

Annual Report

2020

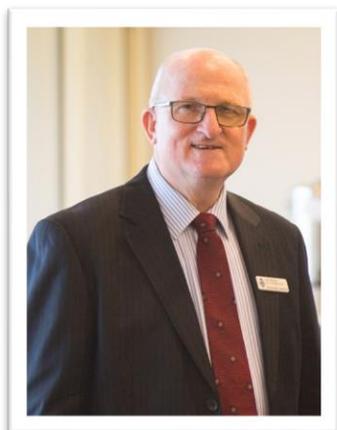


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MESSAGE FROM CHAIR OF COLLEGE COUNCIL



2020 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
Mrs Tracy Lister
Dr Barbara Rugendyke

For The Wave in 2018 I wrote, “The rhythm of the College year gives us a sense of stability, direction and organisation in a world of ever increasing change and busyness”. 2020 will be remembered as the year when this rhythm was dramatically changed due to COVID-19 where learning to live in a very different College community was reluctantly becoming the norm.

The year commenced positively in March with Principal Robert Tobias officially launching the new strategic plan, Towards 2030, at the Foundation Day assembly. The leadership team continued to work with Dr Phil Cummins from Circle Group Consultancy to take the process forward with staff actively engaged as well. Council received regular updates as the plan unfolded to achieve educational outcomes appropriate for twenty first century citizens.

The Council strongly endorsed the leadership team’s focus of keeping the College community together during the pandemic. Council met more regularly during the year to monitor the unfolding reality of the financial impact working on various “what if” scenarios and calculations to ensure both the short and long term sustainability of the College. Fee relief was provided to all families with individual support for families experiencing hardship created by the pandemic. Council has been very aware of its responsibilities to find the right balance between managing the long term viability of the College while supporting families, especially as we planned for 2021.

The Multi Purpose Centre continued to be the priority of the capital expenditure program with Bennett Construction being awarded the contract. The foundations of fill and piling were completed with the next stage commencing in late 2020. A Master Plan is being developed and refined, outlining the various capital projects to support the planned growth of the College to 1080 students by 2030. A comprehensive application was lodged under the Education Infrastructure Fund to support future capital projects.

Following the award of a government grant of \$500,000 a successful tender was finalised to support the extension and refurbishment of the S Block to provide a new domestic kitchen, three art teaching spaces and additional storage.

Council received regular updates and has closely monitored the impact of the new government recurrent funding model moving from the previous Socio Economic Status (SES) method to the new Direct Income Measure (DIM). Our College is negatively impacted by the change with a staggered implementation over several years to allow the College to transition to the lower per capita funding.

At the June meeting Council welcomed Adjunct Professor Barbara Rugendyke as a new member. Barbara has extensive experience as a teacher at both school and university level, most recently as Dean of Arts and Sciences at Southern Cross University. Barbara has served at board level and is a graduate of the Australian Institute of Company Directors. Megan Whitaker and Phil Silver were re-appointed for another three year term. Megan was re-elected as Deputy Chair. The College is extremely fortunate to have dedicated members of Council with such a wide range of skills and experiences who give so freely of their time and expertise as they exercise their governance role. It is a privilege to be part of this team.

Council positively acknowledged the value it places on the leadership team of Principal Robert Tobias and Business Manager Kelley Malaba for their vision, capacity, experience and effectiveness as educational leaders. Council expressed its appreciation to Mr Darren Parks for his willingness to undertake the role of Acting Principal while Mr Tobias was on five weeks leave.

This year I particularly want to pay tribute to the wonderful members of College staff in the way they professionally responded to the impact of the pandemic. Their flexibility, creativity, adaptability, good will and generosity as well as their collegial support was very evident as they worked tirelessly to develop and implement the Home Based Learning Plan and the Return to School Plan. Their focus has not only been on the educational continuity and quality of programs but the welfare and wellbeing of each student and their family while maintaining a safe working environment.

The response from parents and students was outstanding in the manner they adapted to the changed way of learning and the support, understanding and encouragement they have given to staff.

Responding to COVID-19 has been a real team effort - students, staff, parents and community working co-operatively to find solutions to each challenge imposed by the restrictions.

And finally, Year 12 2020. Resilience will be the hallmark of your final year of schooling. As the infection rate was reduced and restrictions eased, I hope that the "HSC Student Bubble" gave you increased confidence and you were buoyed by the news of a graduation and formal following the exams. You will have a special place in the history of our College. Be assured of the prayers and best wishes of all Council members for the next phase of your life journey.

Whatever the limitations placed on our Christmas celebrations the message of the Christ-child in the manger is one of peace, joy, hope and promise.

"Don't be afraid, for I am with you. Don't be discouraged, for I am your God. I will strengthen you and help you. I will hold you up with my victorious right hand." Isaiah 41:10

*John Bryen
Chair*



MESSAGE FROM THE PRINCIPAL



“Set your hearts on God’s kingdom first, and on God’s righteousness and all other things will be given to you. So do not worry about tomorrow, tomorrow will take care of itself. Each day has enough trouble of its own.” Matthew 6:33-34

They say that ‘necessity is the mother of invention’ and that ‘adversity the cornerstone of triumph’ and certainly both of those adages could not have been more true in the year that has been 2020. In unprecedented times, the challenge of the Coronavirus pandemic has shaped our lives in a myriad of ways as we have responded to the challenge to contain the COVID-19 virus.

On 23 March 2020, I did something that I would never thought possible when I wrote to the College community advising that I was essentially closing the site and that we would be moving to home based learning for students and staff in Kindergarten to Year 12. At the same time, the College Office was moved to a virtual office and the Early Learning Centre reduced to a daily attendance of less than 10 children. As all of Australia moved into lockdown there was much anxiety, uncertainty and concern.

It is, however, what happened next that really shaped how I remember 2020. Across the EAC community the response to the challenge was nothing short of inspirational. Students, staff, families and friends of the College all rose to the challenge, showing incredible flexibility, adaptability, generosity and compassion. They showed a wonderful sense of community, a desire to look after one another and a real generosity of spirit in adapting to a new way of living, working and learning.

With only a few days of preparation time, the staff commenced the roll out of a new and innovative way to teach and learn – home based learning had begun. The teaching staff demonstrated amazing creativity and innovation as they launched into online delivery using Google Classroom, Zoom and Seesaw. Teachers found themselves creating videos, holding online conferences, sharing screens, using ‘chats’, circulating screen shots, hosting virtual discussions and sourcing and using all sorts of web based tools.

The teaching staff didn’t just survive and make do, they thrived and excelled.

In the background, the support staff continued to connect and work with families as the IT Helpdesk went virtual for all students and staff, the office continued to operate fully without ever opening its doors, the cleaning and maintenance team kept the property COVID safe and delivered homebased learning materials to families and the Finance Team reached out to all families to offer support to ensure that our community could stay together.





Possibility the greatest efforts though were made by the Early Learning Centre team, who continued to work face to face with our youngest and most vulnerable learners. Each day the team carried out their tasks with great compassion and care for the children. They provided invaluable support for our frontline workers, allowing them to attend work knowing their children would have the care they needed.

The response of the entire staff was incredibly professional, generous and inspiring. I am enormously grateful and deeply humbled by their efforts.

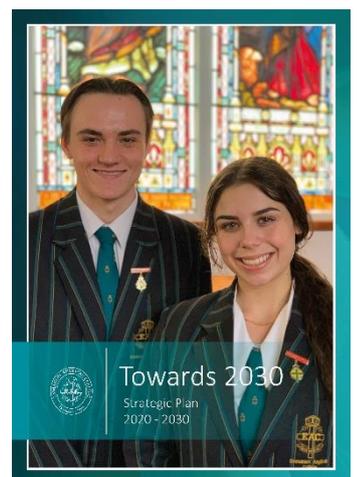
I also wished to acknowledge and thank our families for their incredible support of the College and their own efforts in responding to the challenges of the pandemic. The efforts of families to juggle their work life and home responsibilities while supporting their children's home based learning was amazing. Despite the pressures and demands of this challenge, the College received countless messages of thanks and support from families throughout the home based learning period. The generosity and good will of parents ensured that students stayed connected to one another and their learning.

I also wish to thank our College Council for their guidance, advice and support through this very difficult time. All of College Council's decision making has been based on the desire to do everything possible to keep our whole community together. They have offered fee relief to every family of the College and ensured every member of staff remained employed throughout the pandemic. It is wonderful that the Christian values that underpin our community have shown through the dark and gloomy times that we have experienced this year. It really has been the case that necessity and adversity have brought much invention and triumph. I am delighted to be able to say that the difficulty of the pandemic has brought out the best in the EAC community.

And while so much has been said and done in relation to the pandemic this year, there are a few other significant events and achievements which I would like recorded in this annual for 2020.

Prior to the onset of restriction relating to the pandemic, we held a wonderful Foundation Day celebration to acknowledge the founders and pioneer families whose legacy we all enjoy on a daily basis. As part of the celebrations, we launched the Towards 2030 Strategic Plan which will shape the growth and development of the College over the coming decade. Central to the new plan is the following statement of purpose for our College:

'We seek to grow each student to become a person of character inspired by excellence and adaptability, whose life is modelled on that of Jesus, and who, through courage, creativity, compassion and citizenship, strives to create a better world.'



All that we undertake as a community in terms of learning, extra curricular activity, wellbeing and character development, will be driven by this underlying goal. The plan has four key pillars for development to support the achievement of this goal, which are:

- Learning life of the College
- People and Culture in the College
- College Facilities and Infrastructure
- College Community and Advancement

Extensive planning is currently underway as we start to map out strategies and timelines to bring this vision to life and shape our College as a community ready to prepare students for the world of tomorrow.

There are also a couple of amazing individual student achievements that I wish to acknowledge.

Congratulations to Hamish Walker of Year 11 who was selected in the Australian Biology Olympiad Team for 2020. This is a remarkable and highly distinguished academic achievement and recognises him as one of the outstanding young biological science minds in Australia. Hamish was one of four students chosen from more than 72,000 entrants and represented Australia in the International Science Olympiad.

Many students undertake a Major Work as part of their HSC assessment program. Each year, following the marking process, those Major Works that are considered exemplar are nominated for consideration in one of the HSC Showcase exhibitions.

This year we had three student projects nominated for the HSC Drama Showcase, On Stage, one nomination for the Industrial Technology Showcase, InTech and also one nomination for the Visual Arts Showcase, ArtExpress. A nomination indicates a very high individual mark and a work that is innovative and inspiring. Following nomination, a final selection process chooses the best of the best and I am delighted to confirm that Lachlan Mumford's Visual Arts Major Work has been selected for exhibition in ArtExpress 2021.



As we look forward to 2021 with hope and anticipation, we await the opening of the Multi Purpose Centre, the completion of the S Block renovation and extension, the arrival of more than 100 new EAC enrolments, the implementation of a successful Coronavirus vaccine and another year of supporting one another and celebrating the many wonderful gifts we all share as the Emmanuel Anglican College community.

I pray for the health and happiness of all our community and give thanks for the many blessings we have all shared in 2020.

Mr Robert Tobias
Principal



MESSAGE FROM THE PRESIDENT OF FRIENDS OF EAC



2020 Committee Members:

Executive:

Jodie Hayter (President)
Alissia Robinson (Vice President)
Greta Kratzer (Secretary)
Vanessa Hansen (Treasurer)

Committee:

Janet Hale
Monica Falconer
Janelle Wilson
Karen Maund
Gretchen Mercer
Carla Bahadur

As with everything else in 2020, fundraising took a backseat with “Friends” being no exception. When we met and elected our new committee in March we did not expect that that would be the last official meeting for the year.

2020 was set to be an exciting year with another EAC dinner in the works, a Hawaiian themed Primary Disco, the return of Freaky Friday and of course the usual Friends run events such as canteens at sports carnivals, the Mother’s Day morning tea and Grandparents Day. We did manage to squeeze in one fundraising event where EAC hosted the Independent Schools swimming carnival.

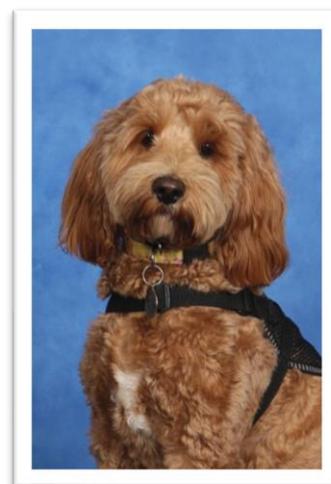
The Executive team continued to meet with Mr Tobias via Zoom on a regular basis and it is of course hoped that all the above mentioned events will be carried over to 2021.

Although we were unable to hold or run any fundraising events, we were able to continue to donate towards a number of school initiatives, such as:

- repainting the primary undercover space which includes handball courts, a giant chessboard and large chess pieces.
- Modification to the school trailer to allow mountain bikes to be stored and transported
- A water proof weather cover over the area adjacent to the library and Ezzy Centre.
- And funds to help care for “Amber” our beautiful school service dog.

As a parent or guardian of a student at EAC you are automatically a member of “Friends” and are warmly welcomed to attend meetings and become involved in the College community. Meetings are held on the 2nd Tuesday of each month at 7:00pm in the Joan Pickup Library.

Jodie Hayter
Friends President



STUDENT LEADERSHIP 2020

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.

In 2020 student leadership looked vastly different than to previous years due to the impact of the COVID-19 pandemic. This meant that opportunities were limited and challenging to organise.

We continued to support our 3 main charities:

- World Vision-Indonesian sponsor child
- Anglican Board of Missions Easter Appeal
- Anglicare North Coast Christmas Appeal

The College's Lighthouse Service Program and Duke of Edinburgh Award program also provided a number of opportunities for leadership in the College community and also in the wider community as well.



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. 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.

In 2020 the SRC focussed upon water resource management, fundraising for bushfire victims and supporting equity and diversity in the school community. A Silly Sock Day was held in June and food donations were collected for the Anglican Parish of Lismore. In term 4 the SRC promoted Water Night to encourage families to think about the use of water in their home.

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. Importantly our student leadership positions are filled through democratic student nomination and voting processes.

In 2020 the College Executive reviewed the student leadership selection process and a new system of application, interview and voting was put into place. This meant that leadership position descriptions were also reviewed and updated to reflect the College's move to a vertical house structure in the Secondary School for 2021. This meant a significantly more rigorous selection process is now in place.

There was also significant planning undertaken in 2020 that focussed upon providing leadership opportunities to Year 11 students in order to more fully prepare them for College leadership positions in Year 12. Out of these discussions came the decision to implement the Peer Support Program with Year 7 and Year 11 students in 2021. The Primary already has Peer Support running with each Year 6 student being a buddy for a Kindergarten student. The introduction of Secondary Peer Support in 2021 provides another layer of student leadership opportunities for our Stage 6 students.

2020 Student Representative Council

Year 2	William Davis and Oliver Carroll-Burgess
Year 3	Annie Docherty and Sofia Foukkare
Year 4	Lara Neaves and Abigail Grier
Year 5	Elisabeth Cook and Philo Rylands
Year 6	Aoife Kingston and Lucas Bazzana
Year 7	Sascha Connolly and Finn Allen
Year 8	Ella Graham and Ash Daniel-Williams
Year 9	Raquel Van Merwyk
Year 10	Paloma Vazquez and Ryan Kernaghan
Year 11	Scarlett Donovan and Ethan Jorgensen

Student Leaders

Community Involvement – Grace Killingbeck
 Arts and Culture – Caitlyn Seamer
 Student Representative Council President – Lara Truman

Secondary Student Leadership Team

College Captain – Ella du Plessis
 College Captain – Timothy Weingarth

Primary Student Leadership Team

College Captain – Eva Rylands
 College Captain – George Lee

Brockington House

Captain – Katie Smith
 Captain – Lennox Broadley

Purcival House

Captain – Maddie Nay
 Captain – Jack Coggan

Smith House

Captain – Maggie Herbert
 Captain – Alex Grant

Walker House

Captain – Emma Norton
 Captain – Hayden Kelvin

Brockington House

Captain – Alanah Osborne
 Captain – Lachlan Hassey

Purcival House

Captain – Brianna Nay
 Captain – Lachlan Mumford

Smith House

Captain – Stella Atkinson
 Captain – Nicholas Mounic

Walker House

Captain – Josephine Carey
 Captain – Angus Killingbeck



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 2020. 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

PERFORMANCE IN STATE-WIDE TESTS AND EXAMINATIONS

Higher School Certificate 2020

All students completing Year 12 in 2020 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.

2020 HSC Results Overview

The Emmanuel Anglican College Community congratulates our 2020 HSC students on their wonderful achievements. There are many great individual performances and group achievements across the cohort of 44 students and I commend all our students for their dedication to their studies and their desire to grow as learners.

The Class of 2020 can be extremely proud of their efforts and achievements with results in 18 HSC courses above state average, 28 Band 6 (a score of 90 or greater) results spread across 16 Courses with 17 Students earning at least one Band 6. Approximately 12% of the HSC results were Band 6, which is an incredible achievement and great confirmation of the talent and dedication of the cohort.

Congratulations to Jemima Grigor (3), Bailey Jarrett (3), Jade Monti (3), Timothy Weingarth (3), Lachlan Hassey (2), Ella du Plessis (2) and Lily Kratzer (2) who all achieved multiple Band 6 results.

Congratulations to Lachlan Mumford whose Visual Arts Major Work has been selected for exhibition in the Visual Arts HSC Showcase, ArtExpress. This is an outstanding achievement. We also acknowledge the excellent efforts of Jemima Grigor, Jade Felsch and Taylor Mattock-Golding, who received nominations for the Drama HSC Showcase, OnStage and Bailey Jarrett whose Industrial Technology Multimedia Major Work received a nomination for the HSC Showcase, InTech.

The College Community pays tribute to Timothy Weingarth who has been named College Dux for the Class of 2020.



Students in the Class of 2020 have also already received more than 25 early entry university offers across a broad range of courses and institutions. We are also proud to acknowledge that a number of students are following pathways into the workforce and further training and development with two students already having been offered apprenticeships in their desired trade.

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 so that they may achieve their best.

The College is very proud of the efforts and achievements of the Year 12 Class of 2020 and we wish them every success in their future endeavours.



The Graduating Class of 2020

Individual Higher School Certificate Course Results 2018 to 2020

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	2020	10	60	30	33.37
	2019	4	0	75	35.46
	2018	4	100	0	36.46
Biology	2020	21	33.32	61.89	30.72
	2019	14	28.57	49.99	31.31
	2018	10	30	70	37.06
Business Studies	2020	9	22.22	77.77	35.32
	2019	11	54.54	45.45	33.02
	2018	4	25	75	37.4
Chemistry	2020	18	33.33	66.66	43.1
	2019	4	50	50	45.93
	2018	5	40	60	42.23
Design and Technology	2020	6	16.66	83.33	47.26
	2019	6	16.66	83.33	46.53
	2018	5	20	80	46.83
Drama	2020	7	71.42	28.57	47.41
	2019	9	55.55	44.44	43.66
	2018	8	100	0	42.46
Economics	2020	7	42.85	57.14	51.49
	2019	3	100	0	51.73
	2017	4	25	75	48.98
English Standard	2020	15	20	73.32	11.56
	2019	15	6.66	66.66	11.75
	2018	9	0	100	15.16
English Advanced	2020	28	49.99	49.99	63.38
	2019	15	33.33	66.66	61.79
	2018	14	57.14	42.85	62.72
English EAL/D	2020	1	100	0	26.10
Food Technology	2020	5	40	60	30.20
	2018	2	100	0	22.92
	2017	2	0	100	30.25
Geography	2020	3	66.66	33.33	41.83
Hospitality	2020	6	33.32	49.99	36.16
	2019	7	42.85	14.28	29.49
	2018	3	100	0	32.42

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
Industrial Technology Multimedia	2020	5	40	60	23.82
	2019	2	50	50	21.36
	2018	3	50	50	22.56
Japanese Beginners	2020	1	0	100	35.27
	2019	1	0	0	42.78
Japanese Continuers	2020	2	0	100	56.33
	2019	1	0	100	60.18
Legal Studies	2020	12	41.66	50	39.91
	2019	2	100	0	41.02
	2018	3	66.66	33.33	44.51
Mathematics Standard	2020	21	38.09	42.85	24.71
	2019	15	46.66	53.33	24.05
	2018	10	20	80	26.89
Mathematics Advanced	2020	13	23.07	76.91	52.58
	2019	8	25	75	49.18
	2018	6	33.33	66.66	51.9
Modern History	2020	4	50	50	37.43
	2019	6	66.66	33.33	39.33
	2018	1	100	0	42.22
Music 1	2020	2	100	0	64.45
	2019	6	50	50	65.93
	2018	4	75	25	64.85
PDHPE	2020	11	63.63	36.36	34.46
	2019	10	60	30	31.26
	2018	6	100	0	54.38
Physics	2020	7	42.85	28.57	40.63
	2019	4	50	50	36.88
	2018	5	20	80	33.9
Visual Arts	2020	5	60	40	65.02
	2019	6	100	0	62.5
	2018	5	80	20	53.41

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
English Extension 1	2020	4	0	100	38.77
	2019	1	0	100	34.12
English Extension 2	2020	4	0	100	25.86
	2019	1	0	100	26.12
History Extension	2020	4	0	100	20.56
Mathematics Extension 1	2020	5	20	80	37.94
	2019	3	0	66.66	39.03
	2018	4	0	100	32.94
Mathematics Extension 2	2020	3	0	100	36.35



PROFESSIONAL LEARNING, TEACHER STANDARDS AND WORKFORCE COMPOSITION

Professional Learning Event 2020	No. of Participating Staff
Canteen - 2020 Canteen Workshop	1
Debating - Masters Academy Debating Course	2
Drama - Devising Collaborative Theatre	1
Early Learning - Building a Protective Environment	8
Early Learning - Schema in Early Childhood	1
Early Learning - Reflective Practice	1
Early Learning - Basics of Behaviour	2
Early Learning - Supporting Children's Self Regulation	1
Early Learning - Supporting Child-led Inquiry	1
Early Learning - Children's Journey to Literacy	1
Early Learning - Partnerships with Communities	1
Early Learning - Maths is Everywhere	1
Early Learning - Eco Smart Early Education	2
Early Learning - Ethics in Action	1
Early Learning - Giving and Receiving Feedback	1
Early Learning - OOSH Active Supervision	1
Early Learning - Mindful Mandalas	8
Early Learning - Planning Cycle Refresher	8
Early Learning - ECA Inspire Annual Conference	2
First Aid - Advanced	2
First Aid - General	5
First Aid - CPR	82
Food Technology - Captivate Year 10 Food Technology	1
History - Introduction to History Extension	1
International - Introduction to Overseas CRICOS requirements	1
IT - Google for Education	1
Japanese - Intensive Teacher Seminar	1
Maintenance - Sustainable Schools Conference	1
Maths - HSC Feedback	2
Music - Growth Mindset and Teaching Music	1
Other - AIS Experienced Teacher	6
Other - AIS Middle Leader Program	2
Other - Supervising Progressing Teachers	2
Other - Crossing Professional Boundaries	1
Other - NSW Child Protection Legislation Updates	1
Other - Coaching for Executive Staff	4
Other - Emotional Intelligence	1
Other - Whistleblowing - Implementing a Framework	1
Other - HR Professionals	1
Other - Staff Management	2

	No. of Participating Staff
Professional Learning Event 2020	
Other - Executive Governance Training	3
Other - Behaviour Management Masterclass	56
PDHPE - HSC Marking	1
PDHPE - Yr 7-10 Conference	1
Primary - Walker Learning Overview	2
Primary - Peer Support	2
Primary - Introduction to Reggio Emilia	2
Primary - Spike Prime Workshop	3
Primary - Sounds Write Phonics	1
Primary - Spell It	3
Primary - Digital Technologies Workshop	2
Primary - Moving Beyond Numbers	1
RAVE - Clergy Conference	1
RAVE - Ministry School	1
Science - HSC Meet the Markers	3
Sport - Football Coaching	2
Sport - Touch Football Coaching	1
Sport - Netball Coaching	1
STEM - Coding and Game Development	3
Visual Arts - HSC Practical Marker	1
Welfare - Social Media Best Practice	1
Welfare - Secondary Peer Support	2
Welfare - Mental Health First Aid	2



All members of 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 2020 an average of \$475.00 per staff member was invested in providing opportunities for staff to attend additional professional learning experiences. This was a reduction from the amount spent in 2019 due to the impacts of COVID-19. 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	56
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	2
Proficient Teacher	55
Highly Accomplished Teacher (voluntary accreditation)	0
Lead Teacher (voluntary accreditation)	0
Total number of Teachers	58

Workforce Composition

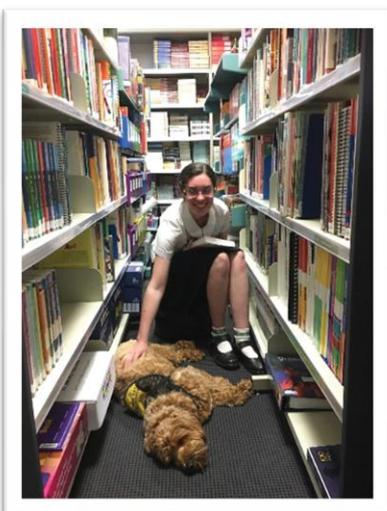
College Staff 2019	Number of Staff
Teaching staff	58
Full-time equivalent teaching staff	51.50
Non-teaching staff	37
Full-time equivalent non-teaching staff	28.38
Aboriginal and/or Torres Strait Islander Staff	0



STUDENT ATTENDANCE 2020

Year	% Attendance for 2020
K	95%
1	95%
2	94%
3	95%
4	94%
5	95%
6	94%
Average Primary	95%
7	92%
8	92%
9	94%
10	93%
11	92%
12	94%
Average Secondary	93%
Average Days Absent per Student in 2020	12

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 of 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. Ongoing 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. Ongoing issues will result in a formal process, led by the Principal to support the

family to maximise the student's 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 2020

Year 10 2018	Year 12 2020	Retention Rate
57	44	77%

The retention rate has been calculated by comparing the number of students enrolled in Year 10, 2018 at census date to the number enrolled in Year 12, 2020 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.



Year 12 2020 – Post HSC Destination Data

Institution	Course
Australian Academy of Cinemagraphic Make up (Brisbane)	Diploma of makeup
Australian National University	Bachelor of Advanced Computing (Honours)
Bond University	Health Science (2 yrs)/Masters of Occupational therapy
Griffith University	Bachelor of Clinical Exercise Physiology Bachelor of Paramedicine (2) Bachelor of Politics and International Relations Bachelor of Government and International Relations Bachelor of Science Bachelor of Clinical Science Bachelor of Exercise Science/B of Psychological Science
Monash University	Bachelor of Pharmaceutical Science
QLD University of Technology	Bachelor of Behavioural Science/B of Justice Studies Bachelor of Information Technology (Computer Science) Bachelor of Landscape Architecture Bachelor of Behavioural Science (deferred) Bachelor of Business
Southern Cross University	Bachelor of Exercise and Sport Science (3) Bachelor of Science Bachelor of Nursing (3) Tertiary Preparation Course Bachelor of Laws Bachelor of Psychological Science
University of Canberra	Bachelor of Forensic Science
University of Newcastle	Bachelor of Biomedical Science
University of NSW	Bachelor of Science
University of QLD	Bachelor of Arts (2) Bachelor of Arts (Drama)/B of Social Science Bachelor of Biomedical Science Bachelor of Business Management/B of Arts Provisional Dr of Medicine/Undergrad Bachelor of Biomedicine
University of Technology Sydney	Bachelor of Communications (Journalism) Bachelor of Law/B of Communications

Employer	Nature of Work
Quattro	Full time work
Beef and Beach	Chef apprenticeship
Builder (Byron Bay)	Building apprenticeship
Carpenter (Wollongbar)	Joinery apprenticeship
Woolies Lennox Head	Full time work – seeking apprenticeship
Alstonville Family Dental	Dental Assistant Traineeship. Deferred from 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.

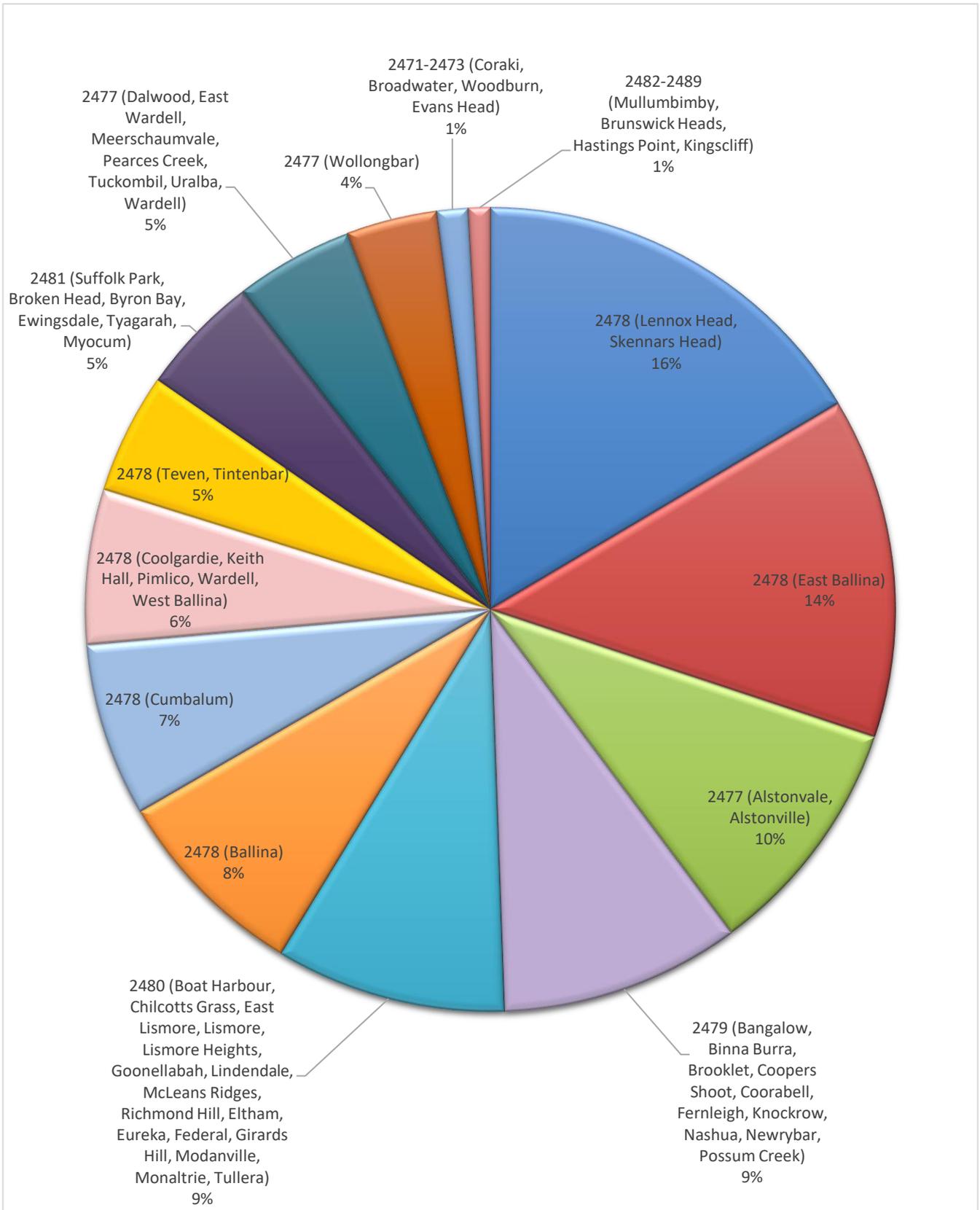
Withdrawal of a Student

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 2020



Student Enrolment Summary (November 2020)

PRIMARY		SECONDARY	
Year Group	No. of Students	Year Group	No. of Students
K	43	7	71
1	47	8	69
2	50	9	74
3	50	10	59
4	48	11	35
5	71	12	44
6	55		
Total	364	Total	352



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
- Bronze, Silver and Gold Award System acknowledging achievement, participation and character
- Lighthouse Service and Leadership Program Award System
- Acknowledgements in the College newsletter, Website and Social Media
- The awarding of medallions and certificates of achievement
- Presentation at College assemblies
- Academic and Special Awards
- 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 wellbeing, 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 2020

Following a comprehensive community consultation process, in 2020 the College launch the Towards 2030 Strategic Plan. 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.

Our Identity

Emmanuel Anglican College is an inclusive coeducational Anglican school community in Ballina, New South Wales. We share a passion for an holistic education designed for learning, living, and leading that anticipate the possibilities of the future.



Who We Are

Our Purpose

We seek to grow each student to become a person of character who is inspired by excellence and adaptability, whose life is modelled on that of Jesus, and who, through courage, creativity, compassion, and citizenship strives to create a better world.

Our Strategic Intent





Our Culture

We are an inclusive coeducational Anglican school community in Ballina, New South Wales. We share a passion for an holistic education designed for learning, living, and leading that anticipate the possibilities of the future.

Our passion describes our energy and commitment and influences our vibrancy, priorities and the innate love that drives us. In sharing our passion, we develop common goals and seek to put them into practice collaboratively across our whole community.

It is important to us that we all work together to grow the knowledge, skills, disposition and habits of mind that will equip our students to be confident and ready for all aspects of life. To this end, we seek to grow each student to become a person of character:

Learning who is inspired by excellence and adaptability: *This sort of person reveals resilience and the ability to deal with challenge and change, while striving for continual learning and improvement.*

Living whose life is modelled on that of Jesus: *This sort of person seeks to live out the integrity that we see in Jesus (including love, humility, compassion, mercy, forgiveness, grace, inspiring others, charity, and generosity) in their daily life, whether they are being watched or not.*

Leading who, through courage, creativity, compassion, and citizenship, strives to create a better world: *This sort of person responds positively to the opportunities to serve in their local, regional and global communities and displays a character shaped by:*

- *Courage, which includes remaining open to continuous learning, questioning and problem-solving, persisting, and taking responsible risks;*
- *Creativity, which includes thinking about your thinking, creating, imagining and innovating, striving for accuracy, thinking and communicating with clarity and precision;*
- *Compassion, which includes gathering data through all senses, listening and understanding through empathy, thinking flexibly, and managing impulsivity; and*
- *Citizenship, which includes thinking interdependently, applying past knowledge to new situations, responding with wonderment and awe, and finding humour.*



Strategic Focus 2020 - Key initiatives and achievements

Highly effective and well managed response to the unforeseen challenge of the Pandemic:

- Excellent communication processes keeping all stakeholders feeling informed, positive, connected and supported.
- Maintained an excellent educational experience for all students throughout the year and particularly during the home based learning period.
- Effectively supported student wellbeing by maintaining strong communication, pastoral support, quality teaching and learning, celebrating key events, acknowledging achievement and where possible enabling extra curricular activity.
- All staff demonstrated enormous flexibility, adaptability and goodwill, showing fantastic teamwork and commitment during an extremely challenging time. The level of innovation and creativity was inspiring.
- Ensured that the EAC community stayed together by providing financial support/relief to families and keeping all staff meaningfully engaged and employed.
- Successfully mitigated the financial challenge of the pandemic to ensure the financial security and stability of the College.

Launch the Towards 2030 Strategic Plan and continuation with implementation planning and development process with a focus on research, data gathering and discussion to identity our philosophical foundations:

- Launch of the Towards 2030 Strategic Plan to the community on Foundation Day outlining our identity, purpose and strategic pillars.
- Established an implementation plan which includes processes for developing an awareness and understanding of the new strategic vision for staff, parents and students.
- Established working groups for our year of research and reflection which have created draft philosophy and framework statements for the following strategic pillars:
 - Teaching and learning
 - Student Wellbeing
 - Professional growth and learning

Successful implementation of phase three of the rollout of the thinking Curriculum with a focus on expanding the range of strategies used and embedding practices for teachers to observe, share and model practice.

- Whole teaching staff professional learning session (4 hours) led by AIS consultants exploring critical and creative thinking, identifying strategies for prompting thinking skills and embedding them in programs.
- School Improvement Team, led by Deputy Principal, met each term to establish action plans that promote planning in curriculum teams and embedding strategies in the classroom.
- Continue with practice of Collaborate Observation to promote professional sharing and dialogue.

Successful implementation of a number of strategies and initiatives to promote and support enrolment growth and future development of College facilities:

- Enrolment of additional students for 2021 to facilitate a third stream in Year 5 (64 students) and Year 6 (72 students).
- Enrolment of additional students for 2021 to facilitate a fourth stream in Year 7 (86 students).
- Commencement of the MPC and S block building projects.
- Successful submission of both the DA and BGA application (\$650 000) for 2 classroom extension to the Discovery Centre
- Update of the College Master Plan to support a College population of 1140 students from Early Learning to Year 12 in preparation for submission to Shire Council for DA approval.

Development of the capacity of the educational leaders of the Executive team through engagement of a leadership coach to work one to one supporting the leader as they work through a whole College strategic initiative:

- Each leader worked with a leadership coach as a component of the School Improvement consultation from AIS develop a coaching plan for each leader.
- The coaching process was linked to a Towards 2030 strategic pillar and the Leaders PLDP.
- Develop a schedule of consultations including at least 6 meetings and identify a series of landmarks for each initiative.

Strategies to improve teaching, welfare, communication and administrative procedures and processes to support the effective and efficient operation of the College.

- Review of the Pastoral care structure in the Secondary school leading to the establishment of a House based welfare system.
- Review of the College Handbook with a view to improve content, accessibility, detail and policy currency.
- Development of a communication policy and approach involving the implementation of a school app in 2021.
- Movement of all ELC student enrolment process to the Qikkids My Family Lounge platform.
- Review of the structure of the Administration team to identify future roles to support the growing student population.



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.
Duke of Edinburgh Program	Students in Year 9-12 can participate in the international award which is focused on developing students holistically and encourages leadership, initiative, independence, skill development and citizenship.
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

Due to the impact of the pandemic and the focus on responding to the unfolding challenge, there was very limited opportunity for parents to visit the site or engage in College life. Parents were involved in student learning via the platform Seesaw in the Primary school and through weekly reporting via google classroom for Secondary students. Parents were also contacted by the welfare staff at least once each term and twice in the year, Parent and Teacher interviews were undertaken by phone. Anecdotally, the feedback from parents was extremely positive. Many parents commented on the quality of home learning opportunities and regularly expressed a new found appreciation for teachers and their high degree of skill.

Financial support was provided to all families by way of a fee reduction and targeted bursary support for those families most impacted by the economic shutdown. Again, parent feedback was only positive, with many contact the College to express their thanks for the commitment of the College to keep our community together.

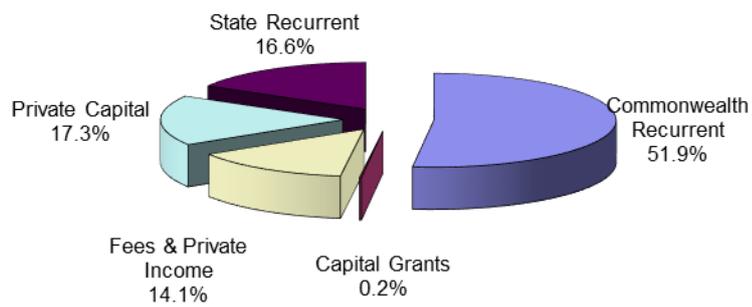
It was a very challenging year for the College staff and there is only praise for the incredibly generous, supportive, flexible and hardworking staff team. By the end of the year, the staff were mentally exhausted but remain positive and gracious. Staff were very thankful of the support of the College and College Council's commitment to maintain the employment of all staff. All staff we also actively engaged in work during the entire home learning period meaning no members of staff were stood down. The executive were proactive in supporting staff and ensuring all were safe and healthy.

The challenge of the pandemic had an enormous impact on student mental health and happiness. All students experienced some anxiety, frustration, disappointment and isolation. While some students thrived in the home learning model, many found it had to engage and connect with their teacher and peers. It was a particularly difficult year for students in Kindergarten and those in Year 12. Many students showed great resilience but demand for counselling and pastoral support was at an all time high. Additional pressure was placed on the College to provide additional services and support to the enormous number of students (and families) seeking support. With most sport and extra curricular activities cancelled, many students struggled to remain positive and healthy. It was a very difficult year for all concerned but again the feedback from students and families was that they felt greatly supported and cared for by the staff of the College.



SUMMARY FINANCIAL INFORMATION

Emmanuel Anglican College Sources of Funding 2020



Emmanuel Anglican College Expenditure 2020

