



Australian Christian College
Marsden Park

Annual Report 2022



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Message from the **Principal**



Emerging from the COVID-19 interruption ACC Marsden Park commenced 2022 with a completely different set of challenges. Partly in response to the changing demographic of the surrounding suburbs and partly in response to the growing reputation of the College for providing an excellent education, the College on campus enrolment grew by nearly 300 students and the Distance Education cohort by almost 200.

As has previously been our experience we have been blessed by the faithfulness of God in providing for all our staffing needs and we are thankful for each of the teachers and administrative staff who have joined our staff team. All of these new team members have actively supported and contributed to the strengthening of our culture of Uncommon Care and Uncommon Excellence.

We looked on with eager anticipation as Stage 1 of our building progressively took form. While its completion has been significantly delayed we understand that attempting to complete the entire structure in a single build has been challenging for all involved. We know it will provide a spectacular context for us to continue to develop our strong academic and pastoral programs.

Much of our focus this year has been on digging deeper into our foundation beliefs and theological assumptions to ensure our practice is grounded in our most fundamental convictions and on our first principles. It is an exciting place to be a part of and we reflect on 2022 with great anticipation for our future.

In His service and with His grace,

Brendan Corr
Principal

1. A MESSAGE FROM KEY SCHOOL BODIES



Message from the Board Chair

Australian Christian College Marsden Park has shown remarkable resilience in a year in which it was faced with a number of specific challenges that have ranged from the significant and rapid expansion of the On Campus and Distance Education cohorts through to those involving the delay to and disruption caused by the extensive building program. The team at Marsden Park are to be congratulated for their outstanding efforts in handling these events throughout the year.

Through many years of planning and the continued demand of families seeking an authentic Christian school, excellent education and genuine Christ-like nurture, the highly anticipated development finally commenced this year. While there were expectations of utilising this impressive new structure of Stage 1 in 2022, the program faced further delays.

The school's leading Distance Education program has continued to shine again this year. The online learning model has extended for the first time to students being able to achieve a Record of Secondary Achievement (RoSA) in Preliminary HSC courses in 2022 and to plan towards obtaining a Higher School Certificate (HSC) in 2023. The Distance Education team are to be commended for accomplishing these significant milestones, and we will all be delighted to see the efforts of our Distance Education students rewarded by these achievements.

On behalf of the Board, I would like to thank you for entrusting your children's education to Australian Christian College Marsden Park. I pray that God will bless your endeavours as the school continues to guide, teach and enable the next generation.



In Christ,
Ryan Sheehy
Board Chair



2. OUR CONTEXT

Information about the School and characteristics of the student body

Australian Christian College Marsden Park is a K-12, co-educational Christian school that offers on-campus education to students in northwest Sydney and distance education to students across New South Wales. The school has been operating for 10 years as a member of the National group of Australian Christian Colleges.

ACC Marsden Park is situated in a high growth corridor of Sydney and caters to a diverse community, with students representing 39 different language backgrounds. In 2022 there were 1706 students, of whom 859 were enrolled on-campus.

Since our founding, ACC has been committed to transforming young people spiritually, academically, socially, and physically enabling them to live lives of significance and service. As a Christian school, we seek to foster a healthy balance of spiritual, mental, social, and physical development for students. This is a thriving community where students are encouraged to forgive, apologise, respect, empathise, repent, confess, reflect, and celebrate.

Our Mission is to develop students who are equipped spiritually, academically, socially and physically to be a positive influence on the world.

We have identified 12 student attributes that we are fostering in our students. These attributes are encouraged throughout the school community.

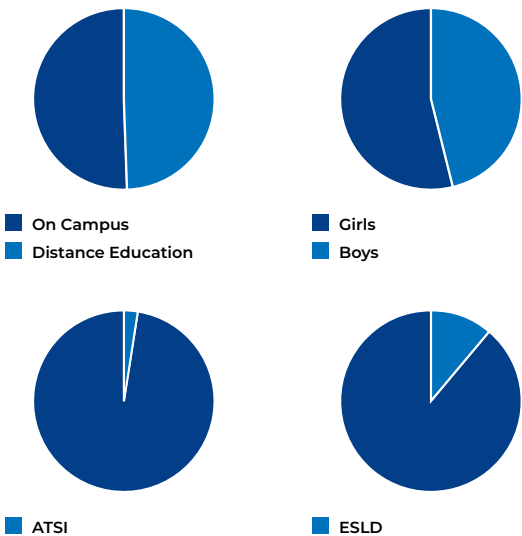
These attributes are: Christ-centred, resilient, compassionate, humble, grateful, self-controlled, curious, creative, communicative, critical thinking, collaborative and reflective.

Our Vision

- We are... Building a Biblical Foundation in the life of every student.
- We are... Praying that each student has a personal relationship with Jesus Christ.
- We are... Helping each student to succeed in whatever God wants them to do.

Characteristics of the Student Body

Total Students	1706
On Campus Cohort	859
Boys	DE: 359 OC: 431
Girls	DE:488 OC:428
Indigenous	43
ESLD	193



3. STUDENT OUTCOMES IN STANDARDISED NATIONAL LITERACY AND NUMERACY TESTING

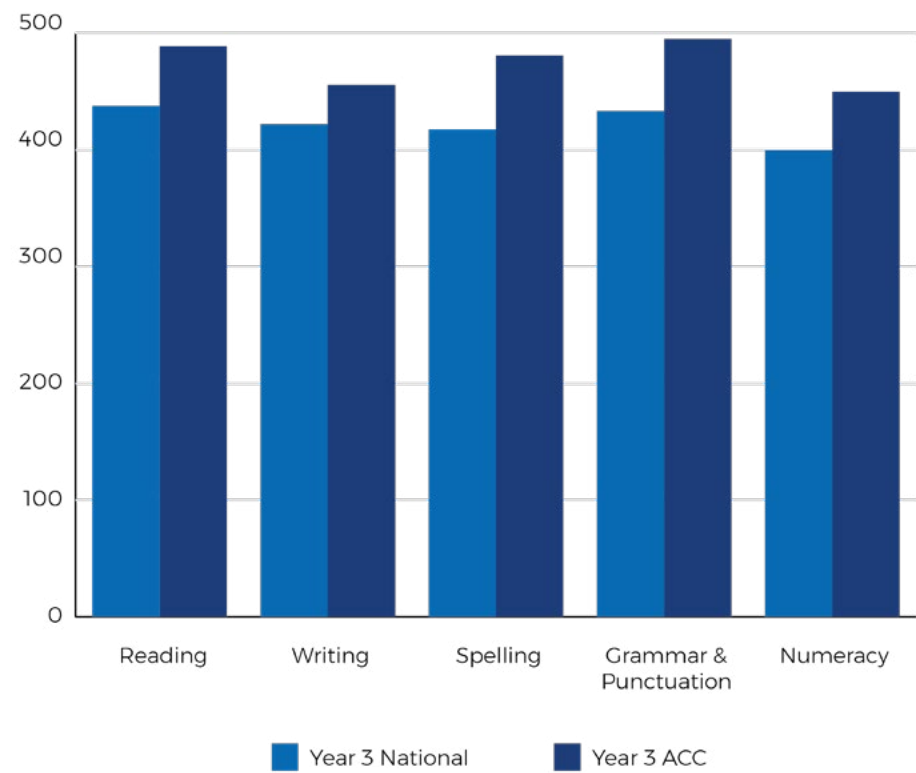
NAPLAN

The National Assessment Programme—Literacy and Numeracy (NAPLAN) commenced in Australian schools in 2008. Each year in May, all students in Years 3, 5, 7 and 9 are assessed using national tests in Reading, Writing and Language Conventions (Spelling, Grammar and Punctuation) and Numeracy.

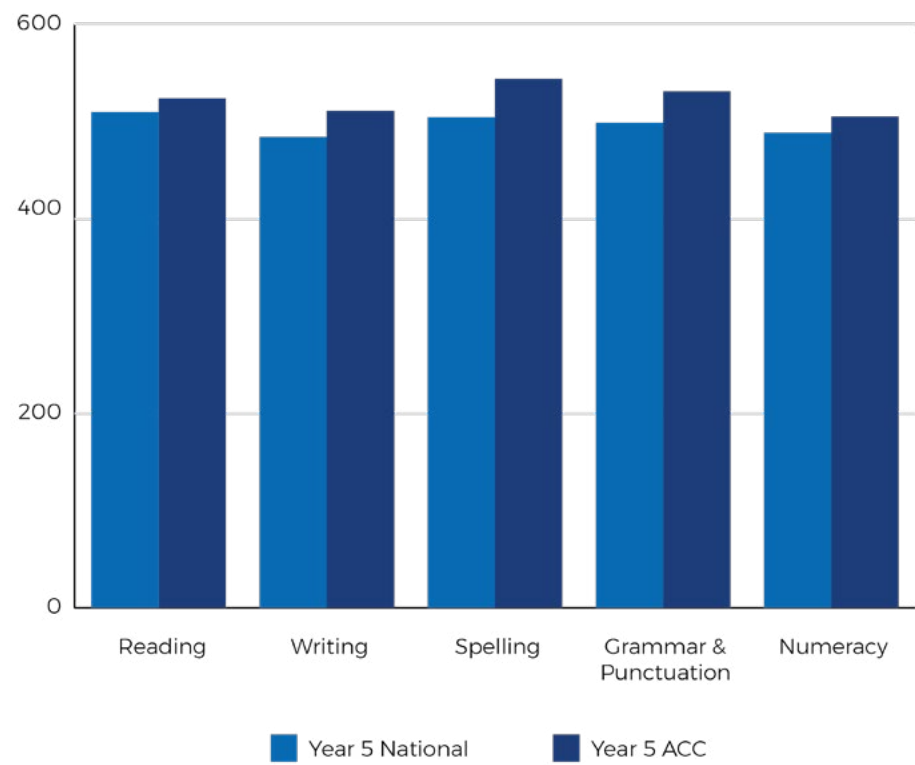
NAPLAN participation for ACC Marsden Park is 87% while NAPLAN participation for all Australian students is 95%.

A full account of the College’s NAPLAN results can be found at ACARA’s MySchool website through the following link: <https://www.myschool.edu.au/school/50240>

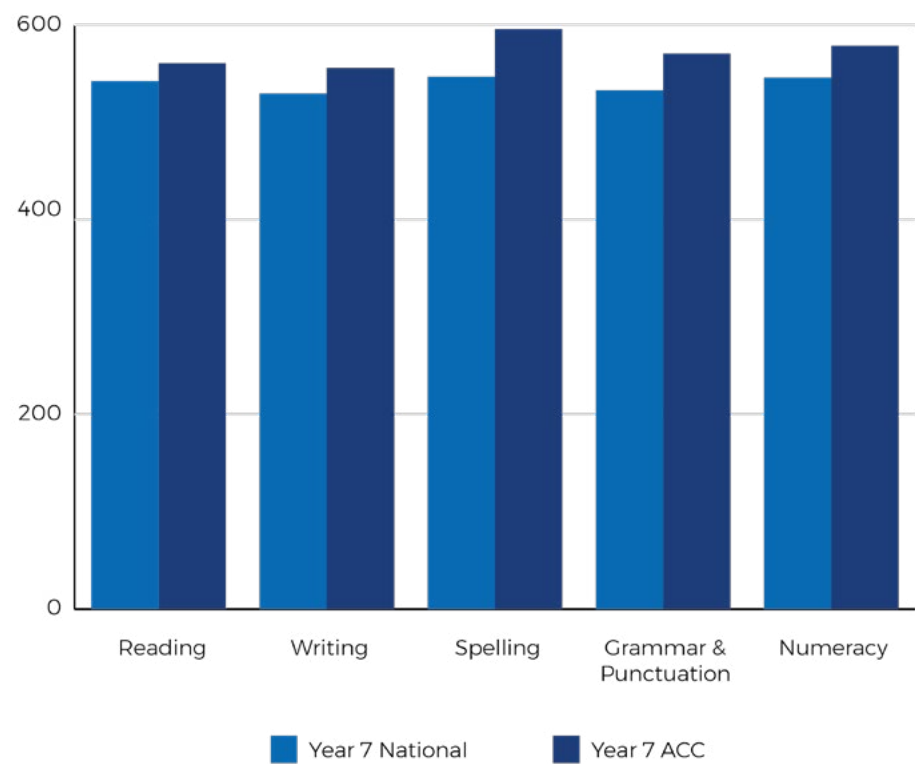
2022 ACC Year 3 NAPLAN results

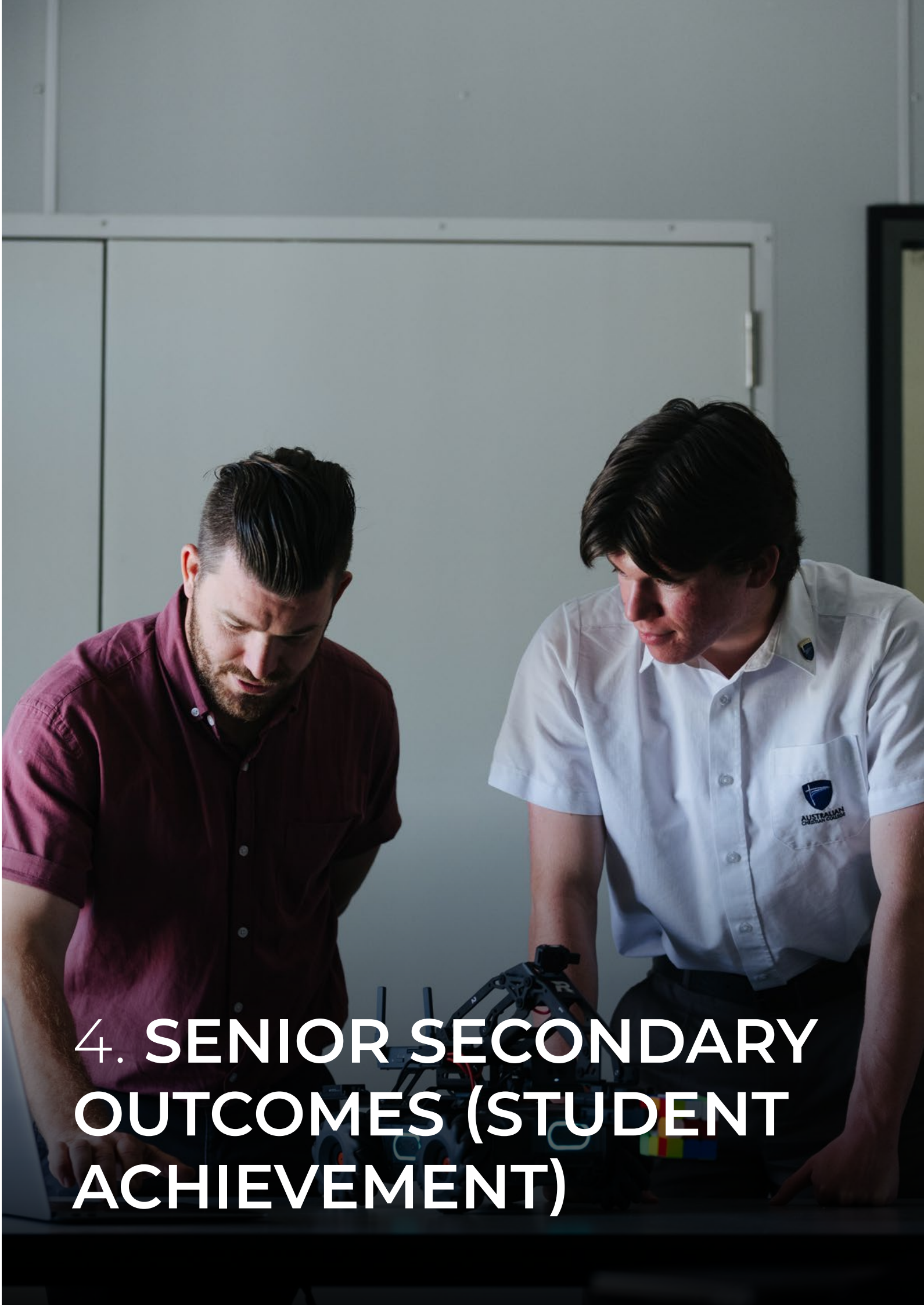
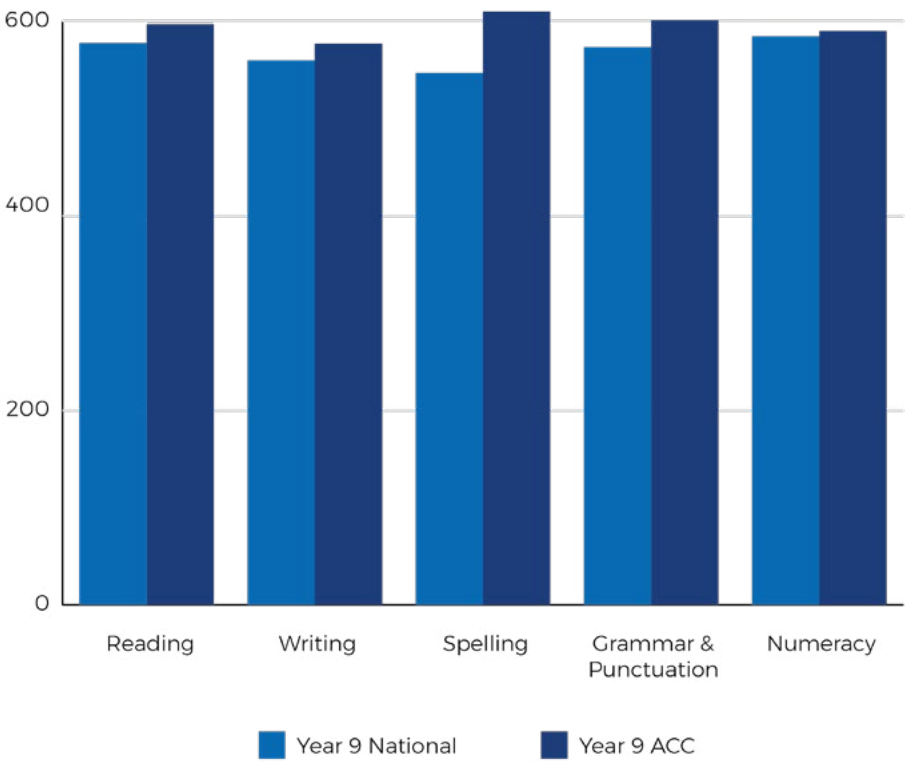


2022 ACC Year 5 NAPLAN results



2022 ACC Year 7 NAPLAN results





4. SENIOR SECONDARY
OUTCOMES (STUDENT
ACHIEVEMENT)

Higher School Certificate

Subject	Units	No. Cand.	School Mean 2022	State Mean 2022	School Mean 2021	State Mean 2021	School Mean 2020	State Mean 2020
Ancient History	2 Unit	5	73.84	71.98	75.96	71.06	72.32	72.39
Biology	2 Unit	18	62.29	70.03	76.04	73.38	72.32	72.39
Business Studies	2 Unit	18	69.03	73.95	77.97	73.32	66.76	71.99
Chemistry	2 Unit	7	69.37	72.51	71.80	74.37	74.40	75.52
Community and Family Studies	2 Unit	8	76.80	74.79	75.16	74.28	-	-
Design and Technology	2 Unit	10	75.30	77.62	71.60	79.11	72.82	78.54
Drama	2 Unit	5	85.36	80.71	64.90	78.70	79.50	79.62
English (Advanced)	2 Unit	17	76.40	81.53	72.49	81.92	72.71	81.33
English (Standard)	2 Unit	21	67.15	69.88	61.58	70.47	63.09	69.93
Food Technology	2 Unit	9	69.56	71.78	65.67	73.36	68.37	72.15
Industrial Technology	2 Unit	-	-	-	62.44	69.42	66.58	69.45
Mathematics (Advanced)	2 Unit	6	73.03	78.31	69.89	78.41	64.50	79.20
Mathematics (Extension)	1 Unit	1	79.20	77.45	69.80	78.21	-	-
Mathematics (Standard)	2 Unit	22	67.30	70.87	59.91	69.15	58.78	68.40
Modern History	2 Unit	5	70.72	73.67	-	-	-	-
Music 1	2 Unit	5	87.68	81.88	80.60	81.34	87.47	81.56
PDHPE	2 Unit	19	68.38	69.75	56.92	72.19	62.70	72.46
Studies of Religion II	2 Unit	4	67.80	76.82	70.67	75.86	-	-
Visual Arts	2 Unit	13	76.29	81.36	71.65	80.99	76.13	81.02

5. TEACHER PROFESSIONAL LEARNING, ACCREDITATION AND QUALIFICATIONS

Professional Learning

Throughout 2022, our teaching staff engaged regularly in an extensive program of Continuing Professional Learning led by our Head of Teaching and Learning. These sessions were intended to assess and refine their pedagogical practices based on three key priorities:

- Firstly, across all grade levels (K-12), our focus was on launching and enhancing our School Wide Pedagogy of Advancing Thinking Through Text. This strategic approach aimed to cultivate critical thinking skills among our students, fostering their intellectual growth and development.
- Secondly, within the K-12 setting, particular attention was given to establishing an Orderly Learning Environment by implementing the teaching methods of Dr Bill Rogers outlined in his book on Classroom Management. This endeavour aimed to promote a structured and conducive atmosphere for effective teaching and learning.
- Lastly, for grades 7-12, our efforts were dedicated to launching the ACC MP Curriculum and Assessment Model throughout both our on-campus Secondary School and our Distance Education School. This model, affectionately known as the 'One Ring' model, was initially introduced to our Executive and Middle Management teams in 2021, laying the groundwork for its comprehensive implementation as part of our training in 2022.

1. The Writing Revolution: Advancing Thinking Through Writing

Throughout Semester 1, the teaching staff in grades K-12 embarked on a regular professional development journey, guided by the text, "The Writing Revolution: Advancing Thinking Through Writing."

During Semester 1, our professional learning sessions were specifically designed to delve into the Hochman Method, a meticulously structured and evidence-based approach for effectively teaching thinking through writing. This method fosters a gradual progression from mastering sentence construction to composing comprehensive pieces, seamlessly integrated into curricula across all subject areas and grade levels. The primary focus of Semester 1 was on the intricate aspects of sentence-level work.

As we transitioned into Semester 2, our KLA Coordinators embraced the opportunity to further incorporate and reinforce the invaluable knowledge gained from Semester 1 into their respective teaching programs. By effectively integrating the learnings from the previous semester, our teachers continued to champion excellence in writing instruction and promote comprehensive development among our students.

2. Orderly Learning Environment

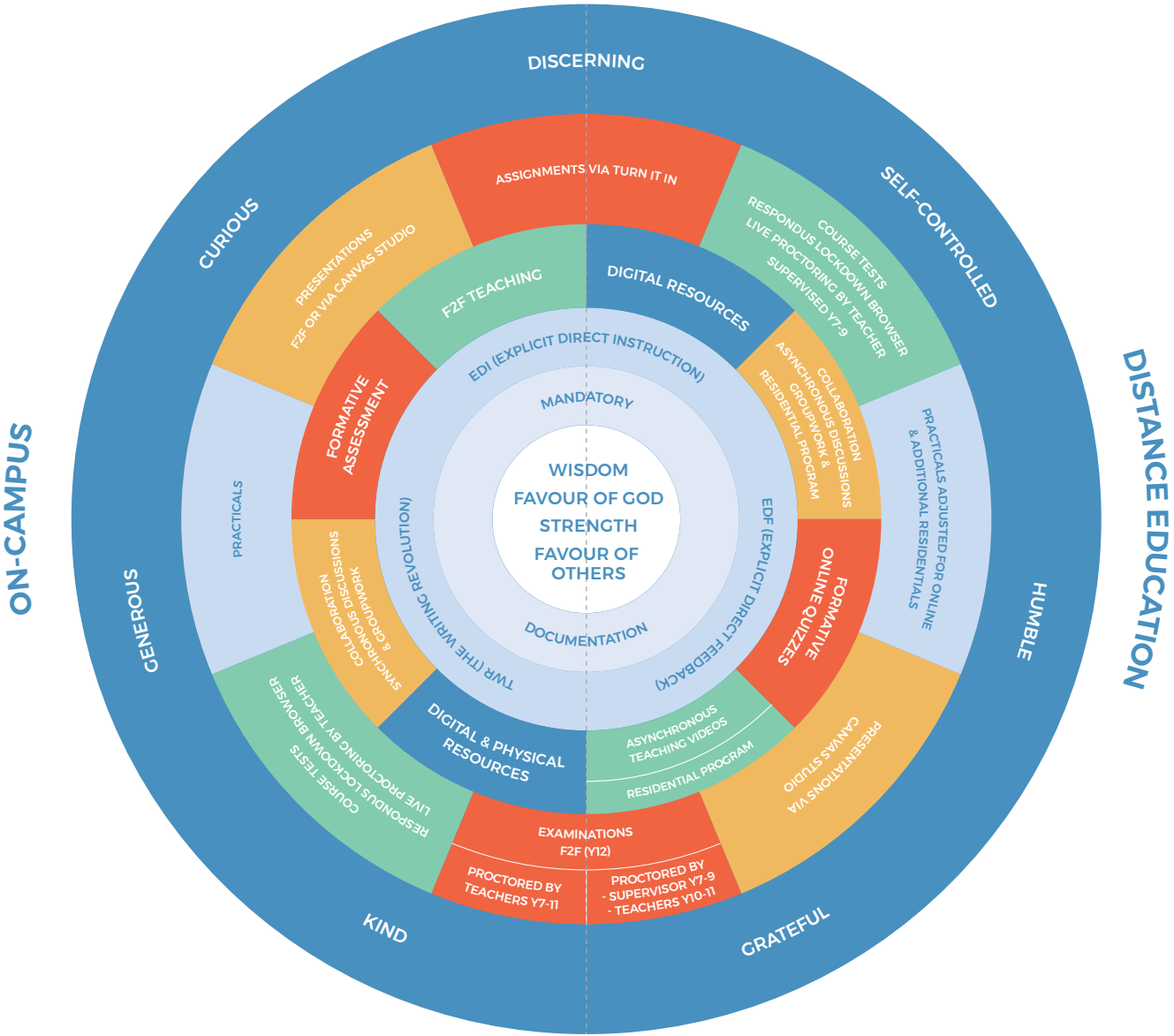
Our 2022 July Conference was heavily focused on the learning environment. Staff took part in a shared conference experience with other ACC schools with Dr Bill Rogers. This extensive day-long session explored the situations and scenarios expressed in his text on Classroom Management and allowed our staff time for reflection and target setting.

3. ACC MP Curriculum and Assessment Model

A large portion of our professional development time in Secondary and Distance Education was spent focusing on the practical application of uniting the two schools of teaching staff and students in the "One Ring" model. Students from different modes in 2022 and beyond, operated as the same cohort for curriculum and assessment purposes as per our NESA accreditation guidelines. Ensuring equity for all students was paramount in this model therefore time in professional learning was dedicated to:

- Canvas Training
- Assessment Processes Training
- Creation of shared content & teaching programs
- Application, creation and development of Residential Weeks

To this end, a significant portion of time was spent in KLA in exploring these requirements.



Key books that informed practice in 2022 continued from 2021 were:

- 'Michaela: The Power of Culture: The Michaela Way' by Katharine Birbalsingh
- 'Classroom Behaviour' by Dr Bill Rogers.
- 'The Writing Revolution: A Guide to Advancing Thinking Through Writing in All Subjects and Grades' by Judith C. Hochman and Natalie Wexler

To assist with induction, staff were provided with copies of these texts.

In 2022, a total of 26 teachers were being supervised to achieve Proficient Teacher accreditation. Out of those 26 being supervised, 13 teachers achieved Proficient Teacher accreditation in 2022.

In addition to these 'in-house' professional development experiences, the College also supports a comprehensive program of professional learning accessed through approved external providers.

The list below presents some of the professional learning activities undertaken by teaching and auxiliary staff in 2022. Seven Steps to Writing Success

- Teaching Musical Skill
- Governance Symposium
- LawSense Law for School Nurses
- Food Technology Safety in Schools
- Oven Safety
- Power Tool Safety

- General Machine Safety
- General Workshop Safety
- Introduction to Workshop PPE
- Bench and Pedestal Grinder Safety
- Sewing Machine Safety
- Textiles Technology Safety
- Disc Sander Safety
- Disc & Belt Sander Combination Safety
- Vertical Spindle Sander Safety Wood Thicknesser Safety
- Wood Machinery Safety
- Drop Saw (Combination) Safety
- Bandsaw - Wood Safety
- Nail Gun - Cordless Safety
- Addressing the Barriers to Learning in Education
- Literacy and Numeracy Progressions
- The Writing Revolution
- Art on Trial - Strategies for Teaching Secondary Art History and Art Criticism
- Middle Leaders
- Dare to Lead
- Leadership & Self Deception
- Executive & Personal Assistants Training
- First Aid
- Chemical Safety Training
- Scandals, Skirmishes and Scallywags
- Pupils, Pimples and Parents
- Behaviour Leadership with Bill Rogers
- Writer Training - Plain Language Fundamentals
- Professional Standards for Teachers
- Science Heads of Department Day
- Private Practical Application of the WIAT-III
- Classroom Behaviour
- Excellence Wins
- Barriers to Learning in Education
- NESHA HALT Certification Lead TEacher
- Empowering Teachers to Navigate Trauma
- Bringing out their Personal Best
- Tomorrow's Environment for Learning
- Stage 6 Science Conference
- Leadership Training for Year 5 & 6
- How to Write What You Want to Say
- Venomous Snake Training
- Cognitive Behaviour Therapy (CBT) for Generalised Anxiety Disorder (GAD)
- English Teachers Conference
- Peer Support Workshop
- Bus Driving School
- The Battle Hymn of the Tiger Teachers
- The Power of culture

Teacher Accreditation

Level of Accreditation	Number of Teachers
Conditional	8
Provisional	5
Proficient Teacher	87
TOTAL	100

Teacher Qualifications

All of our teaching staff of the NESHA Curriculum have teacher education qualifications from a higher education institution within Australia or as recognised with the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines.



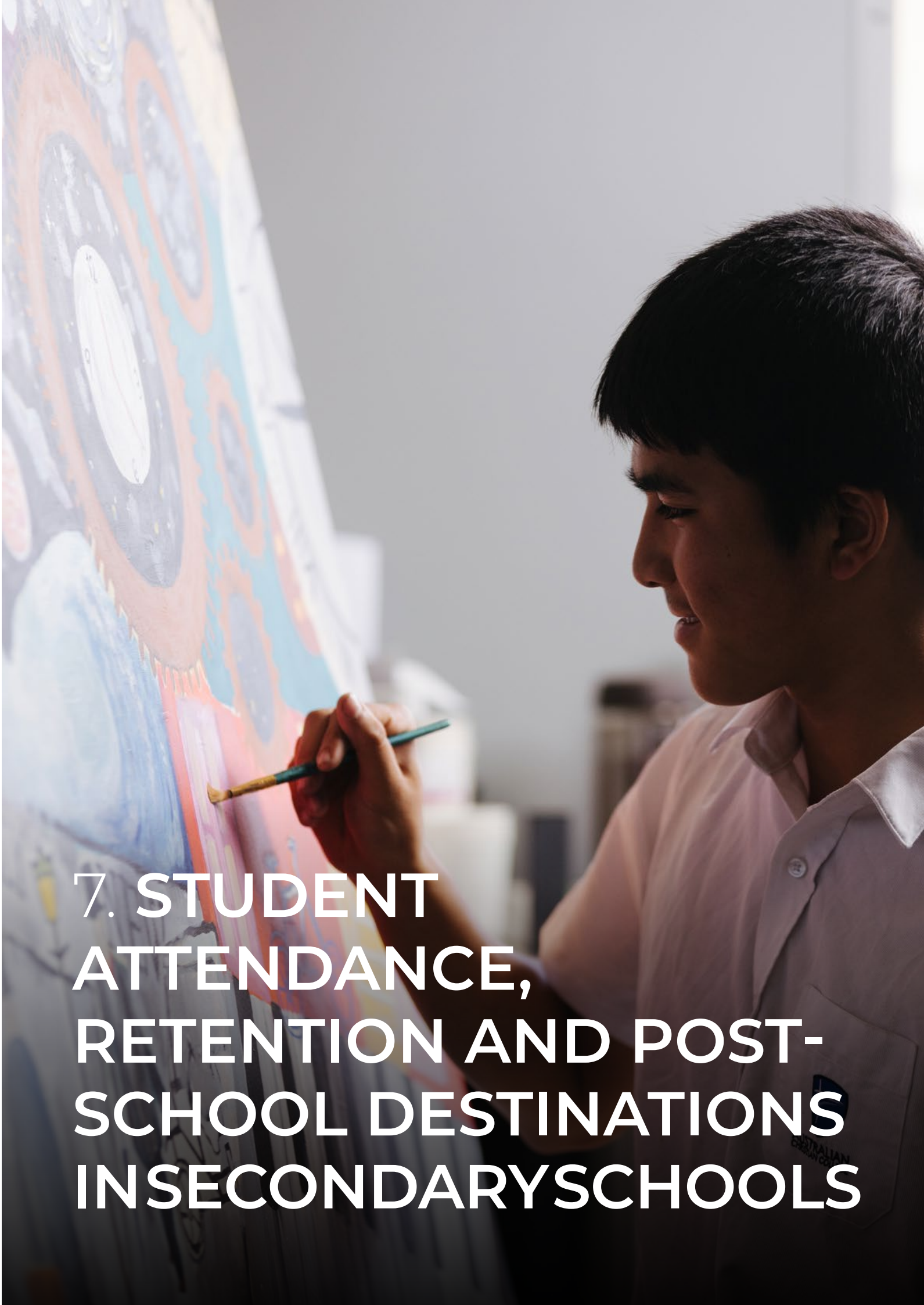
6. WORKFORCE COMPOSITION

School Staff 2022

Teaching Staff	89
Full-time equivalent teaching staff	83.2
Non-teaching staff	41
Full-time equivalent non-teaching staff	28.5

Support staff include staff from the following areas: Administration, Chaplaincy, Social Work, Counselling, Communications, Facilities, Finance, Medical Support.

Australian Christian College Marsden Park does not collect ethnographic data for employees.

A large background image on the right side of the page shows a male student in profile, focused on painting a colorful mural on a wall. He is wearing a light pink button-down shirt. The mural features abstract shapes in blue, red, and white. The text '7. STUDENT ATTENDANCE, RETENTION AND POST-SCHOOL DESTINATIONS IN SECONDARY SCHOOLS' is overlaid in white on the bottom right of this image.

7. STUDENT ATTENDANCE, RETENTION AND POST-SCHOOL DESTINATIONS IN SECONDARY SCHOOLS

Student Attendance

On Campus

Attendance summary calculation methodology: Student attendance is calculated by comparing the total time a student could be in attendance to the actual time each student has attended school, on the basis of minutes attended each day. Attendance is calculated only for school days and absence from lessons due to participation in school business (examinations, excursions, etc.) is not counted as time absent.

Distance Education

For Distance Education, The College Attendance Monitoring System (CAMS) software built by our team, generates a report for each student indicating the degree of their engagement with courses and submission of work. Where this shows a student's degree of engagement and submission over the week has met the expected minimum threshold, the student will be taken to have been in full attendance. Where the degree of engagement has not met the minimum threshold the student will be taken to have been absent for that proportion of the week.

Year Group	OC %	DE %
K	88.92	N/A
1	89.31	92.87
2	87.85	93.04
3	89.87	97.54
4	89.42	95.38
5	90.52	95.04
6	87.61	94.51
7	89.30	95.22
8	87.34	93.30
9	84.71	93.31
10	80.26	92.02
11	88.86	97.00
12	84.71	N/A
Overall	87.59	94.48

Managing Non-Attendance

Student attendance is monitored daily. Parents and Caregivers are notified in the instance that a student is recorded as being absent on any day for which Leave has not been previously sought and approved.

Parents and Caregivers are required to provide a written explanation of each instance of absence.

Periods of extended absence will require that a meeting be held between the family and the school to collaboratively develop strategies to support regular student attendance.

Protracted absence that is not within the framework of an Individual Education Plan developed in consultation with the College's Learning support team and approved by the Principal, will lead to a review of the students enrolment.

Student Retention

Just over 60 percent of the 2020 Year 10 cohort (on campus only) completed Year 12 in 2022.

Based on the information provided to the school when students leave it appears that many of the students who leave the school at the end of Year 10 or during Year 11 do so because of family circumstances or to pursue employment or vocational training.

No. Students Yr 10 2020	59
No Students Yr 12 2022	45
No Students from Yr 10 2020 Completing Yr 12 2022	39

Post School Destinations

The majority of students completing their schooling with Australian Christian College elect to go onto further education at either University or TAFE NSW.

Some students elect to enter the workforce, start their own business, pursue professional sport, or engage in a Trade Apprenticeship or approved training program.



8. SCHOOL POLICIES

School Policies

Enrolment

Enrolment is open to all families who seek an education of the type provided by the College. Enrolment applications are received online and are processed as they are received. All applications are considered in regard to the capacity of the College to provide an appropriate educational program to the student. A restricted number of Scholarships and bursaries are provided by the College. Enrolment is conditional on the family remaining current in their payment of fees and in students abiding by the uniform and behaviour requirements of the College.

There were no significant changes made to our Enrolment policy.	A full text of the enrolment policy is available as appendix A to this report and from the College's website or on request from Reception.
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Student Welfare

Student welfare is the primary concern of the College. Students are placed in specific home room groups for the purpose of allowing one teacher to become a significant adult for each child - working to know that student, monitor their academic and social progress and to advocate for the student's welfare. Counselling and other support programs are promoted and the College works in close partnership with families and with other welfare agencies and professionals to provide the best support for student welfare that it can.

There were no significant changes made to student welfare policies.	Policies related to Student Welfare are available on the School website or on request from Reception.
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Anti-bullying

The school adopts a zero tolerance to instances of bullying. It is careful, however, to recognise the distinction between ongoing bullying and instances of bullying-type behaviour. In both situations the College pursues a program of intervention that seeks to be educative for the perpetrator as to the emotional and psychological damage that their actions produce. The school is active in implementing preventative measures including through explicit anti-bullying components in the curriculum.

There were no significant changes made to anti-bullying policies.	Policies related to Anti-bullying are available on the School website or on request from Reception.
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Discipline

The College holds to a common standard of expected behaviour based on its belief of respectful relationships being the basis of community. In instances of behaviour that does not align with expectations staff implement strategies to indicate that the individual has behaved contrary to the class or the college's agreed standards. Disciplinary measures are designed to relate to the problematic behaviour, to encourage reflection by the perpetrator and reconciliation to the community. Serious breaches of our behaviour may result in a student's suspension or expulsion from the College. These consequences are implemented with genuine regard to procedural fairness.

There were no significant changes made to the Discipline policy.	Policies related to Student Welfare are available on the School website or on request from Reception.
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Complaints and Grievances

The College seeks to resolve each issue of concern or complaint to the mutual satisfaction of both parties. Informal complaints and concerns can be raised directly with the individual concerned. Formal complaints are to be submitted confidentially in writing to the Principal and will be responded to in writing. Complaints regarding the Principal are to be confidentially submitted in writing to the Chair of the Board.

There were no significant changes made to policies related to complaints and grievances.	Policies related to Complaints and Grievances are available on the School website or on request from Reception.
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9. SCHOOL DETERMINED PRIORITY AREAS FOR IMPROVEMENT

Our Improvement Targets

Priority Areas for Improvement	Comment
2022	
Embed school-wide Teaching and Learning framework	Significant progress was made towards achieving this priority with the clear articulation of our key pedagogical approaches and targeted in-house professional learning developing requisite understanding and skills.
Complete a “Culture” bootcamp for each Year group to unify expectations about shared behaviours and values	A pilot version of a Year 7 Bootcamp was implemented to commence 2022. While successful, it also requires significant development.
Establish new roles to improve effective leadership in Curriculum and in Welfare	Our Secondary Faculty Leader role descriptions and Primary Stage Leader roles were all more clearly defined to scaffold more effective leadership in these areas.
Re-establish the Parent Connect program after COVID shut down	This was only partly achieved as implications of our building program restricted both time and access to appropriate locations
Develop EDI and guided inquiry as core competencies	Extensive work was undertaken in reviewing our key assumptions and theological underpinnings as we engaged in professional conversation about shared praxis. In the course of the year ‘guided enquiry’ was not included as a key priority.
Advance 'thinking through writing' across the College	
Provide qualified staff to lead the embedding of rich technology across the College	
Provide staff training in the use of space, software and technological hardware to redefine learning	
	A number of mandatory and optional in-service learning experiences were provided in the inclusion of Canvas as a technology base supporting our course teaching.
2023	
Clarify and Communicate the “One Ring” Teaching and Learning Framework for the College, connecting our signature pedagogies to our theological assumptions	
Introduce “Instructional Coaching” as an integral tool for improving professional practice.	
Develop strategies for measuring ‘lead measures’ of teacher practice to support College improvement	
Make effective use of our new learning spaces	



10. INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

Our commitment to Respect and Responsibility

The College is fundamentally committed to promoting respect and responsibility. This is achieved principally through the very strong pastoral care program ('Thrive') that pervades the college's culture and community. Pastoral Care is evident in the formal structure of the time dedicated each day for a teacher to meet and to work with a homeroom class but is also evident in the engagement of subject teachers in the welfare of the students.

Thrive Wellbeing Framework

The Thrive Wellbeing Framework is a holistic approach to student education and wellbeing that allows each student to be well known, well loved and well taught.

Key to the success of the Thrive Program in developing rich relationships and experiences is the Homeroom Teacher or Primary Class Teacher (on-campus) and the Year Mentor (DE).

The Thrive Program is built upon four pillars; Thrive in Community, Thrive in Academics, Thrive in Faith and Thrive in Wellbeing.

Thrive In Community: Co-curricular Program

We believe students thrive best in community; a place where they can use their gifts and talents to serve other people. Whether a student is performing a drama, expressing themselves through music, playing sport or a part of a chess team, we want our students to be outwardly focussed and to add value to those around them.

Homeroom Teacher (on-campus) or Mentor Teacher (DE)

We know a student is more likely to want to be involved in schooling if it is a positive experience, with people and in a place they feel supported and known, and a place where they can establish a sense of connection and belonging. The Homeroom or Online Year Group is a space for students to build those connections, with their peers and with their teacher mentor. In a Distance Education context, the Mentor Teacher reflects a student's primary care relationship, playing a vitally important role in supporting students while studying via Distance Education. It is also a time for a discussion of Faith and Life, responding to daily world issues. In DE, this is done via Canvas announcements and group forums.

Thriving in Community includes the following:

- Homeroom/Year Group
- Camping Program on campus and optional camping program for students studying via Distance Education
- On-campus Clubs Program
- DE Residential Program
- Mission Trips for DE and On-Campus students

Sports Program

Every student in K-10 is involved in the PDHPE curriculum, which targets physical and mental health and wellbeing. Students are encouraged to live an active and healthy life, which includes weekly sport, targeted health lessons and whole school events, such as the athletics and swimming carnival.

Camp Program

We know students thrive in a positive environment that’s packed full of outdoor fun with friends. The camping program at ACC is an intentional program designed to build community; it is built to foster ACC Key values, designed to challenge students to overcome fears, build confidence and develop Christian Character.

For on-campus students, the camping program is a compulsory part of the curriculum, and is attended annually by students in Year 5-12.

For online students studying via Distance Education, the camping program is offered to primary aged students and can form part of their mandatory residential experience. Students in Stage 4 may also elect to participate, however, they must still complete the 3 week residential program.

Thrive in Academics: Thrive Academic Mentoring Program (TAM)

A statement of intention at ACC Marsden Park is that every child will be well known, well taught and well loved. Consequently, the Academic Mentor role is highly significant in tracking a student’s academic progress, establishing the learners toolbox that includes developing executive functioning skills, and facilitating the creation and monitoring of their individual Student Attributes.

The Academic Mentor will be the first point of call for parents and the wider educational community, tracking their performance over a 12 month period. Academic Mentors will be knowledgeable of the academic needs of students within two developmental and academic periods of time; consequently, teachers stay with students for three years, during the Middle Years program 7-9 and the Senior Years Program, 10-12.

On-campus, the Academic Mentor is known as the homeroom teacher. In the Online School, Distance Education student’s know this teacher as the Year Mentor.

Thrive in Faith: Ministry Program

Every student at ACC spends time on a weekly basis to learn more about God, the transforming influence of having a relationship with Jesus Christ and how this can influence their lives both now and in their future. In consultation with the Thrive Homeroom/Mentor teacher, Biblical Studies provides opportunities for ‘big’ questions to be asked, discussion on its relevance for today and a biblical worldview for processing important issues of today. It involves the explicit teaching on the fundamentals of Christianity and how to use and understand the bible.

Furthermore, chapel is provided fortnightly to students on-campus and at each residential for students studying via Distance Education. Elective religious group sessions are also available, including JOLT, Encounter Nights and Discipleship Groups.



Thrive in Wellbeing: Wellbeing Programs

The Thrive Wellbeing Program is an intentional framework to equip students with the embedded principles of positive psychology as appropriate to their age and stage of life.

The focus of wellbeing programs is to inspire, engage and empower students to succeed in whatever God wants them to do. Therefore, the Thrive Program includes a number of special programs, features and opportunities for different year groups.

These include but are not limited to:

Audience	Program
On-campus and DE	7-10 Invictus Wellbeing Program - focussing on PERMA, Grit, Networking and Service
On-campus and DE	7-10 PeaceWise Youth Program - focussing on relationships and handling conflict
On-campus and DE	7-12 Mental Health Presentations
On-campus	K-12 Assembly Talks e.g Bully No Way
On-campus	K-12 Overlap with ministry events, such as providing food, hot drinks in winter and other engaging opportunities e.g. Encounter Worship Nights
On-campus	Daily morning assembly (Primary) and devotions
5 Ways to Wellbeing	5 Ways to Wellbeing' - Connect , Be Active , Keep Learning , Be Aware and Help Others .
Social & Emotional Learning (SEL)	Foster resilience and personal and social capabilities through the explicit teaching of social and emotional learning (SEL) skills. SEL skills include self-awareness, self-management, social awareness, relationship skills and responsible decision making. These enhance students’ capacity to deal with daily tasks and challenges effectively and ethically

On-Campus 7-12 Wellbeing Program

These residential sessions are scoped across Years 7 to 12 and aligned to their identified Stages of Learning. The wellbeing programs in Stage 4 and Stage 5 are developed by the Invictus Institute, recognised by leading mental health organisations such as ‘Beyond Blue’. These modules use researched-based strategies to support the emotional and mental development of young people at their respective age. The content is supported by current research in positive psychology.

The outline of the modules include:

- Year 7 - Network (Perma framework)
- Year 8 - Master (Grit framework)
- Year 9 - Journey (Growth Mindset)
- Year 10 - Serve (Adult Psychology)

The final years of schooling in Stage 6 provide students with opportunities to both learn and evidence the important qualities of “Servant Leadership”. Every student in Years 11 and 12 are considered a leader of the College and encouraged to work within the five domains of student leadership opportunities.

Community Code of Conduct

It is also essential that the adults in our school community treat one another with respect. In recent years we have developed a Community Code of Conduct that sets out how the parents and staff in our community can work and relate together safely and respectfully. *The Community Code of Conduct* can be found [here](#).

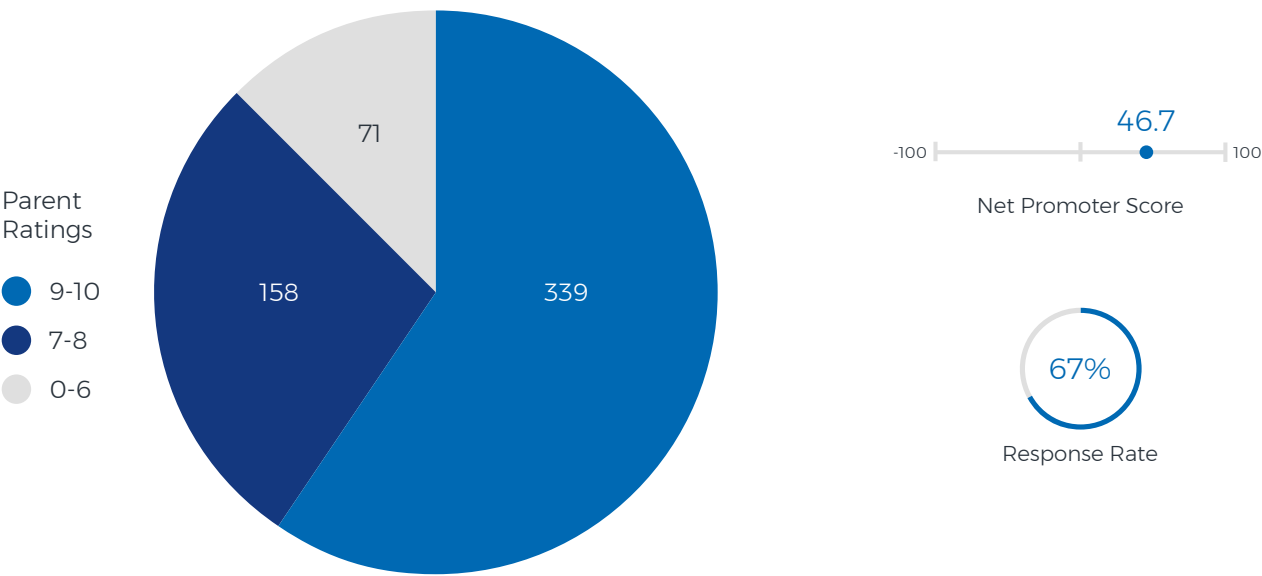


11. PARENT, STUDENT AND TEACHER SATISFACTION

Our Community Satisfaction

Parent Satisfaction

Every year ACC Marsden Park conducts a Net Promoter Score survey with our parent community. This survey allows us to monitor parent satisfaction with the School. The results from our 2022 survey are displayed below.



To provide some context to these NPS scores, a positive score indicates customer satisfaction and loyalty.

Assess the distribution of respondents across the three categories: Promoters (score 9-10), Passives (score 7-8), and Detractors (score 0-6). By examining the percentage of respondents in each category, you can gauge the overall sentiment of customers.

A higher proportion of Promoters signifies a strong customer base, while a significant number of Detractors suggests areas for improvement.

Essentially, a "good" NPS score typically ranges from 50 to 70 or higher. Achieving a score in this range suggests that a significant majority of students, parents, or stakeholders are highly satisfied and likely to recommend the educational institution or program. It reflects a strong level of trust, engagement, and perceived value.

Parent Connect Program

The College's Parent Connect program provides an opportunity for parents and friends of the College to meet to discuss development, initiatives, and projects of the recent past and of the immediate future.

Our Parent Connect program was softly relaunched in 2022 after a hiatus due to the COVID-19 epidemic. Parent events were re-established and regular opportunities for parent involvement were provided, including attending assemblies, chapel services, carnivals, and other special events at the school.

A new core group of Parent Ambassadors was established, and given opportunities to meet with our College Principal and to work alongside and support the broader College community during special events, such as our Open Day.

In the future, options for how to be involved include assisting with reading groups in Primary classes; assisting at certain sports carnivals and events; helping with processing books and items for use by students; and helping with preparation of ordered lunches.

In addition, our regular parent newsletter was reestablished, as well as increased activity on our social media platforms. The commitment to continuing College life and to timely and thoughtful communication was very well received by the parent body and received high rates of parent engagement and positive feedback through these channels.

Some comments from our parents throughout 2022 are included below:

- We enrolled our son at ACC in Term 3 this year. I can see his change in these two terms, he will pray for classmates who are sick, he will ask me more questions about Jesus and read his Bible, and he is happier than before. ACC is amazing, I will send my second and third kids to this school in the near future, as it is a place worthy to send my precious ones to.*
- Great school. Seen so much improvement in my son. Highly recommended.*
- My two grandsons have made significant improvement and they love going to school. Children of all backgrounds is a plus point. Teachers are amazing.*
- Great school & great teachers. The school focuses on the kids. Fully recommend the school.*
- This has been a good experience for my daughter with making lots of friends and connections as she does her online schooling.*
- Excellent school. My daughter is really enjoying her experience.*
- ACC is undoubtedly one of the best schools in the vicinity. My son started Year 1 and is loving it. He always gets the required support and encouragement from the school staff.*
- My child started Year 7 at the Australian Christian College and it was one of the best decisions I've ever made. The Principal and teachers are wonderful and happy and they always make you feel welcome. They keep you informed with everything that's going on and always have time to talk to you if you have any questions.*
- My son is now halfway through Year 8 and loves it here, he's made lots of good friends and enjoys being with his teachers. It truly is a beautiful school to send your child to.*
- I highly recommend ACC. The teachers are supportive and they provide a holistic approach to meet the child's education needs.*
- Professional and lovely staff. Huge thank you for making our children so happy.*
- We went ahead with ACC based on online reviews and Principal's school tour for our first child. Considering early years of schooling are the foundation of a child's personality and could be vulnerable at same time, it is really important that there is a 1-1 teacher and child bonding. I am confident and proud to say ACC has definitely delivered that. My little one looks forward to the next day of school. It's an amazing experience so far.*

- *Very good environment for children and my daughter is always happy to come to school.*
- *My kid just loves ACC. The Principal and staff are all very caring and take care of all the aspects of a child and help them to grow in a positive environment. I could see the academic difference very clearly when we shifted our kid to ACC. The facilities are really good and once the new building is completed the kids will have even better state-of-the-art facilities. I highly recommend this school.*
- *One of the best decisions we made. Our two daughters (one in high school and the other in kindergarten), thoroughly enjoy going to school everyday. Teachers are friendly and passionate. We are thankful to have got the admission. Looking forward to many rewarding years for my kids at the school.*
- *We have been so grateful to be a part of ACC. Staff in all fields at ACC are just amazing and wonderful. Thank you ACC Marsden Park. Strongly recommended.*
- *I am extremely happy with ACC. My son is in Year 5 distance program this year and I have been impressed with the online program as well as the residential weeks. The teachers are lovely and very accepting. My son has additional needs and the school has allowed my son the ability to work around his needs to help him achieve to the best of his ability. Thank you to all the staff at ACC for how much you have helped my son. I highly recommend this school.*
- *My son and daughter have been attending ACC for about four years. Having a positive learning environment and Christian nurturing behaviour teaching is the most important thing I pray for my kids every single day. Praise God. ACC is absolutely doing such a great job on these. The teachers are very caring for each student. Every morning, my kids are waking up excited to go to school. Highly recommended!*
- *My children have attended ACC for almost a decade and it has been peaceful for them. The children have received over and above educational learning.*
- *I absolutely love ACC Marsden Park! It is a Christian college that caters for families' needs. The community has a real passion for Christian education, excellence, and growth. The staff are warm and welcoming, and the campus is getting more beautiful daily. The curriculum is challenging and prepares students for their future. I highly recommend ACC Marsden Park to anyone looking for a quality Christian education.*
- *Great school with an amazing culture! Teachers are very supportive and responsive and the children get an amazing Christian education. Highly recommended*
- *The Principal and Head of Student Services together with teachers are amazing, I have had all my kids attend this school and all of them were locked after incredibly well. The atmosphere is warm and friendly coupled with a real desire to inspire and equip students of all backgrounds. I highly recommend this school to any potential audience.*



Student Satisfaction

The College did not have the opportunity in 2022 to formally gather student feedback, however informal feedback is provided through the THRIVE Wellbeing program, and also through a Year 12 2022 Exit Survey.

Comments gathered from this survey are below:

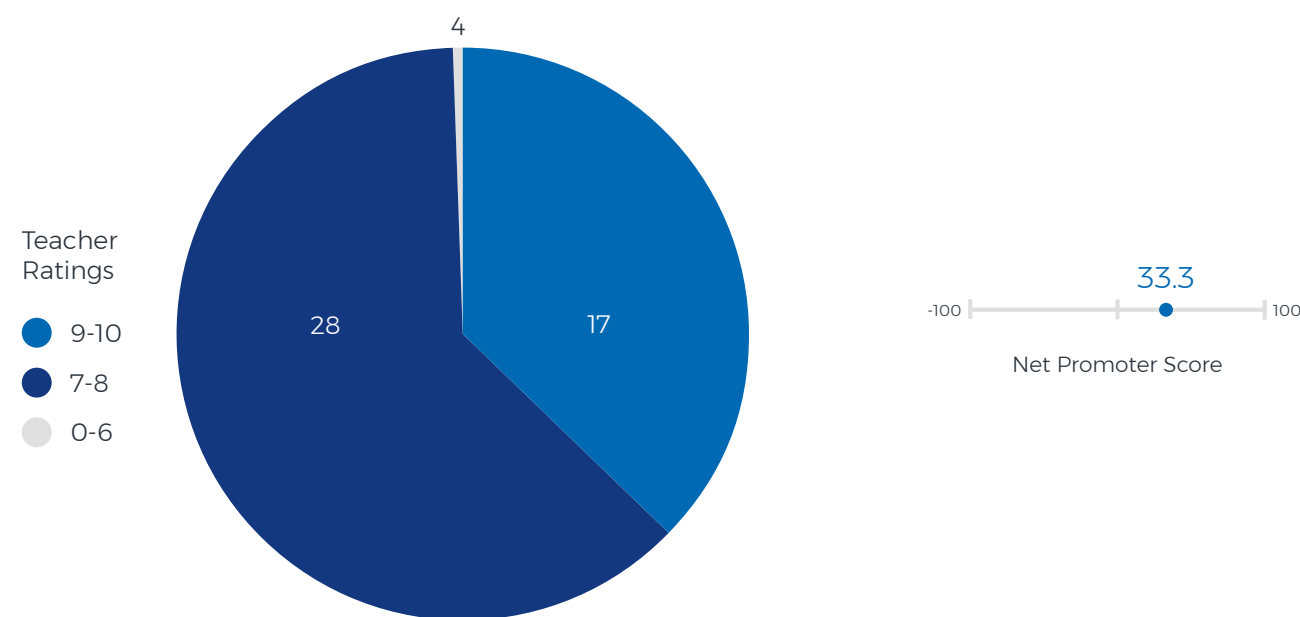
- *A highlight at ACC was the community coming together for special events and fun days, as almost everyone got involved, elevating every experience at the school.*
- *I just graduated after six years of attending ACC and I cannot recommend this school enough. There is something different about Australian Christian College. It is a school that not only focuses on students' academic ability but prioritises students' well-being and character development, encouraging them to grow into all that God has called them to be. There is a strong sense of community culture at ACC with a God-centered focus in all aspects of the school, with teachers and staff who genuinely care and pray for their students. I've formed some of the best friendships and have grown tremendously academically, creatively, athletically, and most importantly, spiritually during my time at this school. ACC has shaped me into the person I am today, and for that, I am forever thankful. Praise God for all He is doing in this wonderful school*
- *The school has a very caring nature and takes care of all the students.*
- *A highlight for me was the supportiveness of teachers and friendships grown throughout my HSC year. The experiences we had through school-based events, especially where we had more freedom as Year 12 students.*
- *I love the strong sense of culture that encourages the ACC community to lift each other up in a Christ-centered way. It's a welcoming, caring, genuine and safe environment where students and teachers alike can both celebrate and cry together through all the highs and lows of life.*
- *The community aspect is amazing at ACC, and I really appreciate that. I love the opportunities I've been able to have as a leader, alongside the musical, athletic and academic opportunities I've been able to have along the way. I also appreciate the perseverance of ACC, how we were able to survive the lockdowns and make it through successfully, and though there were bumps along the way, the community aspect of our school was able to shine as we came together to come up with creative ideas for pushing through those lockdown periods.*
- *I really appreciate how the teachers care about the wellbeing of students outside of academics.*
- *When reflecting upon all the prior experience at ACC, I can truly say that my time at ACC has been like nothing else. It has been a great period of time character development and growth in christ. I am so grateful for my time at ACC, as it has truly influenced me to be a better individual.*

Teacher Satisfaction

Informal feedback from teachers and discussions with Heads of School indicate that throughout 2022, teachers felt well supported and were satisfied across a variety of areas. These areas include: relationships, school operations, work roles and work value/recognition. Staff were given many opportunities to meet both with their supervisors, and in their Stages and KLAs, to provide peer support and enhance staff wellbeing.

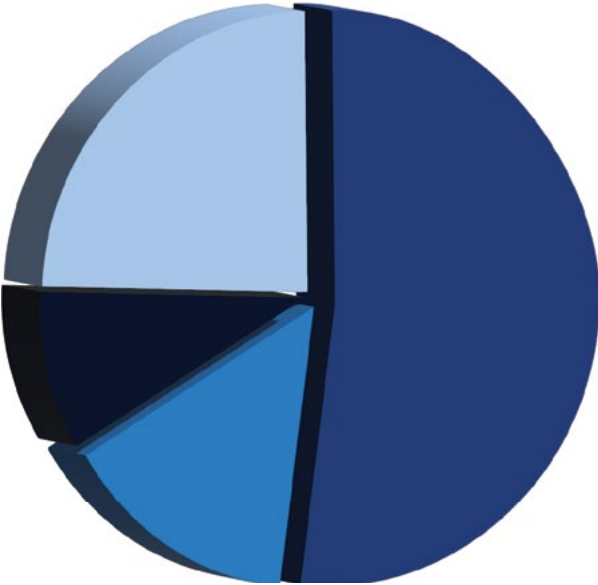
A formal staff survey also provided the following statistics:

- 82% of teachers very strongly believe that ACC is an authentic christian school (based on 9-10 scores)
- 91% of teachers strongly or very strongly believe that ACC prioritises the development of a students character (based on 7-10 scores)
- 73% of teachers are strongly or very strongly satisfied in the academic standard of the school (based on 7-10 scores)



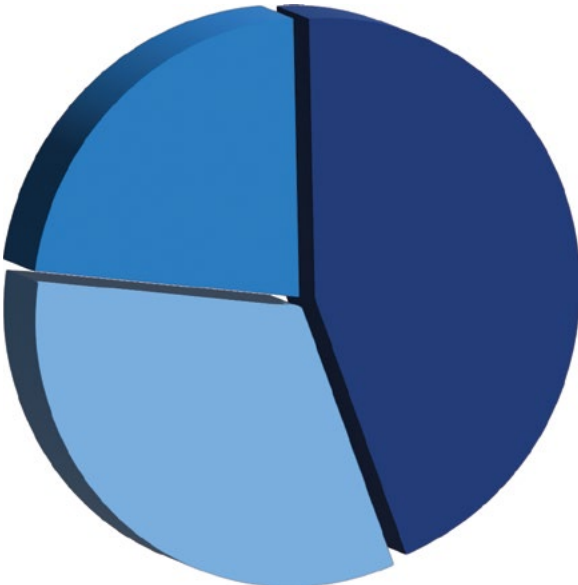
12. SUMMARY FINANCIAL INFORMATION

Our Finances



Income 2022

- Commonwealth Recurrent Grants **\$12,813,117**
- State Recurrent Grants **\$3,506,745**
- Fees & Private Income **\$5,847,931**
- Government Capital Grants **\$2,250,000**



Expenses 2022

- Capital Expenditure **\$15,811,586**
- Salaries Allowances & Related Expenses **\$11,522,507**
- Non Salaries Expenses **\$7,848,362**



APPENDIX A: FULL TEXT ENROLMENT POLICY

Enrolment Policy

Australian Christian College is a K-12, co-ed, non-denominational Christian school welcoming students to our campus and to our online school. The purpose of this policy is to outline the procedures that the College has in place for parents, guardians, and caregivers seeking enrolment for their children.

The College maintains a waiting list for future enrolments and priority is given to siblings of current students.

Principles

1. The College is a Christian Learning Community.
2. On enrolment, students and parents agree to participate in the ethos of the College and to follow the College's policies and procedures.
3. The prerequisite for continuing enrolment is adherence to all of the College's policies and procedures. Potential students and members of the community are encouraged to review the Student Code of Conduct, Community Code of Conduct, and the Behaviour Management Policy.
4. Applications are processed in order of receipt and with due regard to principles of procedural fairness.

Roles & Responsibilities

ACC Marketing Team	Responsible for the College website, promotional material, and other social media accounts.
Enrolment Officers	Responsible for the implementation of the Enrolment Policy
Various Staff	Different college staff play a role in the Enrolment Policy at different stages of the process including but not limited to Accounts Staff, Heads of School, and the Principal.

Procedures

The College enrolls students into two programs - the On Campus program located at Marsden Park and the Online program for students across New South Wales. The following procedures outline the specific procedures for both modes of education and the common procedures for both cohorts.

On Campus Enrolment Procedure

The enrolment procedure for parents and students seeking to join the Marsden Park campus is a multi-step process managed by the Enrolments Officer (on-campus) in conjunction with a team of staff at the college.

The Enrolments Officer uses the Digistorm Application System to manage the process prior to enrolment confirmation.

Stage of Enrolment / Person Responsible	Procedures
Enquiry Person(s) Responsible: ACC Marketing Team Enrolments Officer (EO)	Enquiries can be received via Online (DIGISTORM), Phone, Email, Walk In All enquiries need to be entered and tracked in DIGISTORM. The EO will make contact with the Enquiry.
Campus Visit Person(s) Responsible: Enrolments Officer Admin Officers	Families are invited to a campus tour or open day/night or may book directly online (or during COVID to a Zoom Principal's Tour) Details are recorded in Digistorm During the on campus tour, families are given an "Enrolment Pack". The pack includes: <ol style="list-style-type: none">1. Enrolment Contract2. College Map3. Information on:<ul style="list-style-type: none">• Clubs• Electives for Secondary• Private Bus Service (timetable and map)• Camp Australia After School Care
Enrolment Application Person(s) Responsible: Enrolments Officer	All Applications must be completed through Digistorm (as per checklist) and include payment of the \$100 non-refundable application fee. Application follow up to obtain missing information. Information that must be obtained prior to progressing to next stage includes: <ol style="list-style-type: none">1. Birth Certificate - note down DOB check correct for year level entering2. Australian Citizenship / Visa/ Passport if child/ren or a parent not born in Australia3. Copy of Medicare card4. Immunisation history5. Previous school report (unless entering Kindergarten)6. NAPLAN test results7. Any relevant medical reports for Medical Condition/Disability (if applicable)8. Any relevant learning support documents (if applicable)9. Court/Custody orders / parenting agreements (if applicable)10. Student photo - something to be added to Digistorm All received documentation to be loaded into DIGISTORM. EO to follow up families who have not provided documents after family contacted by phone/email at least 3 times over a 2-3 week period with no response. EO needs to decide if it is a lost enrolment or needs further investigation. EO determines if there is a need for a Collaborative Meeting with the Assistant Principal - Student Welfare and Learning Support to ensure we can accommodate any needs of the student. Collaborative Meeting must take place before an Enrolment Interview takes place. The Assistant Principal - Student Welfare will give a recommendation to the Principal regarding the outcome of the Collaborative Meeting. The Principal considers the recommendation and communicates with the enrolment officer to arrange an enrolment interview or an interview to discuss the capacity the College has to meet the recommended degree of support considered necessary to ensure student success in learning. Once application fee payment and all documents above have been received, then an enrolment interview is scheduled.

Enrolment Interview Person(s) Responsible: Enrolments Officer Head of School Assistant Principal - Student Welfare Principal	<p>All On Campus enrolment applications need to have an enrolment interview with the Principal or HOS.</p> <p>At this interview, the Principal considers the progress of academic studies to date including (if relevant) the subjects selected in Stage 5 and existing or proposed Pattern of Study for Stage 6 courses.</p> <p>Secondary subject needs are discussed and agreed to during the Enrolment interview.</p> <p>The Principal (or delegate) decides whether the enrolment application is accepted or declined.</p> <p>The Principal signs the on campus interview form and confirms with EO the outcome of the interview.</p> <p>If the applicant is accepted at the interview then the Principal gives the following information to the parents at this time:</p> <ol style="list-style-type: none"> 1. Enrolment contract 2. Fee Payment Form 3. Relevant subject selection form (if applicable) <p>If the Principal determines that further information is required in order to assess the application, the process is suspended and further meetings take place.</p>
Notification of Outcome Person(s) Responsible: Enrolments Officer	<p>Family is notified in an email that the application has been either; accepted or declined and enrolment is offered to accepted applicants (via Digistorm)</p> <p>The return of the signed contract and completed fee payment form indicates the acceptance by the family of the enrolment.</p> <p>As part of the letter, parents are informed of opening times for Uniform Fitting Room.</p>
Enrolment Confirmation Person(s) Responsible: Enrolments Officer Principal	<p>Principal to sign Enrolment Contract that has been signed by the family</p> <p>Digistorm data transferred to Sentral once signed contract and fee payment form have been returned</p> <p>ACC Accounts are notified and sent Contract and Application form.</p> <p>Logins are generated accounts@acc.edu.au</p> <p>Family/Student ID created</p> <p>The student's status in Sentral is updated from 'pending' to 'active'.</p>
Preparation for Commencement Person(s) Responsible: Various	<p>Classroom/Homeroom is allocated by HOS</p> <p>For Secondary:</p> <p>Yr 9 and 10 Maths level and electives selected</p> <p>Yr 11 and 12 Subject Selections (lines)</p> <p>Edval (inform HOCO)</p> <p>Classroom/Homeroom teacher informed of start date for student.</p> <p>Inform subject teachers of new Secondary students</p> <p>Teacher is asked to meet the student on their first day and arrange a buddy for the new student.</p> <p>Send "Welcome" letter to parents letting them know what to do on the first day at ACC.</p> <p>Ensure uniform fitting completed and uniform ordered</p>

First Day Person(s) Responsible: Various	<p>Welcome Pack for first day to include:</p> <ol style="list-style-type: none"> 1. Cover page with the student name, homeroom/classroom, and teacher email address 2. Map of school 3. Fridge magnet with term dates 4. Login details (give Primary teacher a copy as well) 5. 2x copies of timetable (Secondary only) 6. Camp Australia information (Primary only)
Orientation Day (Term 1 Start Only) Person(s) Responsible: Various	<p>During Term 4 Orientation Days are arranged for Kindergarten and Year 7 students for the following year</p>
Tech Ready Day (Term 1 Start Only) Person(s) Responsible: Various	<p>Tech Ready Day is held the day before Term 1 begins. This allows the student to have their device setup ready for the start of school, take a photo to put on Sentral and purchase any additional second hand uniform that they may</p>

Assessing An Enrolment Application

Applications for enrolment are assessed in terms of:

- the students eligibility for the intended course of study
- the College's capacity to provide for the individual needs of student as determined by diagnoses or imputed during the Collaborative Planning process
- the alignment of the family's values with the key values of the College.

Meeting Record of School Achievement Requirements

Eligibility to be presented as a candidate for the Record of School Achievement (RoSA) starts at the commencement of Secondary School. You are required to study a minimum range of courses for a minimum number of hours. The pattern of study and course requirements are determined by the NSW Education Standards Authority (NESA) and are set out below.

To be eligible for a RoSA a student must have completed the mandatory curriculum requirements set out in the table below.

Mandatory curriculum requirements for the award of the Record of School Achievement	
English	The Board Developed syllabus to be studied substantially throughout each of Years 7–10. 400 hours to be completed by the end of Year 10.
Mathematics	The Board Developed syllabus to be studied substantially throughout each of Years 7–10. 400 hours to be completed by the end of Year 10.
Science	The Board Developed syllabus to be studied substantially throughout each of Years 7–10. 400 hours to be completed by the end of Year 10.
Human Society and Its Environment	The Board Developed syllabuses are to be studied substantially throughout each of Years 7–10. 400 hours to be completed by the end of Year 10, including 100 hours each of History and Geography in each Stage.
Languages Other than English	100 hours to be completed in one Board Developed syllabus or Board Endorsed language course over one continuous 12-month period between Years 7–10 but preferably in Years 7–8.

Technological and Applied Studies	The Board Developed Technology (Mandatory) syllabus to be studied for 200 hours in Years 7-8.
Creative Arts	200 hours to be completed consisting of the Board Developed 100-hour mandatory courses in each of Visual Arts and Music. It is an expectation that the 100-hour mandatory courses in these subjects will be taught as coherent units of study and not split over a number of years.
Personal Development, Health and Physical Education	The Board Developed mandatory 300-hour integrated syllabus in Personal Development, Health and Physical Education to be studied in each of Years 7–10.

Meeting Stage 6 Requirements

A student who is eligible for a Record of School Achievement may enter Preliminary courses.

A student who is not eligible for a Record of School Achievement may enter Preliminary courses:

if the principal deems that the student has another credential equivalent to the Record of School Achievement; or provisionally, if the principal believes that the student has a reasonable chance of satisfactorily completing Higher School

Certificate studies.Enrolment into the ACC Online Stage 6 will require that the student provide evidence in the form of School Reports or transcripts of study that they:

- have been issued or are eligible for the RoSA,
- have a credential that may be deemed equivalent to the RoSA, or
- have demonstrated success in previous studies of similar breadth and rigour.

Academic Integrity - All My Own Work

That evidence will be considered by the Principal at the time of commencing Stage 6 courses with the College. The Principal will advise the Academic Coordinator of eligibility of a student.

Online School Enrolment Procedure

The enrolment procedure for parents and students seeking to join the online school is a multi-step process managed by the Enrolments Officer (Online School) in conjunction with a team of staff at the College.

The Enrolments Officer uses the Digistorm Application System to manage the process prior to enrolment confirmation.

Refer to the DE Enrolment Policy for more information.

The Maintenance of the Register of Enrolments

The Admin Officer will maintain a register of enrolments in the Student Information System that includes the following information for each student:

1. name, age and address
2. the name and contact telephone number of parent(s)/guardian(s)
3. date of enrolment and, where appropriate, the date of leaving the school and the student’s destination
4. For students older than six (6) years - the previous school or pre-enrolment situation.
5. Where the destination of a student below seventeen (17) years of age is unknown, evidence that the Department of Education (attendance@det.nsw.edu.au) has been notified of the student’s full name, date of birth, last known address, last date of attendance, parents’ names and contact details, an indication of possible destination, other information that may assist officers to locate the student

The ICT Manager is to ensure that the Register of Enrolments is maintained on secure cloud storage for at least five years.

Supporting Documentation

- Core Systems: Digistorm & Sentral
- [Sample Enrolment Contract](#)
- Enrolment Application Forms (Online & PDF) available on the school website
- School Fee Payment Form available on the school website

Author	Version	Reference
Jeremy Kwok Sharee Richardson	3.0	Registration & Accreditation of Non-government Schools Manual



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