



ANNUAL REPORT

2021



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MESSAGE FROM CHAIR OF COLLEGE COUNCIL



2021 College Council Members

Mr John Bryen (Chair)
Dr Barbara Rugendyke (Deputy Chair)
Mr Christopher Lomax
Mrs Margaret Shaw
Mr Phillip Silver
Mr Paul Hickey
Rev Christian Ford
Mrs Tracy Lister
Mr Matthew Ainsbury

It was with quiet confidence and hope that College Council and partners commenced the year with their annual dinner in January recognising the contribution of recently retired Council member Megan Whitaker.

The Council continued to meet twice a term either in person or by Zoom with special meetings as required.

Reports from the five committees of Finance, Risk, Facilities and Future Development, Academic and Ethos ensure all areas of governance are implemented and monitored with well researched recommendations informing Council decisions. In May most members participated in a day workshop, focussed on risk management for people involved in governance. The workshop, led by Integroe Partners, included managing risk effectively in schools, risk and culture, a framework and processes for managing risk and contemporary challenges. The Council acknowledges the tremendous work of our Principal Robert Tobias and Business Manager Kelley Malaba in providing detailed reports and wise counsel to guide our decision making.

Council members, as volunteers, give very generously of their time, energy and expertise in their service to the College community. Early in the year Mr Lindsay Walker resigned as a Council member, near to the completion of his nine year term. Lindsay's outstanding contribution to the College from its humble beginnings was recognised with the naming of the Multi Purpose Centre in his honour; 'The Lindsay Walker Centre'.

Lindsay's involvement with the construction of every building has ensured the excellent facilities we have for our students and staff. Lindsay is a role model for all volunteers in his service to the College community.

Council welcomed Mr Matthew Ainsbury to the Council team, bringing his 20 years of engineering experience including consulting, project management and construction. Mr Chris Lomax, Mrs Tracey Lister and The Reverend Christian Ford were re-appointed for another three-year term. Adjunct Professor Barbara Rugendyke was elected Deputy Chair of Council. I express my appreciation to all members of Council for working so collaboratively as a team.

Council congratulated Mr Darren Parks on his appointment as Principal at Manning Valley Anglican College. The Chair and Deputy Chair were invited to be part of the selection panel for the Deputy Principal position. We look forward to working with Mr Francis McGuigan in this role.

One of the major themes of the Towards 2030 Strategic Plan is sustainability. The implications of the change in government recurrent funding model moving away from the previous Socio Economic Status (SES) method to the Direct Income Measure (DMI) resulted in a reduction of overall government funding for coming years. The Council spent considerable time in addressing this issue, especially the impact on the fee structure.

Provision of high-quality facilities continued in 2021. The renovation and extension of S Block was completed in time for the commencement of the school year. The completion of the Multi Purpose Centre was a time of celebration with the vision now a reality. This is the largest single building project undertaken by the College. This is a tremendous facility for use by the College and wider community for many years to come. With the successful Block Grant Authority Application, the extension of the Discovery Centre by two classrooms and covered areas will be ready for 2022. Building modifications were made to create a wellbeing centre; 'The Wellbeing Hub'.

The Principal kept the Council informed of the return to Home Based learning and implications of the Stay at Home Orders. The impact and response to the COVID-19 pandemic has continued to be an ever-present reality in 2021. Congratulations to students, staff and families for the outstanding way all have co-operated to support the learning and wellbeing of our students. The challenges were embraced with flexibility, generosity and good will, encouragement and engagement and strong leadership at all levels resulting in a sense of achievement for which all can be proud.

In my 2020 Wave Report I wrote that resilience would be the hallmark of Year 12's final year of schooling. Our Year 12, 2021 has had to endure a 'double dose' of resilience, navigating the uncertainty, constant change, disappointment and frustrations of the pandemic. I congratulate you on being excellent role models and offer our sincere best wishes and prayers as you make the transition from Emmanuel Anglican College. I hope we, as a College community, have achieved our purpose 'to grow each student to become a person of character who is inspired by excellence and adaptability, whose life is modelled on Jesus, and who, through courage, creativity, compassion, and citizenship strives to create a better world'.

*Trust in the Lord with all your heart,
and do not rely on your own insight.
In all your ways acknowledge him,
And he will make straight your paths.
Proverbs 3: 5 & 6*

Mr John Bryen
Chair



MESSAGE FROM THE PRINCIPAL

Future members of the College community will look back on 2021 and note that it was a year dominated by COVID-19.

With the onset of the global pandemic in 2020, life in Australia changed dramatically as we lived with border closures, lifestyle restrictions, social distancing and routine hygiene practices to manage what was both an invisible and distant threat. While case numbers soared across the globe, after an initial outbreak, Australia remained mostly disease free.

In 2021 however, with the arrival of the Delta variant, COVID-19 spread widely across the south eastern Australian mainland and the risk of infection and illness became a very real phenomenon. Much of the second half of the year was shaped by rolling lockdowns, periods of home based learning, significant restrictions on movement, mask wearing, the cancellation of most extra curricular activities, parents being excluded from the campus and a return to virtual meetings, assemblies and Chapel services.

Once again, the response of the EAC community to these challenges was simply outstanding. Students, staff and parents showed an amazing capacity to adapt and adjust to the regular revisions, extensions and updating of restrictions and guidelines. Within one day of the state wide 'Stay at Home' health order being issued, staff and students made the seamless transition back to home based learning.

Once again it was morning pastoral care gatherings via Zoom, Primary classes sharing their learning via Seesaw and students in the Secondary school receiving and submitting work via Google Classroom. The professionalism of the staff, resilience of the students and the patience of the parents ensured that the learning continued and our community stayed connected.

I particularly want to acknowledge and congratulate our Year 12 students for the maturity and commitment they have shown as they have endured the uncertainty, disruption and disappointment of the impact of COVID-19 on their studies and also their final year of schooling.

Significant changes had to be made by the NSW Education Standards Authority (NESA) as the pandemic spread and daily case numbers grew beyond 1000 cases a day.

Changes were made to the marking processes for HSC Major Works, oral and practical examinations were cancelled and the HSC Written Examinations were rescheduled.

Despite the significant challenges, our Year 12 students showed incredible resilience, patience, adaptability and care for one another as they faced the challenge and remained focused on their goals. The whole community can be rightfully proud of the graduating class and the strength of character that they have all shown throughout these most unusual of times.



Despite the interruptions caused by the rolling restrictions engulfing the state, student learning and participation in school life continued to roll on as students demonstrated their best across all facets of the College. The 2021 NAPLAN results were once again a highlight with students in Years 3, 5, 7 and 9 earning above national average results in all 5 domains included in the assessment. Our wellbeing program continued in virtual mode as students and teachers held lessons online. Our sport and coaching programs continued onsite with all major school based events and carnivals going ahead.

Throughout the second term, all our College Bands were able to hold public concerts much to the delight of their families and friends. All our extension, enrichment and educational support programs continued with some excellent learning outcomes for all involved. We even managed to continue regular contact and engagement with our sister schools in Japan as we dropped in on each other's lessons via Zoom. The pages of this annual are testament to the many wonderful opportunities and endeavours undertaken by our students and staff throughout the year.

One of the highlights of the year was the construction and handover of the multi purpose centre known as The Lindsay Walker Centre. This incredible facility containing a large foyer and reception area, multi purpose courts, worship space, a strength and conditioning centre, drama and dance studio, massive stage area, amenities and amazing audio visual resources will become a centre for our community to gather, celebrate, perform, compete, train and learn for decades to come.

I wish to acknowledge the incredible efforts of the Friends of EAC for their amazing financial support for the development of The Lindsay Walker Centre. Over the life of the project, Friends fundraising initiatives netted in excess of \$125,000 which supported the development of the 'Friends Foyer and Forecourt' and contributed to the sound and lighting systems in the building. Their efforts also created wonderful opportunities to bring people together to connect, celebrate and build new friendships. This year's 1920's themed event, 'A Grand Affair', was no exception and was a fantastic evening of fun, friendship and fund raising.

The Lindsay Walker Centre is one of a number of construction and development projects undertaken this year to support the continued growth of the College and improve the facilities available to our students. The 2021 enrolment from Early Learning to Year 12 surpassed 800 students and the College now employs more than 100 staff.

The Towards 2030 Strategic Plan will see the College grow to more than 1100 students by 2026 and to accommodate the growth in enrolments and our learning opportunities, the following building programs have been completed this year:

- The S Block Refurbishment and Extension creating an Art Centre and a new domestic kitchen and café space.
- The Discovery Centre Extension Project providing two additional classrooms for primary students and allowing existing facilities to be repurposed for use by secondary students.
- A Wellbeing Centre was created by refurbishing a classroom that was central to the Secondary School. It includes offices and breakout spaces that link to the Wellbeing Hub.



- A Library Meeting Room. The new facility is sound proofed and will be used for College Council and Executive Meetings. Students and teachers will also be able to access this space. The existing board room will be repurposed to accommodate the growing administration team.
- An upgrade to the ELC foyer was completed in June to bring a fresh feel and more light into the teaching spaces
- An all-weather cover has been constructed over the student area between the Library and Ezzy Centre.
- A Service Road upgrade including new drainage and preparation is underway for construction of the garden beds to be used by Food Technology students.
- The oval drainage and surface upgrade was undertaken to provide a quality surface that could be used all year round.

Each of these projects has added so much to the opportunities and learning experiences available to our students and will continue to do so for many years to come.

Finally, I wish to acknowledge, congratulate and thank all of the staff from the ELC team to the administration staff, the maintenance team, the support staff and of course, the teaching staff for their talent, professionalism, generosity and dedication to the students and families of the College.

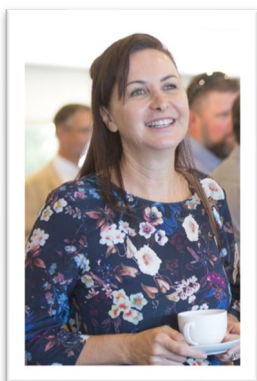
We are so blessed to have such a wonderful team of people bringing the vision of the College Founders to life each and every day of the College year.

God bless

Mr Robert Tobias
Principal



MESSAGE FROM THE PRESIDENT OF FRIENDS OF EAC



2021 Committee Members:

Executive:

Jodie Hayter (President)
Carla Barron (Vice President)
Julie Billebault (Secretary)
Vanessa Hansen (Treasurer)

Committee:

Janet Hale
Jane Bond
Janelle Wilson
Elizabeth Dwyer
Gretchen Mercer
Rebecca Wadsworth
Dani Sarina

It has been an honour and a pleasure to continue the role as President of Friends of EAC into 2021. Being a part of Friends has been a rewarding experience, I have thoroughly enjoyed what the role entails and feel we are blessed to have such a wonderful school community.

The year 2021 was not the year we expected, we went from a full year of events and projects to restrictions and cancellations, we were lucky enough in June to have squeezed in our major fundraiser for the year "A Grand Affair".

The '1920s - Great Gatsby' themed event was held in the historic Ballina home "Fenwick House" and was a huge success raising over \$24,000 to go towards the newly built Lindsay Walker Centre. The night was filled with loads of glitz and glamour, dancing, games, amazing food and entertainment by our very talented teaching staff. Everyone embraced the 1920's theme going all out with their outfits.

I would like to thank all the volunteers who gave their time and energy to help make this event such an amazing success and our very supportive community who donated prizes and sponsorship. A massive thank you to Vanessa Hansen who did an outstanding job in the coordination and planning of the event.

The second hand uniform shop, despite not being able to open for the majority of the year, continues to support the school and make a profit, we look forward to it opening again to the community next year.

Friends are made up of a team of volunteers that sacrifice their time to support the school and endeavor to create memorable functions and fundraising events, many of the members of this committee are busy and still take on extra roles. I would like to thank all the members of the Friends Committee who have given their time to support the school.

A special mention to the Executive team: Carla Barron – Vice President, Vanessa Hansen – Treasurer and Julie Billebault – Secretary. I would also like to thank Janet Hale for her continued support and running of the second hand uniform shop.

I would like to conclude with the sentiments as I did last year:

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 6:30pm, we would love to welcome some new members and friends.

Mrs Jodie Hayter
President



STUDENT LEADERSHIP 2021

Opportunities for student leadership form an integral part of the Wellbeing 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 2021 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 2021 the SRC focussed on inclusion and belonging within the College Community. Activities throughout the year promoted the rich diversity in the College.

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.

2021 was the first year for the vertical house structure in the Secondary School. This meant a significantly more rigorous selection process is now in place. This process meant that the role of the House Captains involved more responsibility working with their Leaders of House. The students were engaged in developing and embedding House spirit by leading House based competitions and in supporting the House Breakfasts

There was also significant wellbeing planning undertaken in 2021. A Peer Support program was implemented where students in Year 11 mentored and supported students in Year 7. This concluded in their school camps where the students worked together for one day and developed stronger relationships and House Spirit. 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.



Primary Student Leadership Team

College Captain: Sophie Blake
 College Captain: Finley Thomson

Student LeadersBrockington House

Captain: Amelia Atkinson
 Captain: Henry Fleeting

Purcival House

Captain: Zoe Campbell
 Captain: Sam Carrigg

Smith House

Captain: Martha Atkinson
 Captain: Freya Raguse

Walker House

Captain: Sarah Vanem
 Captain: Thomas Bazar

Secondary Student Leadership Team

College Captain: Ella Peart
 College Captain: Lachlan Walker

Student Leaders

Community Involvement: Alex Chapman
 Arts and Culture: Maiya Stotter
 Student Representative Council President: Scarlett Donovan

Brockington House

Captain: Hayley Oakes
 Captain: Francois van Kempen

Purcival House

Captain: Kiana Hale
 Captain: Gabriel Mison

Smith House

Captain: Paige Wilkie
 Captain: Hamish Walker

Walker House

Captain: Sofia Ribechini
 Captain: Ethan Jorgensen

2021 Student Representative Council

Year 2	Eve Drew and Maddison Keane
Year 3	Vivienne Kent and Mabel Cross
Year 4	Sierra Eade and Thomas Hunt
Year 5	Henry Drew, Ty Perrin and Noah Weatherhead
Year 6	Alyssa Wilson, Holly Roberts and Harrison Hunt
Year 7	Jasmine Sherlock, Hugo Brandon, Blade Schindelbacher and Harper Ainsbury
Year 8	Amber Ivers, Madison Paice, Pedro Murray and Sebastian Deo
Year 9	Ella Graham, Shyanne Wilkins, Taj Patton, Ash Daniel Williams
Year 10	Eliza Grosser, Raquel van Merwyk, Noah Truman and Luka Wagner
Year 11	Jade Harris, Farah Rezai-Smyth, India Trevan, Mia Hoey

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 2021. 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 2021

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: 53

		Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
Band 10	STATE	0.7	0	0	0.5	0.2
	SCHOOL	3.8	0	0	1.9	0
Band 9	STATE	1.3	0	0.6	1.0	0.3
	SCHOOL	3.8	0	0	0	0
Band 8	STATE	4.0	0.6	1.6	5.1	1.3
	SCHOOL	7.5	0	1.9	9.4	1.9
Band 7	STATE	8.3	3.9	7.2	6.5	4.0
	SCHOOL	17.0	1.9	7.5	18.9	5.7
Band 6	STATE	21.5	20.2	23.1	22.3	13.6
	SCHOOL	28.3	20.8	28.3	26.4	15.1
Band 5	STATE	21.9	37.0	23.4	24.1	22.1
	SCHOOL	15.1	49.1	37.7	15.1	20.8
Band 4	STATE	19.0	23.0	20.2	19.4	27.4
	SCHOOL	13.2	24.5	11.3	15.1	35.8
Band 3	STATE	12.8	9.0	13.0	10.4	18.5
	SCHOOL	7.5	3.8	11.3	9.4	18.9
Band 2	STATE	7.8	4.3	6.5	6.4	9.8
	SCHOOL	0	0	0	3.8	1.9
Band 1	STATE	2.6	1.9	4.6	4.4	2.7
	SCHOOL	3.8	0	1.9	0	0

Year 5
Percentages in Bands Summary
Number of students: 62

		Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
Band 10	STATE	0.4	0.2	0.5	1.7	0.7
	SCHOOL	0	1.6	1.6	4.8	0
Band 9	STATE	2.7	1.1	2.5	3.4	2.4
	SCHOOL	9.7	1.6	4.8	6.5	6.5
Band 8	STATE	15.4	7.5	15.1	12.9	10.2
	SCHOOL	11.3	14.8	9.7	12.9	4.8
Band 7	STATE	24.7	17.0	27.5	20.6	20.9
	SCHOOL	32.3	16.4	33.9	25.8	33.9
Band 6	STATE	27.2	32.6	24.4	27.1	28.8
	SCHOOL	29.0	27.9	37.1	30.6	38.7
Band 5	STATE	18.3	26.8	17.2	19.7	23.6
	SCHOOL	14.5	31.1	9.7	17.7	12.9
Band 4	STATE	7.5	9.7	8.2	9.2	10.0
	SCHOOL	3.2	6.6	3.2	0	3.2
Band 3	STATE	3.3	3.2	3.8	4.5	3.1
	SCHOOL	0	0	0	1.6	0
Band 2	STATE	0.4	1.2	0.9	0.8	0.2
	SCHOOL	0	0	0	0	0
Band 1	STATE	0.1	0.7	0	0.1	0
	SCHOOL	0	0	0	0	0

Year 7
Percentages in Bands Summary
Number of students: 85

		Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
Band 10	STATE	1.5	1.7	1.2	3.6	3.7
	SCHOOL	2.4	3.5	0	1.2	5.9
Band 9	STATE	9.6	5.0	11.6	10.7	14.2
	SCHOOL	8.2	10.6	12.0	9.6	10.6
Band 8	STATE	20.6	19.2	23.3	17.5	19.4
	SCHOOL	25.9	23.5	24.1	24.1	32.9
Band 7	STATE	26.9	24.9	31.8	21.7	25.9
	SCHOOL	43.5	24.7	32.5	26.5	27.1
Band 6	STATE	24.5	27.4	18.3	25.9	20.8
	SCHOOL	14.1	30.6	16.9	25.3	16.5
Band 5	STATE	11.7	14.5	8.8	12.0	10.8
	SCHOOL	4.7	5.9	9.6	10.8	4.7
Band 4	STATE	4.6	4.3	3.8	6.1	4.5
	SCHOOL	1.2	1.2	4.8	1.2	2.4
Band 3	STATE	0.6	1.5	1.0	1.9	0.5
	SCHOOL	0	0	0	1.2	0
Band 2	STATE	0	0.6	0.3	0.5	0.1
	SCHOOL	0	0	0	0	0
Band 1	STATE	0	0.7	0	0.1	0
	SCHOOL	0	0	0	0	0

Year 9
Percentages in Bands Summary
Number of students: 66

		Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
Band 10	STATE	7.5	5.0	6.5	9.0	11.0
	SCHOOL	13.6	13.8	6.2	9.2	6.3
Band 9	STATE	17.5	10.3	18.9	14.7	15.4
	SCHOOL	25.8	21.5	18.5	27.7	23.4
Band 8	STATE	26.4	26.5	30.6	27.0	28.7
	SCHOOL	37.9	43.1	46.2	38.5	53.1
Band 7	STATE	24.9	24.8	23.4	24.1	28.2
	SCHOOL	18.2	10.8	15.4	18.5	10.9
Band 6	STATE	14.8	19.7	13.4	14.9	13.6
	SCHOOL	4.5	10.8	13.8	3.1	6.3
Band 5	STATE	7.1	8.6	5.5	7.5	2.9
	SCHOOL	0	0	0	3.1	0
Band 4	STATE	1.5	2.4	1.1	1.9	0.1
	SCHOOL	0	0	0	0	0
Band 3	STATE	0.3	1.0	0.6	0.6	0
	SCHOOL	0	0	0	0	0
Band 2	STATE	0	0.5	0	0.2	0
	SCHOOL	0	0	0	0	0
Band 1	STATE	0	1.3	0	0.1	0
	SCHOOL	0	0	0	0	0

PERFORMANCE IN STATE-WIDE TESTS AND EXAMINATIONS

Higher School Certificate 2021

All students completing Year 12 in 2021 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.

2021 HSC Results Overview

The Emmanuel Anglican College Community congratulates our 2021 HSC students on their wonderful academic success. There are many great individual performances and group achievements across the cohort of 32 students and I commend all our students for their dedication to their studies and their desire to grow as learners.

The Class of 2021 can be extremely proud of their efforts and achievements with results in 22 HSC courses above state average, 31 Band 6 (a score of 90 or greater) results spread across 15 courses with 17 Students earning at least one Band 6. Approximately 20% 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 Hamish Walker (5), Bronte Jarrett (3), Maiya Stotter (3), Ethan Jorgensen (3), Zev Donovan (2), Scarlett Donovan (2), Gabriel Mison (2) and Lachie Walker (2) who all achieved multiple Band 6 results.

Congratulations to Zev Donovan whose Visual Arts Major Work was selected for exhibition in the Visual Arts HSC Showcase, ARTEXPRESS. Congratulations also to Sofie Kreutzfeldt-Jensen for the selection of her Drama Individual Project for exhibition in the HSC Drama Showcase OnSTAGE. This is an outstanding achievement for both students and wonderful recognition of their creative effort and talent.

The College Community pays tribute to Hamish Walker who has been named College Dux for the Class of 2021. Hamish earned a Band 6 (or equivalent) result in 5 separate courses - Biology, Chemistry, English Advanced, Mathematics Advanced and Mathematics Extension 1. Hamish plans to study Medicine in 2022.



Many students in the Class of 2021 have already received 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.

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 Year 12 Class of 2021 and we wish them every success in their future endeavours.



The Graduating Class of 2021

Individual Higher School Certificate Course Results 2019 to 2021

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	2021	3	33.33	66.66	34.34
	2020	10	60	30	33.37
	2019	4	0	75	35.46
Biology	2021	13	61.53	38.45	31.3
	2020	21	33.32	61.89	30.72
	2019	14	28.57	49.99	31.31
Business Studies	2021	6	50.00	50.00	36.09
	2020	9	22.22	77.77	35.32
	2019	11	54.54	45.45	33.02
Chemistry	2021	3	66.66	33.33	40.38
	2020	18	33.33	66.66	43.1
	2019	4	50	50	45.93
Design and Technology	2021	6	50	50	54.64
	2020	6	16.66	83.33	47.26
	2019	6	16.66	83.33	46.53
Drama	2021	5	100	0	45.53
	2020	7	71.42	28.57	47.41
	2019	9	55.55	44.44	43.66
Economics	2021	4	100	0	50.24
	2020	7	42.85	57.14	51.49
	2019	3	100	0	51.73
English Standard	2021	15	40.00	53.33	16.62
	2020	15	20	73.32	11.56
	2019	15	6.66	66.66	11.75
English Advanced	2021	13	92.3	7.7	68.77
	2020	28	49.99	49.99	63.38
	2019	15	33.33	66.66	61.79
Food Technology	2021	3	33.33	66.66	36.43
	2020	5	40	60	30.20
	2018	2	100	0	22.92
Geography	2021	3	100	0	44.44
	2020	3	66.66	33.33	41.83

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
Hospitality	2021	4	50	50	34.02
	2020	6	33.32	49.99	36.16
	2019	7	42.85	14.28	29.49
Industrial Technology Multimedia	2021	9	66.66	22.22	25.26
	2020	5	40	60	23.82
	2019	2	50	50	21.36
Japanese Continuers	2021	3	33.33	66.66	57.9
	2020	2	0	100	56.33
	2019	1	0	100	60.18
Legal Studies	2021	6	83.33	16.66	42.34
	2020	12	41.66	50	39.91
	2019	2	100	0	41.02
Mathematics Standard	2021	14	57.15	42.85	24.76
	2020	21	38.09	42.85	24.71
	2019	15	46.66	53.33	24.05
Mathematics Advanced	2021	8	87.50	12.50	50.21
	2020	13	23.07	76.91	52.58
	2019	8	25	75	49.18
Modern History	2021	6	66.66	33.33	37.99
	2020	4	50	50	37.43
	2019	6	66.66	33.33	39.33
Music 1	2021	7	85.71	14.28	64.33
	2020	2	100	0	64.45
	2019	6	50	50	65.93
PDHPE	2021	4	50	50	30.91
	2020	11	63.63	36.36	34.46
	2019	10	60	30	31.26
Physics	2021	5	100	0	40.61
	2020	7	42.85	28.57	40.63
	2019	4	50	50	36.88
Visual Arts	2021	10	70	30	63.18
	2020	5	60	40	65.02
	2019	6	100	0	62.5

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	2021	2	0	100	41.08
	2020	4	0	100	38.77
	2019	1	0	100	34.12
English Extension 2	2021	1	0	100	25.15
	2020	4	0	100	25.86
	2019	1	0	100	26.12
Mathematics Extension 1	2021	6	16.66	83.33	37.26
	2020	5	20	80	37.94
	2019	3	0	66.66	39.03



PROFESSIONAL LEARNING, TEACHER STANDARDS AND WORKFORCE COMPOSITION

Professional Learning Event 2021	No. of Participating Staff
Administration - Managing Demanding Customers	7
Administration - TASS Parent Lounge	1
Administration - TASS Extra Curricular & Sports	1
Administration - TASS Training	1
Early Learning - Early Intervention to Child Protection	1
Early Learning - I'm a Rom Leader now What?	1
Early Learning - Dispositions of Great Teachers	1
Early Learning - Taking the Mystery out of Theory	1
Early Learning - Harness Technology in Early Childhood	1
Early Learning - Exploring Critical Reflection	1
Early Learning - Aboriginal Early Childhood Conference	1
Early Learning - Identify and Respond to Children and Young People at Risk	2
Early Learning - STEM in Early Childhood	1
Early Learning - Stone & Sprocket Loose Parts Theory	7
Early Learning - Giving and Receiving Great Feedback	1
Early Learning - Playful Inquiry	1
Early Learning - Developing Early Childhood Approaches for Children with Additional Needs	1
English - Teaching English Grammar & Vocabulary	1
English - Art on Trial - Strategies for Teaching Secondary Art History	1
English - Enriching Reading to Write	1
English - Consolidating Extension 2	1
First Aid - CPR	98
First Aid - Advanced Resuscitation	2
Food Technology - Online Hospitality Safe Successful Service	1
History - Cities of Vesuvius	1
Hospitality - Perfecting Portfolios Hospitality	1
HSIE - Commerce & Business Studies Conference	1
HSIE - Geography Maps	1
IT - Neuroscience of Learning & Leading	1
IT - Computational Thinking Online	1
Library - Mentoring & Development	1
Library - Learnpath Training	1
LOTE - Languages Roadshow	1
Maths - Mathematical Association Regional Conference	1
Maths - Engaging Students in Higher Order Thinking	1
Maths - Assignments & Investigations in Secondary Maths	1
Maths - Engaged Learning Environments for Students	1
Other - Autism Workshop	62
Other - Transgender & Gender Fluidity Legal Obligations	2
Other - College Council Risk Workshop	2

Other - Dealing with Sexual Assault between Students & Navigating Consent	1
Other - Critical Skills for Strategic Forecasting & Budgeting Success	1
Other - Green X7 Staff Wellbeing	98
Other - Transgender Legal Obligations	1
Other - Legal Studies Annual Conference	1
Other - Flourishing Future - Curriculum Design Masterclass	2
Other - Rock and Water Program	1
Other - Neuroscience of Learning & Leading	1
Other - Teacher Training Australia	1
Other - HSC English Paper	1
Other - Cracking the Hard Class	1
Other - Word Express English	1
Other - Achper Professional Learning	1
Primary - Kindergarten It's Child's Play	2
Primary - Your Teaching Kindergarten - It's Child's Play 2	2
Primary - Your Teaching Kindergarten - It's Child's Play 3	2
Primary - Direct Impact - Using Data as an Aid to provide Targeted Teaching and Learning Experiences for Students	1
Primary - Direct Impact - Responding to the needs of all learners in the differentiated classroom	1
Primary - Direct Impact - Five Powerful Ways to Capture the Heads and Hearts of your Colleagues	1
Primary - Reading Essentials K-2	2
Primary - Sue Larkey Virtual Webinar	2
Primary - AIS Middle Leaders	2
Primary - Supporting Friendship with Social Competencies	1
Primary - Reading & Spelling gains with Systematic Synthetic Phonics	2
Primary - Foundations of Numeracy K-6	1
Primary - Growth Mindset	1
Primary - Teacher & Behaviour Support Strategies	1
Primary - Middle Leaders	1
Primary - Tournament of the Minds Workshop	2
Primary - Lego Robotics	2
Primary - InitialLit on-site Workshop	16
RAVE - Ministry Conference	1
RAVE - Clergy Conference	1
Science - Theory HSC Chemistry	1
Sport - Touch Football Coaching	1
Sport - Football Coaching	1
Sport - Athletics Coaching	1
STEM - Education Conference	1
STEM - Secondary & Primary	1
Welfare - Law for School Counsellors	2
Welfare - Respectful Relationship Facilitator Training	1

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 2021 an average of \$615.00 per staff member was invested in providing opportunities for staff to attend additional professional learning experiences. This was an increase from the amount spent in 2020, however, was again limited 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	61
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.	1
Teacher Accreditation Details	Number
Conditional	1
Provisional	2
Proficient Teacher	59
Highly Accomplished Teacher (voluntary accreditation)	0
Lead Teacher (voluntary accreditation)	0
Total number of Teachers	62

Workforce Composition

College Staff 2021	Number of Staff
Teaching staff	62
Full-time equivalent teaching staff	55.14
Non-teaching staff	36
Full-time equivalent non-teaching staff	29.49
Aboriginal and/or Torres Strait Islander Staff	0



STUDENT ATTENDANCE 2021

Year	% Attendance for 2021
K	95%
1	94%
2	95%
3	94%
4	93%
5	94%
6	93%
Average Primary	94%
7	92%
8	90%
9	90%
10	92%
11	92%
12	91%
Average Secondary	91%
Average Days Absent per Student in 2021	13.5

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 Leader of House 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 2021

Year 10 2019	Year 12 2021	Retention Rate
44	32	72%

The retention rate has been calculated by comparing the number of students enrolled in Year 10 2019 at census date to the number enrolled in Year 12 2021 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.



2021 HSC Students Destination Survey

Institution	Course
University of New South Wales	Bachelor of Medicine
Australian National University	Bachelor of Politics, Philosophy and Economics
Griffith University	Bachelor of Visual Arts Bachelor of Film Production Bachelor of Arts (Animation) Bachelor of Visual Communication Bachelor of Biomedicine Bachelor of Nursing Bachelor of Criminology and Psychological Science
Sydney Design School	Bachelor of Interior Design
QLD University of Technology	Bachelor of Business (Economics) Bachelor of Business
Southern Cross University	Bachelor of Education Bachelor of Nursing
Australian Catholic University	Bachelor of Nursing/Paramedicine
University of Adelaide	Bachelor of Music
University of the Sunshine Coast	Bachelor of Sports and Exercise Science
University of QLD	Bachelor of Architectural Design Bachelor of Biomedicine Bachelor of Economics
Students Studying/working Internationally	Military Service – Singapore Psychiatry -Denmark
Number of students undertaking employment	Seven
Number of students deferring university to undertake a 'Gap Year'	Three

ATAR Outcomes

- 30 of 32 students received an ATAR
- Highest ATAR –97.2
- Number of ATARs of 90 and above - 7 (23.3%)
- Number of ATARs of 80 or above - 17 (56.6%)



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.

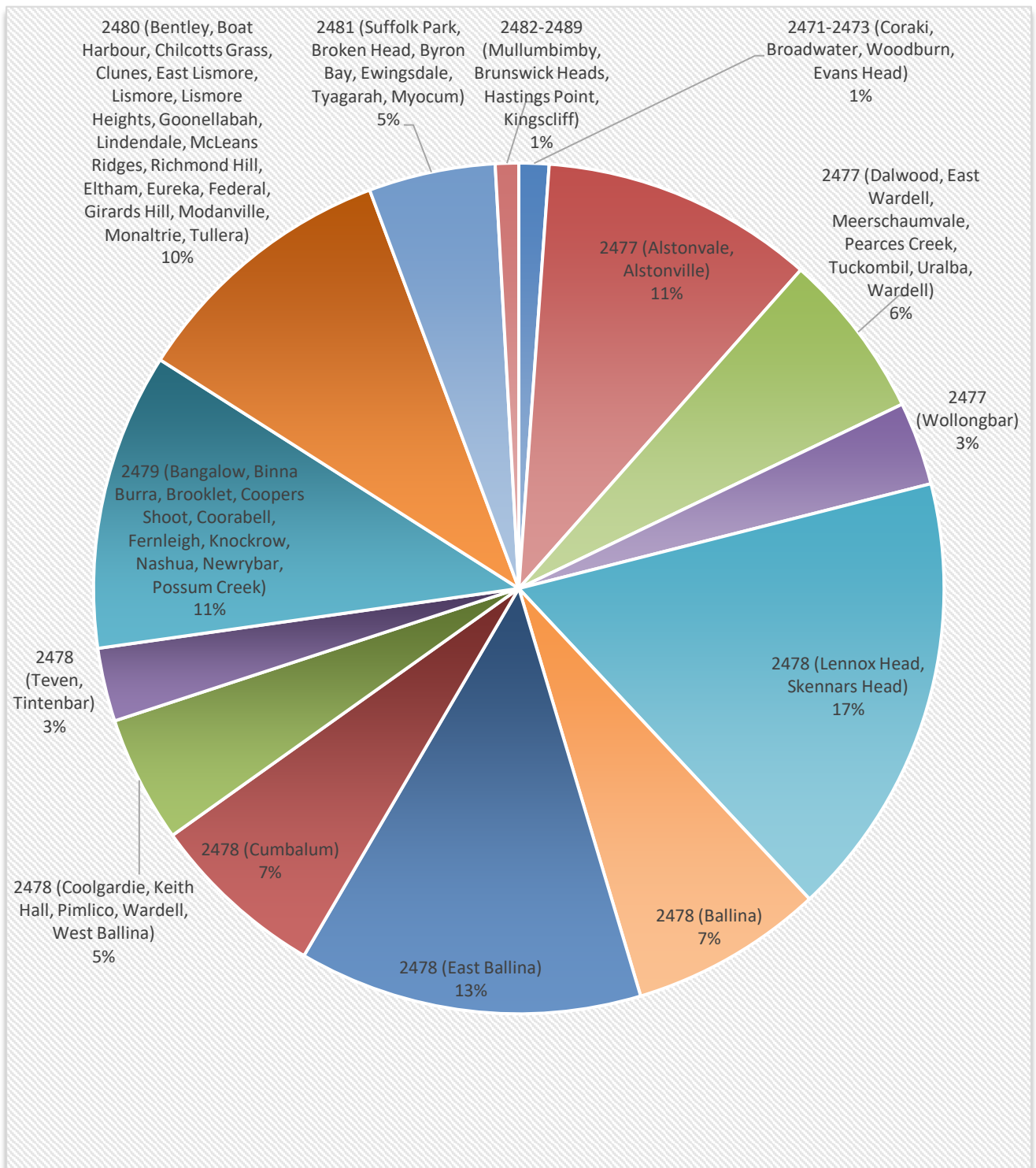
Withdrawal of a Student

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 2021



Student Enrolment Summary (November 2021) Total -747

PRIMARY		SECONDARY	
Year Group	No. of Students	Year Group	No. of Students
K	45	7	86
1	41	8	70
2	47	9	67
3	53	10	70
4	52	11	48
5	65	12	32
6	71		
Total	374	Total	373



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:

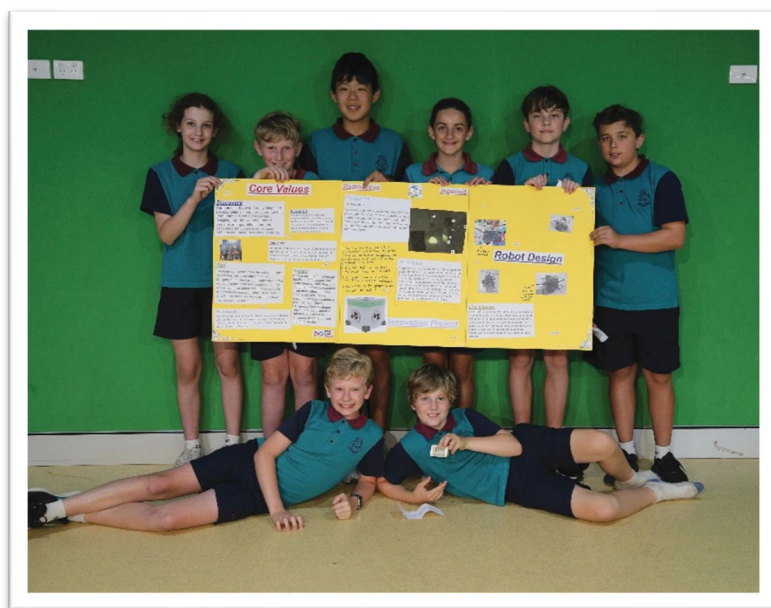
- If the issue relates to a teacher, then the student should talk to the teacher concerned. If the student is unsure about how to go about this then they should talk to their parents, the Chaplain or another teacher to seek advice. The student needs to choose an appropriate time to do this and should 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 2021

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



A weathered blue cross stands on a stone wall. The cross is made of wood and has a large blue sphere at its base. The background is a dark, blurred green, suggesting a natural setting. The overall mood is serene and contemplative.

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.*



Towards 2030 Strategic Focus - Key initiatives, outcomes and achievements 2021

The maintenance and delivery of quality educational and operational outcomes while responding to the ongoing challenge of COVID-19-

- Consistent and timely communication with staff, students, parents and the wider community.
- Continued delivery of high quality learning and extra curricular opportunities.
- Seamless transition between face to face and remote delivery. The staff demonstrated wonderful commitment, generosity and professionalism.
- Management of the vaccination PHO requirements
- Excellent pastoral and wellbeing support for families.
- Strong and diligent financial management ensuring the security and stability of the College.

Continued the rollout of the Towards 2030 Strategic Plan with a particular focus on philosophy and frameworks in the areas of teaching and learning, staff professional growth and students wellbeing and character development -

- Present to College Council and staff the Towards 2030 Curriculum Design document which outline an overview of the curriculum model and structure.
- Developed course offering and programs to support the implementation new programs and courses commencing 2022.
- Reviewed and reshaped the curriculum leadership structure to support the transition to the new curriculum model.
- Development of a (draft) framework for staff learning and growth.
- Participated (ongoing) in the AIS Compass program to develop a comprehensive Wellbeing policy, program and structure to support and enhance K-12 student wellbeing, welfare and character development. This included the implementation of the House Based Pastoral Care in the Secondary School.

Completion of a number of significant capital works projects to improve and develop College facilities-

- S block refurbishment and extension (refurbishment and new construction)
- The Lindsay Walker Centre (new construction)
- The Discovery Centre Extension Project (new construction)
- The Wellbeing Centre (internal fit out and refurbishment)
- The Library Meeting Room and IT area (internal fit out and refurbishment)
- ELC foyer and classroom entry refurbishment
- An all-weather cover between the Library and Ezzy Centre.
- Service Road upgrade completed including new drainage
- Creation of the 'market garden'
- Oval drainage and surface upgrade

Established processes to support the strategic plan goal for future enrolment growth and facilities development

- Successful grant application or the NSW Infrastructure Fund which involves the construction of the second extension to the Discovery Centre (2 learnings spaces), the Technology Centre for the Secondary school (12 learning spaces) and the Primary Classroom Building (6 learning spaces). We estimated that this will cost approximately \$13.5m and they have recommended a grant of \$4m.



- Review and 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.
- Drawings move into the final design phase for the Technology Centre in readiness for the DA submission. This includes investigating options which incorporate sustainability and low emission features into the design and construction.

Successful implementation of a number of strategies and initiatives to promote and support enrolment growth-

- The 2021 K-12 Enrolment at the August Census was 754 (including 2 international students). This was a net increase of 40 on the 2020 census figure of 714.
- Enrolment of additional 30 students for 2021 to facilitate a fourth stream in Year 7 (86 students).
- Enrolment of an additional 14 students to facilitate a third stream in Year 5 (68 Students)
- Reviewed enrolment processes for the ELC and implemented a new process utilising the Qikkids My Family Lounge platform.
- Budgeted enrolment for 2022 is 815(including 2 international students) representing a net increase of 61 students.

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

- Reviewed, updated and published of the College Handbook on the shared drive to improve content, accessibility, detail and policy currency.
- Review of communication processes and rolls to facilitate the rollout of the schoolstream app to improve effectiveness of communication.
- Review of the administration and support team to better meet the needs of the growing College community including the review and refining of roles and the appointment of a number of staff.
- Reviewed the technology needs of students and teachers across the College and developed a device strategy to support curriculum delivery and quality teaching and learning. Device identification and rollout to commence 2022



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.



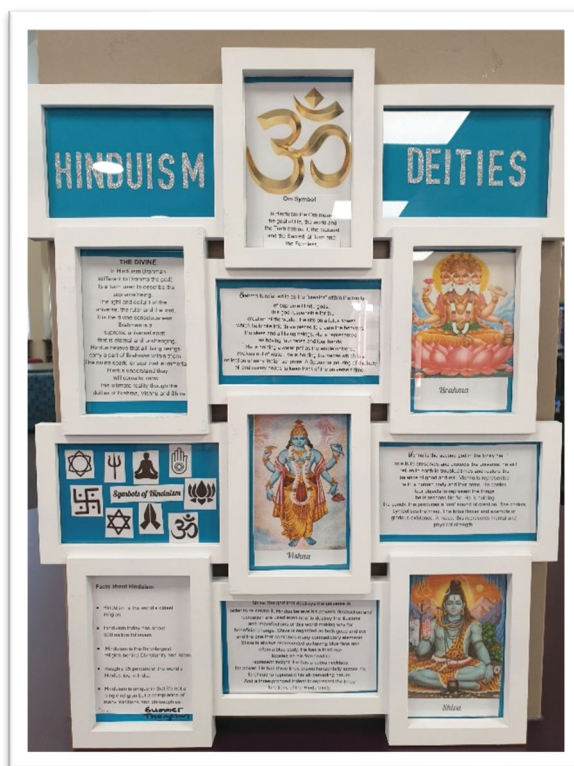
Pastoral Care

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 2021 the Secondary School, moved to a vertical pastoral care system based on the House Systems. All students are allocated a vertically structured Pastoral Care group that is supported by a teacher who is responsible for supporting the students' wellbeing. Students meet with their Pastoral Care teacher at the beginning of each day. Students are also linked to a Wellbeing Class which includes peer from their year group. A Wellbeing Program is delivered by a Wellbeing Teacher. The program is age appropriate and helps students develop skills and gather information centred on helping them grow and develop in a well rounded and holistic way.

Religious Education Program

The Religious Education program at Emmanuel Anglican College has been developed to be authentic, relevant and meaningful for students. It is designed to engage students at an age and stage appropriate level and to be inclusive and student focused. The program has been devised to reflect the Emmanuel Anglican College Learning Framework and the Anglican Diocese of Grafton Schools Ethos Statement. The Religious Education program at Emmanuel Anglican College is known as 'Religious and Values Education' in the Primary School and 'Religion and Philosophy' in the Secondary School. These titles reflect the specific aims and objectives of the program at these different educational stages.



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 as well as students in Year 7 and 11 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. Students in Year 10 also undertake the training in readiness to 'buddy' Year 7 as they begin the transition to secondary school life.
Student Representative Council	The Student Representative Council is made up of elected members from Year 2 to Year 12. Each Primary School class will elect a representative while in the Secondary School each Wellbeing class elects a representative. 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.



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 representatives from each Wellbeing Class. The Student Representative Council President and Secretary are members of the Senior Student Leadership Team. 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 and Reflection Day 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 Seasaw 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.

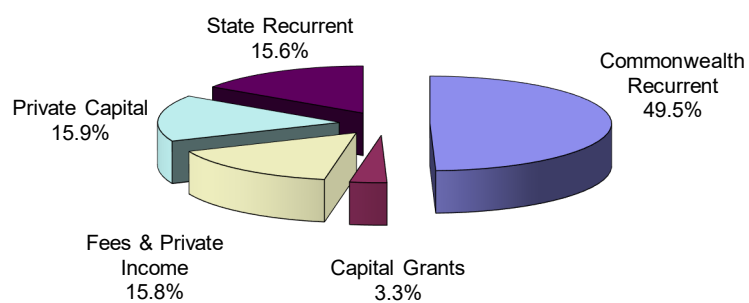
It was a very challenging year for the College staff and there is only praise for the incredibly generous, supportive, flexible and hardworking staff team. By the end of the year, the staff were mentally exhausted but remain positive and gracious. Staff were very thankful of the support of the College 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 2021



Emmanuel Anglican College Expenditure 2021

