

2010 Annual Report of



AUSTRALIAN CHRISTIAN COLLEGE Moreton

As required by Queensland State Government Reporting.

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	2010 began with 1494 students and finished with 1441 students
Year levels offered	P – 12
Co-educational or single sex	Co-educational, Day School & Distance Education
Characteristics of the student body	Male: 741 Female: 700 Indigenous students: 27

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

- ACC Moreton operates using a structured, individualized, 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 allows 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
- Carol Competition
- Future Leaders program which encourages high school students to lead lunch time programs and youth groups after school
- A primary school camp
- "Cool Choices" program – drug awareness program
- Athletics Carnival
- Swimming Carnival
- "Home Help" program – assisting community members with needs such as cleaning and gardening
- 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.)
- Junior Convention – 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 2010 in four different 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.
- Year 9 Boys Program
- Food Parcel distribution
- Friends for Life Program
- Visits by distance education staff to regional centres outside of the south-eastern Queensland region.

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 who provides 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, vCampus, helped to foster connections between our distance education students and families.

Parental involvement

“Parents are a child’s first and enduring teachers. They play a crucial role in helping their children learn. Family learning is a powerful tool for reaching some of the most disadvantaged in our society. It has the potential to reinforce the role of the family and change attitudes to education, helping build strong local communities and widening participation in learning.” (Street, 1998)

Australian Christian College – Moreton encourages parent involvement in the school through parent volunteers in the day school, who assist in all areas of school life. We also encourage parents to be involved in their children’s education by activities such as reading to them and helping them practice their maths tables, which significantly impacts on the children.

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.



STAFFING INFORMATION

Staff composition

ACC Moreton staff body consists of 20 full-time teachers, 4 part-time teachers, 4 part-time teacher aides, a chaplain and 7 administration officers. During 2010, no indigenous staff members were employed.

Qualifications of all teachers

Qualification	Percentage of teachers and school leaders at the school
Doctorate or higher	
Masters	
Bachelor Degree	74%
Diploma	22%
Certificate	4%

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
40	205	203	97%

For permanent and temporary staff and school leaders the staff attendance rate was 97% in 2010.

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
20	20	100%



Staff professional development

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

Description of PD activity	No. of Teachers
ACCM Training Session	1
DE: Staff Retreat	17
Alert Program: How does your engine run?	1
Australian Curriculum	22
Australian Curriculum: Science	19
Breakthrough: Carmel Crevola	1
CELI Breakfast: Jason Clarke	1
CELI Master Class: School Governance	1
CELI Master Class: Financial Leadership	1
CELI Master Class: Strategic Planning	1
CELI Breakfast: Productivity, New Ideas and Turbo Charged Thinking	1
CEM Curriculum Development Committee	2
CEM: Education Program Development	21
CEM Online Introduction	20
Early Year's Forum: Creating an Environment to get the most out of your students	1
Early Year's Forum: Occupational Therapist	1
Early Year's Forum: Developing an understanding of the what, when and why of Australian Curriculum for the early years classrooms	1
First Aid / CPR	23
Fundamentals of Successful Project Management	1
Innovative Technologies in Schools Conference	1
ISQ: Assisting Students with Learning Difficulties	3
ISQ: Briefing for Schools	1
Livingstones - Workplace Investigations	1
Looking at Leadership: Emotional Intelligence	21
LOTE	1
Mathletics	7
Middle Leaders Course	2
New Principals Workshop	1
New Principals Workshop: HR	1
Supporting Children with Disabilities	22
Skillpath - Coaching Teams	6
The skinny on becoming change savvy	1
The implementation of 1:1 Laptop Program in the digital learning Environment	1
QSA: Conference: Shared Vision; An Australian Curriculum	2
QSA: Principal's Forum	1
QSA: Report from Principal	20
Workshop: Teaching and Learning Policy	20
Total number of teachers participating in at least one activity in the program year	24
Total Number of Teachers	24
Total expenditure on teacher PD (as recorded in Financial Questionnaire)	\$ 27,191
Average expenditure on PD per teacher	\$ 1,132.95

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 %
1 494	200	30 475	90%

Due to the school's class structure, family groupings, classroom teachers are able to keep on 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.

NAPLAN results

Reading			
Year	Average Score (School)	Average Score (National)	% above National Minimum Standard
Year 3 2010	410	414	94
Year 5 2010	494	487	96
Year 7 2010	541	546	93
Year 9 2010	596	574	100

Writing			
Year	Average Score (School)	Average Score (National)	% above National Minimum Standard
Year 3 2010	348	419	78
Year 5 2010	429	485	76
Year 7 2010	508	433	84
Year 9 2010	564	568	87

Spelling			
Year	Average Score (School)	Average Score (National)	% above National Minimum Standard
Year 3 2010	375	399	89
Year 5 2010	452	487	84
Year 7 2010	531	545	90
Year 9 2010	590	579	100

NAPLAN results (continued)

Grammar & Punctuation			
Year	Average Score (School)	Average Score (National)	% above National Minimum Standard
Year 3 2010	364	417	83
Year 5 2010	452	500	80
Year 7 2010	555	535	90
Year 9 2010	618	579	100

Numeracy			
Year	Average Score (School)	Average Score (National)	% above National Minimum Standard
Year 3 2010	361	395	94
Year 5 2010	479	489	96
Year 7 2010	533	548	97
Year 9 2010	583	585	100

Apparent retention rate:

	Year 10 Base (No. of students)	Year 12 (No. of students)	Retention rate %
Number of Students	102	87	85.3%

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 2010, not all of these students may have graduated in that year.



Year 12 outcomes

The school recognizes 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. Forty-one students graduated from Year 12 in 2010. Students may also finish their Year 12 studies at different times throughout the year.

A flexible education program like ACC Moreton's 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 SAT1 Tertiary Entrance Examination along with the Student's Academic Transcript for tertiary entrance.

Outcomes for our Year 12 cohort 2010	
Total no. of students completing Year 12	52
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)	14
Number of students awarded one or more Vocational Education & Training (VET) qualification	10
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	16.1%
Percentage of Year 12 students who received an ACE Year 12 Certificate	59.8%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer	100%

In 2006, the College conducted a survey of distance education graduates. This is the largest survey of home educated graduates in Australia, to date. Some of the preliminary results of this survey are as follows: The total number of past students (alumni) surveyed is 438. Our researchers were not able to contact all distance education graduates.

Qualifications

The qualifications system in Australia is as follows.

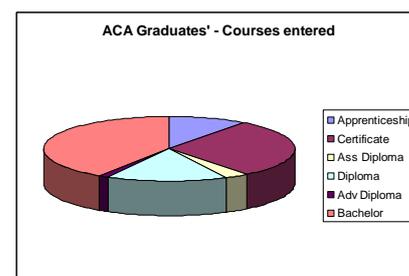
Apprenticeship – This is the pathway for students who wish to become professional tradespersons. There were 38 graduates who had gained apprenticeships. This was 9% of the total group who have been contacted.

Certificate – The hierarchy is: Certificate 1, Certificate 2, Certificate 3 and Certificate 4. Certificates 3 and 4 lead into professional occupations. There were 147 distance education graduates who entered certificate courses. This was 34% of the total group contacted.

Diploma – The hierarchy is: Associate Diploma, Diploma, Advanced Diploma. There were 7 Associate Diplomas, 74 Diplomas and 10 Advanced Diplomas. A total of 21% of distance education graduates contacted, had entered diploma courses of some kind.

Degree – The hierarchy is: Bachelor, Master, Doctor. There were 162 or 36% of distance education graduates who were contacted, who had entered into Bachelor Degree courses.

We only recorded the graduates' *first qualification* after graduating from distance education. Many had entered and completed several qualifications.



Value Added

During the Christmas 2009/January 2010 break, demolition and foundation work began for a new administration, library and distance education building and a sports and multi-purpose hall which were part of the Building the Education Revolution. The construction work continued throughout the year and with the planned completion in early 2011, the school looks forward to making more classroom blocks available to classes as the administration, library and distance education offices are moved into the new building.



The teachers continued the development of the college's education programme by creating and publishing parts of their program on the school's learning management system, providing online courses for students, especially for those studying at a distance and enhancing the information and communication technologies areas of the school's 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 has taken a cutting-edge role in the care of students in the online virtual Campus. All users are required to supply ACC Moreton with evidence of identification (parent photo ID, child's birth certificate, Medicare card) before access is granted to the site. All forum posts, chats and messages are logged and emailed to the parent at the end of each day. This enables parents to monitor and be alerted to any communication between their child and another vCampus user that could be dangerous to the child.

ACC Moreton also continued regional activity and music days where students and families participate in sporting, art & craft, speech & drama 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.

How computers are used to assist learning

The main use of computers and internet technologies is through ACC Moreton's virtual Campus. The purpose of the vCampus website is to assist ACC Moreton students, families and staff in their interactions. vCampus 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 vCampus in 2010 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 vCampus 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 the Learning Federation and other sources. These are connected to the core education program. Accessed through vCampus, 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 2010, 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 2010.

Yours sincerely,



Stephen Woodward
Principal

Bibliography

Street, P. (1998). Home-School Cooperation at the Secondary Level in the United Kingdom. *Childhood Education*. Vol. 74.