



Annual Report 2024



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MESSAGE FROM CHAIR OF COLLEGE COUNCIL



2024 College Council Members

Mr John Bryen (Chair)

Mr Christopher Lomax (Deputy Chair) – resigned 2024

Mr Michael Grosser (appointed Deputy Chair May 2024)

Adjunct Professor Dr Barbara Rugendyke

Mr Matthew Ainsbury

Mrs Catherine Angus

Mr Nicholas De Marco

Reverend Cathy Ridd

Mr Kai Hansen

Ms Celeste Hartmann

This year, we farewell Mr Chris Lomax, who has completed nine years of distinguished service on the College Council. Chris brought both legal expertise and life experience, enriching Council's decision making with his thoughtful input. He has led several committees and served as Deputy Chair, and we are grateful for his contributions. We are pleased that Chris will continue as a member of the Facilities and Future Development Committee.

In September, we welcomed Mrs Celeste Hartmann to the Council. Celeste, an active member of the Parish of Ballina and former College parent, brings extensive experience in leadership and senior management. Additionally, Mr Matthew Ainsbury was reappointed for a second three year term.

Deputy Principal Mr Francis McGuigan resigned to become Principal of the Rome International School in Italy. His leadership, presence at Council meetings, and service as Acting Principal during Mr Tobias' leave were invaluable. We welcomed Mrs Julie Fryer as Deputy Principal in May 2024.

Council extends our deep appreciation to Mr Robert Tobias, Principal and Mrs Kelley Malaba, Business Manager, for their thorough reports and guidance, which greatly support our decision making. The College is fortunate to have such skilled and dedicated leaders.

The year brought challenges, beginning with Mrs Malaba taking extended leave due to health reasons. Her absence underscored the significant workload she managed and the exceptional job she has done.

Mr Tobias engaged external consultant Mr Phil Bonser to review the College's non-teaching operations resulting in updates to position descriptions and new processes to meet the growing needs of the College.

Council's focus has been on both short- and long-term sustainability, guided by the Toward 2030 Strategic Plan. This planning has taken place amidst changing economic conditions, including reduced government funding, inflationary pressures and greater reliance on fees. Consequently, modifications were made to the Strategic Plan and Council made the difficult decision to increase tuition fees more significantly than in previous years. We recognise that this comes at a challenging time for many families and remind those in need of financial assistance, that help may be available.

Throughout the year, the Finance, Risk, Ethos, Academic, and Facilities and Future Developments committees have continued to develop and implement policies essential to the College's growth.

Council extends its heartfelt thanks to all staff members for their unwavering dedication to holistic education, and to our College families and the wider community for their ongoing support. Together, we work to ensure the best opportunities for our students. To the Year 12 Class of 2024, congratulations on your leadership. We hope you cherish your time at EAC and remember, Emmanuel — God is with us.

Mr John Bryen
College Council Chair



MESSAGE FROM THE PRINCIPAL



2024 at EAC has been a year of growth, connection and celebration, filled with meaningful achievements and lasting inspiration.

As I reflect on this incredible year, I am struck by the richness of our College community. 2024 has been marked by moments of academic excellence, vibrant celebrations, cultural connections and personal growth for our students. It has been a privilege to witness the contributions of staff, students and families that continue to shape our College into a thriving hub of learning and care.

Term 1: Building Momentum

The year began with the promise of new opportunities and challenges. Our swimming carnivals showcased not only terrific competition between our Houses but also the values of sportsmanship and house spirit. Walker House emerged victorious in the Secondary Carnival, while Brockington led the Primary Carnival. The enthusiasm of students across all ages was palpable as they cheered and celebrated every stroke, kick and dive.

On the academic front, both our Primary and Secondary schools set a strong foundation for learning. Students tackled new subjects, engaged in group projects and began laying the groundwork for the year ahead.

We also opened our fabulous Mini Village in the Primary playground. This project was made possible thanks to funds raised by our wonderful Friends of EAC and our remarkable Maintenance team who brought the vision to life. Our Primary students have delighted in the Mini Village all year long.

The Colour Run, countless excursions, incursions, a full sports agenda and the unmissable Easter Bonnet, Belt and Boot Parade made Term 1 one of our busiest and most enjoyable in the College's history.

Term 2: Creative Connections

Term 2 was a vibrant showcase of creative collaboration with *Mary Poppins the Musical* the obvious highlight. This extraordinary production brought together students, staff and families from across the College, celebrating the ingenuity of EAC and highlighting the incredible talents of our students. More than 2,000 people attended the performances, and the feedback we received was overwhelmingly

positive. The quality of the performances and staging was incredible and the production season was truly a resounding success. I extend my sincere congratulations to everyone who contributed to bringing the show to life.

In addition to the musical, our Secondary students demonstrated their academic excellence through a variety of programs. Our Year 9 Science students enjoyed a terrific 'escape room' challenge, where students worked together to solve intricate puzzles in a race against time, setting a new record of 18 minutes. These academic achievements, alongside some impressive performances in Mathematics, English and Science, example the intellectual curiosity and teamwork that define our students' approach to learning. From the stage to the classroom, Term 2 was a celebration of passion, creativity, collaboration and achievement.

Term 3: Celebrations and Global Exchange

Term 3 was a dynamic period for the EAC community, filled with cultural exchanges and celebrations that strengthened our connections to the world beyond our campus. These experiences allowed students to build friendships, learn from diverse perspectives and celebrate our shared values, highlighting the importance of global awareness and community spirit.

We hosted visiting students from Japan as part of our sister school programs as well as individual students from Europe. Their presence enriched our school life, offering both EAC and our international visitors opportunities to learn from one another. Whether it was through shared classes or during lunchtime conversations, these exchanges fostered cross cultural friendships and global understanding.

Our community spirit was on full display at the Friends of EAC Trivia Night. This music themed event brought parents, staff and friends together for an evening of laughs and friendly competition. The energy and camaraderie of the night reflected the heart of our College community and was a resounding success, despite my team being pipped at the post!

Term 4: A Fine Finish

The final term of the year has been a time of reflection, celebration and farewells. For our graduating Class of 2024, this term marked the end of one chapter and the beginning of the next. Watching these young adults prepare to step into the wider world has been both inspiring and bittersweet. Their growth and resilience over the years have been remarkable, and we are confident they leave EAC equipped with the values of courage, compassion, citizenship, and creativity that define our College.

We have also celebrated our Year 6 students reaching a significant milestone in the completion of their Primary education. This year, they embraced new challenges, honed their leadership skills, and prepared for the transition to Secondary School.

Looking Ahead

As we look forward to 2025, I am filled with gratitude for the commitment of our staff, the enthusiasm of our students and the unwavering support of our families. Together, we have created a community that nurtures and inspires every individual to reach their potential. This year has truly been a testament to the strength of the EAC spirit and I am excited for the opportunities that lie ahead.



To everyone who has contributed to this remarkable year, thank you. It is a privilege to walk this journey with you.

Mr Robert Tobias
Principal



MESSAGE FROM THE PRESIDENT OF FRIENDS OF EAC



2024 Committee Members

Steve Carrigg (President)
Jean Shannon (Vice President)
Emma Rippon (Treasurer)
Megan Rippon (Treasurer)
Julie Billebault (Secretary)
Jodie Manning-Hayter (Committee)
Denise Randall (Committee)

Our incredible Friends of EAC Committee has once again been enthusiastically supported by our College community in 2024. This year has been filled with exciting "friend-raising" events that have brought families together, creating lasting memories and strong connections. The 2024 Colour Run made a much-anticipated return and remains a favourite among students. Our Friends Trivia Night was another standout event, with teams of parents, friends, and staff coming together for an evening of fun and friendly competition.

A significant highlight this year was the opening of the Friends' Mini Village in the Primary playground, a vibrant new space for our youngest students to enjoy imaginative play. Friends of EAC were thrilled to support the construction of this Mini Village, helping cover a portion of the building costs through fundraising efforts, making this special addition possible for our Primary students. It has been a privilege and a pleasure to bring these events and projects to life, and I've thoroughly enjoyed working alongside my fellow Friends.

A huge thank you to everyone who contributed time, effort and enthusiasm – we couldn't have done it without you. Here's to another wonderful year ahead!

Steve Carrigg
President

STUDENT LEADERSHIP 2024

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 2024 student leadership opportunities continued to grow. The Student Representative Council implemented a range of initiatives to support charities significant to the College community.

The College supported the following main charities during 2024:

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

The College's 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. 29 students in Year 9 participated in the Bronze Duke of Edinburgh program with 16 completing the Award. The remainder are continuing to work on their Bronze Award in 2025. 21 students in Year 10 and 11 participated in the Silver Duke of Edinburgh program, with 4 completing the Award. The remainder are continuing to work on their Silver Award in 2025.

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 2024 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.



2024 Student Leaders	
Primary Student Leadership Team College Captain: Freya Hansen College Captain: William Davis Student Leaders <u>Brockington House</u> Captain: Mabel Cross Captain: Oliver Carroll-Burgess <u>Purcival House</u> Captain: Charlotte Ashdown Captain: Sabre Smith <u>Smith House</u> Captain: Remy Clay Captain: Oliver Darnell <u>Walker House</u> Captain: Ruby Johnson Captain: Matthew Rullin	Secondary Student Leadership Team College Captain: Olivia Mills College Captain: Jack Whitaker Student Leaders Student Representative Council President: Sindisiwe Malaba Arts and Culture: Koko Le Roy Service and Sustainability: Elise Edmiston Sport and Spirit: Priya Singh-Pangly <u>Brockington House</u> Captain: Marlie Koenen Captain: Emerson Leyden <u>Purcival House</u> Captain: Sophia Chadwick Captain: Roilehsar Chong <u>Smith House</u> Captain: Hayley Kaye Captain: Thandiwe Malaba <u>Walker House</u> Captain: Matthew Smith Captain: Joshua Williams
2024 Student Representative Council Year 2 Micha Baker, Daisy Ackland Year 3 Harrison Davis, Lincoln Bradfield Year 4 Willow Holmes, Ted Garbett Year 5 Mya van den Hoek, Willow Quinn, Jake Campbell Year 6 Vivienne Kent, Violet Campbell-Frick, Luca Howard-Bath Brockington Annie Peart, Mia Bridger, Jarrah Harradence, Jett Beck, Lachlan Trease Purcival Emanuelle Harding, Amarae Smith, Jack Carrigg, Noah McIntosh, Kalani Franklin Smith Ava Delaney, Lola Wagner, Tess Ball, Jacob Neto, Hwyl Clarke Walker Ava Walheim, Amity Sweeney, Lillian Whitby, Grace Cooke, Luca Muzzolini	
Band Captains Zoe Latimer Matthew Smith	

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 900 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.



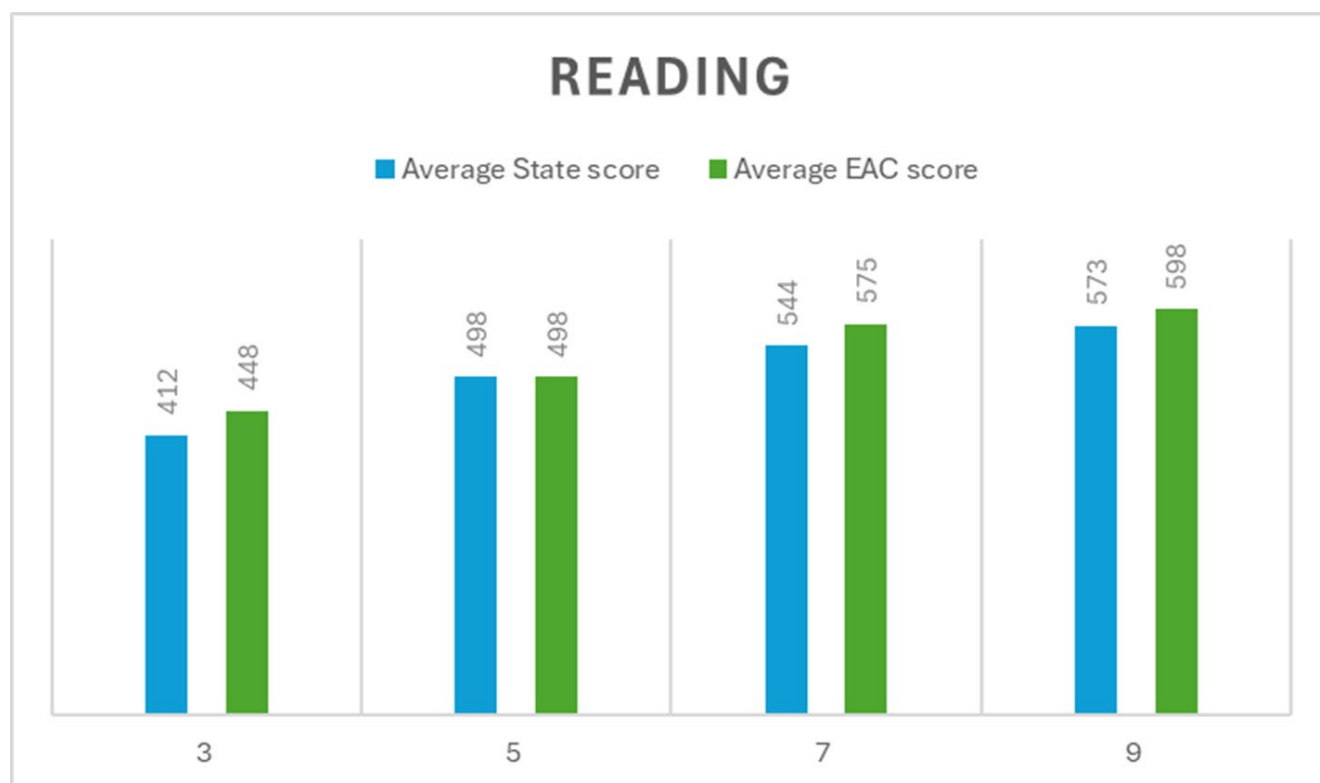
For further information please visit:

www.eac.nsw.edu.au

www.myschool.edu.au

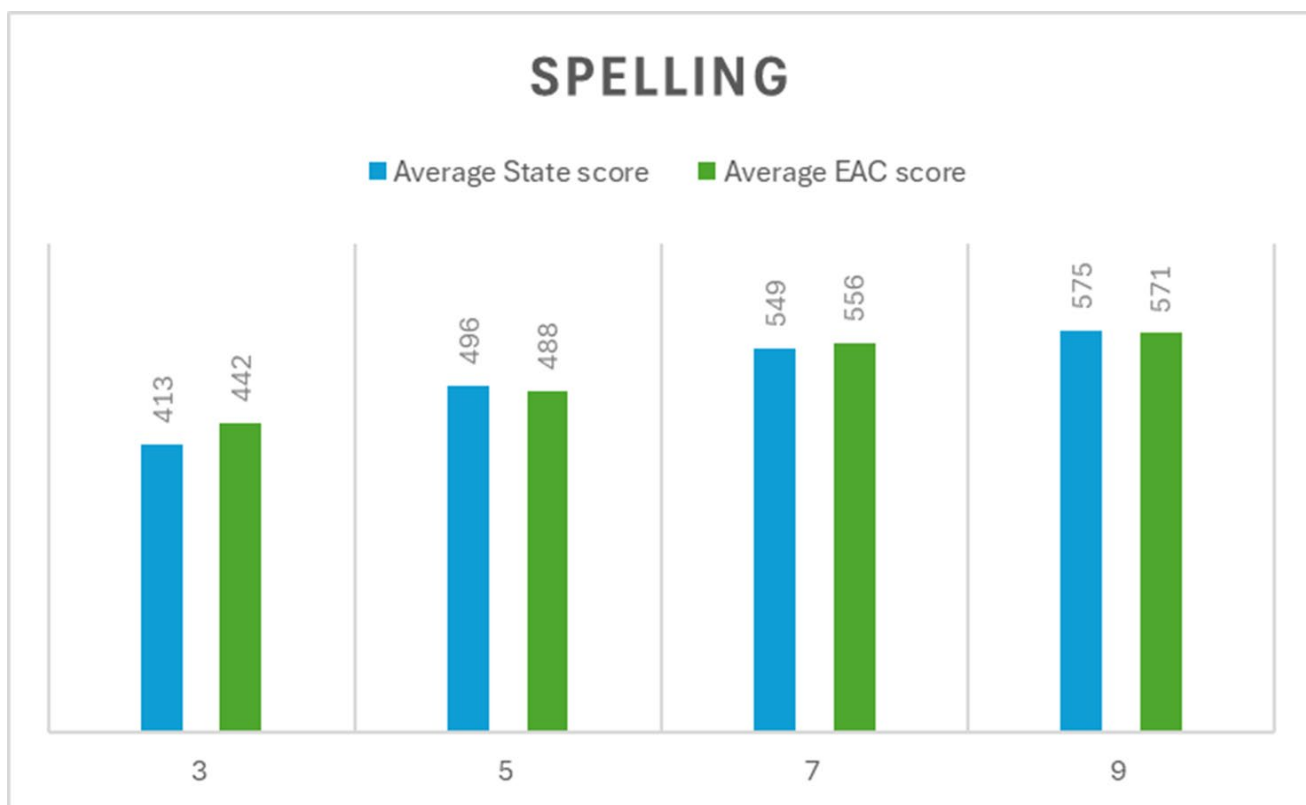
NAPLAN RESULTS 2024

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.

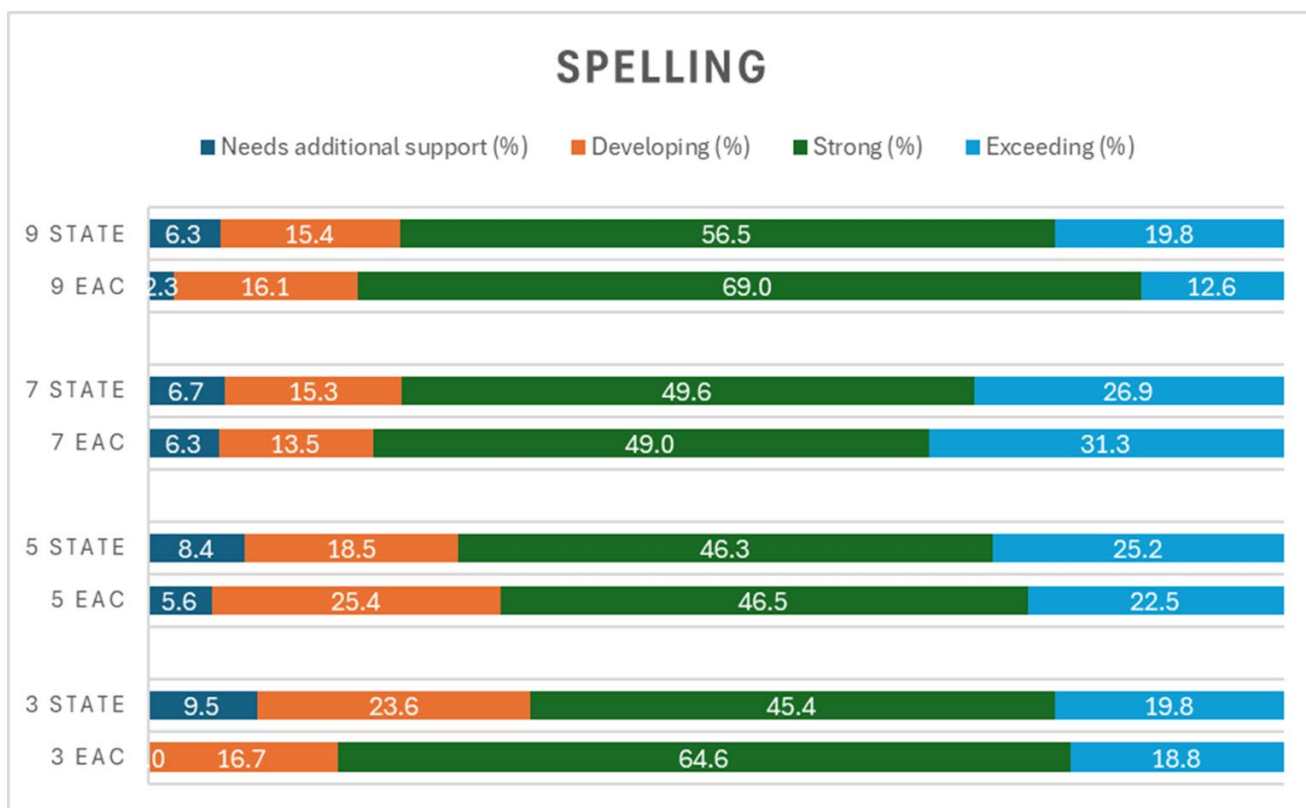


Emmanuel Anglican College performed on or above the state average in all Year levels.



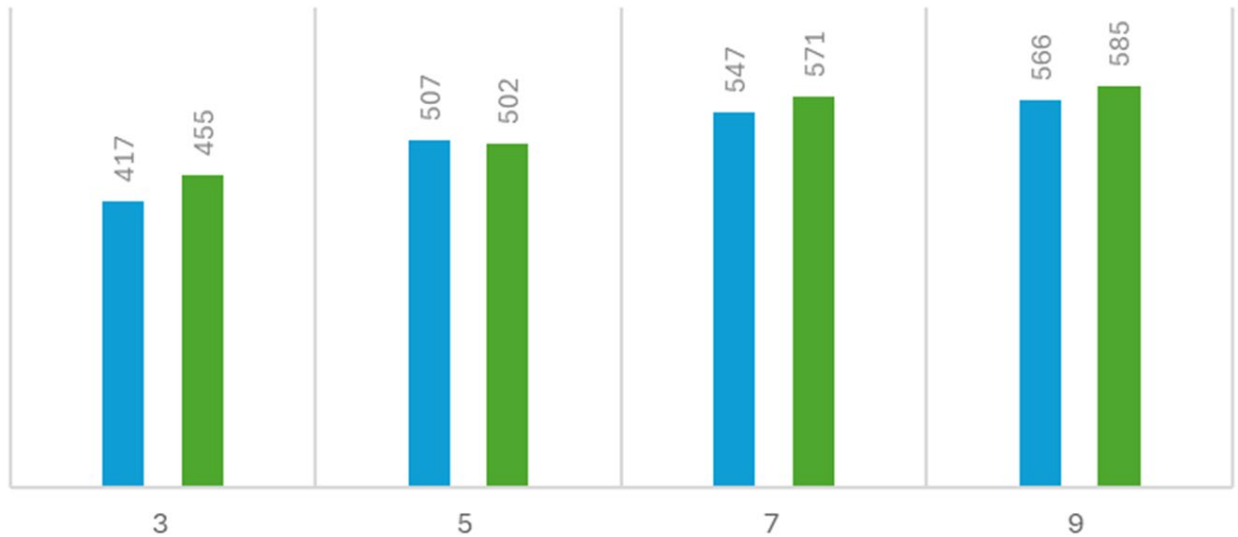


Emmanuel Anglican College performed close to the state average in all Year levels with a notable result in Year 3.



GRAMMAR AND PUNCTUATION

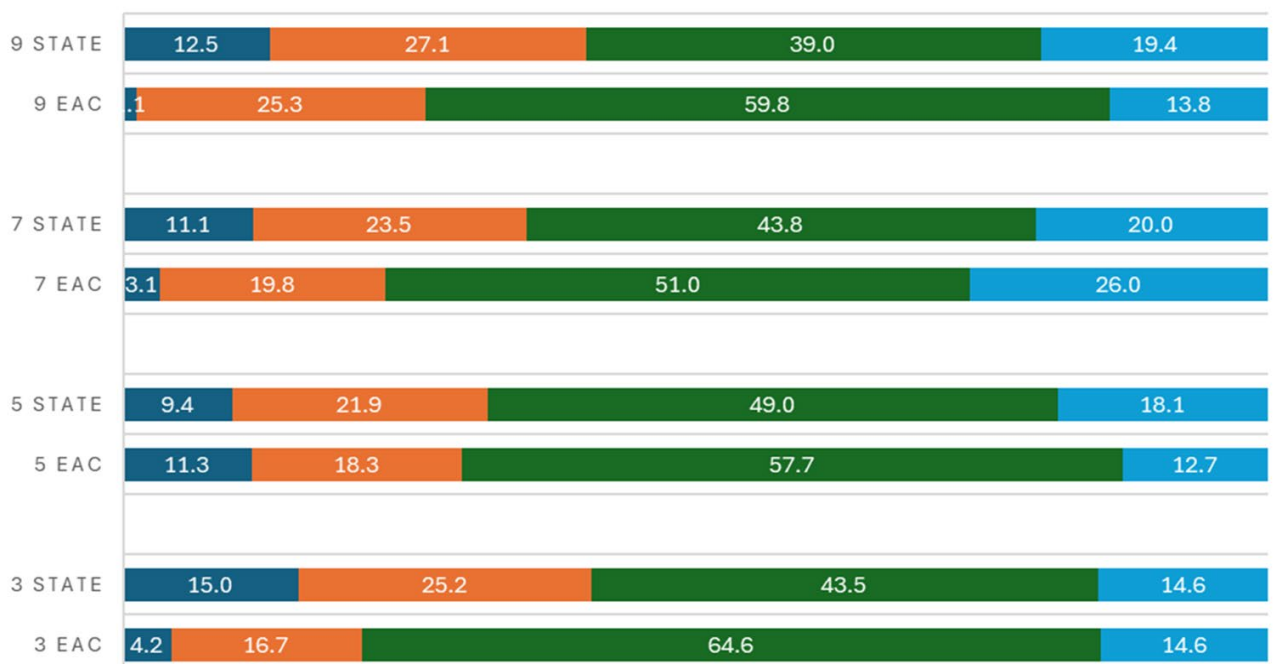
■ Average State score ■ Average EAC score



Emmanuel Anglican College performed above the state average in 3 out of 4 Year levels with Year 5 close to the state average.

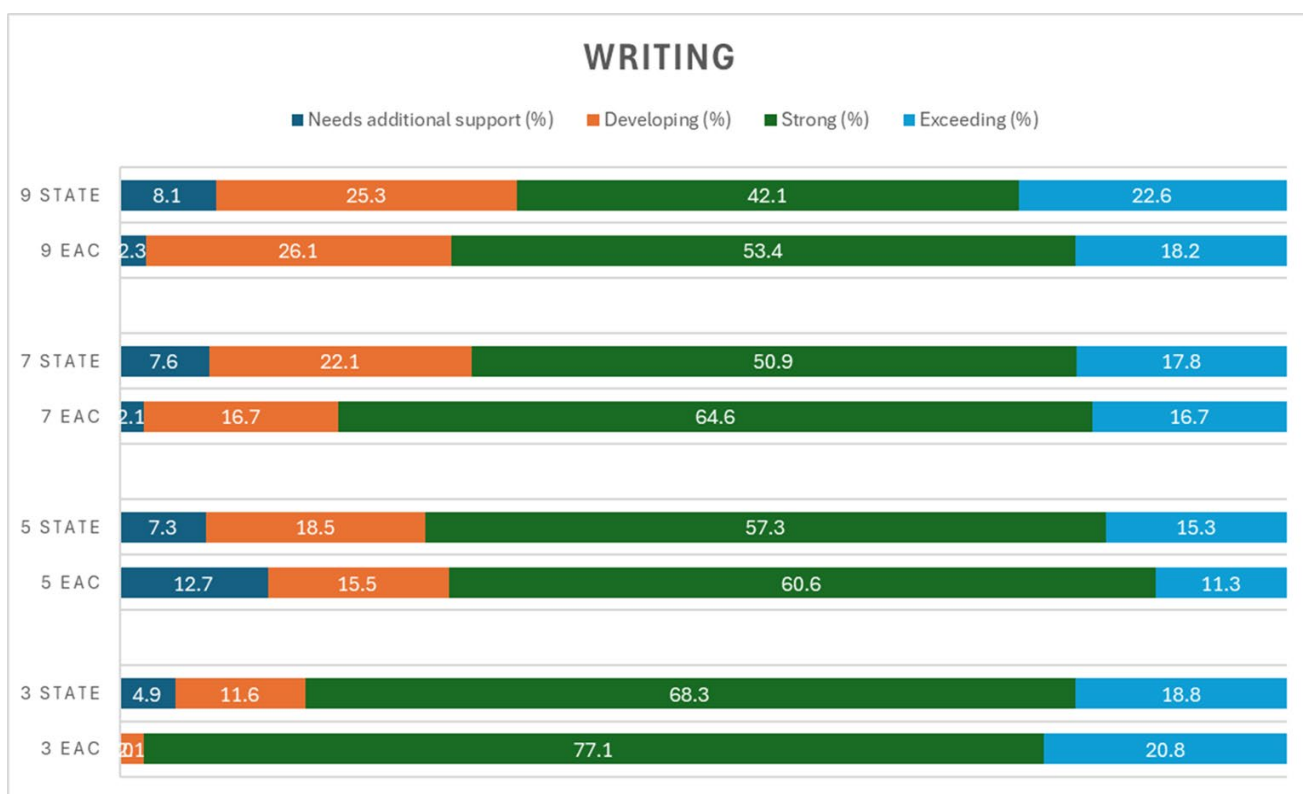
GRAMMAR AND PUNCTUATION

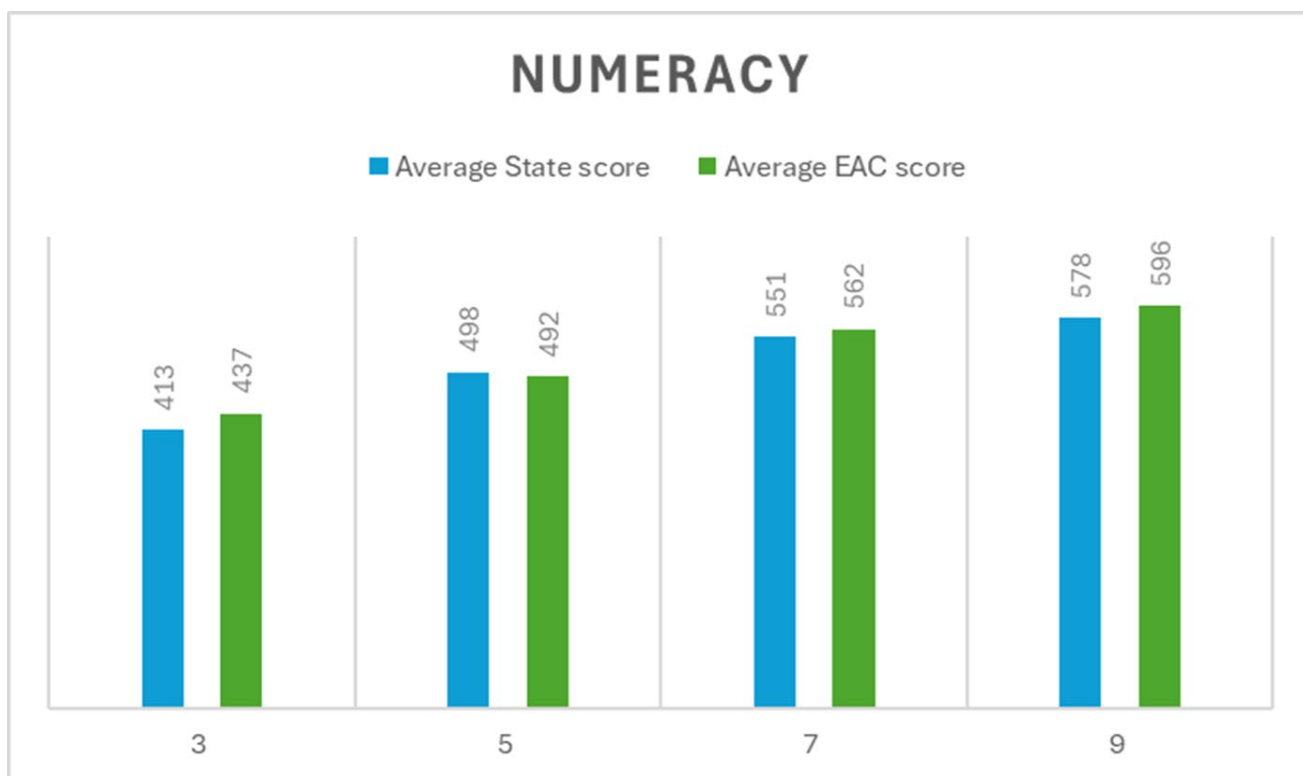
■ Needs additional support (%) ■ Developing (%) ■ Strong (%) ■ Exceeding (%)



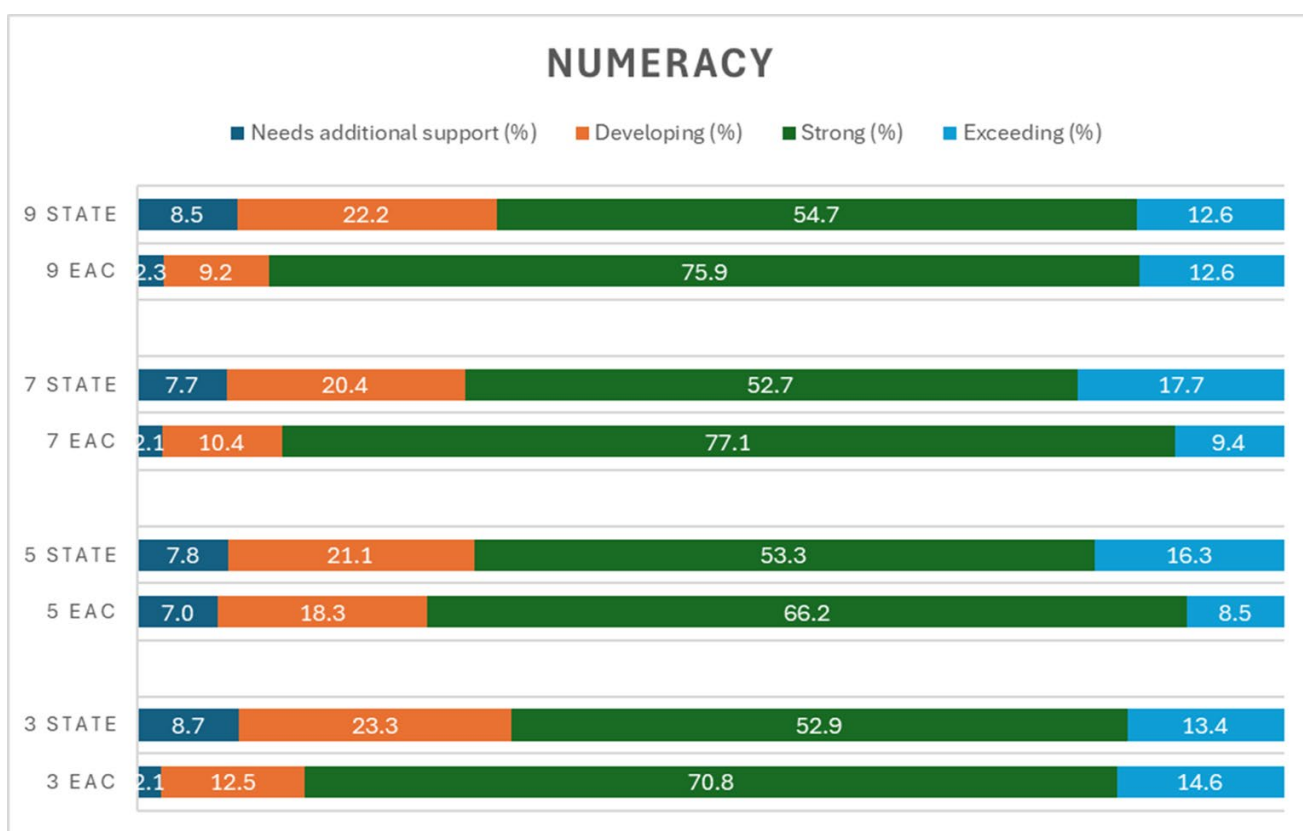


Emmanuel Anglican College performed above the state average in 3 out of 4 year groups with Year 5 close to the state average.





Emmanuel Anglican College performed above the state average in 3 out of 4 year groups with Year 5 close to the state average.



- New NAPLAN bands:
 - **Exceeding:** The student's result exceeds expectations at the time of testing.
 - **Strong:** The student's result meets challenging but reasonable expectations at the time of testing.
 - **Developing:** The student's result indicates that they are working towards expectations at the time of testing.
 - **Needs additional support:** The student's result indicates that they are not achieving the learning outcomes expected at the time of testing. They are likely to need additional support to progress satisfactorily.
- NAPLAN Key Takeaways:
 - Our Year 5 cohort's achievements are aligned with their performance in Year 3.
 - Students identified as requiring additional support have been on Personalised Learning Plans and have already been receiving targeted interventions.
 - In 2024, we introduced a focused Literacy and Numeracy program for Years 7–10, which will be expanded to Years 5 and 6 in 2025. This initiative is designed to enhance essential skills in literacy and numeracy for students across all levels, while also providing extension opportunities for high achievers.
 - In Term 4, 2024 teachers further supported our Stage 3 students by involving Secondary teachers in delivering additional literacy groups.

PERFORMANCE IN STATE-WIDE TESTS AND EXAMINATIONS

Higher School Certificate 2024

All 46 Emmanuel Anglican College students completing Year 12 in 2024 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.

2024 HSC Results Overview

The Emmanuel Anglican College community congratulates our 2024 HSC students on their wonderful academic success. There are many great individual performances and group achievements across the cohort of 46 students and I commend all our students for their dedication to their studies and their desire to grow as learners.

The Class of 2024 can be extremely proud of their efforts and achievements with results in 20 HSC courses on or above states average. 13 students have been listed on the HSC Distinguished Achievers List having earned at least one Band 6 or equivalent E4 results (a score of 90% or greater). These students achieved a total of 33 Band 6 or equivalent E4 results spread across 17 separate courses. Incredibly, this equates to 14% of EAC's HSC results being a Band 6 or equivalent E4.

We wish to honour one of our students who earned a Band 6 result in all of their 5 courses. They have been honoured by NESA in the 2024 HSC All Rounder Achievers List. Special mention also to 6 students whose HSC Industrial Technology Major Projects received nominations for Shape, the annual exhibition of exemplary Major Projects in the design based subjects. Commendations also to one student whose HSC Music Individual Projects received a nomination for the HSC Music Showcase, Encore. This is a great achievement and wonderful recognition of the students' creative effort and talent.

Many students in the Class of 2024 have already received early entry university offers across a broad range of 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 incredibly proud of the Class of 2024 and all they have achieved. Our community wishes them every blessing in their chosen endeavours and looks forward to hearing the many stories of their success.

Mr Robert Tobias
Principal



High Achievements of 2024

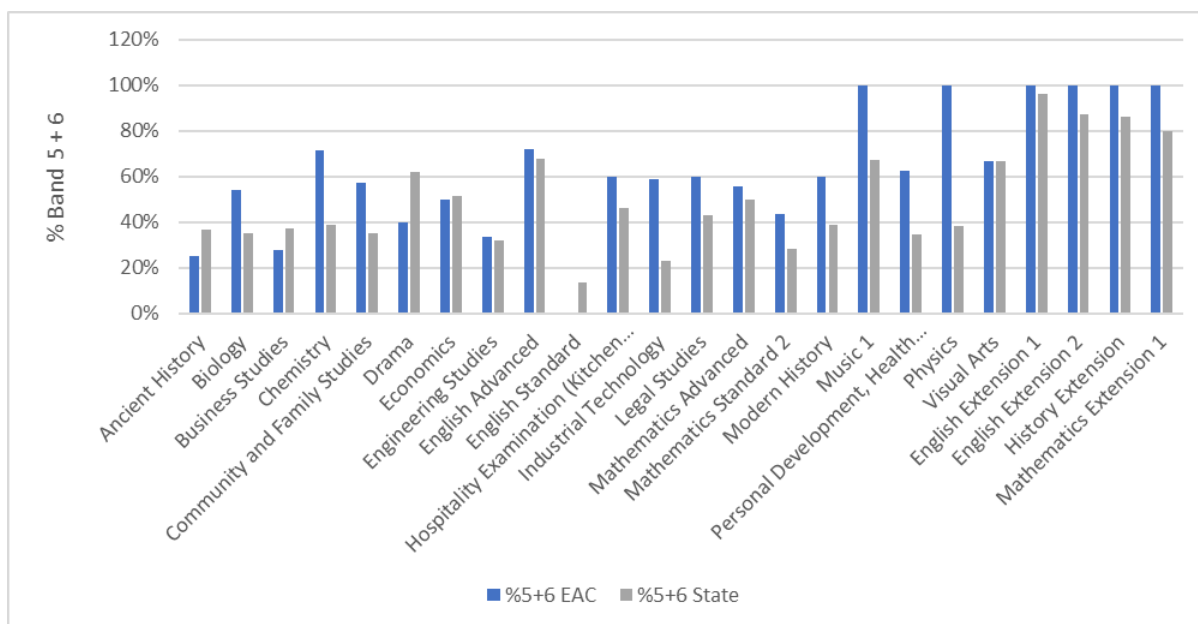
- One student placed on the All Rounders Merit List for receiving Band 6 / E4 results in all of their subjects
- 12 students placed on the Distinguished Achievers merit lists for receiving Band 6 / E4 results in their subjects.
- Between them they achieved 33 Band 6 / E4 results
- These were achieved in 16 different courses

Course	Band 6 / E4	% Band 6 / E4
Biology	1	8%
Business Studies	1	6%
Chemistry	2	29%
Economics	2	33%
English Advanced	5	20%
English Extension 1	2	50%
English Extension 2	2	66%
Industrial Technology	2	12%
Mathematics Advanced	2	22%
Mathematics Extension 1	1	33%
Mathematics Standard 2	2	14%
Modern History	2	20%
Music 1	3	75%
PDHPE	1	13%
Physics	2	67%
Visual Arts	2	22%

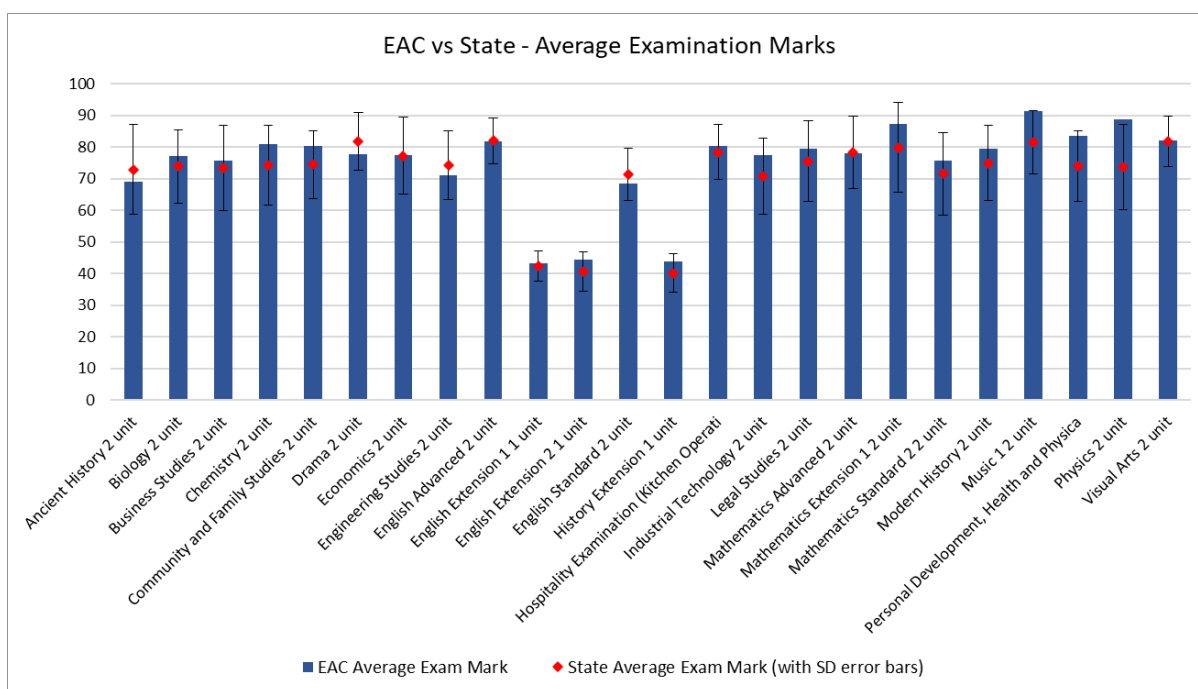
Band Results

- **62%** of all results in all courses were Band 5/6 (or E3/E4)
 - 55% of results in standard level courses were Band 5/6
 - 100% of results in extension courses were E3/E4
- **75%** of all courses had a higher number of Band 5/6 (or E3/E4) than the state average.

These results are up from 51% in 2023.



EAC versus State – Average Exam Mark



INDIVIDUAL HIGHER SCHOOL CERTIFICATE COURSE RESULTS 2019 – 2024

Trends in z-scores over time (difference from state examination mean as a factor of standard deviation).

	Z-scores (Difference from state examination mean as a factor of standard deviation)						
Course	2019	2020	2021	2022	2023	2024	Trend over time (2019-2023)
Ancient History 2 unit	-0.19	0.57	0.25	0.04	0.31	-0.27	
Biology 2 unit	-0.01	0.3	0.56	0.06	0.4	0.29	
Business Studies 2 unit	0.53	0.12	0.28	0.1	0.24	0.18	
Chemistry 2 unit	-0.04	-0.11	0.41	0.59	0.19	0.52	
Community & Family Studies						0.54	
Design and Technology 2 unit	-0.66	-0.43	-0.01				
Drama 2 unit	0.01	0.41	0.98	0.62	-0.04	-0.44	
Economics 2 unit	0.38	0.07	0.76	-0.55	-0.01	0.02	
Engineering Studies						-0.27	
English Advanced 2 unit	-0.26	-0.33	0.43	-0.18	-0.01	-0.01	
English EAL/D 2 unit		0.82					
English Extension 1 1 unit	-0.18	-0.55	-0.4	0.26	1.08	0.19	
English Extension 2 1 unit	-0.88	-0.95	0.01	-0.51	0.36	0.61	
English Standard 2 unit	-0.33	0.32	0.48	-0.12	0.28	-0.35	
English Studies Examination 2 unit			0.17				
Food Technology 2 unit		0.63	0.11	-1.22			
Geography 2 unit		0.28	1.15	-0.52			
History Extension 1 unit		-0.72		-1.21	-0.1	0.6	
Hospitality Examination (Kitchen Operations)	-0.4	-0.01	0.3	0.26	0.25	0.2	

Chart Area

	Z-scores (Difference from state examination mean as a factor of standard deviation)						
Course	2019	2020	2021	2022	2023	2024	Trend over time (2019-2023)
Industrial Technology 2 unit	0.71	0.78	0.64	-0.14	0.49	0.56	
Information Processing and Technology 2 unit	-0.21						
Japanese Beginners 2 unit	-0.99	-0.37					
Japanese Continuers 2 unit	-0.59	-0.69	-0.19		-0.74		
Legal Studies 2 unit	0.74	0.03	0.61	-0.32	0.48	0.31	
Mathematics Advanced 2 unit		-0.3	0.66	0.01	0.45	-0.02	
Mathematics Extension 1 2 unit	-2.3	0.18	-0.49	-0.52	0.17	0.52	
Mathematics Extension 2 2 unit		-0.62		0.03	-0.14		
Mathematics Standard 2 2 unit	0.43	0.36	0.54	0.16	0.32	0.31	
Mathematics 2 unit	-0.12						
Modern History 2 unit	0.5	0.47	0.46	-0.16	0.7	0.37	
Music 1 2 unit	-0.19	0.82	0.3	-0.04	0.18	0.99	
Personal Development, Health and Physical Education 2 unit	0.37	0.59	0.88	0.08	0.28	0.86	
Physics 2 unit	0.36	-0.38	0.48	0.32	-0.08	1.13	
Retail Services Examination 2 unit		0.88					
Visual Arts 2 unit	0.52	0.28	0.03	0.21	0.44	0.02	



PROFESSIONAL LEARNING, TEACHER STANDARDS AND WORKFORCE COMPOSITION

Subject Area	Professional Learning Event 2024	No. of staff
10 Engineering and 9 Stem	2025 Planning Day	1
7-12 English	Integrating First Nation Perspectives AISNSW	1
8 Integrated Program	8 Sustainable Living Programming	1
Business Studies	Cracking the Hard Class	1
CAPA	Curriculum Planning 11 Visual Art and 9 Digital Art	2
CAPA	Curriculum Planning	4
CAPA, TASS & Primary	TTA Professional Development Seminars	1
Career Experience - Year 2	Early Career Experience with AISNSW	3
Careers	Careers Day Griffith University	1
Careers	Careers Day Southern Cross	2
Communication	Talking to Parents About Hard Stuff	1
Computing Technology	CT Programming	1
Counselling	Assessment for Children and Young People	1
Curriculum	2024 Teaching School Learning Forum AISNSW	3
Curriculum	Curriculum Planning Days	7
Curriculum	New Metrics Partnership Seminar	6
Curriculum Leaders	Curriculum Leaders Conference - AIS	2
Design and Technology - Stage 4	2025 7STEM Planning	2
Disability Provisions	NESA - Disability Provision	1
Drama	Dramaworks HSC	1
Early Career Experience - Year 1	Early Career Experience with AISNSW	2
Early Childhood	Language development in Early Years	1
Early Learning	Developing Early Childhood Approaches for Children with Additional Needs	1
Early Learning	Building Resilience in Preschoolers	1

Early Years Curriculum	The New Early Years Learning Framework Conference	1
ELC	Identifying Grooming Behaviours	8
ELC	Spotlight on the EYLF V2.0	1
ELC - Leadership	Early Learning Leaders AISNSW	1
ELC - Leadership	Early Learning Leaders AISNSW Part 2	1
Engineering and Tech	7 STEM Planning	4
English	Teaching ATSI Texts - AISNSW	1
English	Imaginative & Discursive Writing - AIS	1
English	English Journalism Programming	1
English	AIS English Conference	1
English	English Programming Days 2	1
English	Year 11 English Programming	1
English	English Programming - Journalism	1
English	English Programming Days	1
English	Middle Leaders, Pedagogy and wellbeing workshop	1
English	Programming for Yr 11 Advanced & Yr 12 Extension 1	1
English	Stage 4 Planning Day	3
English	Stage 5 Planning Day	2
English - Stages 4 to 6	ETA English Conference	1
English & Mathematics	AISNSW Differentiated Instruction in English and Math K-6	2
English (Primary)	Help Me! Strategies for Struggling Readers	1
English (Primary)	Neurodiversity: Training in Specific Learning Difficulties (Primary)	1
English and Maths	Curriculum Planning Days	5
English, Maths & I Studies	Year 6 Primary Curriculum Planning Day	3
Experienced Teacher	Experienced teacher accreditation work	2
Forensic Biomedical	Forensic Biomedical Programming	2
History	Curriculum release time - Half Day	1
HSIE	Planning day for Money Matters + Business Matters	4

Ind Technology	3D Modelling and Animation	1
Indigenous Education	DIGI Education Talk	1
Industrial Technology	Moderation of HSC Quality Assessment	2
ITM	Onsite study update resource creation and assessment task planning	1
ITM and Design Studio	Online Blender Learning	1
ITT	Developing new Projects in ITT	1
Japanese	Curriculum Planning Days	5
K-6 Wellbeing	Peer Support Workshop	1
Leadership	HICES Deputies Meeting	1
Leadership - Teaching and Learning	Dealing with difficult (and Different) people in schools	1
Legal Matters	Curriculum Planning	2
Legal Matters	Legal Matters Planning Day	2
Legal Studies	HSC Marking	2
Library	Capacity Building School Libraries Conference	1
Literacy (Primary)	Authentic Teaching & Assessment of Writing	1
Literacy Support	Lexia Training	8
Lizard Island Tour	Advanced Resuscitation and Oxygen Therapy	2
Marine Studies	Marine Teachers Conference 2024	2
Marking	Double Marking Yr 12 Modern History Oral Presentations	1
Mathematics	K-8 Math Conference - MANSW	1
Mathematics	New Curriculum Planning Day	1
Mathematics	Making Maths Meaningful Yr 11&12 Advanced	1
Mathematics	Curriculum Planning	1
Mathematics	Planning Time for Standard Maths 1	1
Mathematics	Planning Day	1
Mathematics	2025 Course Planning	3
Maths	MaNSW Annual Conference	3
Middle Leadership	Middle Leaders Conference - AISNSW	3

Modern History	Stage 6 Planning Day	3
Money Matters	Deepening the Learning in Commerce	1
Music K-12	K-12 Music curriculum evaluation and planning	5
NQS1, 5	Emotional Coaching and Self Regulation	1
Pastoral Care	HICES Pastoral Care Network Meeting	1
PDHPE	Curriculum Programming Sports Studies	1
PDHPE	HMS Workshop	1
PDHPE	Implementing new HMS Syllabus	2
PDHPE	Project Based Learning in PDHPE - AISNSW	1
PDHPE	Curriculum Writing Day	1
PDHPE	First Aid	3
PDHPE	Cardiopulmonary Resuscitation	1
PDHPE (integrated)	Outdoor Ed Collaboration and Writing Day	3
PDHPE / HMS	HMS Programming - New Syllabus 2025	1
PDHPE / HMS	Curriculum Planning for HMS Stage 6	2
PDHPE K-6; Stage 6 HMS	2024 PDHPETA Conference	1
PDHPE / HMS	HMS: Collaborative investigations and Depth Studies - AISNSW	1
Pedagogy	AI In Education	1
Physics	Meet the markers - Physics - STA	1
PLDP	Experience Teacher Accreditation	1
PLDP	Mentoring and Development TTA	1
PLDP - Business Studies	Navigating the Dynamic Business Environment AISNSW	1
Primary	The Future of Education Summit	1
Primary	Year 5 Curriculum Planning Day	3
Primary	Year 6 Curriculum Planning Day	3
Primary	New Metrics Web Seminar	1
Primary	Weaving Knowledge of Country through the Curriculum	1
Primary - All KLA's	AISNSW - Crafting a thinking classroom	2
Primary Curriculum	Experienced Teacher Evidence Upload	1

Primary Curriculum - Eng, Math and Int. Studies	Forward Planning, Programming and Assessment	3
Primary Curriculum - Eng, Math and Int. Studies	Forward Planning, Programming and Assessment	3
Primary PE	PE Planning Day - Half Days	1
RAP	Narragunnawali Intro to Reconciliation in Education	3
RAP	Report Processes	2
RAVE	Godly Play Training	1
RAVE	Rave 2025 Planning Day	1
RaVE - Primary	Curriculum Planning Day	1
Science	Program Writing Curriculum	2
Science	Science syllabus programming	9
Science - Stage 4	2025 Science Programming	4
Science - Stage 5	2025 Science Programming	3
Science, TAS & Maths Leadership	AISNSW 'preparing for Leadership'	1
Secondary	2024 Beyond Highschool - Bond University	2
Society and Culture	Teaching Society and Culture	1
Sport	Foundation of Football	1
Sport	Supervising Your Apprentice or Trainee	1
Sport	First Aid Course	2
Sport	Golf Schools Teacher Accreditation	1
Sport	Football Australia C Diploma	1
Sport Studies	Onsite Curriculum programming/planning	1
Stage 3 Curriculum	Planning Day	2
Stage 4&5 HSIE	TTA Formative Assessment Strategies	1
STEM	Curriculum Planning	4
STEM	STEM Curriculum mapping and planning	2
Sustainability	HICES Sustainability Education Meeting	1
Sustainable Living	Bangalow Sample Food Festival	4

TAS	AIS Technology Stage 4 Planning & Programming	1
TAS	Experiential Living stage 4 Programming	4
TAS	Year 9/10 STEM Reintroduction planning time	1
TAS	Sustainable Living Program Review	3
TAS	MEta Quest 3 Internal PD	2
TAS - Computing Tech	Computing Technology Programming	1
TAS - Design Studio and ITM	Blender Online Learning Course	1
TAS - Engineering	Yr 11&12 Program Development	1
TAS - ITT	Year 10 ITT Programming	1
Timetabling	Edval Training	1
TVET	Tafe Careers Day	1
TVET	AIS NSW VET Conference 2024	1
VET - Hospitality	VET Compliance and programming day	1
Visual Arts	Year 7 VA Planning	4
Wellbeing	Overcoming School Refusal	2
Wellbeing	Elevate Wellbeing	1
Wellbeing	A whole school approach to Wellbeing	1
Wellbeing	Positive Schools Conference	1
Wellbeing	Connected School Counselling Webinars	1
Wellbeing	AIS Student Services Symposium 2024	1
Wellbeing	HICES Term 2 Pastoral Care Meeting	1
Wellbeing	Assessment for children and young people	1
Wellbeing	Tuning into Teens Facilitator Training	1
Wellbeing	Anxiety and Trauma Informed Teaching Workshop	3
Whole Teacher	Moving toward Accreditation as Experienced Teacher - AISNSW	1
Non Teaching Staff		
Subject Area	Professional Learning Event 2024	No. of staff
Admin and Finance	TASS Orbit Investigation	2

Admin Attendance	TASS Attendance Overview	2
Administration	Executive Personal Assistants	1
Administration	Online Through TASS - Parent Teacher Interviews	3
Administration	Risk Management - Self Paced Learning	1
Administration	First Aid and CPR Training	2
Business Management	Project Management - Planning for future projects	1
Compliance	Managing Separated Families and Family Law Issues in Schools	2
Compliance	ADV Communication Rules	2
Compliance	Work Health and Safety in Schools - AIS	1
Compliance	TASS - Data Management	2
Compliance	Schools Excursion, Camps and Trips	1
Compliance	LawSense School Excursions, camps and trips	2
Compliance	LawSense School Employment Law	2
Counselling	Strategies for addressing school refusal	1
Finance	Debtor Management	4
Finance	Online Leave Requests and Timesheets	3
Finance	Bank Feeds	4
First Aid	First Aid and CPR Training	2
Employment	AIS Employment Relations Symposium	1
Employment	School Employment Law	1
IT	Final Assessment Role Play Cert 111 - TAFE	1
Lizard Island Trip	Boat and PWC Licence Course	1
Maintenance	Supporting the Team Leader	1
Maintenance	Pressure Washing and Graffiti Removal	1
Maintenance	Cleaning Food Handling Areas	1
Maintenance	Hard Floor Stripping and Sealing	1
Maintenance	Window Cleaning	1
Maintenance	Office Cleaning Beginners Course	1
Maintenance	Hard Floor Cleaning	1

Maintenance	Fire Safety - AFSS	2
Medical Records	TASS Workshop	2
Middle Leadership	AIS Middle Leaders Online	2
Payroll	Taxation and Payroll Live Webinar	1
Records, Data and Compliance	ICT Law	2
Wellbeing/Leadership	Dealing with Harmful Sexualised Behaviours between students NSW - Allegations	1
Whole School Operations	Dealing with Difficult Parents	1



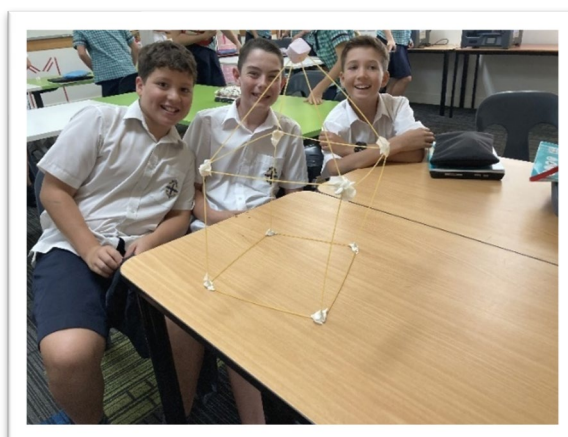
TEACHER STANDARDS AND WORKPLACE COMPOSITION

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	72
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	6
Provisional	1
Proficient Teacher	65
Highly Accomplished Teacher (voluntary accreditation)	0
Lead Teacher (voluntary accreditation)	0
Total number of Teachers	72

Workforce Composition

College Staff 2024	Number of Staff
Teaching staff	72
Full-time equivalent teaching staff	65.40
Non-teaching staff	48
Full-time equivalent non-teaching staff	38.89
Aboriginal and/or Torres Strait Islander Staff	1

At Emmanuel Anglican College we embrace all faiths and backgrounds for all our staff and students. We have one staff member that has identified as Aboriginal or Torres Strait Islander. We strongly encourage applications from First Nations teachers and other staff.



2024 STUDENT ATTENDANCE

Year	% Attendance for 2024
K	91%
1	91%
2	91%
3	91%
4	92%
5	90%
6	90%
Average Primary	91%
7	88%
8	89%
9	87%
10	88%
11	90%
12	90%
Average Secondary	89%
Average Days Absent per Student in 2024	18.92

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.

2024 POST SCHOOL DESTINATION

Destination	Details
University, Private Colleges and TAFE (Further Study)	24 students
Workforce	12 students (includes 5 students who are having a gap year)
Unknown	10 students
Qualification Completed in 2024	Details
Certificate II in Agriculture	1 x Year 11 student (via TAFE)
Certificate II in Automotive	1 x Year 10 student (via TAFE)
Certificate II in Cookery	6 x Year 12 students (via EAC Hospitality class)
Certificate III in Cabin Crew	1 x Year 10 student (via TAFE)
Certificate III in Childcare	1 x Year 12 student (via TAFE)
Certificate III in Human Services	1 x Year 12 student (via TAFE)
Certificate III in Real Estate	1 x Year 12 student (via TAFE)

Of the 46 students to complete their HSC and receive an ATAR, 52% were offered a place at University, Private Colleges or TAFE. A small number of students will take a gap year before beginning their tertiary education. For most of these students it will involve some time spent overseas as well as joining the workforce for a short period of time. 10 students are unable to be contacted so their destination is unknown.

COLLEGE POLICIES

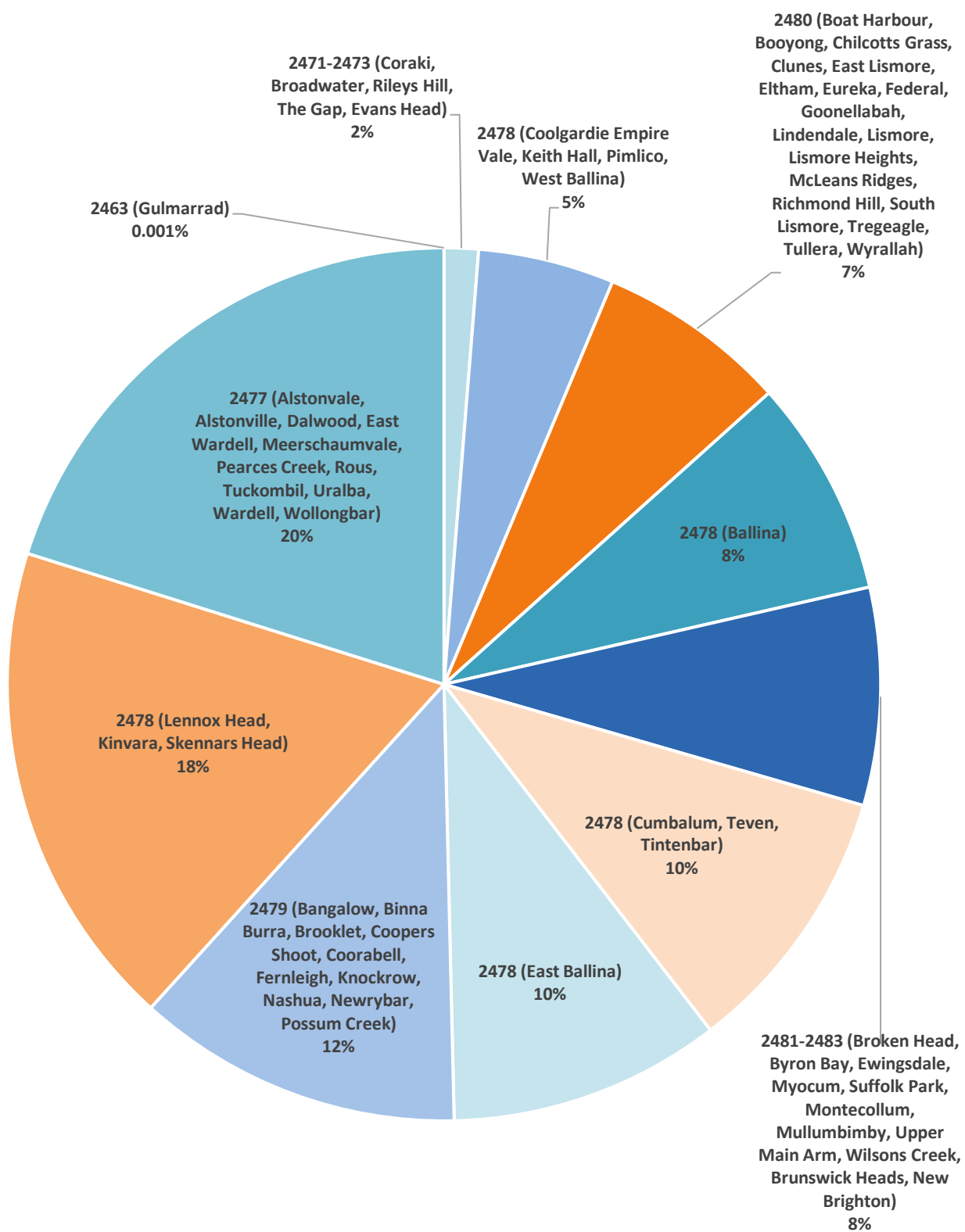
The College regularly reviews all policies to ensure that they are current, comply with key legislation and reflect best practice. Relevant policies are available on the College's website, are published in relevant parent and student handbooks and are available to College staff via the College's website and staff handbook.

Links to live policies:

- [Anti Bullying Policy](#)
- [Child Protection Policy](#)
- [Student Behaviour Support Model](#)
- [Enrolment Policy and Procedure](#)
- [Complaints Handling Policy](#)



2024 RESIDENTIAL DISTRIBUTION



Student Enrolment Summary (August 2024) Total - 881

PRIMARY		SECONDARY	
Year Group	No. of Students	Year Group	No. of Students
K	45	7	97
1	47	8	95
2	50	9	93
3	52	10	92
4	50	11	62
5	75	12	46
6	77		
Total	396	Total	485



PARENT, STUDENT AND STAFF SATISFACTION

Emmanuel Anglican College used the *Perspectives: Your school in focus* suite of surveys developed by AISNSW to support our school improvement endeavours. The information gathered assisted in furthering the growth and development of our school community. We used the survey results to help inform and direct future school planning and improvement strategies.

These surveys were specifically designed to assist Emmanuel Anglican College in gaining an understanding of stakeholders' perceptions of five important areas: School Environment, Teaching and Learning, Student Wellbeing, Leadership and Community. All staff, students (Years 5 to 11), parents/guardians, leaders and board members were invited to participate.

The surveys were available from Monday 14 October to Sunday 27 October 2024 and were conducted online, taking approximately 15-20 minutes to complete. The survey link was distributed via email to all stakeholders from 'evidence@aisnsw.edu.au' on behalf of Emmanuel Anglican College.

Stakeholders' input and contribution were important to the success of Emmanuel Anglican College's continuous school improvement process as we aspire to improve the learning experience for everyone at our College.

Who did the survey?

Students: 363 (Year 6-11)

Parents: 267 (more than 120 also provided a written comment)

Staff: 123

Areas of strength identified by the survey

- The high quality of teaching and learning at the College.
- The College has clearly defined mission and vision and it shapes all that happens at the College.
- Everyone is made feel welcome and included at EAC.
- The facilities at EAC are excellent and well maintained.
- The College fosters the spiritual growth, values development and an understanding of the Anglican ethos in an inclusive manner.

Areas for reflection, investigation and growth

- Education costs, affordability and accessibility.
- Articulating and enforcing expectations consistently.
- Increasing opportunities for student agency in learning and service learning.
- Supporting individual student learning and wellbeing challenges.

What happens next?

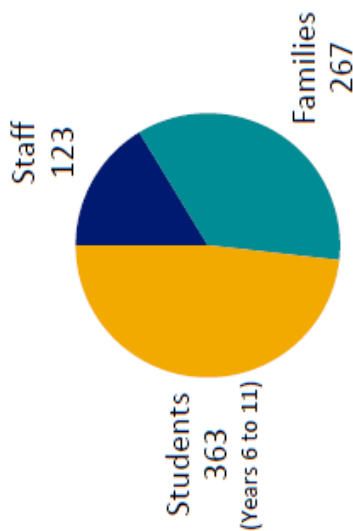
The Executive will work with members of the AIS Perspectives Team to analyse the data in more depth, reflect on the central themes and develop strategies to address the areas for growth and improvement.



2024 PERSPECTIVES SURVEY

HIGHLIGHTS

Who completed the survey?



Areas of Strength

- EAC delivers high quality and innovative teaching and learning opportunities
- EAC has a clearly defined mission and vision which shapes College activities and initiatives
- EAC welcomes and includes students, staff and families
- EAC's facilities are excellent and well maintained
- EAC fosters spiritual growth, values development and offers an understanding of the Anglican ethos in an inclusive manner

Opportunities for Reflection and Growth

- Educational costs - affordability and accessibility
- Articulating and enforcing expectations consistently
- Increasing opportunities for student agency in learning and service learning
- Supporting individual student learning and wellbeing needs

Families said...



Teachers connect learning to real life examples and situations



I am proud to have my child at EAC



There are opportunities for my child to solve complex problems in collaboration with their peers



EAC fosters my child's spiritual growth



My child enjoys the co-curricular activities they participate in



Teachers create rigorous and challenging learning experiences



Students said...

EAC's buildings, classrooms and grounds are well maintained



I get to use technology when I am learning



EAC shows respect for all cultures, including Aboriginal people and Torres Strait Islanders



I know what I am good at and what I need to work on



Visitors to EAC feel welcome



Teachers give me learning that challenges me



Staff said...

EAC's mission and vision clearly explain the College's priorities



Teachers create rigorous and challenging learning experiences



Teachers know their students' academic strengths and challenges



Teachers use a variety of summative and formative teaching strategies to support student learning



Teachers connect what students learn in the classroom to their future

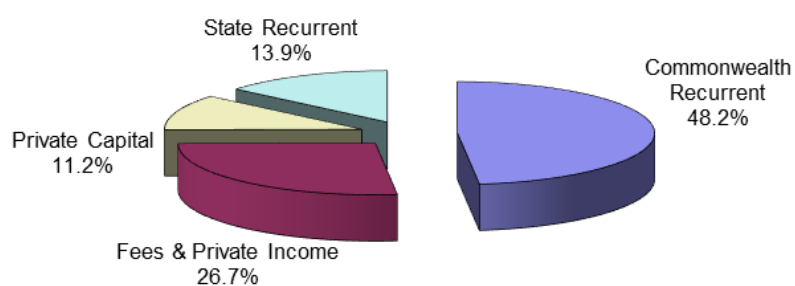


Students are supported to develop knowledge and understanding of our Anglican faith

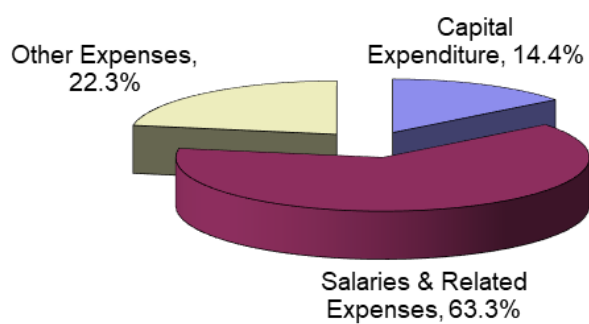


SUMMARY FINANCIAL INFORMATION

Emmanuel Anglican College Sources of Funding 2024



Emmanuel Anglican College Expenditure 2024



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.



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CRICOS Provider Code: Emmanuel Anglican College Council 02449F

Emmanuel Anglican College is a Childsafe Organisation