Australian Christian College-Southlands’ clear mission is to be a Christian school in which students are able to grow in Christ and learning whilst developing strong overall capabilities.

The college’s broad education emphasises literacy and numeracy skills as well as encouraging flexible minds and learners of great capacity. Australian Christian College –Southlands’ students have a growing range of opportunities including sport, academic and cultural, through which they can grow as individuals.

Australian Christian College-Southlands is a Kindergarten to Year 12 co-educational school with a total student population of over 660 across the modes of on-campus and distance education.

This Annual Report is intended to give you a picture of Australian Christian College-Southlands in terms of various indicators of performance, including the composition and engagement of the staff, the attendance and outcomes for students, community satisfaction and funding.

Teacher Standards and Qualifications Staff Composition, Qualification and Professional Engagement:

All of the teachers at Australian Christian College-Southlands are appropriately qualified. A list of formal qualifications can be obtained from the School office. All teachers with the School are registered with the Western Australian College of Teaching.

Some of our teachers have over 30 years of experience; we also have several who are new to the profession this year.

There are 27 staff employed as follows: 11 full time teachers, 7 part time teachers, 3 administration staff and 6 ancillary staff.

A range of professional learning activities were undertaken by staff during 2011 including:

- Grammar Workshop
- Consensus Marking for English
- Rural Future Matters
- Australian Curriculum P-10 English, History, Maths, Science
- Fantastic Fingers Fine Motor Skills Workshop
- The Early Learning Years Professional Learning Framework
- Maths Measurement Professions Learning
- Early Childhood Science
- iPad Technology Proloquo2Go Communication System
- 10 key strategies for success at home and at school for ASD students
- Positive Partnerships Workshop for Autism
- Australian Curriculum Science Years 5 and 6 Implementation Workshop
- Australian Curriculum Introductory PD
- Improving Learning Outcomes in a Connected Classroom
- A Look at Number and Algebra in the Australian Curriculum
- CEM National Conference
- Biblical Focus on Family
COMMUNITY SATISFACTION:

Australian Christian College-Southlands measures community satisfaction in two ways: we send out a survey to parents asking them about their opinion in various areas, as well as allowing them to comment freely. We also believe that the retention rates of staff and students reflect community satisfaction.

Student Retention in 2011: Distance Education and On-Campus

- The average student retention rate in 2011 for distance education and on-campus students was 76% and 89% respectively.
- The retention rate for students from Years 9 to Year 12 was 92% and 83% respectively
- The percentage of students retained from 2010 to 2011 was 86% and 74% respectively

Results from the Parent Satisfaction Survey sent out to parents in 2011 indicate that 85% of parents are overall satisfied with the education that their child receives from Australian Christian College - Southlands. All the key indicators from the survey show excellent or good outcomes.

STUDENT OUTCOMES – STUDENT ATTENDANCE:

In 2011 the average student attendance rate was 94.3% for male distance education students and 94.1% for female. On Campus students recorded an attendance rate of 90% for males and 92% for females.

On Campus rolls are taken every morning and the information is transferred to an electronic data base. Parents are able to notify the school of absences via a form on the website or by phone call or email to the office.

Parents of absent children who have not notified the office by 9.15am are contacted by the school secretary. Students away for more than a day are required to provide a written note and in the event of more than two days absence, a doctor’s certificate is required.

In the event of the secretary not being able to contact the parents of an absent child, the emergency contact will be called. If the child’s whereabouts is still not confirmed then the matter is referred to the Assistance Principal to follow up.
## STUDENT OUTCOMES - SUMMARY OF 2011 NAPLAN RESULTS:

<table>
<thead>
<tr>
<th>Year 3</th>
<th>Year 3</th>
<th>Year 3</th>
<th>Year 5</th>
<th>Year 5</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>Writing</td>
<td>Numeracy</td>
<td>Reading</td>
<td>Writing</td>
<td>Numeracy</td>
</tr>
<tr>
<td>Percentage in top 20% of nation</td>
<td>47</td>
<td>15</td>
<td>42</td>
<td>32</td>
<td>13</td>
</tr>
<tr>
<td>Percentage in bottom 20% of nation</td>
<td>9</td>
<td>25</td>
<td>7</td>
<td>21</td>
<td>43</td>
</tr>
<tr>
<td>Percentage above national minimum standard</td>
<td>93</td>
<td>90</td>
<td>93</td>
<td>79</td>
<td>57</td>
</tr>
<tr>
<td>Percentage meeting the national minimum standard</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>89</td>
<td>78</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 7</th>
<th>Year 7</th>
<th>Year 7</th>
<th>Year 9</th>
<th>Year 5</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>Writing</td>
<td>Numeracy</td>
<td>Reading</td>
<td>Writing</td>
<td>Numeracy</td>
</tr>
<tr>
<td>Percentage in top 20% of nation</td>
<td>24%</td>
<td>14%</td>
<td>20%</td>
<td>14%</td>
<td>17%</td>
</tr>
<tr>
<td>Percentage in bottom 20% of nation</td>
<td>29%</td>
<td>33%</td>
<td>16%</td>
<td>29%</td>
<td>26%</td>
</tr>
<tr>
<td>Percentage above national minimum standard</td>
<td>76%</td>
<td>57%</td>
<td>84%</td>
<td>69%</td>
<td>60%</td>
</tr>
<tr>
<td>Percentage meeting the national minimum standard</td>
<td>94%</td>
<td>86%</td>
<td>94%</td>
<td>89%</td>
<td>83%</td>
</tr>
</tbody>
</table>

**In addition:**
- **Year 3:** 98% of students met the national minimum standard in Spelling
- **Year 3:** 100% of students met the national minimum standard in Grammar and Punctuation
- **Year 5:** 88% of students met the national minimum standard in Spelling
- **Year 5:** 90% of students met the national minimum standard in Grammar and Punctuation
- **Year 7:** 94% of students met the national minimum standard in Spelling
- **Year 7:** 92% of students met the national minimum standard in Grammar and Punctuation
- **Year 9:** 94% of students met the national minimum standard in Spelling
- **Year 9:** 89% of students met the national minimum standard in Grammar and Punctuation
SCHOOL FUNDING:
The following information, as prescribed by the MySchool website, highlights the sources of funding for the School.

<table>
<thead>
<tr>
<th>Net recurrent income 2011</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Australian Government recurrent funding</td>
<td>$1,457,086</td>
</tr>
<tr>
<td>State/Territory Government recurrent funding</td>
<td>$1,785,068</td>
</tr>
<tr>
<td>Fees, charges and parent contributions</td>
<td>$411,038</td>
</tr>
</tbody>
</table>

Net recurrent income for 2011: $3,653,192

### INCOME 2011

- **Cwth Recurrent Grants:** $1,457,086
- **State Recurrent Grants:** $1,785,068
- **Fees & Private income:** $411,038
- **Govt Capital Grants:** $0

### EXPENSES 2011

- **Salaries Allowances & Related expenses:** $1,549,466
- **Non Salaries Expenses:** $2,065,982
- **Capital Expenditure:** $0

Total expenditure: $3,615,448