



Contents

MESSAGE FROM CHAIR OF COLLEGE COUNCIL	3
MESSAGE FROM THE PRINCIPAL.....	4
MESSAGE FROM PRESIDENT OF FRIENDS OF EAC	7
STUDENT LEADERSHIP 2017	9
OVERVIEW OF EAC.....	11
NAPLAN RESULTS 2017	12
PERFORMANCE IN STATE-WIDE TESTS AND EXAMINATIONS.....	15
PROFESSIONAL LEARNING, TEACHER STANDARDS AND WORKFORCE COMPOSITION.....	21
STUDENT ATTENDANCE 2017	25
POST COLLEGE DESTINATIONS 2017.....	27
ENROLMENT POLICY AND CHARACTERISTICS OF THE STUDENT BODY	28
COLLEGE POLICIES.....	30
IMPROVEMENT TARGETS AND OUTCOMES FOR 2017.....	33
INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY	36
PARENT, STUDENT AND TEACHER SATISFACTION	39
SUMMARY FINANCIAL INFORMATION.....	41





MESSAGE FROM CHAIR OF COLLEGE COUNCIL

It is always a pleasure for me to visit the campus of Emmanuel Anglican College, for me it is a place where I feel a sense of refreshment, and hope for the future which is crystal clear in the eyes and the smiles of the students. The genuine positivity and joy I feel from all of those I meet at EAC for me is a true joy in my life. In a world that is reported to us, through a constant feed of information on our phones and devices, as a fast, scary and dangerous place much of the time, it is nice to know there is a place at Horizon Drive, Ballina that proves things are actually getting better all the time.

For anyone with a passing interest in History it is well known that there has never been a better time to be alive than in 2017. Statistically speaking, more humans are living at a higher standard of living than any time since the dawn of time. Fewer people are starving, fewer are dying in wars. More are getting access to clean water and good food. More are finding opportunities to advance their education.

Living in a rich lucky country such as Australia most of us can take clean water, shelter and food for granted. But it takes so much more to live a rich purposeful life. We wish so much for our children and we strive to give them every opportunity we can so that they can lead the best life possible. A big part of this is their education, and for us here at EAC, 2017 was another step in the direction of giving more students better educational opportunities than ever before.

In roles I have outside EAC I see young people who are not given these opportunities. It seems to me that a child must have at least one adult in their life on a regular basis that not only helps to meet their physical and emotional needs, but also cares deeply about and supports their educational needs.

In our learning community we are indeed fortunate to have a professional and dedicated staff. However, it is the parents and families, both past and present, who have sought out and in fact created this rich educational environment we call EAC. For many families the care and dedication of the staff is obvious, as are the great physical facilities of the College, but it is the blending of a community of parents, friends, volunteers, academic and ancillary staff and excellent management which is the secret recipe of success. This mix we get right most of the time. Balancing the academic, spiritual, emotional and physical needs of our students just right, so that opportunity rises up to each student in a most accessible way.

As a College Council we are a group of volunteers who see it as a privilege to serve the community and for me as Chairman it is indeed a pleasure to work with such knowledgeable and wise people. We are also blessed to have Mr. Rob Tobias as Principal who with his executive team meet the challenges everyday of running a large complex organisation.

There are many challenges which lie ahead for EAC, a further building programme to cater for our enrolment growth, ensuring programmes are focussed on positive student experiences and outcomes. I am confident we are well positioned to take advantage of every opportunity and meet these challenges in 2018 and beyond.

Of course all this is possible through the grace of God who guides our thoughts and actions as we come together as a community in the name of His son Jesus Christ.





MESSAGE FROM THE PRINCIPAL

Principal – Robert Tobias

It is hard to believe that we are reflecting on yet another year as the sun has set on 2017 and we look back on the people, events and achievements that shaped the 2017 College year. It only seems like a few weeks ago we were celebrating the start of another year and welcoming new students, staff and families, talking about the swimming carnival, Year 7 orientation camp, the Year Commencement Chapel Service and I was challenging the students to set goals for learning and participation in College life. Now we well entrenched in another College year. The cycle of school life remains a constant in the ever changing, dynamic and exciting life of the EAC community. I certainly commend to you the many notes, tables, charts, images, thoughts and reflection that have been gathered in this annual to document and celebrate the wonderful journey of our College community through 2017. I also wish to share with you some of my own thoughts and observations of the Year that was 2017.

As the year commenced we celebrated a very significant milestone as the College's Kindergarten to Year 12 enrolment reached 600. With the addition of the students in our Early Learning Centre we now support the learning of in-excess of 640 students each day. The new enrolment growth was reflected in every year group and most apparent in Year 7, which has 66 students and is the largest year group in the College. When I interview new parents I always ask why they are seeking enrolment for their children and there are several common themes in their responses. These include the wonderfully warm and welcoming community, the excellent educational opportunities, the high quality of the teaching staff, the extra curricular opportunities, the friendly and approachable nature of the staff, the strong culture of learning, the positive behaviour of the students and the beautiful open and innovative learning spaces.

As enrolments have grown so has the staff team and this year we welcomed, Mr Tom Papworth (Learning Support), Mrs Daniella Payne (Science), Mr Mason Brenton (Design and Technology), Mrs Alix Roxias (English/Photography), Ms Liz Conner (ELC Director), Mrs Naiomi Roberts (Learning Support), Mr Peter Weingarth (Finance Manager) and Mrs Fiona Wilson Jones (Library). Each of these staff has brought with them a unique set of skills as well as new energy and ideas and in doing so has added to the diversity, depth and strength of the staff team.



Student participation and achievement in all facets of College life has been outstanding, with many new initiative and notable success stories. This year the College launched the Duke of Edinburgh Program with 27 students from Years 9-12 embracing the new and exciting initiative. As part of the program, each student is required to undertake four key areas on endeavour; community service, sport, personal skill and a physical expedition. The expedition required the students to plan

and complete a coastal trek of 80 kilometres carrying their food, clothing, sleeping bag and tent. The initiative was coordinated by Mr Graham Walker and supported by his team of dedicated (and fit!) staff and was a great success.

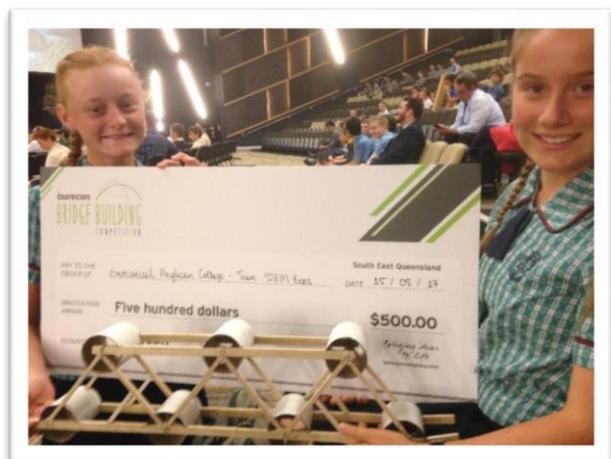
Students in Stage Three through to Six also competed in the NSW Independent Schools Debating Competition for the first time. EAC competed as part of the newly established Northern Division and it was very exciting to see the students developing and presenting arguments as well as refuting matters raised by the other teams. The competition consisted of 3 rounds and with each round our students grew in both skill and confidence. It is an annual competition and our students will take much out of the experience into next year's competition.

In terms of student learning, the highlight was most definitely the 2017 NAPLAN outcomes. Students in Years 3,5,7 and 9 undertake test in five domains; Reading, Writing, Spelling, Grammar and Numeracy. EAC students scored well above State and National average in all five test across all four year group, which was an absolutely outstanding achievement. The teaching staff had identified students writing skills as a target for development and improvement in 2016 and it was wonderful to see the direct impact of their efforts with EAC writing outcomes jumping significantly in all 4 year groups which defies the national trend of them remaining almost unchanged over the last few years.

There were many wonderful achievements on the sporting field in both team and individual events. Congratulations to Maddyson Lloyd (Swimming) and Lachlan Mumford (Athletics) who were selected to represent NSW at the Pacific School Games and to Khalini Franklin who won gold as a member of the CIS Primary Hockey Team who were crowned State Champions. Special mention also for Joshua Mumford who won Silver in the 3000m Steeple Chase at the NSW All Schools Athletics Championships.

The College Band Program, Choir Program and Tuition Program have all continued to grow and with each performance, the students reach to new levels of skill and accomplishment. Proudly, I can say that EAC was crowned Champion School at the Lismore Eisteddfod after taking out first place in seven separate divisions. I am just as proud though, of each individual and group performance that had taken place this year at assemblies, special events and performance evenings. Congratulations to Mr Adam Holmes, Mr Justin Cleverly, Mrs Jenny Buddee and all the tutor team on the many delightful opportunities you create for students in the realm of Music.

Students have enjoyed participating in vast array of experiences to showcase their learning, put their skills to use and to discover new ways of thinking and doing. These include, the College Art Show, Science and Engineering Challenge, Tournament of the Minds, the First Lego League Robotic Challenge, Byron Writers Festival and viewing performances of Shakespeare, not to mention the Leadership Program, Lighthouse Program or our International Students Program, just to name a few. I could go on and on about the opportunities made available to students at EAC and their effort and achievement as participants but I won't as the pages of this 2017 edition of The WAVE are testament to all of this and more!



There is a great team of wonderful supporters behind the myriad of incredible opportunities, events, experiences and achievements that take place on a daily basis at EAC to whom I would like to cast a special vote of thanks.

I wish to thank the talented and dedicated members of College Council who give so generously of their time and provide outstanding governance and strategic leadership for the College. They are the unassuming and humble unsung heroes of our community.

I also wish to thank the Friends of EAC and all their committed and hardworking helpers. Their many wonderful initiatives go a long way to building strong links and close bonds between families from right across the College. They are the glue that holds our community together.

Finally and most importantly, I wish to thank the staff. It takes an incredibly talented, enthusiastic and dedicated group of people to create the plethora of opportunities and outcomes available to students and their families as are available at EAC. I wish to acknowledge, thank and congratulate the awesome EAC staff team for all they have done in support of students and their families this year. At every level, the commitment has been sincere, enduring and outstanding. From the maintenance team, to the office staff, the support staff and of course, the teaching staff, their contributions have been simply wonderful and collectively they have provided so much in ensuring that our students have every opportunity to learn, live and lead in a diverse, dynamic, supportive and values laden educational setting.



As you flick through the pages of this Annual Report, I trust you will enjoy reflecting on the year that was 2017.

God bless

Robert Tobias
Principal

MESSAGE FROM PRESIDENT OF FRIENDS OF EAC

President – Melissa Collins



Starting with the Annual General Meeting in March 2017, the Friends group said goodbye to the previous Friends Executive Team, who I would like to acknowledge as doing a wonderful job - Jane Bond, Janelle Wilson-Jones, Fiona Wilson, and Kirsten Jackson. The new executive team that followed was Jodie Hayter - Vice President, Greta Kratzer – Treasurer, Carla Bahadur - Secretary and myself, Melissa Collins, as President.

Thankfully, some of the previous committee stayed on with some new committee members starting. The Friends committee for 2017 were Alisha Green, Belinda Burgess, Gretchen Mercer, Janet Hale, Jenni Campbell, Milinda Rodziewicz, Robyn Fell, Vanessa Miller and Rachel Wills.

I truly would like to give thanks and congratulate the committee. These people have juggled their own families, personal commitments, fulltime/part-time work and other responsibilities to volunteer and organise; to bake copious amounts of food; to attend meetings; rally sponsors; assist parents and provide functions and fundraising support for the school.

We have had many events this year, although Mother Nature really did try to pour down on many of them! However, we all rallied together to organise some of the Emmanuel favourites such as Discos, Cookbook fundraising, Mother's Day Breakfast, Grandparents Day, Australiana themed Trivia Night, catering for the NCIS carnival, junior sports carnival, senior sports carnival and we were the Art Show bar tenders! Unfortunately, Mother Nature put an end to our 2017 family Christmas gathering, giving us much opportunity to provide an invigorated 2018 end of year gathering.

As the school grows, fundraising has become less a priority for Friends, however we did manage to raise a further \$18 000. We have already donated to the Senior Formal and to kick off the 2018 New Year, Friends made a large donation of \$13,000 to the school for the following:

- Early Learning Centre – Market and café station indoor equipment
- Music – 8 full size nylon string guitars
- Sport – 20 Netball outfits and 20 touch shirts
- Drama – Portable Theatre lights and panel
- K-3 – Guided Reading Book Set
- Primary – Spelling Mastery Resource Kit
- Hospitality – 22 Chopping Boards, fry pans and chefs knives
- Woodwork – compound Mitre Saw
- Library – New books donation
- Grounds – Purchase and planting of mature shade trees

We seemed to have covered off most of the curriculum areas and ticked off many of the teacher's wish list items.

With any committee, there are always extra supporters and helpers who devote their time and skills. We are thankful for the class parent leaders who actively assisted the committee and amongst other things disseminated Friends information to the wider parent community like calling for baked goods, and more baked goods, and more baked goods. So, we thank all those who baked a muffin, cooked a sausage, flipped a burger or tidied up after an event and all those who bought those muffins, ate those sausages and consumed those cakes and burgers!



At Presentation Day for Emmanuel December 7th 2017 we gave a shout out to mark the first ‘Friends Special Mention Award’ and highlighted the following as standouts for their support.

Firstly, a Special Mention Award went for the Best Organised Event going to Steve Carrigg. Year after year Steve goes to extraordinary efforts to organise a seamless, well thought-out and enjoyable Trivia night. The event is the highlight for many parents, to meet new friends, dress up in crazy outfits and share a wine or two.

The next Special Mention Award for Outstanding Consistent Effort and Support went to, with an equal tie, Vanessa Miller and Robyn Fell; both ladies continue to be tireless support the school. They always have a smile on their face and a “just give it to me, I’ll do it” attitude. I don’t think I have ever met someone who always, no matter what the situation is, has something nice to say like Vanessa Miller and someone so calming, helpful and supportive as Robyn Fell.

Finally, the last Special Mention Award for The Biggest Supply of Baked Goods to One Event goes to Carla Bahadur who made, at home, 120 cheese and bacon rolls supplied for the Mother’s Day Breakfast, and at a separate event 96 serves of baked goods for the NCIS cross-country!

Finally, the Exec committee, Jodie, Greta and Carla have all been great supports and have fantastic stamina. They chip in whenever and wherever they can for the school and have added some side-splitting humour to occasions behind the scenes. I couldn’t have wished for a better team to be by my side.

Friends have had overwhelming support from the EAC administrative and teaching team as well as marvellous guidance from Mr Tobias. In addition, I would like to make a special mention of Christine who manages the EAC Canteen. Christine has really made a difference to the Friends committee’s success by providing her hard work and commitment to the catering and organisation of events. I must also thank the muscle of the support team, which is the maintenance crew led by Wade, who have tirelessly set up tables, bins, ice buckets and lugged that Friends BBQ from pillar to post! 2017 was a great year with great people and great support!

Looking forward to seeing you for our biggest year yet in 2018 and having a chat over a cupcake and a cuppa at our next event!

Melissa Collins
EAC Friends President



STUDENT LEADERSHIP 2017

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 2017. 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 2017 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 2017, which included:

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

2017 Student Representative Council

Year 2 **Willow Pace and Sam Carrigg**

Year 3 **Annie Peart and Rory Neaves**

Year 4 **Lily Awad and Harry Falvey**

Year 5 **Olivia Carter and Shay Keane**

Year 6 **Annaliese Kelvin and Phoebe Hoolihan**

Year 7 **Georgie Watson and Oliver Payne**

Year 8 **Letia Paton and Zev Donovan**

Year 9 **Himanya Sajnani and Patrick Thornton**

Year 10 **Mackenzie Woods and Ryan Webb**

Year 11 **Charlotte Arthur and Emily Witshire**



Primary Student Leadership Team

College Captain- **Lola Saul**
College Captain- **Christian Weingarh**

Brockington House
Captain – **Sylvie Peart**
Captain – **Landon Broadley**

Purcival House
Captain – **Mikala Campbell**
Captain – **Bailey Wilson**

Smith House
Captain – **Lara Atkinson**
Captain – **Finnian Campbell**

Walker House
Captain – **Hana Mills**
Captain – **Reid Thompson**

Student Leaders

Community Involvement – **Casey Fenwick**
Arts and Culture – **India Gauge**

Secondary Student Leadership Team

College Captain – **Ella Webb**
College Captain – **Kyle Underwood**

Brockington House
Captain – **Courtney Osborne**
Captain – **Guy Falconer**

Purcival House
Captain – **Jessica Shaw**
Captain – **Brooke Marshall**

Smith House
Captain – **Jessica Tait**
Captain – **Luke Mounic**

Walker House
Captain – **Erica Truman**
Captain – **Flynn Clarke**

Student Representative Council President –
ErinAmy Smekel



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 2017. 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
www.myschool.edu.au



NAPLAN RESULTS 2017

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: 50

		Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
Band 6	STATE	29.2	14.5	28.3	35.8	23.0
	SCHOOL	48.0	30.0	42.0	50.0	30.0
Band 5	STATE	21.8	38.7	24.4	26.2	20.3
	SCHOOL	34.0	38.0	16.0	30.0	32.0
Band 4	STATE	22.7	23.1	21.1	14.4	27.3
	SCHOOL	12.0	22.0	26.0	8.0	22.0
Band 3	STATE	15.7	17.7	14.1	10.7	16.9
	SCHOOL	6.0	8.0	14.0	8.0	12.0
Band 2	STATE	6.5	4.3	9.1	6.9	9.6
	SCHOOL	0.0	2.0	2.0	0.0	4.0
Band 1	STATE	4.0	1.6	3.1	6.0	2.9
	SCHOOL	0.0	0.0	0.0	4.0	0.0



Year 5
Percentages in Bands Summary
Number of students: 48

		Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
Band 8	STATE	18.4	5.3	17.4	21.8	13.4
	SCHOOL	41.7	10.6	8.5	25.5	17.0
Band 7	STATE	21.3	12.8	20.8	14.4	19.1
	SCHOOL	18.8	27.7	34.0	19.1	36.2
Band 6	STATE	26.1	30.0	29.5	25.7	29.3
	SCHOOL	33.3	27.7	38.3	36.2	36.2
Band 5	STATE	17.0	36.0	19.3	16.0	23.6
	SCHOOL	2.1	29.8	12.8	8.5	6.4
Band 4	STATE	12.7	9.4	8.1	15.6	11.6
	SCHOOL	4.2	2.1	4.3	8.5	2.1
Band 3	STATE	4.5	6.5	5.0	6.4	3.0
	SCHOOL	0.0	2.1	2.1	2.1	2.1

Year 7
Percentages in Bands Summary
Number of students: 60

		Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
Band 9	STATE	11.8	5.4	14.3	12.7	17.1
	SCHOOL	23.3	11.9	13.3	11.7	21.7
Band 8	STATE	18.8	15.9	27.0	17.3	17.8
	SCHOOL	21.7	25.4	31.7	35.0	25.0
Band 7	STATE	29.6	21.6	26.9	30.2	29.0
	SCHOOL	31.7	25.4	26.7	31.7	38.3
Band 6	STATE	23.5	27.3	17.3	21.5	22.2
	SCHOOL	15.0	16.9	20.0	18.3	11.7
Band 5	STATE	11.1	21.1	9.8	10.5	11.6
	SCHOOL	8.3	18.6	3.3	1.7	3.3
Band 4	STATE	5.2	8.7	4.7	7.8	2.4
	SCHOOL	0.0	1.7	5.0	1.7	0.0



Year 9
Percentages in Bands Summary
Number of students: 53

		Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
Band 10	STATE	7.6	7.3	9.1	11.1	12.1
	SCHOOL	13.2	11.3	3.8	9.4	11.3
Band 9	STATE	17.1	10.7	22.0	13.7	17.7
	SCHOOL	37.7	15.1	30.2	18.9	30.2
Band 8	STATE	33.7	27.2	24.0	26.7	28.7
	SCHOOL	34.0	37.7	24.5	39.6	49.1
Band 7	STATE	21.1	20.0	25.8	24.6	25.9
	SCHOOL	15.1	22.6	28.3	22.6	7.5
Band 6	STATE	14.9	18.7	12.8	15.3	14.6
	SCHOOL	0.0	11.3	7.5	7.5	1.9
Band 5	STATE	5.6	16.1	6.2	8.5	1.0
	SCHOOL	0.0	1.9	5.7	1.9	0.0



PERFORMANCE IN STATE-WIDE TESTS AND EXAMINATIONS

Higher School Certificate 2017

All students completing Year 12 in 2017 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.

2017 HSC Results Overview

The Emmanuel Anglican College Community congratulates our 2017 HSC students on their outstanding achievements. There are many great individual performances and group achievements across the group of 28 students and I commend all our students for their dedication to their studies and their desire to grow as learners.

The class of 2017 has performed on or above State Average in 13 out of 23 courses undertaken including Ancient History, Biology, Business Studies, Chemistry, English Standard, Industrial Technology, Mathematics General, Hospitality, Mathematics Extension 1, Modern History, Music 1, and PDHPE. Of particular note is the high level of achievement in Mathematics General and Mathematics Extension 1, which were both greater than 9% above the State Average.



Congratulations to Bryley Manning-Hayter, Courtney Osborne, ErinAmy Smekel and Ella Webb for achieving at least one Band 6 result. Special mention goes to the Dux of the Class of 2017, Courtney Osborne. It has been an outstanding year for Courtney who also participated in the Southern Cross University Head Start Program and was placed first in her course. Her excellent result earning her the Louise Morgan Scholarship.

Students from the Class of 2017 received a total 21 early entry offers from a broad range of universities including Southern Cross University, Griffith University and the University of New England. The university early entry offers related to variety of degrees including Science, Business, Design, The Arts, Media, Sport Science, Nursing and Law.

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 2017.

Congratulations to all of the students on their excellent 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 2017 and we wish them every success in their future endeavours.



The Graduating Class of 2017

Individual Higher School Certificate Course Results 2015 to 2017

Subject	Year	No of Students	% of EAC students in Bands 5 & 6	% of EAC students in Bands 3 & 4	% of students in the State in Bands 5 & 6
Ancient History	2017	3	33.3	66.6	35.98
	2016	2	100	0	31.01
	2015	6	50	33.33	32.87
Biology	2017	6	16.6	83.3	39.28
	2016	13	38.46	54.96	35.3
	2015	5	40	60	28.14
Business Studies	2017	14	42.85	57.13	36.14
	2016	11	45.45	54.54	34.76
	2015	6	50	50	36.33
Chemistry	2017	7	28.57	57.14	42.71
	2016	9	11.11	88.89	41.14
	2015	6	66.67	16.67	41.21
Design and Technology	2017	4	0	100	43.20
	2016	1	0	100	40.99
	2015	1	0	100	36.22
Drama	2017	4	25	75	42.13
	2016	8	50	50	42.72
	2015	9	100	0	42.45
Economics	2017	4	25	75	48.98
	2016	2	0	100	45.4
English Standard	2017	15	13.33	79.99	15.91
	2016	15	6.67	93.34	13.48
	2015	13	15.38	76.92	8.36
English Advanced	2017	13	23.07	76.91	63.64
	2016	14	35.71	64.29	62
	2015	13	38.46	61.54	57.87
Food Technology	2017	2	0	100	29.74
	2016	5	40	60	29.9
	2015	2	100	0	29.04



Hospitality	2017	5	60	40	29.82
	2016	8	75.58	37.5	62.5
	2015	7	76.31	42.86	57.15
Industrial Technology Multimedia	2017	4	0	75	22.3
Information Processes and Technology	2017	5	20	60	29.84
	2016	3	0	100	28.18
	2015	5	40	60	32.54
Legal Studies	2017	6	16.66	83.33	43.61
	2016	7	14.29	85.71	42.8
	2015	3	33.33	66.67	40.6
General Mathematics	2017	10	60	30	25.49
	2016	8	25	62.5	25.9
	2015	8	50	50	25.9
Mathematics 2 Unit	2017	5	60	20	53.48
	2016	5	80	20	52.68
	2015	2	100	0	52.47
Modern History	2017	5	0	100	38.82
	2016	3	33.33	66.67	41.14
	2015	6	83.33	16.67	44.06
Music 1	2017	2	100	0	65.22
	2016	5	80	20	63.03
	2015	4	75	25	62.21
PDHPE	2017	8	37.5	62.5	30.56
	2016	8	50	50	34.79
	2015	8	12.5	75	29.82



Physics	2017	7	42.85	42.85	33.8
	2016	8	12.5	87.5	30.13
	2015	4	50	50	28.91
Visual Arts	2017	7	42.85	57.14	54.57
	2016	8	37.5	62.5	54.61
	2015	4	50	50	53.58



Extension Courses

Subject	Year	No. of Students	% of EAC students in Band E4	% of EAC students in Bands E3 & E2	% of students in the State in Band E4
Mathematics Extension 1	2017	2	100	0	38.08
	2016	1	0	100	33.12
	2015	2	100	0	34.38
Mathematics Extension 2	2017	1	0	100	33.52
	2015	2	0	100	36.05



PROFESSIONAL LEARNING, TEACHER STANDARDS AND WORKFORCE COMPOSITION

Professional Development Event	No. of Participating Staff
Child Protection Investigation Skills	1
First Aid Refresher	1
Pat Hodges - Writing across the grades	47
Fire Warden Course	1
NAPLAN - Principles of Good Writing	1
Economics Teachers Conference	1
2017 ICT Educators NSW Conference	1
Delivering the Digital Technologies Curriculum	1
The PE Geek Brisbane Workshop	1
Spell-It Training	1
The Neuroscience of Reading	1
Improving Students Performance in Stage 6 PDHPE	1
5th Queensland Aim Conference (French, Spanish, Mandarin, Japanese)	1
Capital Maths	1
Introduction to Expressive Painting	1
What is New and Different in Stage 6 Maths	3
Teaching Prelim Food Tech Successfully	1
The Six Traits of Writing	1
Enhancing Students Literacy Practices in Stage 6 PDHPE	1
Law for School Counsellors	1
HICES Heads' PA Conference	1
AIS Librarian Conference: Looking Forward - Space, Technology, Pedagogy	1
AIS Work Health and Safety	2
Using Data and Evidence for Effective Leadership	2
STEMaker 2017	2
An Evidence Based Phonics Program	1
Meet the Markers of the 2016 HSC Science Exams	3
New Grooves Workshop	2
Seven Steps to Writing Success	1
New Syllabus: Making Year 11 Modules Meaningful	2
The Accidental Counsellor	2
AIS Geography Conference-Stimulating 21st Century Geographers	1
Guided Reading	4
Intervention Strategies: Years 2 - 6	2
Prep/Kinder Reading and Writing	1



Professional Development Event	No. of Participating Staff
Understand ASD - Teaching Strategies and Behaviour Support	2
Teaching Stage 6 PDHPE for the First Time	1
Creating Prayer Spaces in Schools	1
First Aid	1
Stage 6 HSC reforms	47
Stage 6: Change and Continuity	1
Chemistry Conference	1
Finance Governance	4
Reconceptualising Assessment-Unlocking Learning and Broadening Practice	2
GST Refresher	1
National Indigenous Education Forum	1
Thinking About Transition to School & Re-imagining Your Documentation	1
Quality Assessment Practices	1
Inspiring Questions-Teaching Philosophy and Religion	1
Quality Assessment Practices in PDHPA	1
School Learning Space Design	2
Critical and Creative Thinking	2
Reading Tutor Program	4
2017 HTANSW North Coast Stage 6	1
Foundation Gymnastics for Primary Teachers	1
Middle Leaders Program	1
Differentiation and the Brain	2
Assessment of Learning	1
Diving Deep into Depth Studies	2
Introduction to English Language and Sentence Grammar	1
Annual Conference	1
2017 Diving Deep into Depth Studies	4
Taxation and Payroll	2
National Conference	1
The Power of Powerpoint	1
Stage 6 HSC reforms	47
Advanced Leadership Program	1
Chemical Spraying and Chainsaw Operations	1
Supporting Teachers through Accreditation	1
Making 2020 Count: Creative and Critical Thinking about Numeracy k-12	1
ACTIV Connect training	42
CPR training	66



Professional Development Event	No. of Participating Staff
HSC Marking Visual Arts	1
HSC Marking Business Studies	1
Visual Arts, Design and PDM Teachers	1
First LEGO league	1
Union Representative Training Day	1
Primary Conference 2017 - A More Beautiful Question	2
Criscos Registration and Accreditation Briefings	2
Edu Tech	1
Familiarisation - Revised Stage 6 History Syllabuses	2
NESA Standards Accreditation Workshop	1
Japan Foundation Intensive Seminar	1
TENS Training Day	5
Physics Conference	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 2017 an average \$883.42 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 having teacher education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines, or	45
Teachers having a bachelor degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications.	2
Teacher Accreditation Details	Number
Pre-2004 teachers (accreditation not required in 2017)	21
Conditional	2
Provisional	7
Proficient Teacher	18
Highly Accomplished Teacher(voluntary accreditation)	0
Lead Teacher (voluntary accreditation)	0
Total number of Teachers	48



Workforce Composition

College Staff 2017	Number of Staff
Teaching staff	48
Full-time equivalent teaching staff	42
Non-teaching staff	22
Full-time equivalent non-teaching staff	18
Aboriginal and/or Torres Strait Islander Staff	0



STUDENT ATTENDANCE 2017

Year	% Attendance for 2017
K	93%
1	93%
2	93%
3	93%
4	92%
5	93%
6	93%
Total Primary	93%
7	92%
8	90%
9	93%
10	91%
11	92%
12	91%
Total Secondary	92%
Average Days Absent per Student in 2017	14.6

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 using the online module attached to the TASS student database. 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. If an absence remains unexplained, the Pastoral Care Teacher or the Class Teacher will make contact to the family to seek clarification. If further unexplained absence occurs, the Stage Coordinator will contact the family for further discussion and to seek ways to resolve the matter. On going unexplained absence will require a formal meeting with the Deputy Principal and may require notification to other agencies should welfare concerns exist for the students. On going issues will result in a formal process, led by the Principal to support the family to maximise students attendance. The Principal will consult the Department of Education Liaison Officer during this process. Student absences are recorded each semester on the student's academic report and the Deputy Principal reviews student attendance at the end of each term.



Student Retention Rates 2017

Year 10 2015	Year 12 2017	Retention Rate
26	28	93%

The retention rate has been calculated by comparing the number of students enrolled in Year 10, 2015 at census date to the number enrolled in Year 12, 2017 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 2017

Post College Destinations	Number of Students
University - accepted	19 (1 deferred)
TAFE and Private Colleges	6
Employment	3

Students from the 2017 cohort have been accepted into the following university courses:

Course	Institution
Bachelor of Agricultural Business	University of Queensland
Bachelor of Banking and Finance	Monash University
Bachelor of Business	Southern Cross University
Bachelor of Social Welfare	Southern Cross University
Bachelor of Clinical Science	Southern Cross University
Bachelor of Medical Science	QLD University of Technology
Bachelor of Nursing	Southern Cross University
Bachelor of Pharmaceutical Science	Monash University
Bachelor of Psychological Science	Griffith University
Bachelor of Science	Griffith University
Bachelor of Science	Sydney University
Bachelor of Science	Latrobe University
Bachelor of Sports Science	Griffith University
Bachelor of Sports Science	Long Island University NY
Bachelor of Speech Pathology	Southern Cross University



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.

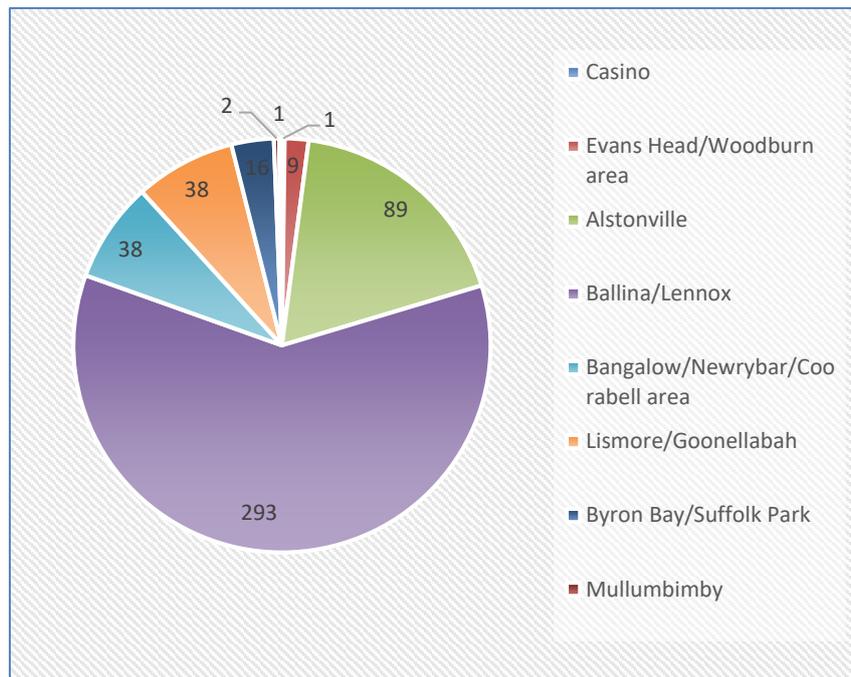
The College operates within the obligation as outlined in the Disability Discrimination Act 2005.

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 2017



Student Enrolment Summary (November 2017)

PRIMARY		SECONDARY	
Year Group	No. of Students	Year Group	No. of Students
K	48	7	64
1	46	8	46
2	54	9	54
3	50	10	34
4	47	11	23
5	45	12	28
6	57		
Total	347	Total	249

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

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 2017

The College strategic direction is guided by College Council and outlined in the 2017-2019 Strategic Plan. The 2017 Annual Plan was derived from the Strategic Plan and included initiatives across the each of the 4 strategic Pillars. A complete copy of the Strategic Plan is available on the College website. The following highlights some of the more significant structural outcomes of the Strategic Plan.

Faith, Values and Service – To explore, share, celebrate and live out our Christian faith and values		
Goals	Action Plans	Key indicators of achievement
3.A	Explore 'fresh expressions' of church to meet the needs of families	Appointment of Sally Miller as Family Chaplain for 2 days a week until Dec 2018. This venture is jointly funded by the College, St Mary's Church Ballina and St Barts Church Alstonville
3.C	Explore different ways to offer chapel services to the Secondary School	Introduction of Chapel Services for students in the secondary school. One Secondary School and one Stage Chapel Service each Semester
3.D	Develop an overview for a reflection day program for students in Year 5 through to Year 10 Develop a stronger, more authentic approach to student retreats	Postponed until appointment of full time Chaplain

Teaching and Learning - To provide learning opportunity that are student centred, highly effective, innovative and engaging and to promote a positive and supportive culture of learning and achievement		
Goals	Action Plans	Key indicators of achievement
2.A	Review and enhance the iLearn@EAC program Explore and Develop a Thinking Curriculum	Parent survey of all previous cohorts, findings collated and key adjustments made. Additional student training around security, management of time and tasks and ethical use introduced. All students complete the digital licence training. Review of Stage 3 program to align outcomes with integration of technology Curriculum Leaders and Steve Stretton from AIS have developed a formal Professional Learning process for the upskilling of staff and implementation of an integrated approach to problem solving and creative and critical thinking. 2018 Shared professional goal for the PLDP process will relate to a Thinking Curriculum
2.B	Explore ways to grow the learning support team based on the learning needs of the students	Appointment of a second full time Learning support teacher commencing Term 1, 2017 Appointment of 20 hours of additional teacher assistant time for 2017 funded through additional enrolments Thorough reporting of students data through the NCCD system to ensure maximum funding achieved to support students with additional learning needs.
2.C	Further enhance practices to optimise the frequency, variety and suitability of assessment	Professional Learning led by AIS consultants for all teaching staff in both Term 1 and 2 focussing on improving the design and effectiveness of assessment. Each curriculum team established goals relating to improving assessment practice. Review and update of College Assessment and Reporting Policy to reflect formative assessment approach.

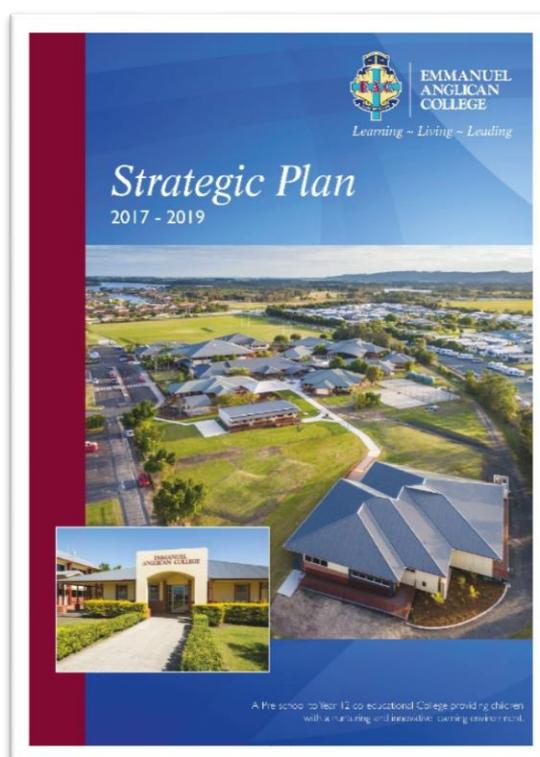


2.E	Create opportunities for staff to analyse, discuss and respond to data relating to student learning and wellbeing	Curriculum Leaders undertook an analysis of ICAS and NAPLAN data and used the information to inform decisions about student placement in enrichment groups and also support programs for both Literacy and numeracy. All staff undertook a review and analysis of the 2017 NAPLAN data. Following this each Curriculum Team looked at ways to adjust teaching programs to better respond to student need.
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Pastoral Care - To create a culture of respect in which each individual is known, valued, nurtured, supported and celebrated		
Goals	Action Plans	Key indicators of achievement
3.A	Investigate and cost options for providing counselling services to target groups	Incorporated funding for a part time counsellor into the budget for 2017 Developed a role description, polices and procedures for the role of Student Guidance Counsellor Full time appointment of a Student Guidance Counsellor included in 2018 budget
3.B	Continue to refine and improve the Student Award System, promote it within the College community and support staff with its implementation	Review of the criteria for all College special awards and the addition of categories to recognise broader achievement Clarification about the criteria for academic awards and the inclusion of awards that formally recognise effort and application Greater emphasis on recognising and award the broad range of students effort and achievement through additional assemblies and publication of students on website, face book and in the newsletter
3.C	Review the current Pastoral Care program and construct an K-12 overview	Pastoral Care teams have worked together to identify key areas of need for students and have initiated a number of presentations and programs relating ot study skills, cyber safety, anti bullying and resilience Draft overview of Pastoral Care program developed. To be finalised in early 2018 once new Deputy Principal has commenced
3.E	Initiate the Duke of Edinburgh program and integrate service outcomes into the Lighthouse Program	Establishment of the Duke of Edinburgh program with 27 students achieving the Bronze Award in 2017. Continuation of the Lighthouse program with students undertaking a very broad range of program and opportunities including Relay for Life, Reading Mentor Program, Working at the Op Shop, volunteering in the canteen and library, and Visiting residence at St Andrews.



College Development and Community Involvement - To continue the growth and development of the physical and human resources of the College and to enhance and create new opportunities for the College to engage with the broader community			
Goals	Action Plans	When	Leader(s)
4.A	<p>Develop and implement IT Strategic Plan to support the use of technology in teaching and learning and in administration</p> <p>Further develop external play areas for students including:</p> <ul style="list-style-type: none"> • Completion of infants playground area • Design and installation of a new outdoor play area for the Early Learning Centre • Construction of multipurpose hard courts for secondary students • Completion of Stage 2 of the primary school development 	<p>Term 2</p> <p>Commencing Term 1</p>	<p>Business manager, TAS Co IT Service Manager</p> <p>Principal and Business Manager</p>
4.B	<p>Explore options for more effective use of technology to enhance communication including TASS, website and social media</p> <p>Review and improve meeting structure/cycle for staff groups</p> <p>Centralising more procedures on TASS including excursion and PD requests</p>	<p>Term 1</p> <p>Term 1</p> <p>Term 2</p>	<p>Business Manager and Deputy Business Manager and Deputy</p>
4.E	<p>Develop the tour group program to maximise the benefits of the College resources in non-term time.</p>	<p>Term 2</p>	<p>International Student Co</p>



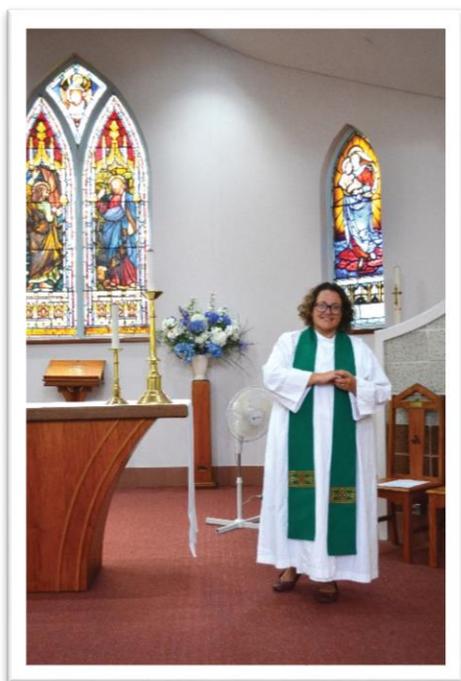
INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

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

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 staff are very highly skilled and passionate educators who know their students
- The staff are very approachable, accessible and communicate regularly
- The learning opportunities are very extensive and reflect the latest students needs and directions in education.
- The College has a very good extra-curricular program
- The facilities are excellent and continually improving
- The students feel safe, well cared for and have opportunities to access additional pastoral and counselling support when needed
-

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:

- Continue to look for ways to expand and differentiate the curriculum to meet the needs of all learners.
- Growing the extra curricula opportunities available to students
- Exploring ways to provide opportunities for all families, particularly new families, to connect and engage with the College community

Student Satisfaction

Students are able to provide feedback through the Student Representative Council, direct discussion with College staff and via the Exit Survey. In 2017 students identified the following as strengths of the College

- The quality and commitment of teaching staff
- The genuine care and concern for the students by all staff
- The quality of the facilities and the fact they are clean, well cared for and regularly been improved and developed
- That learning at the College is fun, relevant and engaging
- That the welfare and management systems are fair and appropriate
- That students value and respect one another and that the students are supportive of each other

Areas for further development identified by the students

- There has been significant impetus for expansion of the College uniform options. A number of students have been involved in the selection of additional uniform items.
- Expand/develop the outdoor play and recreational spaces particular as student numbers grow
- Growing the number of subject offers as electives in Stage 5 and 6



Teacher Satisfaction

In 2017, 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:

- The College has a very clear improvement agenda and the staff are continually reflecting on practice to achieve our nominated goals
- The teaching staff are actively involved in regular opportunities for professional growth and development. Professional sharing, team teacher and peer learning are embedded in professional practice
- The staff are student centred and genuinely committed to each student
- The College is genuine in its efforts to grow, share and celebrate our Christian faith
- The College has a wonderful community that is very committed to, and supportive of the efforts, of the executive and staff.
- The College enjoys the positive support of the families and there is real partnership in the process of learning

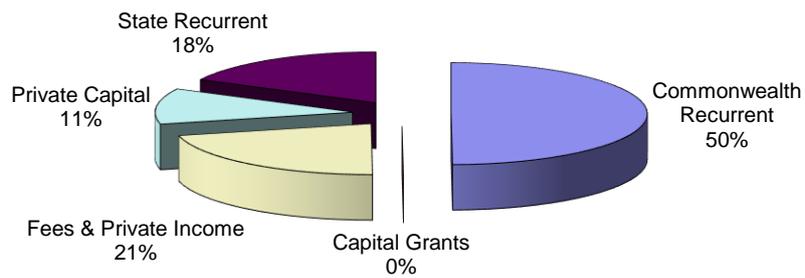
Key areas which the staff have identified as priorities for further development include:

- The College needs to appoint a full time student counsellor to improve our welfare structures
- Explore opportunities to provide more facilities and resources to support student learning
- Reflect on ways to support teachers grow professionally and further develop their pedagogical skills



SUMMARY FINANCIAL INFORMATION

Emmanuel Anglican College Sources of Funding 2017



Emmanuel Anglican College Expenditure 2017

