

# Australian Christian College - Victoria **Annual Report 2024**



**AUSTRALIAN  
CHRISTIAN COLLEGE**  
VICTORIA

AUSTRALIAN  
CHRISTIAN COLLEGE

BENALLA | CASEY

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# Board Chair's Message

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It has been a privilege to reflect on the past year at Australian Christian College Victoria — a year where our focus across both ACC Casey and ACC Benalla has remained steadfast on our mission: *to develop each and every student to be equipped spiritually, academically, socially, and physically to flourish into their full potential and to be a positive influence on the world around them.*

Throughout the year, both campuses have worked diligently to embed this mission into the life of the school. It has been encouraging to see students grow, not just in their learning, but also in their character, their relationships, and their understanding of their place in God's world.

We are thankful for the growth we have seen across the school this year. This growth is not only measured in numbers but in the depth of community, the strengthening of learning, and the continued development of Christ-centred culture.

Looking ahead, we remain committed to faithfully pursuing our mission and providing an environment where students can continue to flourish. We are excited about the journey to come and thankful for the continued support of our students, families, staff, and the wider community.



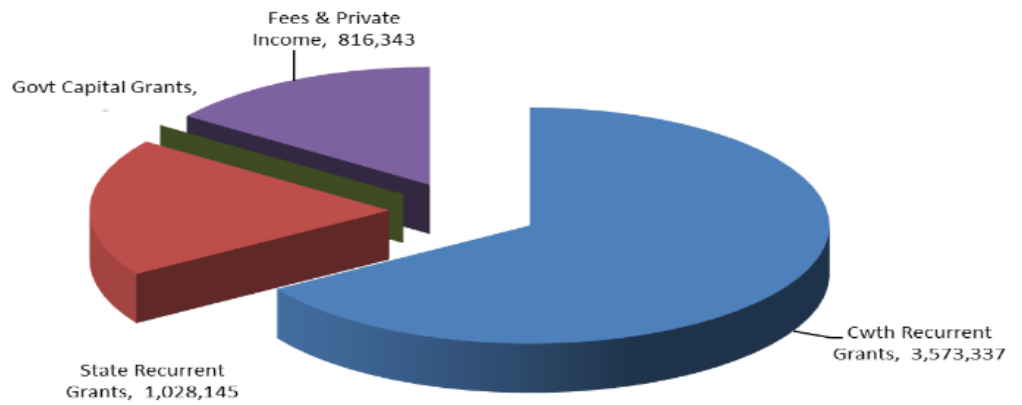
Sincerely,  
**Jeremy Kwok**  
Board Chair  
Australian Christian  
College Victoria

# ACC Victoria 2024 Finances

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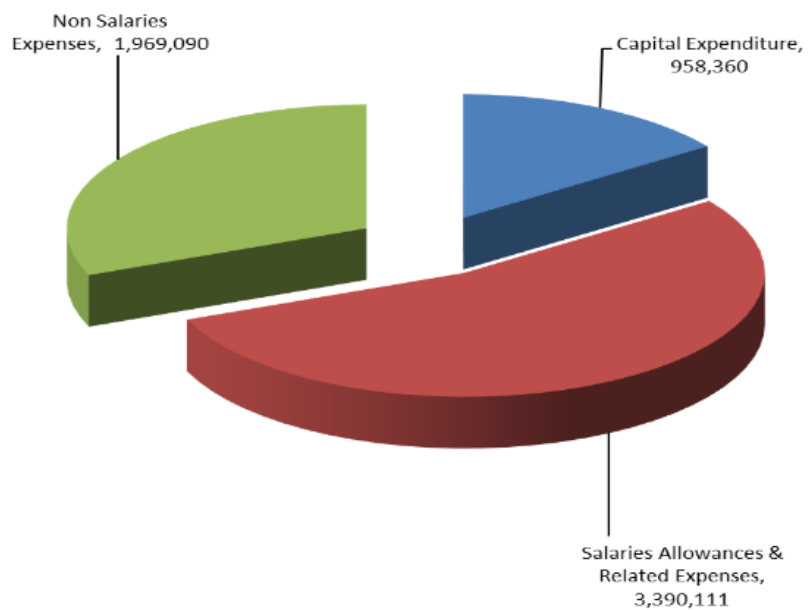
## Income 2024

Cwth Recurrent Grants	\$3,573,337
State Recurrent Grants	\$1,028,145
Govt Capital Grants	-
Fees & Private Income	\$816,343



## Expenses 2024

Capital Expenditure	\$958,360
Salaries Allowances & Related Expenses	\$3,390,111
Non Salaries Expenses	\$1,969,090





**AUSTRALIAN  
CHRISTIAN COLLEGE**  
BENALLA

ACC Benalla

# Our Year in Review

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2024 was a monumental year in the life of Australian Christian College - Benalla. It was another year of significant growth and consolidation as we continued to settle into our new campus on Samaria Road.

We were excited to continue our growth trajectory for our Secondary School as our Year Nine class from 2023 moved into Year Ten in 2024. We spent a considerable amount of time preparing our application to the Victorian Curriculum and Assessment Authority (VCAA) and the Victorian Registration and Qualifications Authority (VRQA) to offer a Senior Secondary Certificate (VCE and VCE Vocational Major). I am grateful for the partnership from CEM and staff from ACC Casey in this process. On December 11, we were excited to receive confirmation that we were approved to begin our VCE offering in 2025, fulfilling the vision that we had of becoming a P-12 school by 2026. Praise God!

We continued to see strong enrollment growth at ACC Benalla with 145 students studying with us at the August Census. To accommodate this growth, Annie Spelling was appointed in the role of Head of Secondary School. Her expertise has been and will continue to be a great asset to ACC Benalla as we continue to grow and consolidate our Secondary School. In the second half of the year, we also welcomed Nicola Bussell to our teaching team as we split the 5/6 class for the second half of the year. We also appointed two new Learning Support Officers to assist in our larger Secondary classrooms.

Leading into the 2024 Academic Year, we completed a number of small renovations at our facility to cater for our growing student population. We removed a number of small offices to create additional classroom spaces.

We also began work on some major renovations and additions to our facilities. With our current growth trajectory, it became apparent that we are in need of additional learning spaces and some specialist spaces. We began the process of moving our three demountable classrooms from our old campus on Sydney Road to provide three extra classrooms for 2025. We also began major renovations in our North Wing to build a specialist Science Lab to support our growth in VCE studies. These were both exciting projects to begin and we look forward to opening the facilities in

2025. But even more exciting for our students was the installation of our brand new multi-age playground. Due to funds raised in 2023, we were able to build the edging and provide softfall in house, which meant we were able to maximise the size and scope of our playground.

As a school, we continue to pursue excellence in teaching and learning. We continued to focus on implementing Explicit Direct Instruction (EDI) as our signature pedagogy and invested significant resources into staff training and support to ensure our students receive the best possible opportunities to learn at school.

As part of our investment, we appointed an Instructional Coach for one day a week to support staff in their own growth as practitioners. We also combined with ACC - Casey and ACC - Echuca to host DataWorks from the USA for a mid year intensive EDI conference. This provided our collective staff from ACC Victoria with exceptional training and the opportunity to collaborate with colleagues from across Victoria. It was certainly a highlight for our staff.

In Term Four, our school community was deeply shaken by the tragic loss of one of our students. It was a journey none of us ever expected to take and one we hope never to travel again. Yet, through this heartache, we witnessed the strength of a Christ-centred community coming together in love and support. God's supernatural peace and comfort were evident throughout, and we give Him all the glory for carrying us through 2024.



**Sam Woods**  
Principal  
ACC Benalla

# Teacher Standards and Qualifications

Australian Christian College - Benalla is committed to providing an inspirational staff who are committed to providing a safe and challenging learning environment for our students. All teaching staff are selected on the basis of their qualifications, competency in teaching, a

demonstrated love of education and a strong, personal Christian faith.

All teaching staff meet the professional requirements of the Victorian Institute of Teaching.

Name	Role	Registration	Qualifications	Class
Sam Woods (Full Time)	Principal	Full Registration # 392262	B.A. (Music) M. Teach (Secondary)	Principal
Emily Roe (Full Time)	Teacher	Provisional Registration # 715262	B.Ed (Primary)	Prep
Viviane Kannemeyer (Full Time)	Teacher	Full Registration # 342172	Dip. Ed	Grade 1/2
Tristan Wilson (Full Time)	Teacher	Full Registration # 722048	B.A. (Television Production) M. Teach (Primary)	Grade 3/4
Alison Stephens (Full Time)	Teacher	Full Registration # 177343	Dip. Teaching, Dip Ed. Admin, Dip. Divinity	Grade 5/6
Nicola Bussell	Teacher	Full Registration # 418288	B.A. (History, Sociology, Linguistics) Grad. Cert. Ed. B. Ed	Grade 5/6
Annie Spelling	Teacher	Full Registration #169370	B.A. (Law, Sociology, Art History) Dip. Ed. M. Counselling Grad. Cert. (Careers Counselling)	Secondary Humanities
Dale Stebbins (Full Time)	Teacher	Full Registration # 711245	B. Teaching B. Exercise Science	Secondary Maths, Science & PE
Tenille Santostefano (Full Time)	Teacher	Provisional Registration # 332465	B. Ed (Primary and Early Childhood)	Primary PE, Secondary PE, Arts.
Christine White (0.5)	Teacher	Full Registration #322818	B.Ed	Secondary English
Elena Werner (0.6)	Teacher	Full Registration # 399736	B. Ed (Primary)	Primary Humanities
Susan Galloway	Teacher	Full Registration # 198011	B. Ed (Primary) Adv. Dip. Christian Counseling and Family Therapy	Learning Support Teacher

## Staff Addition and Retention

There was a 90% retention rate of staff from 2023 to 2024. One teacher moved on and we added two teachers and one support staff

## Staff Composition

Staff	Percentage Female	Percentage Male
Principal (1)		100%
Teaching (11 9+2)	81%	19%
Education Support (3)	100%	
Administration (2)	100%	
Ancillary(4)		100%



# Student Enrolment

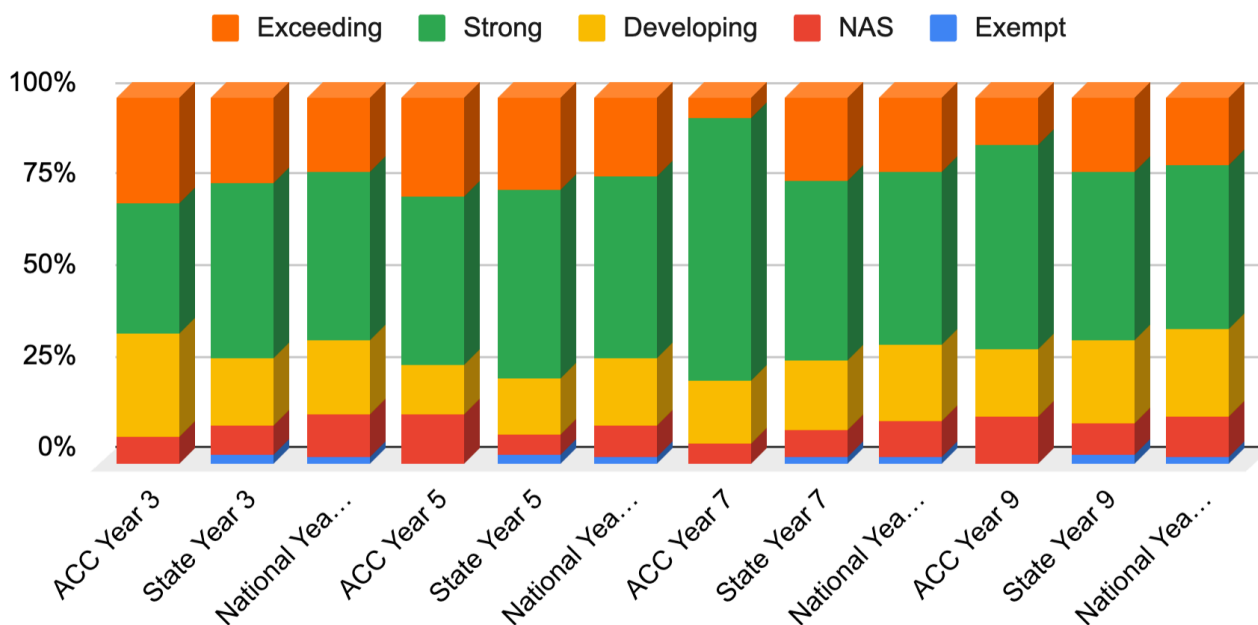
Year Level	August 2024
Prep	11
1	11
2	10
3	16
4	9
5	15
6	15
7	19
8	12
9	13
	14
<b>TOTAL</b>	<b>145</b>



## Student Attendance

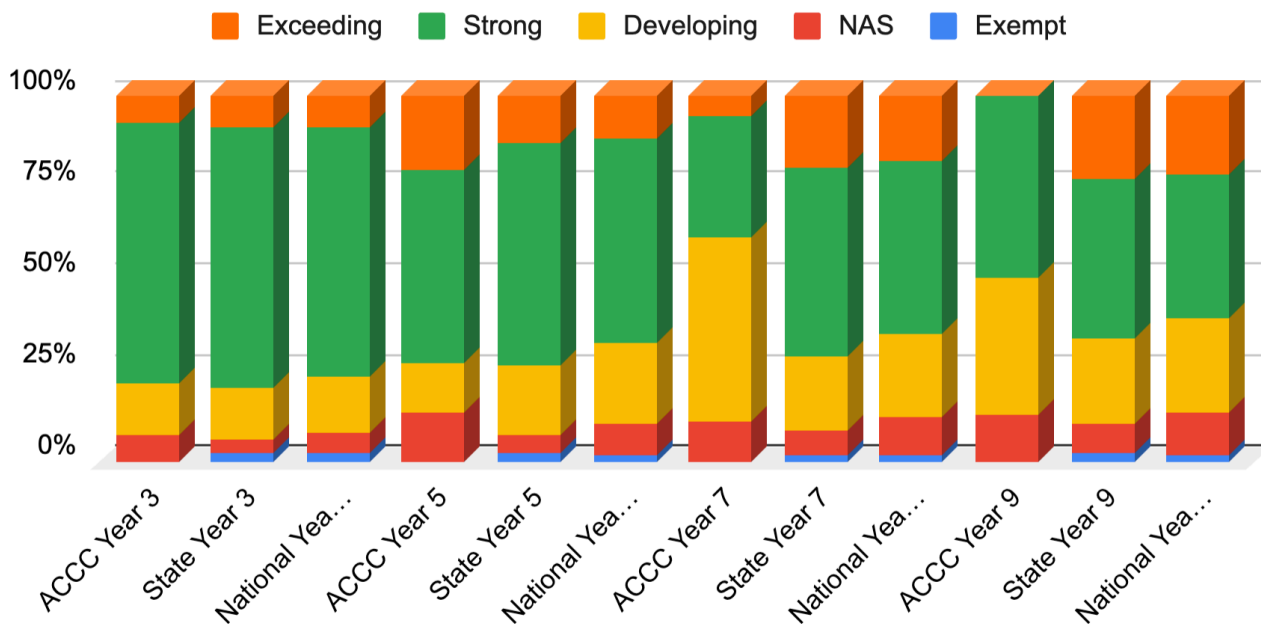
Year Level	Percentage Attendance 2023
P	89.58
1	89.61
2	87.50
3	92.56
4	89.41
5	92.44
6	87.17
7	89.26
8	89.71
9	79.61
10	91.25
<b>Primary Average</b>	<b>89.75</b>
<b>Secondary Average</b>	<b>87.45</b>
<b>School Average</b>	<b>88.91</b>

## Reading



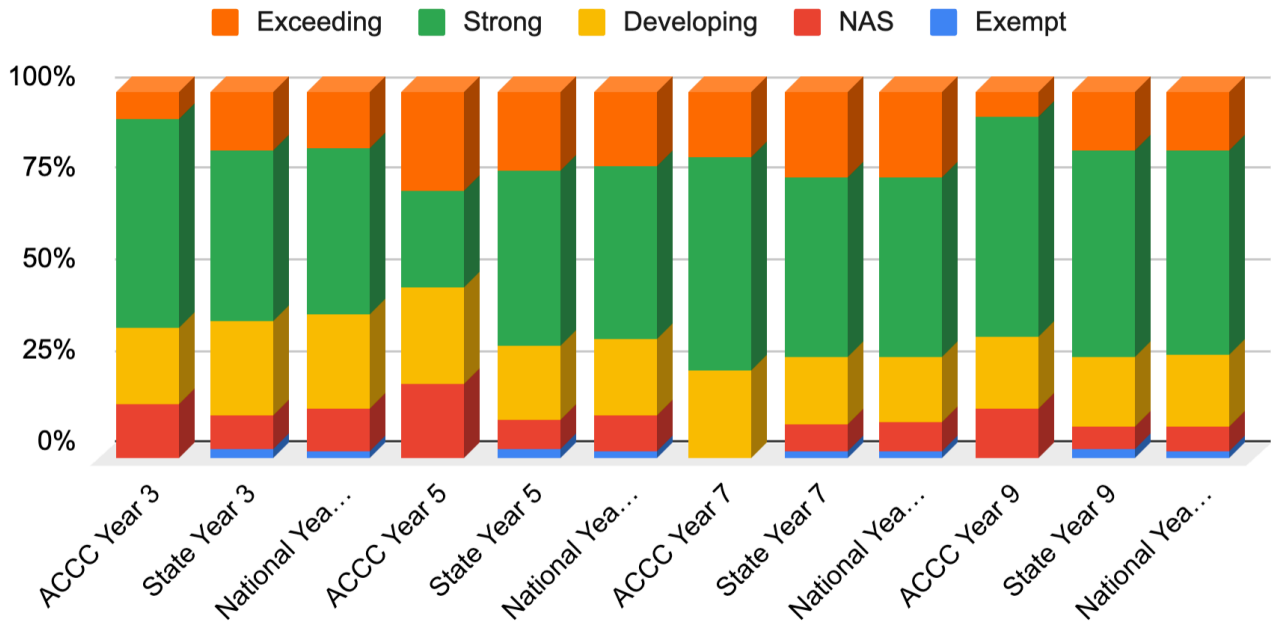
Reading	Exempt	NAS	Developing	Strong	Exceeding	Participating Students
ACC Year 3	0.00%	7.10%	28.60%	35.70%	28.60%	14
State Year 3	2.50%	7.70%	19%	48%	23.50%	79,321
National Year 3	1.90%	11.30%	20.50%	46.20%	20.10%	309,724
ACC Year 5	0.00%	13.30%	13.30%	46.70%	26.70%	15
State Year 5	2.30%	5.60%	15.60%	51.30%	25.20%	79,628
National Year 5	1.70%	8.70%	18.20%	49.80%	21.50%	314,867
ACC Year 7	0.00%	5.60%	16.70%	72.20%	5.60%	18
State Year 7	1.70%	7.10%	19.10%	49.70%	22.30%	77,821
National Year 7	1.50%	10%	21%	47.40%	19.90%	308,344
ACC Year 9	0.00%	12.50%	18.80%	56.30%	12.50%	16
State Year 9	2.20%	8.50%	22.80%	46.50%	19.90%	74,409
National Year 9	1.80%	11.10%	24.10%	45.00%	18.00%	293,342

## Writing



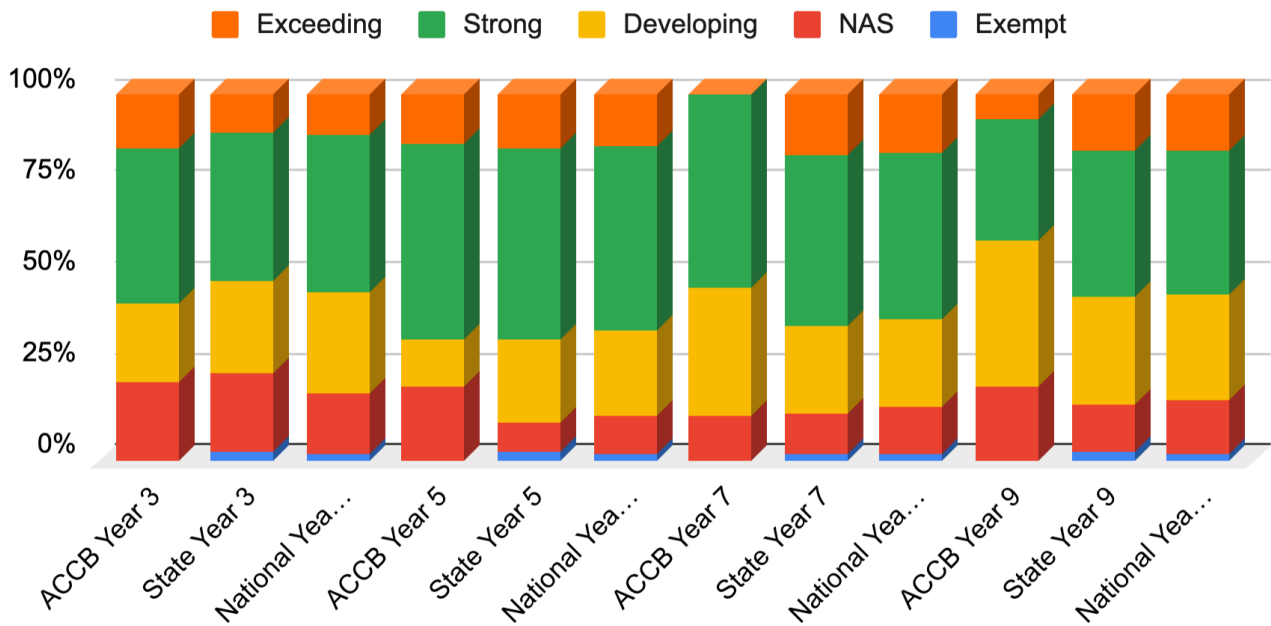
Writing	Exempt	NAS	Developing	Strong	Exceeding	Participating Students
ACCC Year 3	0.00%	7.10%	14.30%	71.40%	7.10%	14
State Year 3	2.50%	3.50%	14%	72%	8.30%	78,554
National Year 3	2.00%	5.60%	15.60%	68.50%	8.30%	307,021
ACCC Year 5	0.00%	13.30%	13.30%	53.30%	20.00%	15
State Year 5	2.30%	5.10%	19.10%	60.80%	12.60%	79,423
National Year 5	1.80%	9%	22.20%	55.90%	11.40%	313,947
ACCC Year 7	0.00%	11.10%	50.00%	33.30%	5.60%	18
State Year 7	1.70%	6.40%	20.50%	51.70%	19.60%	78,014
National Year 7	1.50%	10%	23%	47.60%	17.70%	309,188
ACCC Year 9	0.00%	12.50%	37.50%	50.00%	0.00%	16
State Year 9	2.20%	7.90%	23.90%	43.60%	22.50%	74,618
National Year 9	1.80%	11.60%	25.70%	39.90%	21.10%	294,533

## Spelling



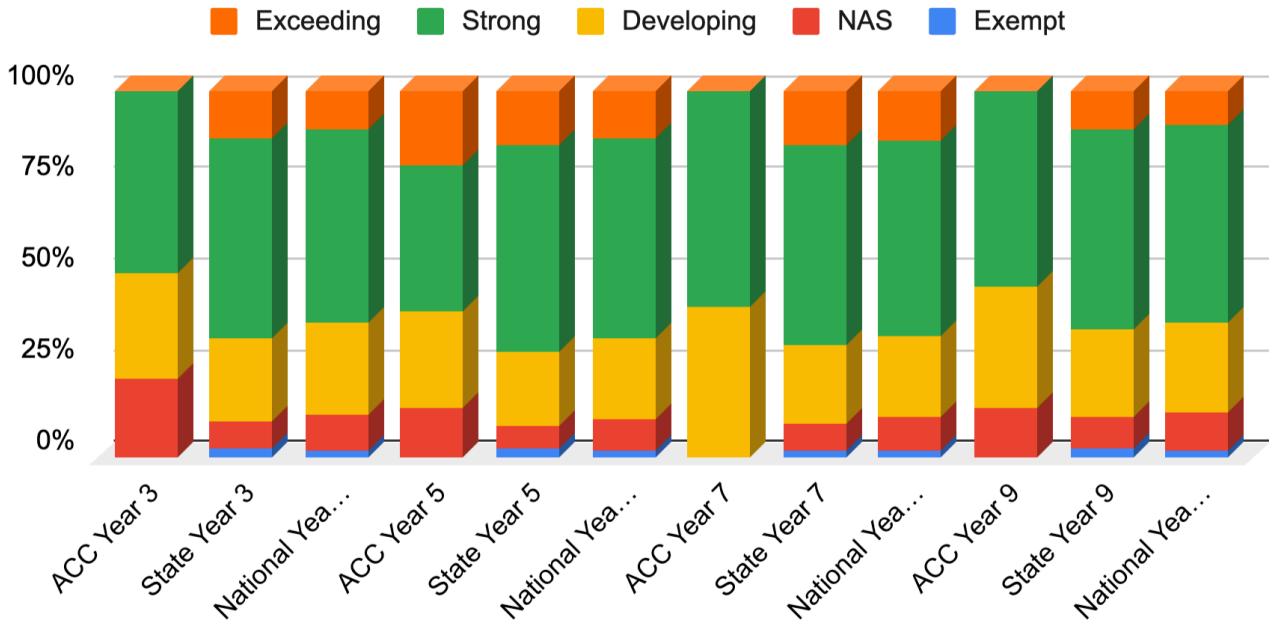
Spelling	Exempt	NAS	Developing	Strong	Exceeding	Participating Students
ACCC Year 3	0.00%	14.30%	21.40%	57.10%	7.10%	14
State Year 3	2.50%	8.80%	26%	47%	16.10%	78,875
National Year 3	1.90%	11.20%	26.30%	45.30%	15.30%	307,791
ACCC Year 5	0.00%	20.00%	26.70%	26.70%	26.70%	15
State Year 5	2.30%	7.80%	21%	47.90%	21.30%	79,133
National Year 5	1.80%	9.50%	21.10%	47.30%	20.40%	312,864
ACCC Year 7	0.00%	0.00%	23.50%	58.80%	17.60%	17
State Year 7	1.80%	7.10%	18.40%	49.60%	23.10%	77,272
National Year 7	1.50%	7.90%	18.30%	49.20%	23.10%	305,864
ACCC Year 9	0.00%	13.30%	20.00%	60.00%	6.70%	15
State Year 9	2.20%	6.20%	19.10%	56.50%	16.10%	73,602
National Year 9	1.80%	6.90%	19.30%	56.20%	16%	290,147

## Grammar and Punctuation



Grammar and Punctuation	Exempt	NAS	Developing	Strong	Exceeding	Participating Students
ACCB Year 3	0.00%	21.40%	21.40%	42.90%	14.30%	14
State Year 3	2.50%	23.80%	28.10%	45.00%	11.50%	78,875
National Year 3	1.90%	16.10%	28.10%	43.00%	10.90%	307,791
ACCB Year 5	0.00%	20.00%	13.30%	53.30%	13.30%	15
State Year 5	2.30%	8.00%	22.80%	52.10%	14.70%	79,133
National Year 5	1.80%	10.40%	23.20%	50.50%	14.20%	312,864
ACCB Year 7	0.00%	11.80%	35.30%	52.90%	0.00%	17
State Year 7	1.80%	11.00%	23.90%	47.20%	16.20%	77,272
National Year 7	1.50%	13.20%	23.80%	45.50%	16.00%	305,864
ACCB Year 9	0.00%	20.00%	40.00%	33.30%	6.70%	15
State Year 9	2.20%	12.80%	29.50%	40.40%	15.10%	73,602
National Year 9	1.80%	14.60%	28.70%	39.50%	15.30%	290,147

## Numeracy



Numeracy	Exempt	NAS	Developing	Strong	Exceeding	Participating Students
ACC Year 3	0.00%	21.40%	28.60%	50.00%	0.00%	14
State Year 3	2.40%	7.10%	22.90%	55.10%	12.50%	78,976
National Year 3	1.90%	9.70%	25.00%	53.30%	10.20%	307,577
ACC Year 5	0.00%	13.30%	26.70%	40.00%	20.00%	15
State Year 5	2.30%	6.30%	20.30%	56.80%	14.30%	79,227
National Year 5	1.70%	8.60%	21.90%	55.30%	12.50%	312,356
ACC Year 7	0.00%	0.00%	41.20%	58.80%	0.00%	17
State Year 7	1.70%	7.30%	21.30%	55.20%	14.50%	77,255
National Year 7	1.50%	9.40%	21.90%	53.70%	13.50%	305,021
ACC Year 9	0.00%	13.30%	33.30%	53.30%	0.00%	15
State Year 9	2.20%	8.50%	23.90%	55.40%	10.00%	73,520
National Year 9	1.80%	10.40%	24.40%	54.50%	8.90%	289,159



**AUSTRALIAN  
CHRISTIAN COLLEGE**  
CASEY

ACC Casey

# Principal's Report

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*"Well done, good and faithful servant! You have been faithful with a few things; I will put you in charge of many things."*

– Matthew 25:21

2024 marked my first full year as Principal at ACC Casey, and I remain deeply grateful for the opportunity to serve this remarkable school community. The Parable of the Talents has been a guiding reminder throughout the year—challenging us not to wait for more ideal conditions, but to be faithful with what we already have. As a community, we have sought to steward our time, resources, relationships, and responsibilities with diligence and trust in God's provision.

## Stewardship, Not Spectacle

From the outset, our shared intention was clear: to invest in the present and resist the temptation to "wait until the new site." While we look forward to our move to Pearcedale Road, we have not allowed future prospects to delay today's purpose. Every staff member, student, and parent has contributed to building a school culture marked by care, high expectations, and servant-hearted leadership.

Much of what was achieved in 2024 was the result of collaborative effort and a genuine desire to grow—individually and collectively.

## Teaching and Learning

Our 2024 Annual Implementation Plan focused on improving student outcomes in literacy and numeracy, and establishing school-wide approaches to wellbeing. We introduced structured systems for data-informed teaching, instructional coaching, and began understanding the powerful impact of an approach based in the Science of Learning.

Across the school, staff showed a willingness to reflect on practice, trial new approaches, and support one another in professional learning communities. It was encouraging to see growth—not just in academic results, but in the way teachers are thinking about how to meet the needs of every student.

We remain mindful that improvement is ongoing, and we have more to do in lifting writing outcomes

and extending high achievers. Nonetheless, our steady progress—particularly in early years literacy and numeracy—is a reflection of many faithful, behind-the-scenes efforts.



## Student Wellbeing and Culture

The implementation of a School-Wide Positive Behaviour Support (SWPBS) framework has helped us take steps toward a more consistent, positive, and values-based approach to student behaviour and engagement. Our school values—Courage, Humility, Respect, Initiative, Self-Control and Trust—have become more embedded in daily conversations, classroom routines, and school-wide language.

What has perhaps been most encouraging this year is the way our students and families have embraced the small-school environment. A Parent Connect program was initiated, student voice forums were introduced and our very first school leaders were elected. In a context where students are truly known, loved and taught well, there has been a strong sense of belonging and community spirit.

## Moving Forward in Faith

We have not waited for bigger buildings to start thinking boldly. This year, our students launched entrepreneurial ventures, participated in service projects, and led initiatives like Autism Awareness Day and a whole-campus fundraiser for a philanthropic outcome. These projects weren't just events—they were expressions of faith in action, led by students who are beginning to understand their capacity to influence the world around them.

We've also laid the groundwork for future growth: preparations for VCE, plans for Distance Education, and growing enrolment interest are signs that we are being positioned to serve even more families in the years to come. While we pray for God's continued provision, we recognise that today's faithfulness is the best preparation for tomorrow's opportunities.

## Gratitude

I am sincerely thankful to our staff, who give generously of their time and talents; to our parents, who partner with us in the academic and social formation of their children; to our students, whose growth continues to inspire and humble us all; and to Christian Education Ministries, who continue to partner with our spiritual endeavours and provide extensive operational support

Above all, I thank God for His guidance, grace, and the quiet fruit that so often grows unseen. May we continue to honour Him by using every "talent" entrusted to us with wisdom, love, and faithfulness.



**Caleb Peterson**

Principal  
ACC Casey

# Staff Profile

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Surname	First Name	Role	VIT no.
Amin	Rachel	Teacher	605111
Ball	Claire	Teacher	193743
Brett	Stephanie	Learning Support	373107
Gill	Rahul	Teacher	711134
Jackson	Elizabeth	Teacher	397070
Kamp	Joanna	Teacher	423329
Mether	Justyn	Teacher	601312
Denner	Diana	Teacher	395497
Peterson	Caleb	Principal	256083
Teeroovengadam	Rachel	Teacher	356975
Williamson	Joel	Head of ACCVO	315069
Jung	Ruth	Admin/ Reception	
Rentoul	Pearl	Learning Support	
Waller	Olivia	Chaplain	



# Professional Development

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Staff participated in the following professional learning:

- School Wide Positive Behaviour Support Framework
- Professional Learning Communities
- Data Informed Practices
- Child Safety Responding and Reporting Obligations
- Recognising and reporting child abuse
- Child Safety Procedure
- Records Management for Documentation Relating to Child Safety matters
- Managing Risks to Child Safety and Wellbeing
- Establishing a Culturally Safe Environment
- Student Empowerment
- Family Engagement
- Diversity and Equity
- Complaints and Reporting Process
- Staff Member Expectations
- Code of Conduct
- Duty of Care and Workplace Health and Safety
- Workplace Harassment and Discrimination
- Appropriate Use of Technology
- Identifying and Managing Conflicts of Interest
- Declaring Gifts, Benefits and Bribes
- Copyright and Intellectual Property
- Confidentiality and Privacy
- iPad Basics
- Canvas of the iPad
- Using the iPad for Feedback in the Classroom
- Rosensheim's Principles
- First Aid Training
- Anaphylaxis Training

# Student Enrolment

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	Aug 2024
Prep	6
Year 1	10
Year 2	10
Year 3	12
Year 4	13
Year 5	6
Year 6	6
Year 7	9
Year 8	10
Year 9	6
Year 10	6
Total	94

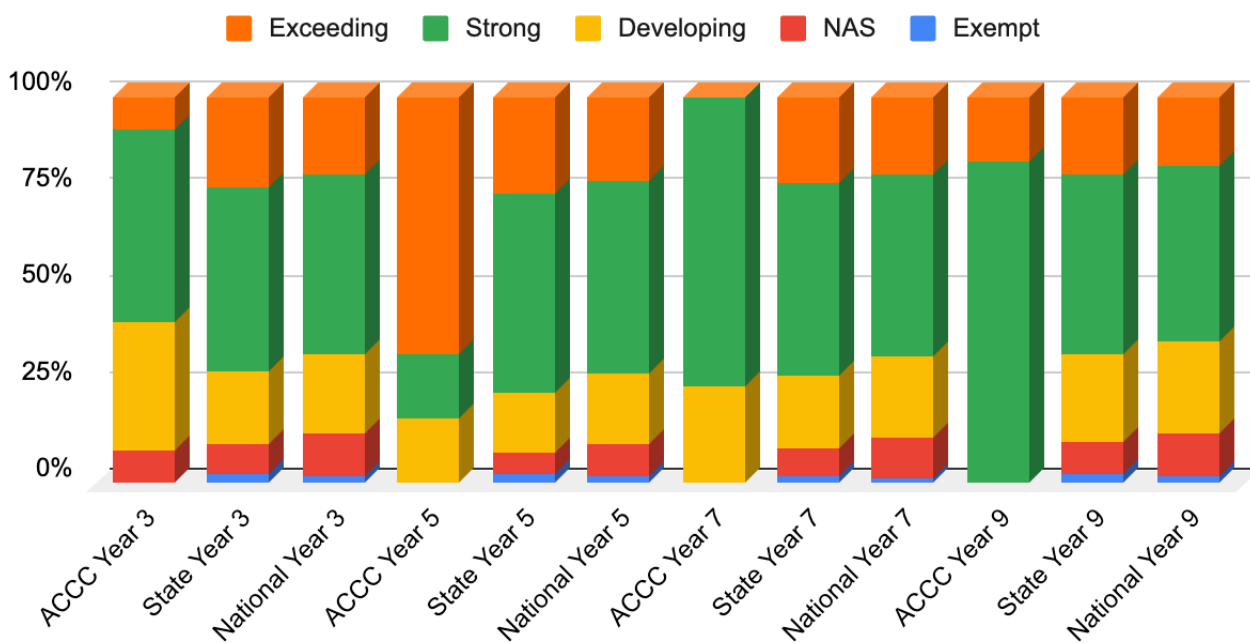
# Student Attendance

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	Term 1	Term 2	Term 3	Term 4
Prep	91.02	92.73	88.23	88.65
Year 1	94.15	89.65	86.23	89.60
Year 2	92.35	87.31	89.15	87.94
Year 3	95.38	96.48	90.85	92.64
Year 4	90.60	93.23	89.34	82.64
Year 5	95.50	94.47	92.86	91.40
Year 6	95.42	93.66	87.60	88.98
Year 7	85.40	92.07	91.40	88.95
Year 8	84.98	82.62	83.12	81.70
Year 9	82.25	83.63	86.23	84.52
Year 10	87.30	94.83	96.20	95.15
Primary Avg	91.00			
Secondary Avg	87.52			
School Avg	89.26			

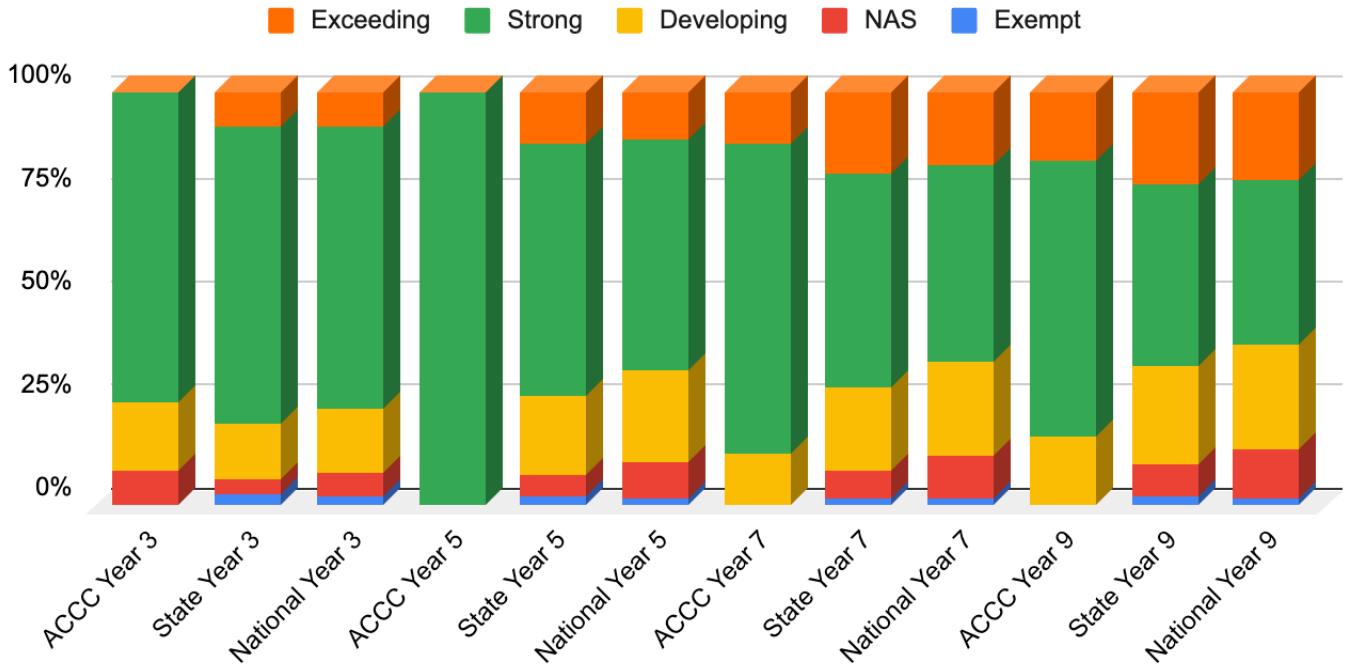
# NAPLAN Results

## Reading



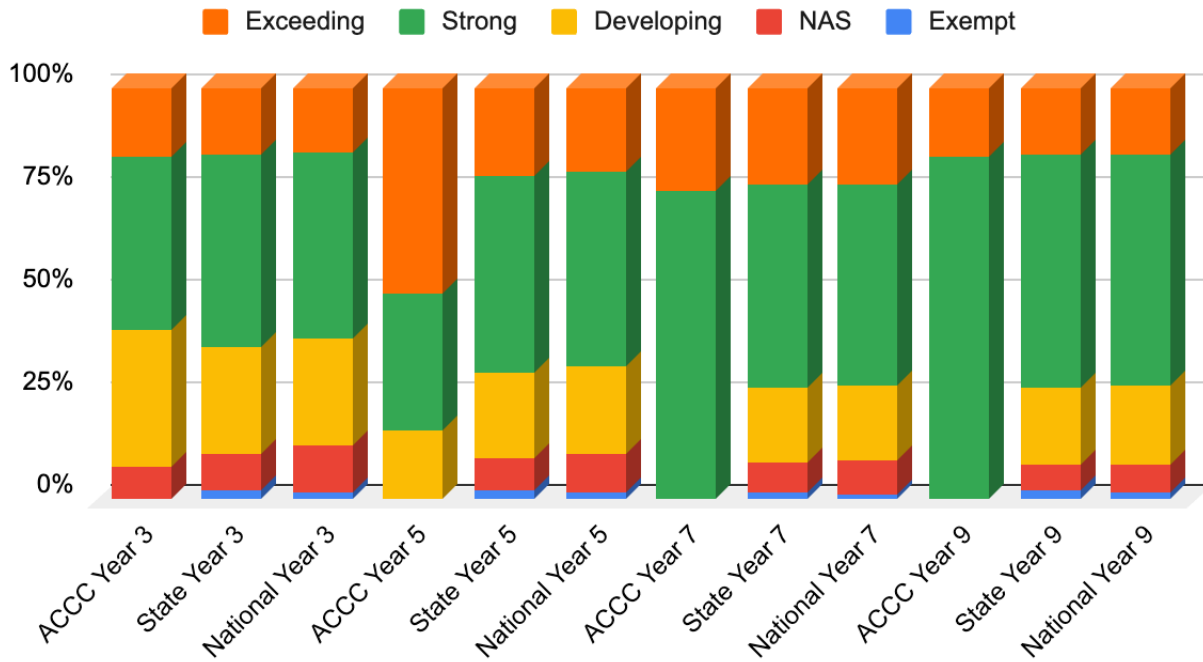
Reading	Exempt	NAS	Developing	Strong	Exceeding	Participating Students
ACCC Year 3	0.00%	8.30%	33.30%	50.00%	8.30%	12
State Year 3	2.50%	7.70%	18.60%	47.70%	23.50%	79,321
National Year 3	1.90%	11.30%	20.50%	46.20%	20.10%	309,724
ACCC Year 5	0.00%	0.00%	16.70%	16.70%	66.70%	6
State Year 5	2.30%	5.60%	15.60%	51.30%	25.20%	79,628
National Year 5	1.70%	8.70%	18.20%	49.80%	21.50%	314,867
ACCC Year 7	0.00%	0.00%	25.00%	75.00%	0.00%	8
State Year 7	1.70%	7.10%	19.10%	49.70%	22.30%	77,821
National Year 7	1.50%	10.20%	21%	47.40%	19.90%	308,344
ACCC Year 9	0.00%	0.00%	0.00%	83.30%	16.70%	6
State Year 9	2.20%	8.50%	22.80%	46.50%	19.90%	74,409
National Year 9	1.80%	11.10%	24.10%	45%	18%	293,342

## Writing



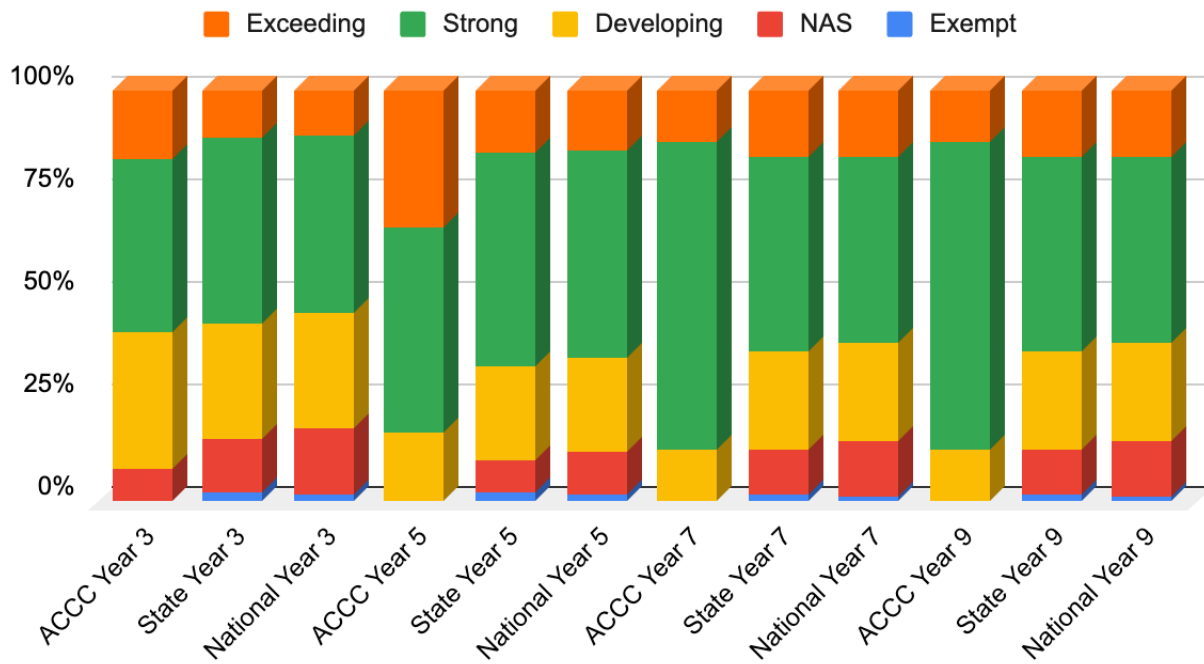
Writing	Exempt	NAS	Developing	Strong	Exceeding	Participating Students
ACCC Year 3	0.00%	8.30%	16.70%	75.00%	0.00%	12
State Year 3	2.50%	3.50%	13.80%	71.80%	8.30%	78,554
National Year 3	2.00%	5.60%	15.60%	68.50%	8.30%	307,021
ACCC Year 5	0.00%	0.00%	0.00%	100.00%	0.00%	6
State Year 5	2.30%	5.10%	19.10%	60.80%	12.60%	79,423
National Year 5	1.80%	8.70%	22.20%	55.90%	11.40%	313,947
ACCC Year 7	0.00%	0.00%	12.50%	75.00%	12.50%	8
State Year 7	1.70%	6.40%	20.50%	51.70%	19.60%	78,014
National Year 7	1.50%	10.40%	22.70%	47.60%	17.70%	309,188
ACCC Year 9	0.00%	0.00%	16.70%	66.70%	16.70%	6
State Year 9	2.20%	7.90%	23.90%	43.60%	22.50%	74,618
National Year 9	1.80%	11.60%	25.70%	39.90%	21.10%	294,533

## Spelling



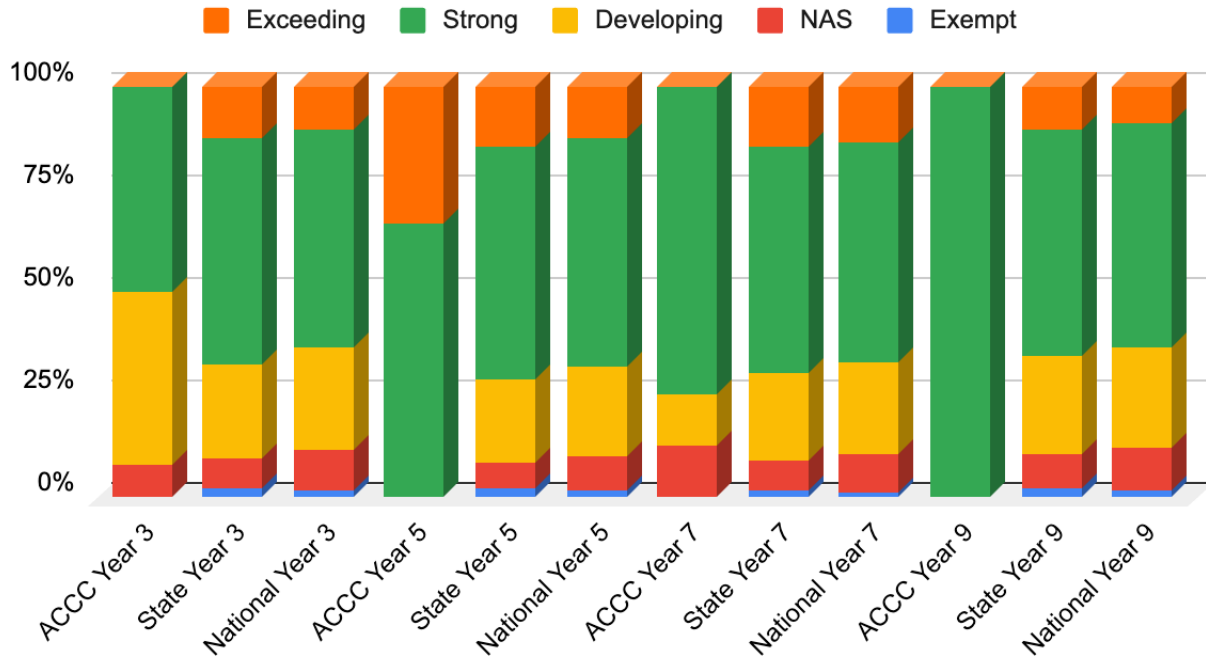
Spelling	Exempt	NAS	Developing	Strong	Exceeding	Participating Students
ACCC Year 3	0.00%	8.30%	33.30%	41.70%	16.70%	12
State Year 3	2.50%	8.80%	26%	46.70%	16.10%	78,875
National Year 3	1.90%	11.20%	26.30%	45.30%	15.30%	307,791
ACCC Year 5	0.00%	0.00%	16.70%	33.30%	50.00%	6
State Year 5	2.30%	7.80%	20.70%	47.90%	21.30%	79,133
National Year 5	1.80%	9.50%	21.10%	47.30%	20.40%	312,864
ACCC Year 7	0.00%	0.00%	0.00%	75.00%	25.00%	8
State Year 7	1.80%	7.10%	18.40%	49.60%	23.10%	77,272
National Year 7	1.50%	7.90%	18.30%	49.20%	23.10%	305,864
ACCC Year 9	0.00%	0.00%	0.00%	83.30%	16.70%	6
State Year 9	2.20%	6.20%	19.10%	56.50%	16.10%	73,602
National Year 9	1.80%	6.90%	19.30%	56.20%	15.80%	290,147

## Grammar and Punctuation



Grammar and Punctuation	Exempt	NAS	Developing	Strong	Exceeding	Participating Students
ACCC Year 3	0.00%	8.30%	33.30%	41.70%	16.70%	12
State Year 3	2.50%	12.80%	28.10%	45%	11.50%	78,875
National Year 3	1.90%	16.10%	28.10%	43%	10.90%	307,791
ACCC Year 5	0.00%	0.00%	16.70%	50.00%	33.30%	6
State Year 5	2.30%	8%	22.80%	52.10%	14.70%	79,133
National Year 5	1.80%	10.40%	23.20%	50.50%	14.20%	312,864
ACCC Year 7	0.00%	0.00%	12.50%	75.00%	12.50%	8
State Year 7	1.80%	11%	23.90%	47.20%	16.20%	77,272
National Year 7	1.50%	13.20%	23.80%	45.50%	16%	305,864
ACCC Year 9	0.00%	0.00%	12.50%	75.00%	12.50%	8
State Year 9	1.80%	11%	23.90%	47.20%	16.20%	77,272
National Year 9	1.50%	13.20%	23.80%	45.50%	16%	305,864

## Numeracy



Numeracy	Exempt	NAS	Developing	Strong	Exceeding	Participating Students
ACCC Year 3	0.00%	8.30%	41.70%	50.00%	0.00%	12
State Year 3	2.40%	7.10%	22.90%	55.10%	12.50%	78,976
National Year 3	1.90%	9.70%	25%	53.30%	10.20%	307,577
ACCC Year 5	0.00%	0.00%	0.00%	66.70%	33.30%	6
State Year 5	2.30%	6.30%	20.30%	56.80%	14.30%	79,227
National Year 5	1.70%	8.60%	21.90%	55.30%	12.50%	312,356
ACCC Year 7	0.00%	12.50%	12.50%	75.00%	0.00%	8
State Year 7	1.70%	7.30%	21.30%	55.20%	14.50%	77,255
National Year 7	1.50%	9.40%	21.90%	53.70%	13.50%	305,021
ACCC Year 9	0.00%	0.00%	0.00%	100.00%	0.00%	6
State Year 9	2.20%	8.50%	23.90%	55.40%	10%	73,520
National Year 9	1.80%	10.40%	24.40%	54.50%	8.90%	289,159



## NAPLAN Analysis

As a smaller school, every student is deeply known and individually supported. Our 2024 NAPLAN results affirm that a personalised, data-informed approach—grounded in Christian values and the Science of Learning—is producing real academic growth. Across cohorts, we are seeing a pattern of strong literacy and numeracy development, particularly in Years 5 and 9, with zero students in the ‘developing’ category for numeracy—a reflection of strong foundational teaching and our commitment to every child thriving.

## Key Highlights by Year Level

### Year 3

- 50% of students achieved ‘Strong’ in Reading and Numeracy.
- 75% of students performed at a ‘Strong’ level in Writing.
- Results are consistent with national expectations despite being a small cohort.

### Year 5

- 100% of students achieved ‘Strong’ in Writing – no students in ‘Developing’.
- 67% of students achieved ‘Exceeding’ in Reading – well above state and national averages.
- All students achieved ‘Strong’ or better in Numeracy and Spelling.

### Year 7

- 100% of students scored ‘Strong’ or above in Reading and Spelling.
- High consistency across all domains with no students in the ‘Developing’ band.

### Year 9

- 100% of students achieved ‘Strong’ in Numeracy – zero in ‘Developing’.
- Strong to Exceeding results across Reading, Writing, Spelling, and Grammar.



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