



Australian Christian College  
Marsden Park  
**Annual Report 2023**





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AUSTRALIAN  
CHRISTIAN COLLEGE

Welcome - Principal's Te



# 1. A MESSAGE FROM KEY SCHOOL BODIES



# Message from the **Principal**

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In keeping with the recent history of significant and sustained growth, 2023 saw the College grow on campus by another 300 students and in DE by almost another 200. Being the second year in succession with that degree of growth allowed us to successfully navigate the necessary changes

to systems and infrastructure required by such rapid expansion. The overall benefit of being a larger school was also clearly in evidence as we provided more options for students in terms of courses, electives, clubs, personal learning support and opportunities for enrichment.

With the strong intent to maintain both the integrity of our Christian convictions and the quality of our practice we have given much effort and attention to establishing clarity and consistency across the operations of the College.

This has involved expanding the Executive structure and reviewing roles and responsibilities of staff involved in supporting the key areas of service, including our teaching teams, welfare teams, and administration teams.

A key development has been the clearer and more coherent articulation of the College's approach to teaching and learning through our 3 Signature Pedagogies that we are embedding through a Whole College Approach to practise: Explicit Direct Instruction; Explicit Direct Feedback; and Thinking Through Writing.

A feature of the 2023 year was occupancy of the Stage 1 Building. After over a year of waiting and of delays, it was a complete joy to see 28 learning spaces being filled with students and classes fully engaged in learning with and from each other. While we know that it is the people and the relationships between that are the essence of any quality education, and certainly what we hold to be most valuable, the new spaces are a welcome addition to the growing campus facilities.

In His service and with His grace,

**Brendan Corr**  
Principal



# Message from the **Board Chair**

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As the Chair of Australian Christian College Marsden Park, I am pleased to reflect on another year of significant achievement and growth. In 2023, our school community has continued to thrive, marked by a substantial increase in student enrolments and the exciting progression of our campus development, particularly with the near completion of the Admin/Tech Building.

This year, we witnessed an unprecedented surge in our student population across both the On Campus and Distance Education cohorts. This growth not only reaffirms the demand for an authentic Christian education but also showcases our capability to deliver exceptional educational outcomes in a nurturing environment. It's a testament to our school's vision and the dedication of our faculty and staff.

The completion of the Admin/Tech Building is a milestone that deserves particular recognition. Nearing its completion at the end of 2023, this state-of-the-art facility will enhance our administrative capabilities and technological offerings, further enriching our students' learning experiences. The efforts to maintain timelines and manage the challenges that come with such a significant project have been commendable.

We are thankful for the successful strides in our Distance Education program, which continues to set benchmarks for online Christian education. As we expand our reach and refine our methodologies, we remain committed to empowering more students to achieve academic excellence and spiritual growth.

I extend my deepest gratitude to our entire community at Marsden Park. Your resilience, commitment, and faith have been the cornerstones of our success this year. On behalf of the Board, as we look forward to 2024, we are excited to build on these solid foundations with continued growth, and I pray God will continue to bless the endeavours of our students and staff.



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 17 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 62 different language backgrounds. In 2023 there were 1798 students, of whom 1089 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

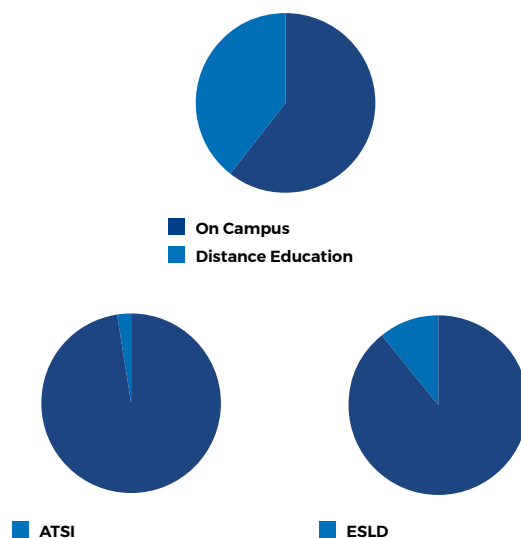
We are... Building a Biblical Foundation in the life of every student.

We are... Praying that each student has a personal relationship with Jesus Christ.

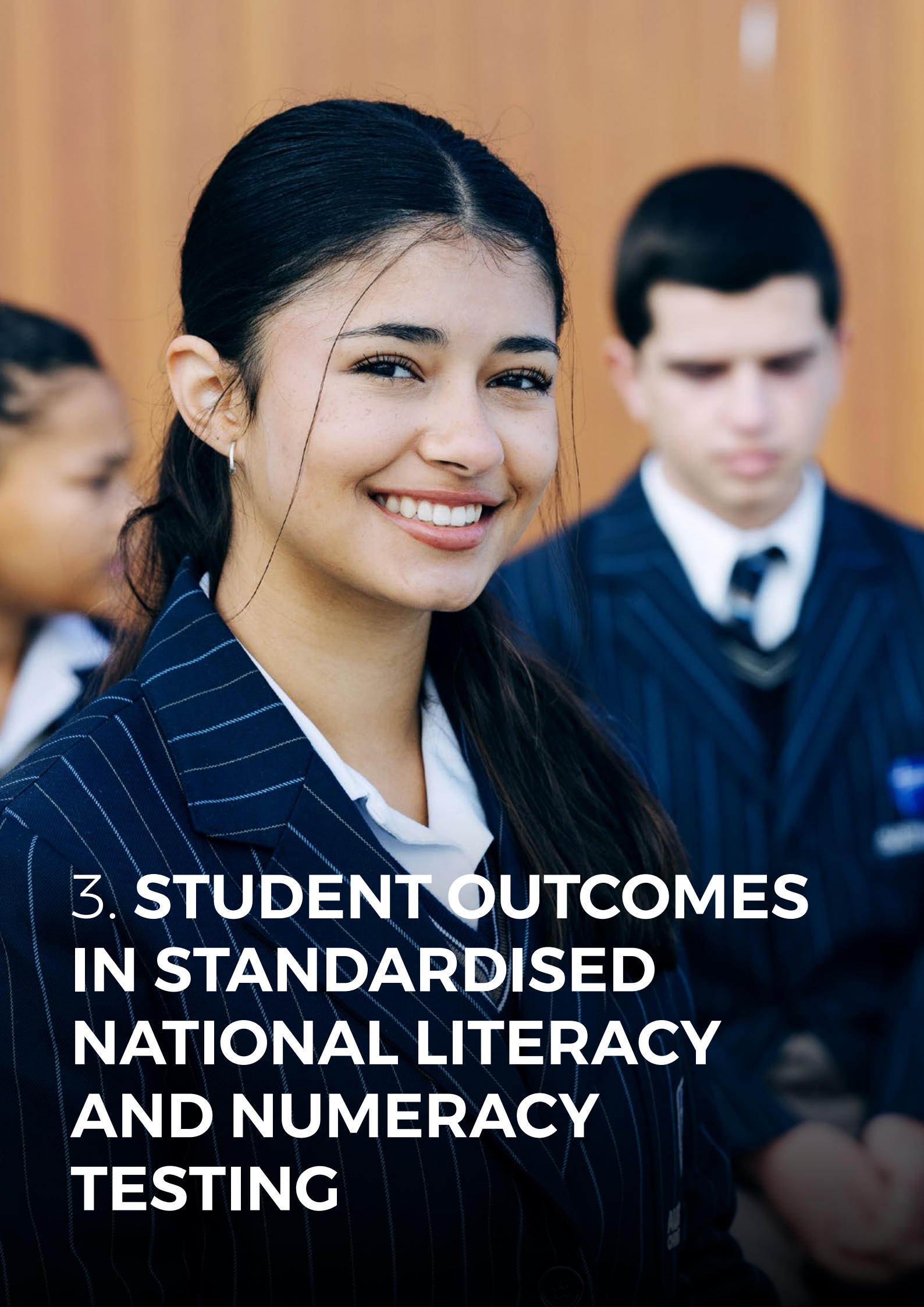
We are... Helping each student to succeed in whatever God wants them to do.

## Characteristics of the Student Body

<b>Total Students</b>	<b>1798</b>
<b>On Campus Cohort</b>	1089
<b>Distance Education Cohort</b>	709
<b>Indigenous</b>	43
<b>ESLD</b>	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.

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>

## Comparison with all students in Australia 2023

	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	440	440	451	450	435
Year 5	524	495	528	530	510
Year 7	566	569	580	579	585
Year 9	597	593	602	588	592

### Interpreting the table:

 Well above    Above    Close to    Below    Well below    No Comparison Available





## **4. SENIOR SECONDARY OUTCOMES (STUDENT ACHIEVEMENT)**

# Higher School Certificate

Subject	Units	No. Cand.	School Mean 2023	State Mean 2023	School Mean 2022	State Mean 2022	School Mean 2021	State Mean 2021
<b>Ancient History</b>	2 Unit	9	69.29	71.44	73.84	71.98	75.96	71.06
<b>Biology</b>	2 Unit	11	65.29	73.3	62.29	70.03	76.04	73.38
<b>Business Studies</b>	2 Unit	21	67.4	73.77	69.03	73.95	77.97	73.32
<b>Chemistry</b>	2 Unit	5	59.04	74.13	69.37	72.51	71.8	74.37
<b>Community and Family Studies</b>	2 Unit	20	75.33	74.46	76.8	74.79	75.16	74.28
<b>Design and Technology</b>	2 Unit	13	74.45	77.16	75.3	77.62	71.6	79.11
<b>Drama</b>	2 Unit	0	-	-	85.36	80.71	64.9	78.7
<b>English (Advanced)</b>	2 Unit	11	76.8	81.73	76.4	81.53	72.49	81.92
<b>English (Standard)</b>	2 Unit	33	67.81	70.12	67.15	69.88	61.58	70.47
<b>English Studies</b>	2 Unit	4	51.1	55.95				
<b>Food Technology</b>	2 Unit	11	72.87	72.9	69.56	71.78	65.67	73.36
<b>Industrial Technology</b>	2 Unit	15	71.57	70.87	-	-	62.44	69.42
<b>Legal Studies</b>	2 Unit	13	71.15	75.27	-	-	-	-
<b>Mathematics (Advanced)</b>	2 Unit	10	60.76	78.04	73.03	78.31	69.89	78.41
<b>Mathematics (Extension)</b>	1 unit	1	63.4	77.78	79.2	77.45	69.8	78.21
<b>Mathematics (Standard)</b>	2 Unit	30	63.16	71.76	67.3	70.87	59.91	69.15
<b>Modern History</b>	2 Unit	6	76.2	72.78	70.72	73.67	-	-
<b>Music 1</b>	2 Unit	2	91.9	82.09	87.68	81.88	80.6	81.34
<b>PDHPE</b>	2 Unit	14	65.59	72.98	68.38	69.75	56.92	72.19
<b>Retail Services</b>	2 Unit	1	69.2	70.23	-	-	-	-
<b>Studies of Religion II</b>	2 Unit	4	70.95	77.37	67.8	76.82	70.67	75.86
<b>Visual Arts</b>	2 Unit	8	76.65	81.49	76.29	81.36	71.65	80.99





**5. TEACHER  
PROFESSIONAL  
LEARNING,  
ACCREDITATION AND  
QUALIFICATIONS**

# Professional Learning

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Throughout 2023, our teaching staff engaged regularly in an extensive program of Continuing Professional Learning, led by our Head of Teaching and Learning and the Coordinator of Professional Practice, a newly-created position.

These sessions commenced in the January Conference with the presentation of the Teaching and Learning Framework which had been adapted from the 2022 Curriculum and Assessment Model in Secondary. The Teaching and Learning Framework in Primary and Secondary involved the addition of a 'Pedagogy' ring which consolidated the previous years of exploration of teaching and learning philosophy into three Signature Pedagogies that Marsden Park is and will be known for. These are:

1. Explicit Direct Instruction
2. The Writing Revolution (Advancing Thinking Through Writing)
3. Explicit Direct Feedback.

Alongside these Signature Pedagogies, the Head of Teaching and Learning, Coordinator of Professional Practice and Heads of Secondary and Primary, were charged with furthering the understanding in the staff and student body of an Orderly Learning Environment by continuing to implement the teaching methods of Dr Bill Rogers outlined in his book on Classroom Management.

## 1. EDI Focus

Over the course of the year, teaching staff from the Primary and Secondary schools engaged in continuing professional development on one of the College's Signature Pedagogies, Explicit Direct Instruction. Explicit Direct Instruction (EDI), is the synthesis of the work and research by Hollingsworth and Ybarra, who have created an educational consultancy, DataWorks, which publishes EDI-related materials and provides EDI training.

In Term 1, these sessions were held fortnightly, as a K-12 team, but in order to better tailor content to the specific needs of the audience, and to provide a more comfortable environment, the sessions were altered to alternate between Primary and Secondary teams, on a weekly rotation. An online version of each session was

recorded, providing ongoing professional development for remote and absent staff, and building a resource bank for staff joining the College in the future. This online training course is also being used to resource and support other schools in the CEM network.

Explicit Direct Instruction is a pedagogical framework with particular alignment with our belief in the central role of the teacher in driving learning, and in our sense of biblical anthropology. We understand our students to be made in God's image, and yet their image-bearing is tarnished (as is ours), so we do not just allow students to "discover" the learning, we are active teachers. Teaching staff are responsible to ensure that lessons have clearly-defined learning objectives, and a logical progression through the lesson in which teachers support students in understanding the relevant concept and skills. Teachers move students, through a gradual release of responsibility, to independent practice each lesson. Within the framework are also robust strategies for ensuring engagement, checking for understanding, and supporting students of all abilities accessing grade-level content.

In support of the year's focus on embedding Explicit Direct Instruction, an on-site three-day conference was held (15-17 May), with Joe Ybarra, DataWorks' US-based presenter and expert, working with our staff as a whole, as well as running demonstration lessons, and small-group lesson reflections. This conference also supported other CEM schools, from which several delegates were sent.

## 2. The Writing Revolution: Advancing Thinking Through Writing

In 2023, our teaching staff in grades K-12 continued to embed into their programs and pedagogy the professional development commenced in 2022 on the Writing Revolution. This continued to be guided by the text, "The Writing Revolution: Advancing Thinking Through Writing." There was a revision session in the January Conference on 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.

### **3. Courageously navigating challenging conversations**

The Coordinator of Professional Practice submitted to the Executive a scaffold for training staff in leadership positions, and across the College, in holding conversations which are challenging, but critical to the success of a culture that is vibrant. Informed by various resources on the topic, the training primarily draws on Vivianne Robinson's "Open to Learning Conversations", which comes from an education-specific context. Late in 2023, the Executive underwent the training and approved it for further roll-out to the College staff community.

### **4. Orderly Learning Environment**

During 2023, the Heads of School in Primary and Secondary took overall responsibility for leading the staff in greater understanding and application of an Orderly Learning Environment, building on the professional development work the College undertook with Bill Rogers in 2022. The Heads of School prepared short workshops on different aspects of an orderly learning environment to present fortnightly during their Sub-School meetings. These included topics such as orderly classroom entry, responses to Level 1 and Level 2 behaviour management, record keeping and uniform.

### **5. ACC MP Curriculum and Assessment Model - Explain the morphing of this into Teaching & Learning Framework**

In 2023, the Secondary and Distance Education Secondary Schools continued to be united using the "One Ring" model to ensure consistency across curriculum and assessment procedures for students in either mode. As the use of this model became more and more ingrained in the life of the school, it has further morphed into representing our Teaching and Learning Framework. This new model saw aspects of the old rings being condensed into similar areas, whilst at the centre we put our foundational Biblical principles and in the outer ring, we sought to encapsulate the characteristics of the student attributes that we seek to foster in our student body.

This model was also replicated into a Primary Teaching and Learning Framework, which encapsulates the majority of the Secondary model, except for showing the split in the curriculum and assessment.

## Secondary On-Campus and Secondary Distance Education Teaching & Learning Framework Model



## Primary On-Campus and Primary Distance Education Teaching & Learning Framework Model





Key books that informed professional development in 2023, continued from 2022, were:

- 'Michaela: The Power of Culture: The Michaela Way' by Katharine Birbalsingh, used for faculty discussion at January Conference
- 'Explicit Direct Instruction' by Hollingsworth and Ybarra, used throughout the year's Monday-afternoon Professional Learning sessions.
- 'The Writing Revolution: A Guide to Advancing Thinking Through Writing in All Subjects and Grades' by Judith C. Hochman and Natalie Wexler, used at January conference and in faculty meetings.

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

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 2023.

- Teaching the new 7-10 Syllabus: Concepts
- MiniLit
- Joe Ybarra Onsite Visit
- LawSense Managing Student Disability - Adjustment, Behaviour, Learning & Discipline
- NSW/ACT Principals' Network Gathering
- VADEA 2023 Conference Registration
- English Extension 1
- English 7-10 New Syllabus Implementation
- Heads of Department Day - Conference
- Planning and Programming for the New Mathematics 7-10 Syllabus
- Sue Larkey Workshop - Autism Spectrum Disorder
- Using Evidence to Enhance Classroom Practice
- The Michaela Way
- 2023 New Careers Advisers Days
- Consultancy/Professional Development: Creative and Performing Arts Faculty - Drama PD
- Writing in Modern History
- Cultivating Knowledge and Skills
- Redeeming your Time
- HR Truck Licence Training
- CRU Teachers' Conference
- Evidence Based Reading Assessment Workshop NSW
- Greater Western Sydney Principals' Prayer Breakfast Date
- Planning and Implementation for Classical and Modern Languages 7-10
- Direct Instruction workshops & Lesson Demonstrations
- The Five Dysfunctions of a Team
- 2023 CAA Annual Conference incl. Dinner
- Governance Symposium
- Principals Prayer Breakfast
- Entertainment Industry Teacher Training Day
- Fostering Evidence Enriched Cultures
- For LawSense Best Practice Note-Taking, Record Keeping & Privacy In Schools
- NIDA workshop: Presence in the Classroom
- MR Licence - Training and Assessment
- LawSense Law for School Nurses
- HMS Faculty Planning 14/11/23, Leading Faculty Planning
- LanguageLift PD Workshop
- First Aid
- Book: Excellence Wins
- ETA Annual Conference - Breakthrough
- The Medici Effect, With a New Discussion Guide
- The Effortless Experience
- Atomic Habits
- Graduate Certificate of Career Development
- Courageously Navigating Hard Conversations
- Managing Performance Anxiety for Student Wellbeing
- Education Research Connection Series #1; AI - Transforming Education Practice (Webinar)
- Provide Cardiopulmonary Resuscitation
- Introduction to your HSC Results Analysis Package
- Improving Data Literacy Using Your HSC Results
- Getting More Out Of Your HSC Results Analysis Package

## Instructional Coaching

Whole-cohort professional practice is served by individual support, mentoring and coaching. Programs such as these provide the structures to make the ideal of training the reality in the classroom. The Coordinator of Professional Practice role was created with this aspect of professional development in mind, also. Through 2023, a pilot program of instructional coaching was implemented in the College, with the Coordinator of Professional Practice working individually in-class and in individual reflection and planning sessions with individual staff.

In support of this, the Coordinator of Professional Practice and the Director of Teaching and Learning attended whole-day training with Dr Mark Dowley, from the Crowther Centre at Brighton College, on building a culture of coaching. The practices and the philosophies espoused and embedded at Brighton were formative in developing our own understanding of in-house instructional coaching, and have formed the basis of ways of working not just with staff, but also between the executive and coaching staff in the College.

## Teacher Accreditation

Level of Accreditation	Number of Teachers
Conditional	11
Provisional	4
Proficient Teacher	104
TOTAL	119

## Teacher Qualifications

All of our teaching staff of the NES 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 2023

<b>Teaching Staff</b>	109
<b>Full-time equivalent teaching staff</b>	99.6
<b>Non-teaching staff</b>	56
<b>Full-time equivalent non-teaching staff</b>	44

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

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







**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	91.30	N/A
1	89.91	91.33
2	90.58	95.87
3	90.83	90.40
4	90.94	90.62
5	92.06	93.13
6	92.29	91.33
7	91.48	93.31
8	90.42	93.48
9	89.04	94.94
10	86.14	91.57
11	89.24	84.58
12	88.89	93.49
<b>Overall</b>	<b>90.24</b>	<b>92.00</b>

# Managing **Non-Attendance**

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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**

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Just over 80 percent of the 2021 Year 10 cohort (on campus only) completed Year 12 in 2023.

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.

<b>No. Students Yr 10 2021</b>	42
<b>No Students Yr 12 2023</b>	39
<b>No Students from Yr 10 2021 Completing Yr 12 2023</b>	34

## Post **School Destinations**

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The majority of students completing their schooling with Australian Christian College elect to go onto further education at either University or TAFE NSW. Approximately 80% of students receive offers to the tertiary courses or placements of their preference, with over 50% of these being by way of early entrance pathways from Universities.

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

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## 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 then processed in reference to the capacity of the College to provide an appropriate educational program to the student and the student's capacity to contribute to the College's culture. A restricted number of Scholarships and bursaries are provided by the College based on assessed need. 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.

## 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.

## 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.

## 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.

## 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.





**9. SCHOOL DETERMINED  
PRIORITY AREAS FOR  
IMPROVEMENT**



# Our Improvement **Targets**

Priority Areas for Improvement	Comment
<b>2023</b>	
Clarify and Communicate the “One Ring” Teaching and Learning Framework for the College, connecting our signature pedagogies to our theological assumptions.	This was very successfully done over the course of the year with the focus of Professional Learning and of Curriculum Design clearly reflecting this as a College Wide Priority. A clear example was the visit by Joe Yburra in Term 1.
Introduce “Instructional Coaching” as an integral tool for improving professional practice.	Instructional Coaching team was assembled, consisting of Head of Professional practice and team of 2 coaches. Along with Classroom Observations by Assistant Principal of Teaching & Learning, teachers were referred to coaching via priority list.
Develop strategies for measuring ‘lead measures’ of teacher practice to support College improvement.	As clarity was developed across the staff of the key features of EDI practice, feedback on observations of teaching included specific reference to teacher actions that lead to improved learning.
Make effective use of our new learning spaces.	<p>A block has become fully occupied and has provided space for diversity of activities including class based learning, large group learning, welfare and social events for students, staff and parents.</p> <p>The new oval presented a new range of opportunity for sport and PE and the completion of the Music Practice Rooms refurbishment supported the expansion of the Arts program.</p>
<b>2024</b>	
Ensure 12 months’ growth for every student in all areas of school life - academically, socially, emotionally, physically and spiritually.	
Increase effectiveness of Principal’s Office pillars of (1)Safe & Supportive Community, (2)Quality Teaching & Effective Learning, and (3) Operational Excellence.	
Simplification of Ancillary support, structures, communication and effectiveness.	
Embed high tech multimedia to make most use of Technology Centre.	



**10. INITIATIVES  
PROMOTING RESPECT  
AND RESPONSIBILITY**

# Our commitment to Respect and Responsibility

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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 Social Kung Fu Program - targeting adolescent verbal, social, and emotional skills to increase resilience, combat school-based bullying, and improve mental health
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' - <b>Connect</b> , <b>Be Active</b> , <b>Keep Learning</b> , <b>Be Aware</b> and <b>Help Others</b> .
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

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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](#).





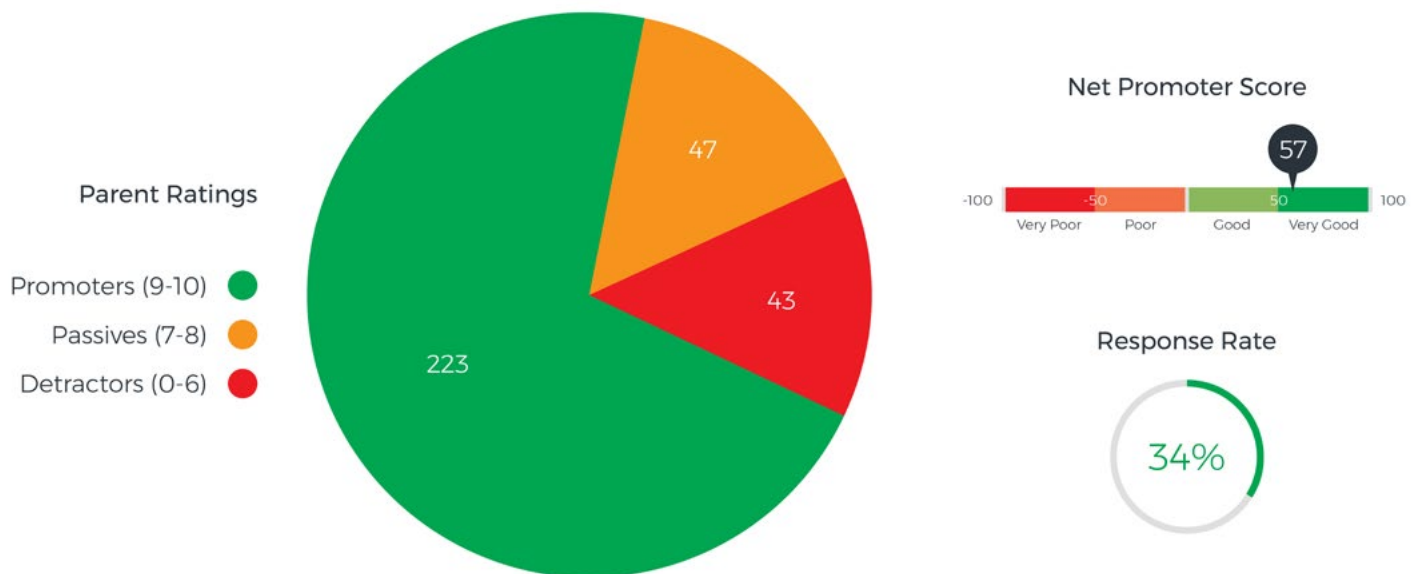


# 11. PARENT, STUDENT AND TEACHER SATISFACTION

# 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 2023 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 2023 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 looked 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

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Informal feedback is provided through the THRIVE Wellbeing program, and comments can be viewed 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**

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Informal feedback from teachers and discussions with Heads of School indicate that throughout 2023, 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.



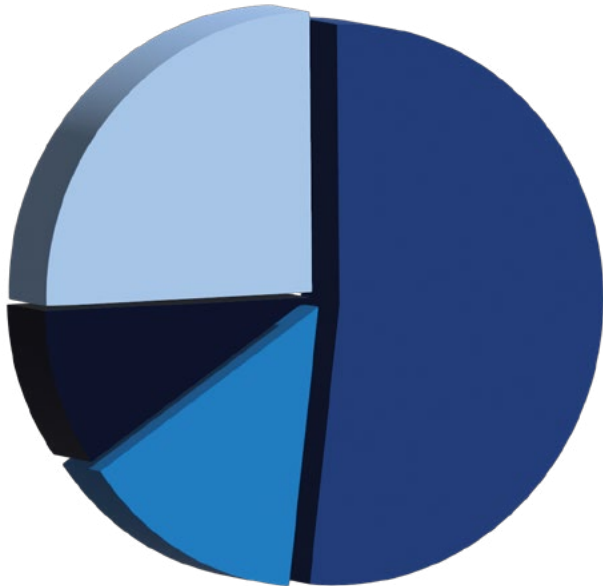




## **12. SUMMARY FINANCIAL INFORMATION**

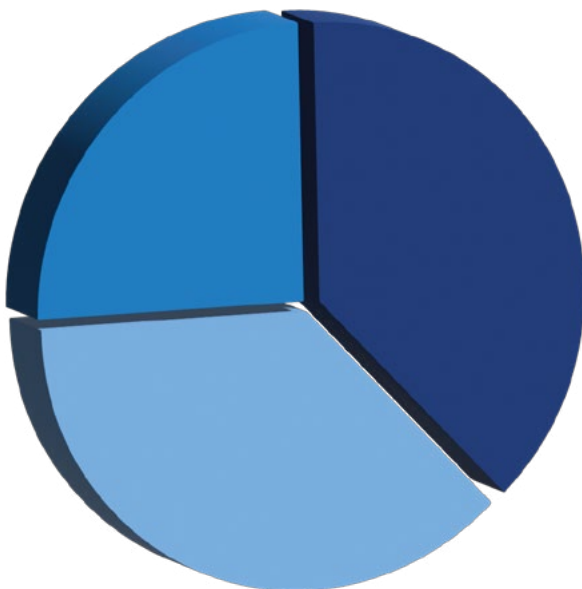
# Our Finances

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## Income 2023

- Commonwealth Recurrent Grants **\$17,197,664**
- State Recurrent Grants **\$4,482,587**
- Fees & Private Income **\$8,285,537**
- Government Capital Grants **\$3,000,000**



## Expenses 2023

- Capital Expenditure **\$17,355,801**
- Salaries Allowances & Related Expenses **\$16,757,607**
- Non Salaries Expenses **\$11,327,229**



# APPENDIX A: **FULL TEXT ENROLMENT POLICY**



# Enrolment Policy

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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

<b>ACC Marketing Team</b>	Responsible for the College website, promotional material, and other social media accounts.
<b>Enrolment Officers</b>	Responsible for the implementation of the Enrolment Policy.
<b>Various Staff</b>	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
<b>Enquiry</b> 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.
<b>Campus Visit</b> 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"> <li>1. Enrolment Contract</li> <li>2. College Map</li> <li>3. Information on:               <ul style="list-style-type: none"> <li>• Clubs</li> <li>• Electives for Secondary</li> <li>• Private Bus Service (timetable and map)</li> <li>• Camp Australia After School Care</li> </ul> </li> </ol>
<b>Enrolment Application</b> 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"> <li>1. Birth Certificate - note down DOB check correct for year level entering</li> <li>2. Australian Citizenship / Visa/ Passport if child/ren or a parent not born in Australia</li> <li>3. Copy of Medicare card</li> <li>4. Immunisation history</li> <li>5. Previous school report (unless entering Kindergarten)</li> <li>6. NAPLAN test results</li> <li>7. Any relevant medical reports for Medical Condition/Disability (if applicable)</li> <li>8. Any relevant learning support documents (if applicable)</li> <li>9. Court/Custody orders / parenting agreements (if applicable)</li> <li>10. Student photo - something to be added to Digistorm</li> </ol> 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.

<p><b>Enrolment Interview</b>          Person(s) Responsible:          Enrolments Officer          Head of School          Assistant Principal -          Student Welfare          Principal</p>	<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"> <li>1. Enrolment contract</li> <li>2. Fee Payment Form</li> <li>3. Relevant subject selection form (if applicable)</li> </ol> <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>
<p><b>Notification of Outcome</b>          Person(s) Responsible:          Enrolments Officer</p>	<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>
<p><b>Enrolment Confirmation</b>          Person(s) Responsible:          Enrolments Officer          Principal</p>	<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>
<p><b>Preparation for Commencement</b>          Person(s) Responsible:          Various</p>	<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>



<b>First Day</b> Person(s) Responsible: Various	Welcome Pack for first day to include: <ol style="list-style-type: none"> <li>1. Cover page with the student name, homeroom/classroom, and teacher email address</li> <li>2. Map of school</li> <li>3. Fridge magnet with term dates</li> <li>4. Login details (give Primary teacher a copy as well)</li> <li>5. 2x copies of timetable (Secondary only)</li> <li>6. Camp Australia information (Primary only)</li> </ol>
<b>Orientation Day</b> (Term 1 Start Only) Person(s) Responsible: Various	During Term 4 Orientation Days are arranged for Kindergarten and Year 7 students for the following year
<b>Tech Ready Day</b> (Term 1 Start Only) Person(s) Responsible: Various	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

### 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	
<b>English</b>	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.
<b>Mathematics</b>	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.
<b>Science</b>	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.
<b>Human Society and Its Environment</b>	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.
<b>Languages Other than English</b>	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.

<b>Technological and Applied Studies</b>	The Board Developed Technology (Mandatory) syllabus to be studied for 200 hours in Years 7-8.
<b>Creative Arts</b>	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.
<b>Personal Development, Health and Physical Education</b>	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](#)
- [Sample Fee Payment Form](#)

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







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