



EMMANUEL ANGLICAN COLLEGE
Learning ~ Living ~ Leading

Annual Report 2010



Message from Chair of College Council, Principal, Friends and Student Representative Council	Page 3
Contextual information about the College – Overview of EAC	Page 8
NAPLAN Results	Page 9
Performance in state-wide tests and examinations	Page 11
Professional learning, teacher standards and workforce composition	Page 14
Student attendance and management of non-attendance	Page 16
Retention of Year 10 to Year 12	Page 17
Post-college destinations	Page 17
Enrolment policies and characteristics of the student body	Page 19
College policies	Page 21
College determined improvement targets	Page 23
Initiatives promoting respect and responsibility	Page 26
Parent, student and teacher satisfaction	Page 28
Summary financial information.	Page 30

Chair of College Council

Philip Carter

In my second year as Chair of Emmanuel Anglican College Council I am proud that as a Council we have played our part in fulfilling the vision that the College Founders had 13 years ago when Emmanuel Anglican College first started providing high quality education in the Anglican tradition for the local Ballina community. I thank the members of College Council for their dedication, expertise and passion for the College. The governance provided by the College Council is crucial to the ongoing success of the College. The high regard with which the community holds EAC and the outstanding achievements of the College in 2010 are evidence of another successful year.

The College is always a hive of activity and the smiling faces of the students is a great indicator of how much they enjoy their learning at EAC. This year the College has been very active in raising funds for charities, participating in community services and making worthwhile contributions to community events. Being active members of the local community is an important element in the vision of the College Founders and it is good to see so many EAC students embracing this aspect of their learning. Staff have also embraced the vision by providing innovative and interesting learning opportunities for students, nurturing and caring for each student and organising a variety of co-curricular activities. It is the students and staff that make EAC what it is and I thank them for their involvement and many contributions.

In particular I wish to highlight two significant points of growth and change for the College in 2010. The first is that Mrs Heidi O'Brien commenced her role as College Principal. Mrs O'Brien is a very highly respected and experienced educational leader and the



expertise and knowledge that she brings to her role has already had a significant influence on the College. She has embraced the College community and in return the community had embraced her. Her passion for learning, innovative ideas and her energy and enthusiasm are greatly valued by the College Council and the staff, students, families and wider community alike

The other event that will have a long and lasting impact on the College was the completion and handover of The Joan Pickup Library. Funded by the Federal Government's Building the Education Revolution Stimulus Program, The Joan Pickup Library is a state of the art facility that will bring much joy, learning and inspiration to Emmanuel Anglican College Community for decades to come.

It was with some sadness that I resigned my position in December 2010, however it is my firm belief that new blood on the Council is always beneficial in bringing new ideas to move a College such as the standard of Emmanuel into the future.

Principal –Heidi O’Brien



This has been a very special and significant year for me as my first year as Principal of Emmanuel Anglican College. The warm, friendly and supportive welcome I have been afforded by the EAC community has been wonderful and is a great reflection of the spirit, values and character that underpin this community.

Of enormous significance for the College was the completion of The Joan Pickup Library. The Right Reverend Keith Slatter, Bishop of the Diocese of Grafton, and the Honourable Member for Page, Ms Janelle Saffin, Blessed and Opened The Joan Pickup Library on May 2, 2010. Funded by the Building the Education Revolution Program, this state of the art building adds a new dimension to learning and life at EAC.

This year the College took a significant step in extending the way we provide for the educational needs of our community by establishing the Emmanuel Anglican College Early Learning Centre (ELC) which opened in February. The ELC provides structured learning opportunities for children aged 3 to 4 years in our Pre-school Program and for children aged 4-5 in our Pre-kindy Program. Both programs have been very well received

with enrolments growing steadily throughout the year

Our external testing results continued to affirm the excellent work of both staff and students in the pursuit of learning. Once again our NAPLAN results were outstanding and were comparable to those of any school in the Richmond Valley and Northern Rivers Region. The Higher School Certificate results reflected a number of excellent group and individual results with many students achieving well beyond their expectations. Most importantly, however, all students have accessed further learning or employment in their desired field.

In 2010 the College established the *e learning program* for students in Years 11 and 12. More than just a laptop program students have access to an online learning platform that allows them to engage in their learning in new and exciting ways. It promotes access to a broad range of learning tools and experiences and empowers students to become self directed, independent and innovative learners. There are enormous benefits in terms of providing broader and more flexible learning opportunities for students as well as developing students' technological literacy and a number of important life and learning skills.

There were a host of events, activities and successes throughout 2010 and each one of them highlighted the talent, courage and enthusiasm of our students. Be it performing, academic, sporting, chess, artistic, leadership, friendship or community service I am pleased that each student has had an opportunity to participate, enjoy and in many cases experience success at the huge number of activities that they have been willing to be involved in. Each week where there have not been a number of special events weaved into our weekly calendar. This included our Foundation Day celebrations marking the commencement of EAC and acknowledging the vision of our founders, winning our division at the TAS Rugby Carnival, the Cross

Country Carnival at Shelly Beach, participation in the ANZAC Day March, hosting the Northern Rivers Chess Competition, taking out so many prizes in the Infants Division at the Eisteddfod, the amazing parade at Grandparents' Day and our Class of 2010 Graduation Ceremony.

I am sure that in the years to come 2010 will be viewed as a cornerstone year in the next phase of growth and development in the life of Emmanuel Anglican College.



President of the Friends of EAC- Ann Staughton

The Friends of EAC has had another successful year of friend raising and fundraising in 2010. Our fund raising efforts were in excess of \$20 000.

The Friends of EAC have been very active throughout the year and have contributed to the College community in numerous ways including:

- Providing hospitality at the Parent Welcome and Information Evening, the Year 7 Information Evening, College Open Day, following Chapel Services, at The Blessing and Opening of the Joan Pickup Library and on College Presentation Day.
- Catering and cooking bar-b-ques at College Carnivals and NCSA Carnivals, working bees and the election day extravaganza
- Landscaping the area around the new library, preparing a site and laying soft fall in preparation for the installation of new play equipment for the younger primary years.
- Covering over 2000 library books via the ‘green bag project’
- Coordinating the Harvest Fair, Creative Arts Showcase, Mother’s and Father’s Day Stalls and Primary School Discos
- Supporting a range of College events and functions

Friends have funded two major projects during the year. Providing play equipment for the Primary School and providing funds for the repair and extension of fencing to the basketball court.

Our achievements came about because of the cooperative effort of those parents who come together in support the College in providing additional resources and opportunities for our children. We received strong support from the College Executive and staff, and we look forward to that continued support in the future.



Student Representative Council

Primary SRC

An important aspect of developing the potential of our students is involvement in leadership.

Emmanuel Anglican College encourages students to be involved in developing their skills to lead other people and provides the programs and opportunities for this to occur. The College aims to encourage and develop the biblical concept of ‘servant leader’ in all our students.

The Primary Student Representative Council (SRC) members are elected by their peers and meet on a weekly basis. The SRC aims to empower student leaders to contribute to the decision making processes of the College, to encourage ownership of the College and to provide the leadership team with valuable input and a ‘student voice’ in developing policy. The SRC also empowers student leaders to assist in providing care to other students and to maintain and work towards improving the school environment.

Activities and events that the SRC have planned and organised during 2010 include:

- Raising funds and awareness for the Westpac Rescue Helicopter
- Organising to sell sushi in the canteen
- Encouraging donations of pre-loved books
- The collection of old mobile phones to raise funds for Youth Cancer Centres
- The daily collection of food scraps for the compost bin
- Organising ‘Nude Food Day’ to reduce landfill

Secondary SRC

The Secondary Student Representative Council of Emmanuel Anglican College provides students with an opportunity to demonstrate teamwork, show initiative, work towards shared goals and to participate in the development of the College. The SRC provides a forum for students to raise issues, to contribute to discussion and to feedback opinions to the student body and the wider College community. This process opens students to differing points of view and helps them develop as tolerant and cooperative members of society. As the students’ sense of responsibility, pride and loyalty towards their College grows, positive outcomes in student welfare are fostered through the interaction of all College members. With these thoughts in mind, it can be said that 2010 has been a most successful year for the development of the minds of all students who participated in student governance.

The Secondary SRC meet once a month to discuss issues and plan events. A highlight of the year was the Secondary Social which was planned and facilitated by the SRC. It was a very well attended evening and the profits raised were donated to the support our designated charities. The SRC also provided support to the House Captains when preparing for each of the College Carnivals.

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 current location in West Ballina in 2000 and has continued to grow, with a current enrolment of over 430 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 2010. 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 them 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 well being 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 this is especially evident in 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. There are a wide variety of co-curricular activities on offer 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.

NAPALN Results 2010

Years 3, 5, 7, and 9 participated in the National Assessment Program of Literacy and Numeracy (NAPLAN) testing earlier this year. Our students are to be congratulated on achieving results well above the Northern Rivers Region, State and National average. 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

Reading	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6
State %	4	10	15	24	20	28
EAC %	0	0	4	13	25	58
Writing						
State %	2	4	11	27	31	25
EAC %	0	0	0	17	38	46
Grammar/Punctuation						
State %	6	9	13	19	25	29
EAC %	0	0	0	0	54	46
Spelling						
State %	4	9	18	24	25	21
EAC %	0	4	0	25	46	25
Numeracy						
State %	3	12	24	22	23	15
EAC %	0	4	4	38	29	25

Year 5

Reading	Band 3	Band 4	Band 5	Band 6	Band 7	Band 8
State %	7	13	24	22	16	17
EAC %	5	8	11	35	8	32
Writing						
State %	4	9	21	38	17	10
EAC %	0	11	19	51	16	3
Grammar/Punctuation						
State %	6	11	20	18	28	17
EAC %	3	3	30	16	27	22
Spelling						
State %	5	11	22	27	24	12
EAC %	3	11	19	46	14	8
Numeracy						
State %	4	12	27	25	18	14
EAC %	5	5	27	32	16	14

Year 7

Reading	Band 4	Band 5	Band 6	Band 7	Band 8	Band 9
State %	5	14	21	26	22	12
EAC %	0	4	15	22	22	37
Writing						
State %	6	11	32	24	18	8
EAC %	4	0	26	19	19	33
Grammar/Punctuation						
State %	11	10	24	28	15	12
EAC %	0	0	26	22	15	37
Spelling						
State %	6	9	19	29	25	12
EAC %	0	4	15	22	48	11
Numeracy						
State %	4	14	24	26	16	15
EAC %	0	4	15	33	15	33

Year 9

Reading	Band 5	Band 6	Band 7	Band 8	Band 9	Band 10
State %	8	19	23	24	19	6
EAC %	0	11	17	33	17	22
Writing						
State %	10	22	22	25	12	8
EAC %	4	15	20	29	18	14
Grammar/Punctuation						
State %	8	15	26	24	14	12
EAC %	0	17	11	33	28	11
Spelling						
State %	9	11	23	29	18	10
EAC %	11	11	22	22	28	6
Numeracy						
State %	6	16	27	24	14	13
EAC %	0	11	33	22	17	17

Performance in State-wide Tests/Examinations

Higher School Certificate, 2010

All students completing Year 12 Studies in 2010 followed a pattern of study which lead 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;
- Distance Education – students have the opportunity to access specialised Board Developed and Board Endorsed course that contribute to both 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 Board of Studies Endorsed Curriculum Framework Courses and Non-Framework TVET Courses via the North Coast Institute of TAFE. These courses contribute to attainment of the Higher School Certificate and Curriculum Framework Courses and also can contribute to The Australian Tertiary Admissions Rank.

Overview of Higher School Certificate Results

The class of 2010 has achieved a number of outstanding group and individual results. There were 22 Students in the cohort who achieved results in 28 courses.

The College Dux for 2010 achieved an ATAR of 96.50. Students performed well above State Average in a broad range of courses including English, the Sciences, Mathematics, the Humanities including Business Studies and Economics, Personal Development, Health and Physical Education, Food Technology and Information Processes and Technology. Exemplary achievement is noted in the following courses in which at least 50% of students achieved results in either Band 5 or Band 6 (or equivalent) which represents a mark of 80 or above.

- Biology
- Chemistry
- Economics
- English Advanced
- Food Technology
- Information Processes and Technology
- General Mathematics
- Mathematics 2 Unit
- Music 1
- Physics

Individual Higher School Certificate Course Results, 2010

Subject	No of Students	Mean Score for EAC students	% of EAC students in Bands 5 & 6	% of EAC students in Bands 3 & 4	% of students in the State in Bands 5 & 6
Biology	6	79	67	33	33
Business Studies	8	78	38	63	38
Chemistry	6	80	50	50	39
Design & Technology	2	68	0	100	34
Drama	3	78	0	100	39
Economics	3	91	100	0	41
English Standard	8	69	0	100	4
English Advanced	12	82	58	42	58
English (ESL)	1	73	0	100	24
Food Technology	3	73	67	33	30
Information Processes and Technology	4	80	50	50	34
General Mathematics	13	79	62	38	25
Mathematics 2 Unit	8	79	50	50	48
Modern History	1	79	0	100	41
Music 1	3	78	67	33	60
PDHPE	9	74	22	78	38
Physics	3	83	67	33	39
Textiles and Design	1	68	0	100	46
Visual Arts	4	74	25	75	50

Extension Courses

Subject	No. of Students	Mean Score for EAC 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	6	80	0	100	24
English Extension 2	3	71	33	66	28
Mathematics Ext 1	2	81	0	100	37

School Certificate, 2010

Year 10 students achieved exceptional results in the School Certificate Tests.

Subject	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
English Literacy	30	63	37	36
Mathematics	30	33	67	27
Science	30	73	27	41
Australian History	30	16	80	18
Australian Geography	30	37	63	25

	No. of Students	% of EAC students Highly Competent	% of students in the State Highly Competent
Computing Skills	30	87	55

Professional Learning

Professional Development Event	Number of Staff Participating
Emergency First Aid/CPR Refresher	51
Staff Retreat Day	35
Child Protection -Identifying response to risk of harm	38
Overview of the National Curriculum	35
Emergency Safety Response Training	51
Child Protection- Mandatory report Guide	2
Using interactive whiteboards in Mathematics	1
Using interactive whiteboards in Economics	1
Using interactive whiteboards in Japanese	1
Using Interactive whiteboards for teaching foundational literacy	1
Using interactive whiteboards in the primary Classroom	2
Technology Educators Association PD Day	1
Science Teachers Association ICT Regional Conference	1
English Teachers Association Conference -ICT	1
In Design Program Training	3
Cert IV IT Networking	1
CISCO Network Associate Training	1
Training for implementation of a new reporting system	1
BOS Assessment and Student Entries Workshop	2
OHS Certificate Training	4
Enhancing Child Protection	1
Teaching Stage 6 Visual Art.	1
Teaching Strategies for children with Autism	1
Cert III in Children Services	2
Teaching Algebra	2
New Directions for teaching Japanese	1

All 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 on average \$303.00 per staff member was provided by the College 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. Integrating ICT into teaching and learning practice was a major emphasis for 2010.

Teacher Standards

Teacher Standards - Category	Number
Teachers who have teacher education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines.	34
Teachers who have a bachelor degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications.	0
Teachers who do not have qualifications as described above but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context. Such teachers must have been employed to 'teach' in NSW before 1 October 2004	0
Teacher Accreditation Details	
Commenced Teaching prior to 1 October 2004	27
Professional Competence	4
Provisional Beginning	3

Student Attendance

Year	% Attendance for 2010
K	94.54%
1	93.24%
2	95.24%
3	95.26%
4	94.42%
5	94.84%
6	94.62%
Total Primary	94.54%
7	93.86%
8	92.00%
9	94.94%
10	90.48%
11	95.14%
12	95.05%
Total Secondary	93.91%
Average days absent per student in 2010	9

Management of Non-attendance

Absences are recorded each day by the class teacher in Primary School and the Pastoral Care teacher in Secondary School. Attendance rolls are returned to the office each day at the start of the day and at the end of the day where accurate attendance records are maintained. 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. Any requests by parents or guardians for extended periods of leave for a student need to be approved by the Principal. Parents or guardians with students who have unexplained absences or a large number of absences may be required to discuss the matter with the Deputy Principal or Principal. Student absences are recorded each semester on the student's academic report.

Student Retention Rates 2010

Year 10 2008	Year 12 2010	Retention Rate
27	21	77%

The retention rate has been calculated by comparing the number of students enrolled in Year 10, 2008 at census date to the number enrolled in Year 12, 2010 at census date. The retention rate is similar to previous years.

Post College Destinations

Post College Destinations	Number of Students
University -accepted	9
University -deferred	5 (3 travel, 1 fulltime employment, 1 part time employment)
TAFE	5
Private College	1

Students from the 2010 HSC Cohort were accepted into the following university courses.

Course	Institution
B Medicine	University of New South Wales
B Arts	University of New South Wales
B Nutrition and Dietetics	University of Newcastle
B Medicine-Joint Medical Program	University of Newcastle
B Animal and Vet Biosciences	University of Sydney
B Theatre and Performance	University of New England
B Sport and Exercise Science	Southern Cross University
B Nursing	Southern Cross University

B Media and Communication	Queensland University of Technology
B Arts/B Business	Griffith University
B Arts	Griffith University
B Business	Griffith University
B Information Technology	Griffith University
B Economics and Regional Development	Cook university



YEAR 12 - 2010

Enrolment Policy

Emmanuel Anglican College is a co-educational College in the Anglican tradition providing a curriculum programme that challenges students' thinking and nurtures their personal development. The College values its culture of affirmation and self-discipline.

All applicant's (parents and student) are required to attend an Enrolment Interview. Applications will be processed in order of receipt and consideration will be given to the applicants for the support for the ethos of the school, siblings already attending the College, staff children, former students and other criteria determined by the College.

Procedure

All applications are processed according to the College's enrolment policy.

Each applicant is considered according to their supporting statement/interview responses regarding their willingness to support the College's ethos

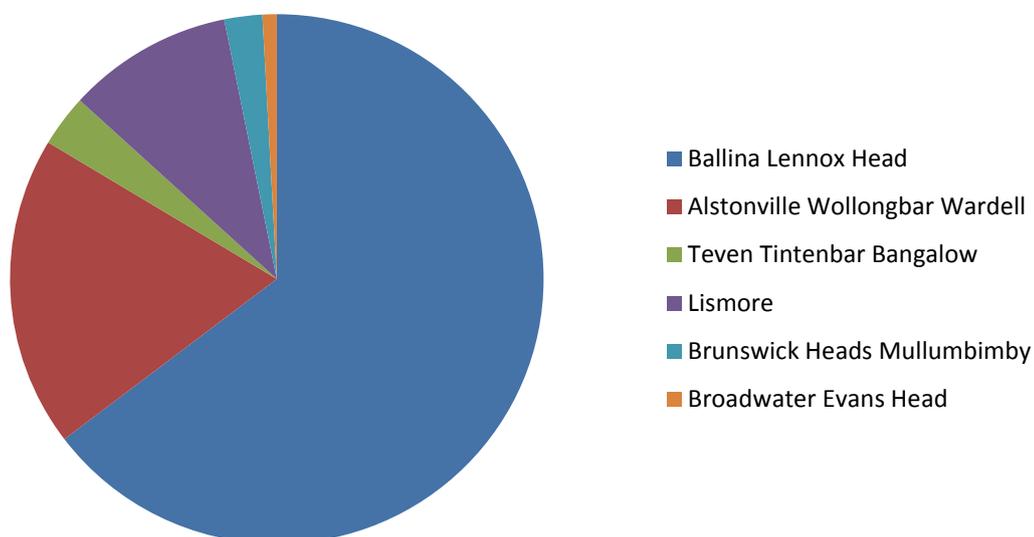
Each applicant's educational need is assessed to ensure that the College is suitably equipped or can become equipped to meet the requirements of the applicant.

Where necessary, strategies are identified which need to be put in place to accommodate the applicant before a decision regarding enrolment is made.

Inform applicant of the outcome.

A letter confirming enrolment is sent to parents together with an Enrolment Agreement which is signed by both parents, or parent/guardian. Where there is substantial demand for places, the College will request payment of a term's fee to confirm the acceptance of the offer.

Residential Distribution 2010



PRIMARY		SECONDARY	
Year Group	No. of Students	Year Group	No. of Students
K	27	7	29
1	20	8	36
2	40	9	19
3	27	10	30
4	31	11	17
5	40	12	21
6	35		
Total	220	Total	152

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 College Diary and are available to College staff via the College's intranet and staff handbook.

Anti-Bullying Policy

In 2010 the College undertook a significant review and renewal of the College Anti-Bullying Policy. The focus of this process was to refine the definition of bullying, to develop clear and effective procedures for responding to an allegation of bullying and to enhance practices within the College to raise awareness about the impact of bullying, identify ways to build resilience and maintain an appropriate balance between the use of consequences and restorative action when managing an incidence of bullying.

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 opportunity 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

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

- The right of all student, 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 student, staff, parents and visitors to be free from harassment, physical abuse, emotional abuse and verbal abuse.

- The right of all staff, student, 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 fulfillment 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
- 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 as to the steps a student should 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. Student need 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 concerned, 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 general progress or relates to their personal welfare and well being 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.

Improvement Targets for 2010

Area	Goal	Indicators of Achievement
Teaching and Learning	Preparation for introduction of National Curriculum	Staff professional development opportunities including a whole staff day to provide information, opportunities for consultation and programming.
	Implement e-learning for Stage 6	Rollout of laptops to Year 11. Development of an e-learning platform to support e-learning.
	Enhanced learning support	Review of learning support services including a move to a K-12 structure. Exploration of ways incorporate extension and enrichment opportunities.
	Improved reporting procedure and effectiveness of reporting student performance to families	Development of new reporting guidelines and procedures including new report templates for K-12
Student Welfare	Continued strong stance against bullying	Review and renewal of anti-bullying policy and procedures by staff committee and delivered a comprehensive education program for parents and students
	A more effective pastoral care system	Introduced a new leadership structure for pastoral care across the College
Staff Development	Development of an e-learning program	Workshops to develop staff skills for creating subject websites

	Greater integration of ICT in the classroom with an emphasis on Interactive White Boards	14 Staff attended specific professional development related to integrating technology into the classroom
	Develop staff awareness of the National Curriculum	Delivered workshops to allow staff to engage with National Curriculum and identify implementation strategies.
	Maintain staff currency in a number of compliance areas	Facilitated training opportunities for all staff in the areas of Child Protection, Fire Safety and Emergency First Aid and CPR
Staff roles and responsibilities	Introduce a new Management Team structure	Developed effective role descriptions and processes to support the introduction of the new College Management Structure
Facilities and Resources	Enhance and expand IT resources	Upgrade servers and College network
	New Library Resource	Opened The Joan Pickup Library and integrated the new facility into College life.
	Learning Support Centre	Established a learning support centre, easily accessible for K-12 students
Community Opportunities	Refinement of charity support	Charity support policy developed, identifying key charities to be supported by the College

Improvement targets for 2011

Area	Goal	Strategy
Teaching and Learning	Broaden opportunities for language learning across the College	Extend the Japanese Language Program into Kindergarten and Stage One in order to create a foundational program from Kindergarten to Year 8
	Extend the e-Learning Program	Continue with the rollout of laptops to senior students and establish the e-Learning Program in Year 12
		Participate in EDAS (Electronic Delivery Across Schools) by offering a course of study and supporting students who study with EDAS as an external provider.
	Enhance educational programs in the Early Learning Centre	Review programs and incorporate the Early Learning Framework into all programs

	Establish a cohesive Learning Support Team	Develop role descriptions for members of the team and practices that ensure effective communication across the team and with the staff
	Extend opportunities for student performance	Enhance opportunities and support for students to participate in the College Primary and Secondary Bands and Primary and Secondary Choir.
Pastoral Care	Enhance the College Retreat and Camp Program	Review existing practices, themes and experiences and develop a coordinated approach which ensure a range of meaningful experiences for students from Year 4 to Year 12
	Enhance the Year 7 -12 Pastoral Care Program	Develop an integrated and holistic Pastoral Care Program for Years 7 – 12
	Exploring opportunities for Student Leadership	Establish a committee to review current opportunities for Student Leadership across the College and develop a whole College approach to Student Leadership
College Resources	Further development of ICT across the College	Upgrade of ST5 Computer Lab
		Purchase and installation of 2 Interactive Whiteboards
	Creation of an outdoor chapel	Identify a site, install paving and seating and landscape surroundings



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

Assemblies

Once a fortnight students attend a 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. In the Primary School each assembly has a theme, encouraging students to reflect on positive behavioural attributes or on relevant community initiatives such as National Sorry Day, Westpac Rescue Helicopter Awareness Week 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 2010 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 ten 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

The Games Room Program	Teaches social skills and promotes positive social interactions through the use of board games and other activities.
Peace Kids	Peer mediation program which encourages students to care for each other and promotes a proactive approach to the prevention of bullying.
Buddies	A program which links students in Kindergarten and Year 6 through formal activities and informal interaction outside of the classroom. This program teaches values such as caring for others, friendliness, respect, valuing difference, including others and responsibility.
Peer Support	This program provides opportunities for students to work together in a multi-age setting; promoting respect and co-operative learning. For Year 6 students, this program also provides opportunities to develop leadership skills and responsibility for the well being of younger students.
S.R.C	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	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 leaders’ qualities in all students.

Secondary School

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.
S.R.C	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.
Impact Leadership Conference	Student leaders in the Secondary School attend this conference which trains student leaders in the practical skills required for their role.
World Vision Global Leadership Convention	An event for senior students which promotes reflection and action in response to issues of poverty and injustice.
Brainstorm Production	All students in Years 7-10 were involved in this program which focused on building resilience and self confidence
College Retreat Program	All students in Year 7, 9, 10, 11 and 12 were involved in a retreat experience in 2010. Each of these focused on a range of themes including self identity, journey, leadership, building relationships and contributing to the community.

Parent Satisfaction

In 2010 all parents were invited to complete a Parent Satisfaction Survey to provide feedback to the College Leadership Team about key areas of College life and opportunities for students. The feedback from parents in all areas of the survey was extremely positive. In each of the following areas over 90% of respondents were satisfied with the College's performance in that area:

- Teaching skill
- Pastoral Care programs and policies
- Co-curricular activities
- Spiritual development
- Sporting opportunities
- Academic achievement
- Class sizes
- Curriculum offerings
- Communication

Parents identify the strong community feel of College as a particular strength and believe that it is a place of welcome and hospitality. This is reflected in the significant parent attendance and participation in Information Evenings, Chapel Services, College Assemblies, Friends of EAC

functions and events, the Harvest Fair and College Celebrations such as Foundation Day, Open Day and Presentation Day.

Student Satisfaction

In 2010 students from Kindergarten to Year 12 were given the opportunity to participate in two significant surveys; the Student Satisfaction Survey and the Anti-Bullying and Safe School Environment Survey. The Year 12 Graduating Class was also undertook the College Exit Survey and the Secondary Student Leadership Team also completed a Leadership Review Survey.

- A number of common themes and key messages emerged from the student responses:
- The College is a safe place that values the whole person
- There is a warm and friendly atmosphere within the College
- The teachers are caring, helpful and approachable
- The student management systems are effective and fair
- Students are encouraged to take pride in their achievements and have confidence in their own ability
- The College looks for opportunities to help every student succeed

Teacher Satisfaction

In 2010 the staff retention rate at Emmanuel Anglican College was very high across all areas of the College. All staff have weekly meetings and many opportunities to raise and discuss issues. All staff were given the opportunity to complete a Staff Satisfaction Survey for 2010. The following areas of satisfaction were reported:

- The quality of teaching spaces
- The level of IT support at the classroom
- The presentation and upkeep of the College grounds/facilities
- The effectiveness of the various communication systems across the College
- The effectiveness of the reporting, timetabling and pastoral care systems

A key area which the staff have identified as a priority for further development is professional learning and sharing.

Financial Summary

Emmanuel Anglican College – Income and Expenditure

