

EMMANUEL ANGLICAN COLLEGE

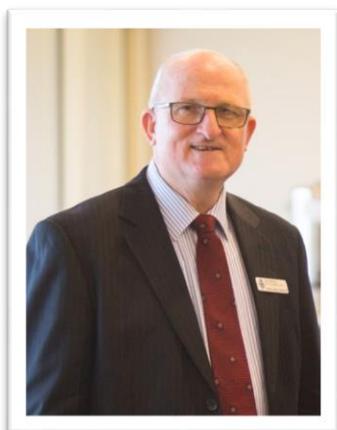
Annual Report
2018

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MESSAGE FROM CHAIR OF COLLEGE COUNCIL



2018 College Council Members

Mr John Bryen (Chair)
Mrs Megan Whitaker (Deputy Chair)
Mr Christopher Lomax
Mrs Margaret Shaw
Mr Phillip Silver
Mr Lindsay Walker
Mr Paul Hickey
Rev Christian Ford (appointed 7 September)
Mr Bill Adler (resigned 15 May)
Mr Bob Torrens (resigned 15 May)

The rhythm of the College year gives us a sense of stability, direction and organisation in a world of ever increasing change and busyness. Among many things in the life of the College, 2018 has been a year of celebration marking twenty years since the College opened in 1998. The celebrations commenced with the Foundation Day assembly when Principal Rob Tobias summarised the vision, faith, commitment and generosity of the College founders.

“On 13 December 1995, the Rector of the Parish of St Mary’s Ballina, Rev Geoff Smith called together a group of interested people to discuss the possibility of establishing an Anglican School to service the families of the Ballina, Byron and Lismore region. The minutes from the meeting propose ‘the establishment of a double stream school of approximately 700 pupils, Kindergarten to Year 12.’”

And so it was a wonderful occasion on Monday 11 September when we welcomed the Most Reverend Geoff Smith, Archbishop of Adelaide and Mrs Lynn Smith to the College. They were both thrilled to see the vision they both had over 20 years ago in reach of being achieved. Archbishop Geoff and Lynn were able to meet with staff, students and members of College Council where they shared stories of those early years. They were guests at a special assembly. I’m sure members of Smith House were thrilled to see the person their house is named after.

On 20 May we welcomed the Right Reverend Philip Huggins. Bishop Philip was the Bishop of the Diocese of Grafton when the College opened. Deputy Principal Darren Parks welcomed Bishop Philip, members of College Council and members of the Parish of Ballina. Bishop Philip was the first to sign the new Guest Book, donated by the Parish of Ballina to mark the celebrations.

Congratulations to all involved with the Anniversary Dinner on 30 June at the Ballina RSL Club. This was a grand occasion to not only acknowledge the past growth and achievements of the College but to look to the future with the launch of the fund raising and plans for the Multi Purpose Centre.

It has been a year of change for College Council. At the Annual General Meeting in May Mr Bill Adler stepped down as a member of Council after thirteen years, the last five years as Chair of Council. Bill kept us all on task, facilitating constructive discussion and positive outcomes. He was part of substantial growth of the College and made a large contribution in the establishment of the Early Learning Centre and the International Students Program. We will not only miss his extensive experience in education and business but also his wisdom and generosity.



At the Annual General meeting Mr Bob Torrens also stepped down as a member of Council. Bob brought his knowledge and skills as an outstanding educational leader at senior levels of the NSW Department of Education to Council decision making as well as in his support of the school leadership team. We will miss his incisive mind and wise leadership. Recently we welcomed the Reverend Christian Ford, Rector of Lismore, to the Council and as a member of the recently formed Ethos Committee.

It is a privilege to work with a dedicated group of volunteers committed to the service of the College as members of Council. I express my appreciation to them for the broad range of interest, talents, qualifications and experience they bring to their governance role.

The College Council is well served by the outstanding leadership of Principal Mr Rob Tobias, Business Manager Mrs Kelley Malaba and all the dedicated and talented staff. We all work together to ensure the best possible opportunities, experiences and education outcomes for all students living into our vision as 'an Anglican educational community inspiring, learning, living and leadership'. This is underpinned by the strong support of families and the wider community.

I congratulate each of the twenty three Year 12 young adults on their positive contribution as leaders and role models in 2018. Members of Council look forward to hearing of your future endeavours.

As the rhythm of this school year fades our focus turns to Christmas and holidays. As we again celebrate the birth of the Christ child - God's gift to us, may it be a special time with family and friends. Best wishes for a holy and happy Christmas and a safe, refreshing holiday season.

"May the God of peace equip us with everything good, so that we may do his will; and may he work in us that which is pleasing in his sight; through Jesus Christ. Amen" (Hebrews 13:20-21)

John Bryen
Chair





MESSAGE FROM THE PRINCIPAL

2018 has been a very significant year in the life of our College as we have reflected on our first 20 years and celebrated all that has been achieved by this incredible community in that time. We have taken the time to look back at the story of our brave founder and humble beginning but also looked forward to the future as we have continued to plan for the next chapter in the EAC story. And of course while all this has been happening we have enjoyed another incredible year of learning, opportunity, growth and achievement.

There have been many highlights to our celebration of the 20th anniversary but there are three significant events that will last long in the memories of many. The first was our celebration of Foundation Day on March 8, 2018. At our Whole College Chapel service, we took time to honour, acknowledge and thank those courageous, committed, faith-filled and visionary founders and pioneer families that are responsible for the wonderful College that we have today. They had a dream that the families of this region would have access to a high quality educational institution that cared for each and every student and that was underpinned by Christian values. Following the service many of these great people returned to the College for a tour and morning tea with the Student Leaders and Executive Staff.

The social event of the year was, without doubt, the EAC 20th Anniversary Gala Dinner. Thanks to the wonderful support of the Friends of EAC and particularly parents Vanessa Hansen and Megan Whitaker, we had a fantastic evening of entertainment, fun, celebration and friendship. The focus of the evening was about looking back and giving thanks for the incredible story of our College and looking forward as we raised funds to contribute to the building of a Multi Purpose Centre for current and future generations of the College to enjoy. The evening was a fantastic success in every regard and resulted in over \$60 000 been raised for the building project.

For me the highlight of the anniversary celebration was the visit to the College by Bishop Geoff Smith and his wife Lyn on 10 September of this year. It is without doubt that the most significant contributor to the foundation of the College was Bishop Geoff Smith. Rev Smith, as he was then, was the Rector of Ballina and the story of him calling together a group of people in 1995 to meet in the lounge room of his home to discuss the foundation of an Anglican school is now part of EAC folklore. Geoff and Lyn had not been back to the College since it moved to its current site in the year 2000. They were humbled and amazed at the flourishing and dynamic community to which they returned. In addressing the students at a special assembly, Bishop Geoff spoke about his trepidation and fear on the day when he signed the loan documents to fund the start up of the College. He also spoke about the comfort that the College motto *God With Us* gave him, and should give us all, as it reminds us that no matter what happens God is always close by our side.

The story of the College in 2018 is a great one and continues to bear fruit for all those involved in our history over the last 20 years. We commenced the year with a Kindergarten to Year 12 enrolment of 636 and our first full cohort of 72 students in Year 7. The Early Learning Centre has also continued to thrive operating at around 95% capacity and the College staff has grown to 91!

The student continues to thrive and excel in all areas of endeavor. Included in the long list of amazing achievements is the College's outstanding NAPLAN data with students across Years 3,5,7 and 9 scoring above national average in all of the five testing areas. The nomination of all our Year 12 drama students for Onstage, the HSC Drama Showcase. The selection of Khalani Fraklin (Hockey), Joshua Mumford (Steeplechase),



Maddyson Lloyd (BreaststroKe) and Emily Wiltshire (Shot Putt) in the NSW team to compete at the Australian titles. EAC teams were also the regional champions in the Science and Engineering Challenge, Tournament of the Minds, HICES Debating, Gardner Chess Competition and the Shakespeare Festival.

The College Band Program continues to go from strength to strength and after a clean sweep at the Lismore Eisteddfod, our Secondary Band competed for the first time in the Gold Coast Eisteddfod, finishing in the top 5 out of more than 50 schools that participate in the competition. It was also another wonderful year for the Duke of Edinburgh, with over 50 students achieving either the Bronze or Silver Medallion.

The International Student Program has also grown in 2018 with a total of 11 students from Japan, China, Vietnam and Thailand enrolling in the College throughout year and over 80 further students taking part in Study Tours throughout the year. EAC students also travelled to Japan for their own cultural and educational immersion program, spending time at our sister schools Meitoku Gijuku and Tachibana Elementary School. Congratulations to Mrs Kate Sculley and Year 10 Students Isabella McMahon and Brianna Nay who walk the Kakoda Track as part of an expedition consisting of students, staff and parents from schools of the Grafton Diocese. It is a grueling 91 kilometre 9 day trek through some of the toughest rainforest terrain on the planet and commemorates the historic WWII battle and remember those who were injured and lost.

The list of amazing opportunities and incredible achievement from the year that was 2018 just go on and on and are a constant reminder of the broad, diverse, engaging and fun nature of life for a student at Emmanuel Anglican College.

A most sincere and immensely grateful thank you to all of the staff, parents, friends and volunteers that support our College and its students each day. The generosity and commitment of all involved is an incredible gift to our students and ensures they have every opportunity to grow and develop every facet of their being whether intellectual, physical, spiritual, social, emotional, civil or artistic.

Finally, I wish to congratulate our students on all they have achieved throughout 2018. The energy, enthusiasm, creativity, sensitive, insight and positivity they bring to their learning each day is an inspiration to all our community. We give great thanks for all that has been achieved in God's name throughout 2018.





As you flick through the pages of this Annual Report, I trust you will enjoy reflecting on the year that was 2018.

God bless

Robert Tobias
Principal

MESSAGE FROM PRESIDENT OF FRIENDS OF EAC

President – Melissa Collins



2018 a milestone year! Like any year, 2018 was scheduled to be another big year. Whilst the Executive Committee of Friends remained the same with myself, Melissa Collins as President, Jodie Hayter – Vice President, Greta Kratzer – Treasurer and Carla Bahadur as Secretary we saw a few new faces within the committee.

At the AGM in March, the general committee was voted as Janet Hale who runs the Friends uniform shop, Lisa Smith, Gretchen Mercer, Jenni Campbell, Angelique Tittleton, Vanessa Miller, Robyn Fell, and Rachel Wills. Then it was on to business of planning the great fundraising events that we provide every year and also special events to commemorate Emmanuel's 20th Year Anniversary.

Each year we provide opportunities for our children of EAC to have fun and to fundraise. This year we have run Discos, Mother's Day breakfast, Grandparents Day morning tea, catered for the NCIS and sports carnivals and again bar tenderers at our annual Art Show.

The biggest event however run by the Friends of EAC was the EAC Gala dinner and the car raffle. These were such huge events that the Friends committee had to engage a Friends subcommittee! A special mention and thanks goes to Vanessa Hansen, Belinda Burgess and to the event leader Megan Whitaker who wrote this following piece...

"To celebrate the 20th Anniversary of the College, Friends hosted a Gala Dinner on Saturday, 30th June. Over 190 people attended the event, including students, parents, staff and parishioners from the College's formative years. The dinner provided the EAC community with a chance to reflect on, and celebrate, the

events and people that have defined the College over its lifetime. It was also a great excuse to dress up, catch up with old friends and meet new ones!

Starting with a fantastic performance by the Secondary Concert Band, guests were treated to an evening of fine dining, games and a live auction with fantastic prizes.

In Term Three, the Friends of Emmanuel Anglican College car raffle was launched. First prize was a Toyota Corolla Ascent Hatch, sponsored by Ballina Toyota. Significant raffle prizes were also donated by EAC family businesses - resulting in a total prize pool valued at \$27,000. We would like to thank the College community for their support of the raffle - it was great to see families volunteering their time to sell tickets at various markets and sites in the area.

Together these events raised over \$60,000 for the College Building Fund, with the contribution being directed towards the construction of a Multi Purpose Centre on the College site. In addition, they provided an opportunity for College community members to contribute in a variety of ways. The generosity of the College community was demonstrated this year through donation of time and effort, whether it was sourcing sponsorships, making decorations for the dinner, selling raffle tickets or a myriad of other actions.

What a great effort and congratulations to the Lane family who won the car! Just in time for Thomas to start his driving lessons!"

With the College's anniversary, I thought it would be appropriate to overview the efforts of the EAC Friends committee over the past 20 years.

Each year there has been a small group of parents devoting their time and efforts providing events to the best of their ability through a myriad of conflicting priorities. There are many exceptional contributions that Friends fundraising has provided for EAC, such as the roof over the Undercover Area to keep students, teachers, parents and visitors protected from the weather; built the "Friends Shed" to provide the school with their ever increasing need for storage and space; provided much of the external seating to the school for the students; purchased much needed musical equipment including two pianos; provided many teaching resources for all subjects and groups from pre-school to Year 12 as well as sporting uniforms and equipment; and made donations to well-earned student functions like the senior formal and this year donated \$40,000 towards the Multi Purpose Centre - overall a huge contribution that would exceed \$250,000.

For this I thank the Friends committee for their undying passion and commitment and of course the generosity of parents and carers for their support.

In closing, I would like to thank Robert Tobias, the many teachers, admin staff, canteen staff, and grounds staff that donate their time and efforts to assist with all of our events. We do always welcome new people and new ideas, so please be involved. At the next AGM a new President, Vice President, Treasurer and Secretary will be voted for as well as committee members. Please consider contributing to the school in this way and submit your nomination forms in March 2019.

Friends meet on the second Tuesday of each month at 7.00pm in the Joan Pickup Library at the College.

Looking forward to a fantastic 2019 and beyond!

Melissa Collins
EAC Friends President



STUDENT LEADERSHIP 2018

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 2018. 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 2018 the students were involved in many such events. These included the Secondary School Socials, Relay For Life, ANZAC Day marches, Australia's Biggest Morning Tea. Other projects have included recycling and waste management and encouragement of students to support these sustainability initiatives. All these initiatives provided great support to our chosen charities for 2018, which included:

- World Vision-Indonesian sponsor child
- Anglican Board of Missions Easter Appeal
- Cancer Council NSW-Relay for Life and Australia's Biggest Morning Tea
- Anglicare
- NSW Drought Appeal
- Qld Drought Appeal

Student leadership skills are also developed through the Student Representative Council or SRC. The SRC meets regularly to discuss issues around the school and plan events, fundraisers and functions. The SRC representatives coordinated a collection of toiletries and comfort packs for the drought appeal as well as the end of year Christmas hampers that are donated to Anglicare. SRC members are charged with the responsibility to build community, take action and serve others. Students also have the opportunity to lead in the spiritual life of the College by leading prayers and readings at year level, stage and College chapel services.

There are leadership opportunities available to both Primary and Secondary students and we are continuing to look to broaden the opportunities available to our students in the areas of leadership skill development and service learning.



2018 Student Representative Council

Year 2 Tallulah Cook and Henry Drew

Year 3 Richard (Braith) Cahill and Wilson

Carroll-Burgess

Year 4 Julianna Addenbrooke and George Lee

Year 5 Piper Yarad and Charles Cross

Year 6 Sindisiwe Malaba and Alexander Keir

Year 7 Hannah Hobson and Noah Truman

Year 8 India Trevan and Finley Parker

Year 9 Bronte Jarrett and Zev Donovan

Year 10 Lara Truman and Harry Hall

Year 11 Siena Seymour and Noah Grosser



Primary Student Leadership Team

College Captain- **Anya Grant**
College Captain- **Mahli Smith**

Brockington House
Captain – **Jorja Woolfe**
Captain – **Jonty Garrett**

Purcival House
Captain – **Ava Scotcher**
Captain – **Kale Stotter**

Smith House
Captain – **Sofia Rezai-Smyth**
Captain – **Jack Whitaker**

Walker House
Captain – **Priya Singh-Pangly**
Captain – **Luca Muzzolini**

Secondary Student Leadership Team

College Captain – **Erica Truman**
College Captain – **Arran Hughes**

Brockington House
Captain – **Britney Osborne**
Captain – **Asha Green**

Purcival House
Captain – **Jessica Shaw**
Captain – **Ryan Webb**

Smith House
Captain – **Lily Wallace**
Captain – **Cameron Palmer**

Walker House
Captain – **Elisabeth Milne**
Captain – **Lachlan Miller**

Student Leaders

Community Involvement – **Teia Nair**
Arts and Culture – **Juliette McDonald**

Student Representative Council President – **Emily Wiltshire**



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 680 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 2018. 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 2018

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: 55

		Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
Band 10	STATE	0.1	0	0	0.2	0
	SCHOOL	0	0	0	3.7	0
Band 9	STATE	0.3	0	0.1	0.6	0.1
	SCHOOL	1.9	0	0	5.6	1.9
Band 8	STATE	1.0	0.3	0.4	1.0	0.2
	SCHOOL	14.8	0	1.9	3.7	3.7
Band 7	STATE	2.2	1.8	1.6	2.3	1.0
	SCHOOL	16.7	7.3	9.3	18.5	5.6
Band 6	STATE	27.7	10.9	25.8	30.9	17.8
	SCHOOL	20.4	16.4	18.5	29.6	18.5
Band 5	STATE	24.7	36.0	25.0	16.8	25.7
	SCHOOL	22.2	50.9	29.6	13.0	31.5
Band 4	STATE	20.2	24.3	21.0	23.2	26.5
	SCHOOL	18.5	18.2	27.8	16.7	29.6
Band 3	STATE	12.8	18.4	13.7	12.5	16.6
	SCHOOL	3.7	5.5	11.1	7.4	9.3
Band 2	STATE	7.2	5.4	8.0	8.2	10.1
	SCHOOL	1.9	0	1.9	1.9	0
Band 1	STATE	3.8	2.8	4.5	4.2	2.1
	SCHOOL	0	1.8	0	0	0



Year 5
Percentages in Bands Summary
Number of students: 48

		Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
Band 10	STATE	0.5	0	0.2	0.6	0.1
	SCHOOL	8.3	0	0	2.1	0
Band 9	STATE	1.2	0.5	0.4	1.4	0.7
	SCHOOL	8.3	0	0	4.2	4.2
Band 8	STATE	17.4	4.6	14.6	18.1	12.5
	SCHOOL	18.8	2.1	12.5	25.0	14.6
Band 7	STATE	20.9	11.5	22.7	18.1	19.7
	SCHOOL	25.0	16.7	37.5	33.3	27.1
Band 6	STATE	23.8	27.2	31.1	29.1	25.9
	SCHOOL	22.9	39.6	35.4	20.8	39.6
Band 5	STATE	19.5	35.9	17.7	16.2	26.3
	SCHOOL	14.6	33.3	12.5	10.4	10.4
Band 4	STATE	11.1	11.5	9.4	11.0	12.1
	SCHOOL	2.1	6.3	2.1	4.2	4.2
Band 3	STATE	4.5	7.0	3.6	4.9	2.6
	SCHOOL	0	2.1	0	0	0
Band 2	STATE	0.7	1.1	0.4	0.5	0.1
	SCHOOL	0	0	0	0	0
Band 1	STATE	0.2	0.7	0.1	0.1	0
	SCHOOL	0	0	0	0	0



Year 7
Percentages in Bands Summary
Number of students: 69

		Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
Band 10	STATE	0.6	1.0	0.6	1.0	0.8
	SCHOOL	5.8	0	0	8.7	5.9
Band 9	STATE	11.8	3.7	12.7	14.8	13.5
	SCHOOL	8.7	5.8	10.1	15.9	17.6
Band 8	STATE	18.9	14.9	23.0	15.4	17.7
	SCHOOL	31.9	17.4	21.7	24.6	32.4
Band 7	STATE	27.2	20.7	25.9	26.5	28.7
	SCHOOL	37.7	36.2	43.5	34.8	27.9
Band 6	STATE	24.6	27.2	22.2	22.1	25.3
	SCHOOL	14.5	23.2	20.3	11.6	14.7
Band 5	STATE	12.0	22.9	9.5	14.0	11.7
	SCHOOL	1.4	15.9	4.3	4.3	1.5
Band 4	STATE	4.6	6.3	5.7	5.9	2.2
	SCHOOL	0	1.4	0	0	0
Band 3	STATE	0.2	2.3	0.3	0.3	0
	SCHOOL	0	0	0	0	0
Band 2	STATE	0	0.5	0.2	0.1	0
	SCHOOL	0	0	0	0	0
Band 1	STATE	0	0.7	0	0	0
	SCHOOL	0	0	0	0	0



Year 9
Percentages in Bands Summary
Number of students: 45

		Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
Band 10	STATE	8.2	5.6	8.2	9.0	13.0
	SCHOOL	17.8	8.7	8.9	26.7	15.6
Band 9	STATE	16.6	9.8	18.8	17.9	17.4
	SCHOOL	24.4	19.6	31.1	13.3	33.3
Band 8	STATE	30.1	24.9	29.2	29.3	26.2
	SCHOOL	33.3	21.7	28.9	20.0	20.0
Band 7	STATE	25.6	21.5	24.7	19.5	27.5
	SCHOOL	22.2	37.0	26.7	31.1	22.2
Band 6	STATE	14.2	19.6	10.7	17.5	13.3
	SCHOOL	2.2	10.9	2.2	8.9	8.9
Band 5	STATE	5.1	14.0	7.9	6.4	2.4
	SCHOOL	0	2.2	2.2	0	0
Band 4	STATE	0.1	2.3	0.3	0.4	0.1
	SCHOOL	0	0	0	0	0
Band 3	STATE	0	1.2	0.2	0.1	0
	SCHOOL	0	0	0	0	0
Band 2	STATE	0	0.3	0	0	0
	SCHOOL	0	0	0	0	0
Band 1	STATE	0	0.9	0	0	0
	SCHOOL	0	0	0	0	0



PERFORMANCE IN STATE-WIDE TESTS AND EXAMINATIONS

Higher School Certificate 2018

All students completing Year 12 in 2018 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 NESA Developed and NESA 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 NESA 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.

2018 HSC Results Overview

The Emmanuel Anglican College Community congratulates our 2018 HSC students on their outstanding achievements. There are many great individual performances and group achievements across the group of 23 students and I commend all our students for their dedication to their studies and their desire to grow as learners.

Incredibly, 15% of all student results were Band 6, with 12 individual students achieving this fantastic outcome in eight separate courses. Congratulations to Niva Ewald, Sinead Fell and Kate Utting for each achieving three Band 6 results.

The class of 2018 has performed on or above State Average in 17 out of 22 courses undertaken. Of particular note is the high level of achievement in Ancient History, Drama, Industrial Technology, Food Technology and Hospitality, which were all greater than 11% above the State Average.

Once again, EAC students have excelled in the arts with multiple Band 6 results in Drama, Music and Visual Arts. Remarkably, Students in Drama achieved seven Band 6 results and had two group performance pieces and four individual performances pieces nominated for the HSC Drama Showcase, OnStage. An outstanding achievement and great confirmation of their dedication and talent.

Nine Students from the Class of 2018 received an early entry offer from universities including Southern Cross University, Bond University, and the Australian National University. The university early entry offers related to variety of degrees including Engineering, Psychology, Education, Business, Nursing and Archeology. 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 2018.



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 2018 and we wish them every success in their future endeavours.



The Graduating Class of 2018

Individual Higher School Certificate Course Results 2016 to 2018

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	2018	4	100	0	36.46
	2017	3	33.3	66.6	35.98
	2016	2	100	0	31.01
Biology	2018	10	30	70	37.06
	2017	6	16.6	83.3	39.28
	2016	13	38.46	54.96	35.3
Business Studies	2018	4	25	75	37.4
	2017	14	42.85	57.13	36.14
	2016	11	45.45	54.54	34.76
Chemistry	2018	5	40	60	42.23
	2017	7	28.57	57.14	42.71
	2016	9	11.11	88.89	41.14
Design and Technology	2018	5	20	80	46.83
	2017	4	0	100	43.20
	2016	1	0	100	40.99
Drama	2018	8	100	0	42.46
	2017	4	25	75	42.13
	2016	8	50	50	42.72
English Standard	2018	9	0	100	15.16
	2017	15	13.33	79.99	15.91
	2016	15	6.67	93.34	13.48
English Advanced	2018	14	57.14	42.85	62.72
	2017	13	23.07	76.91	63.64
	2016	14	35.71	64.29	62
Food Technology	2018	2	100	0	32.87
	2017	2	0	100	29.74
	2016	5	40	60	29.9
Hospitality	2018	3	100	0	32.42
	2017	5	60	40	29.82
	2016	8	75.58	37.5	62.5



Industrial Technology Multimedia	2018	3	50	50	22.56
	2017	4	0	75	22.3
Information Processes and Technology	2018	3	100	0	37.53
	2017	5	20	60	29.84
	2016	3	0	100	28.18
Legal Studies	2018	3	66.66	33.33	44.51
	2017	6	16.66	83.33	43.61
	2016	7	14.29	85.71	42.8
General Mathematics	2018	10	20	80	26.89
	2017	10	60	30	25.49
	2016	8	25	62.5	25.9
Mathematics 2 Unit	2018	6	33.33	66.66	51.9
	2017	5	60	20	53.48
	2016	5	80	20	52.68
Modern History	2018	1	100	0	42.22
	2017	5	0	100	38.82
	2016	3	33.33	66.67	41.14
Music 1	2018	4	75	25	64.85
	2017	2	100	0	65.22
	2016	5	80	20	63.03
PDHPE	2018	6	100	0	54.38
	2017	8	37.5	62.5	30.56
	2016	8	50	50	34.79
Physics	2018	5	20	80	33.9
	2017	7	42.85	42.85	33.8
	2016	8	12.5	87.5	30.13
Visual Arts	2018	5	80	20	53.41
	2017	7	42.85	57.14	54.57
	2016	8	37.5	62.5	54.61



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	2018	4	0	100	32.94
	2017	2	100	0	38.08
	2016	1	0	100	33.12
Mathematics Extension 2	2018	3	0	100	33.24
	2017	1	0	100	33.52
	2015	2	0	100	36.05



PROFESSIONAL LEARNING, TEACHER STANDARDS AND WORKFORCE COMPOSITION

Professional Learning Event	No. of Participating Staff
Business Studies - Teaching Year 11 Business Studies for the First Time	1
Drama - Queensland State Conference	1
Early Learning - ECA Conference: Be the Difference for Children and Families	1
Early Learning - Inspiring Spaces for Children	2
English - ETA Annual Conference	2
English - Familiarisation with Revised Stage 6 English Syllabus	2
English - Implementing established Spell It program in upper primary	2
English - Mapping Writing from Year 10 to Year 12	1
English - Programming the New Syllabus	2
English - Seven Steps to Writing Success	2
English - Stage 6: The Common Elements, Texts and Human Experience and Craft of Writing	1
English - Teaching English Grammar & Vocabulary for Writing and Reading	1
English - Teaching Knowledge for The Art and Craft of Writing Online Workshop	1
Food Technology - Year 9 Food Technology Fun: strategies, tips and resources	1
Geography - Annual Conference: My Challenging Geography Classroom (K-6)	1
History - History Teacher's Day	1
History - HTA Annual Conference	1
Hospitality - Training & Assessment Cert IV Upgrade	3
HSIE - AECG Connecting to Country Program	1
ICT - NSW HSC Solutions Workshop	1
Innovation - Future Learning Conference focused on innovative learning spaces and 21st Century learners.	2
International Students - Reforms to the Education Services for Overseas Students (ESOS) Framework	1
Japanese - AIM Annual Conference	1
Japanese - Intensive Seminar for NSW Japanese Teachers	1
Japanese - Languages K-10 Framework and Syllabus Familiarisation & Planning Workshop	2
Japanese - NSW Cross-Sectoral Japanese Teachers Conference	1
Japanese - Queensland AIM Language Learning Conference	1
Japanese - Stage 6 School-based Assessment in Languages: Resource Development	1
Leadership - A Framework for Adaptive Leadership: confronting challenging issues	1
Leadership - ACSA Evidence into Action Webinars x 5	1
Leadership - AIS Middle Leaders Program	2



Leadership - AIS Senior Executives Program	2
Leadership - AISNSW School Improvement Roadshow	4
Leadership - Becoming Accredited and Highly Accomplished and Lead Teacher	1
Leadership - Becoming accredited at Experienced Teacher: Standards Pathway	1
Leadership - Furture Learning Conference	1
Leadership - Using Data and Evidence for Effective Leadership	1
Learning Support - Teaching knowledge for the Art and Craft of Writing	4
Learning Support - Teaching Students who have Suffered Complex Trauma	1
Learning Support - The Learning Difference Convention: literacy based	2
Legal Studies - Great Teachers give Great Feedback: extending students beyond band 5	1
Legal Studies - Making Learning Stick in Legal Studies: Elevating Achievement and Engagement	1
Maths - GeoGebra: becoming a proficient, inspired practitioner	1
Maths - Networks: The What and the How	6
Maths - NSW Annual Conference: New Horizons	5
Maths - Planning for the Differentiated Classroom: Number and Algebra (K-6)	1
Maths - WINDSSM Online Workshops: Implementing Stage 6 Maths Standard 1 & 2	1
Other - Creating Your Experienced Teacher Digital Portfolio	1
Other - ETA Staff Development Day on Writing	20
Other - Minds Wide Open: Critical and Creative Thinking Across the Curriculum K-8	3
Other - Professional Support for Experienced Teachers	1
Other - Professional Support for Experienced Teachers - Supervisors	1
Other - Staff CPR Training	52
Other - Timetable Development Training	3
Other - Viewing of Experienced Teacher Digital Portfolios	1
PDHPE - New K-6 Syllabus Familiarisation and Live Life Well @ School	4
PDHPE - Productive Teaching with Google Apps for Education	1
PDHPE - Programming the new K-10 Syllabus	2
PDHPE - Youth Mental Health First Aid	1
Science - Programming & Planning Year 12 Science	2
Science - Digital Technologies in the NSW Science and Technology K-6 Syllabus	1
Science - K-6 Science & Technology Syllabus	4
Science - Killer Depth Studies and SRP's	1
Science - Year 12 Physics Syllabus	1
Sport - AIS Heads of Sport Conference: Around the Grounds	1
STEM - Coding & Game Development with Unity	5
STEM - Engaging Thinking Classroom	2
STEM - First Lego League Partner Training	2



STEM - First Tech Robotics Challenge	1
STEM - Introduction to Arduino: coding for sensors and actuators	1
STEM - Introduction to Lego Robots in the Classroom	1
Technology Mandatory - Agriculture and Food Technologies	1
Technology Mandatory - Engineered Systems	1
Technology Mandatory - Materials Technology - Textiles Focus	1
Visual Arts - Strategies for Developing a Body of Work	1
Welfare - Accidental Counsellor Course	1
Welfare - Bounce Back: A positive education approach to wellbeing, resilience and social-emotional learning	2
Welfare - Child Protection: In Safe Hands training	10
Welfare - Cyber Safety: Essential Awareness and Understanding	1
Welfare - Drugs, Alcohol & Young People	3
Welfare - NSW Bullying Conference	1
Welfare - NSW Reportable Conduct & Allegations Against Employees	52
Welfare - Obligations in Identifying and Responding to Children and Young People at Risk	1
Welfare - QTAC Refresher Course for Career Advisors	1
Welfare - Service PD Day: service learning and community service programs and activities	1
Welfare - What is Working Well in Wellbeing	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 2018 an average of \$891.00 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	51
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
Conditional	1
Provisional	1
Proficient Teacher	50
Highly Accomplished Teacher(voluntary accreditation)	0
Lead Teacher (voluntary accreditation)	1
Total number of Teachers	53

Workforce Composition

College Staff 2018	Number of Staff
Teaching staff	53
Full-time equivalent teaching staff	45.04
Non-teaching staff	25
Full-time equivalent non-teaching staff	18.96
Aboriginal and/or Torres Strait Islander Staff	0



STUDENT ATTENDANCE 2018

Year	% Attendance for 2018
K	93%
1	94%
2	93%
3	94%
4	93%
5	92%
6	92%
Total Primary	93%
7	92%
8	91%
9	89%
10	90%
11	92%
12	91%
Total Secondary	91%
Average Days Absent per Student in 2018	15.3

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 2018

Year 10 2016	Year 12 2018	Retention Rate
32	23	72%

The retention rate has been calculated by comparing the number of students enrolled in Year 10, 2016 at census date to the number enrolled in Year 12, 2018 at census date. A number of students from the cohort made a very successful transition to the workforce following completion of their Year 10 or Year 11 studies.



POST COLLEGE DESTINATIONS 2018

Post College Destinations	Number of Students
University - accepted	20 (8 deferred)
TAFE and Private Colleges	0
Employment	2

Students from the 2018 cohort have been accepted into the following university courses:

Course	Institution
Bachelor of Arts	University of Southern QLD
Bachelor of Business	Bond University
Bachelor of Business	QLD University of Technology
Bachelor of Chemical Engineering	University of QLD
Bachelor of Commerce and Archaeology	Australian National University
Bachelor of Communications	Griffith University
Bachelor of Contemporary Music	Southern Cross University
Bachelor of Education	Southern Cross University
Bachelor of Engineering	Southern Cross University
Bachelor of Fine Arts (Dance Performance)	QLD University of Technology
Bachelor of Languages	Australian National University
Bachelor of Medical Radiation	University of Newcastle
Bachelor of Medicine	Monash University
Bachelor of Psychology	Southern Cross University
Bachelor of Psychology/ Bachelor of Business	Southern Cross University
Bachelor of Science (Mathematics and Statistics)	University of Southern QLD
Bachelor of Secondary Education (Learning Support & Psychology)	Griffith University



ENROLMENT POLICY AND CHARACTERISTICS OF THE STUDENT BODY

Enrolment Policy & Procedure

Policy Statement

Emmanuel Anglican College is a Pre-school to Year 12 coeducational College founded in the Anglican Tradition and is widely renowned as a centre for academic and pastoral care excellence throughout our region and beyond.

Students attending the College are expected to act consistently with the College's values, which are founded in our Anglican Ethos, and to comply with the College rules to maintain their enrolment.

Parents and guardians are expected to be supportive of the ethos of the College.

The College is not academically selective and caters for girls and boys of all abilities.

Students enrolling at the College for Kindergarten will be turning six years of age during the year of commencement.

The College has the absolute discretion in determining the factors and the weight of each factor it takes into account in determining whether to offer a place in the Application Process and when determining whether to offer a student enrolment.

Continued enrolment at the College is dependent upon the student making satisfactory academic progress, attending consistently, and the student along with the parents or guardians observing all behavioural codes of conduct and other requirements of the College which are applicable from time to time.

Expression of Interest

An Expression of Interest Form is to be completed for each child wishing to be considered for a place at Emmanuel Anglican College. The completed form must be returned to the College and be accompanied by the non-refundable Expression of Interest Fee of \$110 per student or \$220 per family. The College will acknowledge receipt of the form and fee via email. The child's name will then be entered on the Expression of Interest Register.

An Expression of Interest for enrolment may be made at any time by a parent or guardian of the student to commence at Emmanuel Anglican College. The Expression of Interest Form can be obtained by emailing the enrolments officer at enrolments@eac.nsw.edu.au or via the College website at www.eac.nsw.edu.au/Enrolments.

Lodgement of the Expression of Interest Form does not guarantee that a place will be offered or that additional information will be requested.

When a potential place becomes available in the Enrolment Application Waitlist parents or guardians who have lodged an Expression of Interest will be invited to complete a detailed Application Form.

Application Procedure

Those invited to participate in the application process will be required to complete an Application Form for each student. The completed form must be returned to the College with all requested documentation and be



accompanied by the non-refundable Application Fee of \$220 per student or \$440 per family. The College will acknowledge receipt of the form and fee via email. When all requested information has been provided, and the fee has been paid, the child's name will be entered on the Enrolment Register.

The College will base any decision about inviting a student to complete the detailed Application Process on the following criteria:

Family relationship with the College:

- Sibling of a current or ex-student
- Either of the parents attended the College
- Children of current staff members
- The student is enrolled in the Emmanuel Anglican College Early Learning Centre
- They hold attitudes, values and priorities that are compatible with the college's Anglican Ethos

The student:

- The contribution that the student may make to the College, including the co-curricular activities
- The student's reports from previous schools

The College:

- The anticipated availability of places in the year of commencement
- The College's ability to meet the special needs or abilities of the student

Other considerations:

- Order of receipt – when an Expression of Interest was received by the College

The Application Form will be provided by the Enrolments Officer via email at the time that a child is invited to participate in the Application Process. **Please note that an invitation to complete an Application Form does not guarantee a place at the College.**

Enrolment Procedure - Kindergarten to Year 12

The next step in the enrolment process is an interview with our Principal, Mr Robert Tobias. If we are able to offer you an interview the Registrar will contact you to arrange a mutually convenient time. The timely return of the completed Application Form with all required documentation is important and will impact on the timeframe in which your child will progress through the enrolment process.

If we are able to offer you an interview, our Principal, Mr Robert Tobias, will be delighted to include a tour of our College and answer any questions you have. Often, the Principal is able to give an indication during the interview as to whether the College is able to offer a place.

If a place is available a letter confirming the offer of enrolment is sent to parents together with an Enrolment Agreement. Please be aware that an enrolment is not confirmed until the Enrolment Agreement has been signed by all parties including parents or guardians and the Principal.



Enrolment Procedure - Early Learning Centre

The timely return of the completed Application Form with all required documentation is important and will impact on the timeframe in which your child will progress through the enrolment process.

If a position is available in the Early Learning Centre, a letter confirming the offer of enrolment is sent to parents together with an Enrolment Agreement. Please be aware that an enrolment is not confirmed until the Enrolment Agreement has been signed by all parties including parents or guardians and the Principal.

Acceptance of Offer

An offer for **Kindergarten to Year 12** is taken as accepted on receipt of the signed Enrolment Agreement and payment of the enrolment fee. The enrolment fee is equivalent to one term's Tuition Fees and is applied as a credit to the Fee Account after the enrolment commences at the College. The fee is non-refundable if the enrolment does not commence.

An offer for the **Early Learning Centre** is taken as accepted on receipt of the signed Enrolment Agreement and a completed Early Learning Centre Direct Debit Form. On acceptance of an offer, the Early Learning Centre Director will be delighted to provide you with a tour of the Early Learning Centre and answer any questions you have.

Declining an Offer of Enrolment

If any student undertakes the enrolment process, attends an interview and declines an offered place, the student's details will be returned to the Expression of Interest Register and will only be considered for a future enrolment in line with all other students on the Expression of Interest Register.

Changing Details for your Child

All correspondence regarding the enrolment of a student should be addressed to the Enrolments officer via email enrolments@eac.nsw.edu.au. If you wish to change the intake year your child is listed for, please send written or emailed details including your child's full name, address, and New Year Level and Calendar Year you wish to change to. In order to have the correct address details for prospective students all changes of address must be communicated to the Enrolments Office in writing or via email, clearly stating student's full name, and previous address details as well as new address details.

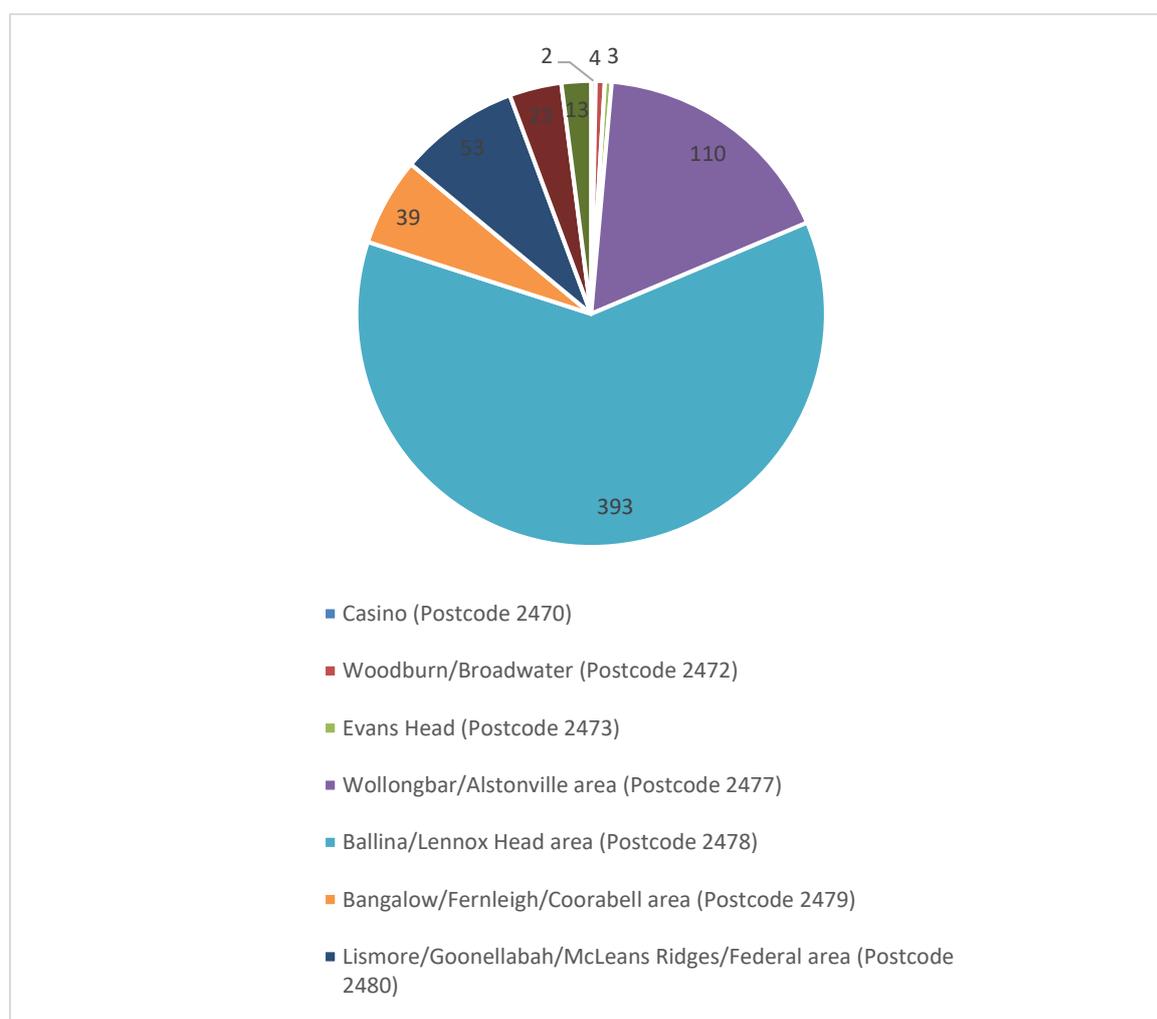
Withdrawal of a Student

The College requires at least one full school term's notice of withdrawal of a **Kindergarten to Year 12** student. Fees in lieu of notice may be applied if sufficient notice is not received. Written notice of withdrawal should be sent via email to registrar@eac.nsw.edu.au.

The College requires at least two weeks' notice of withdrawal from the **Early Learning Centre**. Written notice of withdrawal should be sent via email to elc@eac.nsw.edu.au.



Residential Distribution 2018



Student Enrolment Summary (November 2018)

PRIMARY		SECONDARY	
Year Group	No. of Students	Year Group	No. of Students
K	47	7	70
1	48	8	62
2	48	9	46
3	54	10	57
4	52	11	30
5	48	12	23
6	53		
Total	350	Total	288



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.

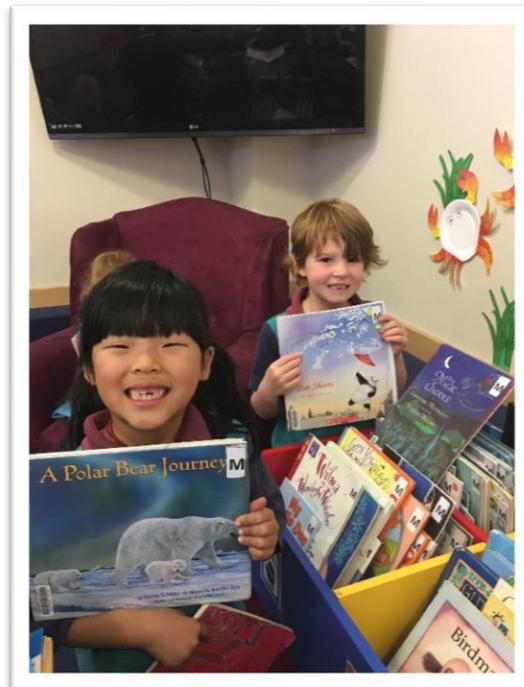


Dealing with issues and concerns - Parents

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.



SCHOOL IMPROVEMENT TARGETS AND OUTCOMES FOR 2018

The College strategic direction is guided by College Council and outlined in the 2017-2019 Strategic Plan. The 2018 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.

Goal	Key indicators of achievement
Successful completion of the Registration and Accreditation process	Registration to secure our Licence to operate and access government funding Accreditation to prepare students for the RoSA and HSC Approval to deliver Courses to Overseas students (CRICOS) Approval as a Teacher Accreditation Authority
Significant community focus on, and celebration of, the 20 th Anniversary 1998-2018	Foundation Day Celebrations 20 th Anniversary Dinner and Car raffle Visit by Bishop Geoff and Lyn Smith
Implementation of the 'Thinking Curriculum' to develop student capacity to problem solve and think critically and creatively	Establishment of a Project Team supported by AIS mentor under the School Improvement Process Professional Learning Day for all staff Inclusion of Thinking Curriculum related goal in all Professional Learning and Development Plans Plan developed and reviewed including focus group feedback collected from staff and students
Construction of Stage 2 of the Primary Classroom Project – The Innovation Centre	Planning and design complete including 6 classroom, shared learning space, toilets undercover area and drop off/pick up area Development Application submission and approval Construction commenced
Establish a counselling services for students	Appointment of Counsellor Developed policies and procedures integrating the counselling service into the Pastoral Care structure of the College Developed processes for access the counselling service, record keeping and feeding back to relevant stakeholders
Explore design options, cost and construction timeline for a multipurpose centre	Engaged Raunik Designs as architect Developed MPC design including meeting with key stakeholders Commenced Development Application Process
Exploring options to build the Chaplaincy Team	Appointment of a full time College Chaplain Appointment of a 0.6 RaVE Coordinator
Developing systems and process for allowing staff to use student outcome data to inform their teaching practice	Curriculum Leaders involved in Professional Learning about ways to collect, analyse and interpret data. All Curriculum leaders have access to NAPLAN data and ICAS data relevant to their Key Learning Area Director of Teaching and Learning led whole staff NAPLAN review process Planning well underway for a Data Analysis Day to commence 2019



- Continue the expansion of the International Students Program

Enrolments increased to 7 students Full Time Students
Hosted 2 short term international enrolments
Hosted 6 international tours
10 EAC students participated in the International Study Tour in Japan



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:

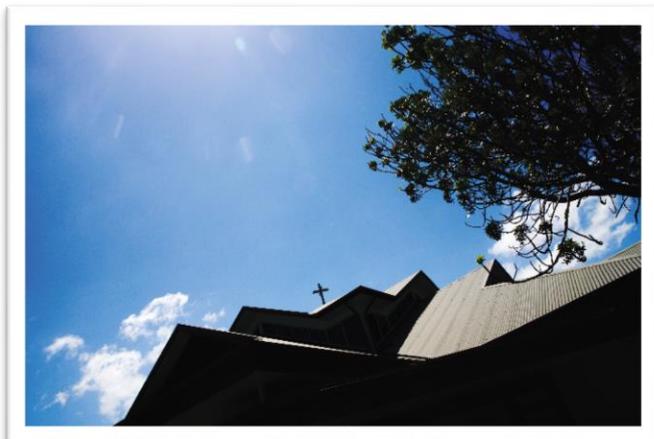
Student Leadership

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. At the assembly students are encouraged to reflect on positive behavioural attributes or on relevant community initiatives such as National Sorry Day, Westpac Rescue Helicopter, Relay For Life, Australia's Biggest Morning Tea 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

In our 20th Anniversary year, much discussion and reflection took place about the character, identity and special features of the College. 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:

- Each student is known by name and cared for in all facets of their being
- The staff are very highly skilled and passionate educators who care about their students and want them to succeed and thrive.
- The College communicates openly and regularly with families. Staff are very accessible.
- The learning opportunities are very extensive and reflect the latest students' needs and directions in education.
- The College has an excellent extra-curricular program which has been successful in helping many students find their niche and achieve.
- The facilities are excellent and future plans for development are considered very exciting
- The pastoral support offered to students and families is very good. The addition of a counsellor has been an excellent decision.

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:

- Continuing to look for ways to grow 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
- As the College continues to grow in size, developing systems to ensure that every student is still known and cared for personally.

Student Satisfaction

Students are able to provide feedback through the Student Representative Council, direct discussion with College staff and via the Exit Survey. In 2018 students identified the following as strengths of the College

- The quality and commitment of teaching staff and the efforts they make to cater for individual students needs and learning.
- Students feel respected and valued. That they are consulted on matters such as uniform and extra curricular offerings and that their feedback influences decisions.
- The College is a safe, happy and respectful place. That there is a culture of accepting and embracing difference. All students are made feel welcome.
- That learning at the College is fun, relevant and engaging
- That the welfare and management systems are fair and appropriate
- The facilities are always improving and are well maintained. Student feel valued by the high quality environment in which they learn.

Areas for further development identified by the students

- Expand/develop the outdoor play and recreational spaces particular as student numbers grow



- Develop more learning experiences based in real world opportunities.

Teacher Satisfaction

In 2018, 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 is genuine in its efforts to grow, share and celebrate our Christian faith. There is a great spirit of trust and respect across the staff and they feel free to participate in the faith life of the College in a comfortable, invitational and non- threatening manner.
- 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
- They are well supported with access to/purchase of resources to support their teaching
- The staff are student centred, care for their students and genuinely committed to supporting their learning
- The staff are very generous with their time in supporting both curricular and extra curricular activities. Staff feel valued and appreciated for their efforts.
- The College enjoys the positive support of the families and there is real partnership in the process of learning

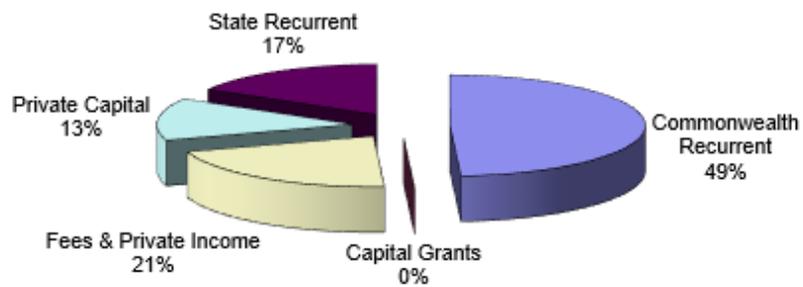
Key areas which the staff have identified as priorities for further development include:

- 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
- Explore ways to provide additional support to teaching staff so they can focus on their role as educators.



SUMMARY FINANCIAL INFORMATION

Emmanuel Anglican College Sources of Funding 2018



Emmanuel Anglican College Expenditure 2018

