

## AUSTRALIAN CHRISTIAN COLLEGE - SOUTHLANDS

### 2008 ANNUAL EDUCATION REPORT

#### INTRODUCTION

Australian Christian College: Southlands (ACCS) is a K-12, co-ed school with a day school campus located in Albany. We offer Christian education with two modes - a day school and an off campus distance education school. We currently have an enrolment of 21 students at the Albany campus and 350 students in off campus learning.

ACC Southlands (formerly Southlands Christian College) is a part of the Australian Christian College network of schools owned by Christian Education Ministries. We are also a member school of the Association of Independent Schools (AISWA).

#### A MESSAGE FROM THE PRINCIPAL

The year 2008 was a step in faith as Australian Christian College Southlands became the first private school in Western Australia to offer Distance Education. The school experienced unprecedented growth with over 300 enrollments for the year making it the fastest growing school in Western Australia.

We give thanks for our sister schools in both Queensland and NSW for their support and guidance as we sought to improve our service to our burgeoning student base.

It was also pleasing to see that our day school numbers in Albany grew by 50% as the news that Southlands was a viable school spread throughout the local community.

Initiatives included activity days in Perth and regional areas, an inaugural graduation and awards night, an interactive website with a calendar and newsletters, vCampus, which is a forum and meeting place for students and parents and the development of a support team to assist at school functions.

We at ACC Southlands count it a privilege to be part of the lives of so many as we seek to provide, promote and facilitate a Christian education to families across the vast state of Western Australia. We thank each and every family for their support and partnership as together we grow in knowledge, understanding and wisdom.



**Stuart Chapman**  
Principal

## STUDENT PERFORMANCE IN NAPLAN 2008

These results compare student performance in NAPLAN (National Assessment Program for Literacy and Numeracy) testing against the National Average. The results are only for students in years 3, 5, 7 and 9.

Overall Southlands students performed slightly better than the national average and 99.3% of results achieved the minimum benchmark standard.

Percentage change results from the previous year are not available as the distance education program only began in 2008.

### YEAR 3 (REPORTING BANDS 4-6)

Literacy	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
National Av	399	408	400	403	395
ACC-S	563	430	442	507	461

### YEAR 5 (REPORTING BANDS 5-8)

Literacy	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
National Av	482	485	482	494	474
ACC-S	511	473	493	521	485

### YEAR 7 (REPORTING BANDS 6-9)

Literacy	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
National Av	535	532	537	528	543
ACC-S	529	544	567	507	525

### YEAR 9 (REPORTING BANDS 7-10)

Literacy	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
National Av	578	570	576	570	582
ACC-S	615	584	588	591	590

## PROFESSIONAL LEARNING AND TEACHER STANDARDS

### PROFESSIONAL LEARNING

In 2008, all teaching staff undertook professional learning courses.

These courses included:

- Linking Science and Literacy
- South Pacific Educators Conference
- Activity Day Professional Learning
- Understanding autism
- Briefing the Board
- Telephone technique
- Southern Cross WA Educators Conference
- Christian Schools Association WA Conference
- Management of Student Behaviour AISWA
- Viewing IT from a different perspective
- Distance Education training with Terry Harding
- Roy Savage ACE program application
- Parents Training Manual
- English PD with AISWA
- Drug Arm training
- St John First Aid Course

Average expenditure per staff member on professional development in 2008 was \$825.

### TEACHER STANDARDS

All teaching staff were registered with WACOT (Western Australian College of Teaching). One staff member was in the process of upgrading their teaching qualification to a BEd to be completed in 2009.

TEACHER CATEGORY	% OF TEACHERS
Teaching certificate or equivalent	40
Bachelor of Education	40
Post Tertiary Qualification	20

### TEACHER ATTENDANCE AND RETENTION

Teaching staff maintained a 98% attendance rate and there was 100% retention of staff from the previous school year.

### STUDENT ATTENDANCE AND RETENTION RATES

In the 2008 August census our school had 209 students enrolled in distance education and 19 in the day school. The attendance rate for distance educated students was 90% and for day school students the attendance rate was 84%.

The distance education mode of delivery only began at the start of 2008. The exceptional growth in enrollments continued so that by the start of 2009 there were over 300 full time distance educated students. The number of day school students increased by 50% from 2007 figures.

## **POST SCHOOL DESTINATIONS IN SECONDARY SCHOOL**

The table shown below gives post school destinations of the year 12 student cohort.

It should be noted that students finish their year 12 studies when they complete their coursework, which is not locked into a calendar or academic year.

Many of these students completed their year 11 studies throughout 2008.

Therefore about half of the students (48%) completing their year 12 certificate studies are still enrolled in 2009.

Retail	13%
TAFE	22%
Office/Reception/Accounting	17%
Studying for Year 12 Certificate	48%
American College entry	4%
Apprenticeship	4%
Unknown	9%

## **YEAR 12 RESULTS**

The average year 12 results on PACE tests were 95.8% which was an exceptionally high standard.

## **ENROLMENT PROFILE**

Our school has a diverse enrolment profile with 65% students from metropolitan Perth, 25% from regional centres and 10% located more than 200km from a major regional centre. The school community enjoys a strong cultural diversity throughout its enrolment. About 4% of students were indigenous.

Parents are able to enroll students from K-12. We require students to adhere to the school's ethos and to participate in learning and in the school community. The school enrolment policy is available from the school office.

## SCHOOL-DETERMINED IMPROVEMENT TARGETS

AREA	PRIORITY	ACHIEVEMENTS
Teaching & Learning	Internal Review of Distance Education academic program including mapping of entire curriculum to Curriculum Framework. Meeting requirements of Registration visit by Department of Education Services in May 2008.	Commencement of activity days in Perth and regional areas including Bunbury and Albany. Inaugural graduation and awards night for distance educated students. Improved staff ratio for distance educated students. School website which provides a calendar of upcoming events and downloadable forms.
Facilities Development & Extra-Curricular Activities	Planning for the upgrade of Albany based facilities over a two year period. Negotiation for the employment of staff to be located closer to our customer base in Perth.	Visit of families on the <i>Doulos</i> at Fremantle Port. New carpet in two classrooms and the Distance Education Centre. Upgrade of all computer cabling and phone systems and installation of new dual server. Resealing of roof on lower school building.

## INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

1. School community invited to assist in the maintenance and development of our rural campus. This project included the safe removal of rubbish and ongoing improvement to our school facilities.
2. Students in the Day School participated in a smoking and alcohol awareness programme, which culminated in an awareness evening. This included a quiz, tasting mock-tails made on the night and listening to a local policeman speaking about the need for responsible drinking and what the laws are regarding smoking and drinking.
3. Parents and students of the Day School participated in a celebration of all nationalities represented within our school for Harmony Day. Parents and students enjoyed learning about other cultures and enjoyed a 'bring and share' lunch consisting of many delicious interesting cultural food dishes.

## **PARENT, STUDENT, AND TEACHER SATISFACTION**

Our school maintains a policy of open communication between parents, students, and staff. Communication and satisfaction is addressed through our school website, newsletters, student diaries, parent letters, formal interviews, and informal interviews. We emphasize procedural fairness in resolving complaints.

The school continues to conduct surveys and focus groups to identify satisfaction and we are committed to improving our level of service.