



AUSTRALIAN CHRISTIAN COLLEGE: NEW SOUTH WALES

EDUCATION AND FINANCIAL ACCOUNTABILITY REPORT 2007

INTRODUCTION

Australian Christian College: New South Wales (ACC:NSW) is an independent, co-educational K-10 school established to provide financially accessible Christian education through a day school and through distance education. The Day School served 83 students and the Distance Education served 809 students in 2007. ACC:NSW is a member of the Association of Independent Schools and Christian Schools Australia.

A MESSAGE FROM THE CHAIRMAN

Australian Christian College: New South Wales has been formed out of two Christian organizations – Allowera Christian School and the Australian Christian Academy. Together, we share one vision for quality Christian education with a Biblical worldview. By utilizing different modes of delivery, we are able to serve parents in northwest Sydney through a day school and throughout New South Wales via our distance education department.

In 2007, we saw many exciting developments and we are looking forward to ongoing growth in 2008.

David Fyfe

Chairman, ACC:NSW

SCHOOL PERFORMANCE IN STATEWIDE TEST AND EXAMINATIONS

Day School – In 2007, grades 3 and 5 participated in the Basic Skills Tests. Grade 7 participated in the Literacy and Numeracy National Assessment (LANNA). All students achieved above the benchmarks in every category in grade 3, 5, and 7.

Distance Education - In 2007, grades 3 and 5 participated in the Basic Skills Tests. Grade 7 participated in the Literacy and Numeracy National Assessment (LANNA). National numeracy benchmarks were achieved by 90% of participating students in grade 3, 88% of participating students in grade 5, and 95% of participating students in grade 7. National reading benchmarks were achieved by 90% of participating students in grade 3, 88%

of participating students in grade 5, and 97% of participating students in grade 7. National writing benchmarks were achieved by 83% of participating students in grade 3, 98% of participating students in grade 5, and 87% of participating students in grade 7.

TEACHER STANDING AND PROFESSIONAL DEVELOPMENT (COMBINED DAY SCHOOL AND DISTANCE EDUCATION)

TEACHER STANDINGS

TEACHER CATEGORY	NO. OF TEACHERS
Teaching qualifications from a higher education institution within Australia or as a recognized by Teaching Australia.	6 (DS) + 9.9 (DE)
Teaching qualifications from a higher education institution within Australia or as recognized within the Teaching Australia guidelines but lacks formal teacher education qualifications.	0
Teachers without qualifications as described above but have relevant, successful teaching experience and appropriate knowledge relevant to the teaching content.	0

PROFESSIONAL DEVELOPMENT

In 2007, our staff undertook courses relating to their area of responsibility across the Key Learning Areas. Average expense per staff member was \$662.50.

DE staff undertook training related to specific needs of students studying at a distance. Average expense per staff member was \$1,096.97..

TEACHER ATTENDANCE AND RETENTION RATES

Day School – Teaching staff maintained a 98% attendance rate with 100% retention for the 2007 school year.

Distance Education: Teaching staff maintained a 98.7% attendance rate with 100% retention within the year.

SECONDARY SCHOOL STUDENT ATTENDANCE, RETENTION & POST SCHOOL DESTINATION

Day School: At the end of 2007, the day school had a population of 83 of which 35 were enrolled in secondary school. The students come from a range of diverse cultures.

Retention rates in secondary schools: 1) four students pursued higher education, 2) two students enrolled in a government high school, 3) one student enrolled in a private college, 4) one student enrolled in TAFE.

The day school academic program is based on Board of Studies syllabus materials across all Key Learning Areas.

Distance Education provided for 809 students in 2007 with 375 secondary school students from diverse backgrounds. Graduates went on to TAFE, into apprenticeships and onto Yr 11.

Distance Education uses a Mastery Learning educational program designed to allow each student to work at his or her own academic level. It is based on Board of Studies syllabus materials across all Key Learning Areas.

INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

A Biblical worldview provides the foundation for teaching on respect and responsibility. Values education is integrated across the curriculum.

Examples include:

1. Students reaching out to the local community with Christmas gift baskets.
2. Students involved in sustainable living projects and eco-friendly landscape designs.
3. Students encouraged to be responsible with their personal health through morning exercise programs and healthy eating initiatives.
4. Students encouraged to respect other members of the school community by upholding a code of conduct.
5. Students involved in fundraising for local charities and community groups.

PARENT, STUDENT, TEACHER SATISFACTION

ACC:NSW maintains a policy of open communication between all members of our school community. Staff members communicate with parents through notes, email, student diaries, and appointments. Students have access to the principal via appointments. ACC:NSW also has a Parents Council for discussion about school life. Informal student and teacher surveys indicate a high level of satisfaction.

A major IT survey was conducted among parents and guardians to determine IT priorities for the school community.

Staff members participated in an OH&S review of the campus.

ENROLMENT POLICES AND PROCEDURES

- I. Policies:

- a. The aims of ACC:NSW are:
 - i. To assist parents committed to bringing up their children in the nurture and admonition of the Lord Jesus Christ.
 - ii. To train Christian children in the principles of Christian leadership, self discipline, individual responsibility, personal integrity, and good citizenship.
 - iii. To direct the development of the child through excellence of education towards God's objective for man: godliness of character and action.

- b. Day School Enrolment is open to students who want to learn a Christian worldview in accordance with the college's aims and policies. Parents are required to:
 - i. Accept the college's philosophy statement and condition of enrolment.
 - ii. Participate in the education of their children by supporting the college's aims and policies.
 - iii. Parents are informed before interview that ACC does not offer the School Certificate or the Higher School Certificate. Parents of enrolled students are advised annually concerning this issue.
 - iv. Students are expected to support the school's aims and to comply with the school's procedures to maintain enrolment.

- c. Distance Education Enrolment is open to students whose parents want to educate their children at home with a Christian worldview in accordance with the college's aims and policies.

Parents are required to:

- i. Understand the college's philosophy statement and condition of enrolment.
- ii. Participate in the education of their children by supporting the college's aims and policies.
- iii. Parents are informed before acceptance, that ACC does not offer the School Certificate or the Higher School Certificate. Parents of enrolled students are advised annually concerning this issue.
- iv. Students are expected to support the school's aims and to comply with the school's procedures to maintain enrolment.

II. Procedure:

a. Day School Enrolment:

- i. All enrolment applications are to be processed within the college's enrolment policy.
- ii. Each applicant is to attend an enrolment interview, with consideration given to the applicant's interview responses regarding ability and willingness to support the college's aims.
- iii. Consideration is given to any academic, social, or physical need of the student.
- iv. Each student is informed of the outcome of the application.
- v. To ensure that all aspects of the college's stated aims are implemented, the following policies and procedures were in place or developed in 2006 (see STUDENT WELFARE POLICIES).

b. Distance Education Enrolment:

- i. All enrolment applications are to be processed according to the college's enrolment policy.
- ii. Each applicant is to complete home education training, and a phone interview with consideration given to the applicant's interview responses regarding ability and willingness to support the college's aims.
- iii. Consideration is given to any academic, social, or physical need of the student.
- iv. Each parent is informed of the outcome of the application.

STUDENT WELFARE POLICIES

POLICY	CHANGES IN 2007	ACCESS TO FULL POLICY
Academic Reporting	Minor adjustments to include Distance Education Department.	College Office and relevant handbooks.
Child Protection Policy	Nil.	College Office and relevant handbooks.
Bullying	Nil.	College Office and relevant handbooks.

Homework and Assessment	Nil.	College Office and relevant handbooks.
Emergencies	Evacuation process revised to accommodate new facilities.	College Office and relevant handbooks.
OH&S	Processes revised to accommodate new facilities.	College Office and relevant handbooks.
Risk Management (on/off site activities)	Policies expanded to include Distance Education programs.	College Office and relevant handbooks.
Behaviour management	Procedural Fairness emphasized.	College Office and relevant handbooks.
Compliants and Grievances	Procedures expanded to include Distance Education complaints and Grievances.	College Office and relevant handbooks.
Pastoral Care	Adjusted to reflect Chaplaincy position.	College Office and relevant handbooks.

SCHOOL DETERMINED IMPROVEMENT TARGETS

AREA	PRIORITIES	ACHIEVEMENTS
Teaching and Learning	TAS	New implementation of TAS.
Student Achievement	Increase in peer-group interaction and accomplishment.	Peer-group presentations before school board.
Facilities Development and Extra-Curricular Activities	IT infrastructure upgrade Playground New classrooms Science lab	20 new computers purchased for student usage. Forpark Australia playground installed under the IOSP grant. 2 new classrooms for primary and infant department.

		Science lab constructed with individual work stations and access to gas and water.
Distance Education	Offer an individualised educational program that combines the strengths of the home, Christian curriculum and professional educators.	This is our first year operating DE, we are establishing 'Best Practice' and piloting several innovative educational modalities with fine tuning in 2008.

DISCIPLINE POLICY

The discipline policy at ACC:NSW is based on procedural fairness and proactive behaviour management.

Students are expected to uphold the code of conduct as presented in the Student Handbook.

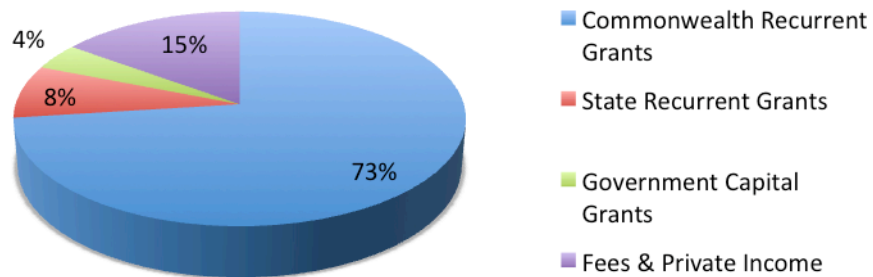
Staff are expected to abide by the code of conduct as presented in the Staff Handbook.

GRIEVANCE AND COMPLAINTS POLICY

Complainants and respondents are entitled to the use of fair, confidential, impartial, and dignified resolution procedures. The "right of reply" procedure is clearly articulated in the full policy document.

FINANCIAL REPORT

INCOME - 2007



EXPENDITURE - 2007

