



# EMMANUEL ANGLICAN COLLEGE

*Learning ~ Living ~ Leading*

## *Annual Report 2015*



EMMANUEL ANGLICAN COLLEGE ~ 2015



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## Chair of College Council



**Bill Adler**

2015 has been a great year for Emmanuel Anglican

College. Student performance, whether in Music, Sport and especially academically has been first-rate. As a community, we have continued to provide a caring, respectful place where students can achieve. Of course, none of this is possible without a dedicated team of staff, who make the College what it is today. Enrolment numbers continue to grow passing the critical 500 student mark this year for the first time, we are indeed moving from strength to strength. As we grow there are some exciting plans for further development of our campus. All of this has happened under the leadership and direction of Mr. Tobias and his executive team.

The role of the College Council in all this is not only one of governance, but that of support. We are fortunate to have a group of men and women on council, who have the knowledge and skills to set the strategic agenda for the community, but also support staff in the execution of that strategy. In the form of various sub-committees, Building, Finance, and Governance and Risk members of council have a practical input to strategic decision making at the College. We are very fortunate this year to gain the wisdom of Mr. Chris Lomax on council. Mr.

Lomax has a wealth of legal and business experience which has already proven invaluable around the council table. It is my pleasure to welcome him to our community.

As we reflect on another school year, it is important to identify the qualities that set our College apart, while academic achievement and competitive endeavour are very important, it is the quality of life for members of our community that matter just as much as the level of performance. Emmanuel is a place where both, joy and sorrow, triumph and defeat, can be shared, a place where we aspire to make sure no one feels left out, and if they do it's not for long. In a caring, supportive Christian community such as ours it is

this sense of belonging and indeed of family that make Emmanuel a special place.



Finally, I would like to thank the hard working and dedicated staff for their tireless efforts on behalf of our children. Each word of encouragement, each

smile of approval, each test paper marked with care, and lesson prepared, contributes enormously to our success as a College. These things do not just happen, it takes skill, dedication and time to get it right, and I believe in 2015 EAC is in an enviable position as a place of quality.



## Robert Tobias

### Principal

2015 has been an amazing year filled with much learning, great fun, success, growth and friendship. Our College and its community has never been stronger and I give thanks for all the wonderful, generous and inspirational efforts of our students, staff, parents and friends in helping make EAC such a welcoming, supportive, dynamic and exciting place to learn and work.

In 2015 we have welcomed over 100 new students and approximately 60 new families to the College from Pre-school through to Year 12. As a result, our Pre-school to Year 12 enrolment is just on 600 students, with 545 students from Kindergarten through to Year 12. New parents continue to say that the reasons they seek enrolment for their children is because EAC offers a warm and welcoming community; innovative and engaging opportunities to learn; outstanding academic outcomes for students; and beautiful, open and contemporary facilities.

The rapidly growing enrolment has led to increased demand for resources to support students and their learning. One of the exciting outcomes of this growth is the opportunity to extend the College facilities with two new state of the art facilities. Work has recently begun on the construction of a new administration building and a contemporary classroom building that promotes innovative and flexible learning opportunities. We all look forward with great anticipation to the opening of these facilities in mid 2016.

In 2015 we have also re-kindled our International Students program. The program

involves day and short term educational visits by overseas student school groups as well as individuals undertaking either an immersion program or enrolling as a fulltime EAC student. This year, 5 schools, 3 from Japan and 2 from China visited EAC, two students – one from France and one from Japan took up our immersion program and we now have 3 fulltime overseas enrolments. The program brings so many benefits to our College and helps broaden students' understanding of Australia and its place in the global village. I particularly wish to acknowledge and thank our home stay families for their support of the program and their generosity in opening their homes to these visitors. Three of the schools are already planning another trip to EAC in 2016. We also plan to send our first group of students to our sister school Meitoku in Kochi, Japan in September 2016.

Without doubt the highlight for me for the 2015 year was the opportunity to accompany Ella Webb, ErinAmy Smekel, Jake Davis and Liam Marchant to Gallipoli as part of the NSW Gallipoli Schools Tour to commemorate the 100<sup>th</sup> Anniversary of the Gallipoli campaign. It was an incredibly humbling privilege to visit the region, follow in the footsteps of the young ANZACs, learn about the history of the campaign and attend both the Dawn Service and the Lone Pine Memorial on April 25, 2015. Since returning, the four students have spoken to more than a dozen community organisations about their experience and how it has impacted on them. In every way, Ella, ErinAmy, Jake and Liam have acquitted themselves with great grace and dignity and were fine ambassadors for their school, state and country.

In every domain of College life, the students have given their all and achieved many great things. In the areas of faith and service, academia, on the sporting field, community involvement, pastoral care and in the arts there have been wonderful efforts and great achievements. Some of the highlights this year include our NAPLAN results in which our students performed above state average in all five test areas across Years 3,5,7 and 9. Every student in our HSC Drama class receiving at least one nomination for the HSC Drama Showcase, OnStage and for the second year in a row one of our groups has been selected to perform at the showcase. Again we were regional champions in the Tournament of the Minds and at our made it through to the national final of the Lego League. There were also numerous wonderful achievements on the sporting field, in music and performance and the list goes on and on. Once again I thank and congratulate the students for their energy, enthusiasm, openness and desire to do their best. The opportunities and experiences available to our students are a gift from God that we should all be thankful for and the best way for students to show their thanks and appreciation is to make the most of all the opportunities available to them.

I also wish to acknowledge and say thank you to our families for their ongoing support of all we do at the College. I particularly wish to recognise the fantastic work of Friends in building community and supporting the College financially. For the work of the committee, the class parents, those that attend meetings, the organisers of our social events and to all those that supported the Freaky Friday Fun spectacular I say a huge thank you for the great spirit of community that you foster through your great work.

Thank you also to our College Council for all their efforts in providing outstanding

governance and guidance to our community throughout 2015. All our Council members are volunteers and they each bring a high degree of skill and expertise to the very complex role of governance of our great College. Their support, wisdom, insight and knowledge are invaluable and there is no doubt that their hard work and commitment has contributed to the prosperity of the College.

Finally, I wish to offer a huge vote of thanks to the College staff for all they do to build a College that shares and celebrates its faith, values and respects each and every individual, delivers great facilities and services to all and provides the best possibly learning environment and opportunities for young people. We are greatly blessed to have such a talented, committed and generous group of people serving the young people and families of this community. I ask all our students to put their hands together to say a special thank you to our wonderful staff.

In a special way though, I wish to acknowledge the efforts of two staff members who will conclude their time at EAC this year. Firstly, Mr Lawrie Lawson who retires today after 14 years of great service to the EAC community and over 30 as a teacher of Industrial and Visual Arts. From his immaculate dress to the completion of his reports on time; every time, Lawrie has great attention for detail and brought that sense of professionalism and the pursuit of excellence to his work. We have prepared a special plaque for Lawrie which reads ....On a long and rewarding career we say thank you and congratulations to Lawrie.

I wish to say a special thank you to Rev Sally Miller for the wonderful contribution she has made over the last 3 years. Sally has brought an incredible energy, love and passion to her work as Chaplain and she has had an enormous impact of the College community. On behalf of



the College I wish her every happiness for the next stage of the journey.

For the many events, achievements, friendships, gifts and blessing that have shaped

## **President of the Friends of EAC**

The AGM in March 2015 attracted a large number of parents and carers, many of them new faces to EAC. Their enthusiastic input and encouragement saw the induction of a new committee – full of fresh ideas and renewed energy. The Executive Committee consisted of myself, Janelle Wilson (Vice President), Kirsten Jackson (Treasurer) and Donna Lloyd (Secretary), as well as the Friends of EAC Committee members and an enormous group of willing volunteers.

Our key objectives were to: build relationships and strengthen the College community; raise some funds; work within the limits of our busy work/home lives; and above all – have some fun along the way and enjoy our roles within Friends.

With eighty-seven new families joining the College last year our mission was to make new parents and carers feel welcome and part of a community, whilst building on the strong friendships and volunteering spirit of existing parents and carers.

Highlights have included the Primary School discos, Barefoot Bowls, the Tea Towel fundraiser, College Art Show, Athletics and Cross Country Days, the Father's Day, Mother's Day and Grandparent's Day events and our inaugural Trivia Night, Freaky Friday Fun Day and Soccer Movie Night – all of which were hugely successful. There has been

2015 I say thank you and we look forward with much excitement and anticipation to all 2016 has to offer.

much laughter, friendship and shared purpose. The launch of our first EAC Community Business Directory has been another way to support for our College families and their local businesses.

Through the dedication of our volunteers we have maintained a sound financial position and continue to look for opportunities to contribute meaningfully to the learning and extra-curricular opportunities of EAC students. We have been delighted to donate considerable funds for several items and projects at the College. These have included the purchase of a portable grand piano for the music department, funding for; rubber soft fall under the infants play equipment, furniture for the Senior Common room and soft furniture for the new shared learning space. Each of these projects significantly enhance our children's learning experience and are a reflection of the commitment Friends have to the school community.

As you wander through our College you would be surprised how many items have been provide by Friends over the years - the junior playground, sun-shelters, landscaping and paving, sports equipment, outdoor seating, music stands and keyboards, funding for the Year 12 formal and much more.

In addition to our 'friendraising' and fundraising, our monthly Friends meetings are a highly effective means of communication from parents to College and College to parents. Our interactive Sports Forum, led by Mr Tobias provided parents and staff with an opportunity to provide feedback and make positive, informed suggestions – resulting in the approval of a Sports and Coaching Administrator.

The decision to appoint a Class Parent Coordinator also greatly increased communication between parents, Friends and College Administration. In addition, we built an effective 'Helpers List', where parents who can't necessarily attend our monthly meetings can still become involved in our events and activities.

I would like to thank Mr Tobias, the EAC administrative and teaching teams, the canteen and maintenance staff for their continuing support provided to the Friends of EAC. Our joint efforts strengthen us both

as individual organisations and as a community.

Thank you to everyone who has contributed or been involved with Friends in 2015, your efforts are sincerely appreciated.

Most importantly, Friends meet on the second Tuesday of each month at 7.00pm in the Joan Pickup Library. On behalf of the Friends of the EAC, I would like to extend a warm invitation to all parents and carers to attend any of the 2016 meetings. It is a friendly and welcoming atmosphere where parent and carers' contributions and expertise are greatly valued.

I encourage anyone to get involved with Friends, whether your commitment is large or small, your participation makes a difference!

Jane Bond

President, Friends of EAC

## Student Leadership 2015



Opportunities for student leadership form an integral part of the Pastoral Care Program of Emmanuel Anglican College. In a structured and supportive environment students can show initiative, plan and follow through projects and contribute to the growth and

improvement of the College. Leadership opportunities also enrich student character and provide a forum for the application of important personal qualities such as commitment, responsibility and enthusiasm.

All of the student leadership forums were actively involved in a range of significant events and initiatives throughout 2015. These included representing the College as ambassadors in the community, tour guides for visitors to the College and acting as hosts to families and special guests. Leaders meet regularly to raise and discuss student issues and requests, as well as planning student participation in a range of

significant events. The leaders play an important role in coordinating College assemblies, student participation in carnivals and other events as well as modelling excellence in all they do to their peers. Fund raising and community building activities play a significant role in the work of all our leaders and in 2015 the students were involved in many such events. These included the Secondary School Socials, Red and Yellow Day, Crazy Sock Day and the Food Hamper Drive. All these initiatives provided great support to our chosen charities for 2015, which included:

- World Vision
- Our Kids
- Westpac Rescue Helicopter Service
- Cancer Council
- Anglicare

### 2015 Student Representative Council

Year 2 Summer Thompson and Jack Carrigg

Year 3 Olivia Carter and Lola Wagner

Year 4 Hana Mills and Landon Broadley

Year 5 Cheryl Charles and Kiarna Paish

Year 6 Isabel Jones and Natalie Shaw

Year 7 Jayden Thomson and Timothy Weingarth

Year 8 Britney Osborne and Mackenzie Woods

Year 9 Darci Howell and Kairen Wijeyekoon

Year 10 Alli Marchant and Jessica Tait

Year 11 Madysen Faiers and Jubab Howells





### **Primary Student Leadership Team**

College Captain- **Ella Peart**  
 College Captain- **Max Mitchell**

Brockington House  
 Captain – **Belana Broadley**  
 Captain – **Abbey Porter**

Purcival House  
 Captain – **Maiya Stotter**  
 Captain – **Lincoln Hill**

Smith House  
 Captain – **Eloise Hoolihan**  
 Captain – **Luke Flavel**

Walker House  
 Captain – **Phoebe McGowan**  
 Captain – **Rohan Mills**

### **Secondary Student Leadership Team**

College Captain – **Yasmin Miller**  
 College Captain – **Connor Winchester**

Brockington House  
 Captain – **Tori Waldron**  
 Captain – **Kiran Rajaratnam**

Purcival House  
 Captain – **Sarah Coghill**  
 Captain – **Henry Jambor**

Smith House  
 Captain – **Rebecca Brady**  
 Captain – **Lewis Wright**

Walker House  
 Captain – **Georgina Thornton**  
 Captain – **Liam Marchant**

Student Leaders

Community Outreach – **Bradley Somerville**  
Student Representative Council – **Phoebe Scott**

Creative and Performing Arts – **Brooke Coleman**



## Overview of EAC

Emmanuel Anglican College opened in 1998 with a student population of 16. It was located at Gunundi, an Anglican Conference Centre at East Ballina. It moved to its present location in West Ballina in 2000 and has continued to grow, with a current enrolment of over 600 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 2015. These results are a reflection of the personalised care and culture of learning that are part of the fabric of EAC. Students feel valued, are engaged in their learning and enjoy their days at school. The size of the College community enables teachers to build genuine relationships with each student and to get to know them as learners. Each student is valued for their unique personality and gifts and the broad nature of our curricular and extra-curricular program allows students to explore areas of interest in new and exciting ways. It is in this context that they are given the best opportunities to grow, develop and achieve. The emphasis of all that happens at EAC is on the student, their wellbeing and their learning. It is only natural that when this is at the heart of what we do, student achievement will follow.

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

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

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

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

For further information please visit:

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

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

## NAPLAN Results 2015

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

### Year 3

#### Percentages in Bands Summary

Number of students: 38

		Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
Band 6	STATE	30.5	16.0	27.1	32.1	18.8
	SCHOOL	55.3	26.3	31.6	57.9	23.7
Band 5	STATE	19.5	38.5	20.1	20.4	19.3
	SCHOOL	23.7	50.0	31.6	23.7	26.3
Band 4	STATE	21.0	23.0	20.8	23.6	23.8
	SCHOOL	7.9	21.1	10.5	15.8	34.2
Band 3	STATE	19.0	16.4	18.4	12.6	21.1
	SCHOOL	10.5	2.6	18.4	0.0	10.5
Band 2	STATE	5.7	4.3	9.6	7.3	12.6
	SCHOOL	0.0	0.0	7.9	0.0	5.3
Band 1	STATE	4.3	1.8	4.0	4.1	4.4
	SCHOOL	2.6	0.0	0.0	2.6	0.0



**Year 5**  
**Percentages in Bands Summary**  
**Number of students: 41**

		Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
Band 8	STATE	17.5	6.3	12.9	18.1	14.1
	SCHOOL	19.5	2.4	14.6	24.4	14.6
Band 7	STATE	20.5	15.2	27.0	20.6	16.6
	SCHOOL	43.9	26.8	34.1	26.8	17.1
Band 6	STATE	21.8	31.5	25.2	21.5	25.6
	SCHOOL	24.4	36.6	24.4	29.3	36.6
Band 5	STATE	20.7	32.6	20.0	22.5	25.3
	SCHOOL	12.2	31.7	22.0	12.2	29.3
Band 4	STATE	15.0	8.7	10.4	10.7	15.3
	SCHOOL	0.0	0.0	2.4	7.3	2.4
Band 3	STATE	4.6	5.8	4.5	6.6	3.0
	SCHOOL	0.0	2.4	2.4	0.0	0.0

**Year 7**  
**Percentages in Bands Summary**  
**Number of students: 54**

		Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
Band 9	STATE	11.9	4.5	11.6	15.9	13.3
	SCHOOL	36.0	1.9	9.6	26.9	9.6
Band 8	STATE	19.9	14.4	28.3	18.4	15.8
	SCHOOL	26.0	25.0	38.5	19.2	32.7
Band 7	STATE	25.8	21.9	27.0	22.6	26.1
	SCHOOL	26.0	30.8	17.3	30.8	25.0
Band 6	STATE	26.3	27.5	18.3	24.9	27.1
	SCHOOL	10.0	25.0	21.2	17.3	32.7
Band 5	STATE	13.5	21.4	8.3	10.8	15.9
	SCHOOL	2.0	13.5	7.7	3.8	0.0
Band 4	STATE	2.6	10.4	6.4	7.4	1.9
	SCHOOL	0.0	3.8	5.8	1.9	0.0

**Year 9**  
**Percentages in Bands Summary**  
**Number of students: 40**

		Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
Band 10	STATE	8.2	5.6	9.0	6.3	13.1
	SCHOOL	20.0	2.5	17.5	7.5	17.5
Band 9	STATE	17.0	9.0	18.7	12.9	15.5
	SCHOOL	20.0	12.5	15.0	20.0	20.0
Band 8	STATE	25.2	23.4	31.1	26.9	26.0
	SCHOOL	30.0	32.5	37.5	25.0	30.0
Band 7	STATE	24.3	22.1	22.4	22.4	28.3
	SCHOOL	22.5	30.0	20.0	35.0	25.0
Band 6	STATE	19.0	19.7	10.8	21.4	15.1
	SCHOOL	5.0	10.0	7.5	10.0	7.5
Band 5	STATE	6.3	20.3	8.1	10.1	2.1
	SCHOOL	2.5	12.5	2.5	2.5	0.0



## **Performance in State-wide Tests/Examinations**

### **Higher School Certificate 2015**

All students completing Year 12 in 2015 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.
- Life Skills – students with additional learning needs are able to access a range of Life Skills courses to meet their particular needs and to support them in the attainment of the Higher School Certificate.
- External Providers – students have the opportunity to access specialised Board Developed and Board Endorsed courses that contribute to both the attainment of the Higher School Certificate and the Australian Tertiary Admissions Rank.
- Vocational Education and Training Courses - students are able to access a broad range of Board of Studies Endorsed Curriculum Framework Courses and Non-Framework TVET Courses via the North Coast Institute of TAFE. These courses contribute to the attainment of the Higher School Certificate. Curriculum Framework Courses also can contribute to the Australian Tertiary Admissions Rank.

### **2015 HSC Results Overview**

The Emmanuel Anglican College Community congratulates our 2015 HSC students on their outstanding achievements. There are many great individual performances and group achievements in terms of student learning and I commend all our students for their dedication to their studies and their desire to grow as learners.

The class of 2015 has performed above State Average in 18 out of 22 courses undertaken including Ancient History, Biology, IPT, Modern History, Music 1 and Physics which all scored averages in excess of 4 percent above the State Average. Of particular note is the high level of achievement in Drama, Food Technology, Mathematics General, Mathematics 2 Unit and Mathematics Extension 1 which had averages greater than 10 percent above the State Average. Congratulations to

Lucas Carter, Brooke Coleman, Lachlan Crawford, Peter Gray, Ellesha Kelly-Lloyde, Joshua King, Nathan Laverty, Yasmin Miller, Madison Muller, Bradley Somerville and Connor Winchester for Band 6 or equivalent (E4) results.

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	Mathematics
Business Studies	Mathematics Extension 1
Chemistry	Mathematics Extension 2
Drama	Modern History
English Extension 1	Music 1
English Extension 2	Physics
Food Technology	Textiles and Design
Mathematics General	Visual Arts

We also congratulate our Yr 12 Drama students who were all nominated for individual or group performances for OnStage 2015. We are particularly proud of Madison Muller, Ellesha Kelly-Lloyde, Yasmin Miller and Rebecca Brady, whose HSC Group Performance has been selected for OnStage 2015 which will showcase the best HSC Drama performances from around NSW.

The 2015 College Dux was Nathan Laverty, with an ATAR of 94.3.

We have approximately 8 early entry offers to Southern Cross, Australian National University and University of New England, and several students who have begun working in permanent employment and traineeships.

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

The College is very proud of the efforts and achievements of the Year 12 Class of 2015 we wish them every success in their future endeavours.



**The Graduating Class of 2015**

**Individual Higher School Certificate Course Results 2015**

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	6	77.8	50	33.33	32.87
Biology	5	76.96	40	60	28.14
Business Studies	6	77.10	50	50	36.33
Chemistry	6	77.90	66.67	16.67	41.21
Design and Technology	1	60.0	0	100	36.22
Drama	9	91.13	100	0	42.45
English Standard	13	70.62	15.38	76.92	8.36
English Advanced	13	77.09	38.46	61.54	57.87
Food Technology	2	82.0	100	0	29.04
Hospitality	7	76.31	42.86	57.15	37.2
Information Processes and Technology	5	80.08	40	60	32.54
Legal Studies	3	77.27	33.33	66.67	40.6
General Mathematics	8	80.18	50	50	25.9
Mathematics 2 Unit	2	88.10	100	0	52.47
Modern History	6	83.7	83.33	16.67	44.06
Music 1	4	85.65	75	25	62.21
PDHPE	8	71.88	12.5	75	29.82
Physics	4	82.20	50	50	28.91
Textiles and Design	3	77.73	66.67	33.33	47.82
Visual Arts	4	78.4	50	50	53.58

## 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	7	71.32	0	100	34.6
English Extension 2	6	78.44	0	100	26.18
Mathematics Extension 1	2	91.8	100	0	34.38
Mathematics Extension 2	2	86.9	0	100	36.05



## Professional Learning

Professional Development Event	No. of Participating Staff
<b>Embedding Excellence Whole College Approach to Literacy</b>	<b>50</b>
<b>Embedding Excellence. School Improvement Survey Review</b>	<b>16</b>
Biology to Engage in Their Future	1
Concert Band Instrumental Development	1
Spell-It	1
Advanced English - Year 12 prescriptions	1
Improving Student Performance in Stage 6 PDHPE	1
Reading Tutor Program	2
HSC Costume Design	1
Coaching Skills to Promote the Wellbeing of Staff & Students	1
ICTENSW 25th Annual Conference	1
21st century Learning Ipad program school visits	1
Stage 6 History Professional Development Day	1
Reshaping Documentation: National Quality Standards	3
HSC Drama Group Day	1
Making Mathematics Meaningful	3
EBE NSW Annual Conference	1
Helping Anxious Children & Children Who Have Experienced Trauma	2
Making Mathematics Meaningful & Memorable (Unit 2)	3
HSC marking workshop - Mathematics	1
Meet the Markers - Stage 6 Physics	1
Igniting Learning Illuminating Minds	1



STEM Conference	1
Ipad Success in your Classroom	2
Becoming accredited at Highly Accomplished or Lead with BOSTES	1
Japanese Theatre Symposium	1
Successful Learning Conference	1
REAIE Biennial Conference - Landscapes of Imagination	1
Teaching English Studies	1
Working Mathematically in Mixed Ability Classrooms	3
Online Excel Training for Financial Modelling & Reporting	1
Topics in Mathematics Extension 2	2
Seven Steps to Writing Success	8
Synergy 2015 - PDHPE & Sport Education Conference	1
HTA (NSW) 2015 State Conference	1
Ministry School	1
Behaviour Solutions for the Classroom & Beyond	1
UAC - Advisors	1
Supporting Students with Mental Health Issues	2
Making The Most of Reading Groups	1
Ipads in Education - 2nd National Conference	1
AIS STEM Symposium	1
PDHPE Marking Simulation Workshop	1
Creating Future Libraries	1
Child Protection Investigation	1
Accidental Counsellor	1
Denbigh report training	3

Emergency First Aid	1
Emergency First Aid Response in an Educational & Care Setting	1
Health Check Sydney Primary Choral Workshop	1
AIS Primary 2015 Conference	2
The Alpha School System Implementation Training	5
First Aid Certificate Training	2
National Choral School	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 2015 on average \$1,277.58 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.	42
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	24
Proficient	13
Provisional	5

## Workforce Composition

Full Time Equivalent Teaching Staff K-12	37
Principal (non-teaching)	1
Full Time Equivalent Administration and Support Staff	12.6
Full Time Equivalent – Staff with Indigenous background	0

## Student Attendance 2015

Year	% Attendance for 2015
K	94%
1	93%
2	93%
3	93%
4	92%
5	92%
6	89%
Total Primary	92%
7	92%
8	87%
9	83%
10	81%
11	91%
12	93%
Total Secondary	88%
Average Days Absent per Student in 2015	9

## Management of Non-attendance

Accurate attendance records are maintained at the office. Absences are recorded each day by the class teacher in Primary School and the Pastoral Care teacher in Secondary School. Attendance rolls are returned to the office at the start of each day and at the end of the day. 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 of 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 2014

Year 10 2013	Year 12 2015	Retention Rate
29	26	90%

The retention rate has been calculated by comparing the number of students enrolled in Year 10, 2013 at census date to the number enrolled in Year 12, 2015 at census date. The very high retention rate is an outcome of the growing flexibility and diversity of curriculum offerings and opportunities available as part of a HSC pattern of study.



## Post College Destinations 2015

Post College Destinations	Number of Students
University - accepted	19
University - deferred	5
TAFE/Apprenticeship/Traineeship	1
Employment and travel	4

Students from the 2015 cohort were accepted into the following university courses:

Course	Institution
Associate Degree of Business	Southern Cross University
B Applied Science (Forensic Science)	University of Canberra
B Arts (Eng)	University of New England
B Arts	University of Sydney
B Arts/B Science	University of QLD
B Branded Fashion	Billy Blu College of Design (Brisbane)
B Business in Convention & Event Management	Southern Cross University
B Creative Writing	Griffith University
B Education	Southern Cross University
B Exercise & Nutritional Science (Undergrad)/Doctor of Medicine (Postgrad)	University of QLD
B Exercise and Sports Science	Australian Catholic University
(2) B Fine Arts (Theatre Production)	QLD University of Technology
B History (Archaeology)	University of QLD
B International Relations	Griffith University
(2) B International Studies	University of QLD
B Mathematics/B Economics	University of QLD
B Nursing	Southern Cross University
B Psychology	University of QLD
B Science (Advanced)	University of Sydney
B Sport & Exercise Science	Southern Cross University
B Teaching (Primary)	Southern Cross University



## Enrolment Policy

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

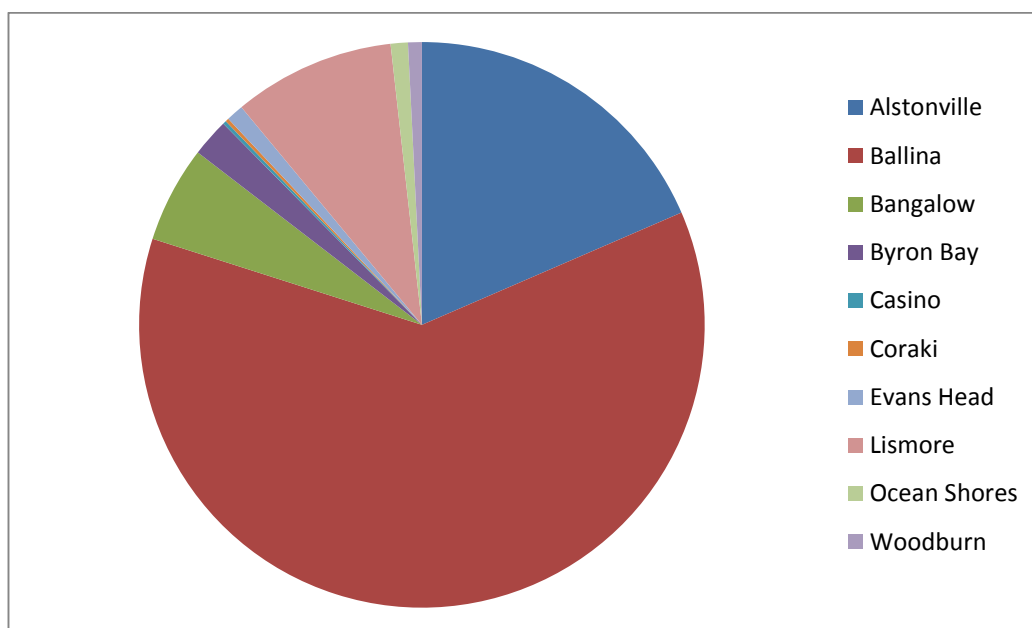
Both the applicant (student) and the applicant's parents/guardian are required to attend an Enrolment Interview. Applications are processed in order of receipt and consideration is given to the support shown by the applicant for the ethos of the College, siblings already attending the College, staff 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 2015



### Student Enrolment Summary (November 2015)

PRIMARY		SECONDARY	
Year Group	No. of Students	Year Group	No. of Students
K	48	7	54
1	48	8	34
2	41	9	41
3	39	10	38
4	51	11	34
5	43	12	26
6	46		
<b>Total</b>	<b>316</b>	<b>Total</b>	<b>227</b>



## College Policies

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

## Student Welfare

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

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

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

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

### *Anti-Bullying Policy*

The College has a very clear, proactive approach to managing bullying behaviour. The College is focused on developing a culture that values and respects each individual and imbedded in this is our Anti-Bullying policy and approach. 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, to enhance practices within the College to raise awareness about the impact of bullying, to identify ways to build resilience and to maintain an appropriate balance between the use of consequences and restorative action when managing an incidence of bullying. The policy is available on the College website: [www.eac.nsw.edu.au](http://www.eac.nsw.edu.au)

## Student Management

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

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

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

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

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

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

## **Grievance**

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

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

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

seek advice. Students need to choose an appropriate time to do this and should remain calm and respectful at all times.

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

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

- If the issue relates to a specific subject or class contact the subject teacher and arrange a suitable time to discuss the issue.
- If the matter involves other students, the student's general progress, or relates to their personal welfare and 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 and Outcomes for 2015

Goal	Indicators of Achievement
Undertake the Embedding Excellence School Improvement Project.	Engaged the Embedding Excellence mentor and established a school EE leadership Team. Whole College community completed the EE survey tool which was then reviewed by the school based EE leadership team Identified two key pillars and developed action plans for both, namely a whole College approach to literacy and assessment Engage expert presenters to lead the staff through PD activities to and support the response to the action plans Professional sharing of best practice established as a regular feature of staff meeting.
Develop and implement a performance review process that provides meaningful feedback to staff, identifies goals and enables PD plans to be formulated.	All teaching staff developed Professional Learning and Development Plan (PLDP) in consultation with their leader and supported by a collegial friend. Each teacher was involved in 3 meetings in the year with their leader and had access to professional development to support their PLDP
Investigate ways to maximise the potential of the Student Data Management System and review its suitability moving forward.	Reviewed effectiveness and suitability of current Student Data Management System, identifying that a new system was required to meet the needs of a growing College. Investigated a series of potential systems and conducted a process to identify a suitable replacement. System selected and a roll out plan developed and commenced to ensure the 2016 school year opens with the system being in operation.
Develop new classroom and administration facilities to suit the needs of the growing College	Complete the final design plans for the building project involving the new primary classroom building and the new administration building. Established and completed a tender process leading to the appointment of a builder for the project. Commenced the project with a completion date of Aug 2016
Undertake a review of the K-12 Pastoral Care structure and program.	Staff workshop/reflection exploring the role of pastoral care in the College and the key structures and practices required to support pastoral care.  Creation of a new pastoral care leadership structure across Years 7-12 and the appointment of suitable staff to these roles.



## Initiatives Promoting Respect and Responsibility

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

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

### Student Leadership

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

### Chapel Services



While the Christian ethos permeates all aspects of student life at Emmanuel Anglican College, at Chapel services students have the opportunity to reflect upon key Christian teachings about faith and values for life. In the Primary School these Chapel services have a particular focus on encouraging students to live out the Christian values of compassion, respect, honesty and forgiveness in their relationships with family, friends and the wider community.

### Assemblies

Once a fortnight students attend an assembly where they listen to guest speakers, enjoy items presented by members of the student body (SRC, musical items, sporting representatives etc.) and are reminded of College values and expectations. At these assemblies students are expected to demonstrate respect for others by listening and responding appropriately to the items presented. These assemblies also give students an opportunity to take on leadership roles, with students being responsible for leading the assembly and many of the items presented. 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 2013 the College undertook a Kindergarten to Year 10 Anti-Bullying Program developed by the Peer Support Foundation. This program was delivered throughout Term 3 for one lesson a week.

## Religious and Values Education Program

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

## Programs and Events that Promote Respect and Responsibility

### Primary School

Interrelate Pastoral Programs	Students in Stage Three undertake a 10 week program focusing on personal development (Year 6) and assertiveness and resilience (Year 5). Central to each of these programs is respect and personal responsibility.
Brainstorm Production	All students in Years 5 and 6 were involved in this program which focused on building resilience and self-confidence.
Buddies	Buddies links students in Kindergarten and Year 6 through formal activities and informal interaction outside of the classroom. The program teaches values such as caring for others, friendliness, respect, accepting difference, including others and responsibility.
Peer Support	This program provides opportunities for students to work together in a multi-age setting; promoting respect and cooperative learning. For Year 6 students, this program also provides opportunities to develop leadership skills and responsibility for the well-being of younger students.

Student Representative Council	The Student Representative Council is made up of elected members from Stage One to Stage Six. These students meet weekly to discuss issues arising from class meetings and to work on short and long term projects which aim to enhance the College community or to promote wider community initiatives.
Life Education Van	This program promotes respect for others, care for self, healthy living and resilience.
Young Leader Conference	All students in Years 5 and 6 attend this conference which develops leadership qualities in all students.
Impact Leadership Conference	Student leaders in the Primary School attend this conference which trains student leaders in the practical skills required for their role.

### Secondary School

Pastoral Care Program	The Pastoral Care Program promotes respect and responsibility through the exploration of themes such as bullying, stress management, healthy relationships, study skills and goal setting. Each student has one Pastoral Care lesson a week and each group follows a specific program.
Student Representative Council	The Student Representative Council is made up of elected members from Year 7 to Year 11. The SRC provides opportunities for students to address the interests and concerns which have been raised by the student body and to develop leadership skills.
Impact Leadership Conference	Student leaders in the Secondary School attend this conference which trains student leaders in the practical skills required for their role.
Brainstorm Production	All students in Years 7 to Year 10 were involved in this program which focused on building resilience and self confidence.
College Retreat Program	All students in Years 7, 8, 10, 11 and 12 were involved in a retreat experience. Each of these focused on a range of themes including self identity, journey, leadership, building relationships and contributing to the community.
RRISK Program	All Year 11 students participate in the RRISK program which seeks to develop students' knowledge, awareness and skills in relation to issues of health, safety and wellbeing. It focuses on risks and

	potential consequences of everyday issues facing young people including safe driving, alcohol and drug use, and risk taking behaviour.
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## **Community Feedback**

In 2015 the College Community participated in a 360 style review as part of the Association of Independent Schools Embedding Excellence Program. Embedding Excellence is a school improvement process supported by government grants to resource the College to explore areas for growth and development that will directly impact on the learning outcomes of students. As part of the process the College, under the guidance of a mentor, was involved in a significant data collection and analysis process to help inform the project team about the strengths and areas of needs for the College. An extensive survey process was undertaken which was open to all staff (teaching and non-teaching), students from Year 4 and up, parents and College Council members about the range and quality of services, programs and experiences provided to students and families of the College. An extensive report was provided summarising the responses from each group of stakeholders. The following is a summary of feedback from Parents, Students and Teachers.

### **Parent Feedback**

The feedback from parents in all areas was extremely positive, with parents naming a number of areas of College life as particularly strong. These included:

- The quality of teaching, commitment, care –students are highly engaged and the teaching staff know their students learning styles and needs.
- The College has an excellent pastoral approach and places the highest value on student wellbeing.
- The approachability of the staff in relation to student wellbeing and learning.
- The broad range of curricular and extra curricular opportunities.
- The quality of learning programs and the outcomes achieved.
- The capacity of the teaching staff to cater for the broad range of student learning needs.

The College has a great reputation in the community and the high demand for enrolments is a clear confirmation of the satisfaction of our current families. Parents enrolling students also reinforced the core messages above when outlining reasons for selecting the College as the place for their child's education.

Areas for further exploration identified by parents included:

- The quality of assessment feedback could be developed to provided more direction about ways for students to develop and improve.
- The College should explore ways to provide parents with more feedback about student progress and achievement.
- Reviewing and enhancing the student award system in both Primary and Secondary schools.

### **Student Satisfaction**

Students from Year 4 through to Year 12 were able to undertake the survey. Over 400 students completed the Survey and a number of common themes and key messages emerged from the student responses:

- The College is safe, caring, fun, friendly and welcoming.
- The College has high expectations of students pastorally and academically.
- The teachers are very committed to meeting the needs of all students and reinforce the message that students should do their best and achieve to their potential.

- The College provides a broad curriculum and provides many opportunities for extra curricular involvement.
- EAC encourages and celebrates the talents of all—academically, in the arts, civil/cultural, sporting and faith based.
- The teaching staff are experts in their field and committing to improving themselves.

#### Areas for further development identified by the students

- Feedback relating to learning needs to be more specific and provide direction on how to develop and improve.
- Students could be more involved in a discussion about the nature and direction of their learning.
- Learning could be more specific to the needs of the class/individual.

#### Teacher Satisfaction

In 2015 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. Feedback from the staff identified the following areas as strength through the Embedding Excellence survey:

- The staff are highly committed to developing their capacity through professional learning.
- The College places a very high value on student wellbeing and had excellence practices for supporting students.
- A strong partnership exists between parents and teachers that has a positive impact on learning.
- The College actively supports the professional growth and development of the staff.
- There is a strong culture of learning and the pursuit of excellence across the student body.

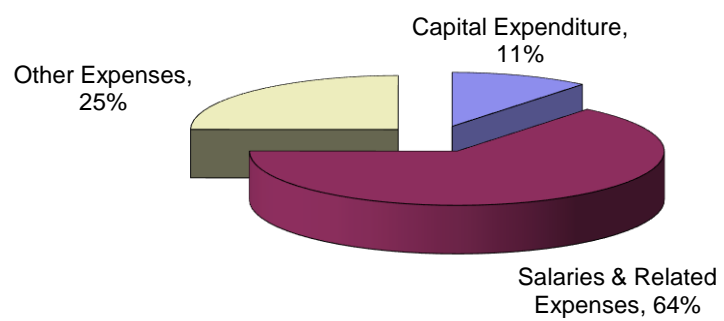
Key areas which the staff have identified as priorities for further development include:

- Further opportunity to collate, review and explore data relating to student wellbeing, learning and development.
- The development of a culture of self evaluation and feedback for both staff and students.
- Review curriculum documentation to ensure it reflects students need and school context.





### Emmanuel Anglican College Expenditure 2015



### Emmanuel Anglican College Sources of Funding 2015

