Annual Report 2015
Introduction

The 2015 Annual Report is prepared in order to satisfy the mandatory requirements of both the Federal and State Governments. Therefore it is only a brief snapshot of the College and so I invite those who would like to know more about the College to ring and arrange a visit.

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.

R. Malcolm Bromhead
Principal

A. Information about the College: Our context

Australian Christian College in Albany is located within a beautiful rural setting with its 12 acres of land forming a natural amphitheatre. 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 school has the advantage of being part of a wider national group of schools, the Australian Christian College Group operated by Christian Education Ministries. The College is also a member of the Association of Independent Schools of Western Australia.

One of the features of the school is that it offers education via either the day school 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. Many of these students have found themselves educationally stranded. I.e. stranded socially (e.g. bullying issues), emotionally (e.g. aspergers), academically (local provider not meeting these needs), geographically (too far to local school but students not ready for boarding), 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 even on the golf course.

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](http://www.myschool.edu.au)

For a more detailed report on 2015 see Principal’s Report:


**B. Teacher Standards and qualifications**

Australian Christian College Southlands 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**

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Number of teachers</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Masters</td>
<td>1</td>
<td>9</td>
</tr>
<tr>
<td>Honours</td>
<td>1</td>
<td>9</td>
</tr>
<tr>
<td>Graduate Diploma in Education</td>
<td>3</td>
<td>27</td>
</tr>
<tr>
<td>Bachelor of Education</td>
<td>4</td>
<td>37</td>
</tr>
<tr>
<td>Bachelor of Arts</td>
<td>2</td>
<td>18</td>
</tr>
<tr>
<td>Total teachers</td>
<td>11</td>
<td>100</td>
</tr>
</tbody>
</table>
Expenditure on and teacher participation in professional development

The total funds expended directly or indirectly on teacher professional development in 2015 was $6511.30. The average amount spent directly on professional development per full time equivalent teacher was $591.93.

Staff Professional Development:

- AISWA Graduate to Proficient x 2 staff
- AISWA National Certification of Highly Accomplished And Lead Teachers Information Session
- AISWA EC Numeracy
- AISWA Early Years Learning Framework for Year 1-2 Teachers
- AISWA Essential Elements of Early Numeracy
- AISWA Governance Session x 4 staff and Board Members
- AISWA Principal Standard and Profiles
- AISWA Administrative Leadership x 2 staff
- AISWA Dealing Effectively with Poor Employee Performance x 2 staff
- AISWA NCCD Moderation Workshop x 2 staff
- AISWA Nationally Consistent Collection of Data x 2 staff
- AISWA Implementing Effective Documented Plans
- AISWA School Registration Seminar x 2 staff
- AISWA NQS Principal’s Refresher Conference
- AISWA Humanities P-10 Update x 2 staff
- WACE Update Forum
- The Waste Wise Schools Program x 4 staff
- Bill Rogers – Managing Challenging Behaviour in the Primary and Secondary School (K-12) x 3 staff
- GAWA Conference
- MAWA Conference
- CEM Staff National Conference - All Staff
- Evidence Based Teaching Review - All Academic Staff
- The Importance of every teacher teaching vocabulary - All Academic Staff
- Positive Partnerships Workshop
- Youth Mental Health First Aid
- The Clinical Psychology of Children and Young People
- Building Capacity Conference
- Developing and Maintain a Quality Improvement Plan Online Training Module
- Self Regulation Development Webinar
- Australian Early Development Census Training
- Literacy K-3 Oral Language
- Literacy K-3 Comprehension
- The Australian Schools Women’s Leadership Forum
Average Staff Attendance
For permanent and temporary staff and school leaders, the staff attendance rate was 97% in 2015.

Proportion of Staff Retained from Previous Year
From the end of 2014 school year, 83% of the teaching staff were retained with 91% at the end of 2015.

C. 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 and South Africa.

<table>
<thead>
<tr>
<th>Staff</th>
<th>Percentage Female</th>
<th>Percentage Male</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal (1)</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>Teaching (11)</td>
<td>82%</td>
<td>18%</td>
</tr>
<tr>
<td>Administration (3)</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>Ancillary (2)</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

D. Student Attendance at School

(i) attendance rates for each year of schooling
### On Campus

<table>
<thead>
<tr>
<th>Year</th>
<th>Attendance Average %</th>
<th>Year</th>
<th>Attendance Average %</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>93%</td>
<td>6</td>
<td>94%</td>
</tr>
<tr>
<td>PP</td>
<td>72%</td>
<td>7</td>
<td>94%</td>
</tr>
<tr>
<td>1</td>
<td>94%</td>
<td>8</td>
<td>94%</td>
</tr>
<tr>
<td>2</td>
<td>92%</td>
<td>9</td>
<td>92%</td>
</tr>
<tr>
<td>3</td>
<td>93%</td>
<td>10</td>
<td>93%</td>
</tr>
<tr>
<td>4</td>
<td>91%</td>
<td>11</td>
<td>97%</td>
</tr>
<tr>
<td>5</td>
<td>96%</td>
<td>12</td>
<td>NA</td>
</tr>
</tbody>
</table>

### Distance Education

<table>
<thead>
<tr>
<th>Year</th>
<th>Attendance Average %</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>94%</td>
</tr>
<tr>
<td>4</td>
<td>95%</td>
</tr>
<tr>
<td>5</td>
<td>92%</td>
</tr>
<tr>
<td>6</td>
<td>97%</td>
</tr>
<tr>
<td>7</td>
<td>96%</td>
</tr>
<tr>
<td>8</td>
<td>93%</td>
</tr>
<tr>
<td>9</td>
<td>98%</td>
</tr>
<tr>
<td>10</td>
<td>94%</td>
</tr>
</tbody>
</table>
(ii) 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 Quickschools. The administration staff have access to the attendance data and record any notifications from parents regarding a child’s absence. If a day school child is absent and the school has not been notified by 9am, then the administration staff will call that child’s parent. If staff are unable to contact the parent, a text message is sent requesting the parent to contact the school regarding that 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.

Absentees are reported on the semester student report.

**Distance Education**

Parents of Distance Education students are required to mark attendance daily in Quickschools. The administration staff check the Attendance for the Distance Education group of students daily. After 1 day of non-attendance, administration staff sends SMS notification to parents asking for incomplete records to be updated. A SMS notification is recorded in the Parent Messaging Module. After 2 days of non-attendance, the administration staff sends an e-mail notification to parents asking for incomplete records to be updated. If non-attendance continues the family is contacted. A weekly report is also prepared reflecting communication between school and parents regarding missed days of attendance. A monthly summary screenshot is taken of the month’s attendance record, on the first school day after month end.

Absentees are reported on the semester student report.
E. Student Results in NAPLAN annual assessments

1. The number of students who sat the test by learning mode:

   ![Bar chart showing the number of students by learning mode for Year 3, Year 5, Year 7, and Year 9.](chart)

2. NAPLAN results and the comparison between ACC and the State.

   Year 3

   ![Bar chart showing NAPLAN results for Reading, Writing, Spelling, Grammar and Punctuation, and Numeracy for ACC Mean and State Mean.](chart)
F. Parent, student and teacher satisfaction results

At ACC Southlands we believe 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 and 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

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

1. At school functions (eg Book Week, School Discos, Assemblies, Easter Celebrations,)
2. On class excursions
3. With regular classroom help (eg Literacy Groups, 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)

Parent satisfaction is also evident by the number of new enrolments we have due to referrals from existing parents. By the end of 2015 there were twenty nine students on the waiting list to commence the following year.

Parent satisfaction survey results can be found online.


**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 interviews with Principal. All students in Years 9-11 were interviewed by the Principal.

**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

Teacher satisfaction survey can be found at https://southlands.acc.edu.au/about-us.html
G. School Income funding sources

Income

- Cwth Recurrent Grants: $955,712
- State Recurrent Grants: $960,894
- Fees & Private Income: $400,590
Expenses

Salaries, Allowances & Related Expenses $1,546,852
Non Salaries Expenses $ 740,880

H. Senior School secondary education

(i) Senior Secondary Outcomes

There were no Year 12 students in 2015

(ii) Post-School Destinations

Not applicable