), **medically** (e.g. needing flexibility for working from home) or by **family lifestyle choices** (e.g. elite athlete training schedules). These students are located throughout the whole state of Western Australia. The DE program is a natural extension of our on-campus vision for quality education so that the DE students can learn through home internet, while travelling following a performing arts schedule or accompanying their families.

The goal of the ACCS, whether on campus or online, is to nurture the 'whole child' by teaching the students to observe and analyse various experiences and opportunities. The College seeks to maintain a dynamic learning environment that has been purposefully constructed to allow each student to thrive spiritually, academically, socially, emotionally and physically.

Some may perceive Christian Education as an attempt to provide a protected habitat that isolates students from the harsh realities of life. However, the aim of the ACCS is to model and teach personal resilience, persistence and optimism undergirded by a deep-rooted faith and Christ-like character.

ACCS has an open enrolment policy so that the students are drawn from various religious and cultural backgrounds. For more information about student characteristics, visit the My School website (<http://www.myschool.edu.au>).

2. Professional Standards of ACCS Teachers

Qualifications

Australian Christian College Southlands (ACCS) in Albany employs qualified staff who are committed to providing a positive and inspirational learning environment for all students. The teaching staff have been selected based on 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. Below is a list of teacher qualifications:

Qualification	Number of Staff
Currently enrolled in Doctor of Education (by research) with Murdoch University, WA.	2
Currently enrolled in Masters	6
Doctorate	4
Masters	10
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
Bachelor of Divinity	1
Bachelor of Education	18
Bachelor of Arts	8
Bachelor of Science	3
Bachelor of Commerce	3
Bachelor of Music	2
Currently enrolled in Bachelor of Education studies	3
Cert IV Christian Ministry & Theology	1
Graduate Certificate in International Health	1
Bachelor of Physical Education	1
Post Graduate in Early Childhood	1
Diploma in Community Service	1

Teaching Staff Professional Development:

ACCS expenditure, directly or indirectly, on teacher professional development in 2024 was \$6,500. The average amount of \$116 per FTE teacher. This has not included the costs associated with teachers doing their post-graduate qualifications such as Master of Education and Doctor of Education.

Course	
Special Education Supplementary Per Capita Funding-for-Beginners	1
Keeping Safe Child Protection Curriculum	9
TISC Consultation on Year 12 Study Incentives	3
Communicating in a Crisis Workshop	2
Child Abuse Reporting in Including Mandatory Reporting	1
Inclusive Education Symposium	4
Term 3 Vet & Careers Coordinators Network Meeting	1
Introduction to Differentiation	1
National Certification Project 2024	3
Special Education Supplementary Per Capita Funding	4
Instructional Coaching Lab - 2024	5
Online Learning Course Tools and tips for assessing student performance	1
Retrieval Practice in Action	2
Strategies for Oral Communication	1
SCSA Special Provision Requirements for Year 11 and 12 Students	1
AISWA Leaders Conference	3
Motivating Powerful Student Learning and Engagement - Masterclass with Dr Jared Cooney Horvath	2
VET Coordinators Network Meeting & RTO EXPO	1
NAPLAN Training - Test Administration	All staff
ACC Code of Contract Training	All staff
CEM Staff Handbook Training	All staff
ACC - WA Child Protection	All staff
Community Surf Rescue Certificate	1
School Policies and Procedures	1
Mandatory Reporting	1
Principals Training Workshop	1

3. ACCS Workforce Composition

Staff Composition by Gender

The chart below breaks down the staff roles by gender:

Staff	Percentage Female	Percentage Male
Principal (1)	0%	100%
Executive (5 + 2)	72%	25%
Faculty Leaders(2 + 2)	50%	50%
Team Leaders (4 + 1)	99%	1%
Teaching (37 + 19)	66%	34%
Administration (6)	99%	1%
Ancillary(15 + 6)	71%	29%

Staff Composition by cultural background

ACCS is proud of the multicultural composition of its staff - in addition to those born in Australia, staff also originate from Singapore, Sweden, United Kingdom, Zimbabwe, Canada and South Africa.

Staff Attendance

For permanent and temporary staff and school leaders, the average staff attendance rate was 97% in 2024.



4. Student Attendance

Student Attendance at School

On Campus Attendance

Year	Attendance Average %
K	82%
PP	89%
1	91%
2	91%
3	91%
4	90%
5	90%
6	89%
7	89%
8	90%
9	91%
10	87%
11	93%
12	94%

Management of on-campus students' non-attendance

Attendance is monitored electronically by teachers each morning and afternoon and any absences are recorded directly into Sentral (a purpose-designed computer package). 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 on Sentral. 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. Absentees are reported on the semester student reports.

Distance Education Attendance

Year	Attendance Average %
PP	92%
1	98%
2	96%
3	96%
4	95%
5	94%
6	94%
7	96%
8	95%
9	94%
10	94%
11	96%
12	99%

Management of distance education students' non-attendance

Canvas is our learning management system in DE. Students are required to log into a general course to register 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 regular daily posts addressing the students. Canvas analytics also track students' participation. At the end of each day, a computer-generated analysis of students logging into Canvas is sent to the College administration, and the absences are recorded in Sentral. Each day of non-attendance is followed up by the College administration staff, who also send SMS notifications to parents asking for their student's incomplete record to be updated. The SMS notification is also recorded. After three days of non-attendance, the administration staff make a phone call to parents asking for incomplete records to be updated. 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. Like the on-campus student reports, absentees are reported on the semester DE student reports.

5. Academic Results

ACCS is committed to developing an environment where students are “well-known, well-loved, well-taught”. Education is about developing the ‘whole child’ in every aspect of life. i.e. mentally, socially, physically and spiritually. Australian Christian College acknowledges that part of being “well taught” includes the need for evidence-based teaching, with data 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;
- **Learning environment** – the way the classroom works and feels.”

An essential part of teaching and learning. The process of gathering and interpreting information about student learning is to improve both teaching *and* learning. Effective assessments reflect real-world applications of learning that are clearly defined, accurately measure what has been taught, are reliable across different contexts, are fair and free from bias (particularly cultural bias), and are timely. Assessment helps teachers to identify what students have learned, monitor their progress and assist in the planning for future learning. The use of external assessments enables teachers to compare the progress of both individual and school-level cohorts against the broader population. This allows teachers to plan for a differentiation of their teaching and learning program. This may include extra support work (for those students who are not achieving the class level) or an extension program (for those students who should be encouraged to progress beyond the class level). At ACCS, students who are significantly different from the norm have a Documented Plan developed for them.

The types of assessments include:

- **Diagnostic assessment** - used at the beginning of a learning unit that identifies student’s prior knowledge and skills. For example, PP and Year 1 - On Entry Assessment for Learning diagnoses school readiness and establishes a baseline for the school. The Fountas and Pinnell Reading levels are tested in February and as often as needed. The data from these assessments are for internal rather than external use.
- **Formative Assessments** - ongoing assessments that monitor the teaching/learning process during the delivery of a learning unit. Student can benefit from assessment by analysing their own learning and using the feedback to set future learning goals. The process of continuous assessment in a classroom is often informal, focused and immediate to the teaching and learning situation.
- **Summative assessments** - used at the end of a learning unit to evaluate student learning and achievement. Teachers can use summative assessments to analyse their own performance, while the student can analyse their own overall achievement in learning. For example, end-of-term tests.
- **External assessments** - used to compare student learning performance across a broader range of educational contexts. These results are the best measurement and analysis of the quality of teaching and learning in ACCS. Examples of external assessments include:
 - **National Assessment Program - Literacy and Numeracy (NAPLAN)** results. Data is collected in all Australian schools in Years 3, 5, 7 & 9.
 - **Australian Council for Educational Research (ACER) Progressive Achievement (PAT) Tests** Maths / Comprehension - Feb and Nov - collected in Year 10.
 - **Online Literacy and Numeracy Assessment (OLNA)** - collected in senior secondary school.
 - **Western Australian Certificate of Education (WACE)** that includes the results of assessments set by the School Curriculum and Standards Authority (SCSA):
 - » Australian Tertiary Admission Ranking (ATAR) and

- » General Education courses set by Secondary
- *Technical and Further Education (TAFE)* setting the standards for
 - » Vocational Education and Training (VET)
 - » Other accredited training institutions:
 - » E.g. Eastern College.

The data from all four types of assessment (diagnostic, formative, summative and external) are gathered at ACCS. However, this Report will include only the results of external assessments.

ACCS Student Results in NAPLAN

The achievement data for the following external assessments, which were collected in 2024 included reading, writing, spelling, grammar and numeracy. The results were:

	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	435	409	406	429	436
Year 5	473	467	463	496	472
Year 7	568	545	560	554	560
Year 9	605	599	583	588	579

*Strong: The green shading indicates that student's result met challenging but reasonable expectations at the time of testing

ACER Results On-campus November 2024 Results

In November 2024, more than 50% 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 2024, Year 4 group, had 90% of students with reading comprehension skills at or above expected reading. In Year 6, 50% of students showed substantial improvement in their reading scale score when compared to the start of the year. In Year 7, 52% of the cohort was reading at or above standard. 60.86% of the 2024 Year 9 cohort were reading and comprehending at or above the expected level. ACC Southlands is committed to ensuring that every student surpasses national standards, striving for excellence in Literacy.

Senior School secondary education

ACCS supports Senior Secondary (Year 11 and 12) students in pursuing a range of post-school pathways. ACCS is proactive in providing this information about post-school options and communicates through several 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 information about post-school options is provided periodically throughout the secondary years at ACCS. This includes university and career expo tours, visiting speakers and close coordination with TAFE and local workplace training providers. The Senior Secondary Pastoral Care teachers and dedicated VET coordinator at ACCS play key roles matching student progress to their aspirations. Where practical, we aim for all graduating students to achieve a WACE (Western Australian Certificate of Education).

Summary of Assessments

Online Literacy and Numeracy Assessment (OLNA) for Year 11 and Year 12 students:

Students in Year 11 and 12 do not participate in ACER testing. Instead, OLNA replaces the ACER testing because 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). The OLNA standard can be demonstrated in two ways:

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

In December 2023 we had 312 students enrolled in Years 10-12.

The following table shows the percentage of students in each OLNA achievement category at the end of 2023.



Online Literacy and Numeracy Assessment (OLNA) 2024

The OLNA requires students to demonstrate a minimum standard of literacy and numeracy as a prerequisite to eligibility for the Western Australian Certificate of Education (WACE). The OLNA standard can be demonstrated in two ways:

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

At the conclusion of the 2024 OLNA rounds, ACCS had 311 Year 12 students enrolled. The following table shows the percentage of students in each OLNA achievement category at the end of 2023.

	Numeracy	Reading	Writing
Category 1 - Students who have not yet demonstrated the standard.	2%	1%	1%
Category 2- Students who have not yet demonstrated the standard.	10%	4%	4%
Category 3 - Students who have demonstrated the minimum standard.	76%	84%	83%
Category NSA - Students who did not sit the assessment or assessment results not available.	12%	11%	12%

* 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.

Western Australian Certificate of Education (WACE) 2024

The WACE in 2024 required students to:

- Demonstrate a minimum standard (Online Literacy and Numeracy Assessment - OLNA) of both literacy and numeracy.
- Complete a minimum of 20 units and achieve at least 14 C grades (or higher) for Years 11 and 12 units - including at least six C grades in Year 12 units.
- Complete
 - at least four (4) Year 12 Australian Tertiary Admission Rank (ATAR) courses, OR
 - at least five (5) Year 12 General (non-ATAR) courses (or a combination of General courses and up to three (3) Year 12 ATAR courses or equivalent), OR
 - a Certificate II (or higher) Vocational Education and Training (VET) qualification in combination with ATAR or General courses.

In 2024, ACCS had 69 students enrolled in the WACE program of which 59 students (86%) achieved their WACE. ACCS had 69 students enrolled in the WACE program of which 59 students (86%) achieved their WACE.

Students taking ATAR courses:

Number of ACCS students: 14

- The highest ATAR score achieved in the ACCS cohort was 91.95
- The median ATAR score by the ACCS cohort was 74.63
- Awards from School Curriculum and Standards Authority (SCSA)
- Certificate of Merit (Certificates of Merit recognise student achievement in the WACE. It is dependent on the degree of difficulty of the courses and programs undertaken, together with the student's level of achievement in Years 11 and 12. These awards are based on the grades awarded to students by their schools). In 2024, four (4) students were able to gain a Certificate of Merit.

Students taking General (Non-ATAR) courses:

Number of students: 55

The General (Non-ATAR) students completed a variety of VET courses that included:

Certificate II:

- Autonomous Workplace Operations
- Applied Fashion Design and Technology
- Sports Recreation
- Aquaculture
- Animal Care
- Workplace Skills

Certificate III:

- Education Support
- Retail
- Fitness
- Health Services Assistance
- Hospitality Operations
- Make-Up
- Information Technology (Cyber Security focus)
- Business (Medical Administration)
- Business

Certificate IV:

- Preparation for Health and Nursing Studies
- Business
- Game Design and Animation

Endorsed Programs (Years 10 -12)

In 2024 students completed the following endorsed programs:

- Core Project - Great Southern Training Hub (Albany Baptist Church)
- The Duke of Edinburgh's International Award - Bronze and Gold
- Busselton Jetty Youth Leadership Program
- Community Arts Program
- Off-Campus Enrichment Program (Canberra)

ACCS Students' Non-achievement of WACE

Of the 10 students who did not achieve their WACE:

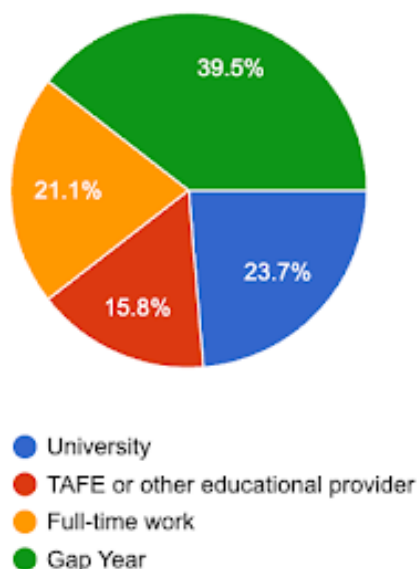
- One (1) student did not demonstrate the minimum standard in the Numeracy component of OLN
- One (1) student did not demonstrate the minimum standard in the Numeracy component of OLN and did not achieve at least 14 C grades at the end of Year 12.
- Seven (7) students did not achieve at least 14 C grades or better in Year 11 and Year 12 units, with a minimum of six C grades in Year 12 units (or the equivalent).
- One (1) student did not complete their VET course

All students received advice on achieving their WACE in future years (i.e. complete OLN and/or a VET qualification). One student has already made contact with ACCS and is starting a SCSA approved course next year in order to achieve his WACE at the conclusion of the VET course.

Post-Graduation

Destinations:

A survey of Year 12 students into their proposed post-school pathways was conducted in 2024 and the following results were:



Tertiary Aspirations

The students indicated that they would like to study at the following universities/TAFE or other organisations:

- ECU
- Murdoch
- Curtin
- Melbourne Arts
- Lander University, South Carolina
- UWA
- Notre Dame
- Perth Bible College
- North West TAFE
- South Metropolitan TAFE
- North Metropolitan TAFE
- South Regional TAFE

The students indicated the following course of study:

- Arts and Drama
- Journalism and broadcast media
- Engineering and Commerce (double degree)
- Ministry and counselling
- Pre-med, majoring in medical biology
- Psychology
- Screen Production
- Exercise and Sports Science
- Modern History along with a teaching degree
- Bachelor of Philosophy, Politics and Economics/ Bachelor of Commerce. It is a double degree where the first degree focuses on societal issues, while the second degree will lean into business and commercial skills.
- Design
- Bachelor of Cyber Security
- Accounting
- Nursing Midwifery (double degree)
- Registered Nursing
- Human Resources and Psychology
- Civil and Construction Engineering
- Veterinary Science or animal health
- Administration
- Information Technology
- Real Estate
- Cert III in Heavy Diesel Mechanics (fitter) Apprenticeship
- Nutrition
- Cert IV in Information Technology, cyber security

Some students indicated their intention to start full-time/part-time employment. They applied to join WA police, work in Administration, surfboard manufacturing, an apprenticeship at BHP and work as Child Care Educators.

6. Parent Satisfaction

ACCS welcomes parental involvement in the school. Parental satisfaction was measured 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.

A 2024 parent satisfaction survey indicated a high satisfaction rating by parents.

ACCS is also proud to be able to report that a high level of parental satisfaction is evident by the level of parental involvement:

1. **ACCS functions** (eg regular assemblies, Book Week, School Socials, Assemblies, Easter Celebrations,)
2. ACCS Parental involvement in class excursions
3. Regular classroom assistance such as sporting team coaching)
4. Involvement in Learning Support Team (eg literacy groups)
5. Assisting in additional services for students (eg, Book Club, Fundraising Events, weekly student sausage sizzle and hot milo, weekend soccer canteen)
6. Distance Education excursions have all been well attended by students and their parents.

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



7. Student Satisfaction

Teachers at ACCS make extra effort in meeting students formally and informally through the school year. This is part of the “well-known” and “well-loved” philosophy of the school. Students are able to offer important feedback and their perceptions of school. Communication opportunities include:

- Greetings before after and during breaks
- Pastoral Care Teacher Meetings
- Informal occasions in the school grounds
- Camping Programs
- One-on-one meetings with the Principal and Senior Staff
- Regular teleconferences for both social and instructional meetings are all well attended across our DE cohort.

A 2024 student satisfaction survey indicated a high satisfaction rating by students.



8. Teacher Satisfaction

ACCS 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

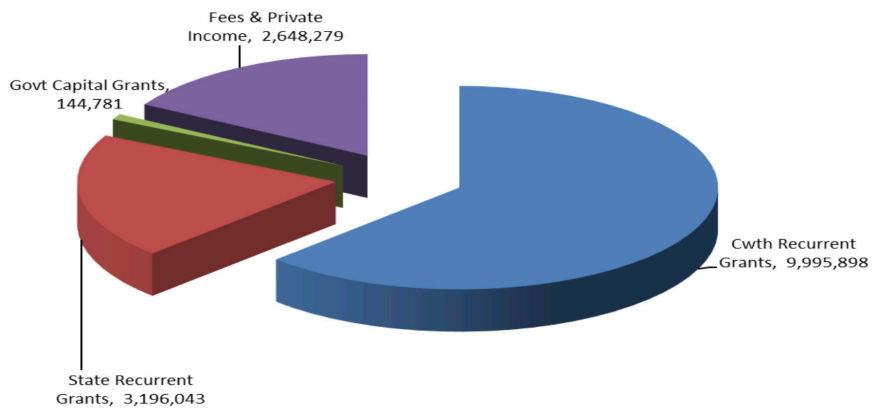
A 2024 teacher satisfaction survey, completed in August, indicated a high satisfaction rating by teachers.



9. School Income funding sources

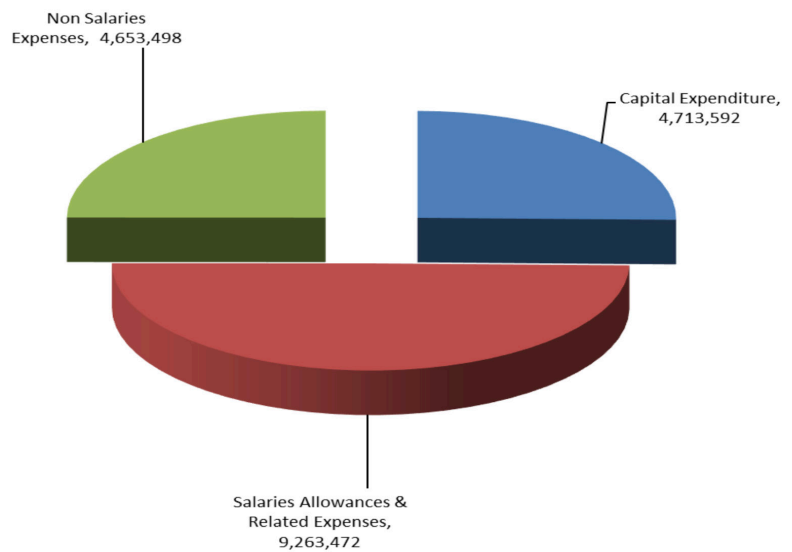
Income 2024

Cwth Recurrent Grants	\$9,995,898
State Recurrent Grants	\$3,196,043
Govt Capital Grants	\$144,781
Fees & Private Income	\$2,648,279



Expenses 2024

Capital Expenditure	\$4,713,592
Salaries Allowances & Related Expenses	\$9,263,472
Non Salaries Expenses	\$4,653,498





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CHRISTIAN COLLEGE**

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