Introduction

The 2014 Annual Report is prepared in order to satisfy the mandatory requirements of both the Federal and State Governments. Therefore it will only be 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 Southlands, 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.
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 and 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. These students can include those who are aspiring athletes or performers, those who have some form of physical difficulties or those who are experiencing challenges caused by a range of social or emotional needs.

The DE Program at Southlands 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. We are one of the largest non-government distance education schools in Western Australia.

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 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

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>7%</td>
</tr>
<tr>
<td>Honours</td>
<td>2</td>
<td>15%</td>
</tr>
<tr>
<td>Graduate Diploma in Education</td>
<td>3</td>
<td>23%</td>
</tr>
<tr>
<td>Bachelor of Education</td>
<td>5</td>
<td>40%</td>
</tr>
<tr>
<td>Bachelor of Arts</td>
<td>2</td>
<td>15%</td>
</tr>
<tr>
<td>Total teachers</td>
<td>13</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 2014 was $10,655. The average amount spent directly on professional development per full time equivalent teacher was $761.

Staff Professional Development:

Evidence Based Teaching - All Staff
Education Envisioning - All Staff
Keeping Safe- Child Protection Curriculum - All Staff
Literacy Workshop - All Staff
Assessment and Reporting for Australian Curriculum - 3 x Staff
RLSS Bronze Medallion
FFA Grass Roots Community Coaching - 2 x Staff
Volley Ball Coaching Level 1 Accreditation Course
Quickschools Attendance and Incidents Procedure - All Staff
Human Biological Sciences Consensus Moderation - 2 x Staff
PD Effective use of the Ipad in the Classroom - 2 x Staff
Senior First Aid - 2 x Staff
Samaritan Purse Cambodia Educator’s Trip
ACPHER Conference
Webinar - The Great Outdoors
On Entry Assessment Program
Dissertation on Education Sustainability
Using Socioscientific Issues in the Science Classroom - Genetics
Formative Appraisal
Physics Y11 Curriculum Planning for 2015
STAWA Conference
Communication with Children
Understanding Emotion in Children
Working with Children at Risk
Working with Parents
Understanding the BIG Idea of Calculus
The Classpad II What is New
Renewal of Registration Webinar
Mathematics Methods
Mathematics Specialist
Future Scientist
MAWA Secondary Convention
NCCD Data Collection - 2 x Staff
Success with Dyslexia
Documented Plans for Students with Diverse Needs
State Funding Applications for Students with Disabilities
Benchmark in Assessing & Literacy
Soundwaves PD - 3 x Staff
Assessment & Reporting - Early Childhood
Supporting English Development Through Art
John Feierabend Music PD
Debating Adjudication Workshop
Albany Student Debating
Review of AITSI
Write Time and Place
Year 12 Moderation Meeting
HASS Network Meeting
Assessment and Reporting with the AC - History
History Teachers Conference

Average Staff Attendance
For permanent and temporary staff and school leaders, the staff attendance rate was 98% in 2014

Proportion of Staff Retained from Previous Year
From the end of 2013 school year, 100% of the teaching staff were retained with 83% at the end of 2014.

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></td>
<td>100%</td>
</tr>
<tr>
<td>Teaching (17)</td>
<td>77%</td>
<td>33%</td>
</tr>
<tr>
<td>Administration (4)</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>Ancillary (4)</td>
<td>50%</td>
<td>50%</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>99</td>
<td>6</td>
<td>96</td>
</tr>
<tr>
<td>PP</td>
<td>95</td>
<td>7</td>
<td>89</td>
</tr>
<tr>
<td>1</td>
<td>90</td>
<td>8</td>
<td>89</td>
</tr>
<tr>
<td>2</td>
<td>87</td>
<td>9</td>
<td>94</td>
</tr>
<tr>
<td>3</td>
<td>91</td>
<td>10</td>
<td>89</td>
</tr>
<tr>
<td>4</td>
<td>86</td>
<td>11</td>
<td>88</td>
</tr>
<tr>
<td>5</td>
<td>90</td>
<td>12</td>
<td>83</td>
</tr>
</tbody>
</table>

Distance Education

<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>97%</td>
<td>6</td>
<td>89%</td>
</tr>
<tr>
<td>PP</td>
<td>91%</td>
<td>7</td>
<td>96%</td>
</tr>
<tr>
<td>1</td>
<td>94%</td>
<td>8</td>
<td>93%</td>
</tr>
<tr>
<td>2</td>
<td>95%</td>
<td>9</td>
<td>91%</td>
</tr>
<tr>
<td>3</td>
<td>96%</td>
<td>10</td>
<td>96%</td>
</tr>
<tr>
<td>4</td>
<td>88%</td>
<td>11</td>
<td>95%</td>
</tr>
<tr>
<td>5</td>
<td>97%</td>
<td>12</td>
<td>88%</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. The administration staff have access to the attendance data and record any notifications from parents regarding a child's absence. If a 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 - Correspondence**

Parents complete an attendance sheet for each child. This sheet is returned to the school along with tests at the end of the month, with explanations for each absence. If attendance sheets are not received by the school at the end of the month, parents are contacted with a request for immediate return of the attendance sheet. Continued non return of the attendance sheet and tests can result in a student being unenrolled from the school.

**Distance Education - Online Student**

Every time a student logs on to the learning program their attendance is recorded along with details as to the areas accessed and time spent in each section. This is closely monitored by staff to ensure engagement and attendance. Parents will also complete an attendance sheet for each child.
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.]

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

![Bar chart showing NAPLAN results for Year 3, with ACC Mean and State mean for Reading, Writing, Spelling, Grammar and Punctuation, and Numeracy.]
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 (eg Visit to Discovery Bay, Visit to Old Strawberry Farm)
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.

Distance Education - Parent Survey

In June, we took the time visit a cross-section of distance education families to get feedback from their experience in distance education and to look at ways that the school could continue to improve. The first thing that became apparent on the trip was that there is no such thing as a ‘typical’ student in distance education.

Some of our students enrolled to have a flexible learning option due to sporting commitments. Others enrolled because it worked within the context of international travel and family business obligations. This feedback inspired the school to change its website to reflect the diversity of our student body.

One of the key questions that we asked on the survey trip was: ‘what makes you successful in distance education?’ Our students told us that they succeeded when they took time to plan out their school day and to balance their school life with other hobbies and involvement in the local community. This feedback led to the creation of a common timetable that students could use for planning when they were going to do their school work.

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

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
G. School Income funding sources

**INCOME**

- Cwth Recurrent Grants: 1,616,058
- State Govt Grants: 1,514,653
- Govt Capital Grants: -
- Fees & Private Income: 490,904

**EXPENDITURE**

- Capital Expenditure: 274,297
- Salaries, Allowances & Related expenses: 2,020,506
- Non Salaries exp: 1,563,995
H. Senior School secondary education

(i) Senior Secondary Outcomes

All of our year 12 students achieved their WACE. The average ATAR was 66.7 with the highest being 88.8.

(ii) Post-School Destinations

<table>
<thead>
<tr>
<th>Destination</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uni Student</td>
<td>2</td>
</tr>
<tr>
<td>TAFE</td>
<td>2</td>
</tr>
<tr>
<td>Working</td>
<td>1</td>
</tr>
<tr>
<td>GAP Year</td>
<td>2</td>
</tr>
</tbody>
</table>