2014 Annual Report

Growing in Christ
WELCOME FROM THE SCHOOL BOARD

Once again it is my privilege to introduce the 2014 Annual Report on behalf of the school board. We are so thankful to God for the tremendous growth in the school as evidenced by growth in student numbers, staff, and facilities.

We implemented a second stream in the secondary school to cater for the growth in student numbers. New staff joined our team and we have been thrilled with their contribution and their passion for our students.

We continued to implement our masterplan in consultation with Lippmann Partners and members of the school community. We reached an important milestone with the purchase of 61 Farm Road – the adjoining property to the school.

Finally – we were delighted to see our students experiencing life in the indigenous communities of the Northern Territory and to see our students perform with excellence in the Higher School Certificate.

Thank you again for your support of the school. “For from him and through him and for him are all things. To him be the glory forever! Amen.”

David Fyfe
Chairman
Australian Christian College - Marsden Park
**College Context**

Australian Christian College Marsden Park is committed to achieving the highest academic outcomes possible for each student, catering for students from Foundation to Year 12, with an online program for students in Year 7 to 10. Our team of highly qualified, talented and dedicated teachers work prayerfully with each child and their parents to help them grow in capacity, self-confidence, and clarity of purpose. Our goal is that each child in our care learns to develop and maintain a vibrant inner life full of faith and optimism driven by their own sense of purpose.

**2014 IMPROVEMENT TARGETS**

In 2014, the College achieved significant progress towards its improvement targets.

**Programming Learning**

Teachers made significant progress towards developing their teaching and learning programs to meet the requirements of newly introduced NSW BOSTES programmes and the Australian Curriculum.

**Professional Development**

Teachers spent the year further developing their skills in the use of technology in the learning environment, strengthening the College’s Bring Your Own Device program. Teachers continued to develop the use of the College’s online Learning Management System.

**Mission Focus**

A team of five students and one teacher joined with a team from ACC Moreton on the inaugural Northern Territory mission trip. The mission was very successful in touching the lives of participants and the many children with which they interacted.

**Student Well-Being**

The Secondary Home Room Program was instituted to provide each student with a mentor to focus on their specific needs and coach them in strategies that will enable them to develop as a student and a citizen.

**Classrooms**

Significant resources were directed towards the addition of three new modular classrooms, each equipped with new furniture and technology.
Camp Program
In Term One, Stage 4 went to the Anglican Youthworks facility in Port Hacking for land and water based outdoor education. Stage 5 students had an opportunity to pack their bags and head off to their camp at Nowra, during Term Two.

Excursions and Incursions
Throughout 2014 there were numerous excursions and incursions that teachers programmed for students. These are curriculum, well-being or ministry focused and included fieldwork at Longneck Lagoon, visits to the Jewish Museum, Sydney Aquarium, Archaeological digs, Senior Study Days, the Supreme and District Courts, State Library, theatre performances, Careers Expo, Elevate Education, Cybersafety seminars, Petting Zoo, Local Library, Game Development courses, Road Safety, Sports Science, University of Sydney lectures, and others. Year Nine and Ten students participated in the annual Commerce Market Day.

INFORMATION SERVICES
Information Technology is a key enabler for the many activities that take place on the campus. Australian Christian College has embraced technology advancements allowing greater access to web-based technologies. This has improved the communication between parents, students, teachers and administrators. Our student management system has continued to significantly improve our ability to track and report on student academic performance and behaviour, as well as improve communication with parents. The College has rolled out new equipment across the campus improving access to the network.

Parents and students response to the BYOD program in 2014 has seen an increase in the number of privately owned devices (laptops and ipads) connecting to the school's wireless network. The NBN connection is due in June 2015. We have reduced the amount of printed communication with the increased use of email and SMS communication. This has resulted in a substantial reduction in our cost of printing, increasing efficiencies with the processing of communication between the College and the College Community. In 2015 this process will be further refined to ensure that the whole community has increased access to information when it is needed.

Online textbooks and Cloud storage has meant that students have fewer books to carry and always have access to their work with both online and offline storage. Students having their own devices will allow teachers to capitalise on students learning, preparing them to live in a world that is increasing reliant on its citizens being computer literate.
# Student Attendance Rates

In 2014 the student attendance rates were as follows:

<table>
<thead>
<tr>
<th>Year Level</th>
<th>Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundation</td>
<td>96%</td>
</tr>
<tr>
<td>Year 1</td>
<td>93%</td>
</tr>
<tr>
<td>Year 2</td>
<td>95%</td>
</tr>
<tr>
<td>Year 3</td>
<td>91%</td>
</tr>
<tr>
<td>Year 4</td>
<td>94.5%</td>
</tr>
<tr>
<td>Year 5</td>
<td>91%</td>
</tr>
<tr>
<td>Year 6</td>
<td>91.5%</td>
</tr>
<tr>
<td>Year 7</td>
<td>95%</td>
</tr>
<tr>
<td>Year 8</td>
<td>90%</td>
</tr>
<tr>
<td>Year 9</td>
<td>91%</td>
</tr>
<tr>
<td>Year 10</td>
<td>91%</td>
</tr>
<tr>
<td>Year 11</td>
<td>94%</td>
</tr>
<tr>
<td>Year 12</td>
<td>94%</td>
</tr>
</tbody>
</table>
EXTERNAL ASSESSMENTS

Higher School Certificate
In 2014, 10 Year 12 students studied the HSC at the College in 12 subjects.

The following table represents the proportion of students who achieved results in the top three bands (4-6). The variable nature of results from year to year is reflective of the strength of cohorts rather than any change in the nature of the College's teaching.

<table>
<thead>
<tr>
<th>Course</th>
<th>2014 ACCMP</th>
<th>2014 State</th>
<th>2013 ACCMP</th>
<th>2013 State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ancient History</td>
<td>100%</td>
<td>60%</td>
<td>67%</td>
<td>62%</td>
</tr>
<tr>
<td>Biology</td>
<td>60%</td>
<td>62%</td>
<td>100%</td>
<td>6%</td>
</tr>
<tr>
<td>Business Studies</td>
<td>100%</td>
<td>68%</td>
<td>100%</td>
<td>66%</td>
</tr>
<tr>
<td>Chemistry</td>
<td>33%</td>
<td>75%</td>
<td>0%</td>
<td>73%</td>
</tr>
<tr>
<td>English (Adv)</td>
<td>71%</td>
<td>92%</td>
<td>60%</td>
<td>85%</td>
</tr>
<tr>
<td>General Maths</td>
<td>100%</td>
<td>45%</td>
<td>0%</td>
<td>43%</td>
</tr>
<tr>
<td>Industrial Technology</td>
<td>100%</td>
<td>57%</td>
<td>67%</td>
<td>60%</td>
</tr>
<tr>
<td>Mathematics</td>
<td>33%</td>
<td>81%</td>
<td>0%</td>
<td>75%</td>
</tr>
<tr>
<td>Modern History</td>
<td>n/a</td>
<td>n/a</td>
<td>100%</td>
<td>77%</td>
</tr>
<tr>
<td>PDHPE</td>
<td>75%</td>
<td>64%</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Physics</td>
<td>n/a</td>
<td>n/a</td>
<td>0%</td>
<td>66%</td>
</tr>
<tr>
<td>VET- Hospitality</td>
<td>100%</td>
<td>72%</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>VET - Financial Services</td>
<td>n/a</td>
<td>n/a</td>
<td>50%</td>
<td>73%</td>
</tr>
<tr>
<td>VET - Retail Services</td>
<td>n/a</td>
<td>n/a</td>
<td>100%</td>
<td>71%</td>
</tr>
</tbody>
</table>
NAPLAN Testing

The NAPLAN results for Years 3, 5, 7 and 9 show strengths in ACCMP student achievement in Literacy (particularly Writing) and Numeracy as well as various weaknesses of which the College is aware and working to strengthen.

<table>
<thead>
<tr>
<th>Colour Scheme</th>
<th>Red &amp; Green</th>
<th>Submit</th>
</tr>
</thead>
</table>

POST- COMPULSORY EDUCATION

Record of School Achievement (ROSA)

No student at the college was granted a ROSA in 2014 as the Year 10 student cohort matriculated to Year 11.

Vocational Education

14% of Year 12 students in 2014 completed Vocational Education courses as part of their studies.

Student Retention Rates

Retention rates Year 10 to Year 12 (not including new enrolments)

<table>
<thead>
<tr>
<th>Year</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>60%</td>
</tr>
<tr>
<td>2011</td>
<td>69%</td>
</tr>
<tr>
<td>2012</td>
<td>39%</td>
</tr>
<tr>
<td>2013</td>
<td>81%</td>
</tr>
</tbody>
</table>
POLICIES
Australian Christian College has policies governing all aspects of the College’s operation. All policies relevant to parents, including the key policies that are highlighted below, can be found on the College’s website.

ENROLMENT
Australian Christian College was established to support Christian families in the nurture and education of their children. Whilst continuing to perform this role for many Christian families, the College welcomes a broader group of families from the community, offering their children a quality Christian education in a safe, loving and nurturing environment.

The College will enrol students where the family:
1. Seek a Christian Education for the student;
2. Declare all information relevant to the enrolment decision, including health, learning or behavioural difficulties;
3. Support all College policies, practices, values, ethos and its Statement of Faith;
4. Form an effective partnership with the College in their children’s education;
5. Agree to comply with the Student and Parent Codes of Conduct and where the Principal believes that they have the capacity and commitment to do so;
6. Commit to pay their fees in accordance with College policies;
7. Commit to provide uniform and equipment as required; and
8. Commit to comply with all relevant legislation and regulations.

Where any of the conditions outlined above cease to be the case, or it is found that they were not the case at enrolment, the College reserves its right to terminate the enrolment. The College seeks to maintain a high proportion of students from Christian families and in situations where the number of applicants exceeds the number of vacancies preference will be given to children from Christian families. Each enrolment decision will be assessed on its individual merits and governed by the capacity of the College to cater for the student’s academic, social, psychological, emotional and physical needs.

The College may administer testing, or require professional testing at the parents’ expense, to identify the specific needs of a student prior to an offer of enrolment. The College may contact current or prior schools for information. Where the Principal deems it necessary students may be offered probationary enrolment, or an enrolment conditional upon an individual plan for the management, outlining any provisions the College makes for the student and any conditions regarding student behaviour and/or parent behaviour.

Applicants for Foundation will be required to undergo a readiness assessment prior to enrolment. The College may recommend deferral of enrolment for students it deems not ready. The College will comply with the Education Act 1990 and relevant discrimination legislation. The College’s CEO and Board is responsible for final decisions regarding enrolment. This policy remains unchanged since the last Annual Report.
Students with Disabilities
Children with physical, mental, emotional and/or academic disabilities may be enrolled when the College can effectively meet their needs without causing unjustifiable hardship to the college. In the case of students with disabilities, the application must include copies of up-to-date specialist reports.

Students with a History of Disciplinary Issues
While a history of disciplinary issues at previous colleges will not necessarily be an impediment to enrolment at the college, consistent with the requirements for all students the enrolment may be terminated if there is a breach of the student enrolment contract and/or college policies.

Student Attendance
The College keeps formal records of the attendance of its students on all scheduled school days, whether on or off campus. Parents are notified each morning by SMS to their nominated mobile telephone if their child is absent. Parents can reply to the SMS to provide a reason or approval for the absence, or alternatively, provide a written note to the College within two days of their return to school. Absences that have remained unexplained for two days after the return of the student will be followed up by another SMS to the parent requesting a response. No response at this stage will result in the absence being recorded as ‘unapproved’ on the formal College attendance records.

Attendance, including partial absences, is also recorded on formal College student reports. The parents of a student absent for three consecutive days are contacted on the third day to inquire about the student and offer any assistance to the family, including coursework if the student is able to continue with their studies at home.

Procedure for the management of non-attendance
The following procedure is an extract from the Attendance policy available on request at the school office or on the school website:

1. The college may observe trends in student attendance which identify regular non-attendance at the college.
2. The Principal or their delegate will notify the parent or guardian and request an explanation of the regular non-attendance.
3. If the non-attendance is not resolved, the Principal or their delegate will write to the parent / guardian requesting an immediate resolution.
4. Failing resolution, the college will discuss the student’s enrolment with their parents / guardian.

COLLEGE COMMUNITY

Student Population
In 2014 Australian Christian College - Marsden Park (ACC) consisted of 378 students from F-12, 285 studying on campus and 93 students from 7-10 studying via distance education. The gender ratio was close to even with 50.5% of students being female and 49.5% of students being male.
Community Locality
Students attending the College come from diverse localities. Bus services provide the means of transport for the majority of students. The key drawing areas include:

- Riverstone, Schofields, Marsden Park;
- Parklea, Glenwood, Acacia Gardens, Quakers Hill;
- Kings Langley, Kings Park, Lalor Park;
- Dural, Kellyville, Glenhaven;
- Windsor, Windsor Downs, Bligh Park, McGraths Hill, Vineyard, Maraylya, Richmond, and Kurrajong;
- Castle Hill, Baulkham Hills, Bellavista;
- Glendenning, Oakhurst, Plumpton, Mount Druitt, Dean Park, Hassall Grove.

Parent, Student & Teacher Satisfaction
The college maintains a number of ways to identify satisfaction including monthly parent connect forums, student feedback through the Honour Roll and an open door policy for staff.

Respect & Responsibility
The college hosted a number of events to promote respect and responsibility including ANZAC Day and Armistice Day.

STAFF STATISTICS
Australian Christian College is blessed with a committed team of teachers and support staff who approach their roles with passion and professionalism.

Staffing Composition
In 2014, the College employed 39 individuals and engaged 4 casual staff, none of which were indigenous Australians. Of the 39 staff, 30 were teachers and 9 were employed in non-teaching roles. 4 employees held positions of responsibility. There were approximately 75% female staff and 25% male staff.

Staff Attendance
The attendance of College staff was high at 96%.

Teacher Qualifications
All teaching staff have graduate qualifications from a higher education institution within Australia or overseas (as recognised within the National Office of Overseas Skills Recognition guidelines).

Teaching Staff Retention
20 of the 26 teaching staff from 2013 returned in 2014. This is a retention rate of 77%. Whilst it is always sad to see colleagues leave, vacancies give us an amazing opportunity to employ staff members who can bring new skills and perspectives to the College. The College also employed three additional staff for the 2014 school year.
Teacher Professional Development
The College’s teachers throughout 2014 have engaged in professional development to improve their capacity to meet the learning needs of their students. Professional development occurred both at external courses and at school-based workshops. Teachers were encouraged to undertake professional networking, school visits and HSC marking to enhance their professional growth. A delegation of teachers attended the CSA State conference in July and networked with teachers from other Christian schools.

Priorities for the year included:
• reviewing internal and external data to improve learning outcomes in literacy and numeracy;
• integrating technology to enhance learning outcomes;
• assessment strategies; and
• student welfare and positive behaviour management.

In the Primary Years teachers continued their focus on Literacy and Numeracy skills. In the Secondary Years specialist teachers continued their focused programming and development of Australian Curriculum in English, History, Science and Mathematics. Stage 6 teachers developed their expertise in HSC courses, including new prescriptions for the 2015 HSC English course.

Senior staff also continued to develop their expertise in supporting and monitoring New Scheme teachers. College teaching staff participated in professional development/learning in 2014 with average expenditure of $500 per teacher.
FINANCIAL SUMMARY
The following data is presented in compliance with the guidelines for the annual report:

**Income 2014**

- Govt Capital Grants: 62
- State Recurrent Grants: 799,220
- Fees & Private income: 1,261,153
- Govt Recurrent Grants: 2,126,030

**Expenses 2014**

- Non Salaries Expenses: 1,397,504
- Capital Expenditure: 436,434
- Salaries Allowances & Related expenses: 2,877,350