



**AUSTRALIAN
CHRISTIAN COLLEGE**
Moreton

2012 Annual Report of Australian Christian College – Moreton



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DESCRIPTIVE INFORMATION

Australian Christian College – Moreton (ACC Moreton) is an independent, non-denominational, Christian college offering educational leadership, services and support through on-site classes and distance education.

School sector	Independent
School's address	34-40 Cottrill Rd, Caboolture QLD 4510
Total enrolments	2012 began with 1424 students and finished with 1401 students
Year levels offered	P – 12
Co-educational or single sex	Co-educational, Day School and Distance Education
Characteristics of the student body	Male: 723 Female: 701 Indigenous students: 32

College Philosophy

Australian Christian College – Moreton exists to provide education to students in the Moreton Bay region through the Caboolture campus, and students throughout Queensland by distance education. It is our conviction that the nature of the education should be:

- Christian in regard to values and beliefs,
- flexible in regard to distance and timetable,
- personalised in regard to learning needs and career aspirations of students and, lastly,
- systematic and relational in regard to pedagogy.

Distinctive curriculum offerings

- In 2012, ACC Moreton operated a structured, individualised, self-paced education program flexible for all students regardless of learning style, difficulty, disability, ability, giftedness or talent.
- Our education program is a distinctively Christian curriculum.
- It offers mastery learning with high achievement, through contextualised balance of direct instruction and teacher directed small and large group activities.
- The curriculum and classroom structure allowed students to work individually, in small groups and larger groups as the needs of the individual and the program require.
- In distance education, conversational learning between the student and family members, particularly the home educating parent, enhances the education, the relationships and the socialization of the student.
- School staff guide and support students and parents from Preschool to Year 12 graduation and beyond.
- Our online community, courses and activities provide opportunity to interact with families, school staff, fellow students and curriculum while becoming familiar and practiced with today's technology.

Extra-curricular activities

Students were involved throughout the year in

- Musical performances in the local community, e.g. to hospitals and nursing homes, Carols night at St. John's Cathedral, Brisbane, & St. James' Cathedral, Townsville
- Community Carol Service on campus
- Athletics Carnival
- Swimming Carnival
- Individual and group preparation, throughout the year, for the annual Student Convention drawing together ACC Moreton students from across the state along with students from other schools. A range of events from the areas of speech & drama, music, visual arts, crafts, manual arts, academic and sporting fields provide ample opportunity to perform and hone skills and talents, as well as make new friends. (Winning students have opportunity to go on to compete at the biennial South Pacific Student Convention or at the annual International Student Convention.)
- Student LIFE Festival – students participate in a range of events from the areas of speech & drama, music, visual arts, crafts, construction and academic fields to encourage the development of skills in our younger students and prepare for later participation in the annual Student Convention.
- Likewise, the annual Awards Night and Graduation Ceremony celebrates and rewards the achievements of the students, particularly graduates, as they move on to tertiary study and employment.
- Monthly Activity Days were continued during 2012 in four southeast Queensland locations. Students participate in age appropriate group activities with other ACC Moreton students from their locality. The activities included sport & fitness, art & craft, and music.
- Regional Activity Days continued in Cairns, Townsville, Mackay, Rockhampton and Bundaberg
- Music concert
- Self defence lessons
- World Vision Fundraiser
- Student Global Leadership Conference
- Spinal Education Awareness
- Senior Formal
- Creative Dance instruction
- Creative Dance performance
- Senior Leaders Program
- Junior Leaders Program



Social climate

Australian Christian College – Moreton aims to foster a safe and caring learning environment for all students. In the day school, a school chaplain is employed through chaplaincy grants that provide individual and small group support for students and families. A trained counsellor is also readily available to both day school and distance education students and families.

The school's class structure also fosters a close working relationship between staff and students through family groupings. This structure reinforces the stable environment for students and staff thereby building relationships to a deeper level.

In distance education, families had opportunities to attend regional activity days, swimming carnival, athletics carnival and awards nights. These activities, combined with the monthly newsletters and our online classroom community helped to foster connections between our distance education students and families.

Cohesion amongst the teaching staff, both day school and distance education, was also heightened during 2012, through the collaboration of all teachers in re-writing the school's education program.

Parental involvement

We encourage parents to be engaged in the education of their children formally and informally, during the school day, in the evening, and on weekends, because, *“Education is life, passing wisdom, knowledge and understanding from one generation to the next.”*

We believe that the parent is the best teacher of their own child, especially in the case of distance education. Therefore, we work in a balanced partnership of home and school, parent and teacher, to find and meet, the individual needs of each child within each unique family. To this partnership, our school and teachers bring a high standard of educational experience, knowledge of curriculum, and understanding and experience with children in general.

The distance education program is a family-based education program. Parents are vital to the implementation of the program and are, therefore, heavily involved. ACC Moreton recognizes and commends parents who make such sacrifices for the education of their children, like: being on a single income, being with their children 24/7, and conversing with children about their learning on a daily basis.

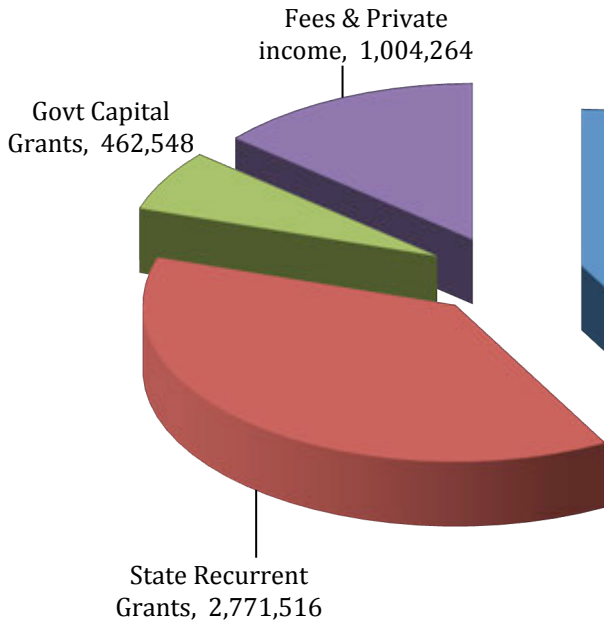
Contact person for further information

In the Day School, please contact the Head of Day School.

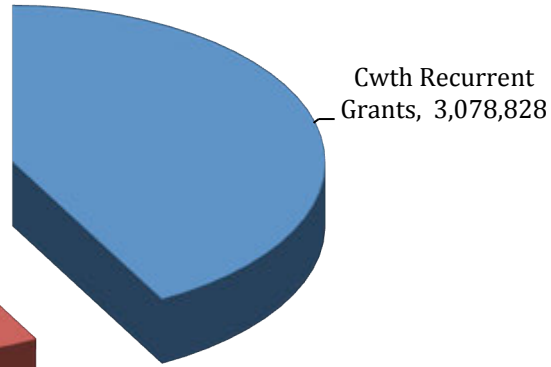
In Distance Education, please contact the Head of Distance Education.



School Income



Income 2012



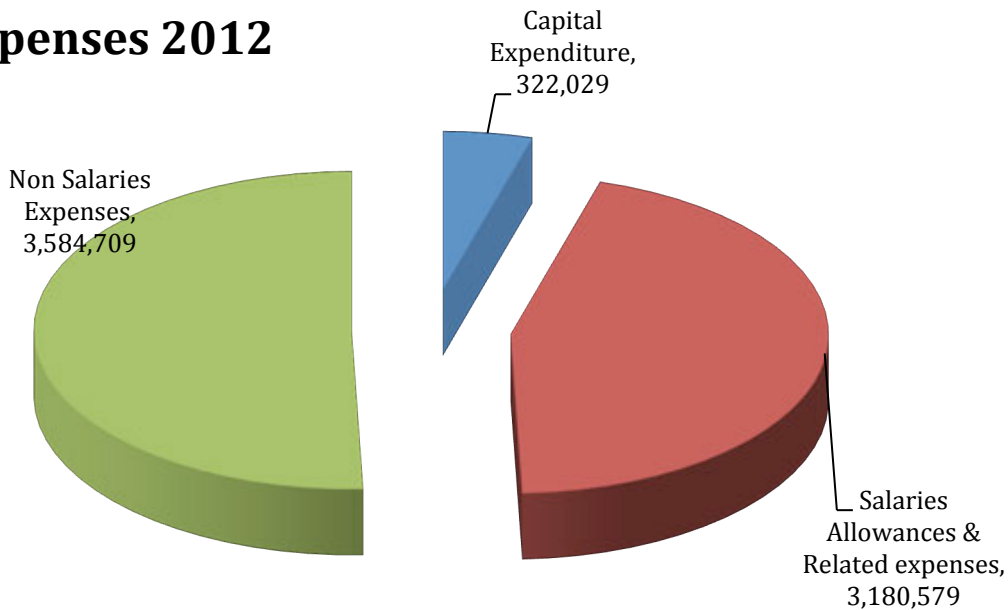
ACC Moreton

Financial Information for Annual Report 2012

Cwth Recurrent Grants	3,078,828
State Recurrent Grants	2,771,516
Govt Capital Grants	462,548
Fees & Private income	1,004,264
Total Recurrent income	6,854,608

Capital Expenditure	322,029
Salaries Allowances & Related expenses	3,180,579
Non Salaries Expenses	3,584,709
Total Recurrent Expenditure	6,765,288

Expenses 2012



STAFFING INFORMATION

Staff composition

ACC Moreton staff body consists of 30 full-time teachers, 4 part-time teachers, 13 part-time teacher aides, a chaplain, 10 administration officers. During 2012, no indigenous staff member was employed.

Qualifications of all teachers

Qualification	Percentage of teachers and school leaders at the school
Doctorate or higher	3%
Masters	8.5%
Bachelor	77%
Diploma	8.5%
Certificate	3%

Staff attendance

Average staff attendance for the school, based on unplanned absences of sick and emergency leave periods of up to 5 days:

Number of Staff	Number of School Days	Total Days Staff Absences	Average Staff Attendance Rate
57	205	240	98%

For permanent and temporary staff and school leaders the staff attendance rate was 97% in 2012.

Staff retention

Proportion of teaching staff retained from the previous year:

Number of permanent teaching staff at end of program year (Head Count)	Number of these staff retained in the following year	% retention rate
29	25	86%

Staff professional development

Staff participated in the following Professional Development (PD) events:

Description of PD activity	No. of Teachers
5 Laws of Learning - ACC	12
ACS Careers Adviser Seminar	1
Advanced Robotics Workshop	1
An Introduction to Lego NXT Robotics	1
Australian Curriculum	1
Beginner Smartboard	15
Boys Thrive	1
Career Voyage PUSK (Careers program)	4

Description of PD activity (continued)	No. of Teachers
Cert IV in Career Development	1
Certificate IV in Training and Assessment	1
Collecting and Interpreting Evidence (academic status)	1
Dealing with Conflict	14
Developing and enhancing vision function and visual skills and how it effects children's learning	1
Developing Potentials for Learning – based on the research of John Hattie	5
Dyslexia	11
Early Literacy Skill Acquisition - Ideal processes and how they match the State and National expectations	1
Early Years Forum "Enhancing children's motor sensory areas to alleviate inattention, misbehaviour and learning difficulties"	1
Educational Adjustment Program (EAP)- IEP	1
Educational Adjustment Program (EAP)- Profile	1
Educational Adjustment Program (EAP)- Verification	1
Enhancing children's motor sensory areas to alleviate inattention	1
Fingergym – fine motor skills	1
Growing Kids God's Way course	1
Identifying and Working with Auditory Problems	9
Introduction to Move to Learn Training	8
ISQ Principals' Australian Curriculum Briefing	1
Learning management system workshop	1
Literacy and numeracy learning difficulties	1
Managing Unacceptable Worker Behaviour (12 October)	3
Manual Handling Training	2
Neil Mackay workshop on dyslexia Beginner	1
Pedagogy, Curriculum Development, Linguistic Development, PACE Curriculum	5
Perform CPR/First Aid	9
Practical Teaching Strategies for teachers & teacher aides working with students with disabilities	1
Read Australia – Phonics	1
Read Australia – Phonics	1
State Library- Indigenous Resources Workshop	1
Team Building	13
TESOL	1
The Early Years: Making Learning Visual	1
They can read, but they don't understand - TTA	1
Train the Trainer - ACE	1
Using speech sound pics approach to shape reading brains	1
What do great readers do?	1
What's Happening to Our Boys?	4
What's Happening to Our Girls?	4
Workshop for provisionally registered teachers	3

Total number of teachers participating in at least one activity in the program year	35
Total Number of Teachers	35
Total expenditure on teacher PD	\$17 181
Average expenditure on PD per teacher	\$ 491

KEY STUDENT OUTCOMES

Average student attendance rate:

Total number of students	Number of school days in program year	Total number of student absences	Average Attendance Rate %
1426	200	11412.5	96%

The average attendance rate for the whole school as a percentage in 2010 was 91%.

Average student attendance rate for each year level:

Grade/ Year Level	Total number of students	Number of school days in program year	Total number of student absences	Average Attendance Rate %
P	59	200	588.5	95.0%
1	79	200	919	94.2%
2	90	200	779	95.7%
3	107	200	782.5	96.3%
4	92	200	607.5	96.7%
5	50	200	654	93.5%
6	120	200	876.5	96.3%
7	111	200	839	96.2%
8	115	200	1082.5	95.3%
9	139	200	1150	95.9%
10	130	200	1137	95.6%
11	168	200	1037	96.9%
12	166	200	960	97.1%

Due to the school's class structure, family groupings, classroom teachers are able to keep in close contact with families regarding student absences. When absences are unexplained and staff members are unable to contact the families, these absences are reported to the Head of Day School for follow up.

Apparent retention rate:

	Year 10 Base (No. of students)	Year 12 (No. of students)	Retention rate %
Number of Students	134	166	123%

NAPLAN results

Reading			
Year	Average Score (School)	Average Score (National)	% above National Minimum Standard
Year 3 2011	426	416	95
Year 3 2012	429	420	100
Year 5 2011	468	488	90
Year 5 2012	499	494	100
Year 7 2011	509	540	83
Year 7 2012	539	542	95
Year 9 2011	577	580	92
Year 9 2012	569	575	87

Writing			
Year	Average Score (School)	Average Score (National)	% above National Minimum Standard
Year 3 2011	337	416	82
Year 3 2012	376	416	96
Year 5 2011	427	483	76
Year 5 2012	453	477	92
Year 7 2011	479	529	78
Year 7 2012	491	518	81
Year 9 2011	569	566	77
Year 9 2012	501	554	68

Spelling			
Year	Average Score (School)	Average Score (National)	% above National Minimum Standard
Year 3 2011	393	406	95
Year 3 2012	380	414	100
Year 5 2011	478	484	90
Year 5 2012	506	495	100
Year 7 2011	507	538	91
Year 7 2012	548	543	90
Year 9 2011	583	576	88
Year 9 2012	568	577	84

Grammar & Punctuation			
Year	Average Score (School)	Average Score (National)	% above National Minimum Standard
Year 3 2011	425	421	100
Year 3 2012	418	424	100
Year 5 2011	491	499	100
Year 5 2012	535	491	100
Year 7 2011	509	532	78
Year 7 2012	571	546	100
Year 9 2011	592	572	85
Year 9 2012	573	573	97

Numeracy			
Year	Average Score (School)	Average Score (National)	% above National Minimum Standard
Year 3 2011	379	398	100
Year 3 2012	351	396	87
Year 5 2011	450	488	89
Year 5 2012	487	489	100
Year 7 2011	494	545	82
Year 7 2012	541	538	95
Year 9 2011	574	583	96
Year 9 2012	565	584	93

School History

In 2007, students in distance education were enrolled in the Australian Christian Academy School of Distance Education (ACASDE) and the day school students were enrolled in Caboolture Christian School. During 2008, Caboolture Christian School was approved to commence providing distance education. Most of the students from ACASDE transferred into Caboolture Christian School Distance Education during 2008 and ACASDE formally closed its operations.



In 2009, the school underwent a change of name to Australian Christian College – Moreton. Students are recorded in year levels according to their age at Census and not necessarily their level of work. Therefore, although students are recorded in Year 12 in 2012, not all of these students may have graduated in that year.

Year 12 outcomes

The school recognises the individuality of students and tailors education programs suited to ability levels. The flexible nature of the education program also permits students to work at a rate of completion commensurate with their ability. A student may complete a 'grade' level of work in less than a year, in a year, or more than a year. Sixty-six students graduated from Year 12 in 2012. Students may also finish their Year 12 studies at different times throughout the year.

A flexible education program like ACC Moreton's in 2012 also requires a flexible entry method into tertiary study and has necessitated that ACC Moreton students not be involved with the OP system offered by QSA. Instead we use the internationally recognized, USA-based SAT Tertiary Entrance Examination along with the Student's Academic Transcript for tertiary entrance.

Outcomes for our Year 12 cohort 2012	
Total no. of students completing Year 12	66
No. of students receiving a Senior Statement or Queensland Certificate of Individual Achievement	Not applicable (NA) See above paragraphs
Number of students completing or completed a School-based Apprenticeship or Traineeship (SAT)	0
Number of students awarded one or more Vocational Education & Training (VET) qualification	9
Number of students awarded a Queensland Certificate of Education	NA
Number of students awarded an International Baccalaureate Diploma (IBD)	NA
Percentage of Year 12 students who received an OP 1-15 or an IBD	NA
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification	13.6%
Percentage of Year 12 students who received an ACE Year 12 Certificate	39.8% See "School History" & "Year 12 Outcomes" sections for further information
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer	100%

Value Added



During 2012, the teachers continued the development of the college's education programme. Teachers created and published parts of the education program on the school's learning management system. Through this medium, the college is able to provide online courses for students, especially for those studying at a distance. This enhances the information and communication technologies areas of the school's programme and incorporates the Australian Curriculum into the school's education programme.

ACC Moreton also continued its program of in-home pastoral care visits to students enrolled in the distance education. Primarily aimed at assisting families new to the school, it also provided support for those experiencing other difficulties.

As the distance education section of our school is a family-based education program there are no concerns about bullying, and child protection is at its highest. Regular contact by teachers with students and parents provides the necessary interaction and oversight to ensure children are receiving appropriate education and care.

ACC Moreton also continued regional activity and music days where students and families participate in sporting, art & craft, speech & drama, practical science and musical activities. They also provide further opportunities for students to interact with other students, and for parents to make contacts with other parents and build support networks within their regions.

Online Learning Management System

How computers are used to assist learning

The main use of computers and internet technologies is through ACC Moreton's Learning Management System. The purpose of the LMS website is to assist ACC Moreton students, families and staff in their interactions. The LMS presents users with the following advantages:

- improved interaction and relationships,
- greater access to academic assistance and guidance,
- broadened learning style alternatives and curriculum choices, and
- a reduction in isolation.

Two of the main focal points of the LMS in 2012 were:

- building community, and
- delivering online activities complementary to the core education program.

Building Community

With so many students operating 'at distance', we are separated from each other. Sometimes families may even feel somewhat isolated. Building an online community brings us together on our commonalities. It helps parents and children know that they 'are not alone'. The LMS community brings home educating students, families and school staff together through forum and regular chat sessions.

Online Activities

ACC Moreton has spent a lot of time reviewing Learning Objects and other resources from *Scoutle* and other sources. These are connected to the core education program. Accessed through the LMS, these online activities have done much to reinforce the learning and also provided a stimulus to motivate students and discovery.

The school also developed some online testing and courses for students during 2012, providing greater access to learning and variety in modes of learning for students, especially those studying at a distance.

DECLARATION

This information is a true and accurate record, to the best of my knowledge, of the students and life of the Australian Christian College – Moreton in 2012.

Yours sincerely,



Gary Underwood
Principal