



2016

EMMANUEL ANGLICAN COLLEGE

ANNUAL REPORT

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## MESSAGE FROM CHAIR OF COLLEGE COUNCIL



**Chair of College Council - Bill Adler**

During 2016 Emmanuel Anglican College continued to grow from strength to strength. We were delighted as a community to open the new Discovery Centre, which represents much more than just a new building. The design of the building reflects that EAC is at the forefront of modern pedagogy, whereby the building itself encourages a student centred approach to teaching and learning. This “Indoor-Outdoor” learning space will be replicated in 2018 so that even more of our students can enjoy new and exciting opportunities to learn and grow.

Continuing growth in enrolments have necessitated more building, for the College Council this means overseeing a tender and building process that runs into the millions of dollars. We are very blessed to have Mr. Lindsay Walker on Council, who has vast experience in these matters and has worked closely with Council and Executive staff to make the growth plans a reality. Mr. Tobias has juggled the responsibilities of leading this outstanding learning community, with being a project manager in many ways during the build. We are indeed fortunate to have a Principal of so many talents.

While buildings and infrastructure are essential to the growth and development of the College it is what happens inside these buildings that really counts. After a careful review of our pastoral care system in 2015, I was thrilled to see the roll-out of our service and leadership program known as the Lighthouse Program. The philosophy of the lighthouse program centres around Christ’s call to service. Students are encouraged to look for opportunities to serve their school, local and wider communities. It is through service to others that we can come to understand our place in this world and truly appreciate and live the Christian message.

2016 also saw the maturing of our International Education programs, with the school hosting dozens of visiting students from overseas and great opportunities for students and staff to travel to Japan and Europe. Having these experiences helps our community to live and breathe the global environment many of our students will find themselves in after graduation. It has been wonderful to see how the EAC community has embraced these opportunities.

Academic performance continues to be at the heart of our day to day activities at Emmanuel, outstanding achievements are too numerous to list here, but continued achievement across every curriculum area is a testimony to the dedication of the staff and the tenacity of the student body. Perhaps most importantly we have as a learning community embraced new and innovative areas of learning such as robotics and coding. If education is to be in any way vocational, then it is our duty to try and prepare students for careers which may not even exist yet. The most essential aspect of this idea is that all of us will need to learn, and re-learn things throughout our life to have a fulfilling career, to become a “life-long learner” begins at school. EAC is managed very well by the Principal and the College Executive. In particular, we continue to be in a very solid financial position, due to strong enrolment growth and the excellent financial management of Mrs. Kelley Malaba and her team in the finance and administration departments. This strength allows us to look confidently to the future and continue to build the best school in the Northern Rivers.

2016 has been a year of consolidation, in which Emmanuel Anglican College has continued to be a faith based community in the Anglican tradition. It has been an honour to serve as the Chair for another year, and I am so proud and pleased to see the College as the mature strong learning community it is today.





## MESSAGE FROM THE PRINCIPAL

### Principal – Robert Tobias

2016 has been a tremendous year for Emmanuel Anglican College as our community has continued to grow and prosper. The efforts, enthusiasm and dedication of the students, staff, parents, families and friends throughout the year has culminated in a year of much happiness, success, satisfaction and fulfilment. We have all been greatly blessed and give thanks to God for the opportunity to live, work and learn in such a beautiful community in such a wonderful part of the world.

Students across the College have continued to excel in terms of their learning and achievement in a broad range of areas. The vast array of academic, cultural and sporting success that our students have achieved in 2016 certainly highlights that they are indeed leaders in many different fields of endeavour. Students from EAC performed at the HSC Drama Showcase Onstage in February this year, our Secondary Tournament of Minds were crowned regional Champions, EAC won the Primary Science and Engineering Challenge, for the third year in a row we had a student receive a Gold Certificate in the WriteOn competition, Once again our NAPLAN results were outstanding.

Six students were state representative in their chosen sports with one being crowned Australian champion and our Choir and bands won all six division they entered in the Lismore Eisteddfod and were crowned champion school. This is just to name a few of the myriad of outstanding achievements of EAC students this year.

In 2016 the College strengthen its focus on STEM (Science, Technology, Engineering and Mathematics) with further development of our coding and robotics programs. A highlight of the year for me was technology learning day that took place as part of Science week. Students in Year 6 created a series of learning stations using an amazing array of technologies including beebots, sferos, sumobots, osmos and drones. Each station centred on a 'hands on' experience and all students in the Primary school were given the opportunity to learn in an incredibly exciting and engaging way while being introduced to new technologies and the challenging and fun learning opportunities they provide. Secondary students have also been involved in our robotics program and explored application of various software as part of their learning. These programs have include Google Sketchup, Geogebra, Garage Band and Sibelius. Students in our computing based courses have also been involved in 3D printing and exploring applications for the oculus rift.

Our Music Tuition and Band program continued to provide excellent opportunities for students to learn and grow as both accomplished players and performers. Student interest and involvement in the program continues to develop with over 100 students now regularly engaged in learning and playing music. The educational benefits of such a program are many and varied and students continue to say how they find the program stimulating, engaging and most importantly, fun. In addition to our music program, the College Art Show, Drama Performance Evening, performances by our Stage Two Choir and Voice Ensemble and community events such as the Christmas Concert, highlight that the arts are thriving at EAC and providing students with amazing learning opportunities and experiences.

In 2016 we have been able to grow our sport and coaching program to allow students to take on many more opportunities to develop their sporting talents. We have introduced a swimming squad, cross country running squad and an athletics coaching program. All have been greatly received and have allowed students to participate and develop their skills. I can proudly report that this has been the Colleges most successful year in sport in our short history.



Students have also had the opportunity to branch out across the globe as part of our educational and cultural tours to bring learning to life. This year students have travelled to Italy and Greece to walk in the footsteps of the ancient world and develop a genuine understanding of the routine, scale and challenge of life in ancient Europe. Students also travelled to Japan to visit our sister school Meitoku Gijiku, where they immersed themselves in Japanese life and culture, practised their Japanese language skills and visited both modern and ancient Japanese sites.

One of the highlights for 2016 was the introduction of our service and leadership program known as Lighthouse. Many students have taken up the opportunity to have their volunteering, service and leadership activity acknowledged and rewarded as part of the program. The philosophy of the Lighthouse program centres on the Christian call to service. Students are invited to look for opportunities to serve their school, local and wider community. As students accumulate service hours they are recognised and receive awards acknowledging accumulated hours.



EAC's international students program continues to prosper as the stories and experiences of the wonderful hospitality and commitment to learning of our students spreads well beyond our borders. The great spirit of genuine welcome of our students for their overseas visitors is such a wonderful sign of their character. As is the school's very prominent involvement in civil and community events such as ANZAC day ceremonies and the Westpac Rescue Helicopter Coastal Charity Walk. All of these things set the standards high for others and reflect the leadership shown by our students.

The construction of the Discovery Centre and Emmanuel Administration Building represented another significant milestone for EAC in 2016. The Discovery Centre has already proved itself to be an incredibly dynamic place for learning in creative, innovative and engaging ways. Its open spaces, abundant glass, vibrant colours and flexible design have been developed to promote collaboration, make learning visible, expand the boundaries of the classroom to bring the outside in and allow the learning to spill out, and to provide students with new and exciting opportunities to share, learn and grow. These wonderful facilities will serve the students and families of our community for many years to come and have been made possible by the continued growth of our College which this year surpassed 550 enrolments from Kindergarten to Year 12 for the first time in our history.



All of these amazing achievements would not be possible without the great support and dedicated hard work of a number of significant groups. The College continues to enjoy tremendous parent support and in 2016 the *Friends of EAC* have continued to provide great assistance in a wide range of ways including organising social events, providing hospitality and welcome, celebrating significant events and raising and donating funds. The great efforts of all our parents and friends culminating in the freaky Friday Fun afternoon which was an absolutely fantastic celebration of fun and friendship. Special thanks to the president of Friends, Mrs Jane Bond and her incredible team of committed supporters. The high level of parent involvement and the close working relationship between the *Friends of EAC* and the College are a wonderful reflection of the generous, committed and caring nature of families and their genuine interest in their lives of their children.

I also wish to acknowledge and thank the College Council, ably led by Mr Bill Adler as Chair, for their dedication, wisdom, hard work and commitment in guiding and governing the College in 2016. All members of the College Council are volunteers and they give an enormous amount of their time and energy to ensuring that the College has robust governance structures and continues to plan effectively to ensure the College achieves its mission.

I save my final vote of thanks for the group of superbly talented and committed people who make all these endeavours possible – the College Staff. I wish to thank every member of the College team from the Office, to the ELC, the Library, to the maintenance staff, and of course all the primary and secondary teaching staff for their commitment to the students and families of EAC. In particular, I wish to acknowledge the teaching staff for their passion, creativity, commitment, hard work and care in providing opportunities and experiences for students to learn, celebrate, have fun, participate and achieve.

The efforts of all staff in 2016 have been a great blessing to the students and families of EAC and I say thank you to each and every one of them for the many gifts they share with our community each day.







## MESSAGE FROM PRESIDENT OF FRIENDS OF EAC

### President - Jane Bond

A major highlight for 2016/17 was seeing the funds raised and donated by Friends (past and present), being utilised for the new College buildings. So with a healthy bank balance in hand, our Treasurer declared "Let's spend some money!"

With that, **\$20,000** in pre-allocated funds from the previous committee was donated toward the fantastic Art and Craft space in the new Discovery Building. To have a creative area like this adjacent to classrooms is a wonderful asset for

teachers and students.

A further **\$10,000** was allocated for the soft fill under the Junior Playground, so our Stage 1 students no longer have to land (or fall!) on horrible bark-chips. Another **\$10,000** was put toward funky modern furniture in the new Discovery Centre and **\$5,000** has been committed furnishing the Year 12 Common Room, which will provide a unique space for their important final year. We also purchased a baby grand piano for the music room, which is in constant use. These contributions have all helped to enhance the learning experience of students at EAC.

Friends activities during the year included: our inaugural Soccer Movie/Shoe Swap with coaching tips and movies on a giant inflatable screen; the popular beach-themed Primary School disco; our hilarious fun-filled 80's Trivia Night; and the stylish Cookbook fundraiser. There has also been our College Art Show, Athletics and Cross Country events and Mothers' Day and Grandparents' Day celebrations. Once more we ended the year with our awesome Freaky Friday Carnival. Of course, the Second hand Uniform Shop also provides a wonderful service to all families, with funds going toward the Year 12 formal.

Again our primary mission has been 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. Any funds we happen to raise along the way are accompanied by much laughter, friendship and shared purpose.

The team has consisted of an enormous group of willing volunteers, as well as our enthusiastic Friends Committee. Taking on the Presidency two years ago was a slightly daunting task. But the support from the team has been more than one could ask for. Thank you to the Executive Committee: Janelle Wilson (Vice President), Fiona Wilson-Jones (Secretary) and Kirsten Jackson (Treasurer). Together we have been a formidable working team. And to our Committee Members- Lee Adendorff, Marion Tait, Robyn Fell, Steve Carrigg, Mark Awad, Alisha Green, Meagan Laverty, Janet Hale, Jenny Campbell and Libby Vasquez for their unwavering commitment and enthusiasm. A special mention must go to Lee for her considerable time and effort in coordinating the fabulous cookbook, "Our Ballina Table", which not only represents the College, but our beautiful region and its abundant fresh produce.

Our Class Parent Coordinator system has continued to be an effective method of communication to parents, as well as our Parent Helpers List.

Thank you to Mr Tobias, the EAC administrative and teaching teams, the canteen and maintenance staff for their continuing support of Friends and all of our crazy ideas.



Thank you to **everyone** who has contributed or been involved with Friends in 2016/17, your efforts are sincerely appreciated. We respect that you are busy with work and family commitments and many of you already give your time to other committees outside the College. So whether you have attended meetings, served morning tea, helped on a Freaky Friday booth, provided sponsorship, baked a cake or simply just 'attended' our events or purchased a cookbook in support of our initiatives and our efforts – it all made a huge difference to our hard-working committee.

Friends meet on the second Tuesday of each month at 7.00pm in the Joan Pickup Library. Our meetings are not just about fund-raising and social events – they also provide a forum where parents can share their ideas and give input as to how we can constantly enhance our beautiful College. The broad mix of attendees (representing a variety of year levels) also provides a unique opportunity to communicate, build relationships and 'connect' with the College as a whole. It is a friendly and welcoming atmosphere where parent contributions are greatly valued.

On behalf of Friends, we would like to extend a warm invitation to all parents and carers to attend any of the 2017 meetings. So if you have any ideas for fund-raising, fund-spending, College enhancements or social activities, we would love to hear them.

Lastly, a new Friends Committee is generally re-elected every two years via our March AGM, making way for a fresh team of enthusiastic parents. We would like to extend our best wishes to the incoming Friends Executive – Melissa Collins (President), Jodie Hayter (Vice President), Greta Kratzer (Treasurer), Carla Bahadur (Secretary) and their willing committee members. Enjoy the experience!

To all parents - whether your contribution to Friends is large or small, your input will be greatly valued and the output incredibly rewarding.





## STUDENT LEADERSHIP 2016

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 2016. 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 2016 the students were involved in many such events. These included the Secondary School Socials, Red and Yellow Day, Cakes for Cambodia, Write a Book in a Day, and the Anglicare Food Hamper Drive. All these initiatives provided great support to our chosen charities for 2016, which included:

- World Vision
- Buy a Bale – Australian Farmers
- Westpac Rescue Helicopter Service
- Cancer Council
- Anglicare

### 2016 Student Representative Council

Year 2 Bridie Benfield and George Lee  
Year 3 Piper Yarad and Jack Carrigg  
Year 4 Anya Grant and Lukyn Patrick  
Year 5 Lauren Boyce and Bailey Wilson  
Year 6 Paloma Vazquez and India Trevan

Year 7 Scarlett Donovan and Hamish Walker  
Year 8 Alanah Osborne and Angus Killingbeck  
Year 9 Matilda Winchester and Noah Grosser  
Year 10 Erica Truman and Scott Fleming  
Year 11 Ella Webb and Mackenzie Muller



### Primary Student Leadership Team

College Captain- **Keely Asbey-Palmer**  
College Captain- **William Lane**

Brockington House  
Captain – **Aimee Boyle**  
Captain – **Louis Dumas**

Purcival House  
Captain – **Tyekea Nilon-Roberts**  
Captain – **Cain McClelland**

Smith House  
Captain – **Anneke Du Plessis**  
Captain – **Jackson Falvey**

Walker House  
Captain – **Isabel Lee**  
Captain – **Alastair Miller**

### Secondary Student Leadership Team

College Captain – **Sarah Coghill**  
College Captain – **Lewis Wright**

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

Purcival House  
Captain – **Lillian Buhl/Brooke Coleman**  
Captain – **Henry Jambor**

Smith House  
Captain – **Mia Wallace**  
Captain – **Stephen Moore**

Walker House  
Captain – **Georgina Thornton**  
Captain – **Jack Walker**

### Student Leaders

Student Representative Council – **Jake Davis**  
Creative and Performing Arts – **Nadia White-Clark**  
Community Service – **Jubab Howells**



## 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 2016. 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 2016

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: 42**

		Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
Band 6	STATE	28.1	16.6	27.4	34.6	19.7
	SCHOOL	50.0	21.4	35.7	64.3	31.0
Band 5	STATE	23.7	37.5	27.0	18.3	19.0
	SCHOOL	28.6	52.4	40.5	16.7	35.7
Band 4	STATE	19.0	26.7	21.7	19.0	22.3
	SCHOOL	19.0	14.3	19.0	14.3	19.0
Band 3	STATE	17.1	13.1	11.5	20.2	24.5
	SCHOOL	2.4	4.8	4.8	4.8	11.9
Band 2	STATE	8.9	4.8	9.2	4.8	11.4
	SCHOOL	0.0	2.4	0.0	0.0	2.4
Band 1	STATE	3.1	1.2	3.1	3.0	3.1
	SCHOOL	0.0	4.8	0.0	0.0	0.0



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

		Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
Band 8	STATE	15.4	5.2	15.5	20.9	15.5
	SCHOOL	30.8	0.0	19.2	17.3	36.5
Band 7	STATE	23.2	13.5	17.7	19.9	15.0
	SCHOOL	23.1	15.4	23.1	34.6	15.4
Band 6	STATE	23.7	31.3	30.4	23.4	26.6
	SCHOOL	32.7	40.4	34.6	26.9	25.0
Band 5	STATE	18.8	33.7	21.8	20.4	25.8
	SCHOOL	9.6	36.5	19.2	15.4	19.2
Band 4	STATE	12.9	11.1	9.2	11.4	12.9
	SCHOOL	1.9	3.8	1.9	5.8	3.8
Band 3	STATE	6.0	5.3	5.4	4.0	4.3
	SCHOOL	1.9	3.8	1.9	0.0	0.0

**Year 7**  
**Percentages in Bands Summary**  
**Number of students: 38**

		Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
Band 9	STATE	12.0	4.5	12.3	15.2	13.7
	SCHOOL	30.6	5.6	13.9	27.8	19.4
Band 8	STATE	18.0	13.3	21.8	15.6	17.7
	SCHOOL	36.1	16.7	30.6	16.7	25.0
Band 7	STATE	23.1	24.1	28.1	26.4	29.3
	SCHOOL	19.4	30.6	36.1	30.6	30.6
Band 6	STATE	27.1	30.8	20.6	19.9	23.4
	SCHOOL	8.3	30.6	8.3	16.7	19.4
Band 5	STATE	14.9	19.3	11.8	17.7	12.9
	SCHOOL	5.6	11.1	8.3	8.3	5.6
Band 4	STATE	4.8	8.1	5.4	5.2	3.0
	SCHOOL	0.0	5.6	2.8	0.0	0.0



**Year 9**  
**Percentages in Bands Summary**  
**Number of students: 28**

		Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
Band 10	STATE	7.9	4.2	8.4	8.8	11.5
	SCHOOL	25.0	3.6	10.7	17.9	14.3
Band 9	STATE	16.9	8.2	17.1	13.4	15.4
	SCHOOL	25.0	3.6	10.7	21.4	32.1
Band 8	STATE	26.2	22.6	29.5	19.7	25.9
	SCHOOL	14.3	21.4	32.1	35.7	25.0
Band 7	STATE	26.7	26.2	23.5	30.8	28.6
	SCHOOL	28.6	28.6	32.1	17.9	21.4
Band 6	STATE	16.8	22.5	12.9	17.3	16.3
	SCHOOL	7.1	25.0	0.0	3.6	7.1
Band 5	STATE	5.6	16.3	8.5	10.0	2.3
	SCHOOL	0.0	17.9	14.3	3.6	0.0





## PERFORMANCE IN STATE-WIDE TESTS AND EXAMINATIONS

### Higher School Certificate 2016

All students completing Year 12 in 2016 followed a pattern of study leading to the award of the Higher School Certificate.

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

- Pathways – each year EAC students in Years 11 and 12 have the option to undertake the Pathways pattern of study in order to balance their individual interests and needs with the opportunity to access the award of the Higher School Certificate.
- Life Skills – students with additional learning needs are able to access a range of Life Skills courses to meet their particular needs and to support them in the attainment of the Higher School Certificate.
- External Providers – students have the opportunity to access specialised 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.

### 2016 HSC Results Overview

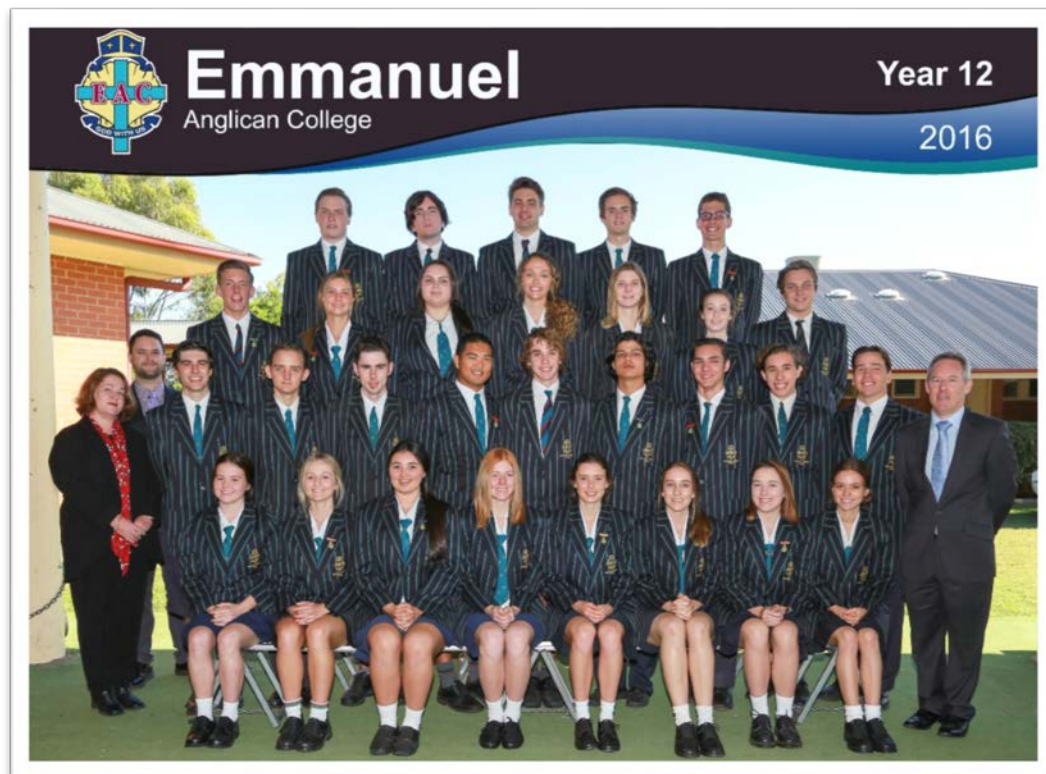
The Emmanuel Anglican College Community congratulates our 2016 HSC students on their outstanding achievements. There are many great individual performances and group achievements in terms of student learning and I commend all our students for their dedication to their studies and their desire to grow as learners.

The class of 2016 has performed above State Average in 13 out of 24 courses undertaken including Ancient History, Business Studies, Design and Technology, Drama, Economics, English Standard, Food Technology, General Mathematics, Hospitality, Mathematics, Modern History, Music 1 and PDHPE. Scoring at least 4 per cent above State Average were Ancient History, General Mathematics, Music 1 and PDHPE. Of particular note is the high level of achievement in Ancient History, which was greater than 8% above the State Average.

Congratulations to Jake Davis, James Legg-Bagg, Kiran Rajaratnam, Georgina Thornton and Matthew Wiltshire for achieving at least one Band 6 result. Special mention goes to the 2016 College Dux, Kiran Rajaratnam. Kiran plans to attend the University of Sydney to undertake a double degree in Medical Science and Engineering.



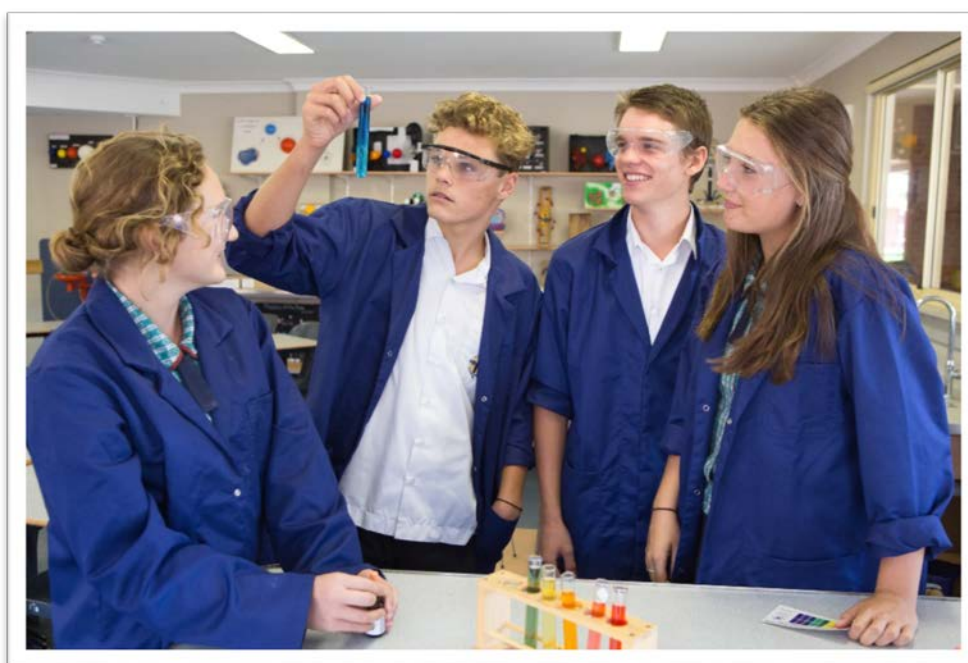
Students from the Class of 2016 received a total 23 early entry offers from a broad range of universities including Southern Cross University, Griffith University, SAE Melbourne and the University of New England. The university early entry offers related to variety of degrees including Science, Business, Psychology, Nursing, Media, Speech Pathology and the Arts. The diverse nature of courses and institutions to which students will be heading next year reflects the variety of talents and interests of the wonderful group of young men and women who made up the Class of 2016.



**The Graduating Class of 2016**

## Individual Higher School Certificate Course Results 2016

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	2	80.7	100	0	31.01
Biology	13	73.54	38.46	54.96	35.3
Business Studies	11	75.82	45.45	54.54	34.76
Chemistry	9	70.31	11.11	88.89	41.14
Design and Technology	1	77.8	0	100	40.99
Drama	8	81.88	50	50	42.72
Economics	2	77.2	0	100	45.4
English Standard	15	70.72	6.67	93.34	13.48
English Advanced	14	77.3	35.71	64.29	62
Food Technology	5	74.48	40	60	29.9
Hospitality	8	75.58	37.5	62.5	33.61
Information Processes and Technology	3	66.8	0	100	28.18
Legal Studies	7	71.46	14.29	85.71	42.8
General Mathematics	8	73.73	25	62.5	25.9
Mathematics 2 Unit	5	80.28	80	20	52.68
Modern History	3	76.8	33.33	66.67	41.14
Music 1	5	85.8	80	20	63.03
PDHPE	8	78.48	50	50	34.79
Physics	8	73.1	12.5	87.5	30.13
Textiles and Design	2	72.8	0	100	46.8
Visual Arts	8	76.43	37.5	62.5	54.61





## 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	1	35.35	0	100	35.39
English Extension 2	1	34.3	0	100	18.16
Mathematics Extension 1	1	68.9	0	100	33.12



## PROFESSIONAL LEARNING, TEACHER STANDARDS AND WORKFORCE COMPOSITION

Professional Development Event	No. of Participating Staff
The Alpha School System Training	3
The Alpha School System Student Administration Training	6
The Alpha School System Fundraising Set-up and Support Training	1
The Alpha School System Report Training	3
AIS Effective Assessment and Feedback	45
AIS Best Practice in Differentiation	45
CPR Training	61
AIS Symposium	1
First Aid Course	2
Legal Studies State Conference	1
AIS Governance Training	1
Implementing the Digital Technologies Curriculum	1
I Am Not a Mathematics Major but Am Teaching Stage 4 Mathematics	2
Wilfred Owen HSC English Course Webinar	1
Curriculum Leadership in PDHPE	1
Spell-it	7
English Teachers Association Teaching Through Concepts	1
The Idea of North Australia's Premier Vocal Quartet	1
YARC Workshop and Disability Provisions	1
Autism Spectrum Conditions: Fundamentals and Practicalities	2
Peer Support Implementation Workshop	1
Autism Spectrum Workshop	2
Teachers and Teaching Assistants: Working Together Collaboratively	2
Revamping and Resourcing Commerce	1
Female School Leaders' Advanced Leadership Program	1
Learning Space Design	2
A Taste of Tournament of the Minds	3
Grok Learning Digital Technologies Professional Development	1
Leading the Faculty in English Textual Concepts	1
HSC Standard Modules and Creative Writing Stages 4, 5 & 6 English	4
Geography Conference: Creating New Connections in Geography	1



<b>Professional Development Event</b>	<b>No. of Participating Staff</b>
Fundamentals of Teaching Mathematically	1
Documentation - Teaching and Learning	1
English Teachers Association: Early Career Teachers	1
Making BYOD work effectively in every classroom in EVERY school	1
Mental Health and Wellbeing Conference	1
Code 16 Conference	1
Home Economics 2016 State Conference	1
Mathematics in the Modern World	2
Critical and Creative Thinking Across the Curriculum	1
Senior Executives Program	1
Imagining new ways of doing and being in the early years of school	1
Tales of the Reading Brain	1
History Teachers Association Conference	1
Differentiated Learning in Languages: General Principles Online Module	1
Coding with iPads K to 6	1
Mindfulness and Peaceful Kids training	1
Assessing Students Writing: Where to Next?	2
Working Mathematically Unpacked for K-2	1
MiniLit Training	1
English Teachers Association Annual Conference	1
Seven Steps to Writing Success	2
Getting Ready for Success in 2017-A Team Approach for Students with Additional Needs	2
Literacy in PDHPE	1
Totally Treble	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 2016 an average \$670.96 per staff member was invested in providing opportunities for staff to attend additional professional learning experiences. Staff are encouraged to share new and innovative ideas with each other and have the opportunity to present these at in-College workshops.



## Teacher Standards

Teacher Standards - Category	Number
Teachers 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.	44
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	Number
Commenced Teaching prior to 1 October 2004	19
Proficient	20
Provisional	3
Conditional	2

## Workforce Composition

Full Time Equivalent Teaching Staff K-12	38
Principal (non-teaching)	1
Full Time Equivalent Administration and Support Staff	13.4
Full Time Equivalent – Staff with Indigenous background	0



## STUDENT ATTENDANCE 2016

Year	% Attendance for 2016
K	95%
1	94%
2	95%
3	94%
4	94%
5	94%
6	93%
<b>Total Primary</b>	<b>94%</b>
7	92%
8	94%
9	89%
10	88%
11	93%
12	93%
<b>Total Secondary</b>	<b>92%</b>
<b>Average Days Absent per Student in 2016</b>	<b>12</b>

### Management of Non-attendance

Accurate attendance records are maintained at the office. Absences are recorded each day by the class teacher in Primary School and the Pastoral Care teacher in Secondary School. 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 2016

Year 10 2014	Year 12 2016	Retention Rate
35	30	86%

The retention rate has been calculated by comparing the number of students enrolled in Year 10, 2014 at census date to the number enrolled in Year 12, 2016 at census date. The 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. Those students who did not complete Year 12 moved into either some form of work or further education.



## POST COLLEGE DESTINATIONS 2016

Post College Destinations	Number of Students
University - accepted	26 (4 deferred)
TAFE/Apprenticeship/Traineeship	1
Employment and travel	3

Students from the 2016 cohort have been accepted into the following university courses:

Course	Institution
Bachelor of Arts	Southern Cross University, Lismore
Bachelor of Audio	SAE, Byron Bay
Bachelor of Business in Events & Convention Management	Southern Cross University, Lismore
Bachelor of Business in Events & Convention Management	Southern Cross University, External Studies
Bachelor of Civil Engineering (Honours)	Southern Cross University, Lismore
Bachelor of Commerce	Australian National University, Canberra
Bachelor of Commerce/Science	University of Sydney, Sydney
Bachelor of Communication	University of QLD, Brisbane
Bachelor of Creative Arts - Drama	Deakin University, Melbourne
Bachelor of Diagnostic Radiology (Honours)	University of Newcastle
Bachelor of Education/Arts	Southern Cross University, Lismore
Bachelor of Engineering (Honours)	Macquarie University
Bachelor of Film & Television	SAE, Melbourne
Bachelor of Mass Communication	QLD University of Technology, Brisbane
Bachelor of Nursing	Southern Cross University, Lismore
Bachelor of Psychological Science	Griffith University, Gold Coast
Bachelor of Science	Griffith University, Brisbane
Bachelor of Science & Biotechnology	Swinburne University, Melbourne
Bachelor of Speech Pathology	Southern Cross University, Gold Coast





## ENROLMENT POLICY AND CHARACTERISTICS OF THE STUDENT BODY

### 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.

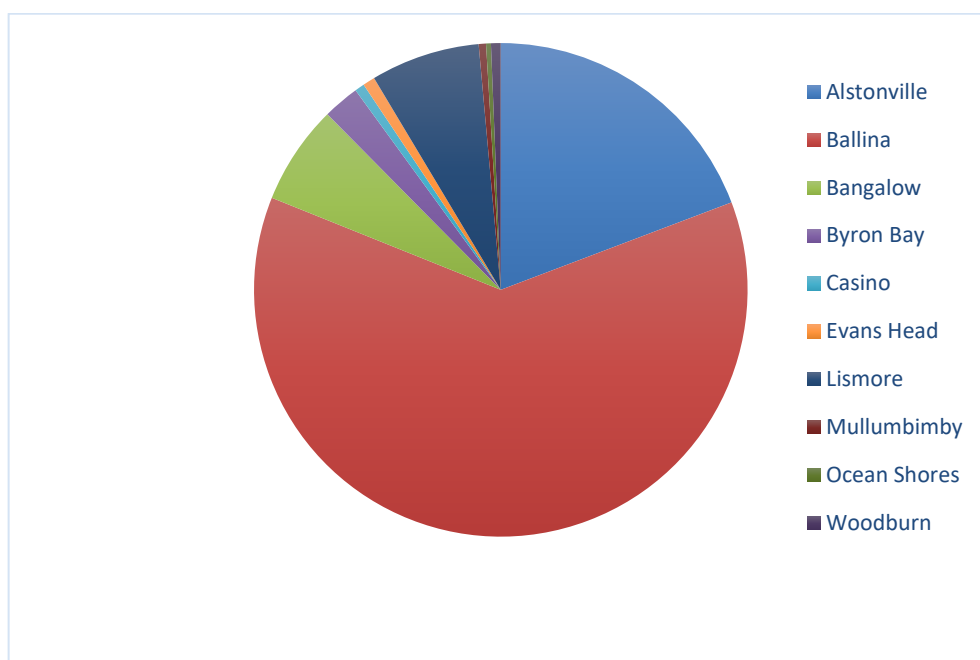
The College operates within the obligation as outlined in the Disability Discrimination Act 2005.

### Procedure

- Families complete an application form and pay an application fee.
- Applicant(s) and a family member will attend an interview with the principal.
- 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.
- Applicants are informed of the outcome of their application.
- 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.
- Where there is such demand that a waitlist exist, once the application process has been completed the applicant will be notified that their application has been accepted and they have been placed on the waitlist.



## Residential Distribution 2016



## Student Enrolment Summary (November 2016)

PRIMARY		SECONDARY	
Year Group	No. of Students	Year Group	No. of Students
K	48	7	40
1	51	8	53
2	51	9	30
3	44	10	32
4	43	11	29
5	54	12	30
6	45		
<b>Total</b>	<b>337</b>	<b>Total</b>	<b>214</b>

## COLLEGE POLICIES

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

### Student Welfare

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

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

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

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



#### *Anti-Bullying Policy*

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

### Student Management

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

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

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

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

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

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

## Grievance

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

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

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





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

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

- If the issue relates to a specific subject or class contact the subject teacher and arrange a suitable time to discuss the issue.
- If the matter involves other students, the student's general progress, or relates to their personal welfare and 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 2016

The College strategic direction is guided by College Council and outlined in the 2013-2016 Strategic Plan. The 2016 Annual Plan was derived from the Strategic Plan and included initiatives across the each of the 5 strategic Pillars. A complete copy of the Strategic Plan and the 2016 Annual Plan is available on the College website. The following highlights some of the more significant structural outcomes of the Strategic Plan.

Goal	Indicators of Achievement
Completion of the Embedding Excellence School Improvement Project.	<p>Implementation of the action plans in relation to the Strategic Pillars relating to Assessment and Literacy.</p> <p>Whole College community completed the post project EE survey tool which was then reviewed by the school based EE leadership team Two teaching staff professional learning days focused on the strategic pillars and professional learning goals embedded in the Professional Learning and Developing Plans of all teaching staff.</p> <p>Development of a whole school literacy policy and a full review of the whole College assessment policy.</p>
Manage to conclusion the building project involving the new primary classroom building and the new administration building.	<p>Construction of the Discovery Centre, which includes 4 classrooms and large collaborative learning space with an integrated shared Creative Arts space.</p> <p>Construction of a new administration centre to support the operation of the College and house administrative and teaching staff</p>
Implementation of a new integrated Student database that incorporates enrolment data, reporting, pastoral care, daily administration and finance and billing.	<p>Implementation of the TASS students based data system.</p> <p>Transfer of data records from the previous system.</p> <p>Development of processes for enrolment, billing, collating pastoral information and reporting.</p>
Establish a student service program	<p>Establishment of the Lighthouse Students Service and Leadership Program.</p> <p>Development of program policy and procedures for collating, recording and recognising student involved in service learning activities.</p>
Undertake a formal review of the ICT needs of the College and the future direction required to meet the learning needs of the community.	<p>Successful application for the AIS ICT review grant which provided consultancy support to undertake a formal whole community review of current technology practices and resources, and identification of future needs.</p> <p>Completion of review and adoption by the Executive of key recommendations which include the restructure of roles and responsibilities.</p> <p>Development of a 2016-19 and implementation ICT Strategic Plan.</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, 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.
Lighthouse Service and Leadership Program	The philosophy of the Lighthouse program centres on the Christian call to service. Students are invited to look for opportunities to serve their school, local and wider community. As students accumulate service hours they are recognised and receive awards acknowledging accumulated hours.
Impact Leadership Conference	Student leaders in the Secondary School attend this conference which trains student leaders in the practical skills required for their role.
Brainstorm Production	All students in Years 7 to Year 10 were involved in this program which focused on building resilience and self confidence.
College Retreat Program	All students in Years 7, 8, 10, 11 and 12 were involved in a retreat experience. Each of these focused on a range of themes including self identity, journey, leadership, building relationships and contributing to the community.
RRISK Program	All Year 11 students participate in the RRISK program which seeks to develop students' knowledge, awareness and skills in relation to issues of health, safety and wellbeing. It focuses on risks and potential consequences of everyday issues facing young people including safe driving, alcohol and drug use, and risk taking behaviour.



## PARENT, STUDENT AND TEACHER SATISFACTION

### Community Feedback

In 2016, the College Community participated in stage 2 of the 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. The process was completed at the beginning of the project and then at the conclusion of the project to provided data about the growth and development of the College and its educational practice. An extensive report was provided summarising the responses from each group of stakeholders at both the beginning and end of the project. The following is a summary of feedback from Parents, Students and Teachers.

### Parent Feedback

The feedback from parents in all areas was very 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 high quality of learning programs and opportunities.
- The Staff have high expectations about learning and behavior.
- The broad range of curricular and extra curricular opportunities.
- The students feel safe and are supported.
- A culture that is welcoming and inviting for parents.

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:

- Further exploration into ways to differentiate the curriculum and meet the needs of all learners.
- Further develop ways to communicate effectively and efficiently with parents
- Explore approaches to assessment and incorporate a broader range of assessment tools.
- Provide more regular and timely feedback to parents about students learning and development.



## Student Satisfaction

Students from Year 4 through to Year 12 were able to undertake the survey. Over 400 students completed the Survey and their responses were incredibly affirming in both the 2015 and 2016 survey. A number of common themes and key messages emerged from the student responses:

- The students felt appropriately challenged and engaged.
- The teachers are experts in their field and committed to improving their skills for the benefit of the students.
- The College is safe, supportive, fun, friendly and welcoming.
- The teachers are focused on improving learning outcomes for all students.
- The teachers are very supportive and concerned about students welfare and well being
- 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.
- 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

- Teachers to explore more effective methods to assess student learning, including pre-testing and more effective feedback.
- Learning could be more specific to the needs of the class/individual – further differentiation of learning opportunities and experiences.
- Explore ways to improve the appeal of the classrooms and learning spaces.



## Teacher Satisfaction

In 2016, 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 College has a clear improvement agenda and the Embedding Excellence process had helped focus all staff on the most important needs of the College
- The staff are highly committed to developing their capacity through professional learning.
- The College highly value building strong and positive relationships between teachers, students and families and this has many positive outcomes for students learning.
- The College has developed a thorough and meaningful process for reviewing students learning data and using it to improve student outcomes.
- There is a very strong culture of professional sharing, self reflection and continuous improvement across 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:

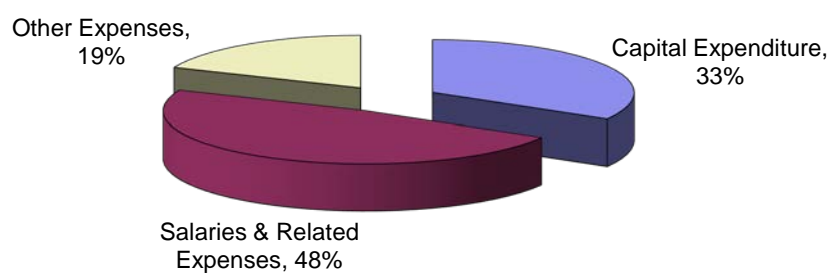
- Further opportunity to collate, review and explore data relating to student wellbeing, learning and development.
- Further review of our pastoral care structures to ensure we are supporting all students effectively.
- Explore opportunities to provide more facilities and resources to support student learning.





## SUMMARY FINANCIAL INFORMATION

### Emmanuel Anglican College Expenditure 2016



### Emmanuel Anglican College Sources of Funding 2016

