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Welcome & Contextual Information About the School

Australian Christian College - Marsden Park is a thriving school community in north-west Sydney. Our K-12, co-ed campus represents the heart of contemporary Australian society with students coming together from many different cultures for the purpose of learning and growing together in unity.

In 2015, we saw significant growth in our school and we also celebrated the largest ever cohort of year 12 students who completed their Higher School Certificate.

We were challenged and inspired by a visiting professor from the Astronomy Department at Western Sydney University. This professor encouraged us to see how our weaknesses can be turned into strengths. The truth of this message is found in the Bible with the text “I can do all things through Christ who strengthens me” (Philippians 4:13).

I am thankful for our staff, our students and our school community and I would like to give all glory to God for the great things He is doing in our school.

Paulle Kwok
Principal
In 2015, the school worked on two new initiatives to improve results in reading and numeracy. The first initiative is based on the Daily Five pedagogy which provides a framework for students to develop their skills in reading.

The second initiative was a review of the school's numeracy program implementation. This review led to the recommendation of a new numeracy program that integrates different types of pedagogy and technology. The program will be implemented in 2016.

Record of School Achievement

Three students out of a cohort of twenty-eight left the school with a Record of School Achievement at the end of the school year.
Higher School Certificate

In 2015, twenty-seven students out of thirty sat for the Higher School Certificate. One student was recognised as a High Achiever and three students were recognised on the Merit List.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Banding</th>
</tr>
</thead>
</table>
| Ancient History    | Band 4 - 44%  
                      | Band 3 - 43%               |
| Biology            | Band 6 - 20%  
                      | Band 4 - 30%  
                      | Band 3 - 20%               |
| Business Studies   | Band 4 - 17%  
                      | Band 3 - 83%               |
| Chemistry          | Band 6 - 12%  
                      | Band 5 - 12%  
                      | Band 4 - 12%  
                      | Band 3 - 62%               |
| English - Advanced | Band 5 - 15%  
                      | Band 4 - 46%  
                      | Band 3 - 38%               |
| English - Standard | Band 3 - 100%            |
| ITM                | Band 5 - 25%  
                      | Band 4 - 37%  
                      | Band 3 - 12%               |
| Mathematics (2U)   | Band 6 - 11%  
                      | Band 5 - 11%  
                      | Band 3 - 44%               |
| Mathematics - General | Band 6 - 6%  
                      | Band 4 - 17%  
                      | Band 3 - 35%               |
| Music              | Band 6 - 11%  
                      | Band 5 - 33%  
                      | Band 4 - 56%               |
| Physics            | Band 6 - 16%  
                      | Band 4 - 33%               |
Senior Secondary Outcomes

<table>
<thead>
<tr>
<th>Percentage of students in Year 12 undertaking vocational or trade training</th>
<th>0%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of students in Year 12 attaining a Year 12 certificate or equivalent VET qualification</td>
<td>90%</td>
</tr>
</tbody>
</table>

Summary of Professional Learning

The school allocates $600 per staff member per year for professional development.

2015 Professional Learning includes:
- Meet Manager Training
- Equipping teachers for teaching the topic on Conflict in Europe
- Becoming a Highly Accomplished Teacher
- ICTENSW 2015 Conference
- Pre-conference Educational tour
- Understanding and Integrating Finance for HSC Business Studies
- The AIS Business Studies and Economics Conference 2015 - Business Studies - The Real and Hypothetical through the Use of Case Studies (Part B)
- How to shoot a short film
- Acting 101
- iPads in Action: English K-2
- Nurturing and Growing Number Sense: Establishing Numeracy
- Becoming Accredited at Lead Teacher
- Chemical Safety in Secondary Schools
- External HSC Trial Marker
- Behaviour Management for Beginning Teachers NSW
- Behaviour Management for beginning teachers
- Boys and education
- Thinking of a Leadership Role
- Designing School Based Professional Learning Plans
- TAS - Real and Relevant
- Writing History
- Inquiry Learning in the Elective History Course
- Chemistry Teachers Conference 2015
- Discovery AOS and Away
- Wellbeing for beginning teachers
- Differentiating the curriculum
- Targeting inferential comprehension: promoting critical thinking
- Grammar roolz- know the tools
- Directors of Studies Conf
- CAFE online seminar
- CREATING AND INNOVATING WITH TECHNOLOGY IN THE CLASSROOM – WITH GARY STAGER
- Nurturing and Growing Number Sense: Establishing Numeracy
- PDHPE Teachers’ Association Annual Conference
- Human Resource Planning – Induction, Staff Development and Performance
- Challenging Conversations in PDHPE
- PASS training
- Designing School Based Professional Learning Plans
- Becoming accredited at Highly Accomplished or Lead with BOSTES
- Consolidating implementation of the English K-10 Syllabus
- Becoming accredited at Highly Accomplished or Lead with BOSTES
- Fusion360 A new Way to Visualise your Designs
- Fusion 360: Make it with 3D Printing and CAM
- Becoming accredited at Highly Accomplished or Lead with BOSTES

Teaching Staff Qualifications

<table>
<thead>
<tr>
<th>Category</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>(i) having teacher education qualifications from a higher education</td>
<td>30</td>
</tr>
<tr>
<td>institution within Australia or as recognised within the National</td>
<td></td>
</tr>
<tr>
<td>Office of Overseas Skills Recognition guidelines</td>
<td></td>
</tr>
<tr>
<td>(ii) having a bachelor degree from a higher education institution</td>
<td>0</td>
</tr>
<tr>
<td>within Australia or one recognised within the AEI-NOOSR guidelines but</td>
<td></td>
</tr>
<tr>
<td>lack formal teacher education qualifications</td>
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</tr>
</tbody>
</table>
## Workforce Composition

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>13</td>
</tr>
<tr>
<td>Female</td>
<td>21</td>
</tr>
<tr>
<td>Indigenous</td>
<td>0</td>
</tr>
</tbody>
</table>

## Student Attendance Rates

<table>
<thead>
<tr>
<th>Year Level</th>
<th>Attendance Rate (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundation</td>
<td>93%</td>
</tr>
<tr>
<td>Year 1</td>
<td>92%</td>
</tr>
<tr>
<td>Year 2</td>
<td>91%</td>
</tr>
<tr>
<td>Year 3</td>
<td>89%</td>
</tr>
<tr>
<td>Year 4</td>
<td>89%</td>
</tr>
<tr>
<td>Year 5</td>
<td>91%</td>
</tr>
<tr>
<td>Year 6</td>
<td>90%</td>
</tr>
<tr>
<td>Year 7</td>
<td>89%</td>
</tr>
<tr>
<td>Year 8</td>
<td>89%</td>
</tr>
<tr>
<td>Year 9</td>
<td>86%</td>
</tr>
<tr>
<td>Year 10</td>
<td>83%</td>
</tr>
<tr>
<td>Year 11</td>
<td>90%</td>
</tr>
<tr>
<td>Year 12</td>
<td>92%</td>
</tr>
<tr>
<td>Whole School</td>
<td>90%</td>
</tr>
</tbody>
</table>
The Management of Non-Attendance

Procedure - The Enrolment Register
1. The college will maintain an enrolment register with the following information:
   a. The name, age and address of students.
   b. The name and contact telephone number of parents and/or guardians.
   c. The date of enrolment and, where appropriate, the date of leaving the school and the student’s destination.
   d. For students older than six years – the previous school or pre-enrolment situation.
   e. In the event that the destination of a student under seventeen years old is unknown, the enrolment register is to include evidence that a Department of Education and Communities Officer with home school liaison responsibilities has been notified of the student’s name, age and last known address.
2. The enrolment register is to be kept in electronic format for a minimum of seven years after the student leaves the college.
3. The enrolment register will be backed up offsite.

Procedure – Attendance Dataset
1. The attendance database is to include the following:
   a. Daily attendance which may be recorded by noting daily absences.
   b. Absences.
   c. Reason for Absence.
   d. Documentation to substantiate the reason for absence.
2. All data recording must be in compliance with the common code.

Procedure - Attendance
1. The classroom teacher will use the electronic database accessible on their laptop to mark the official attendance at the beginning of the school day.
2. Students who are not present during the marking of attendance are to be recorded as absent. The electronic database refers the list of absent students to the school office.
3. Students who arrive after the beginning of the school day are to report to the school office prior to going to class where the school administrator will change their status from absent to late.
4. When a student is marked absent from school, the school administrator is to check if the school has been notified of the student’s absence in writing by the parent or guardian. This check is to occur on the same day that the student has been marked as absent.
5. If the parent or guardian has provided a written explanation, the school administrator will put a copy of the explanation into the student file and mark the absence record on the electronic database as absent with explanation.
6. If the parent or guardian has not provided a written explanation, the school administrator will leave the absence record as absent.
7. The school administrator is to follow up each absence by sending a written note requesting an explanation from the parent or guardian within a four-week timeframe.

Procedure – Students leaving school during school hours
1. Parents or guardians are to notify the school office if their student is leaving school during school hours.
2. The school administrator will inform the classroom teacher if a student is going to leave school during school hours.
3. The classroom teacher will send the student to the school office at the time of departure.

Procedure – Exemption from attendance under the delegated authority of the minister as per Section 25 of the Education Act 1990.
1. Principals have the authority to grant a Certificate of Exemption for the following:
2. sick leave to students whose absences are satisfactorily explained as being due to illness
3. an exemption from school attendance for periods totalling up to 100 days in a 12 month period for any one student
4. Certificates of Exemption will be copied and maintained in the student’s file.
5. Certificates of Exemption can be granted after an absence has occurred.

Procedure - Monitoring of Regular Non-Attendance
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 unenroll the student.
Retention of Students from Year 10 to Year 12

<table>
<thead>
<tr>
<th></th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td>22</td>
<td>32</td>
<td>7</td>
</tr>
<tr>
<td>2015</td>
<td>28</td>
<td>15</td>
<td>31</td>
</tr>
</tbody>
</table>

Post-School Destinations

<table>
<thead>
<tr>
<th>Destination</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Offered a place in university</td>
<td>11</td>
</tr>
<tr>
<td>Attending TAFE or other College</td>
<td>3</td>
</tr>
<tr>
<td>Workforce</td>
<td>7</td>
</tr>
<tr>
<td>Unknown</td>
<td>10</td>
</tr>
</tbody>
</table>
Enrolment Policy

Enrolments to Australian Christian College are open to all children whose families desire a Christian Education for their children, provided that the Principal is satisfied that the College is able to meet the academic, social, emotional and physical needs of the students without placing unjustifiable hardship on the physical and material resources of the College, including teaching staff and other students.

All offers of enrolment are at the discretion of the Principal.

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.

Procedure
1. Interested parents and their children are invited to tour the campus and meet with the Principal.
2. Parents wishing to enroll their children will complete the Enrolment Application, Student Enrolment Contract, and Fee Payment Form.
3. If the enrolment is approved, parents will receive an Acceptance Letter followed by an invitation to complete the process for college uniforms and resources.

Version
2.0

Review
2016 or as required
Characteristics of the Student Body

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>225 (48%)</td>
</tr>
<tr>
<td>Female</td>
<td>241 (52%)</td>
</tr>
<tr>
<td>Indigenous</td>
<td>5%</td>
</tr>
</tbody>
</table>

Student Welfare Policy Development

<table>
<thead>
<tr>
<th>Policy</th>
<th>Development Update</th>
<th>Access</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anti-Bullying</td>
<td>Updated the statement on the prohibition of corporal punishment as per BOSTES guidelines.</td>
<td>School Website</td>
</tr>
<tr>
<td>Discipline</td>
<td>Revised the process for suspension and expulsion.</td>
<td>School Website</td>
</tr>
<tr>
<td>Complaints &amp; Grievances</td>
<td>Revised the flowchart diagram.</td>
<td>School Website</td>
</tr>
</tbody>
</table>

Priority Areas for Improvement

<table>
<thead>
<tr>
<th>Area</th>
<th>Targeted Improvement</th>
</tr>
</thead>
</table>
| Initiatives to Promote Respect & Responsibility | ● The school welcomed a variety of speakers to address the student body.  
|                                                  | ● The school offered a trip to an indigenous community in the Northern Territory and a trip to the Kingdom of Cambodia.                           |
| Student Behaviour                               | ● The school continue to develop the policy                                                                                                       |
framework for student behaviour.

- The school worked with all teaching staff to ensure that there is a consistent expectation for student behaviour on the campus.

<table>
<thead>
<tr>
<th>Community Service</th>
<th>● The school raised funds for developing countries and countries in conflict in partnership with NGOs.</th>
</tr>
</thead>
</table>

| Co-Curricular Activities | ● The school participated in a wide variety of sporting events.  
 ● The school community produced a performance event focused on the Arts.  
 ● The school held a community Twilight Market.  
 ● The school had special events for major days such as Mother’s Day and Father’s Day. |

Parent, Student & Teacher Satisfaction

In 2015, the school commissioned a major survey on satisfaction by an external company. The survey identified what the school community valued and where the school could improve.

Incidentally, one of the main requests was for the school to introduce a canteen service for students. Within weeks of receiving the results, the school partnered with a local food provider to introduce a canteen service during the school week.

The survey also benchmarked the school against similar schools that had also commissioned this type of report.

The school continues to work on the data provided to improve its services for the benefit of the community.
Financial Information Summary

Income 2015

- Fees & Private income, 1,520,780
- Govt Capital Grants
- State Recurrent Grants, 976,505
- Cwth Recurrent Grants, 2,822,136

Expenses 2015

- Non Salaries Expenses, 2,213,546
- Capital Expenditure
- Salaries Allowances & Related expenses, 3,000,075