



MOUNT ANNAN
CHRISTIAN COLLEGE

ANNUAL REPORT

2025



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1. Message from key College bodies

HEADMASTER'S REPORT

It is both a privilege and a joy to write my first report as Headmaster of Mount Annan Christian College, having commenced in January 2026. As I reflect on the year that was 2025, I do so with deep appreciation for the strong foundation and momentum established under the leadership of my predecessor, Mr Gabi Korocz, and the dedicated staff who faithfully serve this College community.

Mount Annan Christian College experienced a year marked by growth, celebration and gratitude. In 2025, the College enrolled 1,138 students, including 89 students in our Prep program, with the remaining students across Kindergarten to Year 12. This growth demonstrates the continued confidence families place in the mission and vision of the College and reflects the strength of our Christ-centred approach to education as we nurture young people to live lives of purpose.

Guided by our motto, "Nurtured for Life – Prepared for Purpose," the College remains deeply committed to providing an educational experience that supports the development of each student academically, socially and spiritually. Our core values, Lifelong Learning, Innovation and Creativity, Fairness and Compassion, Diligence and Discipline, Mission and Service, and Respect, continue to shape every aspect of life at the College. These values are lived out daily in classrooms, on sporting fields, through service initiatives and in the relationships that define our community.

The ongoing transformation of the College campus remains an exciting part of our journey. The Masterplan, launched in 2020, continues to guide the long-term development of our facilities to support the future needs of our students. During 2025, the College commenced Stage 3 and Stage 4 of the Secondary development, which will see the construction of a contemporary three-storey Secondary building and a two-storey STEAM building. This significant project reflects our commitment to providing innovative learning environments that support the development of critical thinking, creativity and collaboration for 21st century learners.

Academic excellence remains a hallmark of Mount Annan Christian College. In 2025, we celebrated the achievements of our graduating class, with 36 Year 12 students completing their HSC and graduating from the College. Several students achieved Band 6 results, reflecting the dedication of our students and the commitment of our teaching staff who faithfully guide and support them throughout their learning journey.

Our commitment to holistic education continues to be central to the College experience. Programs in STEM, outdoor learning and co-curricular opportunities enrich student learning and encourage curiosity, resilience and collaboration.

I am also grateful for the strong partnerships that exist across our College community. Families play an essential role in the life of Mount Annan Christian College, and their engagement and support strengthen the culture and vibrancy of the school.

Our partnership with C3 New Hope continues to be foundational to the mission of the College. We are thankful for the spiritual leadership and ongoing support of Lead Pastors Daniel Warren and Alison Warren, whose encouragement and prayerful support are deeply valued.

I would also like to acknowledge the leadership and governance of the College Board: Ken Mclean (Board Chair), Anthony Dodds, Shanker Ramakrishnan, and Dan Warren. Their wisdom, stewardship and commitment to the mission of the College provide strong and faithful oversight.

My sincere thanks also extend to the Executive Leadership Team, Debbie Pope, Head of Primary; Mark Camilleri, Head of Secondary; and Scott Grant, Head of Operations, for their tireless dedication, vision and leadership throughout the year. Their commitment to excellence and care for students and staff is deeply appreciated.

As I begin my tenure as the fourth Headmaster of Mount Annan Christian College, I am both honoured and excited to serve this community. The College stands on a strong foundation of faith, excellence and partnership, and I look forward to building upon the work that has already been so faithfully established.

The future of Mount Annan Christian College is bright. With continued faith in God's guidance and a shared commitment to our mission, we look ahead with confidence as we nurture students for life and prepare them for purpose.



MR IAN LINEY
Headmaster
Mount Annan
Christian College

CHAIRMAN OF THE BOARD

2025 has been another year of growth, strength and grace at Mount Annan Christian College. We are reminded that it is His presence that makes all the difference.

Throughout the year we have continued to build in infrastructure, in character, in culture and in Christ-centred conviction. The presence of God remains central in all that we do.

Families continue to choose Mount Annan Christian College for our commitment to teaching and upholding Christian values across every aspect of College life. We remain deeply committed to delivering a Christ-centred education that nurtures strong Biblical values within the hearts and minds of our students.

As a ministry of C3 New Hope, we rely on God's grace, the truth of His Word and the leading of His Holy Spirit. Our desire is that our staff will continue to equip young people to live with an eternal perspective.

I would like to express my sincere thanks to my fellow Board members, Dan Warren,

Anthony Dodds and Shanker Ramakrishnan. Their wisdom, faith and steadfast commitment to the mission of the College have been a great source of strength and support throughout the year. Together we remain resolute in ensuring that Mount Annan Christian College continues to be led by, and uphold, strong Christian values, virtues and standards.

2025 also marked an important leadership transition. Mr Gabi Korocz concluded his time with the College. The Board expresses its sincere gratitude for his leadership and vision over the past nine years, and we wish him every blessing in the next chapter of his journey.

We were pleased to announce the commencement of Mr Ian Liney as the fourth Headmaster of Mount Annan Christian College. We look forward with great anticipation to the leadership, experience and vision he brings as he guides the College into its next season.

We are confident that under his leadership the College will continue to grow in excellence, faith and purpose.

Our Executive Team continues to play a vital role in the leadership and management of the College. We are grateful for the way each member has the ability to contribute to the ongoing growth and development of Mount Annan Christian College.

We are also thankful for our dedicated teaching and support staff, particularly those who see their work not simply as a profession but as a calling and a ministry. Your commitment to seeing the Kingdom of God expand through the craft of teaching and through your support roles is deeply valued.

To the families who entrust us with the education and care of their children, we express our sincere appreciation. Your partnership strengthens our College community.



Our 2025 graduating students continue to reflect the high standards of the College and many are well positioned to pursue their chosen vocational and tertiary pathways. We celebrate their achievements and pray for God's blessing over their future.

We also acknowledge and thank C3 New Hope Mount Annan, our church community, for its ongoing spiritual covering and support. Your prayers and presence remain a vital part of the foundation upon which the College stands.

We continue to value our relationships with Christian Schools Australia, Independent Schools NSW, government bodies and community stakeholders, all of whom contribute to the College's ability to deliver a high-quality, Christ-centred education.

As we look ahead, the future holds great promise. We move forward with faith, anticipation and

renewed momentum. We step into the coming season not merely with plans, but with faith; not simply with vision, but with conviction; not just with expectation, but with hope.

We do so with the confidence that God is with us, and that His presence will continue to guide and sustain Mount Annan Christian College. (Romans 8:31–39)



MR KEN MCLEAN

Board Chair

Mount Annan Christian College



FROM THE COLLEGE CAPTAINS

Key events

ANZAC Day March Camden

ANZAC Day College Assembly

Harmony Day

R U OK? Day

MACC's Got Talent

The Winter Appeal

GEM (Gratitude, Empathy,
Mindfulness) Videos

Headmaster Tours

Chapel Services

Easter Chapel

Christmas Chapel

Creation of The Cross Carriers

Monday Prayer Rally

MACC Students' Day (lolly bags and
notes distributed in the morning)

MACC SLC Mailbox

The Leadership Summit



Throughout 2025, the Student Leadership Council (SLC) has continued to focus on creating unity and building a culture of kindness and connection across MACC. This year, we aimed to ensure that every student felt seen, valued, and part of the wider College community. Our vision was to strengthen the bonds that hold MACC together, and looking back, we are proud to say that we have worked to the best of our abilities to make this a reality.

As leaders, we recognised that the SLC must set the standard. We sought to do this through whole-school events such as Harmony Day, R U OK? Day, and MACC Students' Day, which brought the community together to celebrate, support and encourage one another. However, it was often the smaller initiatives that created the greatest impact: kindness notes, the SLC mailbox, Random Acts of Kindness Day, and the excitement of MACC's Got Talent. These moments helped shape the culture of our school by reminding students of the power of kindness, encouragement, and joy.

One of the most rewarding aspects of this year has been seeing these initiatives take root and inspire younger students. It has been encouraging to witness students like Isabella and Caitlin in Year 8 leaving Bible verses to uplift others, or younger grades engaging with the SLC mailbox. These actions show that the culture of care and leadership we have worked to nurture is being carried on by the next generation of MACC students.

In 2025, the SLC has been proud to host, attend, and introduce initiatives that have created opportunities for community and unity. We believe that these events and small acts of leadership have played a crucial role in shaping the identity of our school, strengthening relationships, and ensuring that MACC continues to be a place defined by kindness, connection, and unity.

Gratitude to the College and what they've done for us

These countless opportunities to serve both our school and the wider local community have been a tremendous honour and blessing. This year has been marked by unity through growth and a deepening sense of connection, none of which would have been possible without the unwavering support of our College community and our Father in Heaven.

We would also extend our deepest gratitude to the Executive team, staff, and students, whose vision and dedication have laid the foundation for MACC to be more than just a school, but a family built on the steadfast light of service, where every student feels valued and seen. We also give thanks to our Lord, whose faithfulness has been evident in every step of this journey. From large school events to quiet, unseen acts of love and service, His grace has guided our efforts and reminded us that everything we do is for His glory.

Best wishes to the new SLC

As this chapter closes, we pray blessings over the incoming Student Leadership Council. We are confident that they will continue to build on the culture of connection and service that has defined 2025, and we look forward to seeing what God will do through them.

Although it is difficult to say goodbye to such a special and loving community, we leave with full hearts, knowing that MACC is a place where every student has the opportunity to lead, serve, and grow. It has been an immense privilege to serve this College, and we will carry these lessons and memories with us for years to come. Serving this community has been a blessing beyond measure. Thank you for allowing us this opportunity.

With love and thanks,

**SIENA CAMILLERI AND
NICHOLAS BARRETT**

2025 MACC College Captains

2. Contextual information about the College and characteristics of the student body

OUR COLLEGE

Mount Annan Christian College was established in 1999, commencing operations with classes from Kindergarten to Year 7. In 2025, the College continues to experience strong and sustained growth, with current enrolments of approximately 1,210 students from Kindergarten to Year 12, in addition to students enrolled in the Prep program. Projected enrolments are expected to reach 1,320 students as the College continues to expand and develop its educational offerings and facilities.

The College accepts enrolments from families who support the College's Statement of Faith as the foundation for their child's education and who agree to uphold the ongoing enrolment conditions outlined in the enrolment documentation. Mount Annan Christian College serves its community as a ministry of C3 New Hope and is a member school of Independent Schools NSW and Christian Schools Australia.

Our vision is "to provide a Christ-centred learning environment that empowers each individual to enjoy a life of purpose." The College remains committed to its core values of Lifelong Learning, Innovation and Creativity, Respect, Fairness and Compassion, Diligence and Discipline, and Mission and Service.

The College offers a broad range of co-curricular opportunities including the Duke of Edinburgh's International Award program, instrumental tuition, band and choir groups, musical productions, outdoor education, debating, public speaking, and drama programs.

The Ignite extension program for students in Years 3-10 continues to provide opportunities for academic extension, enrichment, and individual mentoring across key learning areas.

Mount Annan Christian College maintains a strong emphasis on STEM education, recognising the importance of preparing students for the future workforce. The College's Tinkertime program in Primary School encourages students to explore, design, and create through inquiry-based learning experiences incorporating STEM education and Design Thinking strategies. Tinkertime Plus continues to provide an after-school extension opportunity for students wishing to further develop their understanding and application of STEM-based projects and technologies.

Students from Year 3 onwards are provided with opportunities to participate in a wide range of sporting programs including Swimming, Cross Country, and Athletics Carnivals. The College is a member of Christian Schools Sports Association and Combined Independent Schools, enabling students to pursue representative sporting pathways. The College continues to foster excellence in sport, with students achieving success at regional, state, and national levels. Primary students in Years 3-6, together with Secondary students, also participate in regular inter-school sporting competitions across a variety of disciplines.

The College is blessed to be situated on 37 acres of land, including a purpose-built Agriculture precinct. Students are provided with practical and engaging learning experiences in Agriculture through animal care, crop management, emerging agricultural technologies, and participation in community events such as the Camden Show and the Sydney Royal Easter Show.

Through the College's commitment to its core value of Mission and Service, students are encouraged to participate in local, national, and international mission opportunities. The College seeks to nurture Christ-centred individuals who actively contribute to their communities and reflect Christian values in their actions and relationships.

At its heart, Mount Annan Christian College seeks to develop young people of character, integrity, and purpose. This commitment is reflected through the College's core values:

Lifelong Learning

We approach learning as an exciting lifelong adventure. We enjoy learning from and with each other and pursue knowledge with passion and curiosity.

Innovation and Creativity

We embrace innovation and creativity in response to a changing world, encouraging new ideas, problem-solving, and forward-thinking approaches.

Fairness and Compassion

We strive to be a caring and unified community that reflects the love and grace of Jesus Christ, treating one another with dignity, honesty, and kindness.

Diligence and Discipline

We pursue excellence with commitment and perseverance while respecting boundaries and supporting one another to achieve success.

Mission and Service

We seek to make a positive difference by reflecting the love of Christ and serving others locally, nationally, and internationally.

Respect

Respect remains a foundational value of the College community. Students are encouraged to demonstrate obedience, empathy, courtesy, humility, and honour towards God, family, peers, authority, themselves, and the environment.

"Children obey your parents in the Lord, for this is right." Ephesians 6:1

The College continually reviews and implements initiatives that strengthen its core values and Christian ethos. As a result, the student body continues to be characterised by harmony, respect, and a servant-hearted culture. This is strongly supported by the partnership between families and staff who share a commitment to the College's Christian vision and values.

The diversity within the student body, including a range of cultural, church, and socio-economic backgrounds, continues to contribute positively to the life of the College community. Students are generally respectful, inclusive, and eager to contribute to activities that support and serve others.

Leadership opportunities across both Primary and Secondary continue to develop students of confidence, character, and influence. Students actively engage in leadership, academic pursuits, sport, CAPA, and mission programs. The College also continues to foster strong relationships across Prep to Year 12 through whole-school activities and mentoring opportunities.

The College workforce consists of a combination of experienced educators and emerging professionals, supported by an Executive Leadership Team comprising the Headmaster, Head of Operations, Head of Primary, and Head of Secondary. Faculty Heads in Secondary and Grade Coordinators in Primary provide additional leadership and support across the College.

In 2025, the College workforce includes 85 teaching staff and 52 non-teaching staff in full-time and part-time capacities.

The College also continues to provide before and after-school care for students from Prep to Year 6, along with vacation care programs during school holidays. These services are operated by Camp Australia, one of Australia's leading outside school hours care providers.

2025 continues to be a significant year of growth and development for Mount Annan Christian College, with the College community remaining committed to excellence in Christian education and the ongoing expansion of opportunities for students and families.

3. Student outcomes in standardised national literacy and numeracy testing

2025 NAPLAN RESULTS

National Literacy and Numeracy assessments were administered to students in Years 3, 5, 7 and 9 throughout Australia in March 2025. Student achievement in NAPLAN uses 4 proficiency standards for each assessment area at each year level. The standards are set at a challenging but reasonable expectation of what students know and can do at the time of testing. There are 4 proficiency levels:

- **Exceeding:** the student's result exceeds expectations at the time of testing.
- **Strong:** the student's result meets challenging but reasonable expectations at the time of testing.
- **Developing:** the student's result indicates that they are working towards expectations at the time of testing.
- **Needs additional support:** the student's result indicates that they are not achieving the learning outcomes that are expected at the time of testing. They are likely to need additional support to progress satisfactorily.

The literacy assessments measured student achievement in reading, writing and language conventions. The numeracy assessments measured student achievement across number and measurement. Questions in all assessments required students to apply knowledge, skills and understandings in a variety of contexts.

The results of all NAPLAN testing can be found at www.myschool.edu.au.

The school has focused on improving spelling through the introduction of the PLD - Structured Synthetic Phonics program in K-6 classes. This has seen strong results produced across Year 3 and Year 5. Year 3 students performed strongly in Writing, Reading, and Numeracy, while Year 5 students showed particular strength in Spelling and Reading. Moving forward, the focus will be on strengthening Writing, Grammar, and Punctuation through structured daily practice, continuing targeted Numeracy intervention, and sharing

successful teaching strategies across year levels.

There was a focus on embedding NAPLAN style questions in the teaching of Numeracy skills and improving Reading in Stage 4. Year 9 results showcased strong performance across all domains, with pleasing results in Spelling where 78% of students achieved a "Strong" or "Exceeding" proficiency. Excellent results continued in Numeracy with 73% of students achieving a "Strong" or "Exceeding" proficiency. In analysing the cohort growth from 2023 to 2025, there is a clear trend of students moving up in proficiency levels. This is particularly clear in Spelling and Numeracy. There has also been a reduction in students needing additional support across all domains.

Across both Primary and Secondary levels, professional learning and student data are strategically leveraged to inform teaching practices and enhance student outcomes.

We have included a brief highlight of our 2025 results below.

YR
3

5 out of 5 domains were above National average - Reading, Writing, Spelling, Grammar and Punctuation and Numeracy.

YR
7

3 out of 5 domains are at or above National average - Reading, Writing and Numeracy.

YR
5

Year 5 results showed strong consistency, particularly in Spelling and Reading, with most students achieving in the top two bands.

YR
9

4 out of 5 domains are at or above National average - Writing, Spelling, Grammar and Punctuation and Numeracy.

PERCENTAGES IN BANDS

Year 3	Exceeding	Strong	Developing	Needs Additional Support
	MACC %	MACC %	MACC %	MACC %
Grammar & Punctuation	11%	44.5%	32%	12.5%
Numeracy	11%	59%	23%	7%
Reading	19%	51%	29%	1%
Spelling	16%	48%	33%	3%
Writing	7%	83%	8%	1%

Year 5	Exceeding	Strong	Developing	Needs Additional Support
	MACC %	MACC %	MACC %	MACC %
Grammar & Punctuation	12.5%	43.5%	28%	16%
Numeracy	9.5%	53%	30%	7.5%
Reading	15%	55%	19%	11%
Spelling	16%	51%	22%	11%
Writing	8.5%	54%	29.5%	8%

Year 7	Exceeding	Strong	Developing	Needs Additional Support
	MACC %	MACC %	MACC %	MACC %
Grammar & Punctuation	11%	50%	33%	6%
Numeracy	13%	59%	26%	3%
Reading	20%	55%	24%	2%
Spelling	21%	52%	21%	6%
Writing	17%	56%	22%	6%

Year 9	Exceeding	Strong	Developing	Needs Additional Support
	MACC %	MACC %	MACC %	MACC %
Grammar & Punctuation	14%	50%	28%	8%
Numeracy	8%	65%	23%	4%
Reading	12%	53%	26%	9%
Spelling	12%	66%	16%	5%
Writing	12%	53%	26%	9%

For the first time, the College is able to compare student growth across cohorts in NAPLAN, providing valuable insight into progress over time. The results are highlighted below.

Year 3 (2023) - Year 5 (2025)	Exceeding			Strong			Developing			Needs Additional Support		
	2023	2025	Growth	2023	2025	Growth	2023	2025	Growth	2023	2025	Growth
Grammar & Punctuation	5%	12.5%	+7.5	51%	43.5%	-7.5	27%	28%	+1	17%	16%	-1
Numeracy	6.5%	9.5%	+3	57%	53%	-4	22%	30%	+8	6.5%	7.5%	+1
Reading	12%	15%	+3	52%	55%	+3	21%	19%	-2	15%	11%	-4
Spelling	11%	16%	+5	37%	51%	+14	43%	22%	-19	9%	11%	+2
Writing	6.5%	8.5%	+2	60%	54%	-6	31%	29.5%	-1.5	2.5%	8%	+5.5

Year 5 (2023) - Year 7 (2025)	Exceeding			Strong			Developing			Needs Additional Support		
	2023	2025	Growth	2023	2025	Growth	2023	2025	Growth	2023	2025	Growth
Grammar & Punctuation	8.5%	11%	+2.5	56.5%	50%	-6.5	28%	33%	+5	7%	6%	-1
Numeracy	8.5%	13%	+4.5	57%	59%	+2	26%	26%	0	8.5%	3%	-5.5
Reading	23.5%	20%	-3.5	53.5%	55%	+1.5	18%	24%	+6	5%	2%	-3
Spelling	17%	21%	+4	46%	52%	+6	27%	21%	-6	10%	6%	-4
Writing	12%	17%	+5	38%	56%	+18	37%	22%	-15	13%	6%	-7

Year 7 (2023) - Year 9 (2025)	Exceeding			Strong			Developing			Needs Additional Support		
	2023	2025	Growth	2023	2025	Growth	2023	2025	Growth	2023	2025	Growth
Grammar & Punctuation	9.5%	14%	+4.5	53%	50%	-3	27%	28%	+1	10.5%	8%	-2.5
Numeracy	8%	8%	0	59%	65%	+6	28%	23%	-5	5%	4%	-1
Reading	10%	12%	+2	57%	53%	-4	23%	26%	+3	9.5%	9%	-0.5
Spelling	9.5%	12%	+2.5	66%	66%	0	19.5%	16%	-3.5	5%	5%	0
Writing	6.5%	12%	+5.5	63.5%	53%	-10.5	18%	26%	+8	12%	9%	-3

4. POST SCHOOL DESTINATIONS

In 2025, the vast majority of our students gained successful tertiary University entry. We had over 80% of students (29/36) gain entry to University with 97% of those students gaining Early or Selective Entry into University courses, based upon their school examination performances alone.

Those students who chose not to pursue University after school entered the ADF, TAFE full-time employment and a PGA Golf scholarship.

University offers received by our students were for a range of degree courses, including Law, Sports Medicine and Exercise Science, Criminology, Policing, Social Work, Education, Engineering, Psychology, Science, Commerce, Business, Computer Science, Communication & Media, Pharmacy, Chiropractic Science, Health, Medical Sciences and Nursing, Nutrition Science, Music and Arts.



5. Senior Secondary outcomes (student achievement)

RECORD OF SCHOOL ACHIEVEMENT (ROSA)

In 2025, the formal Record of School Achievement was awarded by NESA to

5
students

2025 HIGHER SCHOOL CERTIFICATE

Students Completing the HSC		
2023	2024	2025
24	43	36

2025 YEAR 12 SENIOR SECONDARY OUTCOMES

In 2025, 100% of the Year 12 students attained the Higher School Certificate, 4 students (11.1%) participated in vocational education training courses.

EXTERNAL STUDIES

1 student undertook TVET courses	3 students undertook SBAT
Certificate III in Information and Digital Technology	Certificate III in Retail

2025 HIGHER SCHOOL CERTIFICATE RESULTS

In 2025, a cohort of 33 students completed a combined total of 170 Examinations across 20 Courses.

- Students achieved a Band 4 (70%) or higher in 71% of exams attempted.
- A total of 44 Band 5 and 6 results were recorded where students achieved a mark between 80 and 100.
- 17/20 (85%) of the Courses offered had 50% or more students score above 70% or Band 4.
- In 2025, there was an increase in Band 5 and 6 results from 2024 (from 26% to 28%) and reduced Band 1 and 2 results (from 9% to 6%).
- 8 Courses had a mean above state average, an increase from 5 courses in 2024.
- 70% of students receive Early or Selective Entry into University courses, based upon their College internal results and performances alone. This highlights that Universities are seeking our students, even before they sit the HSC or ATAR scores are calculated – this is a great achievement!

2025 HSC Subjects	Course Numbers	% in Band 1-2		% in Bands 3-4		% in Bands 5-6	
		% in E1		% in E2		% in E3-E4	
		MACC	State	MACC	State	MACC	State
Biology	8	-	13.34	62.50	50.92	37.50	35.73
Business Studies	13	-	11.23	61.54	51.18	38.46	37.59
Chemistry	4	25.00	10.21	75.00	51.74	-	38.05
Community and Family Studies	9	-	8.32	66.67	58.66	33.33	33.02
English Advanced	17	-	0.26	35.26	34.51	64.70	65.24
English Standard	16	12.50	5.76	87.50	81.36	-	12.87
Food Technology	8	-	12.06	100.00	55.60	-	32.34
Industrial Technology	7	14.29	15.43	71.43	61.85	14.29	22.71
Legal Studies	5	-	12.72	60.00	42.59	40.00	44.70
Mathematics Standard 1 Examination	5	-	9.66	40.00	71.29	60.00	19.05
Mathematics Standard 2	18	16.67	16.65	77.78	53.57	5.56	29.78
Mathematics Advanced	6	-	5.59	66.67	42.95	33.34	43.6
Mathematics Extension 1	3	-	4.62	33.33	18.04	66.67	77.33
Mathematics Extension 2	1	-	1.27	-	14.31	100.0	84.41
Modern History	13	15.38	12.52	46.15	51.52	38.46	35.90
Personal Development, Health and Physical Education	12	-	9.50	41.66	55.20	58.33	35.29
Physics	6	50.00	15.31	50.00	46.96	-	37.73
Retail Services Examination	3	-	8.69	100.00	76.78	-	14.52
Society and Culture	5	-	5.10	100.00	48.13	-	46.76
Visual Arts	13	-	0.74	82.82	35.09	18.18	64.18

COMPARISON OVER TIME

Course	% in Band 1-2			% in Bands 3-4			% in Bands 5-6		
	% in E1			% in E2			% in E3-E4		
	2023	2024	2025	2023	2024	2025	2023	2024	2025
Biology	-	-	-	100.0	75.0	62.5	-	25.0	37.5
Business Studies	23.1	25.0	-	46.1	56.3	61.5	30.8	18.8	38.5
Chemistry	25.0	33.3	25.0	75.0	75.0	75.0	-	-	-
Community and Family Studies	-	-	-	57.1	66.7	66.7	42.9	33.3	33.3
English Advanced	-	-	-	75.0	26.3	35.2	25.0	73.7	64.7
English Standard	20.0	8.3	12.5	60.0	91.7	87.5	20.0	-	-
Food Technology	N/A	N/A	-	N/A	N/A	100.0	N/A	N/A	-
Industrial Technology	N/A	N/A	14.2	N/A	N/A	71.4	N/A	N/A	14.3
Legal Studies	N/A	-	-	N/A	40.0	60.0	N/A	60.0	40.0
Mathematics Standard 1 Examination	-	14.2	-	50.0	71.4	40.0	50.0	14.2	60.0
Mathematics Standard 2	45.5	4.3	16.7	-	91.3	77.8	54.5	4.3	5.6
Mathematics Advanced	-	-	-	66.7	83.3	66.7	33.3	16.7	33.3
Mathematics Extension 1	N/A	-	-	N/A	-	33.3	N/A	100.0	66.7
Mathematics Extension 2	N/A	-	-	N/A	100.0	-	N/A	-	100.0
Modern History	N/A	9.1	15.9	N/A	54.5	46.2	N/A	36.4	38.5
Personal Development, Health and Physical Education	-	26.1	-	75.0	52.2	41.7	25.0	21.7	58.3
Physics	-	50.0	50.0	100.0	50.0	50.0	-	-	-
Retail Services Examination	N/A	N/A	-	N/A	N/A	100.0	N/A	N/A	-
Society and Culture	N/A	N/A	-	N/A	N/A	100.0	N/A	N/A	-
Visual Arts	-	-	-	50.0	69.2	82.82	50.0	30.8	18.18

6. Teacher accreditation and qualifications

TEACHER ACCREDITATION

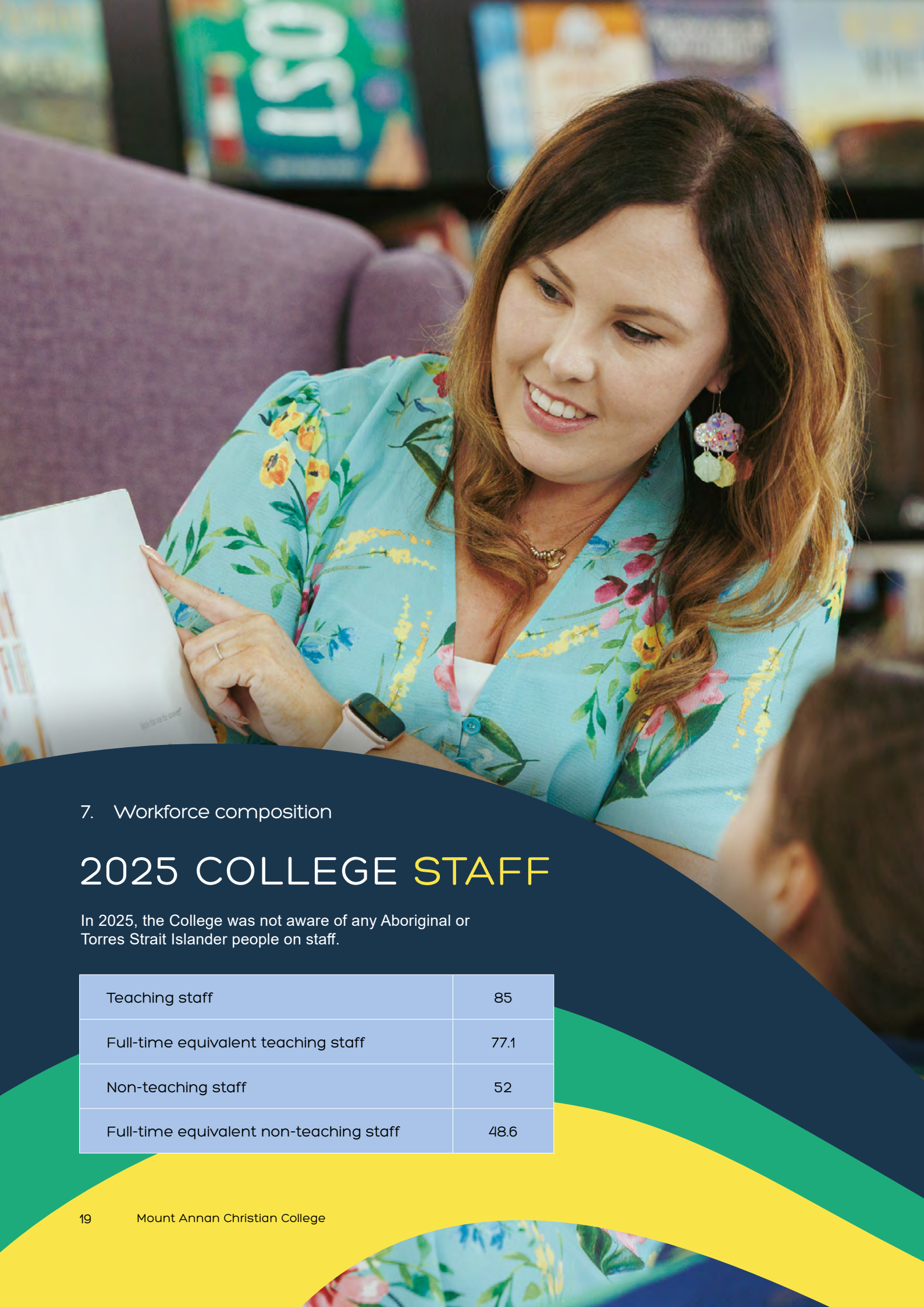
85 full-time and part-time teaching staff were employed in 2025 with the full-time teaching equivalent staff being 77.1 (FTE). All 85 teachers have teaching qualifications from a higher education institution approved by the NSW Education Standards Authority (NESA).

Level of Accreditation	Number of Teachers
Conditional	1
Provisional	4
Proficient	79
Highly Accomplished	1

STAFF INFORMATION

During 2025 the staff was made up of an Executive Leadership team:

Executive Leadership Team	Secondary Leadership Team	Primary Leadership Team
Headmaster Head of Operations Head of Secondary Head of Primary	Head of Secondary Director of Studies Director of Wellbeing Director of Teaching & Learning 7-12 Director of Operations 7-12 Head of English Head of Mathematics Head of Science Head of PDHPE Head of HSIE Head of CAPA Head of Technologies Head of Diverse Learning Year 7, 8, 9, 10, 11 & 12 Year Coordinators	Head of Primary Assistant Head of Primary Director of Curriculum & Learning P-6 Kindergarten Coordinator Year 1 Coordinator Year 2 Coordinator Year 3 Coordinator Year 4 Coordinator Year 5 Coordinator Year 6 Coordinator PDHPE/Sport Coordinator



7. Workforce composition

2025 COLLEGE STAFF

In 2025, the College was not aware of any Aboriginal or Torres Strait Islander people on staff.

Teaching staff	85
Full-time equivalent teaching staff	77.1
Non-teaching staff	52
Full-time equivalent non-teaching staff	48.6



8. Student attendance and retention rates

STUDENT ATTENDANCE RATES

Primary	
Year Level	Attendance Rate %
Kindergarten	93.00
Year 1	92.00
Year 2	93.00
Year 3	92.00
Year 4	92.00
Year 5	92.00
Year 6	89.00

Secondary	
Year Level	Attendance Rate %
Year 7	91.00
Year 8	91.00
Year 9	91.00
Year 10	90.00
Year 11	90.00
Year 12	92.00
Whole College	91.00

For whole College student attendance rates (as at 2025 Term 3) please refer to the College's data on the My School Website ([Whole College Attendance](#)).

MANAGEMENT OF NON-ATTENDANCE

As per the College's Attendance Policy, Roll Teachers are to monitor unusual or excessive patterns of absence. The Head of Primary/Secondary is to be notified of any concerns, and the roll teacher will be asked to assist with rectifying problems.

Parents are to provide an explanation within 7 days of each student's absence. After this time, absences are recorded as "unexplained". Follow-up of unexplained absences will be the responsibility of roll call teachers in consultation with Stage Advisors and the Assistant Head of School.

Parents will be contacted via telephone, email or Seesaw in K-6 by the roll call teacher and/or Stage Advisor to notify parents/guardians of poor attendance patterns. Information regarding unsatisfactory attendance will be transferred to student record files in the Admin Office.

There is no fixed limit to the number of days a student may be absent due to illness/medical appointments, although for prolonged or frequent absences the Headmaster may require a medical certificate as verification.

The Headmaster has authority to grant leave to students for absences other than those due to illness/medical appointments. Whenever possible, for extended leave of four or more days, parents must notify the Admin Office in writing at least two weeks in advance to ensure the student's educational needs can be met during their absence.

For prolonged or frequent absences, other than those due to illness/medical appointments, parents may apply for a Certificate of Exemption from Attendance.

STUDENT YEAR 10-12 RETENTION

Total number of Year 10 Students enrolled at MACC in 2023	48
Total leavers from Year 10 2023	7
Year 10 Students from 2023 retained and graduated in Year 12 2025	33
Total number of Year 12 Students who graduated in 2025	36



COLLEGE POLICIES

The following College policies are publicly available on the website:

Enrolment policy

Mount Annan Christian College offers families in Macarthur and surrounding areas an opportunity to have their children educated in a positive and caring environment in which they are nurtured for life and prepared for purpose. The enrolment procedures and protocols of the College reflect the Christian ethos of the College and compliance with the relevant legislation as essential components for a thriving College culture and best practice. The College is committed to ensuring that throughout the enrolment application process, for the duration of enrolment, and any subsequent withdrawal procedure, everyone is treated with respect, dignity, equity and fairness. See full text on policy [Enrolment Policy](#)

Child protection policy

The College seeks to create a caring environment where Christian values inspire and affirm the highest standards of ethical conduct in the care, support, and wellbeing of the students entrusted to it. All children and young people who are enrolled at the College are to be protected and kept safe from abuse, harm and mistreatment. The College has an obligation to uphold legislative requirements and ensure the duty of care is executed to the highest standard by staff. See full text on policy [Child Protection Policy](#)

Anti-bullying policy

The College has a zero-tolerance approach to bullying at all levels in our community. We seek to implement intervention strategies and programs of instruction to minimise bullying at all levels of our community. All bullying incidents will be treated seriously with a response appropriate to the circumstance. See full text on policy [Safe Schools Anti-Bullying Policy](#)

Discipline policy

The College has a Primary Student Management Policy ([Primary Student Management and Discipline Policy](#)) and a Secondary Student Management Policy ([Secondary Student Management and Discipline Policy](#)). Both policies have a strong emphasis on positive, proactive whole school practices that promote a partnership between the College and families based on shared responsibility and mutual respect.

The College Student Management Policies are governed by the principles of procedural fairness and involve parents in the processes of procedural fairness for suspension and expulsion.

Mount Annan Christian College prohibits the use of corporal punishment and does not explicitly or implicitly sanction the administering of corporal punishment by non-school persons, including parents to enforce discipline at the College.

Complaints policy

In a Christ-centred community our College's Grievance Policy seeks to provide each student, parent/guardian or staff member with the opportunity to access procedures to facilitate the resolution of a grievance, concern or complaint about the College in a conciliatory manner. It is the College's desire to facilitate a unified and peaceful community where its members treat each other as we would like to be treated, with dignity, respect, honesty and grace.

Parents can raise a concern to the staff member directly. If the concern is not adequately addressed, they may raise the concern with the Head of School, and also with the Headmaster. If they wish to escalate the issue, they can write to the Chairman of the Board.

The College may coordinate meeting times with the relevant staff member and if the matter is escalated, the Chairman of the Board may respond to the letter provided. Full text on policy [Grievance Policy](#)

9. School determined improvement targets

ACHIEVEMENT OF PRIORITIES

The achievement of the 2025 School determined improvement targets is set out in the table below:

Area	Objective	Status
Staff	Appointment of these three positions began at the start of the year and have proven to be incredibly successful with growth in each of these programs. Significant highlights of these important leadership positions have yielded the following below key successes.	
	Appointment of a Careers & Academic Advisor for Secondary	Comprehensive student education and support program including Year 10 and 12 careers initiatives, study and exam skills workshops, career development tools, extensive formal and informal mentoring, increased advisor visibility, and enhanced communication through newsletters and digital platforms.
		Enhanced student engagement through a structured program of excursions, incursions, university presentations, and educational subscriptions supporting career awareness, subject selection, and post-school pathways.
		Strengthened parental support through centralised communication, resource development (including work experience and university application packs), event engagement, and regular careers newsletters for Years 10-12 families.
		Expanded and strengthened work experience and external learning programs through improved Year 10 structures, compliance and partnerships, increased student participation, and ongoing support for externally delivered Stage 6 courses.
	Appointment of Head of CAPA and Extra Curricular Performance	A successful school Musical held with over 60 students involved and multiple sold out shows.
		An increased offering in Music tuition offerings and student uptake in extra curricular performance offerings.
		The development of additional performance opportunities for our Choirs and Bands, including four Secondary students reaching the finals of the Battle of the Bands Competition.
	Appointment of Director of Sport and Extra Curricular Programs	A review of and development of a new program for Duke of Edinburgh participants.
		An increase in partnerships with external providers to broaden our before and after school activity options.
		Over 200 students enrolled in extra curricular activities each week.
		Increased sporting success in MISA and IPSSO Competitions as well as being crowned Primary Met South Zone.
		Introduction of new sports such as Aerosports and Cheerleading.

Area	Objective	Status
Curriculum	Develop our understanding of the reading process across K-6 with a focus not just on improving achievement but on ENJOYMENT	Successful Teacher Professional Learning took place with the AIS Consultants and with our Director of Curriculum and Learning. This Professional Learning improved teacher understanding of the reading process and aligned to the NSW English Syllabus. Teaching programs developed reflected this increased understanding and pedagogical approach. Student engagement in reading increased significantly with access to professional author visits and competitions being run through our MACC Library and in classes for reading. A particular highlight was a program we developed called 'Read with Me'. Parents were invited into their child's classroom twice per term to read with their children and share the joy of reading. This was very well received, and we had a high level of parent engagement. Due to this success, we will be continuing this program in 2026.
	Develop clear and consistent developmentally appropriate assessment practices across new K-6 Syllabus documents	This is ongoing as we respond to the requirements of new Syllabus implementation. We developed our understanding of the use of Developmental Rubrics as an effective assessment tool and have added these into our Assessment policy. A strengthening of consistent standardised assessment practices also occurred across K-6.
	Improved analysis on Years 3, 5, 7 and 9 NAPLAN data and sharing across the staff team, with a particular emphasis on tracking data for growth of individual students	This is ongoing. A comprehensive analysis of Years 3, 5, 7 and 9 NAPLAN data has been undertaken with staff using SCOUT, enabling accurate tracking of individual student growth and cohort performance trends. Findings have been shared with staff through a presentation focused on growth and comparison of grade cohorts across a two-year cycle to support evidence-based planning.
	Growth and implementation of a comprehensive Careers and Futures Program for students	This is ongoing as we implemented a structured, whole-school Careers and Futures Program (Years 9-12) to support progressive career exploration and decision-making.
		Year 9-10 focus on self-discovery and direction, including careers lessons, expos, industry engagement (e.g. Amazon, Canva), and a strengthened, compliant work experience program with strong employer partnerships.
		Year 11 emphasis on academic foundations and post-school awareness through targeted presentations, university engagement, and early entry preparation.
		Year 12 provides intensive, personalised support for post-school pathways, including university applications (UAC), excursions, workshops, and one-on-one career guidance.
		Prepared for the 2026 NESA Drama syllabus through detailed syllabus mapping, resource alignment, and development of diverse contemporary and classical case studies to support rigorous Stage 5 learning.

Area	Objective	Status
Curriculum	Expansion of our Secondary CAPA offerings, with research into Drama, Dance and future productions	Despite strong student interest, Drama was not included in the 2026 timetable due to subject line constraints; however, the College remains committed to establishing a sustainable pathway based on ongoing Primary program engagement.
		The College partnered with “Broadway in the Classroom” to deliver a weekly Term 3 program focused on vocals, drama, and movement, designed to build confidence and creative engagement.
		The initiative promotes cross-Primary and Secondary collaboration and culminates each term in a showcase performance, providing students with regular performance opportunities and a sense of achievement.
		The College successfully re-established its large-scale musical program with <i>Disney’s Aladdin Jnr</i> , delivering four performances at Campbelltown Theatre after extensive rehearsals and full production oversight.
		Following its success, the College adopted a biennial production cycle to maintain high-quality performances and staff sustainability, with the next production planned for 2027.
		The College established the Secondary Dance Troupe as a formal elite ensemble, led by staff with professional dance expertise and commencing structured training in Term 4 for 2026 MISA Dance Festival preparation.
		The troupe is intended as a permanent CAPA initiative to support high-level performance opportunities, expand competition participation, and strengthen future Stage 5 Dance enrolments.

Facilities and Resources	Commence construction of three storey general classroom building	Completed
	Commence construction of two storey Secondary specialist classroom STEAM Building	Completed
	Commence redesign of main car park	Completed
	Construction of Admin Undercroft project	Completed
	Construction of Agricultural Farm chicken coop	Completed
	Construct new covered pathways, walkways and accessibility ramps throughout Secondary	Completed
	Relocation and reconnection of services to 10 new demountables	Completed
	Install vaping detection system	Completed
	Upgrade the College website	In Progress

Safe and Supportive Environment

Rename and enhance our K-12 Learning Support Programs and policies to reflect current practice and research.	K-12 support programs and policies have been successfully renamed to better reflect the diverse learning needs of students. MACC support programs and policies are now collectively referred to as "Diverse Learning" by all teaching staff, encompassing the needs of all learners.
Formalisation of a new K-12 referral process to the Diverse Learning Team.	A formal referral process has been established to streamline how student support is requested. This ensures clear and consistent communication between classroom teachers, parents, and the Diverse Learning Team. The procedures have been communicated to staff, and the referral process is being implemented appropriately.
Continue to embed The Resilience Project language and resources into K-12 classrooms and playgrounds.	Ongoing
Engaging K-12 parents and families in The Resilience Project aims and methodologies.	Fortnightly MACC Chat articles are placed in our newsletter for families. Each Primary class teacher also includes GEM (Gratitude, Empathy and Mindfulness) family chats and activities on weekly Home Learning tasks and on Seesaw to encourage participation at home.
Improve K-12 student attendance, with a focus on partial attendance patterns.	Facebook and Seesaw posts were sent to parents reminding them of the fact that every minute counts throughout the year. Teachers continue to monitor individual students, and our Wellbeing leaders engage as required with parents.
Supporting K-12 parents with understanding the brain development of their children with an evening session from Dr Justin Coulson of Happy Families.	A successful day was held with Dr Coulson. He spoke with Secondary student groups, followed by staff and then parents. These sessions were well received and very useful.
Develop 'Ready to Learn' strategies through consistent routines in K-6, through, explicitly teaching, modelling, and reinforcing behavioural and procedural expectations, ensuring smooth transitions between activities.	A consistent approach to 'Ready to Learn' routines was developed across K-6, designed to improve transition into classrooms at the start of the day and after each break. This has been embedded well and has been very successful.
As part of formalising our K-6 Outdoor Learning approach, improving our access to Bush Play and activities with a focus on mental wellbeing.	Bush Play lunch groups developed for each grade throughout the year and quickly became a popular activity. The students report feeling happy and calm in the Bush Play space. Teachers integrate Bush Play activities across their KLA teaching/learning programs regularly to utilise the space for lessons.



IMPROVEMENT TARGETS FOR 2026

Area	Objective
Staff	Review our staff Diverse Learning Allocations in Primary and Secondary grades to ensure equity across K-6 and 7-12.
	Review of the Secondary Director team structure due to the growth and increased number of Secondary students.
Curriculum	Develop our understanding of Grammar and Writing processes in Primary utilising the Talk to Write Program.
	Increase our understanding and confidence in teaching Indigenous content and perspectives with the new Primary HSIE syllabus.
	Ongoing analysis on Years 3, 5, 7 and 9 NAPLAN data and sharing across the staff team, with a particular emphasis on tracking data for growth of individual students.
	Review of the Secondary Ignite Extension Program.
Facilities and Resources	Replace Edutouch Boards in all K-2 Classrooms with Commbox units.
	Plan for the upgrade and additional Food Technology classrooms within Secondary.
	Review of the CAPA and Performing Arts spaces with a view to upgrade.
Safe and Supportive Environment	Develop a whole school Scope and Sequence incorporating GEM into Chapel messages with a Biblical focus.
	Continue to embed The Resilience Project language and resources into classrooms and playgrounds.
	Development of passive playground areas K-6 to support students requiring these spaces.
	Continue to provide community events that are high quality, engaging and inclusive.
	Review and continued development of our MACC Learner Model.

10. INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

Respectful Behaviour

Respectful behaviour has continued to be a non-negotiable expectation at the College. Respectful behaviour is explicitly taught in the same manner as any curriculum area through the practice of routines, reinforcement of expectations, and the explicit teaching of respectful interactions. The teaching of respectful behaviour is consistent across the College, from Prep through to Year 12. Parents are included in this process through clear and open communication in a spirit of unity towards achieving a common goal.

Respectful behaviour is encouraged and rewarded through class-based reward systems in Primary and a cumulative reward system in Secondary. Conversely, poor choices and displays of disrespect incur consequences, which are communicated with families. Consistent and accurate record-keeping through our centralised system enables relevant staff to monitor both respectful and disrespectful behaviour and implement appropriate measures.

Restorative Practices

Additionally, respect is explicitly taught and promoted through restorative practices. Restorative practice focuses on repairing harm and rebuilding relationships after conflict. Students are encouraged to reflect on how their actions affected others, take responsibility, and take steps to repair the damage caused by their actions. This involves conversations about the sequence of events that took place and the role each party played.

Questioning that leads to open and honest discussion is used to help each student reflect and take accountability for their role in a situation. In this way, students are taught about integrity, the importance of seeking forgiveness, and restoring relationships.

Social and Emotional Learning - The Resilience Project

Social and emotional learning continues to be taught through The Resilience Project. Through the teaching of GEM (Gratitude, Empathy, Mindfulness, and Emotional Literacy), The Resilience Project explicitly teaches students about the importance of showing gratitude and considering the positive impact gratitude has on a person's mental health.

The teaching of GEM is interwoven into the College's practices of daily prayer, worship, and devotions. Further, it is explicitly integrated into the College Chapel program in both Primary and Secondary.

In 2025, Family Connection activities were introduced in the College newsletter - MACC Chat. The aim is to encourage dialogue in the home focusing on gratitude, empathy, and mindfulness. The positive impact of the explicit teaching of gratitude, empathy, and mindfulness can be seen in students' positive interactions. We have seen an increase in the number of students making an effort to display acts of kindness towards one another and their teachers, as well as improved self-advocacy and growth in students' ability to express gratitude. Although growth has been witnessed in these areas, self-advocacy and resilience remain areas of focus.

Mission and Service

Service is an integral part of the College's dedication to explicitly teaching respectful behaviour and promoting a sense of responsibility. Students are encouraged to serve one another through the teaching of GEM.

Year 6 students engaged in acts of service throughout the year as part of their leadership initiative. Year 10 students participated in Service Week, which included serving in remote communities such as Griffith, where they worked with young children and families and were blessed with the opportunity to preach the Gospel.

In 2025, a small group of Year 11 students and Year 12 graduates participated in a mission trip to Bali, where they assisted in schools, served less fortunate communities, engaged in prayer and worship, and shared the Gospel.

We continued to explore opportunities to serve and support the local community. Once again, the College partnered with Turning Point Camden for our Winter Appeal to assist local individuals and families in need during the winter months. Students donated pantry items and vouchers and were encouraged to wear their favourite winter accessory for a small donation. A team of students and staff sorted and packed the pantry items before delivering them to Turning Point.

Towards the end of the year, we again partnered with Turning Point for our toy appeal to support families in need in the Macarthur Region. Our entire College community was involved in donating toys as Christmas gifts for children through a range of services in the Macarthur and Camden areas.

Participation in The Duke of Edinburgh program has continued to grow. In addition to students learning specific skills and improving their physical wellbeing through participation in physical challenges, a strong emphasis is placed on consistent service and evidence of volunteering within their community. Engagement in this program provides students with opportunities to encourage one another, problem-solve, and develop communication and collaboration skills.

Honouring Significant Events and Special Days

Honouring our ANZACs continued to be a significant event in the College calendar. Students from Prep to Year 12 attended our commemoration service to honour, remember, and give thanks to those who have served. A number of students, including student leaders, also represented the College at the local ANZAC Day March and Service in Camden.

As is the case each year, a very high level of respect is expected of and communicated to all students during this week. The College also actively participated in a Remembrance Day commemoration, pausing to pay respect to the service and sacrifice of past and present defence personnel.

Harmony Day is an annual celebration of the diverse cultures within the College. This provides an opportunity for the College to promote a sense of belonging among all students through the sharing of cultural traditions and the display of respect for the wide range of cultures represented within the student body and staff.



11. Parent, student and teacher satisfaction

PARENT SATISFACTION

Parent satisfaction continues to remain a key priority at Mount Annan Christian College, with the College committed to fostering strong and positive partnerships with families throughout 2025. Parents are provided with a wide range of opportunities to engage with staff and the broader College community through events such as Parent Teacher Interviews, Meet the Teacher evenings, information sessions, Coffee and Chat events, and College celebrations.

Throughout the year, the College has received positive feedback from families regarding staff care and commitment, the strength of pastoral care programs, and the quality of teaching and learning experiences. Feedback also highlighted appreciation for the breadth of opportunities available to students within a nurturing, Christ-centred environment.

One parent shared:

"I did a lot of research into schools before I enrolled my daughter, and I am so grateful we were able to get into MACC and that my daughter is able to be part of your amazing school. The curriculum you provide and how you present it to children is so important to me and I have already seen huge benefits for Alice and her learning while she has been at school. She is being taught with so much love, care, and respect. And I love that she is able to continue her play based, hands on, and outdoor learning even now she has entered into her primary school years. I am grateful to all the staff for providing our children with these amazing learning opportunities."

The College also acknowledges ongoing parent concerns regarding carparking and traffic flow. These concerns have been regularly reviewed, with a range of measures and planning initiatives implemented to improve safety, efficiency, and accessibility for families.

The College's social media platforms continue to experience high engagement, with positive interaction from parents, students, alumni, and the wider community.

Overall, feedback in 2025 reflects strong parent satisfaction across key areas including communication, student wellbeing, and community culture. The College remains committed to ongoing improvement and to fostering a welcoming, collaborative environment where students are supported to thrive.





STAFF SATISFACTION

Throughout 2025, staff satisfaction and retention remained strong across the College. Informal feedback from staff and discussions with Heads of Faculty indicated that staff continued to feel highly supported and valued in all areas of College life. In particular, staff highlighted the positive culture of collaboration, leadership support, professional development opportunities, recognition, and strong staff morale. The College also continued to gather feedback following professional development events to evaluate the quality and effectiveness of the sessions provided.

A significant strength of the College culture in 2025 was the strong sense of Christian community fostered through morning devotions, worship, and the genuine care and support staff demonstrate towards one another. Staff consistently expressed appreciation for the collegial environment where encouragement, prayer, and mutual respect are embedded within the daily life of the College.

PROFESSIONAL DEVELOPMENT

"Every teacher needs to improve, not because they are not good enough, but because they can be even better." Dylan William

Throughout 2025, Mount Annan Christian College staff have engaged with a variety of Professional Learning (PL) initiatives. Below is a review of the strategies and investment made to continue to improve the capacity of the staff team.

Due to the College's continued growth and the addition of many new staff in 2025, significant time was invested in the Staff Induction Process to support a smooth transition to MACC, alongside targeted training and the introduction of KLA-specific learning programs.

Professional learning was also conducted with provisionally trained teachers in becoming accredited at Proficient Teacher level with NESA. NESA is the governing body that oversees the system of accreditation and recognition of teachers' professional capacity against the Australian Professional Standards for Teachers (the Standards) which includes the requirements and processes for achieving Proficient Teacher. NESA makes this decision within 28 days of the principal's recommendation for Proficiency.

Throughout the year, information sessions were also provided for staff wishing to achieve accreditation at the level of Proficient Teacher or Accomplished Teacher through ISTAA - Independent Schools Teacher Accreditation Authority. We had one teacher recognised as an Accomplished Teacher.

The Emerging Leaders program is an invitational program designed to train and equip emerging leaders in the areas of Christian and School Leadership. In 2025, seven staff members (three Primary teachers and four Secondary teachers) participated in the program, engaging with two texts on Christian education and leadership mind frames, alongside collaborative professional learning sessions. The program will continue in 2026 with five staff participating (one Primary teacher and four Secondary teachers).

Each term, staff participated in a series of training sessions to reflect on our practices in using The Resilience Project. The workshops aimed to strengthen educators' understanding and capacity in wellbeing,

while providing practical tools to embed GEM (Gratitude, Empathy, and Mindfulness) and Emotional Literacy across classrooms, staff rooms, and the wider school environment to foster a range of positive outcomes.

The Professional Learning budget continues to be invested in not only staff who attend external Professional learning opportunities, but also allows for teaching teams to be released from face-to-face teaching to work on Teaching and Learning projects and priorities. It assists staff to become part of Professional Associations to further their networks and understanding of key KLA information and to invest in online professional learning and resourcing. All teachers were also provided with online access to multiple online learning platforms, including TLN (Teaching Learning Network) and PETAA (Primary English Teachers Association Australia), which allowed a range of live and on-demand webinars and Professional Learning courses for our teaching staff.

Professional Learning Plans

In 2025, we continued to have teachers engage with Staff Professional Learning Plans (PLPs). A Professional Learning Plan (PLP) is a structured, annual process that supports the ongoing professional development of teachers in alignment with the College's vision to provide a Christ-centred learning environment that empowers individuals to enjoy a life of purpose. The PLP ensures individual growth while supporting the College's strategic goals and student outcomes.

The PLP process includes three phases: planning, implementation, and review. Teachers set 2-4 goals aligned with teaching standards and priorities, documented in a structured template. Time is dedicated to working toward these goals, collating evidence, and participating in observations, with progress reviewed mid-year and formally evaluated at the end of the year.

Professional Learning Plans provide the following benefits to our teaching staff:

- **Professional Growth:**
Encourages reflective practice, goal-setting, and career development.
- **Support & Collaboration:**
Promotes meaningful dialogue with supervisors and peers.
- **Recognition of Strengths:**
Acknowledges experience while fostering skill enhancement.
- **Tailored Learning:**
Aligns with individual aspirations, College priorities, and accreditation requirements.
- **Evidence-Based Practice:**
Reinforces accountability and showcases impact on student learning.
- **Positive Culture:**
Builds a learning-focused community and strengthens teaching effectiveness.





PRIMARY PROFESSIONAL DEVELOPMENT

Curriculum Development

Primary staff engaged in targeted professional development in preparation for the implementation of the four new K-6 Key Learning Area syllabus documents for 2027, including Science and Technology, HSIE, Creative Arts and PDHPE. Facilitated on-site by Carrie Alker and Sue Pike from AIS Curriculum Services, these sessions provided staff with a comprehensive understanding of the new syllabus structures, outcomes and key components. Teachers unpacked content to inform effective planning and programming, while also exploring opportunities to integrate learning across KLAs. The professional learning emphasised practical application through hands-on activities and the use of supportive resources, equipping staff with the confidence and capability to deliver engaging, connected learning experiences that foster students' creativity, self-expression, self-awareness and enjoyment.

Mathematics - Explicit Direct Instruction and Scope of Learning

Professional development led by Anita Chin in Mathematics focused on strengthening lesson structure, sequencing, and the explicit teaching of key concepts across K-6. Staff refined a consistent four-day lesson model incorporating warm-ups informed by Essential Assessment data, explicit instruction, teacher-led practice, and student-centred learning, ensuring concepts were taught developmentally. Targeted sessions supported teachers in building expertise in key areas, including additive thinking and place value (Years 1 and 2), multiplicative thinking (Years 3 and 4), and fractions, decimals and percentages (Years 5 and 6). The PD included demonstration lessons, collaborative reflection, and hands-on exploration of effective strategies and resources to enhance the teaching of core mathematical concepts.

This phase of professional learning concluded the school's engagement with Anita Chin in the mathematics consultancy space, with staff now equipped to sustain and embed these practices moving forward.

Middle Leaders Program

Two additional middle leaders, new to the role of Primary Coordinators, completed the AIS Middle Leaders program, further building leadership capacity across the team and supporting a culture of collaboration and continuous improvement. This is an 18-hour professional learning initiative led by Helen Lee and Adam Lear, focused on strengthening leadership capacity and aligning school priorities with classroom practice. The program supported coordinators to balance operational responsibilities while driving improved student outcomes and falls under the NESA Priority Area of Leadership.

Early Career Experience

Four beginning teachers completed the AIS Early Career Experience Program, a year-long professional learning initiative designed to support teachers in the early stages of their careers. The program provided ongoing guidance from ISNSW consultants and experienced educators, with tailored sessions developed to meet participants' needs. Key areas of focus included program development and syllabus interpretation, effective pedagogy and differentiation, classroom management, the use of assessment data to inform practice, and strategies to support student and teacher wellbeing. This program strengthened the confidence, capability, and professional networks of early career teachers, supporting their successful transition into the profession.





SECONDARY PROFESSIONAL DEVELOPMENT

Throughout 2025, Secondary staff engaged in targeted professional learning designed to strengthen teaching practice and enhance student outcomes. Key areas of focus included HSC RAP Analysis, AISNSW Generative AI Implementation Workshop, Using Data to Inform Practice, Setting High Expectations in student wellbeing and “Crafting Transformational Learners”.

All professional learning was designed to strengthen teaching practice and enhance student outcomes as well as build staff capacity.

HSC RAP Analysis

Secondary staff conducted rigorous HSC RAP data analysis to pinpoint performance trends and achievement gaps. This deep dive empowered teachers to pivot toward evidence-based planning, ensuring that subject-specific strategies and differentiation were precisely calibrated to the unique needs of each cohort. By fostering a culture of reflective practice, departments were able to implement targeted interventions designed to maximize student growth.

Generative AI Implementation Workshop

Staff participated in a high-level Generative AI Implementation Workshop facilitated by Miriam Scott from AISNSW, focusing on the ethical and innovative integration of AI in Secondary education. This session empowered educators to leverage AI as a tool for instructional design and administrative efficiency, while maintaining a critical lens on academic integrity. By exploring prompt engineering and AI-driven differentiation, staff are now better equipped to prepare students for a rapidly evolving digital landscape. Following the foundational AISNSW workshop facilitated by Miriam Scott, Robert Ware led a practical follow-up session to further support and build capacity of AI use in our school context.

Using Data to Inform Practice

Professional learning in Using Data to Inform Practice empowered staff to move beyond surface-level observations and engage in the rigorous analysis of varied data sets, including internal assessments and external benchmarks. By triangulating

these insights, educators were able to identify specific learning gaps and strengths, allowing for the design of evidence-based interventions and highly differentiated instruction. This data-driven approach ensured that pedagogical shifts were targeted and measurable, directly fostering a culture of continuous improvement and academic growth for every student.

Crafting Transformational Learners

Professional learning focused on “Crafting Transformational Learners”, presented by Jeremy Hazra and Aprile Dlugon, provided a framework for embedding Biblical threads within the HSIE curriculum to deepen student engagement with worldviews and ethics. Staff explored how to move beyond content delivery toward a transformative pedagogy that challenges students to view historical, social, and economic narratives through a redemptive lens. By integrating these faith-based perspectives, educators were equipped to help students develop a sense of purpose and agency, encouraging them to become critical thinkers who act with wisdom and compassion in a global context.

Professional Associations

The College maintained its membership with the Association of Independent Schools (AIS), continuing to invest in high-quality professional learning opportunities for staff. Throughout 2025, staff participated in a wide range of conferences and professional engagements aligned with the College's vision, values, and strategic objectives. These experiences strengthened the capacity of KLA Leaders and supported staff in the development and implementation of new curriculum units.

In addition, the College sustained its membership with key professional associations, further enriching the scope and quality of professional learning opportunities available to staff.

Other associations include:

- AIS NSW (Association of Independent Schools)
- AHISA (Australian Heads of Independent Schools Association)
- MISA (Macarthur Independent Schools Association)
- IPSSO (Independent Primary School Sports Organisation)
- TLN (Teacher Learning Network)
- MANSW (Maths Association of New South Wales)
- PETAA (Primary English Teachers Association Australia)
- STANSW (Science Teachers Association New South Wales)
- Essential Assessment
- PLD (Promoting Literacy Development)
- Ochre Education







STUDENT SATISFACTION

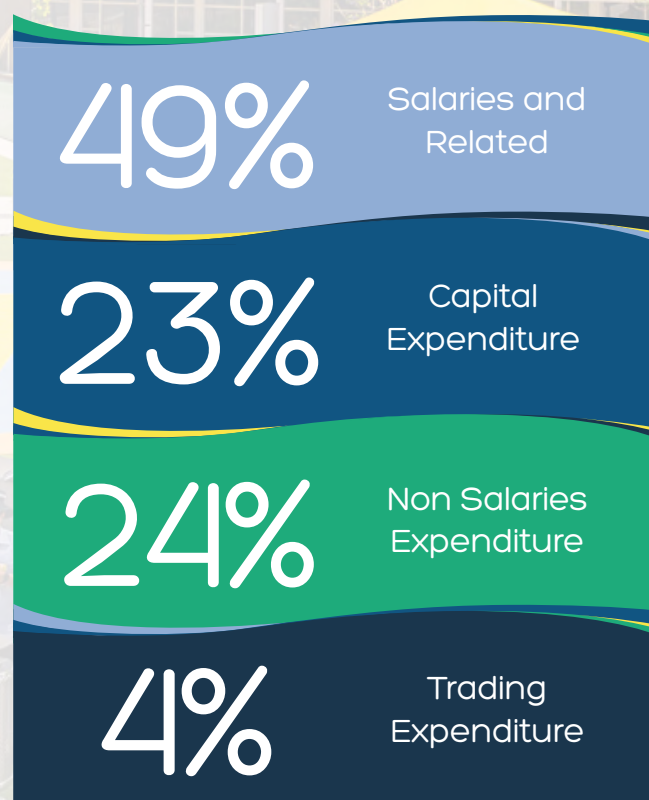
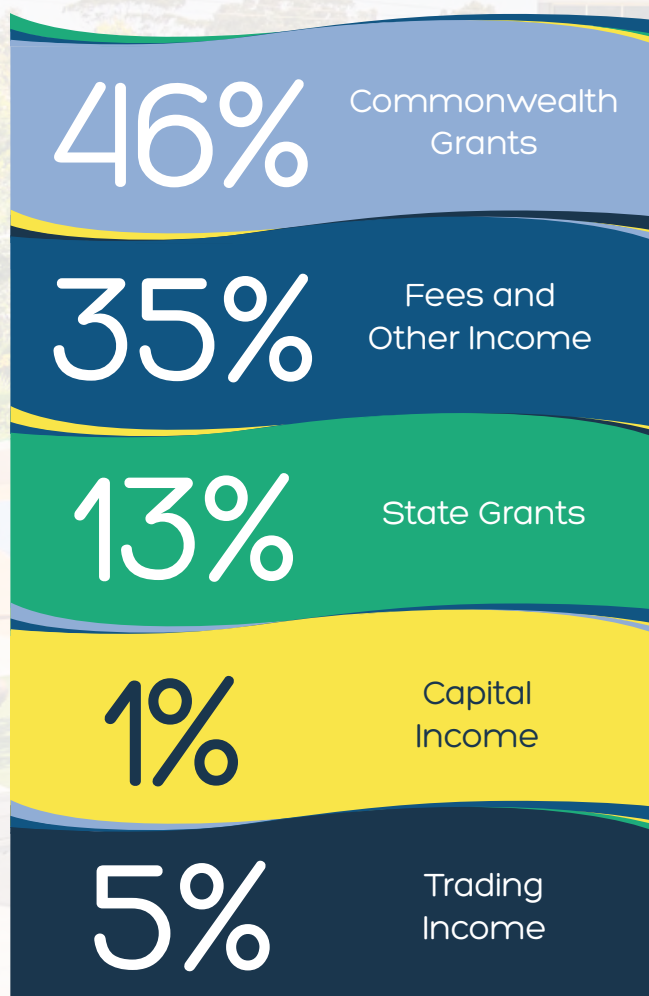
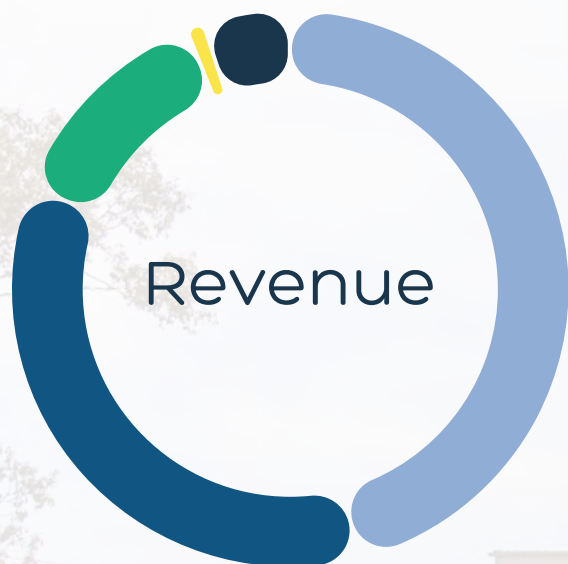
Student satisfaction remains an important focus at Mount Annan Christian College, with the College actively seeking and valuing student voice across all year levels. Feedback is gathered through a range of formal and informal processes to ensure students feel heard, supported, and engaged in their learning environment.

As part of the College's annual review process, Year 12 students are interviewed to reflect on their overall schooling experience. These conversations provide valuable insight into student perceptions of teaching and learning, wellbeing, and co-curricular involvement. A consistent theme emerging from these interviews is the strong support students feel from their teachers, with many Year 12 students noting they will greatly miss the relationships and encouragement provided by staff once they graduate.

Student leadership continues to be a key avenue for voice and engagement within the College. The Student Leadership Council meets regularly and participates in a termly morning tea with the Executive Leadership Team. These sessions provide an opportunity for student leaders to share feedback, raise ideas, and contribute suggestions for continued improvement across the College.

Overall, student feedback throughout 2025 reflects a strong sense of belonging, appreciation for supportive staff relationships, and positive engagement with both academic and co-curricular programs. The College remains committed to ensuring students are known, valued, and supported as they grow in confidence, capability, and character throughout their schooling journey.

13. FINANCIAL INFORMATION SUMMARY 2025







MOUNT ANNAN
CHRISTIAN COLLEGE