



# ANNUAL REPORT



**EMMANUEL  
ANGLICAN  
COLLEGE**

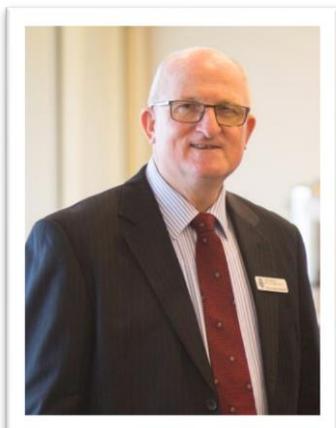
**2019**

## Contents

MESSAGE FROM CHAIR OF COLLEGE COUNCIL .....	3
MESSAGE FROM THE PRINCIPAL.....	5
MESSAGE FROM PRESIDENT OF FRIENDS OF EAC .....	8
STUDENT LEADERSHIP 2019 .....	10
OVERVIEW OF EAC.....	12
NAPLAN RESULTS 2019 .....	13
PERFORMANCE IN STATE-WIDE TESTS AND EXAMINATIONS.....	17
PROFESSIONAL LEARNING, TEACHER STANDARDS AND WORKFORCE COMPOSITION.....	22
STUDENT ATTENDANCE 2019 .....	26
POST COLLEGE DESTINATIONS 2019.....	28
COLLEGE POLICIES.....	33
SCHOOL IMPROVEMENT TARGETS AND OUTCOMES FOR 2019.....	36
INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY .....	38
PARENT, STUDENT AND TEACHER SATISFACTION .....	41
SUMMARY FINANCIAL INFORMATION.....	44



## MESSAGE FROM CHAIR OF COLLEGE COUNCIL



### 2019 College Council Members

Mr John Bryen (Chair)  
Mrs Megan Whitaker (Deputy Chair)  
Mr Christopher Lomax  
Mrs Margaret Shaw  
Mr Phillip Silver  
Mr Lindsay Walker  
Mr Paul Hickey  
Rev Christian Ford  
Mrs Tracy Lister (appointed 29 November 2018)

Following the 20 year celebrations in 2018, the focus for 2019 has been strategic planning led by *The Centre for Innovation, Research, Creativity and Leadership in Education Pty Ltd (CIRCLE)*. All people involved in the life of the College had the opportunity complete a survey. This was followed by twelve Culture Capture focus groups. Questions were proposed to the key stakeholder groups to provoke and capture the lived experience and hopes of the College community with respect to its current state and future. In August members of College Council with the College Executive participated in a weekend 'Towards 2030 Strategic Planning Process Leadership Retreat' facilitated by Dr Phil Cummins, Managing Director, CIRCLE where we considered the data capture and began the process of developing the Strategic Intent for the next decade. Dr Cummins continued to work with College Executive to develop timelines and detailed plans for adoption by College Council as the strategic blueprint for the College. I express my appreciation to everyone involved for their very positive and thoughtful participation. It is a very exciting time to be part of such a dynamic and innovative process to ensure a world class education fit for the twenty first century.

Strategic planning is one of the governance functions of College Council. The Council is well served by the following committees- Ethos, Academic, Risk, Finance and Facilities and Future Development reflecting other roles of the Council. The year commenced with the official opening of the Innovation Centre. Council, with senior College staff, has worked through the stages necessary to make the Multi Purpose Centre a reality. The successful tender was finalised in early 2020. This is the biggest single project undertaken by the College, generating a high level of expectation. The Council endorsed the decision to introduce a third stream for Years 5 and 6 with the additional Year 5 class commencing in 2020. The two new classrooms are in place and blend with the existing buildings in the Primary Hub. Refurbishment work is ongoing with the Gunundi work ready for next year. The application for \$500 000 for the renovation and extension of S Block was approved with the tender process to be finalised in 2020. A Statement of Intent was submitted to the AISNSW Education Infrastructure Fund to support infrastructure projects to meet the anticipated growth of the College. A Principal Appraisal and Remuneration Policy was finalised. The updated Complaints Handling Policy, including an appeal process, was adopted. The Council monitored the possible implications of the Australian Government moving to a direct income methodology for calculating a Capacity to Contribute for non-government schools. The AIS Module 7 was used to review the effectiveness of College Council. These are just some examples of the work of Council this year.

Principals, Business Managers, Chaplains and Chairs attended the Diocesan Schools Network day meeting each term. One area of ongoing discussion has been the ownership of school property. Legal advice has been sought. Each meeting includes a staff representative from a different aspect of school operations to encourage the development of networking support groups across the schools.

We welcomed Tracey Lister as a member of Council. Paul Hickey and Margaret Show as Council members, and John Bryen as Chair were re-appointed. There are now nine members plus College staff- Rob Tobias (Principal), Kelley Malaba (Business Manager), Darren Parks (Deputy Principal) and Peter Weingarth (Minute Secretary). Each member brings a diversity of experiences and skill sets to ensure effective discussion and decision making. Members are committed to professional learning especially in the areas of governance with a minimum of 12 hours undertaken each three years. It is a privilege to serve with such a dedicated, committed team who give so generously of their time, energy and talents to set the purpose and policies for the College in an efficient, effective, lawful and ethical way and then monitor their implementation.

We are extremely fortunate to have two outstanding visionary, transformational leaders in Principal Rob Tobias and Business Manager Kelley Malaba, supported by a dedicated and talented staff. We especially acknowledge the contribution of the staff retiring in 2019 and offer our best wishes for the next phase of their life.

I express our appreciation to the Friends of EAC for their support especially in organising events and activities that not only generate funds but also assist in enhancing EAC's reputation as a caring, connected community. I also acknowledge the generous support and commitment of parents and many volunteers who give of their time in so many ways.

I have been very impressed by the qualities demonstrated by our thirty Year 12 students. I thank them for being such positive role models as young adults. College Council hopes they will always be happy to be known as part of the wider EAC family and that they feel equipped to make the most of future opportunities and endeavours.

The very positive review outcomes indicate a consistently high level of satisfaction by all groups with the opportunities and experiences provided for the students and the outcomes achieved. This is worthy of our celebration.

*"Keep alert, stand firm in your faith, be courageous, be strong. Let all that you do be done in love"*  
(1 Corinthians 16:13-14)

John Bryen  
Chair





## MESSAGE FROM THE PRINCIPAL

The 2019 College year commenced with a flurry of excitement in the primary school as students were able to access the new facilities following the completion and opening of the second stage of the new Primary School Development Project, which included 6 classroom spaces, a large shared learning space, art space, a large covered outdoor area, new covered walkways, a new parent pick up zone and a new car park. This fantastic collection of contemporary, light filled, flexible, fun, inviting and dynamic learning spaces was officially opened on Foundation Day. The Innovation Centre's design and purpose integrated seamlessly with the Discovery Centre and students from Year 4 to 6 have loved the opportunity to learn in such beautiful and exciting spaces. While the teaching staff have embraced the wonderful opportunities the spaces have created for them to encourage students to collaborate, problem solve, investigate, present, exhibit and share their learning.

Other significant capital developments for 2019 include the installation of an additional two classrooms creating the Primary Hub consisting of 6 learning spaces, development of a recreation space for senior students adjacent to the Joan Pickup Library, the refurbishment of the Gunundi building and the design, approval and appointment of a successful tender for construction of the Multi Purpose Centre have all being completed.

In 2019, the College Community has also taken the time to ask, 'What do we want life at Emmanuel Anglican College to be like in 2030'. The Towards 2030 Strategic Plan Development Process began with a community consultation and cultural audit in Term One. Students from Years 5-12, all staff, parent, church and community members were invited to participate in both a survey and focus groups as data was gathered about the learning life, ethos, processes, facilities and community that make up EAC and followed up with question and discussion about where we would like to see our community grow and develop in the coming decade. All of the feedback was collated into a near 600 page report and workshopped over a series of days by College Council and the Executive. Staff have been invited to provide further direction around the strategic intent statements that have been derived from the data collected the new strategic plan outlining the identity, culture and purpose of the College as we head towards 2030 will be launched with the community on Foundation Day 2020.

The College has continued to go from strength to strength in 2019 with enrolments from Early Learning to Year 12 surpassing 720 students and the College staffing reaching a significant milestone, with 100 teachers, support, administration and grounds staff now supporting student wellbeing and learning on a daily basis.

Each year the College develops School Improvement Plans with the explicit purpose of improving student outcomes. This year staff have focused on embedding the principles of the Thinking Curriculum into the daily habits of teachers and students and supporting teachers in the use of data as a planning tool when designing learning experiences for students that have impact on their particular areas of need. In the Early Learning Centre, Director Natasha Livock has lead a period of professional reflection with the staff and developed a renewed approach with an emphasis on nature pedagogy and student led learning. The team have embraced the use of Floor Books as a way to document and exhibit the journey of student development and learning.

There have been numerous faith, academic, cultural, civic, wellbeing and sporting opportunities and achievements in 2019. While the pages of this Annual Report are testament the passion of the staff and the talent and commitment of the students, there are a few that I wish to highlight.

Students have once again achieved outstanding NAPLAN results with students in Years 3, 5, 7 and 9 scoring about state and national average in all five domains of testing. Students participated in numerous external tests and competition throughout the year with many students achieving results placing them in the top 10

per cent of participants. EAC students were Science and Engineering Champions, Finalist in tournament of the Minds and Regional First Lego League winners. Notable individual academic achievements included Year 12 student Hallie Asbey-Palmer nomination to the HSC Drama Showcase Onstage for her HSC Individual performance piece and Year 10 student Hamish Walker whilst competing against more than 73 000 students across Australia was among the final 24 selected to attend the Australian National University Summer School to compete in the National Science Olympiad.

Beyond the classroom, we were also very proud of the efforts of EAC's debating teams who finished third in the NSW HICES Debating competition Champion School Trophy. Each team winning at least 2 debates and two teams making it through to the finals. It has also been EAC's most successful year in sport with 100 students earning representation through to CIS level and beyond in a broad range of sporting endeavor, while more than 70 students have been involved in the Duke of Edinburgh program. Our bands and choirs have continued to thrive, performing beautifully for our community and also experiencing great success winning 13 categories at the Lismore Eisteddfod. Remarkably, six students were involved in the national championships while representing the College in their chosen sport. Congratulations to Year 10 student Haley Oates who was crowned Australian Champion in 3 separate categories in Women's Mountain Biking and to Year 6 students Kalani Franklin and Finn Robinson who were members of the successful NSW squad who won the National School Hockey Championships.



It was with mixed emotion that the College acknowledged the retirement of two wonderful educators who have given an enormous amount to the communities in which they have worked throughout their long and distinguished careers. After 45 years of teaching Mathematics in the northern rivers, **Ms Maureen Selby** is retiring. Maureen's passion and genius when it comes to Mathematics education is widely known, greatly respected and highly valued. Her love of Mathematics is as vibrant at the end of her career as it was at the beginning. Maureen has worked with countless students encouraging them to meet the mathematical challenge, deepen their

knowledge and grow their understanding. Her huge intellect has enabled her to explain and demonstrate really complex concepts in simpler, easy to understand language. In recent years she has focused her energies on the highest levels of HSC mathematics and the Mathematics Enrichment Program for students in Years 5 to 8. Maureen will be greatly missed by her students and the teaching staff.

Just as sad is the news that after 36 Years of teaching, **Mr Chris McCotter** has decided to step back from full time teaching. Chris is a much loved teacher who is renowned for his funny stories, spontaneity and high energy. Chris has a contagious smile and his effervescent and positive nature create a welcoming, happy and inspiring classroom. Chris has taught primary and middle school classes in Queensland and New South Wales and leaves a wonderful legacy as the teacher who made learning fun, never let the truth get in the way of a good yarn and always encouraged students to 'have a go' and do their best.

We say congratulations and thank you to both Ms Selby and Mr McCotter for their generosity, wonderful service and outstanding contribution to students and their learning.

There is so much to the story of EAC in 2019 but if not for our incredible staff, none of this would have been possible. I am sure that all of our students and their families join with me in saying thank you to the simply wonderful team of teachers and support staff, from the classroom, to the office, the library and the College grounds, who make all of this possible. Their generosity, passion, talent and love for the students in their care is the foundation on which all of these creative, engaging, fun, rewarding, challenging and growth filled opportunities are built. This community is truly blessed to be served and supported by such an incredible staff team.

God bless

Robert Tobias  
Principal



## MESSAGE FROM PRESIDENT OF FRIENDS OF EAC



2019 has been a very busy and rewarding year for Friends.

Through the efforts of dedicated parents, carers, school staff and the support of local businesses, Friends have facilitated a number of very successful events with the continuing aim of fostering a sense of community within the school and to raise funds.

Friends exists primarily to help sustain and support the broader community of EAC. It hosts events and fundraisers and provides great support financially. The items money is spent on is identified collegiately by staff and parents and all expenditure is voted on in our monthly meetings. Over the years Friends have contributed over \$250,000 to the EAC Community including: the Discovery Centre Art Space, playground equipment, baby grand piano, music equipment, class room equipment, external seating for students, construction of the undercover area, classroom and library soft furniture. Friends also contributes to the Year 12 Formal. Our main goal this year and in the coming year is to raise money for the Multi Purpose Centre.

The fundraising year started with a sea of dancing bunny ears at the Easter themed primary disco. It was our most successful disco so far with kids dancing for 2 hours nonstop and raising over \$2,000.

As usual, Friends, with the help of volunteers, provided a canteen at the Cross Country, NCIS Swimming Carnival and the College Athletics Carnivals.

The Bunning's BBQ was another successful fundraising opportunity and community event.

It was evident the parent body continues to deliver with Steve Carrigg hosting the 80's themed Trivia night. The night was an amazing success and a lot of fun, with the teachers going above and beyond with their enthusiasm and costume choice.

A new initiative of Friends in 2019 was the creation of the online EAC Community Business Directory. The business directory provides an opportunity to strengthen and tighten the bonds between the school, parents and the businesses contained within the school community. Friends of EAC, invites all members of the college community to promote their business by advertising their enterprises online on the College website. Please support these businesses that support the College.

The 2<sup>nd</sup> hand uniform pool has continued to operate profitably throughout the year. It is managed by Janet Hale and offers an affordable alternative and is also a way for families to give back to the school through donations of old uniforms – an often forgotten way of contributing.

The year ended on a high with Freaky Friday and the added excitement and fundraising opportunity of a colour run. This was our major fundraiser for the year and a wonderful family evening.

Along with fundraising, Friends also host a number of events. The Mother's Day morning tea was again held in the Ezzy Centre with Christine from the canteen providing a beautiful high tea and the primary school choirs performing much to the delight of all the mums and caregivers. The Grandparents morning tea was also a well attended morning with cakes and treats provided by families.

To all those who donated in kind and financially to Friends – "Thank you". I make particulate note of the parents that donate their time – this is invaluable and can't be done without you. To the EAC business community that donated funds, sponsorship or items a big thank you.

Special thanks must go to the supportive, energetic and involved parent community as well as to Mr Tobias and the dedicated staff who have volunteered through the year to provide the children with such wonderful opportunities. Thank you for attending the Friends meetings and events and for taking such good care of our children. We greatly appreciate the staff's support of Friends and its initiatives at the school.

It has been a very rewarding year and I am thankful to have had the opportunity to contribute in the role of President. It has been a privilege to volunteer alongside parents, carers, school staff and members of our community whose interest it is to provide the best possible learning environment. I would like to add a special thanks to the Executive Team Vanessa Hansen, Greta Kratzer and Carla Bahadur and to the Friends committee, each person brings a different perspective and their knowledge, views and willingness to engage has resulted in better outcomes for Friends as a whole.

Remember if you have an hour to spare, a gift to give or a talent or knowledge to share we would love your help and support for future endeavors. Without your support, enthusiasm and commitment, we would not be able to operate. Friends meet on the 2<sup>nd</sup> Tuesday of every month at 7:00pm in the Joan Pickup Library, everyone is welcome.

Mrs Jodie Manning-Hayter  
EAC Friends President



## STUDENT LEADERSHIP 2019

Opportunities for student leadership form an integral part of the Pastoral Care Program of Emmanuel Anglican College. In a structured and supportive environment students can show initiative, plan and follow through projects and contribute to the growth and improvement of the College. Leadership opportunities also enrich student character and provide a forum for the application of important personal qualities such as commitment, responsibility and enthusiasm.

All of the student leadership forums were actively involved in a range of significant events and initiatives throughout 2019. These included representing the College as ambassadors in the community, tour guides for visitors to the College and acting as hosts to families and special guests. Leaders meet regularly to raise and discuss student issues and requests, as well as planning student participation in a range of significant events. The leaders play an important role in coordinating College assemblies, student participation in carnivals and other events as well as modelling excellence in all they do to their peers. Fund raising and community building activities play a significant role in the work of all our leaders and in 2019 the students were involved in many such events. These included the Secondary School Socials, Relay For Life, ANZAC Day marches, Australia's Biggest Morning Tea and organisation of stalls, Colour Run at Freaky Friday. Other projects have included recycling and waste management and encouragement of students to support these sustainability initiatives. All these initiatives provided great support to our chosen charities for 2019, which included:

- World Vision-Indonesian sponsor child
- Anglican Board of Missions Easter Appeal
- Cancer Council NSW-Relay for Life and Australia's Biggest Morning Tea
- Anglicare Christmas Appeal
- NSW Bushfire Appeal

Lead by Year 11 student, Grace Killingbeck, the students held a 'climate change rally' at school during lunchtime and invited a number of significant community leaders to participate and speak with students. The honourable member for Ballina, Ms Tamara Smith, attended and spoke to students about the need for everyone to make small efforts as when we all make a small effort it has a big impact. Students also spoke and a number of school based initiatives around recycling, reducing waste and conserving resources were promoted.

Student leadership skills are also developed through the Student Representative Council or SRC. The SRC meets regularly to discuss issues around the school and plan events, fundraisers and functions. The SRC representatives coordinated the end of year Christmas hampers that are donated to Anglicare North Coast. SRC members are charged with the responsibility to build community, take action and serve others. Students also have the opportunity to lead in the spiritual life of the College by leading prayers and readings at year level, stage and College chapel services.

There are leadership opportunities available to both Primary and Secondary students and we are continuing to look to broaden the opportunities available to our students in the areas of leadership skill development and service learning. Importantly our student leadership positions are filled through democratic student nomination and voting processes.

## 2019 Student Representative Council

Year 2	Sylvie Thomson and Dash Pizzol
Year 3	Kaydee Horne and Curtis Moore
Year 4	Sophie Blake and Sam Carrigg
Year 5	Indiana Martin and Eva Rylands
Year 6	Bella Boyd and Coco Paola
Year 7	Ruby Jones and Abe Tasker
Year 8	Olivia Cooke and Samuel Harding
Year 9	Farah Rezai-Smyth and Fox Moss
Year 10	Letia Paton and Zev Donovan
Year 11	Himanya Sajnani and Blake Stewart

## Primary Student Leadership Team

College Captain – Emmie Asbey-Palmer  
College Captain – Jack Carrigg

Brockington House  
Captain – Zali Wallace  
Captain – Cooper Keane

Purcival House  
Captain – Franceska Payne  
Captain – Kelly Campbell

Smith House  
Captain – Ava Delaney  
Captain – Harry Falvey

Walker House  
Captain – Summer Thompson  
Captain – Luke Rippon

## Student Leaders

Community Involvement – Mackenzie Woods  
Arts and Culture – Lily Wallace  
Student Representative Council President – Siena Seymour

## Secondary Student Leadership Team

College Captain – Matilda Winchester  
College Captain – Joshua Mumford

Brockington House  
Captain – Britney Osborne  
Captain – Thomas Lane

Purcival House  
Captain – Jaime Jones-Way  
Captain – Jacob Simpson

Smith House  
Captain – Ella du Plessis  
Captain – John Murtagh

Walker House  
Captain – Lara Truman  
Captain – Lachlan Miller



## OVERVIEW OF EAC

Emmanuel Anglican College opened in 1998 with a student population of 16. It was located at Gunundi, an Anglican Conference Centre at East Ballina. It moved to its present location in West Ballina in 2000 and has continued to grow, with a current enrolment of over 680 students ranging from Pre-school to Year 12.

Emmanuel Anglican College is highly regarded as a centre for academic and pastoral excellence in the Northern Rivers. Once again this was reinforced by the outstanding results achieved in external competitions, tests and examinations in 2018. These results are a reflection of the personalised care and culture of learning that are part of the fabric of EAC. Students feel valued, are engaged in their learning and enjoy their days at school. The size of the College community enables teachers to build genuine relationships with each student and to get to know them as learners. Each student is valued for their unique personality and gifts and the broad nature of our curricular and extra-curricular program allows students to explore areas of interest in new and exciting ways. It is in this context that they are given the best opportunities to grow, develop and achieve. The emphasis of all that happens at EAC is on the student, their wellbeing and their learning. It is only natural that when this is at the heart of what we do, student achievement will follow.

As an Anglican College, our Christian ethos underpins all that we do and is evident in the prayer and worship life of the College, our Religious and Values Education program and our strong pastoral care practices. We pride ourselves on our excellent staff who are approachable, enthusiastic, knowledgeable and dedicated. Our teachers are highly qualified and innovative in their classroom practices. Teachers design lessons that are interesting, challenging and enjoyable for our students and our College's goal is for every student to enjoy their learning and to experience success in all that they do.

Learning takes place in an outstanding physical environment with open, modern and fresh learning facilities. A wide variety of co-curricular activities are offered and the College has exceptional facilities to support these activities.



An outstanding feature of our College is our student body. Our students take real pride in their College and embrace the learning opportunities afforded them. As our students progress from Pre-school to graduation we encourage them to be confident, articulate, resilient, independent and life-long learners. We support them as they take on various responsibilities within the College and recognise that each student is unique with varying gifts and talents that need to be nurtured and developed.

As education is a partnership between the College and parents, we encourage parent involvement in College activities. EAC's parent body is a great strength of the College and parents are very welcoming of new families to our College community. The College's parent organisation is known as 'Friends of EAC' and this association works tirelessly to support the College's goals.

For further information please visit:

[www.eac.nsw.edu.au](http://www.eac.nsw.edu.au)  
[www.myschool.edu.au](http://www.myschool.edu.au)

## NAPLAN RESULTS 2019

Years 3, 5, 7, and 9 participate in the National Assessment Program of Literacy and Numeracy (NAPLAN) testing. The national testing enables schools to customise their curriculum development to meet the needs of each particular cohort and satisfies the State and National Government's benchmark testing requirements. The results are displayed in the tables below.

### Year 3 Percentages in Bands Summary Number of students: 47

		Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
Band 10	STATE	0.4			0.5	0.1
	SCHOOL	4.2			4.3	0
Band 9	STATE	0.9		0.5	1.4	0.2
	SCHOOL	0		0	0	0
Band 8	STATE	2.0		0.9	3.0	1.0
	SCHOOL	2.7		4.3	8.5	4.3
Band 7	STATE	5.3		4.9	5.7	3.1
	SCHOOL	16.7		17.0	23.4	15.2
Band 6	STATE	22.7	19.4	23.1	27.8	15.3
	SCHOOL	22.9	31.9	27.7	29.8	15.2
Band 5	STATE	24.5	38.6	24.8	21.8	23.4
	SCHOOL	33.3	46.8	23.4	23.4	32.6
Band 4	STATE	19.9	25.5	20.2	16.4	25.9
	SCHOOL	10.4	19.1	21.3	2.1	26.1
Band 3	STATE	13.1	11.3	14.3	12.9	18.6
	SCHOOL	8.3	2.1	4.3	4.3	4.3
Band 2	STATE	9.1	4.0	6.6	6.9	9.5
	SCHOOL	2.1	0	2.1	4.3	2.2
Band 1	STATE	2.2	1.2	4.7	3.5	2.8
	SCHOOL	0	0	0	0	0



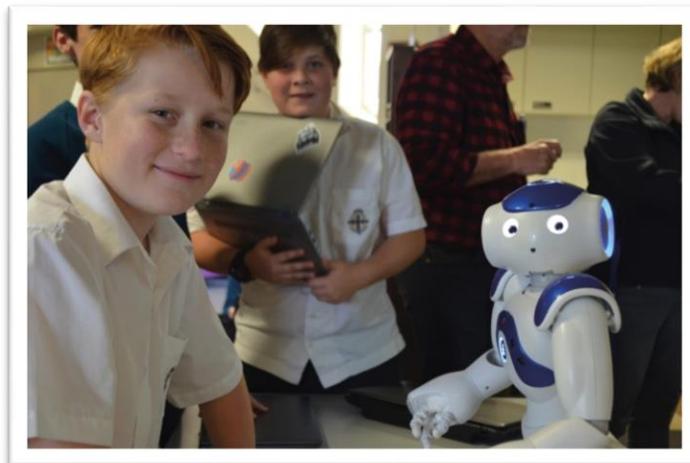
**Year 5**  
**Percentages in Bands Summary**  
**Number of students: 53**

		Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
Band 10	STATE	0.3	0.1	0.5	1.8	0.6
	SCHOOL	0	0	0	0	0
Band 9	STATE	1.9	0.4	1.5	3.0	1.9
	SCHOOL	3.7	0	1.9	9.4	3.8
Band 8	STATE	15.0	5.5	13.1	13.9	10.4
	SCHOOL	29.6	7.4	13.2	18.9	7.5
Band 7	STATE	22.8	13.4	25.2	22.0	19.3
	SCHOOL	20.4	13.0	20.8	24.5	28.3
Band 6	STATE	28.2	32.2	27.0	21.5	28.5
	SCHOOL	25.9	42.6	30.2	18.9	32.1
Band 5	STATE	18.4	31.9	20.8	20.1	25.3
	SCHOOL	16.7	27.8	24.5	20.8	22.6
Band 4	STATE	9.2	10.9	7.5	11.0	11.0
	SCHOOL	3.7	9.3	9.4	7.5	5.7
Band 3	STATE	3.8	4.4	3.5	5.7	2.7
	SCHOOL	0	0	0	0	0
Band 2	STATE	0.4	0.8	1.0	1.0	0.2
	SCHOOL	0	0	0	0	0
Band 1	STATE	0.1	0.3	0	0.1	0
	SCHOOL	0	0	0	0	0



**Year 7**  
**Percentages in Bands Summary**  
**Number of students: 70**

		Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
Band 10	STATE	1.5	0.5	1.5	2.0	3.4
	SCHOOL	1.4	0	7.1	5.7	10.0
Band 9	STATE	10.2	3.9	12.1	13.6	14.6
	SCHOOL	21.1	10.0	11.4	17.1	14.3
Band 8	STATE	20.4	14.7	21.6	17.1	19.7
	SCHOOL	38.0	22.9	24.3	31.4	44.3
Band 7	STATE	29.9	23.4	29.4	26.6	26.1
	SCHOOL	26.8	25.7	40.0	27.1	18.6
Band 6	STATE	22.3	31.0	21.6	19.1	21.3
	SCHOOL	8.5	24.3	10.0	11.4	8.6
Band 5	STATE	11.3	18.4	8.9	14.5	10.9
	SCHOOL	0	17.1	2.9	4.3	4.3
Band 4	STATE	4.0	6.2	3.7	6.2	3.6
	SCHOOL	4.2	0	2.9	1.4	0
Band 3	STATE	0.3	1.2	1.2	0.8	0.3
	SCHOOL	0	0	1.4	1.4	0
Band 2	STATE	0	0.4	0	0.1	0
	SCHOOL	0	0	0	0	0
Band 1	STATE	0	0.4	0	0	0
	SCHOOL	0	0	0	0	0



**Year 9**  
**Percentages in Bands Summary**  
**Number of students:**

		Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
Band 10	STATE	7.1	4.4	7.9	7.5	11.5
	SCHOOL	6.8	8.6	6.8	0	14.0
Band 9	STATE	18.4	9.4	17.9	14.5	17.2
	SCHOOL	28.8	13.8	22.0	25.4	15.8
Band 8	STATE	29.3	24.6	30.2	24.6	27.2
	SCHOOL	37.3	39.7	35.6	30.5	42.1
Band 7	STATE	26.0	25.3	27.6	27.4	28.6
	SCHOOL	22.0	20.7	20.3	30.5	24.6
Band 6	STATE	12.7	21.3	10.6	17.4	14.1
	SCHOOL	5.1	12.1	10.2	11.9	3.5
Band 5	STATE	5.7	12.3	4.6	7.1	1.3
	SCHOOL	0	5.2	3.4	1.7	0
Band 4	STATE	0.8	1.3	0.9	1.2	0
	SCHOOL	0	0	1.7	0	0
Band 3	STATE	0.1	0.6	0.5	0.2	0
	SCHOOL	0	0	0	0	0
Band 2	STATE	0	0.2	0	0	0
	SCHOOL	0	0	0	0	0
Band 1	STATE	0	0.5	0	0	0
	SCHOOL	0	0	0	0	0



## PERFORMANCE IN STATE-WIDE TESTS AND EXAMINATIONS

### Higher School Certificate 2019

All students completing Year 12 in 2019 followed a pattern of study leading to the award of the Higher School Certificate.

While a vast majority of course undertakings were completed at EAC over a two year period, students were able to access a number of flexible delivery and study pattern options including:

- Pathways – each year EAC students in Years 11 and 12 have the option to undertake the Pathways pattern of study in order to balance their individual interests and needs with the opportunity to access the award of the Higher School Certificate.
- Life Skills – students with additional learning needs are able to access a range of Life Skills courses to meet their particular needs and to support them in the attainment of the Higher School Certificate.
- External Providers – students have the opportunity to access specialised NESA Developed and NESA Endorsed courses that contribute to both the attainment of the Higher School Certificate and the Australian Tertiary Admissions Rank.
- Vocational Education and Training Courses - students are able to access a broad range of NESA Endorsed Curriculum Framework Courses and Non-Framework TVET Courses via the North Coast Institute of TAFE. These courses contribute to the attainment of the Higher School Certificate. Curriculum Framework Courses also can contribute to the Australian Tertiary Admissions Rank.

### 2019 HSC Results Overview

The Emmanuel Anglican College Community congratulates our 2019 HSC students on their wonderful achievements. There are many great individual performances and group achievements across the group of 30 students and I commend all our students for their dedication to their studies and their desire to grow as learners.

In 12 of the courses undertaken in 2019, more than 50% students have achieved results in the top two bands, that is, a HSC mark of 80 or above. These courses included Business Studies, Chemistry, Drama, Economics, English Extension 1, Industrial Technology, Legal Studies, Modern History, Music 1, PDHPE, Physics and Visual Arts. Also of note is the high level of achievement in Business Studies, Industrial Technology, Legal Studies and Modern History in which student results were 7% or greater above the State Average.

Special mention goes to the Dux of the Class of 2019, Joshua Mumford with an ATAR of 93 and to Hallie Ashby-Palmer who along with achieving a Band 6 result in Drama, received a nomination to the HSC Drama Showcase, OnStage for her individual performance piece.

Students from the Class of 2019 received a total 13 early entry offers related to variety of degrees including Arts, Engineering, Marine Science, Occupational Therapy, Sport Science, Education and Business. The diverse nature of courses and institutions to which students will be heading next year reflects the variety of talents and interests of the wonderful group of young men and women who made up the Class of 2019.



Congratulations to all of the students on their excellent achievements and thank you to all the staff for their tireless efforts in supporting and guiding the students in order that they may achieve their best.

The College is very proud of the efforts and achievements of the Year 12 Class of 2019 and we wish them every success in their future endeavours.



**The Graduating Class of 2019**

### Individual Higher School Certificate Course Results 2017 to 2019

Subject	Year	No of Students	% of EAC students in Bands 5 & 6	% of EAC students in Bands 3 & 4	% of students in the State in Bands 5 & 6
Ancient History	2019	4	0	75	35.46
	2018	4	100	0	36.46
	2017	3	33.3	66.6	35.98
Biology	2019	14	28.57	49.99	31.31
	2018	10	30	70	37.06
	2017	6	16.6	83.3	39.28
Business Studies	2019	11	54.54	45.45	33.02
	2018	4	25	75	37.4
	2017	14	42.85	57.13	36.14
Chemistry	2019	4	50	50	45.93
	2018	5	40	60	42.23
	2017	7	28.57	57.14	42.71
Design and Technology	2019	6	16.66	83.33	46.53
	2018	5	20	80	46.83
	2017	4	0	100	43.20
Drama	2019	9	55.55	44.44	43.66
	2018	8	100	0	42.46
	2017	4	25	75	42.13
Economics	2019	3	100	0	51.73
	2017	4	25	75	48.98
English Standard	2019	15	6.66	66.66	11.75
	2018	9	0	100	15.16
	2017	15	13.33	79.99	15.91
English Advanced	2019	15	33.33	66.66	61.79
	2018	14	57.14	42.85	62.72
	2017	13	23.07	76.91	63.64
Hospitality	2019	7	42.85	14.28	29.49
	2018	3	100	0	32.42
	2017	5	60	40	29.82
Industrial Technology Multimedia	2019	2	50	50	21.36

	2018	3	50	50	22.56
	2017	4	0	75	22.3
Information Processes and Technology	2019	2	0	100	34.62
	2018	3	100	0	37.53
	2017	5	20	60	29.84
Japanese Beginners	2019	1	0	0	42.78
Japanese Continuers	2019	1	0	100	60.18
Legal Studies	2019	2	100	0	41.02
	2018	3	66.66	33.33	44.51
	2017	6	16.66	83.33	43.61
Mathematics Standard	2019	15	46.66	53.33	24.05
	2018	10	20	80	26.89
	2017	10	60	30	25.49
Mathematics 2 Unit	2019	8	25	75	49.18
	2018	6	33.33	66.66	51.9
	2017	5	60	20	53.48
Modern History	2019	6	66.66	33.33	39.33
	2018	1	100	0	42.22
	2017	5	0	100	38.82
Music 1	2019	6	50	50	65.93
	2018	4	75	25	64.85
	2017	2	100	0	65.22
PDHPE	2019	10	60	30	31.26
	2018	6	100	0	54.38
	2017	8	37.5	62.5	30.56
Physics	2019	4	50	50	36.88
	2018	5	20	80	33.9
	2017	7	42.85	42.85	33.8
Visual Arts	2019	6	100	0	62.5
	2018	5	80	20	53.41
	2017	7	42.85	57.14	54.57

## Extension Courses

Subject	Year	No. of Students	% of EAC students in Band E4	% of EAC students in Bands E3 & E2	% of students in the State in Band E4
English Extension 1	2019	1		100	34.12
English Extension 2	2019	1		100	26.12
Mathematics Extension 1	2019	3	0	66.66	39.03
	2018	4	0	100	32.94
	2017	2	100	0	38.08



## PROFESSIONAL LEARNING, TEACHER STANDARDS AND WORKFORCE COMPOSITION

Professional Learning Event	No. of Participating Staff
Commerce - NSW Commerce Year 7-10	2
Early Learning - Aboriginal Early Childhood Conference	2
Early Learning - Child Care Subsidy Seminar	1
Early Learning - Diploma of Early Childhood Education	1
Early Learning - ECA conference	2
Early Learning - Essence of Sustainability	2
Early Learning - First Aid Training	10
Early Learning - IANP Symposium	1
Early Learning - National Educational Leaders Conference	1
Early Learning - QIP Writing Workshop	1
Early Learning - Sue Larkey Conference	2
Economics - Economics and Business Educators Annual Conference	1
English - Advances in Reading Problems	1
English - Creating Writers in Kindergarten	2
English - Critical and Creative Thinking	1
English - Effective Practices in Stage 6 Assessment	1
English - English Teachers Association 2019 Conference	2
English - Spell It Program	3
English - Stage 6 English Syllabus	1
English - Student Progress English	1
English- English Extension Two Webinar	1
Food Technology - Innovate Year 9 Food Technology	1
Geography - Australia Geography Teachers Conference	1
History - History Teachers Association Conference	1
History - Introduction to History Extension	1
ICT - ICTENSW 2019 Conference	1
IT - Is Comfort the Enemy of Progress	1
IT - National Future Schools Expo	1
Japanese - AIM Australia 2019 Conference	1
Japanese - Years 7-10 New Syllabus Programming Workshop	1
Leadership - AIS Middle Leaders Program	3
Leadership - AIS Senior Leaders Program	2

Leadership - Becoming Accredited and Highly Accomplished and Lead Teacher	2
Leadership - ECA Leadership Program	1
Leadership - Highly Accomplished and Lead Teachers Summit	1
Leadership - Leading Self: The Power of Presence	1
Learning Support - MiniLit	1
Maintenance - Diploma Facilities Management	1
Maths - Number Talks in the K-6 Classroom	1
Maths - PAM K-8 Conference	1
Maths - Assessment for Mathematics	1
Maths - Inspiration Beyond The Classroom	4
Maths - Learning History Mathematics	1
Maths - Mathematically Explicit Instructions	1
Maths - Using GeoGebra Stage 4 and 5	1
Maths - Vectors Online Workshop	6
Music - Murwillumbah Festival of Performing Arts	1
Other - Association of School Business Administrators Conference	1
Other - Cracking the Hard Class	1
Other - Creating a Community of Empowerment	2
Other - Creating Safer Schools	all staff
Other - Creating Teacher Digital Portfolio	2
Other - Data Driven Evidence Based Teaching in School	2
Other - Experienced Teacher Pathway	3
Other - First Aid	3
Other - Governing in the 2020s - Tomorrow's Effective School Boards	3
Other - Great Teachers Give Great Feedback	1
Other - Managing Risk Compliance Forum	1
Other - Masters of Education	1
Other - National Redress Scheme Training	1
Other - Practical Behaviour Management	1
Other - Qualifying Event Management Training	2
Other - Rescon ANZ 2019	1
Other - School Law 2019	1
Other - Staff CPR Training	all staff
Other - Tournament of the Minds Workshop	1
Other - Visible Learning Symposium	3
PDHPE - Programming the PDHPE Syllabus	1

PDHPE - Sexual Health Education	2
PDHPE - The New PDHPE K-10 Syllabus and Road Safety Workshop	4
RAVE - Godly Play Core Training	1
Science - 2019 HSC Physics Exam Preparation	1
Science - Hawker Brownlow Annual Conference	2
Science - Physics Programming	1
Science - Preparing for the 2019 HSC Chemistry Exam	1
Science - Science Teachers Association Physics Symposium	1
Science - Spectrometry	1
Sport - Community Athletics Coach Course	1
Sport - Touch Football Coaching	1
STEM - Coding and Game Development	3
STEM - Informa STEM Conference	1
STEM - Introduction to Lego Robotics	3
STEM - Regional NSW Future Focused Learning Conference	1
Support - Executive Personal Assistant Course	1
Support - HICES Professional Assistant	1
Support - Tax and Payroll	1
Technology Mandatory - Digital Technologies	2
Visual Arts - Visual Arts for Primary Teachers	1
Visual Arts - Visual Arts Practical Marking Experience	1
Welfare - What is a Good Life	1
Wellbeing - Positive Schools Conference	1
Wellbeing - Mental Health Youth First Aid Training	2



All members of staff are encouraged to participate in professional learning. The College organised various workshops and presentations for staff during staff professional development days and after school staff meetings. Staff are also funded to attend professional development opportunities outside the College and in 2019 an average of \$951.00 per staff member was invested in providing opportunities for staff to attend additional professional learning experiences. Staff are encouraged to share new and innovative ideas with each other and have the opportunity to present these at in-College workshops.

## Teacher Standards

Teacher Standards - Category	Number
Teachers having teacher education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines, or	51
Teachers having a bachelor degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications.	2
Teacher Accreditation Details	Number
Conditional	0
Provisional	0
Proficient Teacher	52
Highly Accomplished Teacher(voluntary accreditation)	0
Lead Teacher (voluntary accreditation)	1
Total number of Teachers	53

## Workforce Composition

College Staff 2019	Number of Staff
Teaching staff	53
Full-time equivalent teaching staff	47.26
Non-teaching staff	32
Full-time equivalent non-teaching staff	25.88
Aboriginal and/or Torres Strait Islander Staff	0



## STUDENT ATTENDANCE 2019

Year	% Attendance for 2019
K	94%
1	92%
2	93%
3	92%
4	93%
5	92%
6	90%
<b>Average Primary</b>	<b>92%</b>
7	91%
8	91%
9	92%
10	88%
11	91%
12	92%
<b>Average Secondary</b>	<b>91%</b>
<b>Average Days Absent per Student in 2019</b>	<b>15.2</b>

### Management of Non-attendance

Accurate attendance records are maintained at the office. Absences are recorded each day by the class teacher in Primary School and the Pastoral Care teacher in Secondary School using the online module attached to the TASS student database. Parents or guardians of students who are absent due to illness or family matters inform the office on the morning of the absence. If a student is absent and the College is not informed, an administration staff member contacts the student's parents or guardian to ascertain the reason for the absence. If an absence remains unexplained, the Pastoral Care Teacher of the Class Teacher will make contact to the family to seek clarification. If further unexplained absence occurs, the Stage Coordinator will contact the family for further discussion and to seek ways to resolve the matter. Ongoing unexplained absence will require a formal meeting with the Deputy Principal and may require notification to other agencies should welfare concerns exist for the students. Ongoing issues will result in a formal process, led by the Principal to support the family to maximise the student's attendance. The Principal will consult the Department of Education Liaison Officer during this process. Student absences are recorded each semester on the student's academic report and the Deputy Principal reviews student attendance at the end of each term.

### Student Retention Rates 2019

Year 10 2017	Year 12 2019	Retention Rate
34	30	88%

The retention rate has been calculated by comparing the number of students enrolled in Year 10, 2017 at census date to the number enrolled in Year 12, 2019 at census date. A number of students from the cohort made a very successful transition to the workforce following completion of their Year 10 or Year 11 studies.



## POST COLLEGE DESTINATIONS 2019

Post College Destinations	Number of Students
University - accepted	19 (5 deferred)
TAFE and Private Colleges	1
Employment	6

Students from the 2019 cohort have been accepted into the following university courses:

Course	Institution
Bachelor of Arts (Music)	The University of Queensland
Bachelor of Arts / Bachelor of Business (majoring in Japanese)	Griffith University
Bachelor of Arts / Bachelor of Fine Arts (Music and Commerce)	The University of Queensland
Bachelor of Business	Griffith University
Bachelor of Commerce	Australian National University
Bachelor of Engineering (Honours)	Queensland University of Technology
Bachelor of Equine Science	The University of Queensland
Bachelor of Exercise and Sports Science	Southern Cross University
Bachelor of Hotel Management	Griffith University
Bachelor of Law	Queensland University of Technology
Bachelor of Occupational Therapy	Southern Cross University
Bachelor of Marine Biology	University of Tasmania
Bachelor of Nursing	Southern Cross University
Bachelor of Nutrition	The University of Sydney
Bachelor of Psychological Science	Southern Cross University
Bachelor of Psychological Science / Bachelor of Business	Griffith University
Pre-Medicine Course	University of Wollongong



## ENROLMENT POLICY AND CHARACTERISTICS OF THE STUDENT BODY

### Enrolment Policy & Procedure

#### Policy Statement

Emmanuel Anglican College is a Pre-school to Year 12 coeducational College founded in the Anglican Tradition and is widely renowned as a centre for academic and pastoral care excellence throughout our region and beyond.

Students attending the College are expected to act consistently with the College's values, which are founded in our Anglican Ethos, and to comply with the College rules to maintain their enrolment.

Parents and guardians are expected to be supportive of the ethos of the College.

The College is not academically selective and caters for girls and boys of all abilities.

Students enrolling at the College for Kindergarten will be turning six years of age during the year of commencement.

The College has the absolute discretion in determining the factors and the weight of each factor it takes into account in determining whether to offer a place in the Application Process and when determining whether to offer a student enrolment.

Continued enrolment at the College is dependent upon the student making satisfactory academic progress, attending consistently, and the student along with the parents or guardians observing all behavioural codes of conduct and other requirements of the College which are applicable from time to time.

#### Expression of Interest

An Expression of Interest Form is to be completed for each child wishing to be considered for a place at Emmanuel Anglican College. The completed form must be returned to the College and be accompanied by the non-refundable Expression of Interest Fee of \$110 per student or \$220 per family. The College will acknowledge receipt of the form and fee via email. The child's name will then be entered on the Expression of Interest Register.

An Expression of Interest for enrolment may be made at any time by a parent or guardian of the student to commence at Emmanuel Anglican College. The Expression of Interest Form can be obtained by emailing the enrolments officer at [enrolments@eac.nsw.edu.au](mailto:enrolments@eac.nsw.edu.au) or via the College website at [www.eac.nsw.edu.au/Enrolments](http://www.eac.nsw.edu.au/Enrolments).

**Lodgement of the Expression of Interest Form does not guarantee that a place will be offered or that additional information will be requested.**

When a potential place becomes available in the Enrolment Application Waitlist parents or guardians who have lodged an Expression of Interest will be invited to complete a detailed Application Form.



## Application Procedure

Those invited to participate in the application process will be required to complete an Application Form for each student. The completed form must be returned to the College with all requested documentation and be accompanied by the non-refundable Application Fee of \$220 per student or \$440 per family. The College will acknowledge receipt of the form and fee via email. When all requested information has been provided, and the fee has been paid, the child's name will be entered on the Enrolment Register.

The College will base any decision about inviting a student to complete the detailed Application Process on the following criteria:

Family relationship with the College:

- Sibling of a current or ex-student
- Either of the parents attended the College
- Children of current staff members
- The student is enrolled in the Emmanuel Anglican College Early Learning Centre
- They hold attitudes, values and priorities that are compatible with the college's Anglican Ethos

The student:

- The contribution that the student may make to the College, including the co-curricular activities
- The student's reports from previous schools

The College:

- The anticipated availability of places in the year of commencement
- The College's ability to meet the special needs or abilities of the student

Other considerations:

- Order of receipt – when an Expression of Interest was received by the College

The Application Form will be provided by the Enrolments Officer via email at the time that a child is invited to participate in the Application Process. **Please note that an invitation to complete an Application Form does not guarantee a place at the College.**

## Enrolment Procedure - Kindergarten to Year 12

The next step in the enrolment process is an interview with our Principal, Mr Robert Tobias. If we are able to offer you an interview the Registrar will contact you to arrange a mutually convenient time. The timely return of the completed Application Form with all required documentation is important and will impact on the timeframe in which your child will progress through the enrolment process.

If we are able to offer you an interview, our Principal, Mr Robert Tobias, will be delighted to include a tour of our College and answer any questions you have. Often, the Principal is able to give an indication during the interview as to whether the College is able to offer a place.

If a place is available a letter confirming the offer of enrolment is sent to parents together with an Enrolment Agreement. Please be aware that an enrolment is not confirmed until the Enrolment Agreement has been signed by all parties including parents or guardians and the Principal.

### **Enrolment Procedure - Early Learning Centre**

The timely return of the completed Application Form with all required documentation is important and will impact on the timeframe in which your child will progress through the enrolment process.

If a position is available in the Early Learning Centre, a letter confirming the offer of enrolment is sent to parents together with an Enrolment Agreement. Please be aware that an enrolment is not confirmed until the Enrolment Agreement has been signed by all parties including parents or guardians and the Principal.

### **Acceptance of Offer**

An offer for **Kindergarten to Year 12** is taken as accepted on receipt of the signed Enrolment Agreement and payment of the enrolment fee. The enrolment fee is equivalent to one term's Tuition Fees and is applied as a credit to the Fee Account after the enrolment commences at the College. The fee is non-refundable if the enrolment does not commence.

An offer for the **Early Learning Centre** is taken as accepted on receipt of the signed Enrolment Agreement and a completed Early Learning Centre Direct Debit Form. On acceptance of an offer, the Early Learning Centre Director will be delighted to provide you with a tour of the Early Learning Centre and answer any questions you have.

### **Declining an Offer of Enrolment**

If any student undertakes the enrolment process, attends an interview and declines an offered place, the student's details will be returned to the Expression of Interest Register and will only be considered for a future enrolment in line with all other students on the Expression of Interest Register.

### **Changing Details for your Child**

All correspondence regarding the enrolment of a student should be addressed to the Enrolments officer via email [enrolments@eac.nsw.edu.au](mailto:enrolments@eac.nsw.edu.au). If you wish to change the intake year your child is listed for, please send written or emailed details including your child's full name, address, and New Year Level and Calendar Year you wish to change to. In order to have the correct address details for prospective students all changes of address must be communicated to the Enrolments Office in writing or via email, clearly stating student's full name, and previous address details as well as new address details.

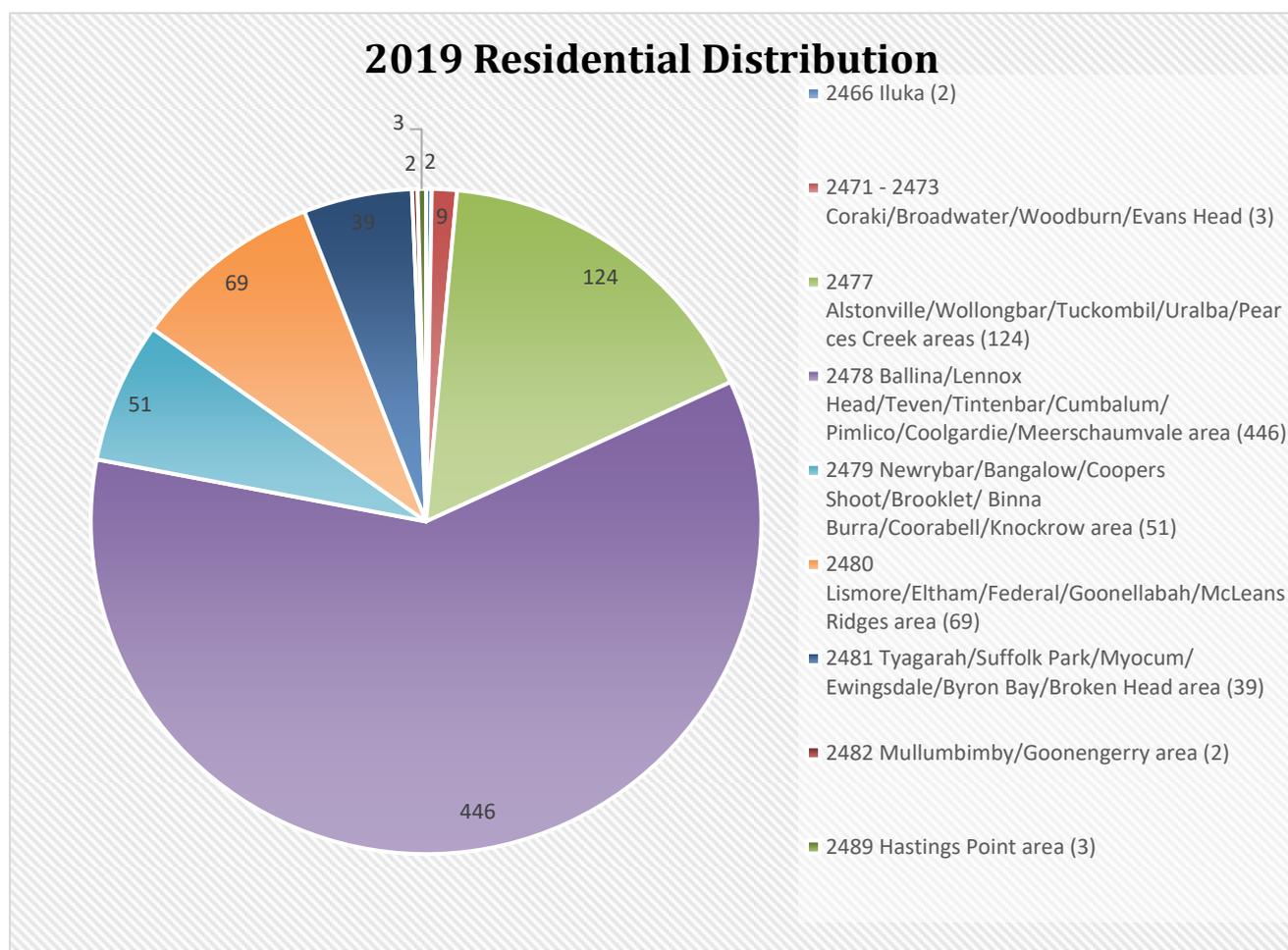
### **Withdrawal of a Student**

The College requires at least one full school term's notice of withdrawal of a **Kindergarten to Year 12** student. Fees in lieu of notice may be applied if sufficient notice is not received. Written notice of withdrawal should be sent via email to [registrar@eac.nsw.edu.au](mailto:registrar@eac.nsw.edu.au).

The College requires at least two weeks' notice of withdrawal from the **Early Learning Centre**. Written notice of withdrawal should be sent via email to [elc@eac.nsw.edu.au](mailto:elc@eac.nsw.edu.au).



## Residential Distribution 2019



## Student Enrolment Summary (November 2019)

PRIMARY		SECONDARY	
Year Group	No. of Students	Year Group	No. of Students
K	48	7	75
1	46	8	70
2	48	9	62
3	48	10	42
4	54	11	49
5	54	12	30
6	51		
<b>Total</b>	<b>349</b>	<b>Total</b>	<b>328</b>

## COLLEGE POLICIES

The College regularly reviews all policies to ensure that they are current, comply with key legislation and reflect best practice. Relevant policies are available on the College's website, are published in relevant parent and student handbooks, including the Student Planner, and are available to College staff via the College's intranet and staff handbook.

### Student Welfare

The College student welfare policy focuses on the intrinsic value of each individual and their right to grow and develop in a safe, supportive and nurturing environment. The College seeks to support and enhance each dimension of the whole person – spiritually, physically, socially, academically and emotionally.

#### *Acknowledging and rewarding student behaviour and achievement*

Recognition and reward of achievement are important in helping young people grow in confidence and self-esteem. The College has a number of structures in place to provide opportunities for this which include:

- Well Done certificates
- Acknowledgements in the College newsletter
- The awarding of trophies, medallions and certificates of achievement
- Presentation at College assemblies
- Principal List awards for effort
- Principal Merit awards for achievement
- Subject Prizes
- The College Presentation Day

### Anti-Bullying Policy

The College has a very clear, proactive approach to managing bullying behaviour. The College is focused on developing a culture that values and respects each individual and imbedded in this is our Anti-Bullying policy and approach. The College Anti-Bullying Policy focuses providing definition of bullying and clear and effective procedures for responding to an allegation of bullying. The policy seeks to identify ways to build resilience and to maintain an appropriate balance between the use of consequences and restorative action when managing an incidence of bullying. The policy is available on the College website: [www.eac.nsw.edu.au](http://www.eac.nsw.edu.au)

### Student Management

Personal responsibility, respect, a genuine partnership between the student, family and the College and a desire to restore relationships are fundamental components of the College's welfare and student management system.

The College does not support or permit the use of corporal punishment or an action that intimidates, belittles or undermines the rights and dignity of any individual.

The Student Management framework at EAC is underpinned by the following rights and responsibilities:

- The right of all students, staff, parents and visitors to be treated with dignity and respect.
- The right of students to learn through a range of learning styles and teaching practices.
- The right of all students, staff, parents and visitors to be free from harassment, physical abuse, emotional abuse and verbal abuse.
- The right of all students, staff, parents and visitors to be communicated with clearly, politely and respectfully.
- The right of all students to feel secure in an environment free from negative actions from others and from harmful substances and objects.
- The right of all students to study, work and pursue activities in pleasant, well-kept surroundings.
- The right of staff to pursue their work unhindered by disorder or disrespect.
- The right of staff to find fulfilment in their vocation.
- The right of students to feel proud of their College uniform.
- The right of students to solve their own problems when appropriate and manage their own behaviour.
- The right of students to have prior knowledge and understanding of the consequences of inappropriate behaviour.
- The right of students to have their personal belongings treated with care.

From these rights come a set of responsibilities with respect to:

- Learning and work ethic
- Appropriate classroom behaviour
- Appropriate out of class behaviour
- Positive interaction with all members of the College community
- Uniform and grooming
- Property
- Appropriate use of the internet, email and mobile phones and devices
- Consideration for the ethos and values of EAC

## Grievance

### *Dealing with issues and concerns – Students*

Students are encouraged to take steps to resolve an issue before it gets worse or affects them in a negative manner. A student will not be in trouble for raising an issue or for trying to responsibly solve it. These are the guidelines for the steps a student should take:

- If the issue relates to a teacher, then the student should talk to the teacher concerned. If the student is unsure about how to go about this then they should talk to their parents, the Chaplain or another teacher to seek advice. The student needs to choose an appropriate time to do this and should remain calm and respectful at all times.
- If the issue relates to another student, then the student should talk to either the classroom teacher, the teacher on duty, the Stage Coordinator or the Pastoral Care teacher. If the student is unsure about how to go about this then they should talk to their parents directly to seek advice. Students need to choose an appropriate time to do this and should remain calm and respectful at all times.

### *Dealing with issues and concerns - Parents*

When a parent has a concern or issue that is affecting their child, they should follow the procedure set out below:

- If the issue relates to a specific subject or class contact the subject teacher and arrange a suitable time to discuss the issue.
- If the matter involves other students, the student's general progress, or relates to their personal welfare and wellbeing, the parent should contact the child's class teacher (primary) or Pastoral Care teacher (secondary). If the parent considers it more appropriate they may contact the Stage Coordinator.
- If the parent feels the matter has not been resolved appropriately, or if it is ongoing or the issue is of a very serious nature, then the parent should make contact with the Deputy Principal.
- If a suitable resolution is not reached then the matter should be referred to the Principal.

The College is keen to respond to parents in the provision of a high quality educational service. In the final analysis, the College will attempt to make decisions that will give overall benefit to the students and the College.



## SCHOOL IMPROVEMENT TARGETS AND OUTCOMES FOR 2019

The College strategic direction is guided by College Council and outlined in the 2017-2019 Strategic Plan. The 2019 Annual Plan was derived from the Strategic Plan and included initiatives across the each of the 4 strategic Pillars. A complete copy of the Strategic Plan is available on the College website. The following highlights some of the more significant structural outcomes of the Strategic Plan.

Goal	Key indicators of achievement
Development of the College Strategic Plan for 2020 and beyond – a whole College community process to reflect on our mission, vision and value and establish our medium and long term strategic intent.	<p>Whole community cultural audit involving survey and focus groups completed</p> <p>Executive summary and full report reviewed by Exec and Council</p> <p>Data review and feedback by staff</p> <p>Key strategic direction pillars developed along with new identity, purpose and culture statement developed</p>
Investigate possibilities for expanding Stage 3 to three streams	<p>Developed enrolment trend analyses</p> <p>Created advertising and enrolment initiatives including Principal Tours and Experience Day program</p> <p>Enroled a third class of 24 students for Year 5 2020</p>
Rollout phase two of the thinking Curriculum with a focus on imbedding strategies in teaching programs and practice.	<p>Renewed Project Team for project, led by DP and supported by AIS mentor under the School Improvement Process</p> <p>Professional Learning Day for all staff completed</p> <p>Inclusion of Thinking Curriculum related goal in all Professional Learning and Development Plans</p> <p>Created opportunities for staff to observe, feedback and share practice (collaborative observation network undertaken in Terms 1 and 3)</p>
Developing policies, procedures and processes that support the professional growth of teachers at every stage of their professional journey and through the key landmarks as identified in the Accreditation life cycle.	<p>Explored other school approaches and liaise with AIS about frameworks and policy approaches</p> <p>Development of policies for different points of teacher development to accompanying polies relating to Accreditation at Proficient</p> <p>Shared policies with Exec for review and feedback</p>
Finalise planning and approval for the Multi Purpose Centre and commence construction.	<p>Finalised design</p> <p>Presented proposal to Regional Planning Committee and gained approval</p> <p>Released Tender Documentation, reviewed applications and appointed success tender</p> <p>Prepared final documentation and contract for signing</p>
Review and enhance policies and procedures relating to Anti-Bullying, Reporting, Technology and Enrolment.	<p>Identified leaders/team to review policy</p> <p>Established a review and consultation process</p> <p>Sort advice and sample policies from AIS</p> <p>Feedback gathered from key stakeholders</p> <p>Policies adopted and added to Staff Handbooks and College documentation</p>

Establishing practices for teachers to access and review students learning and wellbeing data and to apply new learnings to program development and classroom practice.

Curriculum Leaders involved in Professional Learning about ways to collect, analyse and interpret data.  
All Curriculum leaders have access to NAPLAN data and ICAS data relevant to their Key Learning Area  
Director of Teaching and Learning led whole staff NAPLAN review process  
Staff meeting dedicated to K-12 sharing and modelling different methods for collect and responding to students learning and welfare data  
'Learning Sprints' and target programs developed and delivered to support children who had been identified by the data as having a specific gap or need



## INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

The ethos of the College is shaped by our relationship with the Anglican Church of Australia, its beliefs, traditions and sense of social responsibility. Students are expected to conduct themselves in a manner which reflects a respect for others, themselves and their environment. As a College in the Anglican tradition, Emmanuel Anglican College actively upholds and promotes Christian values such as care, compassion, honesty, loyalty, tolerance and inclusion. These values are at the core of our Student Management System and our Pastoral Care Programs and are reflected in our College Prayer.

There are a number of structures and practices across the College that help promote respect and responsibility. These include:

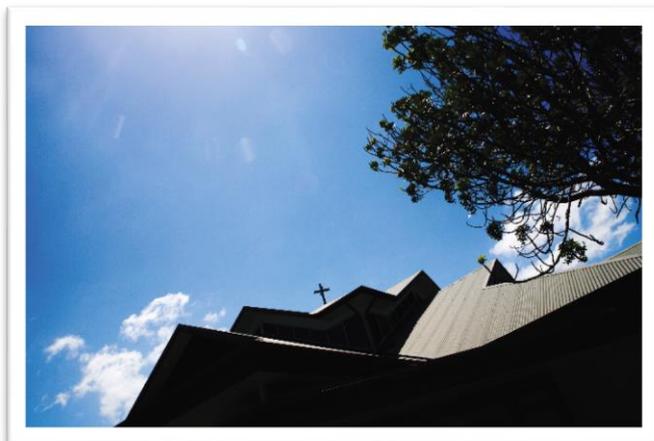
### Student Leadership

Opportunities for student leadership form an integral part of the Pastoral Care Program of Emmanuel Anglican College. In a structured and supportive environment students can show initiative, plan and follow through projects and contribute to the growth and improvement of the College. Leadership opportunities also enrich student character and provide a forum for the application of important personal qualities such as commitment, responsibility and enthusiasm. Both the Primary and Secondary School have a number of opportunities and structures that provide students with an experience of leadership. These include Student Captains, House Captains, Student Representative Council, Sports Captains, Peace Kids, Peer Support Leaders and bus and library monitors.

### Chapel Services

While the Christian ethos permeates all aspects of student life at Emmanuel Anglican College, at Chapel services students have the opportunity to reflect upon key Christian teachings about faith and values for life. In the Primary School these Chapel services have a particular focus on encouraging students to live out the

Christian values of compassion, respect, honesty and forgiveness in their relationships with family, friends and the wider community.



### Assemblies

Once a fortnight students attend an assembly where they listen to guest speakers, enjoy items presented by members of the student body (SRC, musical items, sporting representatives etc.) and are reminded of College values and expectations. At these assemblies students are expected to demonstrate respect for others by listening and responding appropriately to the items presented.

These assemblies also give students an opportunity to take on leadership roles, with students being responsible for leading the assembly and many of the items presented. At the assembly students are encouraged to reflect on positive behavioural attributes or on relevant community initiatives such as National Sorry Day, Westpac Rescue Helicopter, Relay For Life, Australia's Biggest Morning Tea and Clean up Australia Day.

## Pastoral Care

Pastoral Care is a vital element in the development of each individual student, and is a primary concern of every member of staff at Emmanuel Anglican College. In the Primary School, the welfare of each student is the responsibility of the class teacher who monitors their academic and general progress. In the Secondary School, all students are allocated a Pastoral Care teacher who is responsible for the student's academic and social well-being. Students meet with their Pastoral Care teacher at the beginning and end of each day and once a fortnight for a Pastoral Care lesson. In 2013 the College undertook a Kindergarten to Year 10 Anti-Bullying Program developed by the Peer Support Foundation. This program was delivered throughout Term 3 for one lesson a week.

## Religious and Values Education Program

All students from Kindergarten to Year 10 receive formal lessons in Religious and Values Education. This program covers five main topic areas: 'The Bible', 'Beliefs and Believers', 'World Religions', 'Values and Moral Decision Making' and 'Prayer and Worship'. Whilst the Religious and Values Education program sits firmly within the Anglican tradition, respect for all religious traditions is an important value underpinning the program.

## Programs and Events that Promote Respect and Responsibility

### Primary School

Interrelate Pastoral Programs	Students in Stage Three undertake a 10 week program focusing on personal development (Year 6) and assertiveness and resilience (Year 5). Central to each of these programs is respect and personal responsibility.
Brainstorm Production	All students in Years 5 and 6 were involved in this program which focused on building resilience and self-confidence.
Buddies	Buddies links students in Kindergarten and Year 6 through formal activities and informal interaction outside of the classroom. The program teaches values such as caring for others, friendliness, respect, accepting difference, including others and responsibility.
Peer Support	This program provides opportunities for students to work together in a multi-age setting; promoting respect and cooperative learning. For Year 6 students, this program also provides opportunities to develop leadership skills and responsibility for the well-being of younger students.
Student Representative Council	The Student Representative Council is made up of elected members from Stage One to Stage Six. These students meet weekly to discuss issues arising from class meetings and to work on short and long term projects which aim to enhance the College community or to promote wider community initiatives.
Life Education Van	This program promotes respect for others, care for self, healthy living and resilience.
Young Leader Conference	All students in Years 5 and 6 attend this conference which develops leadership qualities in all students.
Impact Leadership Conference	Student leaders in the Primary School attend this conference which trains student leaders in the practical skills required for their role.

## Secondary School

Pastoral Care Program	The Pastoral Care Program promotes respect and responsibility through the exploration of themes such as bullying, stress management, healthy relationships, study skills and goal setting. Each student has one Pastoral Care lesson a week and each group follows a specific program.
Student Representative Council	The Student Representative Council is made up of elected members from Year 7 to Year 11. The SRC provides opportunities for students to address the interests and concerns which have been raised by the student body and to develop leadership skills.
Lighthouse Service and Leadership Program	The philosophy of the Lighthouse program centres on the Christian call to service. Students are invited to look for opportunities to serve their school, local and wider community. As students accumulate service hours they are recognised and receive awards acknowledging accumulated hours.
Duke of Edinburgh Program	Students in Year 9-12 can participate in the international award which is focused on developing students holistically and encourages leadership, initiative, independence, skill development and citizenship.
Impact Leadership Conference	Student leaders in the Secondary School attend this conference which trains student leaders in the practical skills required for their role.
Brainstorm Production	All students in Years 7 to Year 10 were involved in this program which focused on building resilience and self confidence.
College Retreat Program	All students in Years 7, 8, 10, 11 and 12 were involved in a retreat experience. Each of these focused on a range of themes including self identity, journey, leadership, building relationships and contributing to the community.
RRISK Program	All Year 11 students participate in the RRISK program which seeks to develop students' knowledge, awareness and skills in relation to issues of health, safety and wellbeing. It focuses on risks and potential consequences of everyday issues facing young people including safe driving, alcohol and drug use, and risk taking behaviour.



## PARENT, STUDENT AND TEACHER SATISFACTION

### EAC Towards 2030 Cultural Audit

With the 2017-2019 Strategic Plan reaching conclusion the College embarked on a significant cultural audit as we asked the question ‘what do we want EAC to be in 2030’? The College engaged the Centre for Innovation, Research, Creativity, and Leadership Education (CIRCLE group) to facilitate a Cultural Audit and help develop a strategic vision for the next decade. It has become known as the Towards 2030 Strategic Planning Process.

The Cultural Audit consisted of an extensive community survey that encompassed staff, families, church and Diocesan representatives and all students from Year 5 through to Year 12. This was followed by a series of focus groups from each key stakeholder group meeting with a facilitator to talk about the needs of the community, areas for growth and development, areas of success and achievement as well as hopes for the future. The results of the Cultural Audit were collated in a near 600 page report.

The Cultural Audit identified the College was a very successful, growing, supportive, welcoming and aspirational community that had a strong and loyal sense of identity. The community was very positive about the culture and opportunities available through the College and there was strong ‘buy in’ from all stakeholders.

### Summary Table – Survey feedback from adult stakeholders

Statement	Teachers	Exec. Committee	Pastoral/Curric. Leader	Support Staff	Parents	Council	Past Students	Parish/Diocesan Rep	Average
1. The College attains good results.	4.88	5.00	4.75	5.18	5.07	5.67	5.38	5.63	5.19
2. The College builds good relationships.	5.19	5.25	5.13	5.16	5.05	5.50	5.38	5.10	5.22
3. The College communicates well.	4.97	4.22	4.75	4.84	4.92	5.17	4.63	4.90	4.80
4. The College plans for, implements and achieves specific educational goals and initiatives well.	4.85	5.33	4.88	5.15	4.93	5.17	5.00	5.29	5.08
5. The College has a good reputation and continues to enhance it.	5.54	5.00	4.88	5.37	5.43	5.67	5.13	5.90	5.36
6. The College has a good track record of achieving overall excellent outcomes.	4.97	5.25	4.75	5.12	4.88	5.17	5.13	5.40	5.08
7. The College uses the best processes available.	4.68	4.38	4.00	4.63	4.60	6.00	4.29	4.00	4.57
8. The College engages with and satisfies our community's expectations.	5.11	5.43	4.88	5.13	4.90	5.17	5.13	4.60	5.04
9. The College supports its Christian ethos and values.	4.71	5.33	4.88	5.61	5.14	6.00	5.13	5.60	5.30
10. I am satisfied with the College's academic program.	4.85	4.67	4.63	5.13	4.84	5.50	5.25	5.29	5.02
11. I am satisfied with the College's co-curricular programs.	5.08	5.00	5.25	5.07	4.95	5.20	4.25	4.67	4.93
12. I am satisfied with pastoral care and student support at the College	5.27	5.38	5.13	5.28	5.05	5.83	4.38	5.33	5.20
13. I am satisfied with the College's physical grounds and facilities.	4.81	4.67	4.38	5.22	4.72	5.33	5.25	4.80	4.90
14. I am satisfied with the College's standing in the community.	5.36	5.38	5.57	5.33	5.43	6.00	5.13	5.50	5.46
<b>AVERAGE</b>	<b>5.02</b>	<b>5.02</b>	<b>4.84</b>	<b>5.16</b>	<b>5.00</b>	<b>5.53</b>	<b>4.96</b>	<b>5.14</b>	<b>5.08</b>



## Summary Table – Student Feedback

Statement	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Average (All Students)
<b>Domain 1 - Achievement</b>									
1.1. The College challenges and supports me to acquire the knowledge, skills and character strengths I need to perform at my best.	4.857	4.714	4.953	4.610	4.906	5.000	4.774	4.870	4.84
1.2. The College challenges and supports me to acquire the knowledge, skills and character strengths I need in order to prepare well for my future.	4.755	4.762	4.932	4.220	4.625	4.900	4.613	4.609	4.68
<b>Domain 1 Average</b>	<b>4.806</b>	<b>4.738</b>	<b>4.943</b>	<b>4.415</b>	<b>4.766</b>	<b>4.950</b>	<b>4.694</b>	<b>4.740</b>	<b>4.756</b>
<b>Domain 2 - Relationships</b>									
2.1. I have good relationships with other students.	5.460	5.238	5.311	4.927	5.156	5.150	5.194	4.870	5.16
2.2. I have good relationships with teachers and staff.	4.714	4.737	4.889	4.513	4.515	4.950	4.968	5.130	4.80
2.3. Students at the College support me so that I can perform at my best in all my school endeavours	4.820	4.600	4.442	4.075	4.182	4.800	4.548	4.522	4.50
2.4. I support other students so that they can perform at their best in all their school endeavours.	5.320	5.263	5.067	4.718	4.781	5.158	5.161	4.826	5.04
2.5. My teachers know me well, and they understand how best to guide me in order to be successful.	4.809	4.800	4.500	4.105	3.906	4.650	4.645	4.435	4.48
<b>Domain 2 Average</b>	<b>5.025</b>	<b>4.928</b>	<b>4.842</b>	<b>4.468</b>	<b>4.508</b>	<b>4.942</b>	<b>4.903</b>	<b>4.757</b>	<b>4.796</b>
<b>Domain 3 - Communication</b>									
3.1. School leaders and teachers communicate well with students about what is happening in the College	4.367	4.476	4.628	4.154	3.879	4.400	4.097	3.826	4.23
3.2. Teachers and staff at the school are approachable and helpful if I need to find out about something.	4.604	4.650	4.814	4.425	4.545	5.400	4.645	5.000	4.76
<b>Domain 3 Average</b>	<b>4.486</b>	<b>4.563</b>	<b>4.721</b>	<b>4.290</b>	<b>4.212</b>	<b>4.900</b>	<b>4.371</b>	<b>4.413</b>	<b>4.494</b>
<b>Domain 4 - Programs and Initiatives</b>									
4. When new programs and initiatives are introduced at the school, they are well explained, well carried out and are of benefit to students	4.188	4.650	4.732	4.179	4.062	4.737	4.065	3.952	4.32
<b>Domain 5 - Reputation</b>									
5.1. People are impressed when they find out that I am a student at EAC.	3.340	3.700	4.154	3.212	3.719	4.353	3.808	3.842	3.77
5.2. I would be proud to represent my school in the wider community.	4.822	5.048	4.932	4.325	4.500	5.167	4.613	4.619	4.75
<b>Domain 5 Average</b>	<b>4.081</b>	<b>4.374</b>	<b>4.543</b>	<b>3.769</b>	<b>4.110</b>	<b>4.760</b>	<b>4.211</b>	<b>4.231</b>	<b>4.260</b>
<b>Domain 6 - Outcomes</b>									
6.1. The College achieves overall excellent outcomes.	4.837	4.944	5.023	4.462	4.448	5.111	4.613	4.714	4.77
6.2. I am confident that the school sets the best educational outcomes for me and that it knows how to help me achieve those outcomes.	4.778	4.941	4.829	4.300	4.548	4.895	4.452	4.391	4.64
<b>Domain 6 Average</b>	<b>4.808</b>	<b>4.943</b>	<b>4.926</b>	<b>4.381</b>	<b>4.498</b>	<b>5.003</b>	<b>4.533</b>	<b>4.553</b>	<b>4.705</b>
<b>Domain 7 - Processes</b>									
7.1. The school day always runs smoothly for students.	3.265	3.952	4.159	3.512	3.839	4.650	4.333	4.591	4.04
7.2. The school's expectations, standards and rules for student conduct are clear and fair.	4.306	4.368	4.318	3.875	3.909	4.300	4.067	3.783	4.12
7.3. The College seeks out and listens to student opinion about what is going well and how the school could get better.	4.080	4.048	4.244	3.231	2.875	4.200	3.233	3.087	3.62
<b>Domain 7 Average</b>	<b>3.884</b>	<b>4.123</b>	<b>4.240</b>	<b>3.539</b>	<b>3.541</b>	<b>4.383</b>	<b>3.878</b>	<b>3.820</b>	<b>3.926</b>
<b>Domain 8 - Community Expectations</b>									
8.1. Everyone is happy to be a member of the College community and feels that the school does a great job in all that it does to educate students.	4.444	4.450	4.575	3.605	3.967	4.526	4.355	4.435	4.29
8.2. There is a strong sense of involvement, belonging and community at my school.	4.372	4.550	4.857	3.900	4.031	4.944	4.258	4.565	4.43
<b>Domain 8 Average</b>	<b>4.408</b>	<b>4.500</b>	<b>4.716</b>	<b>3.753</b>	<b>3.999</b>	<b>4.735</b>	<b>4.307</b>	<b>4.500</b>	<b>4.365</b>

Statement	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Average
<b>Domain 9 - Culture and Ethos</b>									
9.1. The school encourages the development of my Christian faith.	4.467	4.353	4.053	3.417	4.600	4.389	3.600	3.864	4.09
9.2. Students are encouraged to live out the school's values and to behave accordingly.	4.776	4.905	4.953	4.550	4.719	5.050	4.414	4.391	4.72
9.3. Everyone is respected and treated equally at my school	3.360	4.200	4.159	2.975	3.394	4.500	4.207	4.130	3.87
<b>Domain 9 Average</b>	<b>4.201</b>	<b>4.486</b>	<b>4.388</b>	<b>3.647</b>	<b>4.238</b>	<b>4.646</b>	<b>4.074</b>	<b>4.128</b>	<b>4.226</b>
<b>Domain 10 - Strategy and Operations</b>									
10. My school has a clear vision for achieving excellence and it achieves this vision in all that it does.	5.023	4.765	4.805	4.050	4.571	5.111	4.690	4.364	4.67
<b>Domain 11 - Academic Program</b>									
11.1. The academic program at the College meets my needs, interests and ambitions for my future.	4.617	4.263	4.714	3.829	4.562	4.550	4.133	4.136	4.35
11.2. I am inspired, challenged and supported by my teachers to achieve my best in my learning.	4.809	4.667	4.659	4.195	4.250	5.050	4.767	4.727	4.64
<b>Domain 11 Average</b>	<b>4.713</b>	<b>4.465</b>	<b>4.687</b>	<b>4.012</b>	<b>4.406</b>	<b>4.800</b>	<b>4.450</b>	<b>4.432</b>	<b>4.496</b>
<b>Domain 12 - Reports</b>									
12.1. Teachers' feedback on my learning is timely and helps me improve.	4.750	4.905	4.429	4.195	4.303	4.842	4.600	4.826	4.61
12.2. School reports help me understand what I am doing well and what I need to work on in order to perform at my best.	5.000	4.947	4.892	4.659	4.438	5.000	4.433	4.565	4.74
<b>Domain 12 Average</b>	<b>4.875</b>	<b>4.926</b>	<b>4.661</b>	<b>4.427</b>	<b>4.371</b>	<b>4.921</b>	<b>4.517</b>	<b>4.696</b>	<b>4.674</b>
<b>Domain 13 - Co-curricular Program</b>									
13. The co-curricular offerings at my school give me opportunities to pursue my interests, develop my talents and try out new things.	4.750	4.706	4.905	3.976	3.767	4.667	4.071	3.900	4.34
<b>Domain 14 - Pastoral Care</b>									
14.1. The pastoral care program at the school supports my development and wellbeing.	4.109	4.833	4.325	3.537	3.312	3.053	3.724	3.783	3.83
14.2. I can easily find someone at the school I can talk to for support about handling a personal issue or concern.	4.140	4.412	4.512	4.100	4.226	5.000	4.226	4.800	4.43
<b>Domain 14 Average</b>	<b>4.125</b>	<b>4.623</b>	<b>4.419</b>	<b>3.819</b>	<b>3.769</b>	<b>4.027</b>	<b>3.975</b>	<b>4.292</b>	<b>4.131</b>
<b>Domain 15 - Physical Resources</b>									
15. The College grounds and facilities provide students with a good environment in which to thrive and learn.	5.420	5.105	4.795	4.341	4.406	5.000	4.710	4.609	4.80
<b>Student Average</b>									<b>4.48</b>

## Responding to the Feedback

College Council, the Executive and staff (teaching and non-teaching) have been involved in a number of processes to reflect on the data, establish the central messages about a shared vision and culture and to commence the process of identifying the key priorities moving forward.

Statements regarding the College's identity, culture and purpose were developed and feedback from all stakeholders was gathered. Eight strategic pillars were identified and a draft of the Towards 2030 Strategic Plan developed for release early in 2020.

Significant decisions have also been made about the future growth of the College, renewing the masterplan, the development of a future focus curriculum and the creation of wellbeing networks and programs for staff and students.



## SUMMARY FINANCIAL INFORMATION

