Annual Report 2014
Australian Christian College Moreton
Chairman’s Report

After all of the changes implemented in 2013 and 2014 the on-campus section of Australian Christian College – Moreton settled successfully into the Australian National Curriculum and QCE, with our first students completing Year 12 QCE this year with excellent results.

It was also an exciting period of growth for the campus. The largest ever intake of 50 Prep students was matched with student growth in all year levels, including duplication of Prep and Year 4 as well as a large Year 6 class with two teachers. New students to the college quickly settled in thanks to the great work of the staff and parents in preparing the children for the change. It appears to the Board that new students very quickly accept the Christian values of respect, acceptance and care for each other, as well as our endeavour to ensure that every child reaches their full academic potential. In 2015 our college will continue to grow, but I assure you that we will continue to strive to maintain a family atmosphere, Christian values and academic performance.

In regards to distance education, not only was there growing pressure to adopt the Australian National Curriculum, but universities were making it more difficult to enter, using anything other than the OP system. All aspects of the distance education program were evaluated and verified along with the on-campus school in the NSSAB Cyclical Review that renews the college’s registration. All aspects of our college were evaluated, verified and endorsed by NSSAB. I can report that the verifier was very pleased with all aspects of the college, in particular the way the college modified its teaching to meet the needs of each child. The verifier was also pleased to see the effort to improve the professional capabilities of its teachers. The Board is committed to ensuring that we have the best possible teachers to help educate each child and to bring them up in the way of the Lord. I would like to thank all the families for their support throughout the year.

Through my many trips to Moreton this year I’ve been very pleased to see the motivation of staff, parents, volunteers and students. I was delighted to once again see our on-campus and distance education students involved in our mission trip to the Northern Territory. In 2015 we will be adding an international mission trip to Cambodia for our senior students. The Board is committed to ensuring that graduating students are not just performing at their academic best but are also growing in their Christian faith. I see this, not just in mission trips, but in the many aspects of our on-campus education program including the curriculum, church services, excursions, camps, leader’s retreats, chapel services, as well as in the way our teachers interact with each other, our students and our families.

The success of the on-campus college relies not just on our staff, but on all our families reinforcing Christian behaviour at home and supporting the academic program, whether that be reading to your child or helping them manage their time and emotions at QCE level. I thank you all for your support of the college in 2014 and pray that 2015 will be another successful year in growing our children in Christ.

David Fyfe
Chairman
College Information

Australian Christian College – Moreton (ACC-M) is an independent, non-denominational, Christian College offering services through its on-campus school and through its distance education school.

School sector Independent

School address 34-40 Cottrill Rd, Caboolture QLD 4510

Total enrolments 1425 students

Year levels offered Foundation–12

Co-educational or single sex Co-educational, Day School and Distance Education

Characteristics of the students Male: 779
Female: 725
Indigenous students: 60

College Philosophy

Australian Christian College – Moreton exists to provide education to students in Queensland. The on-campus school draws students from the Caboolture/Morayfield region while the distance education school draws students from across Queensland. It is our conviction that the nature of education should be:

- based upon Christian values and beliefs
- flexible in regard to distance and programs
- personalised in regards to the learning needs of each child
- providing students with career aspirations
- developing pedagogy built around relationships and meeting the needs of the 21st century.
Principal’s Report

2014 was the first year that our Year 12 students completed QCE. It was the completion of the major change from the ACE program to the Australian National Curriculum and QCE. It is a huge change for our DE and on-campus students, teachers and their families. However, it has been most successful and our students will have a very straight forward pathway from Australian Christian College – Moreton into university or tertiary TAFE. The excellent OP results enabled all students to enter a tertiary institution.

The on-campus college grew to 360 students through 2014. This included two classes of Prep, Year 4 and a larger Year 6 with two teachers. We continue to grow in all levels of the college. Not only did the college grow in numbers but also in our academic ability. The student testing across the college from February to November showed substantial growth in students’ literacy and numeracy skills. This was made possible by the dedicated work of our teachers and the support from parents at home. The college implemented two key programs in 2014. Firstly, the professional development of all teachers so that we have some of the best and most experienced teachers working with our students. Secondly, we started our coaching program that saw experienced teachers going into the classroom and coaching teachers in order to produce the best outcomes for our students.

The development of the camp program in 2014 saw every year level from Year 3 attend a camp. Almost all children in these year levels participated and had an amazing learning and social experience. I particularly want to thank all those parents who donated money directly to the college or through fundraising events, That enabled many students to attend who otherwise would not have been in the financial position to do so. God bless you for your support of other students.

2014 saw another successful Northern Territory mission trip. This will happen again in 2015. We will be adding an international mission trip to Cambodia in late 2015 for senior students. These mission trips provide an amazing opportunity for students to explore other cultures, their own personal strengths and abilities, as well as experiencing mission outreach to others. Again I thank all the parents who financially supported their child and others in order to attend.

We continued to build our church services throughout the year. It was amazing to see the school hall full of students, parents and visitors, all sharing the love of our Lord Jesus Christ. Whether it was students performing, Endless Praise with their exciting gospel music, or our wonderful Christmas celebration, these were great opportunities for us to come together as a college. Thank you very much for supporting this and other initiatives to bring our college family closer together.

In 2014 the college Parents and Friends Association was established. Our college thanks all those parents who volunteer and work to help us provide a better education for our children.

Gary Underwood
Principal
On-Campus Report

What a great year 2014 was – a year of growth, a year of challenges, and another year of God’s blessing on our college as we strived to teach, train and minister the young lives in our care at Australian Christian College – Moreton.

In terms of student numbers we grew by around another 100 students. Along with the growth in student numbers we have also had an increase in the number of teachers and teacher aides. At the commencement of the school year we had an additional six new classrooms – five of which we used by the first day of school, and the sixth during term two. So, by term two we had once again filled all our available classrooms!

One of the many advantages in our growth in student numbers was the ability to employ additional specialist staff, which we were not able to have with smaller school enrolments. In 2014 we were able to move Mrs Fraser into a full-time guidance officer role, and we employed two teacher aides to assist with learning support. We also have employed a learning support coordinator, specialist LOTE (Japanese) teachers, a music teacher and a range of other specialist subject teachers. We were also able to free up some time for staff to co-ordinate camps, student activities, staff coaching and curriculum. As we continue to grow I expect we will see even more benefits from the continued increase in student numbers.

In 2014, every year level had at least one class. In some year levels there were two classes – the Preps and the Year 9s started the year with two classes each and the Year 4s split into two classes during term two. This was the first year that our Year 12s have finished with the Queensland Certificate of Education (QCE) and OP scores. Camps from Years 3 to 12 were another highlight of the year. There were a variety of camps across the year levels – including bush, beach, mountain and city camps.

The usual sports carnivals were once again run but the cross-country and athletics carnival students were allocated into houses – this added a whole new level of competition and excitement to the carnivals. The places of houses will grow strongly in college’s future. House captains and vice captains did a great job in motivating student’s support for each other and their teams.

There was a major focus on improving student literacy this year. Teachers were also given professional development in assisting all students with improving their literacy skills. Thousands of new reading books were purchased to help motivate students to read. Teachers underwent professional development in many other areas including: recognising and assisting students with different forms of learning difficulty; identifying mental health issues in students; 21st century teaching; report writing; internet safety and cyber bullying.

2014 also saw a focus on student well-being. The pastoral care team discussed ways to help improve the spiritual aspects of the school. Student leadership teams such as our prefects and college peer support students also met to put into action ways to help our students.

A big ‘thank you’ to all staff, students and parents/carers for making 2014 another great year.

David Lewis
Head of On-Campus
Distance Education Report

2014 was an exciting year of looking forward and considering ways that we could further expand distance education in order to encourage and enhance student learning, as well as meet our primary objective for 2014 – to build strong relationships. The Distance Education (DE) Department saw a number of new initiatives put in place, one of which was the introduction of regional managers. With the goal to get to know families well, the team of ten teachers launched into their new roles with ease and great anticipation. The State of Queensland was divided into regions and each teacher tasked with supporting families that fell into the area. Without a doubt, the success of this new venture was overwhelming. Opening and reading through the pages of each monthly newsletter, as well as scrolling through the many ACC online notifications, was evidence of the incredible amount of activity happening around the state.

Supported by volunteer regional coordinators in each region, two parent liaison officers (one on the Gold Coast and one in Brisbane City), our first special needs teacher aide, and Sue, our guidance officer, regional managers were able to connect with families and offer an increased level of support. The work completed by students in 2014 was outstanding. There was a large number of graduates this year, whether that be Year 10 or Year 12. As a college, we are proud to have walked the journey with our graduates and prayed for God’s blessing on their lives as they moved into further study, work, or other avenues of life.

The vast variety of activities this year for students has been impressive. Activity days continued to be a hit, but as you will see and read in the pages to come, other school programs and events were just as successful and enjoyed by many. New families who attended college activities were warmly welcomed and were able to connect into the DE community.

Our very first group of distance education students completed their Year 11 online QCE course of study this year. Although the transition at the start was a little bumpy, students demonstrated perseverance and commitment resulting in some outstanding grades. Year 11 and 12 students worked hard to complete set tasks for Religion and Ethics as part of the set requirements for all senior students. Regional managers, who were marking tasks, were often reduced to tears of joy as they read or watched completed assignments. Congratulations to all those students (and parents) who worked hard at submitting work and achieving desired results.

Praise God too for the selfless staff and parents who all work together to make our students’ futures secure and optimistic. Above all, give praise to our great and glorious God who has allowed this ministry to expand and have such a positive impact in each region of QLD.

Michele Flood
Primary Report

In 2014, the primary school experienced a year of significant progress as the school community worked together in striving to meet the needs of all our young students. There was an increase in student numbers, forcing the introduction of a second stream in Prep and Year 4. With increased numbers, came more teachers, classrooms, furnishings, play areas and footpaths.

Staff diligently implemented Australian curriculum with particular focus on developing literacy and numeracy skills and creating interactive and collaborative learning spaces. Teachers used data collected from ACER tests early in the year to analyse and guide improvement processes and build student capacity in literacy and numeracy. The Daily 5 framework was introduced across classes, giving teachers a structure to teach reading and writing. The framework allowed teachers the time to differentiate through the CAFÉ one-to-one conferences and small group meetings where individual learning goals were set and monitored. New reading material was purchased to cultivate a love of reading in students. These resources helped with achieving the ACARA learning standards in literacy and English. An intervention program, called Mini Lit was implemented weekly to help students struggling with learning how to read.

Classroom learning was enhanced through the use of technology for differentiated practice. Programs such as Mathletics, Literacy Planet, Bug Club and Reading Eggs were used. In 2015, focus will continue to be on building the capacity of staff in ICT, and developing skills in utilising iPads, interactive whiteboards, learning management systems and other ICT tools to enhance individual learning programs.

Students attended excursions as a means of enhancing and enriching the learning experience throughout the year. An outdoor education program was introduced for students from Year 3 to 6. The camps allowed students to engage in outdoor activities that developed team building, trust, resilience and perseverance. Year 3 students enjoyed a day trip to Bribie Island whilst the students in Years 4 to 6 had the chance to participate in overnight camp experiences.

Sport continued to play an important part of the curriculum in the primary school. The physical education program provided students with lessons in skills development, gross motor skills and team sports awareness. Students enjoyed the swimming program early in the year and participating in the school’s swimming and athletics carnivals, as well as cross country. Year 5 and 6 students participated in interschool sports, often travelling to other local schools to compete.
A weekly highlight for primary students was gathering for Assembly and Chapel services. During these times, children were reminded of God’s love for them and how we should respond in kindness and thoughtfulness to those around us in response to His love.

To promote student well-being and pastoral care, primary peer support teams were established. The High Five Divorce Recovery program was offered to students struggling to come to terms with changes due to the break-up of their families. The High Five Anti Bullying strategy was taught in classes to help students develop problem-solving strategies and build confidence in conflict resolution. Various lunchtime activities, including book, chess and Lego clubs, choir and prayer groups, were run to provide students with opportunities to build friendships and interests.

Weekly professional learning for staff promoted continuous improvement and consistent teaching practice. Coaches were made available to support the professional and developmental needs of first-year teachers.

We finished off the year with an awards night and students participating in the school’s community carols service. A huge crowd of family and friends appreciated the efforts put in by staff and students. We thank everyone, particularly our primary staff for all their hard work in making the year the success it has been.

Michelle Flood
Primary Team Leader
Prep S Class was a very special group of children who had just commenced on the journey that is their school life. They learned many things during the year.

Our favourite time of the day was our devotion time. Each day we praised the Lord through singing special songs, listening to Bible stories, learning scripture passages and talking to Him in prayer. It was a blessing to witness the children’s relationships with their Heavenly Father as they started to blossom. The children also enjoyed learning about different Australian animals that we associated with the letter sound they were learning.

A highlight in the day was Show and Tell. The children prepared incredible talks to present to the class. They were weather reporters giving a weather report, or a community helper telling us about their job. They talked about their families, created their family trees, and described their bedrooms through picture maps. They interviewed a special family member to find out what they did and liked when they were young. They talked about how Christmas is celebrated in their homes. I must say a big ‘thank you’ to the wonderful families who took the time to help the children prepare their information and photos, posters, iPad movies etc. Without the effort put in at home the presentations at school would not have been as interesting and as informative as they were.

We had a lot of fun dressing up. Students came dressed as their favourite book character for Book Week and also came to school dressed as their favourite community helper or what they would like to be when they grow up.

Excursions were highly anticipated. This year we went to the theatre production of the story *Wombat Stew*, which was very exciting. We visited our community to post a letter and to visit the library and art gallery. We also had a picnic lunch at Centenary Lakes and fed the ducks. We visited the botanical gardens to learn a bit more about Australia and the culture of our Indigenous people.

In amongst all this the children were constantly working on improving their fine motor skills of cutting, drawing and writing as well as gross motor activities of running, jumping, throwing and catching, and balancing and moving in various ways. They learned about themselves, about the world around them and about colour, shapes and numbers. A whole new world of print and reading unfolded and all this was through an integrated curriculum that puts God first.

We had wonderful parent helpers this year. For those who have been able to, their help in the classroom enhanced the success we experienced. At home, commitment to home learning helped the children progress further along that learning road than could ever have been achieved without it.

What an amazing year!

Margaret Simpson (Prep S Teacher) & Tracie deBoe (Teacher Aide)
Prep J

The children of Prep J had a busy and productive first year of school. They developed friendships and learned new routines, skills and knowledge. It was a real privilege and joy to be a part of their lives and to watch them grow during this time!

There were many highlights during the year beginning with weekly swimming lessons in Term 1. Prep J also enjoyed a visit from Old MacDonald’s Farm where they got to pat the animals. It was lots of fun to go and see a stage production of *Wombat Stew* and to see people acting out the story. The students acted out other stories afterwards and we even got to taste our own version of wombat stew! YUM! The day we visited different community places such as the library and post office was exciting, especially when the children posted a letter to someone special and fed the ducks at Centenary Lakes. The visit to the botanical gardens was also a great day.

It was wonderful to see the children progress in their learning and to take on reading, writing and maths as well as learning about themselves, their families, their community and their country. An important part of this learning was the introduction of the Daily 5 program with key parts being to develop learning independence, comprehension skills and to get lots of practice in reading. The support provided by families with home learning was very instrumental in helping the students to progress.

The children enjoyed being creative and produced various art works and made creations out of boxes, clay and bits and pieces. Many enjoyed making paper fans whenever they got the opportunity! They also liked the opportunity to dress up. The Easter Hat Parade saw some spectacular creations and everyone had great costumes for the Book Week parade.

Embedded into our day was teaching about God and his salvation plan through Jesus. It was lovely to see the children come to know more about God’s love for them and to blossom in their love for God and for others. Singing songs of praise and prayer times have been very special.

It has been wonderful to have some parent helpers in the classroom and on excursions throughout the year. Their support has been a great encouragement and help is very much appreciated! It has been a great joy and honour to play an instrumental part in the lives of these children.

Kathy Joyce (Prep J Teacher) & Rochelle McGuire (Teacher Aide)
Year 1

Year 1 was an adventure as we explored the world around us through the National Curriculum with great experiences through hands-on activities, technology and connecting concepts to the real world.

Reading and learning various reading skills was a key focus in our literacy sessions this year. Exploring using expression to add colour when reading, was one of our highlights, especially towards the end of the year.

Amazing work was produced through our Daily 5 as we explored the skills to help us in our ability to write through ‘Word Work’ and ‘Working on Writing’. Our reading also improved greatly as we built our stamina through ‘Reading to Self’, ‘Read to Someone’ and ‘Listening to Reading’.

Daily devotions provided great discussions each morning. Our favourite was learning from the Jesus Storybook Bible. We loved watching the animated Bible stories from the Old and New Testament and learning that every story pointed to Jesus.

Engaging lessons were taught in our PE lessons with Miss Birt, our Japanese lessons with Mrs Kirk and music lessons with Mr Bengtson.

One of our favourite things to do as a class was to sing various worship songs. We praised God with our whole body as we grooved to our ‘silly’ movement songs.

Never give up! We have been learning in our devotions that we are all special children of God. We have different God-given talents and if we are not good at something we keep on trying and never give up! The more we practise the better we get!

Each day we worked really hard at being our very best!

Michelle Tsui
Year 1 Teacher
Year 2

What a year it was for Year 2! The students were learners, actors, doctors, leaders and they even taught me a few things. The students participated in many exciting activities throughout the year. The Caboolture Historical Village was one of the students’ favourite excursions as they were able to get a feel for how life was in the past and they engaged in hands-on experiences.

Students also enjoyed the science experiments they participated in over the terms.

The students loved to express their creativity through the ICT and Christian Living lessons taught during the year. Over the year the students learnt about many Bible stories.

They particularly enjoyed learning about Noah’s ark, Adam and Eve and the story of Zacchaeus. They participated in activities around these stories, including making a panorama of the stories. Students’ creative ideas were at work when they were given the task of designing and constructing a paper-maché money box.

I enjoyed seeing the students grow over the year into independent workers who always rise up to a challenge.

Alyce Groves
Year 2 Teacher

Year 3

2014 was a busy and exciting time in Year 3. We explored the school as we learned about insects and looking after the environment in science. We also enjoyed being part of the Easter Hat Parade and learning about Jesus.

In Term 2 we became very involved in learning about the solar system. We learned how God created the world, and we created our own solar system out in the playground during science. We also visited Caboolture Historical Village to learn about the history of Caboolture as part of our history lessons. We had fun looking for gems, looking at what an old classroom looked like, and being held up by bushrangers when travelling on the train.

In Term 3 the adventure continued to the Brisbane Museum and Science Centre. We learned about creatures in the ocean, space experiments, becoming spies and created worlds out of Lego. We also joined in with Book Week activities and had fun writing a book in a day for the children’s hospital. We enjoyed making new friends as they joined our class. We learnt in history how to become active citizens in our school by caring for the environment and each other. We wanted to improve our school by stopping people from littering and bullying. We created plans about how we could do this and created posters to promote other students to become active citizens in our school.

Students finished their adventure for the year by learning about the meaning of Christmas and using the Fruit of the Spirit during interactions with their friends. They also had fun going to Bribie Island for an adventure camp for the day.

Rebecca Ramsey
Year 3 Teacher
Year 4P

Year 4 started as one class at the beginning of 2014. By April it had grown and there was a need to make two classes. Year 4P then had 19 students and it was interesting to see relationships grow and develop within the class and new students settle into the school.

The children were challenged to develop their academic skills. Many improved their writing techniques and worked hard to master mathematical strategies. The most encouraging part of the year, however, was to watch the class develop as a group and build care and respect for one another. This was put to the test on a daily basis!

A highlight for all the children was being chosen to use our pillow pet, Scooby, for the day. Someone’s name was picked out of a box and they got the chance to have Scooby for the whole day. It was a simple daily routine but one that the children loved.

Our daily devotions were also a special time of sharing. Our story and discussions were focused on lessons that we tried to put into practice during the day.

Year 4P also had an enthusiastic session of singing which got each day off to a good start.

Students went to camp in 2014 and had an overnight stay at Brookfield. The children were very excited about their time away. Our excursion to Queensland Maritime Museum was a day to remember. Spending time together was always fun and exciting!

Esther Payne
Year 4P Teacher
Year 4K

Year 4K started in Term 2 after the grade was split into two classes: 4K and 4P.

I was blessed to be given the position as the Year 4K classroom teacher. As we got to know each other in 4K we began to have fun learning and growing as a class. Several new students joined our class who were greatly welcomed and quickly began to participate as members of this awesome class!

Our class focused on improving literacy skills in 2014 through the use of the Daily 5 structure. All students made progress and worked hard on increasing their stamina when reading, writing and listening.

Our class completely enjoyed their camp in the first week of Term 4 at Brookfield near Mt Coot-tha. We participated in activities for two days. Students did canoeing and low ropes as well as group activities. At the excursion to the Queensland Maritime Museum in Brisbane for a day, students learnt about navigation and the early navigators to Australia. There were plenty of boats and ships to see and fun activities to complete as they toured the museum.

In Term 3, technology students looked at how designs and plans help to create a well-constructed structure. They built bridges, photo frames, paper planes and little rafts. The class found that they were naturally gifted in the creative skills that God has blessed them with.

Mrs Maija Koehler
Year 4K Teacher
Year 5

Greatness has been achieved through each student as they have grown in their personal learning journey. Reading and writing were implemented in new ways through our Daily Five program.

Adventures, comedy, thrills and unlimited imagination were expressed through various writing styles, artwork and song.

Daily, the students were encouraged to discover the person that God has created them to be through their many gifts and talents.

Exciting new experiences happened through the year as the students went to the Planetarium and Mapleton camp.

‘Fun’ is the word that best described learning in the classroom, as Mrs Rashid helped us to ignite a passion to explore the world around us.

In everything students do, they were encouraged to do their best and not to give up. They knew that they could get help through their elbow buddies and table families.

Each member of our class was valued, as we all used our abilities to become one body of Christ to serve those around us.

Encouraged by the Word, our class Bible verse came from 1 Timothy 4:12, “Don’t let anyone look down on you because you are young, but set an example for the believers in speech, in conduct, in love, in faith and in purity.”

Andrew Steggall-Lewis
Year 5 Teacher
Year 6

The ‘Super Sixes’ of 2014 were creative, collaborative communicators who were developing their critical thinking skills as they stepped into the 21st century learning environment. Throughout the year they were busy creating online games, stop motion animation, iMovies, Prezis, blogs and e-books.

The year began with students learning about PEEL paragraphs, God’s love, and that it’s okay to laugh sometimes at Mr Costin’s stories even if there was a cat involved. They flew paper planes and conducted fair tests in science; made iMovies for reading reflections, and were enthusiastic about making a stop animation of the Easter Story.

They continued their busy schedule throughout the year writing ballads and learning about the Scratch programming language, which allowed them to create an online game to share with the Year 1 students. They participated in and discussed Aboriginal history and painted Aboriginal designs.

Mid-year saw not one but two teachers, as Mr Gandini joined the class. Mr Gandini starred as Thor in the Book Week parade as teachers and students dressed up as their favourite book or graphic novel characters. During the second semester, students learned about electricity and used the design process to make a nightlight for a small child. They participated in the new Daily 5 activities developing their comprehension, accuracy, fluency and expanded their vocabulary as they worked on their English curriculum.

Students travelled to the Brookfield camp to look at significant sites in Brisbane. They created timelines using Prezi, a Christmas drama in iMovie and continued to develop their oral skills by presenting first aid demonstrations in front of their class.

Brett Costin
Year 6 Teacher
Secondary Team Leader Report

If 2013 was the year of new beginnings for the secondary college, then 2014 marked a year of consolidating and building upon that foundation.

While many secondary schools across Queensland were preparing to accept their first cohort of Year 7 students, Year 7 students at the college found themselves well ahead of the curve, and were seamlessly integrated into the routine of secondary schooling by our team of middle school core and specialist teachers. Having had a similar secondary experience in the previous year, our Year 8 students continued to build on those foundations while studying a broad range of subjects. These subjects gave them the practical experience necessary to decide which electives they would select in 2015 as specialist electives. Our Year 9 students enjoyed the opportunity to make elective choices and focus their efforts in deepening their understanding of the areas that most interested them, whether it was in music, drama, visual art, ITS, business or Community Outreach. Our Year 10 students continued in their second year of these electives as they prepared for the crucial senior phase of learning in Year 11 and 12. In particular, an expansion in our subject offering meant our Year 10 students were able to complete a Certificate I in Information Technology as a part of their ITS elective.

2014 was a foundational milestone in the senior school as the college graduated their first cohort of QCE students. Australian Christian College believes strongly in the importance of giving young Christian men and women the best preparation and opportunity possible to enter the halls of higher learning at university and become leaders that change our nation for Christ. This commitment is reflected in the large investment we have made in our extensive subject offering for a senior school of our size. Students in Year 11 and 12 at the college were able to choose from Queensland Certificate of Education subjects such as English, English communication, mathematics B, prevocational mathematics, biology, physics, ancient history, visual art, physical education, recreation studies, business communication and technologies, and information technology systems. In addition to this, we improved upon this already
substantial list with the addition of three new courses for 2014: chemistry (Year 11), mathematics A (Year 11 and 12), and Religion and Ethics (Year 11 and 12).

Senior students were able to select subjects that allowed them to pursue an Overall Position (OP) and/or a Vocational Education and Training pathway. Throughout 2014 there were a number of students who commenced School Based Traineeships or Apprenticeships in the areas of children services, information digital media and technology, animal studies, hospitality, retail and media. We also had students successfully complete University Headstart courses at the University of Queensland and the University of Southern Queensland. We wish our first graduating class of QCE Year 12 students, be they headed to further study or the workforce, God’s richest blessing as they pursue the lives and careers according to His good plan.

While much of what has happened in 2014 built upon the previous years, there were still new and exciting changes across secondary as the college grew. The appointment of a dedicated careers’ advisor, a teacher coach, and the implementation of camps across the year levels were just three of the many new developments designed to provide a cutting edge, Christ-centred, holistic and engaging educational program that fully prepares our students for the world they will lead tomorrow. The secondary section of the college is on an exciting learning journey and we trust that God will continue to bless us as we serve Him in this endeavour.

Joshua Avenell
Secondary Team Leader
Year 7

2014 was a year of change for the students of Year 7. They transitioned from a primary school environment and entered into the world of high school. Each student has had to make changes to how they behave as newly-fledged middle schoolers, getting to know the various teachers they have for the variety of subjects.

The students who experienced the biggest change this year were those who came straight from Year 5, skipping Year 6. They were students who had shown they were capable of completing work to a high level. They adapted to their new environment and showed that they were able to handle the achievements standards of the Year 7 National Curriculum. These students made a tremendous effort in meeting the requirements of the senior school workload and each of them needs to be congratulated for meeting these challenges head on.

One of the highlights of the term was the Year 6 and 7 camp, which provided the opportunity for them to spend time in an environment that was not the classroom. This year the camp was held in Brisbane, with students visiting and seeing the sights of our state’s capital. The Year 6s and 7s got to see the Suncorp stadium, University of Queensland, South Bank, the Science Centre and the Gallery of Modern Art. It was heaps of fun, with so much stuff being crammed into such a small amount of time.

The other achievement of the Year 7s in 2014 was winning the 'Cleanest Classroom' award twice in a row. This year the ACC cleaners have set the challenge to all the year levels to have the cleanest classroom. The Year 7s rose to this challenge, demonstrating a respectful approach to taking care of their property and the property of their classroom. The reward was a delicious cake which was well received by the whole class.

It was a blessing to work with this year level made up of engaged young students with a passion for learning. It is my humblest prayer that as they go throughout their schooling career they never lose the unique qualities that have made them such a pleasure to teach.

Joel Hogan
Year 7 Teacher
Year 8

This year’s class cohort was best described by student Allannia Durante as “a bunch of wacky, creative, fun people full of happiness and kindness”. The cohort consisting of 26 students had a vibrant and upbeat attitude that spread throughout the academic, social and sporting aspects of college life.

The students avidly promoted a Christian environment in the classroom, with a strong emphasis on daily Morning Prayer points and devotions. The students really enjoyed and embraced the opportunity and environment that the class provided for them to be able to pray for their friends, family, and for college staff and students.

The students were also thrilled by the opportunity to learn outside of the classroom through participation in the Year 8 camp at Burleigh Heads. Year 8 student Ariel Moore said, “I had so much fun and laughed every day at camp. It was hard work and my legs got sore from all the walking, but I have survived and it was so much fun.”

The students were also very active in sporting and recreation activities outside of the college. Two of the particular interests of the group are four-wheel driving and soccer.

All Year 8 students were appreciative of the positive environment and fantastic learning opportunities provided through the year.

Rebecca Birt
Year 8 Teacher
As a teacher new to ACC in 2014, it was a pleasure getting to know the students, and especially the constituents of my Year 9 Form class. It’s always interesting to see the diversity of personalities one class can bring.

There are certain things that some students share in common, however, which have been conducive to the building of strong friendships. Technology, for example, seems to be a passion that unites several ‘9N-ians’, as evidenced in the college’s AV (audio/visual) team comprising entirely of members from this class. These students are behind the operation of all things AV. It was an integral part of Assemblies, Chapels and other events and we were most appreciative of having such willing tech-savvy gurus at hand.

In Form class we enjoyed doing a range of activities, such as sharing devotions (some of which have been prepared by students), ‘interrogating’ interviewees in our impromptu interviews, and participating in team-building games. The class contributed to Operation Christmas Child as part of the college’s efforts to be involved in global missions and charities.

2014 was not without its challenges. A few students experienced the ‘joy’ of being injured – two cases resulted in casts. But the upside was having a story to tell, I suppose. Young master Wylie’s story was particularly noteworthy, having broken his arm on Day 1 of the Year 9/10 camp in a bicycle accident, then being healed after praying, prior to a scheduled operation to reposition the bones!

I also had the privilege of teaching 9N (along with 9G) both history and English and will mention a highlight of each class. One of the units for history involved Australia’s early colonial past. One lesson was devoted to the re-enactment of the contact that occurred with Australia’s early settlers and the ‘first Australians’ and I was able to witness some quality drama skills in use. In English, as part of the media and advertising unit, students participated in a competition that involved the creation of an original magazine advertisement. I was impressed with many of the submissions, but in the end Samuel Spice took out first place for 9N.

Michael Nettlefold
Year 9N Teacher
Year 9G

2014 was a year of change for 9G, with three different teachers in three terms. The year began with Mrs Katie Grima who left at the end of Term 1 to become a mum and enjoy some baby time. Term 2 saw the arrival of Mr Gandini who was welcomed by the students (especially those with a love of sports) and quickly settled into his role. I arrived at the commencement of Term 3, new to the teaching profession, but not new to the school.

An important trait we wanted to instil in these students of ACC was resilience, the ability to ‘recover quickly from difficulties.’ Having changes in teaching staff encourages students to adapt to new situations and to become a little more flexible. It is good to know that God takes everything that happens and works it for good in the lives of His children.

A highlight from Mr Gandini’s term with Year 9 was experimenting with chemicals in science. Particularly the ‘What happens when you mix Mentos with Coca Cola?’ experiment – if you try this at home go outside and stand well clear! Term 3 was a busy term that started with a four-day camp, and the loss of an additional half a week from an already short term due to Ekka holidays. The students were very sad about this … Not! The students who didn’t attend camp (most of the girls) spent the first week of term brushing up on their maths skills with Khan Academy, worked on their writing skills and expended energy in the afternoons with sporting activities.

We saw some firsts for ACC – Moreton in Term 3 as we welcomed our first group of Japanese exchange students. Buddies for the Japanese students came primarily from Year 9, with a few from Year 10 as well. Mrs Kirk did a wonderful job of organising the visit. Students spent time with their host families, went sight-seeing and participated in various on-campus activities.

The visiting students spent most of their breaks with their buddies for the ten days they were with us, as well as attending a number of classes. Our Japanese exchange students joined us as we learned about Venn diagrams in maths with hula-hoops and beanie bags, and we even managed a game that all could participate in, despite the language barriers. The girls particularly bonded with their buddies, and the day we said farewell was a sad day.

As I watched the bus pull away on the Saturday I was particularly moved. Many of our grandparents and great-grandparents had been significantly affected by the war, but there is healing that comes with time and new generations. It was a privilege to have input into the lives of these young people from such a different culture. The opportunity to expose them to the things of God was especially precious. The students and the teachers with them went back to Japan with a copy of the Word of God. We pray that their time at ACC will have eternal benefit.

What a privilege it was to work with such wonderful young people! I praise God everyday for the opportunity to work in a place where His name is honoured and we can – and do – discuss the things of God freely. I pray that each student in Year 9 will have fond memories of each year they attend ACC – Moreton.

Simone Wilcox
Year 9G Teacher
Year 10

How best to describe the Year 10 class? A family. We had many new students start at the beginning and throughout the year. Any time I came to the class to say, 'Alright guys, there is a new student starting, make sure you take care of them,' I never had to worry that the new student wouldn't be accepted. The Year 10s always told me, 'Don’t worry Mr Taylor, we’re a family, we’ll look after them.'

How best to describe 2014? Character building. Year 10 was a year of firsts for many. First job interview, first job, and first time behind the wheel. Our Year 10s face these challenges and many more, and they have done so with a positive attitude. There was never a school event or student leadership team in which you did not see a Year 10 student actively participating.

We had sport house vice captains, peer support members and junior prefects. We had students making proposals for prayer gardens, or choirs, or worship bands. We were active at every sports carnival, book week, open day, open night, fundraiser and church service.

It was truly a blessing to be a part of 2014 with this class and see them take their first steps into young adulthood. Truly, these are the future leaders of our community.

Mr Rhys Taylor
Year 10 Teacher
Year 11

Whilst it may be ‘common knowledge’ that Year 12 is the ‘most important’ year in school ... clearly no one told Year 11! Year 11 is always a difficult year for students. It is a year where the importance of academic success becomes a reality and career paths, set in motion years before, finally begin to converge, revealing direction and purpose.

However, our Year 11 class of 2014 would not be defined simply by their academic performance and they took every opportunity to show who they really are!

Early in Term 1, Year 11 students participated in the swimming carnival, demonstrating the spirit of participation for many of our younger students. Later in the term they even donned Easter bonnets for the annual college Easter Hat Parade to show that you are never too old for silly hats ... and chocolate!

However, I believe the highlight for Year 11 came in Term 3 with an unexpected leadership retreat. This camp gave our senior students an opportunity to spend some important time together outside of the classroom and get to know each other on a different level completely. Over the course of the camp it was very pleasing to see how Year 11 came together in ways not previously experienced at school. Although ‘Team Orange’ and ‘Team Purple’ did not appear to be favourably received to begin with, it was exciting to watch students proudly pull together to achieve things they would have thought impossible only days before. Interestingly, it seemed that obstacle courses, mud pits and bonfires were the perfect combination for Year 11 students to get to know both themselves and each other better – who would have thought!

As Year 11 said farewell to 2014 and looked forward to completing their schooling career in 2015, I prayed that they would take into their future all they had learned together with a renewed enthusiasm and desire to do their very best.

“An intelligent heart acquires knowledge, and the ear of the wise seeks knowledge.”
Proverbs 18:15

Anita Newell
Year 11 Teacher
Year 12

They may have been small in number but they were mighty of heart! The members of the Year 12 class of 2014 worked throughout the year to establish themselves in the college as authentic leaders and mentors taking on a number of projects and causes. In the first term of the year, the Year 12 students visited many classrooms as a way of building relationships with the younger grades. The Year 12s shared some interesting facts about themselves, offered some advice and encouraged younger students to be the best they can be. The Year 12s wanted the students to know that as their leaders, they could come to them if they needed help, or if they wanted to make suggestions about school improvements or to share ideas about new initiatives. The Year 12s prayed for each class and then blessed them with a freshly baked treat made on campus in the college kitchen.

In the second term, the Year 12s rocked some amazing Easter bonnets and hats at the college’s annual Easter Parade, delighting the younger students with both their willingness to get involved in the spirit of the day and their zany hat creations. Covered in their ‘war paint’ and costumes representing their house colours, many of the Year 12s also provided much inspiration at the college’s athletics carnival – not only participating in many events, but enthusiastically cheering on their teams and encouraging others to do their best.

To kick off the start of third term, the Year 12 students joined with the Year 11s to participate in a leadership camp held at the Apex site at Mudjimba. From making their way through obstacle courses, working together on ‘building’ projects and toasting marshmallows around the fire, the Year 12s discovered a great deal about themselves, their peers and what authentic leadership could look like.

Earlier in the year, in support of the whole school anti-bullying policy, the Year 12 students made a collective stance against bullying. Mrs Fraser challenged the Year 12s to wear signs declaring their support for a whole school-day.

This caused much laughter within the group but more importantly provoked significant discussions amongst students and staff about the issue. In addition, some of the Year 12’s were closely involved in mentoring projects aimed at providing support and assistance for those younger students in need in a number of areas throughout the year.

Roman philosopher Seneca, writing in the first century AD, coined the phrase ‘non scholae sed vitae discimus’ which translates as ‘We learn not for school but for life’. With their experiences of 2014 as a foundation, our Year 12 students certainly ‘learned for life’.

JoAnn Winlaw
Year 12 Teacher
Visual Arts

2014 was a big year for community projects to get art up in our school. Each of the Year 10s did large mural pieces of an insect for the Prep fence, and the Year 9s made three Nativity figurines for our end-of-year display as well as a large Christian symbol in mosaic to be displayed above the administration building entry.

Each class had one major piece to make each term in one of the art media. They learned not only the techniques from an artist who works in this media, but they got a great take-home piece each.

Year 7s did a watercolour painting of a Bible Story, a design on a skateboard, a clay creature and finally, a print of a plant cross-section. The skateboards are on display in the foyer.

Year 8s started with a design for a CD cover and invented lyrics for a song, made a recycled emotional paper-maché face, a coil animal pot, and finally, a lino print of a Moreton Bay logo.

Year 9s completed a mangaself portrait in pastels, followed by three clay Nativity figurines, a Christian symbol mosaic piece each, and finally a canvas painting in Op Art style.

Year 10s did a pastel piece of Joseph’s dream, then a clay wacky teapot, followed by their large mural insect on marine board, and finally a screen-printed t-shirt.

Year 11s and 12s had themes for their creations in art. The Year 11’s themes were ‘Distorted Viewpoints’, where they did a 3D cubism piece, an abstract figurine, distorted Photoshop face and landscape, and a surreal clay-morphed creature. This was followed by the theme of ‘Consumerism’, where they made a recycled garment and a large pop art sculpture. The girls chose to do a big cardboard and paper-maché lipstick and mascara. The ‘Social Justice’ theme was a large painting or a social justice symbol on a screen-printed t-shirt.

Year 12 had ‘Identity’ as their first theme, which resulted in two great sculptures of pieces from childhood and a mixed-media canvas piece of the students’ parents’ background, their own childhood, and passion for the piano. This was followed by a ‘Culture’ theme. Students made a large Japanese sculpture/paper-maché teapot, hands of the world races with symbols on the back of the hands, a turtle in plaster with paintings and mosaics of Fiji, and finally, a Christian-themed Year 12 sculptural piece for the college.

Donna Cervantes
Visual Arts Teacher
Primary Sport

This year primary sport kicked off Term 1 with the swimming carnival, which was a fantastic event for students of all ages.

Also in Term 1 the college was involved in the Caboolture district primary inter-school sports basketball. ACC nominated two teams for both the junior and senior competitions and all Year 5, 6 and 7 students were encouraged to be involved. Though it appeared that basketball was not the students’ number one game, it did not dishearten their positive attitude, commitment, and dedication to their team or to the college.

In Term 2 the college developed its four sporting house colours, and these were introduced at the cross country and athletics carnivals. From these two events students were selected to participate in the Caboolture District State Carnival. From her score at this competition one student, Kimberly Parry, was selected to compete at the Regional District Carnival and went on to compete at the Queensland State Titles.

The Year 5 and 6 students competed in the winter inter-school competition.

Both the Junior Girls and Junior Boys teams had coaching practice with Miss Birt and developed a fun and enthusiastic attitude to learning new tricks and skills.

The college is happy to announce that the Junior Girls placed 2nd in the Caboolture District grand final, and the Junior Boys placed 3rd. Overall it was a great year for establishing the value and importance of sporting involvement and excellence as an integral part of Australian Christian College.

2014 saw the introduction of a house system for the first time at ACC – Moreton.

With Red, Yellow, Green, Blue (on-campus) and White (distance education) being the chosen colours, students quickly took on their house ‘spirit’ and came dressed to impress and cheer on their fellow house competitors. It was wonderful to see the camaraderie and encouragement given, along with the extra effort competitors made to help get their house some extra points.
Next year is set to be even bigger and better as the swimming carnival with more lunchtime competitions are included in the house system.

**Physical Education**

During Term 3, senior students in physical education used their knowledge of biomechanics and training programs to analyse their own performances in chosen athletics events. With the aid of slow motion video footage, and the knowledge of good biomechanical principles and technique, the Year 11s were able to identify areas of their performance that needed improvement, and how to improve it. By comparing their technique with that of an elite athlete – Usain Bolt, for example – they could show clearly the difference between beginner and elite level performance.

The Year 12 physical education students took it one step further by designing a four-week training program to improve the necessary fitness elements required to succeed in their chosen athletic event. By measuring their fitness levels before starting, and then after completing the training program, students were able to evaluate how successful their training program design was.

Some of the events they participated in were triple jump, discus, javelin, 100m and 400m sprints.

Norman Buntrock
Physical Education Teacher
Music

Music became an exciting part of school life across all grades in 2014. It was exciting to see students discover new concepts and become excited about what they achieved in music.

It was exciting because it allowed students to develop their cognitive, physical and social skills in new and interesting ways that are not always evident.

Music exists distinctively in every culture and students can gain knowledge, skills and understanding regardless of background.

Students enjoyed listening to and composing pieces of music, as well as performing pieces to their peers and audiences.

The year began with many units based around the fundamentals of music. However as the year went on and the school gained more resources, students began learning more complex skills and some grades even learned to play some instruments. In primary school these were the glockenspiel, the ukulele and the recorder. Several grades used these instruments, plus other percussion instruments, to complete compositional units on program music where they created music to match a narrative. Seeing these compositions come to life was a thrilling experience for many students.

In high school, students completed units focused on musicals. Their final task for the year was to develop a musical from scratch. As a whole class, students wrote the narrative, songs and practised and performed it to the primary school. Students were also given the opportunity to record their piece of music. Each musical from each grade was based around an issue seen within primary schools and was targeted to their age group. This was no easy task and the students should be very proud of all the work they put in and in what they achieved.

Looking back on the year, it was fantastic seeing the music program grow.

Stuart Bengtson
Music Teacher
Science

2014 was an epic year in our science lab. Mr Potatohead proudly watched on as our students embarked on some really cool investigations. The Year 11s were able to join our first chemistry classes, and several safe and controlled reactions took place. Biology had another terrific year with students performing zany studies on fruit flies, drosophila and other cephalopods. Physics launched projectiles (marbles), measured electric currents and experienced high g-forces on the rides at Dreamworld.

Emma-Lee Steindl & Anita Newell
Science Teachers

Information Communication Technology

Across the secondary levels 2014 was jam-packed with innovative, creative, interactive learning. First term was largely dedicated to cyber safety and responsible use of technology, which is now an imperative part of student education. With internet scams on the increase and social media bullying rampant, our students need to know how to use ‘Cyberspace’, with intelligence and wisdom.

As technology hurtles into our very near future with startling speed, educators are developing in our students the ability to research, problem solve and be autonomous with decision making. A lot of what we do in IT is developing these skills. ACC – Moreton places great value on ensuring that our students are able to develop these vital skills by providing high quality resources such as, a green screen, industry quality video camera, digital cameras and the latest industry standard software.

In 2014, students engaged in learning experiences from making promotional videos for our school to creating the newest Hairy Maclary book character, developing a marketing advertising campaign to aim correctly at different audiences. All of these activities provided the students with not only opportunities to develop the skills already mentioned, but to be involved in industry related software and projects.

In 2014, we were able to offer our Year 10s the opportunity to begin a Certificate I in Information Technology and Digital Media (IDMT). Students learned the basics of computer components, gained an understanding of how to use software and communicated via different media. In 2015, they have the opportunity to continue on and complete the Certificate II which can then be built on in TAFE to gain a Certificate III, or a Diploma in IDMT.

Looking back on 2014 from my perspective, it was a productive and enjoyable 12 months. I was impressed over and over again by the standard of work I received from the majority of students. My first year here at ACC was quite a learning curve, getting to know new routines and teachers and students. I would like to say thank you to the staff for their support, to the students for working hard, asking questions, and challenging my teaching strategies. Thank you also to the parents who were co-operative and supportive of their children and their learning.

Tony Pavey
IT/Technology Teacher
Learning Support

2014 was an incredible year in the Learning Support Department. At the beginning of the year what an exciting yet daunting challenge to take on the learning support for day school and distance education. With a unified supportive staff, amazing things can be accomplished.

As special needs co-ordinator it was my privilege this year to work with Christian teachers who are so devoted to meeting the needs of all ACC–M students and especially those who require the most support.

With the addition of two new staff, Raylene Clark and Cindy Strydom, we were able to do even more. Raylene Clark began in Term 2 as learning support teacher aide doing in class support and in Term 3 and 4 delivering the Mini-Lit and Reading Tutor programs to our primary students. Also in Term 3 Cindy Strydom came on board to help our DE families.

We were also privileged to have David Waterworth and Sue Suchocki come into the school to provide training on strategies to help students with ADHD, ASD and dyslexia.

It was our pleasure to provide additional support to our students in 2014.

Tim Chigwidden
Learning Support Teacher

Chaplaincy

“I’ve read the whole Beginners Bible through to the end!” exclaimed a boy from Year 3. Many students have devoured the gift Bibles presented to them as new students of the college. It has been wonderful to hear of families reading these Bibles together. God says that His Word is “a lamp for [our] feet, a light on [our] path.” (Psalm 119:105).

Hope and life is presented by the chaplaincy service through God’s Word, not only in the form of gift Bibles but through life skills sessions, chapel services, pastoral care appointments, divorce recovery group and college church services.

Our chapel services bring many memorable and sometimes life-changing experiences. A special highlight included two separate visits from Endless Praise who also ran four workshops for the sound team, worship team and those interested in drama and leadership. Students were excited and inspired. A number rededicated their lives to Christ or became followers of Jesus for the first time.

Students not only received the Word of God but also snapped up opportunities to extend the Presence and Word of God to others especially through chapel and Young Voice.

Young Voice was an exciting adventure of 2014 in which around 20 Australian Christian College secondary school students formed into teams to visit Morayfield State School and provide Religious Instruction (RI) to classes of primary school students. Our students enthusiastically prepared and delivered dramas, object lessons, memory verses, prayers and activities to a crowd of students at the
state school. I congratulate each one and thank God for the desire and ability he has given each one to share God's love in this way. Thank you team!

The Chappy room transformed into a bustling, energetic team centre on Tuesdays thanks to an expanding group of workers. We greatly valued the contribution of Sarah Hargrave who invested two terms of work as a school counsellor in training at our college. Shannon Smith joined our chaplaincy team for practical experience in her studies to become a youth worker through SU Qld Training. I would like to give special mention to Crystiline Kempster who gave many volunteer hours through the year to help me with vital background tasks.

2014 was a year both to receive and to give the benefits of God’s Word and a living relationship with Him.

Stephen Jenyns
Chaplain

Church Services

The college church services are a highlight each term. They help build strong college-wide relationships and keep the Lord Jesus Christ at the heart of all we do.

The year shot off to a good start with the opening church service in February held at Mueller College Performing Arts Centre. This was the college’s first ever combined on-campus and distance education church service.
A gifted team of ACC staff led us into a God-centred session of praise and worship. Next to take the stage was our special guest speaker Johannes Knijnenburg, QLD Manager of Children, Youth and Education for Bible Society Australia. Known affectionately as ‘Bible Joe’, he had the audience in stitches and also challenged us to be people who bring genuine positive change.

Another highlight was the induction of our 2014 student leaders and prefects including Nicholas McGuire as school captain, Anna Benge and Daniel Albert as vice captains, along with prefects, Misionare Fuli, Tammara Hicks, Taylah-Jade McIntosh and Michael Takac.

Term 2 featured our second church service held in the multipurpose hall at ACC–M. Many gathered to worship God, hear an inspiring item from students and receive a dynamic message for our college community from Dr Terry Harding who is General Manager of Schools Department at Christian Education Ministries.
The church service for Term 3 saw the ACC – M hall packed out. Special guest touring group, Endless Praise, brought high-energy and inspirational concert-style singing, story and messages to our celebration service. Candice Gillespie and Isaiah Andrews of Year 10 also sang an impacting song entitled *Fighter* that calls out hope and trust in God regardless of any circumstance.

This year ended with the Christmas Outreach carols and the hall was packed with people and the Holy Spirit was clearly evident. It was an amazing evening.

Stephen Jenyns
Chaplain

**Community Outreach**

In 2014 our first cohort of Community Outreach students had some fantastic opportunities to help out in our community. Students in Year 9 and 10 helped out in various capacities within our community. Amongst the most memorable volunteer excursions was a teacher car wash, setting up the Urban Country Music Festival, volunteering at the St. Vincent de Paul Society and helping sick people with household duties.

**Camps**

This year was the first time our college organised and ran a complete camp program from Years 3 to 12. It was a massive success! A big thank you goes to all the amazing students, parents and teachers who have made some unbelievable memories this year!

The pictures and faces of our students throughout this annual report tell the story far better than words.

Emma-Lee Steindl
Camp Coordinator
Northern Territory Mission Trip

Making History
Breaking new ground is always an adventure. For the first time in Australian Christian College’s history, day school and distance education students from two ACC schools (Marsden Park and Moreton) came together as a team for a united school experience. On the 22nd June, the team journeyed to Darwin for what was surely a mission adventure, with the opportunity to bring the message of hope to Indigenous Australians and to work with local missionaries.

Training
In partnership with YWAM (Youth with a Mission), the team spent four days in Christian missions training in Darwin. Training is always the first part of the mission adventure – a vital part. It included regular times of worship, prayer, Bible study and teaching sessions, small group discussions and teaching in evangelistic tools such as sharing a testimony and performing dramas and puppet shows. Our guest speaker, Nathan, from the Sunshine Coast in QLD, shared his life experiences and taught about how God always works from the inside out. There was plenty of time for fun and games, team and friendship building. Many of the students were challenged in their faith during this time.

Outreach
Our original plans for outreach had to be changed. We were not given the permits we applied for to enter a particular community. Although disappointing, it was a great lesson, as we had to trust that God had another purpose for the team. And of course, He did. The day after training we packed our things, loaded everything into two vehicles and set out for the Woolaning community. The team stayed in accommodation located at Woolaning Homeland Christian College, which is adjacent to Litchfield National Park. During our three-day stay, the team participated in two projects. The first involved cleaning classrooms, residential homes, staff rooms and the school library. The college only has one cleaner, Pauline. She was so blessed by what the team did as it’s such a big job for her to finish before staff and students return from holidays. The second project involved working with Roger Latham, a local missionary and music teacher, to lay the foundation and floor of a kitchen. The facility will be used as part of a future Outreach Music Camp. The work was quite physical for the team, but each individual put in 110 per cent and in the end felt such a great sense of accomplishment. After each day of hard work, we visited Wangi Falls, a popular swimming hole in Litchfield National Park, to get clean. Although the water was cold, we all enjoyed God’s incredible creation.

For our remaining four days in NT, we stayed at Mandorah, at Roger and Vivienne Latham’s property. Mandorah is in close proximity to the Belyuan community. We visited the community on a number of occasions to run children’s art and craft activities and play games with the local kids. The team performed a puppet show, based on the story of the Good Samaritan. The message was well received. On our last night, we collected firewood and lit a large campfire on the cement slab where the old community church building once stood. Community leaders joined us to sing praise and worship songs and to tell stories. The Elders shared from the heart their deep desire to see the young people in the community come to know the Lord and choose to live for Him. The evening ended with the group singing one of the older ladies’ favourite songs – “Jesus Loves Me”.

We enjoyed witnessing firecracker night, a tradition held on Territory Day. The sky came alive with all sorts of colours. During our time at Mandorah, we also blessed Roger and Vivienne by doing some yard
work around their property. They are out working and doing ministry most of the time and get very little opportunity to tend to their land. They appreciated all the work and said they were extremely blessed.

**Experiencing the NT**
The team snuck in some times to see a few places in and around Darwin. We visited the Darwin Military Museum. We swam in Darwin’s wave lagoon, a crocodile-free swimming area. At Litchfield National Park, Joan, an Indigenous community leader, took us on a cultural tour of the area. Joan talked about her family and shared many interesting facts about the land and Aboriginal culture. She pointed out some sacred sites and showed us a variety of plants available for food and medicine. We ventured to Florence Falls, Berry Springs and Mindil Beach Sunset Markets to pick up a few souvenirs. On the way home to Darwin from Mandorah, we stopped to see the plane wreckage of *Milady*, a military aircraft that crashed in 1945 killing all crew members. We also stopped to have photos beside giant termite mounds, which is a must when visiting NT.

**Final remarks**
There were so many ways God revealed Himself to each and every individual on the team. Prayers were answered and lives were changed. The trip was definitely an adventure and also a wonderful opportunity for the students to be exposed to mission work in their own country.

Each student summed up his or her time in a short sentence:
Daniel -- “God provided opportunities even though our original plan fell through.”
Kaylee -- “A strange and wonderful experience!”
Jayden -- “Painful (as I cut three of my fingers) and wonderful all rolled into one!”
Edward -- “Enlightening, refreshing and challenging!”
Ruby -- “A rewarding experience!”
Sarai -- “It’s been fun and I’ve learned lots.”
Megan -- “Exciting and life-changing!”

It is such a privilege to be part of a school that values missions and sees opportunities like this as vitally important to offer to students.

Michelle Flood
Mission Team Coordinator
College Social Climate

ACC – M aims to foster a safe and caring learning environment for all students. In the on-campus school, a school chaplain is employed through the chaplaincy grants. A councillor was also available one day per week as well as a youth worker to help on-campus students and their families.

The school's class structure fosters a close working relationship between staff and students. Students stay in the same room for all of the subjects, excepting electives, through to year 10. This provides a stable environment and builds school relationships between students and a sense of belonging to the class.

In distance education, families had opportunities to attend regional activity days, swimming carnivals, the athletics carnival and award nights. These activities, combined with a monthly newsletter and an online classroom community, helped to foster connections between distance education students and the families of the region.

Parental Involvement

The college encourages parents to be engaged in the education of the children both formally and informally. Education is critical for the future well-being of the next generation. We believe that the parents have a critical role to play in educating children. In distance education we believe that the parents are the teacher of the child supported by on-campus teachers. This creates a balanced partnership between home and school, parents and teacher, all geared to meet the individual needs of each child within each unique family. The college provides teachers with a high standard of educational experience, knowledge of curriculum, and understanding and experience with children in general.

Distance education is a family-based education program. Parents are vital to the success of the program and are therefore heavily involved. ACC – M recognises the commitment parents make to educate their children at home.

History

In 2007, students in distance education were enrolled in the Christian Academy School of Distance Education and day school students were enrolled in Caboolture Christian School. During 2008, the Christian school was approved to commence providing distance education. Most of the students 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 Australia Christian College – Moreton. Students at this time were using the Accelerated Christian Education curriculum. In 2013, the on-campus curriculum moved from this to the Australian National Curriculum. The college also experienced a rapid growth in student numbers through 2013 and 2014.

The distance education school continued to build its relationship with parents and expanded its activity day program. The ACE curriculum was replaced with a large number of units being developed in the learning management system so that the college was now able to ensure that we covered the Australian National Curriculum. In 2014, the college provided parents with an online and book-based course that covered the Australian National Curriculum. It also provided an online course for Years 7–10, as well as an online QCE program – a first for a Queensland school.
School Improvement

On Campus

The ACCM Parents and Friends Group was established in 2014 with an executive. They assumed the management and responsibility for the college canteen.

In 2014, the college spent considerable time preparing for the Cyclical Review which was held in early 2015. All aspects of the college were involved through 2014 in ensuring the college systems were in place to meet registration requirements.

Distance Education

In 2013, the parent survey identified overall satisfaction with the DE section of the college. It received an overall satisfaction rate of 89 per cent strongly agreeing with the statement that they are "satisfied with the education my child receives from this college". In 2014, the college distance education program underwent major change from the ACE curriculum to the new Australian National Curriculum. At the same time the move to change from books to an online course started. It was a period of huge change for all parents and it was felt inappropriate at the time to undertake another parental survey in 2014.

However, parents were strongly involved in the school's ISQ-funded School Improvement Project which guided the changes being introduced into DE.

The principal and head of DE travelled numerous times to all major cities in Queensland explaining the changes as they were being developed. The success has been seen in small changes to overall DE numbers in 2015.
# Naplan Results

## READING

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<th>Average score (National)</th>
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## WRITING

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<th>% above national minimum standard</th>
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**GRAMMAR & PUNCTUATION**

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**NUMERACY**

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<tr>
<td>Year 9 2014</td>
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<td>556</td>
<td>588</td>
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</table>
SCHOOL FINANCIAL INFORMATION 2014

**Income 2014**
- Govt Capital Grants: 1,458,439
- Fees & Private income: 1,458,439
- State Recurrent Grants: 2,956,093
- Total Income: 4,470,427

**Expenses 2014**
- Salaries Allowances & Related expenses: 3,950,639
- Non Salaries Expenses: 4,928,471
- Capital Expenditure: 231,691
- Total Expenses: 8,620,521
<table>
<thead>
<tr>
<th>Surname</th>
<th>Name</th>
<th>Qualification</th>
</tr>
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<tbody>
<tr>
<td>Avenell</td>
<td>Josh</td>
<td>Bachelor of Science/Grad Diploma of Education</td>
</tr>
<tr>
<td>Barzyk</td>
<td>Roslyn</td>
<td>Bachelor of Education/Diploma of Teaching</td>
</tr>
<tr>
<td>Baxter</td>
<td>Amy</td>
<td>Bachelor of Education (Primary)</td>
</tr>
<tr>
<td>Bengtson</td>
<td>Stuart</td>
<td>Bachelor of Education</td>
</tr>
<tr>
<td>Birt</td>
<td>Rebecca</td>
<td>Bachelor of Sport and Exercise Science/Grad Dip Education</td>
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<tr>
<td>Buntrock</td>
<td>Norman</td>
<td>Bachelor of Education (Physical Education)</td>
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<tr>
<td>Cervantes</td>
<td>Donna</td>
<td>Diploma of Teaching</td>
</tr>
<tr>
<td>Chigwidden</td>
<td>Timothy</td>
<td>Bachelor of Education</td>
</tr>
<tr>
<td>Costin</td>
<td>Brett</td>
<td>Bachelor of Teaching</td>
</tr>
<tr>
<td>Farmer</td>
<td>Phil</td>
<td>Bachelor of Education (Primary)</td>
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<tr>
<td>Flood</td>
<td>Michelle</td>
<td>Bachelor of Education (Primary)</td>
</tr>
<tr>
<td>Fraser</td>
<td>Sue</td>
<td>Bachelor of Education</td>
</tr>
<tr>
<td>Furnivall</td>
<td>Leslie</td>
<td>Bachelor of Science/Grad. Dip Teaching (Secondary)</td>
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<tr>
<td>Gandini</td>
<td>Paul</td>
<td>Bachelor of Education (Primary)</td>
</tr>
<tr>
<td>Groves</td>
<td>Alyce</td>
<td>Bachelor of Education (Primary)</td>
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<td>Hnialum</td>
<td>Annikka</td>
<td>Bachelor of Education (Primary)</td>
</tr>
<tr>
<td>Hogan</td>
<td>Joel</td>
<td>Bachelor of Education (Secondary)</td>
</tr>
<tr>
<td>Johnson</td>
<td>Nina</td>
<td>Bachelor of Education (Primary)</td>
</tr>
<tr>
<td>Jones</td>
<td>Beth</td>
<td>Bachelor of Education (Primary/Middle School)</td>
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<tr>
<td>Koehler</td>
<td>Maija</td>
<td>Bachelor of Education (Primary)</td>
</tr>
<tr>
<td>Lahey</td>
<td>Ruth</td>
<td>Bachelor of Education (Secondary)/Bachelor of Arts (History &amp; Drama)</td>
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<tr>
<td>Lewis</td>
<td>David</td>
<td>Bachelor Legal Practice/Grad Dip Education</td>
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<tr>
<td>Missenden</td>
<td>Donna</td>
<td>Bachelor of Social Sciences/Grad Dip Education (Secondary)</td>
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<tr>
<td>Netting</td>
<td>Jessica</td>
<td>Bachelor of Learning Management (Primary)</td>
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<tr>
<td>Nettlefold</td>
<td>Michael</td>
<td>Bachelor of Arts/Grad Dip Education</td>
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<tr>
<td>Newell</td>
<td>Anita</td>
<td>Bachelor of Science/Grad Dip of Education</td>
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<td>Name</td>
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<tr>
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<td>Joan</td>
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<tr>
<td>Pavey</td>
<td>Tony</td>
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<td>Payne</td>
<td>Esther</td>
<td>Bachelor of Education</td>
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<tr>
<td>Ramsey</td>
<td>Rebecca</td>
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<td>Rashid</td>
<td>Rebekah</td>
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<td>Rick</td>
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<td>Margaret</td>
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<tr>
<td>Steindl</td>
<td>Emmalee</td>
<td>Bachelor of Biomedical Science/Grad Dip Education</td>
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<tr>
<td>Taylor</td>
<td>Rhys</td>
<td>Bachelor of Business/ Grad Dip Education</td>
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<tr>
<td>Timmins</td>
<td>Karen</td>
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<tr>
<td>Tsui</td>
<td>Michelle</td>
<td>Bachelor of Tourism/Grad. Dip. Education</td>
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<tr>
<td>Tuovinen</td>
<td>Tanja</td>
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<tr>
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<td>Gary</td>
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<tr>
<td>Wilson</td>
<td>Lisa</td>
<td>Bachelor of Human Movement/Bachelor of Education (Secondary)</td>
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<td>Wilcox</td>
<td>Simone</td>
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<tr>
<td>Winlaw</td>
<td>JoAnn</td>
<td>Bachelor of Education(Lang and LitEd)/Diploma of Teaching Med</td>
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</table>

40 teachers employed as at the end of 2014

2 permanent part-time
1 teacher employed for 1 year contract
4 teachers on maternity leave
1 teacher resigned during 2014
1 teacher finished 1 year contract
Staff Composition

ACC – Moreton staff body consists of 45 full-time teachers, 2 part-time teachers, 2 full-time teacher aides, a chaplain, 10 administration officers and 13 part-time general staff. During 2014 no Indigenous staff members were employed.

Qualifications of all teachers

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Percentage of teachers and school leaders at the school</th>
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<td>Doctorate of higher</td>
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<tr>
<td>Masters</td>
<td>4%</td>
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<tr>
<td>Bachelor</td>
<td>84%</td>
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<tr>
<td>Diploma</td>
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<tr>
<td>Certificate</td>
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Staff Attendance

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

<table>
<thead>
<tr>
<th>Number of Staff</th>
<th>Number of School Days</th>
<th>Total Days Staff Absences</th>
<th>Average Staff Attendance Rate</th>
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<tbody>
<tr>
<td>70</td>
<td>205</td>
<td>368</td>
<td>97.44%</td>
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</table>

For permanent and temporary staff and school leaders the staff attendance rate was 98% in 2013.

Staff Retention

Proportion of teaching staff retained from the previous year:

<table>
<thead>
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<th>Number of permanent staff at end of program year (Head Count)</th>
<th>Number of these staff retained in the following year</th>
<th>% retention rate</th>
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<tr>
<td>45</td>
<td>44</td>
<td>98%</td>
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# Staff Professional Development

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

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<td>Early Childhood Mathematics Education:</td>
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<td>Addition and subtraction concepts from Prep to Year 2</td>
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<td>Sunshine online literacy resource</td>
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<tr>
<td>CAFÉ – Daily Five literacy program</td>
<td>40</td>
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<td>Mental Health Matters – Scripture Union</td>
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<tr>
<td>Cyber Safety</td>
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<td>Report Card Writing</td>
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<td>Digital Technology at ACC</td>
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<td>Schoology – How it is used in the classroom</td>
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<td>Electronic Use Survey</td>
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<td>First aid training</td>
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<tr>
<td>Learning Support – Referral Processes training Practical strategies for teaching reading to students with ASD or Dyslexia</td>
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<tr>
<td>The 21st Century Classroom</td>
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<tr>
<td>Evidence Based Educational Consulting</td>
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<tr>
<td>Google Drive</td>
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<td>ADHD/Asperger’s – the Game Plan</td>
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<td>QEDREX</td>
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<td>Nationally Consistent Collection of Data for students with Disabilities</td>
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<td>Elevate Program Introduction</td>
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<td>HR Driving Training for School Bus Licence</td>
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<td>Printing with Artz Studio Brisbane</td>
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<td>Pearson Leaders in Literacy Education Conference</td>
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<td>Regional Co-ordinators Workshops</td>
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<td>VET Schools programs and other courses</td>
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<tr>
<td>ISQ Improving Schools</td>
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<tr>
<td>VET in Schools Network</td>
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<tr>
<td>Australian Careers Seminar</td>
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</table>
SkillsTech forum 1
Coaching Young People for Success 1
QSA Moderation 1
My Future Training 1
VET in Schools 1
Distance Education conference 10
Art and Science of Teaching 3
Career Practitioner PD day 1
QTAC seminar 1
LNCA 1
SCIT VET forum 1
QUT breakfast 1
LLN Competency for Cert IV in TAE 1
Beginning Coaching General Principles online course 1

Contact Person for Further Information

In the day school, please contact:

Mr David Lewis, Assistant Principal On-Campus

Ms Michelle Flood, Assistant Principal Distance Education

Mr Gary Underwood, Principal.