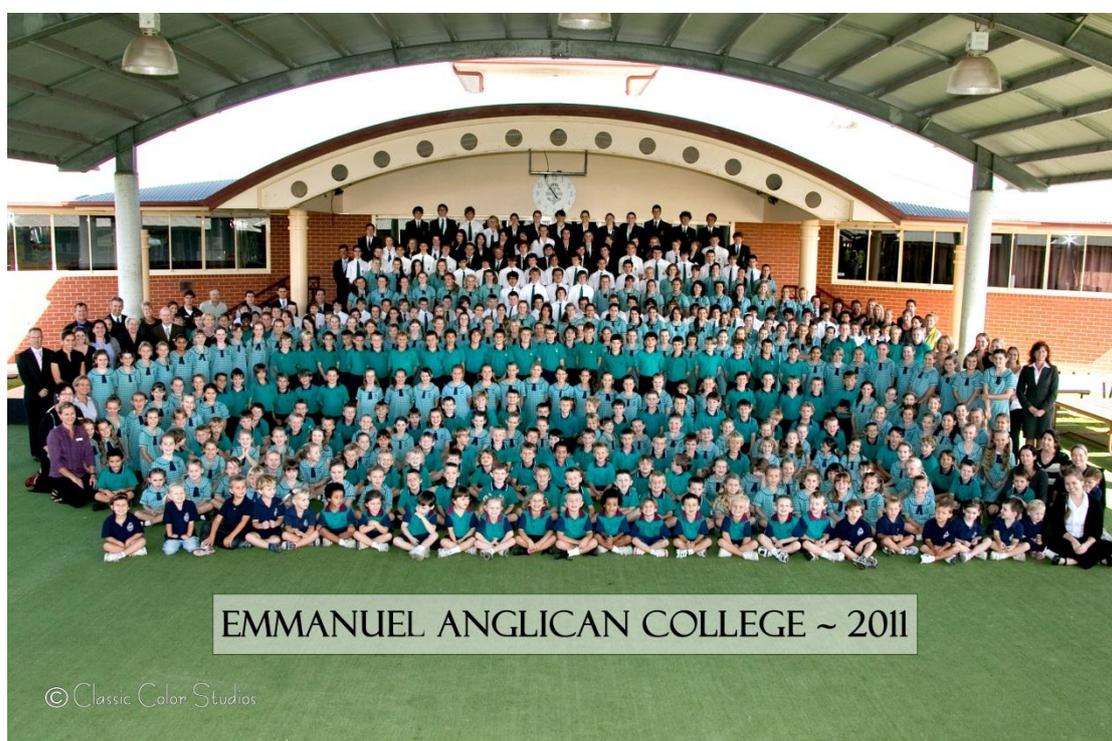




EMMANUEL ANGLICAN COLLEGE

Learning ~ Living ~ Leading

Annual Report 2011



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Chair of College Council

Kelley Malaba



Reflecting on my first year as Chair of College Council I am reminded of the great pride and enthusiasm that students, staff and families take in the work, growth and achievements of the College. It is clearly evident that we are a community that is learning, living and leading. It is wonderful to see the students caring and showing respect for each other and whenever I visit the College I am always made feel welcome by all. It is a privilege to play a role in helping build this great community.

Throughout 2011 much of Council's time was focused on the development of our governance role. A number of Council members attended the Association of Independence Schools' governance workshop in March and following this the Governance and Risk Committee was formed. This committee worked on the development of a

College Council Handbook and the re-writing of the College Council Constitution into a plain-English, more functional format. Council was also involved in a strategic planning workshop as the College prepared to enter into a new phase in the strategic planning cycle. Helping clarify the vision and mission of the College for the next five years is a really significant contribution that the College Council has made to this process. We look forward to the input from staff, students and the wider community into this document.

The College Council will continue to strengthen the governance role it plays. I see this governance role as a key to making sure the whole team continues to work together to fulfil strategic goals of the College. If we all continue working towards the same thing we will get much better outcomes from the united effort that goes into the life of the College each and every day.

With the support of the College Executive the College Council has also focused on the financial stability of the College. The College made significant reductions to both its short term and long term liabilities in 2011 ensuring the long term financial future of the College and readying us for the next period of growth.

For all their hard work, enthusiasm and generous offer of their time and skill I would like to thank my fellow Council members for all they have done in 2011. They have been a great support to me and their efforts have ensured that the College continues to offer many great and diverse opportunities for the people at the heart of all our work; the students.

I would also like to take this opportunity to thank the staff and all the members of the

broader college community for all they do to support the College. This includes their financial support, generous support of the College with their time and talents as well as sharing in the life of the community. Thank you for your drive and passion. Let's continue

to work together so the dreams of those who graduate from the College as young adults can be realised in their education, friendships and in their lives to come. We continue to praise God and give thanks for this wonderful College as we mission together.



Principal – Heidi O’Brien



2011 was a very exciting and successful year at Emmanuel Anglican College with a host of events, wonderful learning opportunities and outstanding student achievements.

Sadly the College community started 2011 on a sombre note, coming together to acknowledge and celebrate the numerous contributions that the late Ms Bethwyn Johns made during her time at Emmanuel Anglican College as the English/Drama teacher and in her leadership position as Stage Coordinator. We were greatly blessed to share her company and she will be long remembered and greatly missed.

In 2011 we welcomed a number of new staff members including Mr Joel Jukes (Science and Stage 5 Coordinator), Mrs Eva Brown (Drama/English and Stage 4 Coordinator), Miss Anna Jones (Primary Music), Ms Jennifer Buddee (Primary Teacher), Mrs Anita Ghilardi (ELC Coordinator), Mrs Belinda Lockwood (ELC Educator), Mrs Kim Kyd (ELC Educator), Mrs Heidi Upward (ELC Educator), Mrs Rebecca Brooks (ELC Assistant) and Miss Alissa Symons (ELC Assistant). Once again I acknowledge the

fantastic contributions made by all staff and extend a sincere thank you to all of our staff for the care they give our students, for their commitment and for their professionalism. I especially thank the Management Team, Mr Rob Tobias, The Reverend Rachel Rynehart, Mrs Genevieve Raguse, Mr Adam Holmes and Mrs Karen Armstrong for their inspirational leadership and their support and guidance throughout the year.

The College commenced the year with strong enrolment figures with 395 students enrolled from Kindergarten to Year 12 and an occupancy rate of 57% in the ELC. Enrolments were maintained throughout the year with an end of year figure of 396 for K-12 and 70% for the ELC. A strong link was forged with Richmond Christian College to develop EAC as the College of choice for those students graduating from RCC in Year 10. The Country Student Program was launched and greater promotion of our kindergarten amongst pre-schools was undertaken and the College hosted playgroup sessions to assist with ELC and Kindergarten enrolments.

Our College Council has also had a very busy year working on the College's new strategic plan and further enhancing our governance procedures to strengthen the College into the future. On behalf of the College community I pass on our appreciation for the work that each council member undertakes and their commitment to the College, especially our Council Chair Mrs Kelley Malaba.

We are also very appreciative of the many volunteers who contribute to the life of the College. Friends of EAC have again been instrumental with fundraising activities which enhance the resources and facilities for our students. Parents, grandparents and other community members give so generously of

their time to assist at functions, serve in the canteen and help with our reading program. Thank you for your contributions throughout the year.

The highlights of 2011 for me as principal are the opportunities we get to celebrate our students' academic achievements and witness the talents and enthusiasm they display in the many and varied activities in which they participate.

Academic results in external testing were outstanding for 2011. Emmanuel Anglican College was once again one of the highest ranking schools in the Northern Rivers Region based on NAPLAN results for 2010. Results for

the School Certificate Tests were well above state average. Outstanding HSC results placed EAC in the top 100 schools in NSW with a ranking of 74. Only a handful of schools outside of Sydney were ranked above EAC in the 2011 HSC results.

Thank you to all of our students who have contributed in their own unique way to ensure another enjoyable and successful year at Emmanuel Anglican College.

Heidi O'Brien

Principal



President of the Friends of EAC- Nerida Osbourne

In 2011 the Friends of EAC had another successful year of fundraising and fellowship. The friends committee meets on the second Tuesday of each month at 7.00pm in The Joan Pickup Library. I wish to warmly thank all those who attended committee meeting in 2011 and in particular those that took on leadership roles. Their dedication, support and enthusiasm is greatly valued and leads to numerous positive outcomes for all members of the College community.

The friends of EAC extends well beyond those dedicated parents who attend the monthly meetings and I wish to thank and acknowledge all those people who have volunteered their time, energy and resources to support activities in and around the College by assisting in the classroom, taking students for reading, working in the canteen, covering books in the library, attending working bees and so on. I also thank all those who have supported the College by attending Friends coordinated events.

This year Friends were involved The Friends of year has seen many exciting and successful events take place. For the second year running we had our Barefoot Bowls evening which was fun for young and old. We have coordinated working bees, Mother's and Father's Day stalls, primary discos, family portraits, sporting event BBQ's, and have supported many school and chapel events. Our finale to a great year was the annual Harvest Fair, a wonderful social day of food , music , craft and much more.

The proceeds of our work have contributed to a number of significant projects around the College including additional shade and seating areas, improved drainage for the main oval, the purchase of sporting equipment and representative uniforms and the completion of the John Robinson Outdoor Chapel.



Student Representative Council 2011

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.

The 2011 Student Representative Council

Yr 2 - Max Mitchell & Abbey Porter

Yr 3 - Nick Mounic & Elke Hinrichsen

Yr 4 - Lily Wallace & Britany Osborne

Yr 5 - Luc Bailey & Jessica Shaw

Yr 6 - Mitchell Wright & Jessie Lilford

Yr 7 – Sarah Coghill and Jake Davis

Yr 8 - Yasmin Miller and Liam Marchant.

Yr 9 - Crystal-Anne Williamson and Regan Hale

Yr 10 - Riley Gollan and Camille McInerney

Yr 11 - Sarah Moore and Dean Sommerville

Yr12 and President Jasmin McInerney

Primary SRC

The Primary SRC provides an opportunity for students to participate in the daily running of the College and is a vehicle for students to express their opinions and participate actively in decision making. We aim to create and nurture constructive ideas and positively contribute to the life of the College. This year we have organised many activities and events.

The highlight of the Primary SRC for 2011 have been:

- Crazy Hair Day - our fundraiser for the Cancer Council
- Nude Food Week – our goal was to promote healthy eating and reduce landfill.
- Naidoc Celebrations – we celebrated Indigenous culture
- Red and Yellow Day – our fundraiser for Westpac Rescue Helicopter

Secondary SRC

Under the highly organised and motivated leadership of SRC President, Jasmin McInerney, the 2011 SRC has been very prominent in the life of the secondary school.

Inducted in early February along with their Primary School counterparts, the Secondary Student Representative Council was immediately into action and organised the first of two very successful secondary social evenings for the 29 March, 2011. The evening, titled 'Splendour of the Astroturf' involve performances by two exciting up and coming bands with strong links to EAC; Mammoth and Snatch. The theme of the evening was superheroes and all proceeds went to the College's World Vision Sponsor Child, Therese, who lives in the Philippines.

Term Two was just as busy with the students raising funds for Juvenile Diabetes Australia and actively participating in the discussions about alterations to the College uniform.

In Term Three the SRC organised a second social evening for the secondary students. This time the theme was 'under the big top' and it was great to see the students embracing the spirit of the occasion and dressing up as everything from clowns and ring masters to mime artists and even circus animals. The evening also raised valuable funds for the Westpac Rescue Helicopter Service in the Northern Rivers.



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 440 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 2011. 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 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 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.

For further information please visit:

www.eac.nsw.edu.au

www.myschool.edu.au

NAPALN Results 2011

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	18	21	18	29
EAC %	0	5	0	10	24	61
Writing						
State %	2	4	12	21	43	18
EAC %	2	7	5	24	41	20
Grammar/Punctuation						
State %	5	7	15	24	22	28
EAC %	2	5	5	22	22	44
Spelling						
State %	4	7	18	21	26	25
EAC %	0	2	12	15	46	24
Numeracy						
State %	3	12	20	27	22	18
EAC %	0	2	5	37	27	29

Year 5

Reading	Band 3	Band 4	Band 5	Band 6	Band 7	Band 8
State %	7	11	26	21	19	16
EAC %	3	0	9	24	30	33
Writing						
State %	5	7	31	31	17	9
EAC %	6	3	12	24	30	24
Grammar/Punctuation						
State %	6	9	21	23	25	16
EAC %	6	3	12	24	30	24
Spelling						
State %	5	9	24	27	22	14
EAC %	3	6	24	33	18	15
Numeracy						
State %	4	10	28	29	14	15
EAC %	0	9	21	33	12	24

Year 7

Reading	Band 4	Band 5	Band 6	Band 7	Band 8	Band 9
State %	3	16	26	24	20	11
EAC %	0	9	16	31	19	25
Writing						
State %	7	19	27	23	16	8
EAC %	3	16	9	28	16	28
Grammar/Punctuation						
State %	7	13	29	21	20	10
EAC %	3	3	22	38	28	6
Spelling						
State %	5	11	22	28	21	12
EAC %	3	12	16	38	25	6
Numeracy						
State %	4	16	24	25	16	16
EAC %	3	13	26	26	13	19

Year 9

Reading	Band 5	Band 6	Band 7	Band 8	Band 9	Band 10
State %	6	18	25	25	16	9
EAC %	6	3	16	29	23	23
Writing						
State %	16	18	21	23	12	10
EAC %	16	0	32	26	10	16
Grammar/Punctuation						
State %	10	15	25	32	13	6
EAC %	3	13	19	39	13	13
Spelling						
State %	6	13	24	28	20	8
EAC %	3	16	19	26	23	13
Numeracy						
State %	5	19	26	22	16	13
EAC %	3	7	23	20	40	7

Performance in State-wide Tests/Examinations

Higher School Certificate, 2011

All students completing Year 12 Studies in 2011 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. In 2011 2 students undertook VET Courses in Information Technology and Automotive.

Overview of Higher School Certificate Results

The SMH has ranked us 74 in the top 100 performing schools in the state. We were one 5 schools outside the Sydney region and the only one between Newcastle and the border. The class of 2011 achieved a number of outstanding group and individual results.

Students have performed well above State Average in 16 out of 22 courses undertaken. All students studying a Creative and Performing Arts course achieved a Band 6 results. The College Dux achieved an ATAR of 97.4 and 40% of students earning an ATAR of 90.00 or above

Exceptional 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.

- Ancient History
- Chemistry
- Drama
- Economics
- English Advanced
- English Extension 1
- Legal Studies
- Mathematics
- Mathematics Extension 1
- Mathematics 2 Unit
- Modern History
- Music 1
- Physics
- Textiles and Design
- Visual Arts

Individual Higher School Certificate Course Results, 2011

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
Ancient History	1	92	100	0	37
Biology	3	77	33	66	31
Business Studies	4	74	25	75	32
Chemistry	5	79	60	40	40
Drama	2	92	100	0	43
Economics	2	85	100	0	43
English Standard	6	67	0	100	9
English Advanced	9	82	78	22	58
Food Technology	4	68	25	50	26
Information Processes and Technology	1	66	0	100	31
Legal Studies	4	80	75	25	38
General Mathematics	4	67	25	50	24
Mathematics 2 Unit	7	83	57	43	51
Modern History	4	81	75	25	45
Music 1	2	92	100	0	59
PDHPE	2	70	0	100	34
Physics	3	85	100	0	36
Textiles and Design	3	82	66	33	38
Visual Arts	1	94	100	0	48

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	4	77	25	75	24
English Extension 2	3	69	0	100	23
Mathematics Ext 1	2	84	0	100	36

School Certificate, 2011

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	20	55	35	39
Mathematics	20	40	40	26
Science	20	50	50	34
Australian History	20	65	35	26
Australian Geography	20	55	45	25

	No. of Students	% of EAC students Highly Competent	% of students in the State Highly Competent
Computing Skills	20	80	52

Professional Learning

Professional Development Event	Number of Staff Participating
Emergency First Aid/CPR Refresher	51
Understanding the Autism Spectrum	35
Foundation Leadership Program Middle Leaders	2
Child Protection- School Based Investigators Accreditation	2
Understanding Board of Studies Stage 6 Requirements	3
Dynamic Approach to 9-10 Trigonometry	1
Literacy Goes Digital	1
Higher Order Thinking for Assessment and Learning	1
Making Maths Real	1
Differentiation in Primary Maths	1
Managing Conflict and the Difficult Conversations	1
Youth Mental health First Aid Courses	2
Primary English Teacher Conference	1
Communicating for change	1
ICT for History	1
Teaching Students on the Autism Spectrum	1
PDHPE Enrichment Course	1
Induction Program for newly appointed principals	1
Drama Teachers Association Conference	1
Develop Drama Skills Workshop	1
Techniques for using Mac in the class room	1
Moodle Training	1
Art Express	1
Guiding Children's behaviour	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 \$401.00 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.

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	25
Professional Competence	8
Provisional Beginning	1

Workforce Composition

Full Time Equivalent Teaching Staff K-12	26.04
Principal (non-teaching)	1
Full Time Equivalent Administration and Support Staff	9.3
Full Time Equivalent –Staff with Indigenous background	0

Student Attendance 2011

Year	% Attendance for 2011
K	94.18%
1	94.17%
2	94.22%
3	94.63%
4	92.64%
5	95.58%
6	92.70%
Total Primary	94.01%
7	94.49%
8	92.82%
9	93.35%
10	93.50%
11	93.48%
12	90.47%
Total Secondary	93.01%
Average days absent per student in 2011	11.7

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 2011

Year 10 2009	Year 12 2011	Retention Rate
20	16	80%

The retention rate has been calculated by comparing the number of students enrolled in Year 10, 2009 at census date to the number enrolled in Year 12, 2011 at census date. The retention rate is slightly higher than the previous year.

Post College Destinations

Post College Destinations	Number of Students
University -accepted	12
University -deferred	2 (part time employment/travel)
TAFE	1

Students from the 2011 HSC Cohort were accepted into the following university courses.

Course	Institution
B Medicine	University of New South Wales
B Science (Engineering)	University of New South Wales
B Interior Design	University of New South Wales
B Political Economic and Social Studies	Sydney University
B Sport and Exercise Science	Southern Cross University
B Nursing	Southern Cross University
B Business	Southern Cross University
B Applied Sciences	Queensland University of Technology
B Law and Creative industries	Queensland University of Technology
B Social Science	University of Queensland

B IT/Business	Bond University
B Architecture	Bond University
B Marine Engineering	University of Tasmania



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.

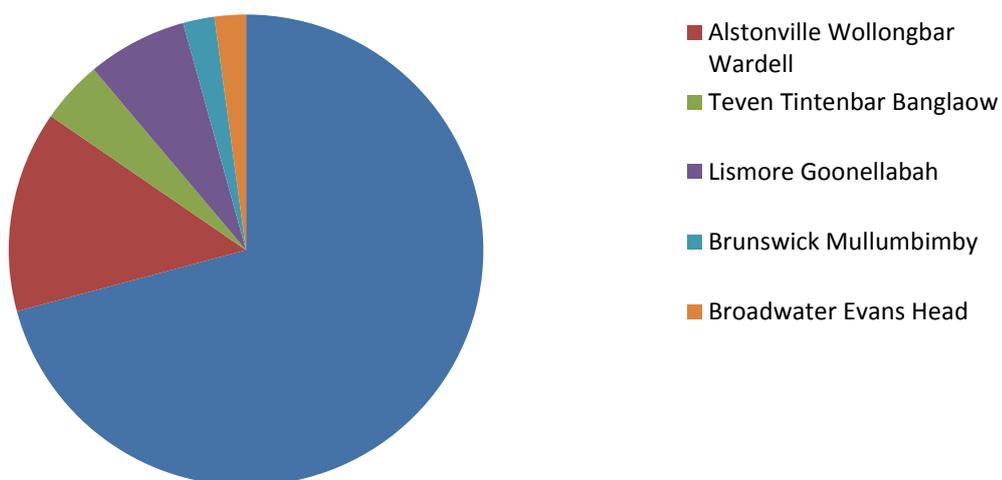
The College operates within the obligation as outlined in the Disability Discrimination Act 2005

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 2011

As at 20 April 2011



Student Enrolment Summary (December 2011)

PRIMARY		SECONDARY	
Year Group	No. of Students	Year Group	No. of Students
K	39	7	34
1	28	8	27
2	21	9	30
3	38	10	19
4	30	11	23
5	30	12	15
6	28		
Total	214	Total	148

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.

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

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. 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. The policy is available on the College website: 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 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 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 2011

Area	Goal	Indicators of achievement
Teaching and Learning	Broaden opportunities for language learning across the College	<p>Extension of the Japanese Language Program into Kindergarten and Stage One in order to create a foundational program from Kindergarten to Year 8.</p> <p>Provision of tutoring support for students in Year 9 and 11 undertaking the study of Japanese via Distance Education.</p> <p>Employment of a Japanese Native Speaker to work with students and develop their language skills</p>
	Extend the e-Learning Program	<p>Laptops rolled out to all senior students and e-Learning Program extended into Year 12.</p> <p>Creation of the Stage 6 website as a home page for all Stage 6 students</p> <p>Participate in EDAS (Electronic Delivery Across Schools) by offering IPT as a course of study and supporting students who studied Economics with EDAS as an external provider.</p>
	Enhance educational programs in the Early Learning Centre	Reviewed programs and adopted the Early Learning Framework into all programs.
	Establish a cohesive Learning Support Team	Developed role descriptions for members of the team and practices that ensure effective communication across the team and with the staff.
	Continue to enhance and develop reporting policies and procedures	New reporting timelines, guidelines and formats used from K-12. Clear guidelines established in relation to comment construction and reporting of Life Skills courses for Secondary Students
Pastoral Care	Review approaches and opportunities for Student leadership	Establish a committee to review approaches and opportunities for student leadership.

		<p>Establishment of role descriptions for Primary and Secondary Leaders</p> <p>Enhancement of the Primary School Leadership Induction Ceremony.</p>
	Enhance the College Retreat and Camp Program	Reviewed 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	Developed an integrated and holistic Pastoral Care Program for Years 7 – 12. Created and purchased teaching and learning resources to support the newly established program
Staff roles and responsibilities	Review and appraise newly establish K-12 Students Welfare structure	<p>Roles and responsibilities of management positions reviewed and finalised.</p> <p>Review and appraisal of Stage Coordinators roles followed by re-appointment of all coordinators for a further two year term</p>
College Resources	Further development of ICT across the College	<p>Upgrade of ST5 Computer Lab.</p> <p>Purchase and Installation of 3 Interactive whiteboards</p> <p>Rollout of a further 10 laptops to teaching staff.</p> <p>Establishment of a Mac lab in the Joan Pickup Library</p>
	Creation of an outdoor chapel	Creation of the John Robinson Outdoor Chapel
	Investigate Trade Training Centre Grant opportunities	<p>Grant application investigated, completed and lodged.</p> <p>The Grant Application was successful in supporting the construction of a purpose built Hospitality Centre including function room</p>

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 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. 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

Interrelate Programs	Pastoral	Students in Stage 3 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		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.
Student Council	Representative	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.
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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.
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.
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 7-10 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 2011. Each of these focused on a range of themes including self identity, journey, leadership, building relationships and contributing to the community.

Parent Satisfaction

In 2011 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 80% of respondents were satisfied with the College's performance in that area:

- Teaching skill and expertise
- Classroom facilities and teaching resources
- Pastoral Care programs and policies
- Staff approachability
- Co-curricular activities
- Spiritual development and core values
- Academic achievement
- Class sizes
- Sense of pride in the College
- Publications and availability of information

The variety and quality of learning opportunities provided by the College continues to rank highly in the thoughts and comments of the parents. As in previous years the parents have identified the strong community feel of College as a particular strength of the College. The professional and approachable nature of the College teaching staff is also highly valued and acknowledged.

Student Satisfaction

In 2011 the Year 12 Graduating Class 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 and caring place that values the whole person
- The teaching staff are very respectful of the students in their care
- The teachers are experts in their field, create a positive learning environment and are well prepared
- EAC develops student skills in independence, decision making and self confidence
- Students enjoy the range of subjects and extra curricular activities
- EAC has a strong Christian foundation and encourages personal responsibility
- Values student achievement and initiative

Teacher Satisfaction

In 2011 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 2011. The following areas were identified as strength:

- The strong focus on student well being and learning
- The quality of teaching spaces, resources and staff facilities
- The quality of pastoral and academic reporting
- The smooth administration and general operation of the College
- The presentation, cleanliness and upkeep of the College grounds/facilities
- The effectiveness of the various communication systems across the College
- The culture of learning and respect reflected by the student body

A key area which the staff have identified as a priority for further development is in the area of Information Technology with a particular emphasis on professional development and on going support.

Financial Summary

Emmanuel Anglican College – Income and Expenditure

