



Annual Report 2012



2012 Tournament of the Minds Secondary NSW State Champions

Message from Chair of College Council, Principal and Friends of EAC	Page 3
Student Leadership	Page 6
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 Retention of Year 10 to Year 12	Page 18
Post-College destinations	Page 18
Enrolment policies and characteristics of the student body	Page 19
College policies	Page 21
College determined improvement targets	Page 24
Initiatives promoting respect and responsibility	Page 26
Parent, student and teacher satisfaction	Page 29
Summary financial information.	Page 31

Chair of College Council

Kelley Malaba



2012 was a great year in the life of Emmanuel Anglican College. The college continued to build on its strong foundations and continued to move ahead. An outstanding team effort by Council, Executive and staff has seen the finalisation of our strategic plan, strong enrolment growth and reductions of both short and long-term debt. The reputation of EAC has continued to grow in the broader community.

2012 was a particularly busy year for College Council. We have worked closely with the Grafton Diocese and the other Anglican schools in our region to identify ways that we may be able to benefit from working together. It is envisaged that these changes will strengthen the Anglican ethos in our community and ensure a prosperous future for education in the Grafton Diocese. We have implemented a new Constitution, financial

reporting ordinance and will soon have a stronger Schools Commission providing a governance framework for the schools in the Diocese.

At the same time we have continued to strengthen the governance role our Council plays. I see this role as a key to ensuring we are all working together to fulfil our strategic goals. We have continued to enhance internal procedures, considered various financial scenarios and carefully monitored income and expenditure with a focus on strengthening the College into the future.

I would like to thank all who contributed. Thank you to all Council members for their hard work, enthusiasm and generous donation of their time and skills during 2012. Thank you to Mrs Heidi O'Brien and Mr Robert Tobias, for their continued dedication and strong leadership. Thank you to all staff members, who continue to make EAC a great place to learn, and to the members of the broader college community for all they do to support the College. The team effort in 2012 achieved great things. Thank you for your drive and passion.

I am confident, and continue to pray, that the vision and mission of the founders of this great college can continue to be fulfilled in the years ahead. 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. Let's continue to praise God and give thanks for this wonderful College as we mission together.

Principal –Heidi O'Brien



2012 has been a spectacular year at Emmanuel Anglican College. There have been an amazing number of extra curricular activities and learning opportunities for students and staff, as well as a number of great community events for parents and friends. With the commencement of the new year we welcomed a number of new staff members including Mrs Tracey Waters, Miss Kristy Lynch, Mr Paul Christenson, Mrs Rebecca Fogarty, Mrs Vanessa Miller, Reverend Samuel Dow, Ms Lisa Klenk and Ms Heather Woolcott. Each of these talented individuals have contributed greatly through the year to add further flair and enthusiasm to our staff team.

Sadly, the College community came together in April to mourn the loss of Mr John Burgess who lost his battle with cancer. Mr Burgess was a much loved and respected primary teacher who had given over ten years' service to the College. We were very blessed to share his company and he will be long remembered and greatly missed.

I certainly extend a warm and sincere thank you to all of our staff for the care they give our students and for their commitment and professionalism. I especially thank the Management Team, Mr Rob Tobias, 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 maintaining a strong enrolment figure of 395 students from Kindergarten to Year 12 and an occupancy rate of 76% in the Early Learning Centre. Enrolments received a boost in mid Term 1 with the total reaching 400 and gradually growing to an end of year total of 411 giving a 4% growth rate on the previous year. The Early Learning Centre finished the year nearly fully subscribed at a 97% occupancy rate. The Kindy Links was launched to further promote the transition to EAC Kindergarten and additional places for the Pre-kindy program. After College Hours Care continued to be in high demand and the authorized maximum number was increased to 40 students. The Early Learning Centre successfully underwent the new national accreditation process.

Our College Council worked hard throughout the year, finalising the College's strategic plan to be implemented over the next four years, strengthening the financial position of the College and planning our next major building project, EAC's Hospitality Centre. 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 very appreciative of the many volunteers who contribute to the life of the College. Friends of EAC have again been proactive with fundraising activities enabling the College to enhance the resources and facilities for our students. Friends have also organised a number of successful social events which have continued to strengthen our College community. 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.

Finally, the students' achievements, participation and enthusiasm in so many activities have made this year at the College a most memorable one. Thank you to all of our students who have contributed in their own unique way to make Emmanuel Anglican College such a great place to come each day.

Heidi O'Brien

Principal

President of the Friends of EAC- Nerida Osbourne

In 2012 the Friends of EAC had another successful year of fundraising and friendship. 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 2012 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.

The highlight of this year's Calendar was the Friends Black, White and Bling Ball which took place in July and was attended by over 120 guests. Live music, dancing, good food and laughter made it a great night for all concerned. For the third year running we had our Barefoot Bowls evening which was fun for young and old and another great success. We have coordinated working bees, special Mother's and Father's Day events, primary discos, sporting event BBQ's, and have supported many school and chapel events.

The proceeds of our work have contributed to a number of significant projects around the College including improved drainage for the main oval, the purchase of sporting equipment and representative uniforms, classroom equipment and music stand covers for the band.

Student Leadership 2012

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

All of the student leadership forums were actively involved in a range of significant activities and initiatives throughout 2012. These included representing the College as ambassadors in the community, tour guides for visitors to the College and acting as hosts to families and special guests. Meeting regular to provide an opportunity to raise and discuss student issues and request as well as planning student participation in a range of significant events. The leaders play an important role in coordinating College assemblies, students participation in carnivals and other events and modelling excellence in all they do to their peers.

Fund raising and community building activities play a significant role in the work of all our leaders and in 2012 the students were involved in many such events. These included the Secondary School Socials, Red and Yellow Day, Crazy Hair Day and the Food Hamper Drive. All of these initiative provided great support to our chosen charities for 2012, which included:

- World Vision
- Youth Off The Streets
- The Westpac Rescue Helicopter Service
- Camp Quality
- Anglicare



Primary Student Leadership Team 2012

Congratulation to all our student leaders for 2012 on their commitment, enthusiasm and hard work.

Student Representative Council

- Yr 2 - Neria Walker and Louis Dumas
Yr 3 - Tiana Vancov and Charlie Chase
Yr 4 - Grace Killingbeck and Patrick Thornton
Yr 5 - Laura King and Maxwell Lambie
Yr 6 - Darci Howell and James Joblin
Yr 7 - Felicity Taylor and Jack Hayden
Yr 8 - Emily Mitchell and Jake Brown
Yr 9 - Madison Muller and Morgan Pendergast
Yr 10 - Luca Georgiou and Tarrant Moss
Yr 11 - Laura Williams and Riley Gollan



Primary Student leadership Team

Brockington House
Captain - Asha Green
Captain - Ryan Waldron
\
Purcival House
Captain - Jessica Shaw
Captain - Samuel Graham

Smith House
Captain - Charlotte Arthur
Captain - Luke Mounic

Walker House
Captain - Erica Truman
Captain - Jackson McMaster

Primary School Captains
Captain - Charlee Mitchell
Captain - Cameron Palmer

Secondary Student Leadership Team

Brockington House
Captain – Camille McInerney
Captain – Katie Wilson

Purcival House
Captain – Tiffany Tam
Captain – Elodie Murray

Smith House
Captain – Shaun Rose
Captain – Alexandra Hayden

Walker House
Captain – Dean Somerville
Captain – Gabrielle Hoskin

Student Leaders
Community Outreach – Amy Stephens
Student Representative Council – William Walker
Creative and Performing Arts – Eliska Sharman

College Captain Sarah Moore
College Caotain Stuart King

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 470 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 2012. 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 2012

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 %	3.5	10.1	15.6	20.6	23.8	26.4
EAC %	0	0	0	9.1	40.9	50
Writing						
State %	1.7	5	13.8	22.3	41.3	15.9
EAC %	0	0	9.1	18.2	54.5	18.2
Grammar/Punctuation						
State %	5.1	7.4	12.7	19	22	33.7
EAC %	0	4.5	0	4.5	31.8	59.1
Spelling						
State %	3.4	7.5	13.4	25.4	20.2	30.1
EAC %	0	0	4.5	9.1	40.9	45.5
Numeracy						
State %	3.8	9.3	20.2	27.8	21.2	17.7
EAC %	0	0	13.6	26.9	31.8	27.7

Year 5

Reading	Band 3	Band 4	Band 5	Band 6	Band 7	Band 8
State %	7.7	10	22.8	24.5	21.5	13.6
EAC %	0	0	6.3	43.8	28.1	21.9
Writing						
State %	5.5	8.4	34.1	28.8	14.5	8.7
EAC %	0	0	25	46.9	18.8	9.4
Grammar/Punctuation						
State %	7.8	12.8	20.8	23.5	14.5	20.7
EAC %	3.1	0	12.5	21.9	21.9	40.6
Spelling						
State %	3.8	11.3	19.9	26.1	24.5	16.5
EAC %	0	3.1	3.1	43.8	31.3	18.8
Numeracy						
State %	5.2	11.8	23.9	28	15.4	15.8
EAC %	0	0	12.5	40.6	34.4	12.5

Year 7						
Reading	Band 4	Band 5	Band 6	Band 7	Band 8	Band 9
State %	5.2	13	21.8	26.5	22.1	11.5
EAC %	0	3.6	21.4	32.1	28.6	14.3
Writing						
State %	7.8	22.2	26.4	20.7	15.4	7.5
EAC %	3.6	14.3	32.1	21.4	21.4	7.1
Grammar/Punctuation						
State %	3.4	11.4	25.1	26.4	18.9	14.8
EAC %	0	7.1	21.4	32.1	21.4	17.9
Spelling						
State %	5.5	8.3	19	30.1	25.2	11.9
EAC %	3.6	10.7	10.7	46	211.4	7.1
Numeracy						
State %	4.5	17.1	25.7	23.1	15.1	14.5
EAC %	0	7.1	17.9	39.3	25	10.7

Year 9						
Reading	Band 5	Band 6	Band 7	Band 8	Band 9	Band 10
State %	7.1	17	26.6	25.3	16.5	7.5
EAC %	0	0	26.7	16.7	26.7	30
Writing						
State %	19.3	91.1	19.6	21.9	11.2	9
EAC %	0	12.9	19.4	25.8	22.6	19.4
Grammar/Punctuation						
State %	7.8	20.6	23.6	25.3	15.2	7.5
EAC %	0	9.7	6.5	45.2	25.8	12.9
Spelling						
State %	8.2	11.9	23.6	26.9	21.8	7.6
EAC %	0	9.7	19.6	32.3	32.3	6.5
Numeracy						
State %	3.9	20.3	25.9	22.2	14.7	13.1
EAC %	0	3.2	25.8	29	22.6	19.4

Performance in State-wide Tests/Examinations

Higher School Certificate, 2012

All students completing Year 12 Studies in 2012 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. In 2012 1 students studies Japanese through this mode and two others completed Economics
- 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 2012 4 students undertook VET Courses in Automotive, Business Services, Entertainment and Hospitality.

Overview of Higher School Certificate Results

We were delighted with the 2012 HSC results with many students achieving their best results of their HSC year in the examinations. The vast majority of students have achieved well beyond the goals they set themselves for the HSC .

The College had 23 Students who undertook studies in 20 courses including 3 extension courses. 10 Courses had results above State Average :

Ancient History
Business Studies
Chemistry
English Extension 2
Information Processes and Technology
Legal Studies
General Mathematics
Mathematics 2unit
Modern History
Physics

Individual Higher School Certificate Course Results, 2012

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	7	69	29	57	27
Biology	8	72	25	63	27
Business Studies	6	74	67	33	38
Chemistry	4	76	75	25	42
Design and Technology	3	68	0	66	40
English Standard	7	68	0	85	16
English Advanced	16	80	19	81	54
Food Technology	6	74	33	67	31
Information Processes and Technology	4	71	25	75	31
Legal Studies	3	74	67	33	40
General Mathematics	10	69	20	60	22
Mathematics 2 Unit	3	78	66	33	52
Modern History	3	76	67	33	46
Music 1	7	80	71	29	59
PDHPE	6	73	0	100	34
Physics	3	74	100	0	34
Visual Arts	6	79	67	33	79

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	8	80	0	100	24
English Extension 2	5	69	40	60	22
Mathematics Ext 1	2	81	0	100	36



Professional Learning

Professional Development Event	Number of Staff Participating
Emergency First Aid/CPR Refresher	51
Use of interactive Whiteboards	15
Literacy Strategies for Stage one	2
Understanding the ATAR	4
AECG Cultural Immersion for Teacher	2
Understanding Autism	2
Working with iPads	6
Programming the new Preliminary Mathematics Course	2
Certificate III in Commercial Cookery	1
Certificate IV Training and Assessment	1
Cambridge Education teacher Conference	1
Science Teacher's Training Day	1
Science Teachers' Association Lecture	1
BOS Record of School Achievement workshop	2
AISNSW 2012 Leadership Conference	1
IWB Teachers Technology Conference	1
IWB IT Leaders' Conference	1
Integrating Whiteboards into the Language Classroom	1
English Teachers' Association Online Training	1
North Coast Drama Collegiate Presentation	1
Business Studies Teachers' Conference	1
Teaching Christianity Course	1
BOS HSC Information Day and Disability Provisions Workshop	1
Legal Studies Teacher's Association Conference	1
Economic Literacy Centre Workshop	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 in 2012 on average \$972.25 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.	37
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	23
Professional Competence	10
Provisional Beginning	4

Workforce Composition

Full Time Equivalent Teaching Staff K-12	28.3
Principal (non-teaching)	1
Full Time Equivalent Administration and Support Staff	10.16
Full Time Equivalent –Staff with Indigenous background	0

Student Attendance 2012

Year	% Attendance for 2012
K	97.16%
1	97.24%
2	97.00%
3	94.02%
4	98.19%
5	97.12%
6	95.16%
Total Primary	96.56%
7	97.62%
8	96.37%
9	95.91%
10	97.03%
11	96.62%
12	96.90%
Total Secondary	96.75%
Average days absent per student in 2012	8.79

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 2010	Year 12 2012	Retention Rate
30	23	76%

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, 2012 at census date. The retention rate is slightly lower than the previous year.



Post College Destinations

Post College Destinations	Number of Students
University -accepted	17
University -deferred	1 (part time employment/travel)
Part time employment and travel	4

In 2012, 20 Students had expressed a desire to study at university in 2013. Nine students received early entry offers prior to the results being released. Students from the 2012 HSC Cohort were accepted into the following university courses.

Course	Institution
B Business	University of New England
B Law and Criminology	University of New England
B Nursing	University of New England
B Medical Science	University of Queensland
B Pharmacy	University of Queensland
B Engineering	Griffith University
B Social Research and Policy	University of New South Wales
B Arts	Melbourne University
B Education	Southern Cross University
B Arts	Southern Cross University
B Clinical Sciences	Southern Cross University
Associate Degree Law	Southern Cross University
B Media	Southern Cross University
B Creative Industries	Queensland University of Technology
B Communication Public Relations	Royal Melbourne Institute Technology

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.

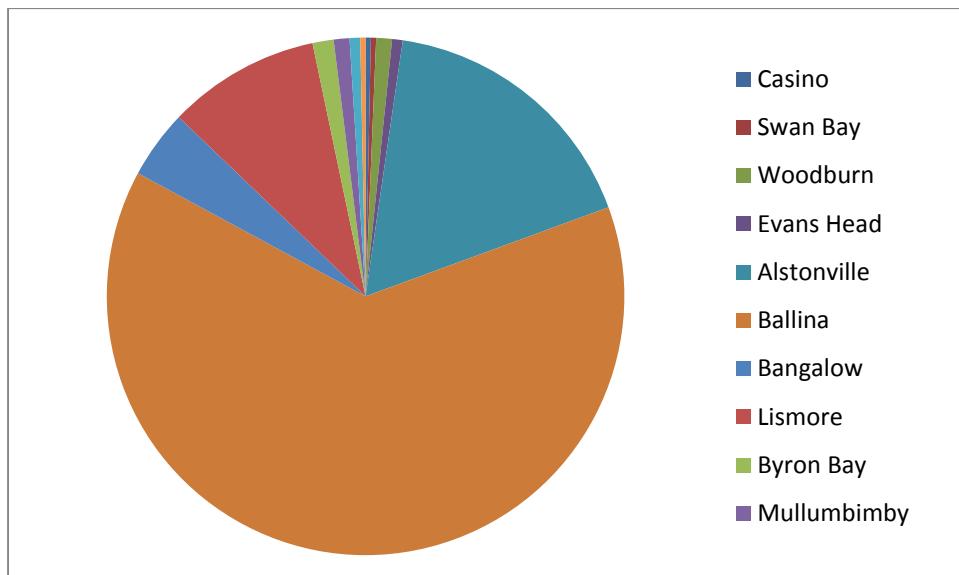
All applicant's (parents and student) are required to attend an Enrolment Interview. Applications will be processed in order of receipt and consideration will be given to the applicants for the support for the ethos of the school, siblings already attending the College, staff children, former students 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 2012 as at June 30, 2012



Student Enrolment Summary (November 2012)

PRIMARY		SECONDARY	
Year Group	No. of Students	Year Group	No. of Students
K	20	7	31
1	42	8	37
2	32	9	34
3	23	10	32
4	42	11	25
5	33	12	23
6	36		
Total	228	Total	182



College Policies

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

Student Welfare

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

Acknowledging and rewarding student behaviour and achievement

Recognition and reward of achievement are important in helping young people grow in confidence and self esteem. The College has a number of structures in place to provide 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 2012

Area	Goal	Indicators of achievement
Strategic Plan	To develop a new Strategic Plan for the 2013-2016	Consultation process involving College Council, staff and parents Vision, Mission, Core Values, Key Focus Areas and Goals developed Process for constructing annual goals commenced
Administration	Establishment of a new Student Administration Database	Roll out of Denbigh Software across the College which included the upgrades to the College server and network. Staff training and induction into the system Transfer of all student/staff and family data to the new system
Teaching and Learning	Introduction of new reporting system Pre-school to Year 12	Rollout across Pre-school to year 12 of the new reporting software package. Staff training and induction into the system with all reports in Semester Two produced using the Denbigh system Renewal of reporting formats for Pre-school to year 12
	Complete the Assessment and Rating Process for the Early Learning Centre under the new Quality Standards Framework for Early Childhood	Developed a Quality and Improvement Plan Reviewed programs and adopted the Early Learning Framework into all programs. Undertake the Quality Assurance Site Validation Visit
	Prepare for the implementation of Hospitality in Year 11 2013	Prepare policies and teaching programs Arrange appropriate professional development to ensure we have a fully qualified teacher to deliver the course Provide information to students and families as part of the Year 11 subject

		selection process
College Resources	Further development of ICT across the College	<p>Purchase and Installation of 2 Interactive whiteboards and 2 Data projectors</p> <p>Rollout of a further 20 laptops to teaching staff.</p> <p>Commenced upgrade of the College WiFi network</p> <p>Roll out of 10 iPads for the language classroom</p>
	Hospitality Trade Training Centre	<p>Finalised tender process and award contract</p> <p>Commence building program</p> <p>Liaise with relevant staff about resourcing requirements for the new facility.</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

Interelate Pastoral Programs	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 Representative Council	The Student Representative Council is made up of elected members from stage one to stage six. These students meet weekly to discuss issues arising from class meetings and to work on short and long term projects which aim to enhance the College community or to promote wider community initiatives.
Life Education Van	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.
Grip Leadership Conference	Student leaders in the Primary School attend this conference which trains student leaders in the practical skills required for their role.

Secondary School

Pastoral Care Program	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.
Grip 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.
RRISK Program	All Year 11 students participate in the RRISK program which seeks to develop students' knowledge, awareness and skills in relation to issue of health, safety and wellbeing. It focuses on risks and potential consequences of everyday issues facing young people including safe driving, alcohol and drug use and risk taking behaviour.

Parent Satisfaction

In 2012 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
- Interest in each Child
- Classroom facilities and teaching resources including computing resources
- Pastoral Care programs and policies including Awards and Discipline systems
- Staff approachability and the quality of response made to concerns
- Co-curricular activities
- Spiritual development and core values
- Academic achievement
- Class sizes
- Sense of pride in the College
- Welcome feel

The survey also revealed that a majority of families found out about the College via 'word of mouth' which confirms that the College has a great reputation in our community. Parents once again identified our size, academic achievement, welcoming feel, teaching expertise, values, dedicated teachers, pastoral care, co-curricular programs and physical environment as reasons for selecting the College as the place for their child's education. Programs suggested for future investigation included parenting workshops, morning coffee shop, vacation care and extended library hours. Of particular interest was the belief that the College needed to strengthen our expectations on the wearing of the College uniform.

Student Satisfaction

In 2012 the Year 12 Graduating Class undertook the College Exit Survey and 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 teachers are experts in their field, helpful and care for the students
- EAC encourages students to value knowledge and ideas and to work well with others
- There is a culture of respect and students are encouraged to take pride in both their own and other peoples achievements
- EAC has a strong Christian foundation and encourages personal responsibility and initiative

Teacher Satisfaction

In 2012 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 involved in the Strategic Planning Process which invited them to make comment of their core

values of the College, areas of strength and weakness and goals for the future. As a result of that process the following areas were identified as strength:

- The culture of welcome and hospitality
- The strong and genuine relationships linking teachers, students and families
- The ongoing improvement and development of teaching spaces, resources and staff facilities
- The quality of learning and extra curricular opportunities available to students.
- The smooth administration and general operation of the College
- The presentation, cleanliness and upkeep of the College grounds/facilities
- 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

Resourcing, professional development and support in relation to Information Technology

Implementation of the Australian Curriculum

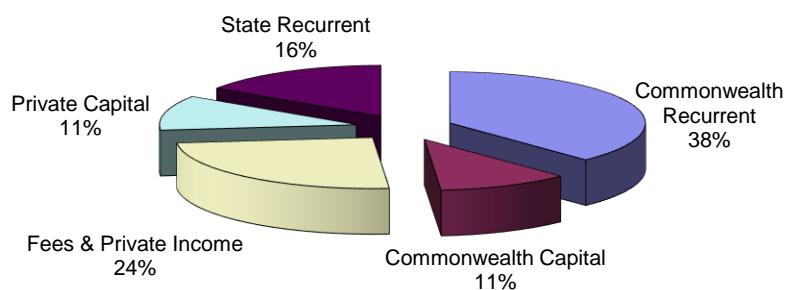
Developing the College Leadership Structure to better serve the needs of a growing College



Financial Summary

Emmanuel Anglican College – Income and Expenditure

Emmanuel Anglican College Sources of Funding 2012



Emmanuel Anglican College Expenditure 2012

