



**AUSTRALIAN
CHRISTIAN COLLEGE**
DARLING DOWNS

2016 Annual Report

Item A - Welcome

Looking back, there are a number of things to celebrate in our school community as we review the 2016 school year.

We are thankful for the successful renewal of registration for 2.5 years as determined by the Department of Education Services.

We are thankful for the ongoing growth and development of our students in areas pertaining to formal learning and our co-curricular programs.

We are thankful for our diverse community and the role that each and everyone of our stakeholders play in our community.

Warm regards,

Ian Stone
Chairperson

Item B - Teacher Standards & Qualifications

2016 Teaching Team	
K-P	Sandra Oelosfe B.Edu (EC)
1-2	Akila Senanayake B. Edu (Primary)
3-6	Hannah Williams Bachelor of Science (Health Sciences) and Graduate Diploma of Education (Primary) John Matthews B.Edu, M.Edu Alicia Koh Bachelor of Business Administration (B.B.A) Postgraduate diploma in Education (Primary School) Certificate IV in Training and Assessment (TAE 40110)

Summary of 2016 Professional Learning Experiences

1. SO – Participated in a HPE curriculum workshops for K-2.
2. AK – Will commence a part-time Master of Education in 2017.
3. JM – Participated in an AISWA curriculum overview of WA curriculum. China visit leaving 23 September for one week.
4. AS - 'How Language Works' - Enrolled in a 5 day AISWA workshop.
5. SO - Involved in an AISWA Early Childhood teacher mentor program with
6. visits by the AISWA consultant to the classroom, as well as programming and
7. assessment support.
8. HW - TRBWA Workshop for graduate teachers

Item C - Workforce Composition

There is a balance of age and experience across the staff team with one male and five female members. No staff member identifies as Aboriginal or Torres Strait Islander. Employed are one principal, three full time teachers, one part-time educational assistant, and one full-time administrative assistant.

Item D - Student Attendance at School

2016 Attendance Rates by Year Level

Pre-Primary	84%
Year 1	76%
Year 2	78%
Year 3	84%
Year 4	72%
Year 5 (1 student in Year 5 who only attended for 3 days)	N/A
Year 6 (2 students in Year 6 who only attended for 41 days and 10 days)	N/A

Attendance Procedures

The following excerpt is taken from the Attendance Policy located on the school website at: <https://darlingdowns.acc.edu.au/community/policies.html>

1. The classroom teacher will use their electronic roll to mark attendance at the beginning of the school day and after lunch.
2. Students who are not present during the marking of attendance are to be recorded as absent. The physical list is to be referred to the school administrator in 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.
 - a. 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.
 - b. If the parent or guardian has not provided a written explanation, the school administrator will leave the absence record as absent.
5. 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.

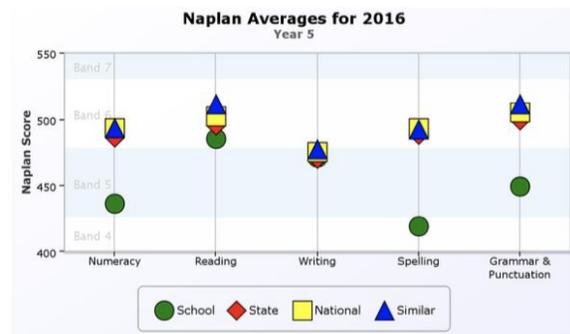
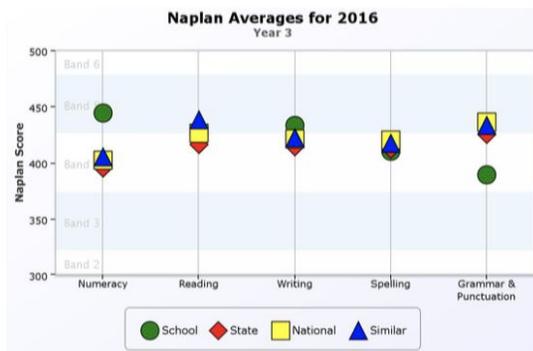
Monitoring of Regular Non-Attendance

1. The college may observe trends in student attendance which identify regular nonattendance at the college.
2. The Principal or their delegate will notify the parent or guardian and request an explanation of the regular nonattendance.
3. If the nonattendance 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.

Item E - NAPLAN

The following information is an excerpt from the Principal's Analysis of the 2016 NAPLAN data submitted to the school board:

Below I have copied the average student performance for both Years 3 and 5. It is pleasing to note the performance of our Year 3 students across the five areas assessed, and in particular the numeracy result attained. The average student performance for our year Year 5 cohort is at first glance a little disappointing, but there is much to celebrate here as well.



Several factors have and continue to impact on the average student cohort performance that we as a school attain. The first is the size of the cohort, the second the length of time a student comes under our teaching program, and finally the low level that students enter the College at.

Concerning the Year 3 cohort, over the past 12 to 24 months we have prioritised numeracy and its associated literacy, along with that of writing. The results attained reflect this investment by the teaching staff team in the student body. As principal, I had our staff team participate in professional learning program (Dialogic Conversation in the Classroom) for the purpose of enriching our students' vocabulary recognition and use, and I would suggest this is reflected in the results that we see here.

The Year 5 average student performance was impacted by two students only sitting the Naplan assessment program, with one of these enrolling shortly before the assessment took place and concluding shortly after. Her results at an individual level were very low, reflecting her second language background. For the other Year 5 student who has been with us for 2+ years there is much to be pleased with. When assessed previously in Year 3 her results were significantly below the national average and she has two years on in most cases attained more than 3 years growth over the two year period.



Once again over the last couple of years we have sought improvement in the Year 5 cohort, prioritising numeracy and its associated literacy, along with that of writing. The richness of conversation and discussion had in the classroom making normal the use of a vocabulary far greater in its depth and targeted meaning.

As we look forward over the next two years our priorities remain much the same as before, though we will give a little more focus to the teaching of grammar in the year 3 to 6 teaching program. As well we will continue to give emphasis to the learning of Chinese as a second language as I would argue here that its introduction over the past 18 months has lifted the overall culture of academic rigour cross the student body. An additional factor for Naplan 2017 is the language background of our current Year 1 student cohort, it being significantly English as a second language background. We have over the past 18 months had staff participating in professional learning and adjusting their programs and practice to meet this challenge.

Item F - Parent, Student & Teacher Satisfaction Surveys

The school provides a number of different forums for feedback in the school community. These mechanisms include parent information evenings and formal parent-teacher meetings.

Example of Parent Feedback provided to the Principal:

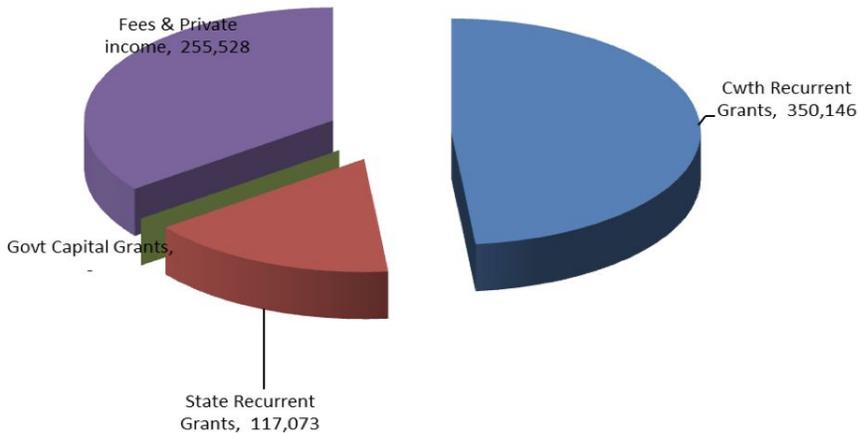
‘Dear John..., Good morning, We would just like to take this opportunity to thank for welcoming [our boys] into the school. It is an amazing environment and such a lovely school it has been wonderful to be a part of such a caring community. As you know we are a missionary family and have been hoping to head back to Rwanda this year 2016. We in fact will be leaving in the July School holidays so at the end of this current term will be the boys last at ACC. We would love to be able to write and email back and forward letters to their class mates as I know they will miss them all greatly. Thank you again for being so supportive and understanding with us coming from a home schooling environment. Please keep in touch. God Bless’

In August, a member of the school board held individual appointments with the teaching staff to discuss their wellbeing and satisfaction in the workplace.

Item G - 2016 Financial Details

2016 School Income

Income 2016



2016 School Expenditure

Expenses 2016

