



ANNUAL REPORT  
2022



## Contents

MESSAGE FROM CHAIR OF COLLEGE COUNCIL.....	3
MESSAGE FROM THE PRINCIPAL.....	5
MESSAGE FROM THE PRESIDENT OF FRIENDS OF EAC.....	8
STUDENT LEADERSHIP 2022 .....	9
OVERVIEW OF EAC .....	11
NAPLAN RESULTS 2022.....	12
PERFORMANCE IN STATE-WIDE TESTS AND EXAMINATIONS.....	14
PROFESSIONAL LEARNING, TEACHER STANDARDS AND WORKFORCE COMPOSITION .....	20
STUDENT ATTENDANCE 2022 .....	24
ENROLMENT POLICY AND CHARACTERISTICS OF THE STUDENT BODY.....	27
COLLEGE POLICIES.....	32
SCHOOL IMPROVEMENT TARGETS AND OUTCOMES FOR 2021.....	35
INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY.....	41
PARENT, STUDENT AND TEACHER SATISFACTION .....	45
SUMMARY FINANCIAL INFORMATION .....	46



## MESSAGE FROM CHAIR OF COLLEGE COUNCIL



### **2022 College Council Members**

*Mr John Bryen (Chair)*

*Adjunct Professor Dr Barbara Rugendyke (Deputy Chair)*

*Mr Christopher Lomax*

*Mr Phillip Silver*

*Mr Paul Hickey*

*Reverend Christian Ford*

*Mr Matthew Ainsbury*

*Mrs Catherine Angus*

*Mr Nicholas De Marco*

*Mrs Margaret Shaw (resigned June 2022)*

*Mrs Tracy Lister (resigned June 2022)*

2022 commenced with hope, hope that as the year progressed the impact of COVID-19 would be minimal due to the high levels of vaccinations and the gradual easing of restrictions. All members of the College family would be able to reconnect and be part of College daily life. We could see this happening even though COVID infections continued for both students and staff. Then the rain started to fall and continued to fall. The impact of flooding in late February and early March 2022 was the next challenge to be thrust upon the communities of the Northern Rivers with many staff and families impacted by flood water invading homes and businesses.

The College was closed for a number of days as water came very close to entering the main buildings. Principal Robert Tobias kept the College community, including Council members, informed with daily briefings. The response from the College community was amazing with outstanding support for staff and families impacted by the flooding. This support is ongoing. Council continues to monitor fee support that may be required to allow students to continue their education with us, keeping the College community together. We have seen the Christian ethos of the College in action.

College Council has diligently continued its governance role in 2022, meeting twice a term. Council committees:- Finance, Risk, Academic, Ethos and Facilities and Future Development support the full Council in its decision making. In October Council members attended a workshop led by Dr Phil Cummins. Dr Cummins continues to work with College staff and Council after leading the development of our strategic plan, "Towards 2030". Part of the workshop was reviewing the implementation so far and then beginning to strategically consider a plan beyond 2030; the long term sustainability of the College and what this might look like.

A number of changes to Council membership occurred during the year. In May, Mrs Tracy Lister resigned. Tracy and her family were greatly impacted by the flood in Lismore and so Tracy needed to give her full attention to the recovery process. We thank Tracy for her expertise and contribution, especially as Chair of the Risk Committee. At the Annual General Meeting, Mrs Margaret Shaw completed her third term on Council. Margaret has been an active member of Council bringing her experience and expertise as a teacher and educational leader as well as a member of the Anglican Parish of Ballina. We thank her for her insight and reflection as a member of the Ethos and Academic Committees.

I'm sure both Tracy and Margaret will continue to take a keen interest in the life of the College and that of Council. Mr Paul Hickey and myself were re-appointed for their third term and I was re-appointed as Chair. Two new members joined the team. Mrs Cathy Angus is a parishioner of Alstonville Parish. Cathy has extensive teaching experience in both the state and independent systems as well as ministry in a variety of settings. Dr Nicholas De Marco is a medical practitioner in Ballina. He is a

graduate of the Australian Institute of Company Directors with qualifications in economics, science, medicine and surgery. His children are enrolled at the College. I express my appreciation to all members of Council for working so collaboratively as a team.

In addition to supporting the College's commitment to supporting the growth and development of students and staff, the Council is also committed to supporting the growth and development of Mr Tobias in his position of Principal. To that end, the Council engaged Ms Louise Bailey from LMB Consultancy Services to facilitate an appraisal process designed specifically for Heads of independent schools. The process included the collection of feedback from key stakeholder groups through online surveys and focus groups. This external review formed part of an annual five year cycle used by the Council to assist Council and the Principal in the ongoing leadership and management of the College. The Chair presented a summary of the appraisal outcomes to staff with the summary also sent to parents. Mr Tobias accepted the invitation from Council to renew his contract as Principal for a further five years commencing in 2023.

Mr Tobias took twelve weeks enrichment and long service leave. Council expressed its appreciation to Mr McGuigan for accepting the position of Acting Principal.

After a number of attempts, the Lindsay Walker Centre (LWC) was blessed and officially opened on 25 May 2022 by the Right Reverend Dr Murray Harvey, Bishop of Grafton. The Year 12 Graduation ceremony was a wonderful occasion to acknowledge the achievements of our graduating class with families, students, staff and community members able to join the celebrations. The LWC was the venue to host, on behalf of the Diocese, the visit of The Most Reverend, The Honourable Justin Welby, Archbishop of Canterbury with over 700 people in attendance. The focus for the public lecture was reconciliation. This was followed by the outstanding performances in the musical production of Matilda. The Lindsay Walker Centre has added a new dimension to College life with the continued unfolding of new possibilities.

With the successful Block Grant Authority Application, the extension of the Discovery Centre by two classrooms and covered areas was ready for 2022. It was officially opened on 20 October 2022.

The Council acknowledges the wonderful dedication of all staff and the outstanding leadership of Principal Robert Tobias and Business Manager Kelley Malaba. We especially give thanks for the amazing contribution of The Reverend Sally Miller as Chaplain in shaping, sharing and celebrating our Anglican ethos especially her capacity to bring the Christian story and faith alive and relevant to all members of our College family.

To our graduating class of 2022: you have demonstrated outstanding resilience in dealing with three years of COVID-19 and flooding disruptions. We pray the College ethos, values and experiences have given you the foundation to be passionate twenty first century citizens who continue to be learners, leaders and positive role models. May you meet every opportunity and be blessed with the knowledge that you have the ability to make every day special.

John Bryen  
Chair



## MESSAGE FROM THE PRINCIPAL



Each year in the life of a school tells a unique story about the collective efforts and achievements of the students, teachers, parents and friends that make up a community. Amidst the myriad of people and events that have shaped the story of the College in 2022, there are four that will have a defining impact on the culture and community of EAC for many years to come.

The first of these was the natural disaster that engulfed the Northern Rivers Region in March 2022. The two floods and the damage wreaked on the region were unprecedented in size and impact. Many within the EAC community were directly impacted by the floods. Sadly, the families of more than 100 students and staff had major flooding in their homes, with some homes being completely submerged by flood waters. A number of businesses owned by EAC families also experienced significant flooding. Along with homes and businesses

being severely impacted there were interruptions to services and utilities such as power, water supply, sewage, telecommunication and transport infrastructure such as roads right across the community. The damage and destruction caused to property was broad and in places catastrophic. The impact on the wellbeing of thousands across the region was devastating.

Fortunately, the College site was largely spared from inundation. Flooding did occur on the ovals, in the car parks and across the low-lying areas of the College. The maintenance and sport sheds were flooded but the damage was limited. Power, water, technology and sewerage services were non-operational for several days and the College was closed for a total of 9 days.

The response by the broader community to the situation was nothing short of inspirational and certainly that was reflected right across the EAC community. In the days following the floods, many staff, parents and students joined the 'mud army' and helped with the clean-up. Others offered food, clothing and accommodation to family, neighbours and even complete strangers to ensure they were safe, fed and had somewhere to sleep. Numerous people also volunteered at evacuation centres to make cups of tea and offer a listening ear to people coming to terms with the gravity of the situation.

As students returned to the College in the days and weeks after the floods, a number of structures were in place to support their wellbeing and help them process what had happened. The College set up a 'help exchange' and linked donations and offers of help and support with those in need. The Friends of EAC organised a 'Colour Run' and raised over \$30 000 which provided \$500 vouchers to families to help with their recovery. Friends also donated uniforms from the Second-Hand Uniform Pool as well as stationary items, backpacks, lunch boxes and drink bottles. Many still have not returned to their homes and the need for support goes on, however, the incredible community spirit reflected in the generosity, care and compassion shown by all involved has a beacon of hope in dark and difficult times.

The second historical and defining moment in the life of the College for 2022 came about on May 25 at our Foundation Day Service when we blessed and opened the incredible multi-purpose centre named in honour of Mr Lindsay Walker.

The Lindsay Walker Centre is an incredible venue containing two multipurpose courts, a strength and conditioning centre, dance/drama studio, stage and performance area, a chapel space, foyer and amenities. It is adorned by a large cross on the River Street face of the building. It will provide a place for the College to gather, celebrate, learn, compete, play, rehearse and perform for decades to come.



Lindsay Walker has been directly involved the College since 1997. He negotiated the purchase of the Horizon Drive property, was a member of College Council for almost 20 years and through his extensive knowledge and experience in town planning and engineering has supported the development and construction of every building on the College site.

As a Founder of the College, House Patron, lifelong Anglican and Trustee of the Diocese of Grafton, Lindsay Walker reflects all that we want this building to represent and is most deserving of having the building named in his honour.

As part of our Foundation Day celebrations, we took the time to thank and acknowledge a number of staff who have given 10 years of wonderful service to the College including Mr Paul Christensen, Mrs Kristy Annetts and Ms Heather Woolcott. Remarkably, we also took the time to acknowledge, honour and congratulate four members of staff who reached the incredible milestone of 20 years of service to the Emmanuel Anglican College community. Congratulations to Mr Tod Falvey, Mrs Melissa McClelland, Mrs Carol-Anne Jarrett and Mr Tim Jarrett.

Each of these teachers have made a generous and significant contribution to the development of the College and we pray that they may be greatly blessed for all they have given to our community throughout their time of service.

The third milestone event for the year took place on Thursday evening, 13 October 2022, when the College had the privileged opportunity to welcome the Most Reverend and Right Honourable Justin Welby, the Archbishop of Canterbury and his wife, Mrs Caroline Welby. The Archbishop is the spiritual leader of the worldwide Anglican Community and was in Australia for 10 days to learn more about the work of the Anglican Church of Australia.

Archbishop Justin visited our region in response to the devastating floods that ravaged the area in February and March of this year. As part of his visit, he also wanted to connect with those working in the mission and ministry in the Anglican Church of the Grafton Diocese. Remarkably, a visit to Emmanuel Anglican College was included on his itinerary.

Over 700 people attended his public lecture which was held at the College in The Lindsay Walker Centre. His great personal warmth, humility and wisdom rang through as he spoke about building peace in a diverse world. He reflected on the importance of keeping the lines of communication open, even during conflict, as a conversation can create empathy and compassion which are the foundations to reconciliation and peace. He also provided some sobering thoughts about the impact of climate change and the threat it brings to world peace as the number of climate refugees grow. Following his address was a 'Q&A' session led by the Bishop of Grafton the Right Reverend Dr Murray Harvey. During this session, Archbishop Justin's lovely down to earth manner really shone through as he joked with the audience and shared a number of funny anecdotes including a couple about his experiences with the royal family.

The Archbishop also took time to meet a number of students and spent a moment with them in conversation about College life. As part of the evening, the Emmanuel College Band performed, and they were simply brilliant. Numerous people, including the Archbishop were taken aback by the standard of performance and commented on how much they enjoyed the music.

It was an honour and privilege to have Archbishop Justin Welby visit our College and he even left a couple of gifts including a signed copy of his latest book "The Power of Reconciliation" and a signed photo of himself in Canterbury Cathedral.

Possibly though, the greatest highlight of the 2022 College year was the incredibly successful and greatly received College Musical, Matilda. The cast, crew and incredible team of volunteers delivered six sold out performances to more than 2300 people over two weekends. The cast of 39 students from





Years 4 to 11 dedicated hundreds of hours to rehearsals and performances. The growth in the students' capacity from the time of auditions in July to the last show was phenomenal.

For the students involved it was an incredible opportunity and a wonderful experience. For most, it was their first venture into musical theatre and for many it was the first time they had ever performed in front of an audience. I am sure that for all of them, they will take memories away that they will treasure for a lifetime and that for some, it will be a transformation moment that will shape their lives to come.

The show was made possible by the very generous, dedicated and talented support of a number of people from Ballina Players including the driving force and mastermind behind the show, Director Jacquie McCalman. She was ably supported by Beverley Peart (Musical Director) and Bethany Young (Choreography), as well as EAC's own Director of the Primary School, Wayne Cross who was the Executive Producer. Along with the generous support of many staff and parents, the students of EAC put on a wonderful show. It was an amazing showcase of student talent and highlighted that awesome and extraordinary things can be achieved when a community works together.

I give great thanks for the EAC staff who are so passionate, generous, committed, talented and student focused, as without them we would not have such an amazing College. I am also so grateful for the support of the families, the guidance and direction of the College Council and the interest and involvement of the wider community in our College. And of course, I am always delightfully surprised by the gift that the students are to all of us. It has been an incredible year and as I have said many times, we are greatly blessed to live and learn in such a beautiful part of the world in such a fantastic school that offers so much to each and every one of us.

Mr Robert Tobias  
Principal



## MESSAGE FROM THE PRESIDENT OF FRIENDS OF EAC



### 2022 Committee Members:

#### Executive:

Jodie Hayter (President)  
Julie Billebault (Secretary)  
Vanessa Hansen (Treasurer)

#### Committee:

Sarah Christensen  
Dani Sarina  
Janet Hale  
Elizabeth Dwyer  
Gretchen Mercer  
Denise Randall

2023 will be my 20th year as a parent at EAC, it has been wonderful to watch the continued growth of the college over those years and a privilege to support the school community as President of Friends, along with the committee, over the past 12 months.

I have witnessed the growth of EAC from a small local school with very little resources to a regionally significant school with incredible facilities. Friends provide the capacity for parents, students and the community to directly contribute to the growth by donations of their time, financial support and most important friendships. These contributions and support have helped create a school that not only stands out in the community but gains recognition regionally and nationally.

Earlier this year our local and school community were devastated by the floods in the Northern Rivers, with many EAC families tragically losing their homes and belongings. With our major fundraising event already in progress, it was decided by the committee to pledge the profits to the school community that had been effective. The Friends 2nd hand uniform shop was able to assist straight away with replacing uniforms for students and with vouchers from the School Locker and Coles/Myer for school supplies to help those students get back to school.

With the tremendous support from the teachers and staff, enthusiasm from the students and encouragement from families, we were able to raise the outstanding amount of \$30,000 at the Colour Run which was held at the school as part of the "Foundation Day" celebrations. The event provides the opportunity for the kids to have some fun, let their hair down and to raise money, they also loved seeing the teachers getting involved. The "School Fun Run" generously, after hearing about how the school was affected by the floods, waived their administration fee.

With the money raised Friends were able to organise vouchers for the Good Guys, Johns Bikes and Mowers, Daly's Home Wares and Shoppe 117. A big thank you also to a Year 4 class from Knox Grammar who thoughtfully organised a cake stall and donated \$2000 to the EAC community.

With events back in full swing for 2023 it is looking like an exciting year for Friends, we will be planning a 25th Anniversary celebration, another colour run, trivia night and primary disco. If you would like to be involved in anyway, please email [friends@eac.nsw.edu.au](mailto:friends@eac.nsw.edu.au)

A big thank you to Vanessa Hanson (Treasurer), Julie Billebault (Secretary), the committee and everyone who has helped, donated and supported Friends throughout the year.

Mrs Jodie Hayter  
President



## STUDENT LEADERSHIP 2022

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 2022 student leadership opportunities continued to grow after the restrictions imposed on the program in previous years due to the impact of the COVID-19 pandemic but were impacted by the Northern Rivers Flood throughout the early part of the year.

We continued to support our 3 main charities:

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

As many families were impacted by the Northern Rivers floods we also fundraised for the local community members that were impacted.

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 2022 the SRC focussed on belonging and sense of College Spirit 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.

The vertical house structure continued in the Secondary School. House Captains led a range of House based initiatives including House BBQs and also led the House Showcase event at the end of the year to promote inclusiveness and House Spirit.

There was also significant wellbeing planning undertaken in 2022. The peer support program continued within the Secondary school with Year 11 students developing the leadership skills to support Year 7 students as they transitioned to Secondary school. The Primary already has Peer Support running with each Year 6 student being a buddy for a Kindergarten student.



2022 Student Leaders	
<b>Primary Student Leadership Team</b> College Captain: Henry Drew College Captain: Alexandra Kent  <b>Student Leaders</b> <u>Brockington House Captain</u> Captain: Arlan Ainsbury Captain: Hudson Blake  <u>Purcival House Captain</u> Captain: Max Mostert Captain: Olivia Shume  <u>Smith House Captain</u> Captain: Marlon Andrews Captain: Abigail Grier  <u>Walker House Captain</u> Captain: Lara Neaves Captain: Curtis Moore	<b>Secondary Student Leadership Team</b> College Captain: India Trevan College Captain: Jonah Wright  <b>Student Leaders</b> SRC President: Mia Hoey SCR Secretary: Jade Harris Arts and Culture: Jimi Carle Community Involvement: Farah Rezai-Smyth  <u>Brockington House</u> Captain: Conrad Bahadur Captain: William Lane  <u>Purcival House</u> Captain: Oliver Payne Captain: Thomas Stredder  <u>Smith House</u> Captain: Ryan Kernaghan Captain: Nkosilathi Malaba  <u>Walker House</u> Captain: Michaela Ayebale Captain: Miloš Safranek
<b>2022 Student Representative Council</b> Year 2            Lily Horsley, Samuel Hunt Year 3            Cleo Beesley, Jake Campbell Year 4            Zia Folscher, Harrison Tall Year 5            Harriet Bryar, Tyson Gosling, Harper Walsh Year 6            Angus Kirby, Kayden Muller, Noah Weatherhead Brockington    Amelia Atkinson, Samuel Cant, Aoife Kingston, Aidan Mallam, Purcival        Bella Boyd, Eliza Grosser, Hannah Hobson, Xavier Kelly, Lily Smith Smith           Ash Daniel-Williams, Maya Bright, Samuel Hanna, Sienna Saunders, Luka Wagner Walker         Lily Awad, Freya Elliott, Eliška Gidding, Lucas Harris, Ava Walheim	
<b>Band Captains</b> Kyra Jorgensen Farah Rezai-Smyth	

## 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. These results are a reflection of the personalised care and culture of learning that are part of the fabric of EAC. Students feel valued, are engaged in their learning and enjoy their days at school. The size of the College community enables teachers to build genuine relationships with each student and to get to know them as learners. Each student is valued for their unique personality and gifts and the broad nature of our curricular and extra-curricular program allows students to explore areas of interest in new and exciting ways. It is in this context that they are given the best opportunities to grow, develop and achieve. The emphasis of all that happens at EAC is on the student, their wellbeing and their learning. It is only natural that when this is at the heart of what we do, student achievement will follow.

As an Anglican College, our Christian ethos underpins all that we do and is evident in the prayer and worship life of the College, our Religious and Values Education program and our strong pastoral care practices. We pride ourselves on our excellent staff who are approachable, enthusiastic, knowledgeable and dedicated. Our teachers are highly qualified and innovative in their classroom practices. Teachers design lessons that are interesting, challenging and enjoyable for our students and our College's goal is for every student to enjoy their learning and to experience success in all that they do.

Learning takes place in an outstanding physical environment with open, modern and fresh learning facilities. A wide variety of co-curricular activities are offered and the College has exceptional facilities to support these activities.

An outstanding feature of our College is our student body. Our students take real pride in their College and embrace the learning opportunities afforded them. As our students progress from Pre-school to graduation we encourage them to be confident, articulate, resilient, independent and life-long learners. We support them as they take on various responsibilities within the College and recognise that each student is unique with varying gifts and talents that need to be nurtured and developed.



As education is a partnership between the College and parents, we encourage parent involvement in College activities. EAC's parent body is a great strength of the College and parents are very welcoming of new families to our College community. The College's parent organisation is known as 'Friends of EAC' and this association works tirelessly to support the College's goals.

For further information please visit:

[www.eac.nsw.edu.au](http://www.eac.nsw.edu.au)

[www.myschool.edu.au](http://www.myschool.edu.au)



## NAPLAN RESULTS 2022

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: 49

	Reading		Writing		Spelling		Grammar & Punctuation		Numeracy	
	School	State	School	State	School	State	School	State	School	State
Band 01	0.0%	2.7%	2.2%	1.7%	4.2%	6.0%	0.0%	4.0%	4.2%	4.0%
Band 02	8.2%	8.4%	2.2%	4.8%	4.2%	6.9%	6.3%	6.9%	2.1%	6.9%
Band 03	12.2%	11.6%	6.7%	10.1%	12.5%	13.0%	12.5%	13.1%	27.1%	13.1%
Band 04	22.4%	19.4%	26.7%	23.8%	29.2%	19.7%	18.8%	19.8%	27.1%	19.8%
Band 05	24.5%	21.0%	35.6%	35.0%	20.8%	22.9%	25.0%	20.1%	25.0%	20.1%
Band 06	10.2%	17.5%	24.4%	19.5%	18.8%	17.9%	20.8%	16.8%	8.3%	16.8%
Band 07	12.2%	11.2%	0.0%	4.3%	10.4%	9.2%	6.3%	10.2%	6.3%	10.2%
Band 08	6.1%	5.4%	2.2%	0.7%	0.0%	3.4%	10.4%	5.1%	0.0%	5.1%
Band 09	2.0%	2.1%	0.0%	0.0%	0.0%	1.0%	0.0%	2.6%	0.0%	2.6%
Band 10	2.0%	0.7%	0.0%	0.0%	0.0%	0.0%	0.0%	1.5%	0.0%	1.5%

### Year 5 Percentages in Bands Summary Number of students: 70

	Reading		Writing		Spelling		Grammar & Punctuation		Numeracy	
	School	State	School	State	School	State	School	State	School	State
Band 01	0.0%	0.1%	0.0%	0.7%	0.0%	0.0%	0.0%	0.1%	0.0%	0.0%
Band 02	0.0%	0.7%	0.0%	1.3%	0.0%	1.3%	0.0%	0.5%	0.0%	0.2%
Band 03	0.0%	3.4%	0.0%	3.4%	0.0%	2.9%	0.0%	3.0%	0.0%	3.0%
Band 04	2.9%	7.2%	2.9%	9.7%	7.1%	8.0%	4.3%	10.1%	1.5%	11.5%
Band 05	10.0%	17.4%	17.4%	24.5%	10.0%	17.9%	12.9%	23.2%	13.2%	26.3%
Band 06	24.3%	27.2%	29.0%	30.5%	28.6%	26.8%	20.0%	26.5%	44.1%	27.9%
Band 07	31.4%	26.9%	30.4%	18.7%	37.1%	24.9%	30.0%	20.1%	29.4%	18.9%
Band 08	22.9%	12.8%	15.9%	9.2%	10.0%	14.0%	24.3%	10.4%	10.3%	8.4%
Band 09	8.6%	3.7%	4.3%	1.6%	5.7%	3.4%	4.3%	4.0%	1.5%	3.0%
Band 10	0.0%	0.6%	0.0%	0.4%	1.4%	0.8%	4.3%	2.1%	0.0%	1.0%

**Year 7**  
**Percentages in Bands Summary**  
**Number of students: 93**

	Reading		Writing		Spelling		Grammar & Punctuation		Numeracy	
	School	State	School	State	School	State	School	State	School	State
Band 01		0.1%		0.6%				0.1%		0.1%
Band 02		0.1%		0.5%		0.2%	1.1%	0.3%		0.1%
Band 03		0.7%		1.2%		1.5%		1.7%		0.9%
Band 04		4.0%	2.2%	3.7%	1.1%	3.5%		4.8%		5.0%
Band 05	7.5%	10.2%	6.7%	13.0%	8.9%	9.2%	10.0%	12.3%	2.2%	11.1%
Band 06	20.4%	24.5%	25.6%	25.0%	22.2%	19.2%	23.3%	25.4%	18.0%	20.4%
Band 07	28.0%	29.5%	25.6%	26.2%	30.0%	26.5%	30.0%	26.3%	33.7%	25.4%
Band 08	28.0%	19.7%	25.6%	21.0%	28.9%	26.6%	24.4%	17.5%	27.0%	19.3%
Band 09	14.0%	8.8%	12.2%	6.5%	8.9%	10.4%	10.0%	7.5%	12.4%	10.8%
Band 10	2.2%	2.4%	2.2%	2.3%		2.8%	1.1%	4.1%	6.7%	6.9%

**Year 9**  
**Percentages in Bands Summary**  
**Number of students: 63**

	Reading		Writing		Spelling		Grammar & Punctuation		Numeracy	
	School	State	School	State	School	State	School	State	School	State
Band 01	0.0%	0.1%	0.0%	0.9%	0.0%	0.0%	0.0%	0.1%	0.0%	0.0%
Band 02	0.0%	0.0%	0.0%	0.4%	0.0%	0.0%	0.0%	0.2%	0.0%	0.0%
Band 03	0.0%	0.3%	0.0%	0.7%	0.0%	1.0%	0.0%	0.9%	0.0%	0.1%
Band 04	1.5%	2.4%	0.0%	2.0%	1.5%	1.1%	0.0%	2.8%	0.0%	0.1%
Band 05	1.5%	6.1%	1.6%	7.4%	0.0%	4.4%	3.0%	6.8%	0.0%	2.3%
Band 06	4.4%	12.7%	11.1%	17.4%	7.6%	11.3%	10.6%	14.3%	6.3%	14.1%
Band 07	23.5%	24.6%	22.2%	24.6%	42.4%	27.8%	19.7%	24.4%	20.3%	29.9%
Band 08	30.9%	28.3%	47.6%	27.5%	25.8%	32.3%	25.8%	23.9%	40.6%	28.1%
Band 09	30.9%	18.2%	14.3%	12.5%	21.2%	17.3%	30.3%	15.6%	21.9%	16.1%
Band 10	7.4%	7.3%	3.2%	6.5%	1.5%	4.9%	10.6%	11.1%	10.9%	9.3%

## PERFORMANCE IN STATE-WIDE TESTS AND EXAMINATIONS

### Higher School Certificate 2022

The majority of students completing Year 12 in 2022 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.

### 2022 HSC Results Overview

The Emmanuel Anglican College Community congratulates our 2022 HSC students on their academic success. There are many great individual performances and group achievements across the cohort of 47 students and I commend all our students for their dedication to their studies and their desire to grow as learners.

The Class of 2022 can be extremely proud of their efforts and achievements with results in 40% of our HSC courses above state average and 23 Band 6 / E4 results (a score of 90 or greater) spread across 13 courses. 10 students placed on the Distinguished Achievers list and earned at least one Band 6. Congratulations to Farah Rezai-Smyth (4), Judah Wright (3), India Trevan (3), Oliver Payne (3), Anita Norton (3), Alastair Miller (2), and Kyra Jorgensen (2) who all achieved multiple Band 6 results. Of the 44 students seeking an ATAR, 9 student earned an ATAR of 90 or above which equates to more than 20% of the cohort

Congratulations to Helen Edwards who placed first in the state in Industrial Technology. This is an outstanding achievement for Helen and a wonderful recognition of her dedication and effort in the subject.

The College Community pays tribute to Oliver Payne who has been named College Dux for the Class of 2022. Oliver earned a Band 6 (or equivalent) result in three separate courses – Physics, Mathematics





Extension 1 and Mathematics Extension 2 and also achieved excellent Band 5 results in his remaining subjects.

Many students in the Class of 2022 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 2022 and we wish them every success in their future endeavours.



**Oliver Payne, Dux of 2022 with Mr Robert Tobias**

## Individual Higher School Certificate Course Results 2019 to 2022

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	2022	9	22.22	66.66	33.89
	2021	3	33.33	66.66	34.34
	2020	10	60	30	33.37
	2019	4	0	75	35.46
Biology	2022	14	21.42	57.14	26.82
	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	2022	14	28.56	71.42	34.86
	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	2022	8	75	25	33.16
	2021	3	66.66	33.33	40.38
	2020	18	33.33	66.66	43.1
	2019	4	50	50	45.93
Drama	2022	7	100	0	58.55
	2021	5	100	0	45.53
	2020	7	71.42	28.57	47.41
	2019	9	55.55	44.44	43.66
Economics	2022	3	0	99.99	49.44
	2021	4	100	0	50.24
	2020	7	42.85	57.14	51.49
	2019	3	100	0	51.73
English Standard	2022	30	16.66	73.33	15.45
	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	2022	17	41.16	58.82	67.16
	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	2022	5	0	60	30.24
	2021	3	33.33	66.66	36.43
	2020	5	40	60	30.20
	2018	2	100	0	22.92

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
Geography	2022	4	0	100	42.29
	2021	3	100	0	44.44
	2020	3	66.66	33.33	41.83
Hospitality	2022	10	60	40	44.26
	2021	4	50	50	34.02
	2020	6	33.32	49.99	36.16
	2019	7	42.85	14.28	29.49
Industrial Technology	2022	13	7.69	84.61	21.92
	2021	9	66.66	22.22	25.26
	2020	5	40	60	23.82
	2019	2	50	50	21.36
Japanese Continuers	2022				
	2021	3	33.33	66.66	57.9
	2020	2	0	100	56.33
	2019	1	0	100	60.18
Legal Studies	2022	11	18.18	63.63	40.96
	2021	6	83.33	16.66	42.34
	2020	12	41.66	50	39.91
	2019	2	100	0	41.02
Mathematics Standard	2022	21	28.57	61.9	29.06
	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	2022	9	55.55	44.44	48.99
	2021	8	87.50	12.50	50.21
	2020	13	23.07	76.91	52.58
	2019	8	25	75	49.18
Modern History	2022	8	12.5	87.5	34.43
	2021	6	66.66	33.33	37.99
	2020	4	50	50	37.43
	2019	6	66.66	33.33	39.33
Music 1	2022	9	77.77	22.22	69.61
	2021	7	85.71	14.28	64.33
	2020	2	100	0	64.45
	2019	6	50	50	65.93



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
PDHPE	2022	12	24.99	66.66	26.13
	2021	4	50	50	30.91
	2020	11	63.63	36.36	34.46
	2019	10	60	30	31.26
Physics	2022	7	71.42	28.57	41.44
	2021	5	100	0	40.61
	2020	7	42.85	28.57	40.63
	2019	4	50	50	36.88
Visual Arts	2022	4	100	0	65.82
	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	2022	4	75	25	39.60
	2021	2	0	100	41.08
	2020	4	0	100	38.77
	2019	1	0	100	34.12
English Extension 2	2022	1	0	100	29.47
	2021	1	0	100	25.15
	2020	4	0	100	25.86
	2019	1	0	100	26.12
Mathematics Extension 1	2022	7	28.57	42.86	34.77
	2021	6	16.66	83.33	37.26
	2020	5	20	80	37.94
	2019	3	0	66.66	39.03
Mathematics Extension 2	2022	3	33.33	66.67	39.56
History Extension 1	2022	6	0.00	83.33	25.39



**Rev Sally Miller with The Most Reverend Justin Welby, Archbishop of Canterbury during his visit to Emmanuel Anglican College in October 2022**

## PROFESSIONAL LEARNING, TEACHER STANDARDS AND WORKFORCE COMPOSITION

<b>Professional Learning Event 2022</b>	<b>No. of Participating Staff</b>
Administration - Academic Reporting Building Blocks	1
Administration - Attendance, Exemption and Enrolment Requirements for Schools	2
Administration - Communication Rules - Best Practice	1
Administration - Edval Timetabler Essentials	1
Administration - Independent and Peripatetic Contractors Briefing	1
Administration - MEA Interpretation	2
Administration - Student Records End of Year Rollover	1
Administration - Timetables Training Masterclass	1
Early Learning - 5 Ways to Better Conversations with Children	1
Early Learning - Communicating with Families even when its Hard	1
Early Learning - Developing Early Childhood approaches for Children with additional needs	1
Early Learning - Documenting & Assessing Children's Learning	1
Early Learning - Embedding Aboriginal perspectives	5
Early Learning - Fostering Self Competence	1
Early Learning - How the Exceeding Themes influence your Practice	1
Early Learning - Identify & Respond to Children & Young People at Risk	1
Early Learning - Making the Planning Cycle Visible	1
Early Learning - Mental Health Diagnosis in Children	1
Early Learning - Re-awakening the Curious Educator	1
Early Learning - Stone & Sprocket 12 month subscription	2
Early Learning - Supporting Children with Sensory Processing Difficulties	1
Early Learning - The Camera can be an Educator's Friend with Digital Documentation	1
First Aid - Advanced Resuscitation	2
First Aid - CPR, Asthma & Anaphylaxis	94
IT - ICT Management & Leadership Conference	1
Library - Develop your Library Collection	1
Library - Switch on to Reading	1
Other - AIS Introduction to Experience Teacher	1
Other - AIS Experienced Teacher	1
Other - AIS Middle Leader Program	4
Other - AIS Senior Leaders	1
Other - AIS Pathways and Partnership Forum	1
Other - Annual History Teachers' Association of Australia Conference	1
Other - A Way of Reaching & Teaching Boys	1
Other - Bringing out their Personal Best & From the Mind to the Page	1
Other - Core Inclusion & Culture	70
Other - Craft of Writing	2
Other - Diverse Learners Symposium	1

<b>Professional Learning Event 2022</b>	<b>No. of Participating Staff</b>
Other - Educating Boys	1
Other - Educational Leadership- Middle Leaders, Pedagogy and Wellbeing Workshop	1
Other - Executive Strategic Planning Workshops	7
Other - Global Summit	1
Other - Google Classroom Next Steps	2
Other - Graduate Certificate Career Development Practice	1
Other - Griffith University's 2022 Student Adviser Seminar	1
Other - Microsoft Surface Pro Training	88
Other - Ministry School	1
Other - Ocean Safety	1
Other - Regional TENs Conference	1
Other - The Purpose of Power	4
Primary - Aboriginal Cultural and Community Virtual Yarns	1
Primary - A Day with Linnea Ehri & Friends	1
Primary - Bridging Workshop	2
Primary - Building Learning Ecocystems 2022 Regional Conference	2
Primary - Hear Listen Play Create	1
Primary - Implementation of English K-2 Syllabus	7
Primary - InitialLit Workshop	16
Primary - Intervention Strategies	1
Primary - Purposeful Programming & Assessments for K-6 Languages	1
Primary - Spell-it Workshop	2
Primary - Supporting EAL/D Learners in the K-6 Classroom	1
Primary - Talk for Writing 2 Day Essentials Workshop	1
Primary - Writing Across the Curriculum K-6	6
Secondary - 2022 Stage 6 History Teachers' Day	1
Secondary - ARTEXPRESS	1
Secondary - Bell Shakespeare National Conference	1
Secondary - Certificate III in Catering Upgrade	2
Secondary - Civil Rights in USA	1
Secondary - Economic Literacy Centre Business Studies Conference	1
Secondary - Economics and Business Educators of NSW Conference	1
Secondary - Edit Videos in Abode Premier Rush	1
Secondary - English Teachers Association Conference	1
Secondary - Extension 2 HSC Preparation	1
Secondary - HSC Marks for New English Syllabus covering all modules	1
Secondary - HSC PDHE Workshop - A Critical Inquiry Approach	1
Secondary - Legal Studies Association Annual Conference	1
Secondary - Mathematical Association Annual Conference	1
Secondary - Mastering English Paper 2	2
Secondary - Network Meeting VET Hospitality Teachers	3
Secondary - Reframing the Discipline of History	1



<b>Professional Learning Event 2022</b>	<b>No. of Participating Staff</b>
Secondary - Resurrecting the Cities of Vesuvius with sources & evidence	1
Secondary - Stage 6 Community & Family Studies	1
Secondary - Teaching Mathematics through Inquiry	1
Secondary - Trainers Upskill Program Hospitality	1
Secondary - VET Network Day for Compliance Officers	1
Sport - Austswim Teacher Licence	1
Sport - Diploma Sport & Recreation	1
Sport - Life Saving Swim	1
Sport - The PE Geek Workshop	3
Wellbeing - Accommodating Gender Identity & Sexual Orientation in Faithbased Schools	1
Wellbeing - AIS Compass Network Day: Social and Emotional Learning	4
Wellbeing - AIS Postvention Planning Session	8
Wellbeing - AIS Compass Symposium	2
Wellbeing - Autism differentiating for Students on the Spectrum	1
Wellbeing - A Whole-school Approach to Health and Respectful Relationships	5
Wellbeing - PSYBA Masterclass: Managing Tricky Situations and Problems	1
Wellbeing - SafeTALK Training	3
Wellbeing - School Refusal	1
Wellbeing - Strategies to Support Students with ADHD	1
Wellbeing - Youth Mental Health First Aid	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 2022 an average of \$770.00 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 2021, 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.

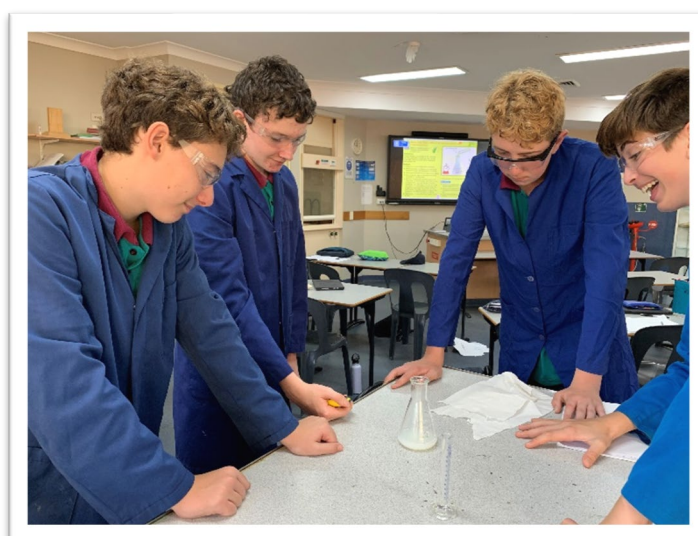


## Teacher Standards

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	66
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.	0
Teacher Accreditation Details	Number
Conditional	0
Provisional	0
Proficient Teacher	66
Highly Accomplished Teacher (voluntary accreditation)	0
Lead Teacher (voluntary accreditation)	0
Total number of Teachers	66

## Workforce Composition

College Staff 2022	Number of Staff
Teaching staff	66
Full-time equivalent teaching staff	59.94
Non-teaching staff	38
Full-time equivalent non-teaching staff	32.6
Aboriginal and/or Torres Strait Islander Staff	0



## Student Attendance 2022

Year	% Attendance for 2022
K	91%
1	92%
2	93%
3	90%
4	89%
5	90%
6	90%
<b>Average Primary</b>	<b>91%</b>
7	90%
8	88%
9	86%
10	86%
11	89%
12	88%
<b>Average Secondary</b>	<b>88%</b>
<b>Average Days Absent per Student in 2022</b>	<b>19.96</b>

## Management of Non-attendance



Accurate attendance records are maintained at the office. Absences are recorded each day by the class teacher in Primary School and the Pastoral Care teacher in Secondary School 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 2022

Year 10 2020	Year 12 2022	Retention Rate
59	47	80%

The retention rate has been calculated by comparing the number of students enrolled in Year 10 2020 at census date to the number enrolled in Year 12 2022 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. 7 students from the group also withdrew from the College to enrol at another school. Relocation and disruption caused by the pandemic impacted on a number of families decision to withdraw their children from the College.





## 2021 HSC Students Destination Survey

Institution	Course
Australian National University	Bachelor of Law and Politics Bachelor of Mathematical Sciences
Griffith University	Bachelor of Clinical Sciences (Osteopathic Studies) Bachelor of Exercise Science Bachelor of Nutrition and Dietetics Bachelor of Psychological Science
La Trobe University	Bachelor of Education
Macquarie University	Bachelor of Modern History
Monash University	Bachelor of Arts (Linguistics and English Language) Bachelor of Law
Queensland University of Technology	Bachelor of Engineering
Southern Cross University	Bachelor of Clinical Sciences (Osteopathic Studies) Bachelor of Education Bachelor of Nursing Bachelor of Speech Therapy
University of Canberra	Bachelor of Communication and Media (Journalism) Bachelor of Information Technology Diploma of Communication Diploma of Information Technology
University of Melbourne	Bachelor of Arts (Music)
University of New England	Bachelor of Education - Primary
University of Sydney	Bachelor of Medicine
University of Wollongong	Bachelor of Psychology
TAFE NSW	Certificate III in Child Care
Apprenticeships, Internships and Traineeships	4
Students Studying/working Internationally	2
Number of students undertaking employment	12
Number of students deferring university to undertake a 'Gap Year'	1

## 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](mailto:enrolments@eac.nsw.edu.au) or via the College website at [www.eac.nsw.edu.au/Enrolments](http://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](mailto: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.

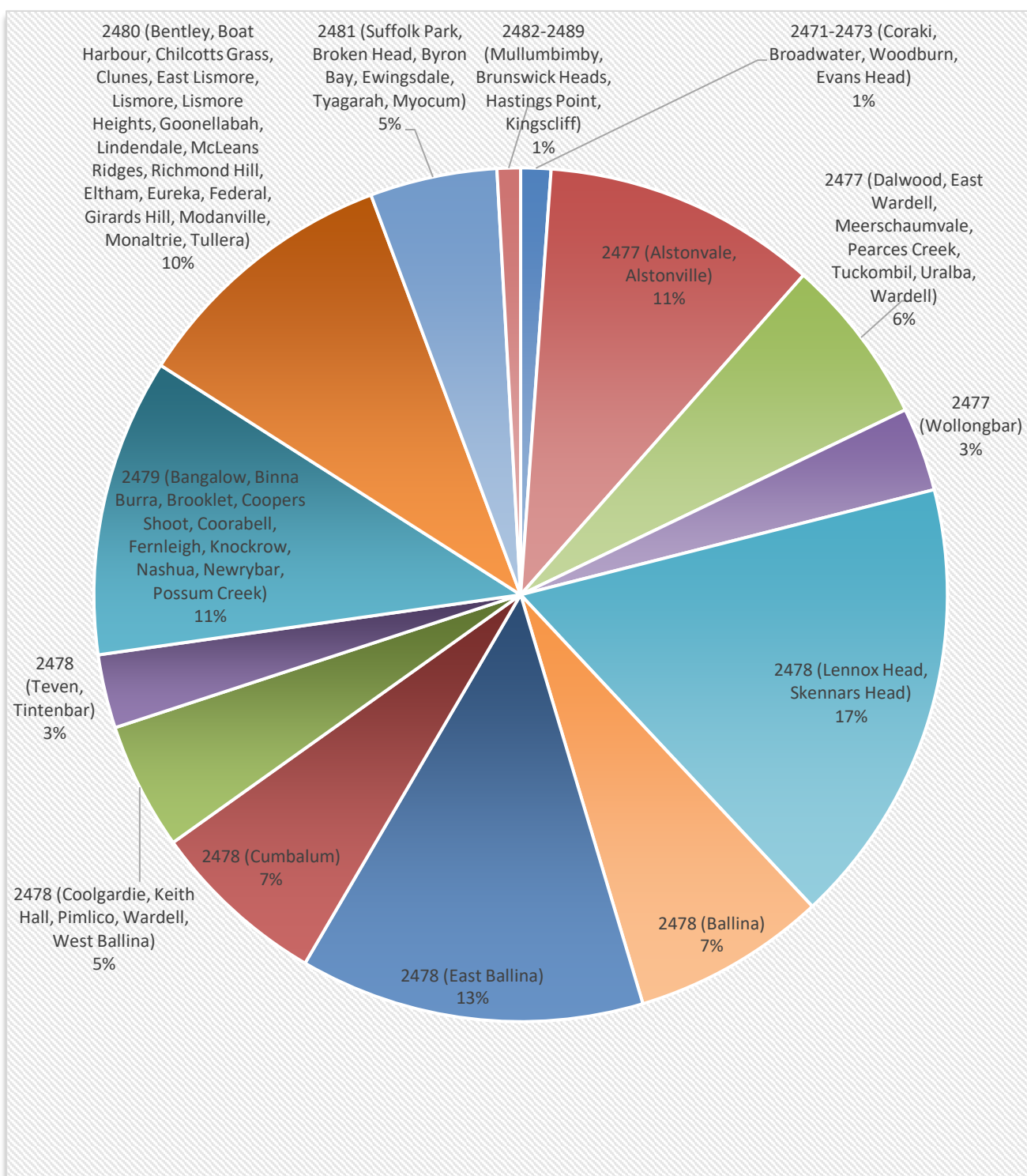
### **Withdrawal of a Student**

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](mailto: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](mailto:elc@eac.nsw.edu.au).



## Residential Distribution 2022



### Student Enrolment Summary (August 2022) Total - 817

PRIMARY		SECONDARY	
Year Group	No. of Students	Year Group	No. of Students
K	45	7	95
1	49	8	87
2	47	9	69
3	49	10	64
4	53	11	67
5	73	12	47
6	72		
Total	388	Total	429



## 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](http://www.eac.nsw.edu.au)

### Student Management

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

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



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

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

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

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

## Grievance

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

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

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

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



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

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

- If the issue relates to a specific subject or class contact the subject teacher and arrange a suitable time to discuss the issue.
- If the matter involves other students, the student's general progress, or relates to their personal welfare and 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. Each year the College develops a series on annual strategies which support the long terms strategic intent of the College. 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.



### 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.*



## **Towards 2030 Strategic Focus - Key initiatives, outcomes and achievements 2022**

### *College Community and Advancement*

Supporting the College Community during the devastation of the flooding emergency

- Compassionate, generous and purposeful response to a very challenging and difficult situation
- Consistent and timely communication with staff, students, parents, and the wider community.
- Excellent pastoral and wellbeing support for students, staff and families.
- Established a Disaster Relief Package to provide financial support to impacted families to ensure they could continue enrolment at the College

Developed policies and practices that model best practice that enable student voice, enrich students learning and embed environmentally sustainable practices across the College

- Developed a College Environment Management Plan with a 3-year vision
- Explorations of processes to conduct an energy audit
- Creation of student Sustainability Action Group a forum for student voice and leadership
- Creation of a number of curriculum initiatives to embed sustainability in programs and learning experiences
- Initiate practices that model and promote sustainability

### *People and Culture*

Continued working with the AIS as part of the Compass Program to develop a whole College approach to wellbeing

- Whole staff involved in workshops to develop a draft Wellbeing philosophy which includes a shared definition and approach
- Review and revision of current Wellbeing related documentation and policies such as the student management system and the student leadership frameworks
- Review and development of the secondary Wellbeing Program
- Review and renewal of the Guidance Counsellor, Psychologist and Pathways and Partnership role description to best reflect their skills set and the needs of the students.

Develop a framework that support and promotes the professional growth of all members of staff focused or shared practice and a culture of excellence

- Development of the Framework for Staff Learning and Growth
- Whole staff review of current practices to identify strengths, areas for improvement and those structures that hinder professional growth
- Investigating establishing a Centre for Professional Excellence, with links to SCU to establish best practice relating to professional growth and learning
- All College staff participated in a workshop with Rev Richard Browning reflected on how they contribute to the mission of the Church and the Anglican ethos through their daily work as well as the core values that are reflected in the culture and practice of the College

### *Learning Life of the College*

Implemented programs and initiatives that support the transition of the curriculum to the vision articulated in the Towards 2030 Strategic Plan

- Rollout of Integrated Elective Program to Year 9 and developed new offering for Year 10 in 2023
- Implementation the new English and Mathematics curriculum in K-2 including the new approach to reading, phonics and spelling.
- Extended the 'integrated study' across Year 5 and 6 which incorporated outcomes from at least two program areas.
- Developed programs for Year 7 and 8 in 2023 that include further integration in the areas of STEM and piloting integrated experiences with English and History
- Creation of performance opportunities for students
- Established the Festival of Music which created an opportunity for students to demonstrate their musical ability and for the College to showcase the Band Program.
- Created and delivered the College music, Matilda

### *College Facilities and Infrastructure*

- Completed and utilised the Discovery Centre Extension Project which Year 2 have enjoyed this year.
- Celebrated the Blessing and Opening of the Lindsay Walker Centre as part of our Foundation Day Celebrations
- Celebrated the Blessing and Opening of the Discovery Centre Extension and the S Block Refurbishment and Extension
- Continued to progress the Development Application Process for the revised College Master Plan and approval for construction of the Technology Centre to support a college population of 1140 students from Early Learning to Year 12





## 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.

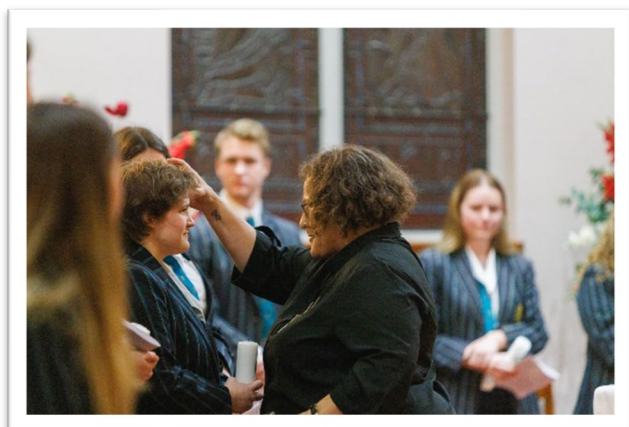
Both the Primary and Secondary School have a number of opportunities and structures that provide students with an experience of leadership. These include Student Captains, House Captains, Student Representative Council, Sports Captains, Peace Kids, Peer Support Leaders and bus and library monitors.

### 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.

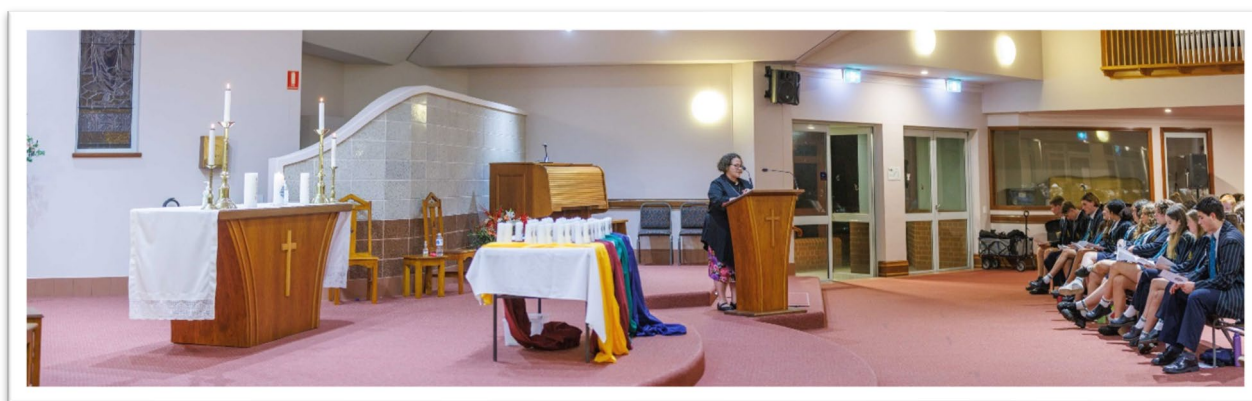
### **Pastoral Care**

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

Wellbeing Program	The Wellbeing 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 Wellbeing lesson a week and each group follows a specific program. The program is overseen by the Director of the Secondary School and led by Wellbeing staff.
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 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

As part of the contract renewal process for the principal external consultant Louise Bailey was invited to undertake a feedback process which encompassed all staff, parents, students from Year 5 to Year 12, and members of the Anglican Diocese. While the data collected focused on success indicators related to the principal, the feedback obviously reflected a number of more general issues and outcomes related to and reflecting levels of satisfaction across key stakeholder groups.

The responses from all stakeholder groups were extremely positive about all facets of College life. There was strong support for the principal's leadership and also acknowledgement of the quality of staff that support students and their learning. Parents commented on the professionalism and dedication of the staff team and the quality of learning experiences available. A significant point for parents was the genuine level of care that staff show for the students and the support provided to families. This was particular evident for families in the response of the College to the challenges of the pandemic and the flood disaster.

Students said they found the principal friendly, caring and genuinely interested in them and their learning. They said that the principal's leadership created a culture of care that was obvious in the approach and commitment of all staff. The students reported that they find learning fun, engaging and meaningful.

The teaching staff felt supported and are energised and excited by the strategic vision of the College. They enjoy the opportunity to work collegially and feel the College resources them well for their role. They feel morale is strong and that the response of the College during challenging times had been genuine and provided them with confidence and re-assurance.

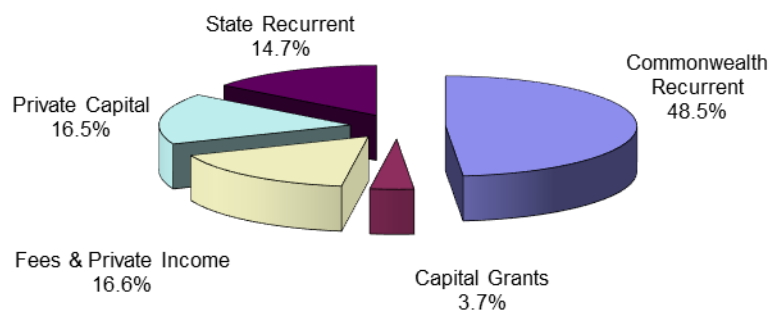
The process also revealed some questions about the rate of growth of the College and the impact that this could have on class sizes, the quality of the learning experience, population density on the site, staff workloads and resources accessibility. Parents and staff shared most of these concerns. They were not explicitly anti growth but rather conscious of the need for it to be well managed.

The College has been participating in the Association of Independent School Compass Program which focuses on reviewing and enhancing the Wellbeing Program across the College. As a component to the College response, student survey have been implemented in the Secondary School and a family based Year Commencement survey in the Primary School. The focus of both is to hear about issues and challenges that students are experiencing at school and to get feedback about processes and programs in the school. The Secondary Survey in 202 was seeking feedback about the Award and Reward approach and has contributed to discussion around making our Award System more meaningful and valued.

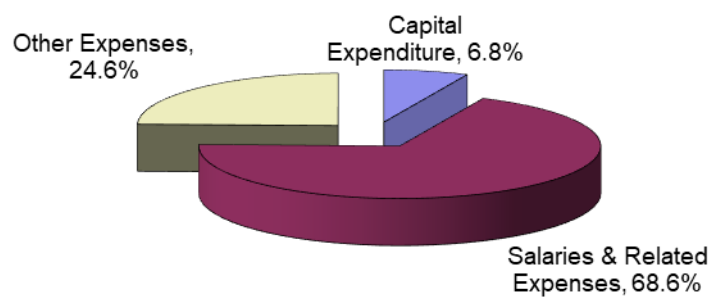


## SUMMARY FINANCIAL INFORMATION

### Emmanuel Anglican College Sources of Funding 2022



### Emmanuel Anglican College Expenditure 2022



2022



**EMMANUEL ANGLICAN COLLEGE**  
*Learning ~ Living ~ Leading*