



ANNUAL REPORT

CELEBRATING

YEARS

EMMANUEL ANGLICAN COLLEGE

2023

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MESSAGE FROM CHAIR OF COLLEGE COUNCIL



2023 College Council Members

Mr John Bryen (Chair)
Mr Christopher Lomax (Deputy Chair)
Adjunct Professor Dr Barbara Rugendyke
Mr Phillip Silver (end of Term in 2023)
Mr Paul Hickey (resigned 2023)
Reverend Christian Ford (resigned 2023)
Mr Matthew Ainsbury
Mrs Catherine Angus
Mr Nicholas De Marco
Reverend Cathy Ridd
Mr Kai Hansen
Mr Michael Grosser

As I write this College Council report, Year 12 students commence their HSC exams. Recently I attended the Valedictory Service and Graduation Assembly - both wonderful occasions of celebration and acknowledgement of achievement. It was a reminder that all the volunteer hours that College Council members give so generously, are to ensure the best educational opportunities and experiences are available for all our students.

The calibre of each Year 12 group is an indication of the effectiveness of our Mission Statement. In my letter to Year 12 HSC students I wrote, "Yes, the HSC is important, but remember the outcome doesn't define who you are - your values, your experiences and the love and support of your family, your friends and the wider community all influence who you are."

To the Class of 2023: May you meet every challenge with confidence, recognise every precious opportunity and be blessed with the knowledge that you have the ability to make every day special. May you always look fondly on the time spent as a student at Emmanuel Anglican College.

During the year we farewelled three members of Council - The Reverend Christian Ford, Mr Phillip Silver and Mr Paul Hickey. Reverend Christian moved to be Rector of Gosford Parish, Phil completed his nine year term and Paul resigned after seven years. We express our sincere thanks for their commitment to the life of the College. We welcomed The Reverend Cathy Ridd as a Bishop's appointment, and Mr Kai Hansen and Mr Michael Grosser. Adjunct Professor Barbara Rugendyke was re-appointed for a second term. Mr Chris Lomax was appointed as Deputy Chair.

We are blessed to have outstanding leaders, teachers, administrative and support staff who each day make the framework a reality. College Council acknowledges the wonderful work of the entire EAC team for their professionalism and their dedication shown as part of the incredible learning community.

As we move towards the end of 2023 and begin to focus on Advent and Christmas my prayerful hope is that each will find time to reflect on the meaning of the Jesus baby born in the manger whose birthday we celebrate at this time. Safely enjoy the festivities with family and friends.

2023 College Council Moments of Significance

- Council participates in Grafton Diocese 'New Schools Development Workshop' focusing on growth areas and the possibility of new campuses.
- EAC hosts Grafton Diocese Schools Commission two day meeting with the newly appointed Chief Officer of the Association of Independent Schools NSW.
- EAC successfully renews registration and accreditation through to 2028 with thanks and congratulations to the Principal, Business Manager and all staff.
- Development Approval for the revised Master Plan including construction of the Technology Centre which will allow the College to grow to 1,250 students (construction to commence in early 2024).
- 'Towards 2030 Curriculum Model' implementation with real world/experimental components that engage students.
- Scholarship Committee endorses establishment of a Senior School Scholarship and an Aboriginal and Torres Strait Scholarship, both commencing in 2024.

2023 College Council Committee Mandates

- Academic Committee
Monitors curriculum implementation and extra curricula activities including external assessment results.
- Ethos Committee
Monitors EAC's Christian focus in the Anglican tradition as well as College wellbeing programs.
- Properties and Future Development Committee
Monitors maintenance of existing infrastructure and plans future buildings to ensure EAC's learning environment is fit for purpose for twenty-first century learners.
- Risk Committee
Identifies risks and mitigation strategies, and monitors policies and programs to minimise or eliminate risks.
- Finance Committee
Recommends annual Budget to Council for endorsement, and monitors its implementation.

John Bryen
Chair



MESSAGE FROM THE PRINCIPAL



This year we celebrate and give thanks for 25 years of learning, living and leading and take time to acknowledge the founders and pioneer families of the College who had both the vision and the courage to step out into the unknown to bring Emmanuel Anglican College to life.

The dream of the College Founders was to build a College community that provided access to a quality education for their children in a Christian environment which truly values each and every individual. As we look back over the many blessings of the last 25 years, I would like to share with you a little about our foundation history.

On 13 December 1995, the Rector of the Parish of St Mary's Ballina, Reverend Geoff Smith called together a group of interested people to discuss the possibility of establishing an Anglican School to service the families of the Ballina, Byron and Lismore region. The minutes from the meeting propose 'the establishment of a double stream school of approximately 700 pupils, Kindergarten to Year 12'. With this vision in mind, the committed and faithful group, led by Reverend Geoff Smith (Patron of Smith House) set about the process to seek support of the Anglican Diocese, the relevant government authorities and the people of the region to bring their vision to life.

Included in this group of early visionaries were Mr Howard Brockington (Patron of Brockington House), who had been a Secondary principal and district supervisor for the Department of Education. Also present at the initial gathering was Mr Keith Purcival (Patron of Purcival House), who had been a long term Primary Principal in the Northern Rivers. Both men providing great advice and support to the process of establishing a high quality educational institution.

Support for the establishment of a school grew quickly and over the next two years, all of the necessary processes were put in place to establish the College. It was determined that the school would be known as Emmanuel Anglican College and in September of 1997, Mr Robert Baker was appointed the inaugural Principal.

Planning commenced to open the College in 1998. It was decided that, initially the College would operate at the Anglican Church Retreat Centre known as Gunundi, which was located on the East Ballina Headland. Once the school was up and running, a permanent site would be purchased and the school relocated to this site.

The College then advertised for a suitably qualified, experienced and dedicated teacher to educate the first students of the College. There were more than 70 applications for the position with Mrs Joan Pickup being selected to undertake this most important role.

The College Council formally met for the first time on 10 November 1997. The minutes of the meeting highlight discussion relating to the search for a permanent site, purchase of a demountable building

for Gunundi to be used as the Classroom and Office, registration of the College with the Board of Studies and selection of College colours for the uniform.

After much preparation, hard work, prayer and with an enormous amount of faith, Emmanuel Anglican College was officially opened on 8 March 1998. There were 16 students on that day. Today there over 900 students from Early Learning to Year 12 and more than 120 staff.

Mr Lindsay Walker (Patron of Walker House) joined College Council and took a lead role in the process of identifying and investigating proposed sites for the new school. A number of sites were explored and finally the current site was purchased and work commenced on construction of Stage 1 of the master plan.

The College was officially opened on its current Horizon Drive site on 5 March, 2000 by which time the College enrolment had swelled to 176!

When we look at the incredible facilities and learning opportunities we have today, it hard to believe the courage of the pioneer families who choose to support the small fledgling school. They gave an enormous amount of their own time to the establishment of the College. They enrolled their children in the College when it had very little in terms of resources, but they were committed to our shared values, a caring community and a common goal to build a great school for their kids.

Each of them gave many volunteers hours as either a member of College Council or as members of the Friends of EAC. They spent countless hours involved in working bees, coordinating events such as the Harvest Fair and the Friends Ball. Without these determined, committed, faith filled and courageous people, we would not be here today.

EAC is widely renowned for its capacity to care for each student as an individual learner and our ability to support them to achieve their best. At the heart of the culture of EAC is a loving acceptance of all students, but never an acceptance of mediocrity; a love of learning and achievement but never a blinded obsession with results; and a desire to encourage students to make the world a better place for all, not just themselves.

I think it would be fair for me to say that the person who has had the single most significant impact on the culture of EAC is our Foundation Teacher, Mrs Joan Pickup, as Joan embodies all that is EAC. It was a delight for us all that Joan was able to join us on Foundation Day this year and share with us some of the incredible stories of those early days in the life of our community.

For Joan, our Founders, and the pioneer families and students we all say a collective 'Thank You' and hope that they see the wonderful College we have today as part of their legacy to our community. What a journey it has been over the last 25 years! The pages of this 25th anniversary edition of The Wave are testament to the students, staff, families and friends of EAC who have given generously, enthusiastically and graciously of their time, talents, energy and effort to make EAC a wonderful place to learn, live and lead.

It is with enormous pride that I commend this publication to you and hope you enjoy reflecting on the year that was 2023.

Mr Robert Tobias
Principal



MESSAGE FROM THE PRESIDENT OF FRIENDS OF EAC



2023 Committee Members:

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

This year has been my first as President of Friends of EAC and I have thoroughly enjoyed getting to know the College in a new way.

With great thanks to outgoing President, Jodie Manning-Hayter, our refreshed Committee have had a great time planning our events and looking for ways to strengthen our community as well as raise funds for College programs, initiatives and resources.

I have been especially heartened and impressed with those new to EAC joining Friends and I encourage parents and carers both new and established to come along to a meeting and connect.

In 2023 we have focused on 'friend raising' as much as fund raising and I'm pleased to report that we have had great success with both. Our events have been well supported with great turn outs.

Thank you to all who have bought tickets, generously donated and supported our Second Hand Uniform Shop.

We extend our heartfelt gratitude to the generous sponsors of the Friends of EAC, who have made a significant contribution to the success of our events held throughout 2023. Your unwavering support has allowed us to bring enriching experiences to our community, fostering growth, connection, and joy. We deeply appreciate your partnership and dedication. Thank you for making a lasting impact!

- Imagine Education Australia
- Morgans Financial Ballina
- McGrath Estate Agents Ballina
- Ardill Payne & Partners
- Halfbrick Studios
- Raunik Design Group
- Air T&G
- Ballina Golf & Sports Club
- Butcher Bakr
- Byron Bay Hanging Chairs
- Dinner is Served
- Living Deeply
- Pickup Party
- Soul Surf
- Tallaringa Views

Steve Carrigg
President



STUDENT LEADERSHIP 2023

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 2023 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 2023:

- 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. Twenty-five students participated in the Bronze Duke of Edinburgh program with fifteen completing it in 2022 and moving onto the Silver Award.

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 2023 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 2023. 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.



2023 Student Leaders	
Primary Student Leadership Team College Captain: Sylvie Thomson College Captain: Tyson Gosling Student Leaders <u>Brockington House</u> Captain: Sadie Rose Captain: Matthew Litvensky <u>Purcival House</u> Captain: Stella Du Plessis Captain: Thomas Hunt <u>Smith House</u> Captain: Sofia Foukkare Captain: Oscar Skelly <u>Walker House</u> Captain: Amelie Singh-Pangly Captain: Finn Dwyer	Secondary Student Leadership Team College Captain: Lara Atkinson College Captain: Nkosilathi Malaba Student Leaders Student Representative Council President: Eliza Grosser Arts and Culture: Lily Smith Service and Sustainability: Luka Wagner Sport and Spirit: Jackson Bond <u>Brockington House</u> Captain: Raquel Van Merwyk Captain: Jasmine Hassey <u>Purcival House</u> Captain: Hannah Hobson Captain: Bailey Wilson <u>Smith House</u> Captain: Zoe Ball Captain: Finnian Campbell <u>Walker House</u> Captain: Ethan Jenkins Captain: Noah Truman
2023 Student Representative Council Year 2 Lola Cross, Luke Campbell Year 3 Georgia Rushby, Nash Ryan Year 4 Hopper Hill, Alexander Cook Year 5 Freya Hansen, Xanthe Marshall, Harrison Tall Year 6 Lydia Roberts, Emily Evans, Luca Durston Brockington Olivia Mills, Brianna Hart, Jarrah Harradence, Amber Ivers, Harper Ainsbury Purcival Stella Payne, Roilehsar Chong, Kelly Campbell, Franceska Payne, Spencer Hickey Smith Jack Whitaker, Jacob Neto, Lola Wagner, Thandiwe Malaba, Sindisiwe Malaba Walker Ava Walheim, Eliska Gidding, Luca Muzzolini, Joshua Williams, Priya Singh-Pangly	
Band Captains Eliza Grosser Tobias Beck	

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.



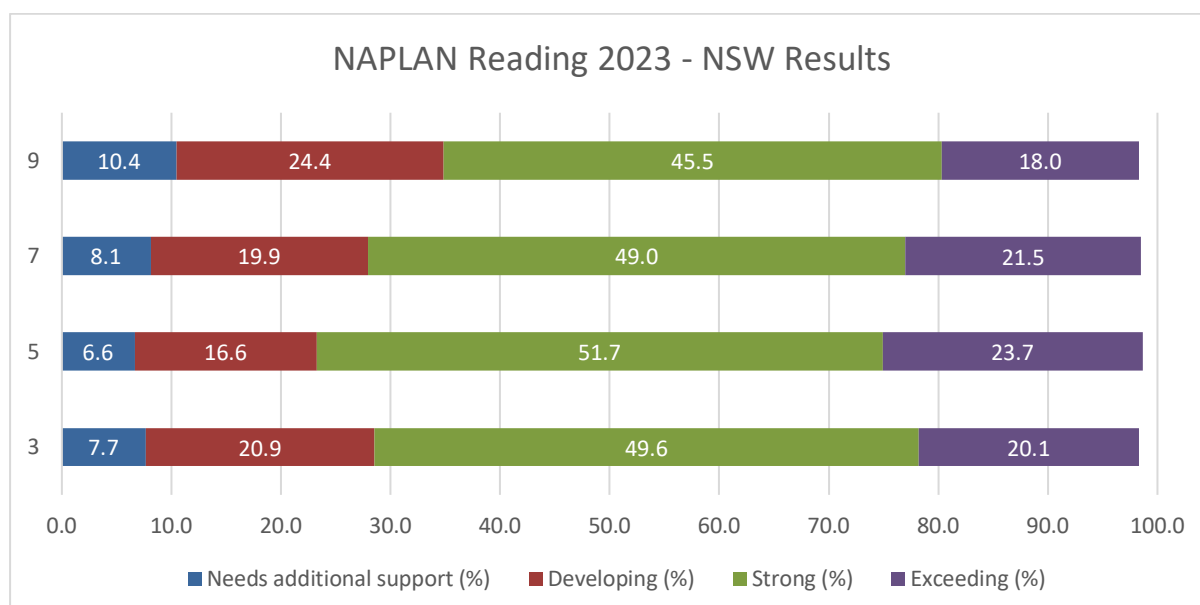
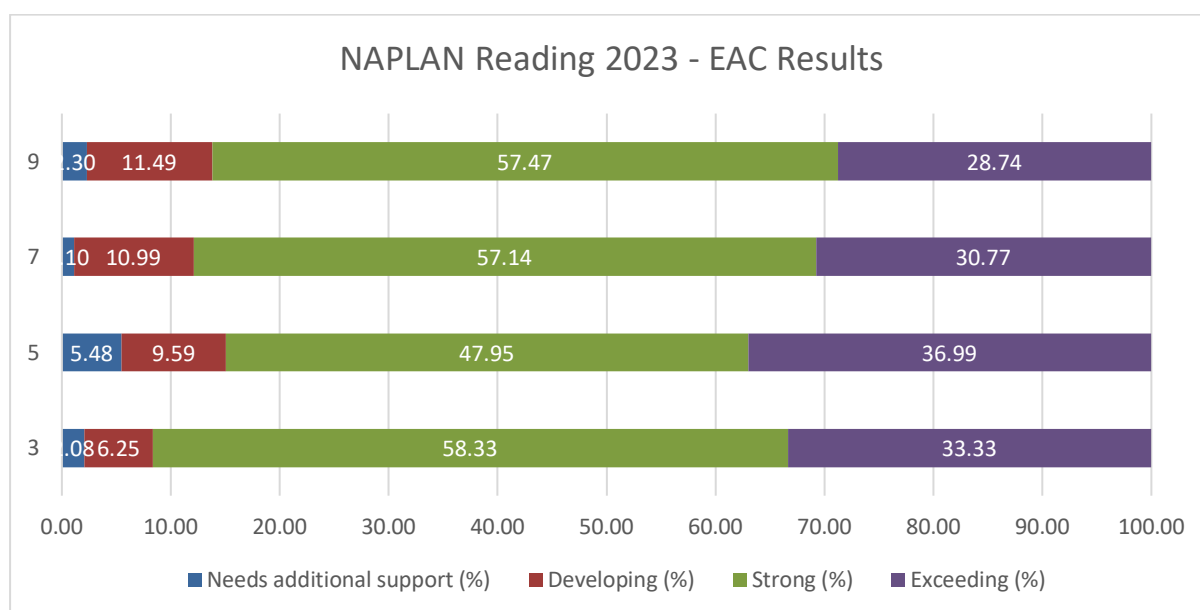
For further information please visit:

www.eac.nsw.edu.au

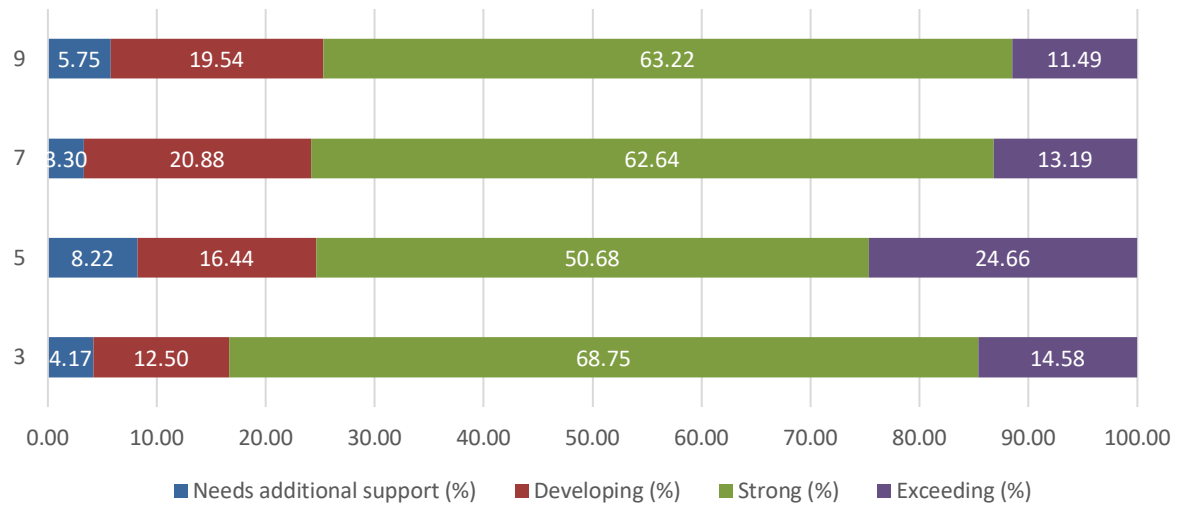
www.myschool.edu.au

NAPLAN RESULTS 2023

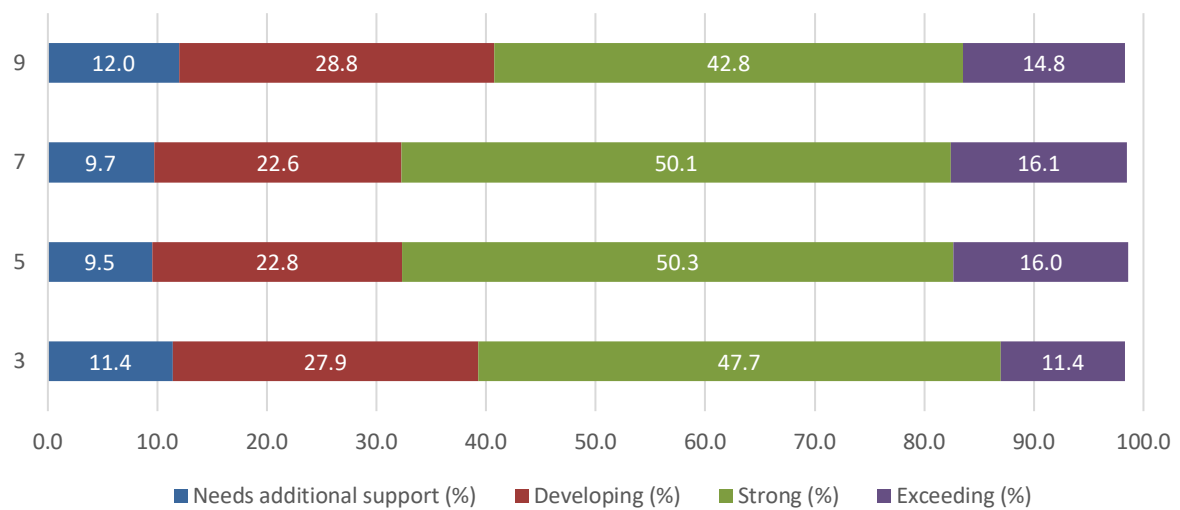
Years 3, 5, 7, and 9 participate in the National Assessment Program of Literacy and Numeracy (NAPLAN) testing. The national testing enables schools to customise their curriculum development to meet the needs of each particular cohort and satisfies the State and National Government's benchmark testing requirements. The results are displayed in the tables below.



NAPLAN Grammar 2023 - EAC Results



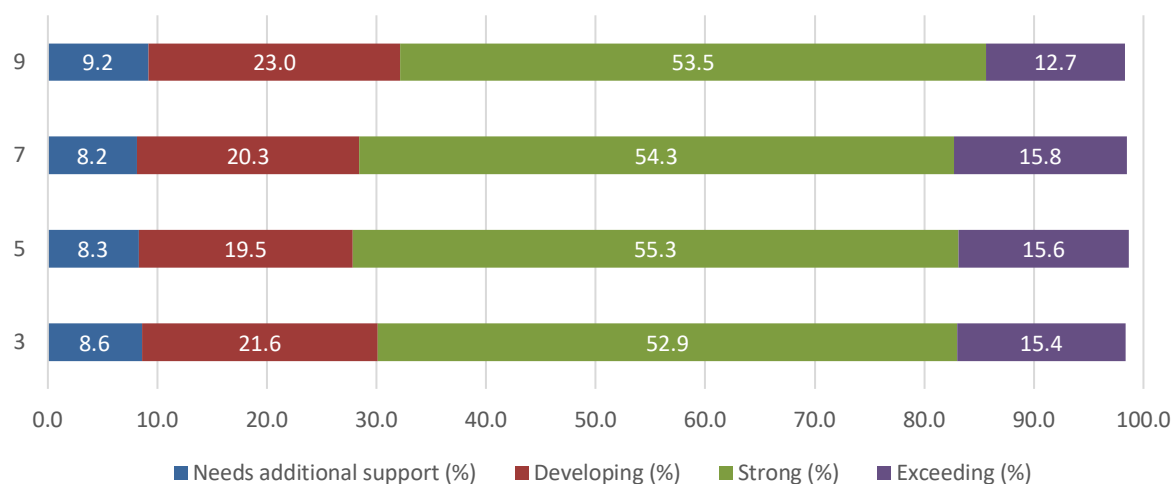
NAPLAN Grammar 2023 - NSW Results



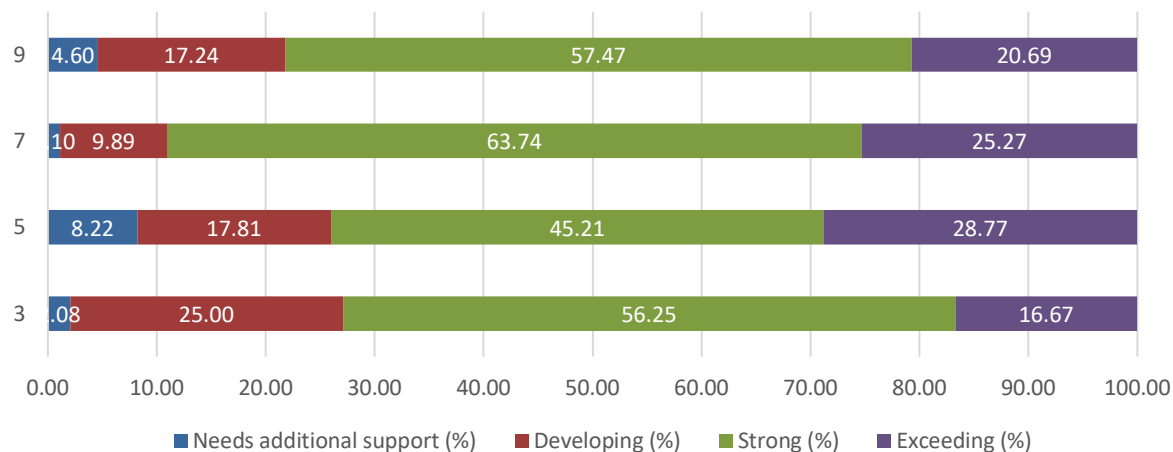
NAPLAN Numeracy 2023 - EAC Results



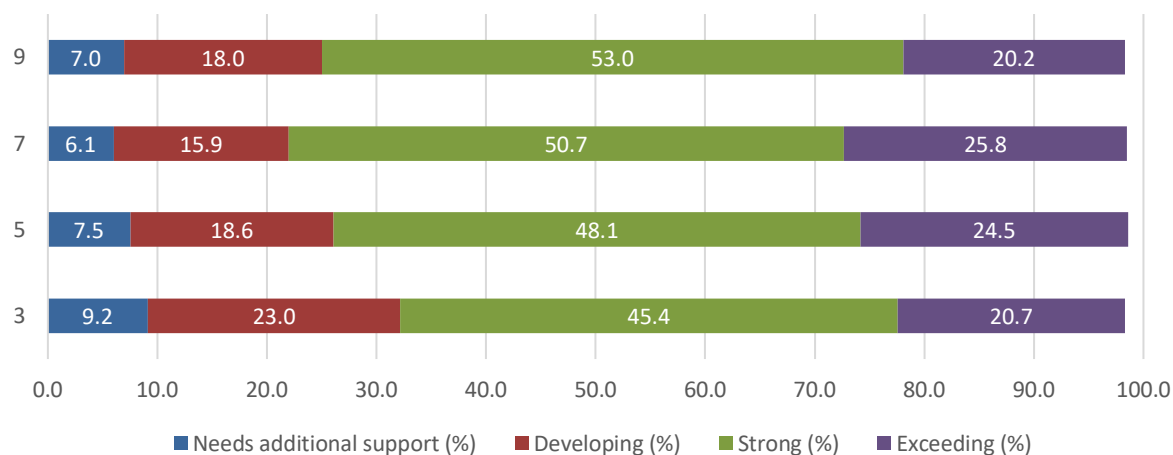
NAPLAN Numeracy 2023 - NSW Results



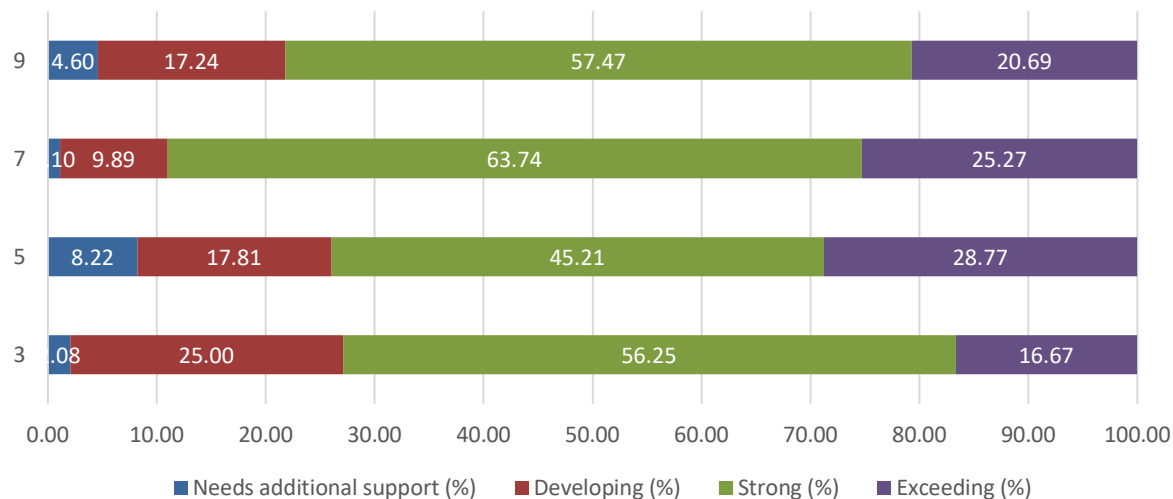
NAPLAN Spelling 2023 - EAC Results

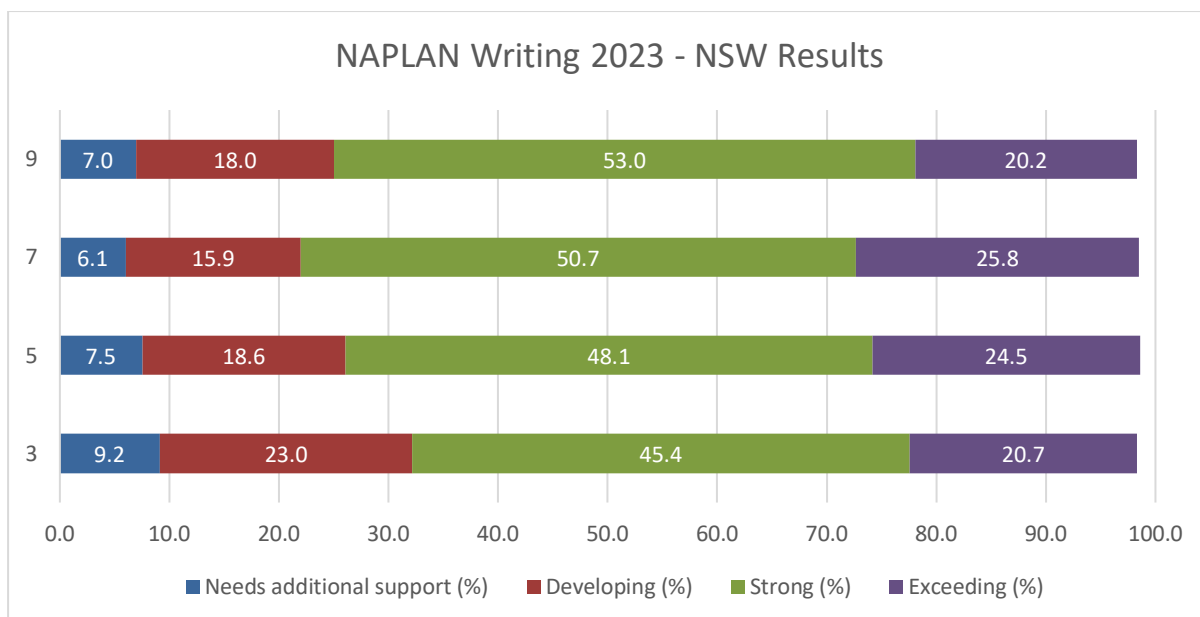


NAPLAN Spelling 2023 - NSW Results



NAPLAN Writing 2023 - EAC Results





- 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.

PERFORMANCE IN STATE-WIDE TESTS AND EXAMINATIONS

Higher School Certificate 2023

All 66 Emmanuel Anglican College students completing Year 12 in 2023 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.

2023 HSC Results Overview

The Emmanuel Anglican College community congratulates our 2023 HSC students on their wonderful academic success. There are many great individual performances and group achievements across the cohort of 66 students and I commend all our students for their dedication to their studies and their desire to grow as learners.

The Class of 2023 can be extremely proud of their efforts and achievements with results in 22 HSC courses on or above state average. 18 Students have been listed on the HSC Distinguished Achievers

List having earned at least one Band 6 or equivalent E4 result (a score of 90% or greater). These students achieved a total of 35 Band 6 or equivalent E4 results spread across 18 separate courses.

Congratulations to the following students who all earned at least 2 Band 6 or equivalent E4 result: Samuel Harding (7), Zoe Ball (4), Eliza Grosser (3), Ella Sweeney (3) Michael Bull (2), Jackson Bond (2), Eliška Gidding (2) and Brianna Hart (2).

We wish to acknowledge and congratulate the incredible achievement of Samuel Harding who earned Band 6 or equivalent E4 result in all 7 courses he has studied as part of his HSC. He has been honoured



by NESA in the 2023 HSC All-round Achievers List. The College community pays tribute to Samuel as our highest academic achiever and Dux of Class of 2023.

Special acknowledgement and congratulations also go to Christian Weingarth and Jackson Bond who both scored a HSC mark of 100 in Standard Mathematics 2 and were ranked equal first in New South Wales. Christian and Jackson were both recipients of a First in Course Award which was officially presented by the Education Minister, the Honourable Prue Car, at a ceremony in Sydney. Congratulations to Christian and Jackson on a remarkable achievement.

Special mention also to Jasper Ivers and Liam McMahon 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 Zoe Ball and Eliška Gidding whose HSC Drama Individual Projects received a nomination for the HSC Drama Showcase, OnStage. This is a great achievement and wonderful recognition of their creative effort and talent.

While almost 20% of students have received an ATAR of 90 and above, many students in the Class of 2023 have already received early entry university offers into 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 incredibly proud of the Class of 2023 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



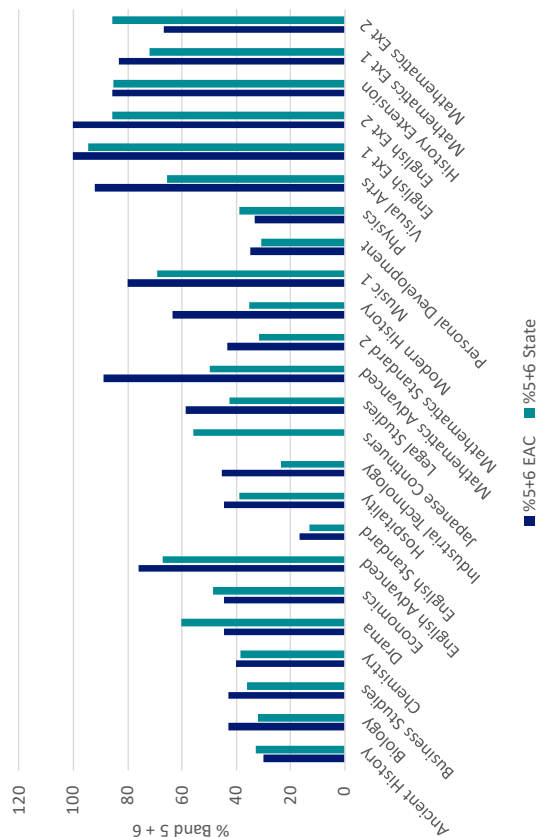
Samuel Harding, Dux of 2023 with Mr Robert Tobias

Band Results

- **47%** of all results in all courses were Band 5/6 (or E3/E4)
 - 46% of results in standard level courses were Band 5/6
 - 63% of results in extension courses were E3/E4
- **80%** of all courses had a higher number of Band 5/6 (or E3/E4) than the state average.



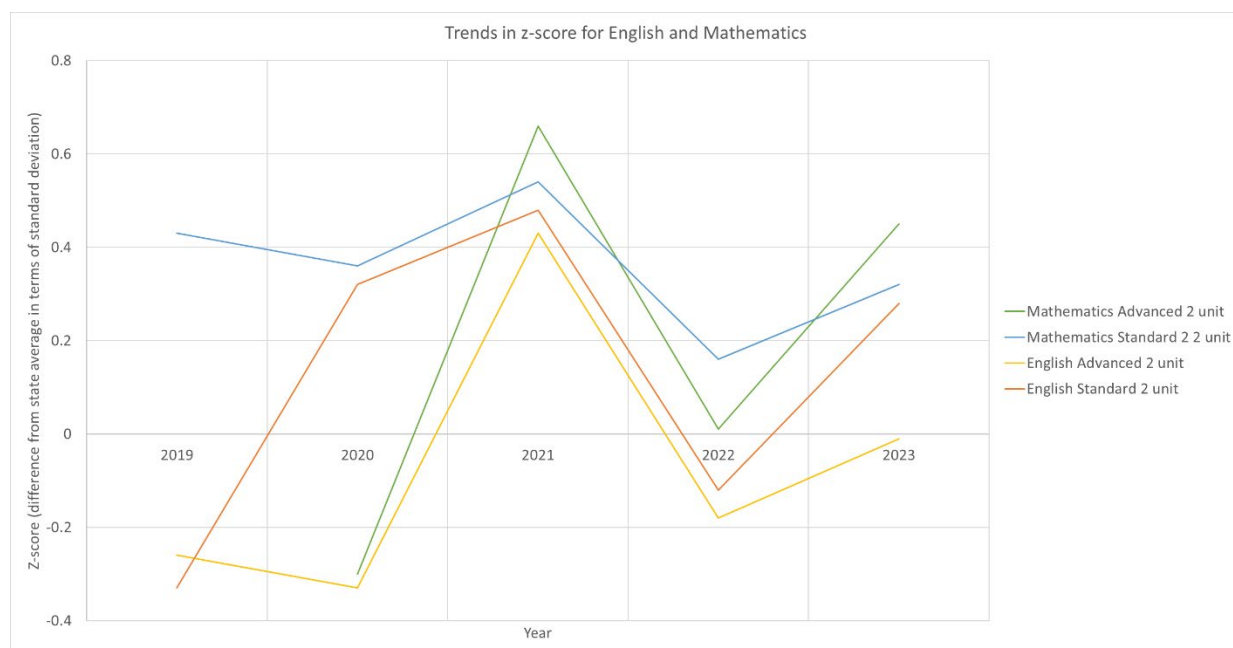
Up from 37%
in 2022



Up from 40%
in 2022

	Z-scores (Difference from state examination mean as a factor of standard deviation)					
Course	2019	2020	2021	2022	2023	Trend over time (2019-2022)
Ancient History 2 unit	-0.19	0.57	0.25	0.04	0.31	
Biology 2 unit	-0.01	0.3	0.56	0.06	0.4	
Business Studies 2 unit	0.53	0.12	0.28	0.1	0.24	
Chemistry 2 unit	-0.04	-0.11	0.41	0.59	0.19	
Design and Technology 2 unit	-0.66	-0.43	-0.01			
Drama 2 unit	0.01	0.41	0.98	0.62	-0.04	
Economics 2 unit	0.38	0.07	0.76	-0.55	-0.01	
English Advanced 2 unit	-0.26	-0.33	0.43	-0.18	-0.01	
English EAL/D 2 unit		0.82				
English Extension 1 1 unit	-0.18	-0.55	-0.4	0.26	1.08	
English Extension 2 1 unit	-0.88	-0.95	0.01	-0.51	0.36	
English Standard 2 unit	-0.33	0.32	0.48	-0.12	0.28	
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	
Hospitality Examination (Kitchen Operations)	-0.4	-0.01	0.3	0.26	0.25	
Industrial Technology 2 unit	0.71	0.78	0.64	-0.14	0.49	
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	
Mathematics Advanced 2 unit		-0.3	0.66	0.01	0.45	
Mathematics Extension 1 2 unit	-2.3	0.18	-0.49	-0.52	0.17	
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	
Mathematics 2 unit	-0.12					
Modern History 2 unit	0.5	0.47	0.46	-0.16	0.7	
Music 1 2 unit	-0.19	0.82	0.3	-0.04	0.18	
Personal Development, Health and Physical Education 2 unit	0.37	0.59	0.88	0.08	0.28	
Physics 2 unit	0.36	-0.38	0.48	0.32	-0.08	
Retail Services Examination 2 unit		0.88				
Visual Arts 2 unit	0.52	0.28	0.03	0.21	0.44	

	2019	2020	2021	2022	2023	
Mathematics Advanced 2 unit		-0.3	0.66	0.01	0.45	
Mathematics Standard 2 2 unit	0.43	0.36	0.54	0.16	0.32	
English Advanced 2 unit	-0.26	-0.33	0.43	-0.18	-0.01	
English Standard 2 unit	-0.33	0.32	0.48	-0.12	0.28	



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	2023				
	2022	4	75	25	39.60
	2021	2	0	100	41.08
	2020	4	0	100	38.77
English Extension 2	2023				
	2022	1	0	100	29.47
	2021	1	0	100	25.15
	2020	4	0	100	25.86
Mathematics Extension 1	2023				
	2022	7	28.57	42.86	34.77
	2021	6	16.66	83.33	37.26
	2020	5	20	80	37.94
Mathematics Extension 2	2023				
	2022	3	33.33	66.67	39.56
History Extension 1	2023				
	2022	6	0.00	83.33	25.39



**Dr Murray Harvey, Bishop of Grafton
during his visit to Emmanuel Anglican College in March 2023.**

PROFESSIONAL LEARNING, TEACHER STANDARDS AND WORKFORCE COMPOSITION

Professional Learning Event 2023	No. of Participating Staff
Administration – Active Learning Coaching Workshops	1
Administration – AIS MEA Interpretation Workshop	1
Administration – AIS Risk Management Program	1
Administration – Australian Wide Taxation	1
Administration – Managing Families and Family Law Issues in Schools	3
Administration – Policy Writing Workshop	1
Early Learning - Child Protection Refresher Course	6
Early Learning – Developing Early Childhood Approaches for Children with Additional Needs	1
Early Learning - ECA (Early Childhood Australia) Learning Hub Subscriptions	2-10
Early Learning - Leadership – Empowering & Engaging the Team	1
Early Learning – New Early Years Learning Framework Conference	1
Early Learning - Professional Development	1
Early Learning - Programming with Authentic Intent	1
Early Learning - The Vision and Revision of ELC Framework (5 part series)	1
First Aid – CPR	6
First Aid - CPR, Asthma & Anaphylaxis	4
Maintenance – Test and Tag Training Course	2
Other – AIS Being an Effective Mentor	1
Other – AIS Connecting Social & Emotional Learning, Positive Behaviour & Academic Success	1
Other – AIS Curriculum Leaders Conference	3
Other – AIS Decisions & Revisions	1
Other – AIS Early Career Experience	3
Other – AIS Experienced Teacher Accreditation Course	4
Other – AIS Inaugural Data Forum	1
Other – AIS Independent Schools Business Managers Forum	1
Other – AIS Introduction to Experienced Teacher Accreditation	2
Other – AIS Investing in the Future	1
Other – AIS Managing School Construction Projects	1
Other – AIS The Future of Governance in Independent Schools	2
Other – AIS School Refusal & Attendance Improvement Planning	1
Other – AIS Senior Leaders Conference	1
Other – AIS Teaching School Learning Forum	2
Other – Anglican Network Meeting – Active Learning International	1
Other – ASBA (Association of School Business Administrators) 2023 Conference	2
Other – Berry Street Education Model: Supporting Student Engagement	1
Other – Drama State Conference	1
Other – Geography Teachers Association Conference	1
Other – HICES Conference	1

Professional Learning Event 2023	No. of Participating Staff
Other – IEC: Strategies for Students who Struggle at School	1
Other – Lead an Emergency Control Organisation Training	1
Other – LSA (Law and Society) Annual Conference	1
Other – Middle Leaders Conference Online	1
Other – New Career Advisers Day: Careers Advisers Association of NSW	1
Other – NSW Food Safety Supervisor: Hospitality and Retail	1
Other – Positive Schools Conference	1
Other – RMS Boat Licence	1
Other – The AI Revolution in Education	1
Other - The Future of Governance Conference	1
Other – VADEA (Visual Arts & Design Educators Association) 2023 Conference	1
Primary – AIS Classical and Modern Languages K-6	2
Primary - AIS Leading the Implementation of the New Mathematics 3-6 Syllabus	1
Primary - AIS Planning & Programming New English K-2 Syllabus	9
Primary - AIS Planning & Programming New English 3-6 Syllabus	11
Primary - AIS Planning & Programming New Mathematics K-2 Syllabus	9
Primary - AIS Planning & Programming New Mathematics 3-6 Syllabus	11
Primary- AIS Teaching School Learning Forum	1
Primary – AIS Working Mathematically K-6	1
Primary – PETAA: Creative Writing (<i>The link between grammar and imagination</i>)	5
Primary – Multilit SpellEx Workshop	2
Primary - Teaching and Learning Through Play	1
Secondary – AIS English 7-10 Grammar in Context	1
Secondary – AIS English Focus on Writing	1
Secondary – AIS English Teaching the Novel: Focus on Reading	1
Secondary – AIS Planning & Programming New Enterprise Computing 11-12 Syllabus	1
Secondary - AIS Planning & Programming New Computing Technology 9-10 Syllabus	1
Secondary – AIS To clear ACCT with TASS	1
Secondary – AIS Using Quality Literature as Mentor Texts to Support Growing Writers	1
Secondary – Art Educators Professional Development	1
Secondary – Cleopatra PD	1
Secondary – EBE (Economics and Business) Annual Conference	1
Secondary - ELC (Economic Literacy Centre) Business Studies Teachers Conference	2
Secondary – English Extension 1 Literary Worlds & Worlds of Upheaval	1
Secondary – English Teachers Association Annual Conference	1
Secondary – ETA (English Teachers Association) Grammar Tools for Writing	1
Secondary – ETA Regional Paper 2 Texts	1
Secondary – ETA: Teaching the New 7-10 Syllabus	1
Secondary - HSC History Workshop	1
Secondary – HSC Mathematics Advanced Workshop	1
Secondary – HTA (History Teachers Association) State Conference	1
Secondary - Mathematical Association Annual Conference	1

Professional Learning Event 2023	No. of Participating Staff
Secondary – PD4MATHS Workshop	1
Secondary – PDHPE Annual Conference	1
Secondary – Teacher Assistant Course	8
Secondary - Teaching New 7-10 Syllabus Concepts	1
Secondary - Teacher Training – Mathematics	1
Sport – AIS Elevating the Student Experience in Sport	1
Sport – APOLA School Surfing Supervisor & Protected Waters Safety Supervisor Award	1
Sport – Australian Strength & Conditioning Conference	1
Sport – Coaching to Implement the Health & Movement Science Syllabus	1
Sport – Netball PD Course	1
Sport – Online Course for PE Staff	4
Sport - School Sports Law 2023	3
Wellbeing – Embracing Student Wellbeing	1
Wellbeing – Managing Student Disability, Behaviour, Learning & Discipline	1
Wellbeing – Powerful Conversations	1
Wellbeing – School Psychologists & Counsellors PD	1
Wellbeing – Wise Solutions Positive Schools State Conference	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 2023 an average of \$700.00 per staff member was invested in providing opportunities for staff to attend additional professional learning experiences. This was consistent with the amount spent in 2022. Staff are encouraged to share new and innovative ideas with each other and have the opportunity to present these at in-College workshops.

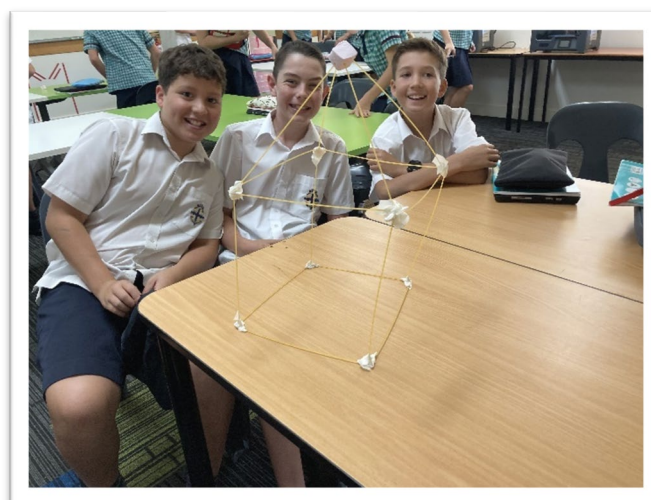


Teacher Standards

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	2
Proficient Teacher	64
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	61.10
Non-teaching staff	57
Full-time equivalent non-teaching staff	45.29
Aboriginal and/or Torres Strait Islander Staff	1



STUDENT ATTENDANCE 2023

Year	% Attendance for 2023
K	91%
1	93%
2	92%
3	92%
4	91%
5	91%
6	90%
Average Primary	91%
7	91%
8	88%
9	89%
10	89%
11	90%
12	91%
Average Secondary	90%
Average Days Absent per Student in 2023	17.15

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 2023

Year 10 2021	Year 12 2023	Retention Rate
69	66	96%

The retention rate has been calculated by comparing the number of students enrolled in Year 10 2021 at census date to the number enrolled in Year 12 2023 at census date. A small number of students from the cohort made a very successful transition to the workforce following completion of their Year 10 or Year 11 studies. Three new students entered the College at the end of their Year 11 studies from a local school.



2023 HSC Students Destination Survey

Institution	Course
Australian National University	Bachelor of Law (Honours) / Bachelor of Arts
Bond University	Bachelor of Law
Griffith University, Brisbane	Bachelor of Music (Jazz)
Griffith University, Gold Coast	Bachelor of Physiotherapy Bachelor Criminology Science Bachelor of Business (Event Management) Bachelor of Sports Science
Macquarie University	Bachelor of Ancient History Bachelor of Music (Indigenous Studies/Teaching Major)
Queensland University of Technology	Bachelor of Information Technology Bachelor of Information Technology (Computer Science) Bachelor of Law
RMIT University, Melbourne	Bachelor of Fine Arts
Southern Cross University, Gold Coast Campus	Diploma of Health
Southern Cross University, Lismore Campus	The Bachelor of Clinical Sciences (Osteopathic Studies) – 3 students Bachelor of Engineering Systems (Honours)
Swinburne University of Technology, Melbourne	Bachelor of Animation / Bachelor of Applied Innovation/Business
Torrens University, Melbourne	Bachelor of Fashion Marketing and Enterprise
University of Melbourne	Bachelor of Criminology and Criminal Justice Bachelor of Science (Physics Major)
University of Newcastle	Bachelor of Physiotherapy Bachelor of Construction and Project Management
University of Queensland	Bachelor of Communication Bachelor of Engineering Bachelor of Engineering (Mechatronic Engineering) (Honours) Bachelor of International Studies Bachelor of Nursing / Midwifery Bachelor of Pharmacy Bachelor of Physics Bachelor of Science Bachelor of Town Planning
University of Southern Queensland	Bachelor of Environmental Science (Wildlife and Pest)
University of Sydney	Bachelor of Science (Advanced Mathematics) (Honours) Bachelor of Media (Communication & Journalism) and the Bachelor of Arts
TAFE NSW	Certificate III in Wildlife



Apprenticeships, Internships and Traineeships	2
Students Studying/working Internationally	2
Number of students undertaking employment	4
Number of students deferring university to undertake a 'Gap Year'	14

ENROLMENT POLICY AND CHARACTERISTICS OF THE STUDENT BODY

Enrolment Policy & Procedure

Policy Statement

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

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

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

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

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

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

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

Expression of Interest

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

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

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

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

Application Procedure

Those invited to participate in the application process will be required to complete an Application Form for each student. The completed form must be returned to the College with all requested documentation and be accompanied by the non-refundable Application Fee of \$220 per student or \$440 per family. The College will acknowledge receipt of the form and fee via email. When all



requested information has been provided, and the fee has been paid, the child's name will be entered on the Enrolment Register.

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

Family relationship with the College:

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

The student:

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

The College:

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

Other considerations:

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

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

Enrolment Procedure - Kindergarten to Year 12

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

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

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

Enrolment Procedure - Early Learning Centre

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

If a position is available in the Early Learning Centre, a letter confirming the offer of enrolment is sent to parents together with an Enrolment Agreement. Please be aware that an enrolment is not



confirmed until the Enrolment Agreement has been signed by all parties including parents or guardians and the Principal.

Acceptance of Offer

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

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

Declining an Offer of Enrolment

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

Changing Details for your Child

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

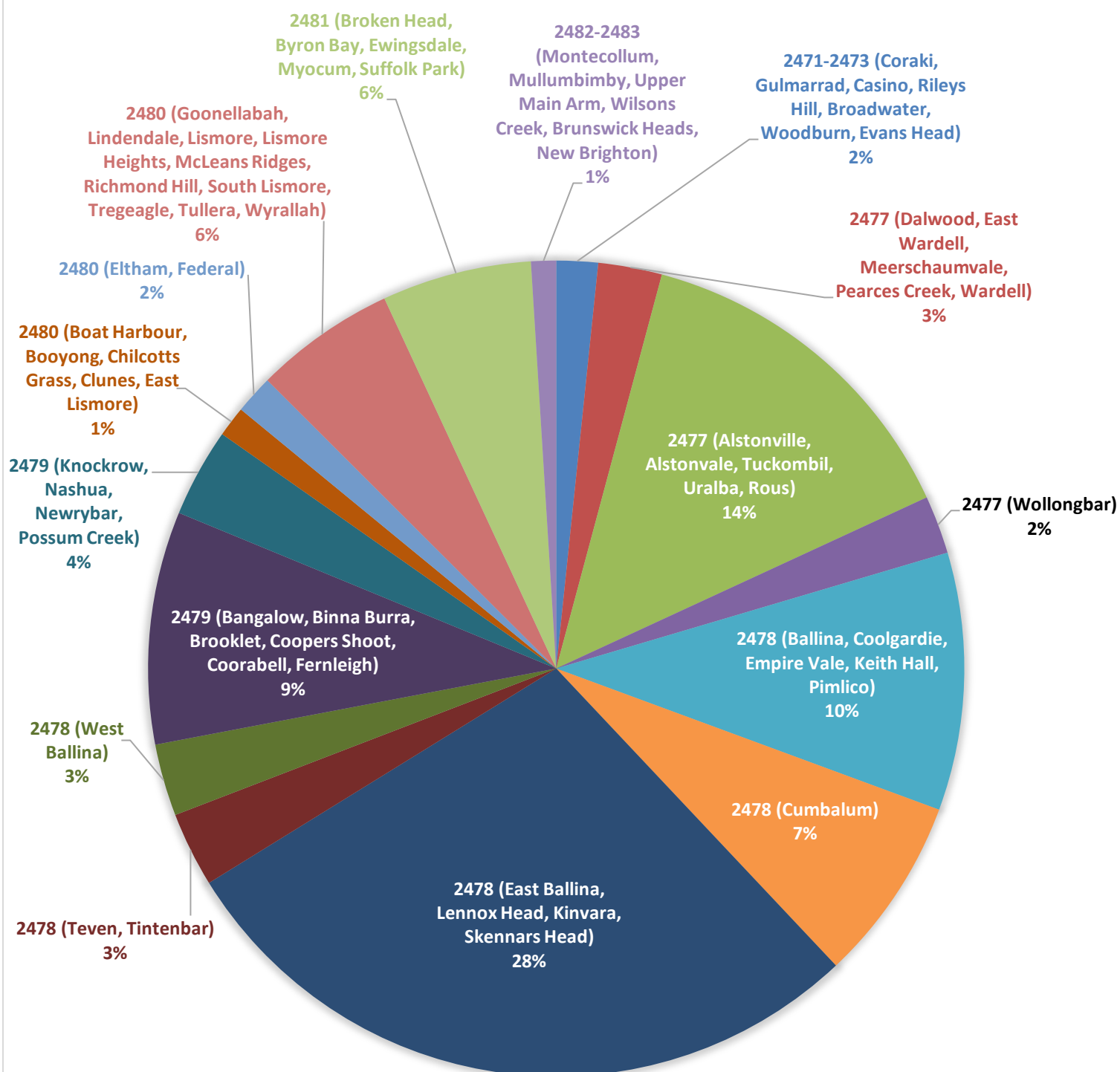
Withdrawal of a Student

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

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



RESIDENTIAL DISTRIBUTION 2023



Student Enrolment Summary (August 2023) Total - 858

PRIMARY		SECONDARY	
Year Group	No. of Students	Year Group	No. of Students
K	42	7	98
1	47	8	97
2	49	9	92
3	50	10	64
4	52	11	52
5	74	12	66
6	75		
Total	389	Total	469



COLLEGE POLICIES

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

Student Welfare

The College student welfare policy focuses on the intrinsic value of each individual and their right to grow and develop in a safe, supportive and nurturing environment. The College seeks to support and enhance each dimension of the whole person – spiritually, physically, socially, academically and emotionally.

Acknowledging and rewarding student behaviour and achievement

Recognition and reward of achievement are important in helping young people grow in confidence and self-esteem. The College has a number of structures in place to provide opportunities for this which include:

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

Anti-Bullying Policy

The College has a very clear, proactive approach to managing bullying behaviour. The College is focused on developing a culture that values and respects each individual and imbedded in this is our Anti-Bullying policy and approach. The College Anti-Bullying Policy focuses providing definition of bullying and clear and effective procedures for responding to an allegation of bullying. The policy seeks to identify ways to build resilience and to maintain an appropriate balance between the use of consequences and restorative action when managing an incidence of bullying. The policy is available on the College website: www.eac.nsw.edu.au

Student Management

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

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



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

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

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

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

Grievance

Dealing with issues and concerns – Students

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

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

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

Dealing with issues and concerns - Parents

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

- If the issue relates to a specific subject or class contact the subject teacher and arrange a suitable time to discuss the issue.
- If the matter involves other students, the student's general progress, or relates to their personal welfare and wellbeing, the parent should contact the child's class teacher (primary) or Pastoral Care teacher (secondary). If the parent considers it more appropriate they may contact the Stage Coordinator.
- If the parent feels the matter has not been resolved appropriately, or if it is ongoing or the issue is of a very serious nature, then the parent should make contact with the Deputy Principal.
- If a suitable resolution is not reached then the matter should be referred to the Principal.

The College is keen to respond to parents in the provision of a high quality educational service. In the final analysis, the College will attempt to make decisions that will give overall benefit to the students and the College.



SCHOOL IMPROVEMENT TARGETS AND OUTCOMES FOR 2023

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 AND OUTCOMES 2023

Learning Life of the College

Successful completion of the application process for the renewal of College Registration and Accreditation including CRICOS registration.

Facilitate a successful Festival of Music that celebrate the musical talent of students across the College which included a broad festival Program incorporating choirs, instrumental recitals and a talent show in addition to the Concert Band performances.

Continue to Implement programs and initiatives that the curriculum vision articulated in the Towards 2030 Strategic Plan

- Development of the EAC Holistic Learning Framework integrating Student learner Profiles with the Character attributes.
- Rollout of 4 new real world elective courses Elective Program to Year 10 in 2023.
- Implementation of the 'integrated study' across Year 5 and 6 which incorporated outcomes from multiple KLAs and the timetabling of an Integrated Learning Day each week.
- Implementation of the Coastal Curriculum' integrated learning experience Pilot Program in Year 4 during Semester Two.
- Implementation of the pilot program in Year 8 that integrates English, Visual Arts and History under the banner of Changing Worlds.
- Students from Year 4 through Year 10 are now involved in integrated real world learning experiences for the equivalent of at least one day each week.

Effectively planned and developed programs and assessment plans to support the implementation of the new NESA syllabuses in English and Maths for Year 1 to Year 10

College Community and Advancement

Celebrating 25 Years -1998-2025 by

- Hold significant Foundation Day Celebrations including developing a fun activity afternoon for the students.
- Developed a Jubilee Edition of the Wave which includes a multi-page historical feature.

People and Culture

Develop an implementation plan for the Framework for Professional Growth and Learning that supports and promotes the professional growth of all members of staff and is focused on shared practice and a culture of excellence.

- Includes a matrix that maps professional growth and learning initiatives with teaching and non-teaching staff across each of the domains identified in the Framework (Holistic Formation, Character Development, Professional Growth, Collegial Contribution, Educational Vision).
- Reviewed and updated policies and procedures relating to supporting teaching staff at each point in the teacher Accreditation journey.



College Facilities and Infrastructure

- Supported a successful Development Application to gain approval to grow the College to 1140 Students and fulfill the development goals of the Towards 2030 Strategic Plan.
- Gained DA approval for the construction of the Technology Centre and working towards finalising documentation in readiness for Tender.
- Established and commissioned a new 3 classroom pre-fabricated building for use by Secondary Students to cater for demand during the construction of the Technology Centre and relocated an existing demountable.
- Improved the amenity of a number of outdoor areas to provide places for students to meet and gather during break time.
- Improved the sporting facilities onsite including developing the playing field surfaces, adding a usable athletic track and installing facilities to support field events.
- Implemented a plan for relocation/replacement of the Maintenance Shed, Music Tutor demountable and sports shed to facilitate construction of the Technology Centre



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.

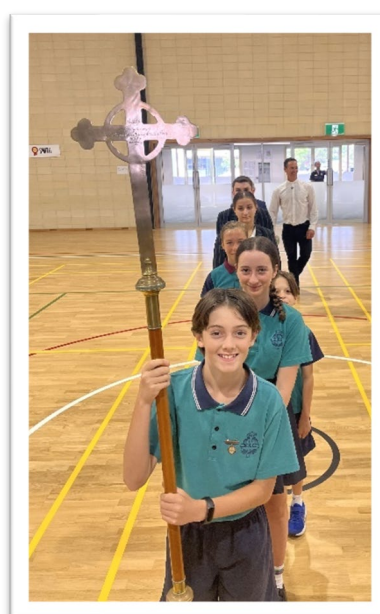


Chapel Services

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.

STUDENT, STAFF AND PARENT SATISFACTION

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. This has been a two-year process that has explored staff, student and parent understanding, needs and expectations relating to wellbeing. The process enabled a full review of the structure and systems in place relating to student wellbeing. The feedback reinforced the belief that all groups see supporting student wellbeing as both a growing need and a significant challenge. There is positive support for a number of initiatives undertaken by the College, including the movement to a vertical pastoral care system in the Secondary School, the addition of a psychologist to the College staff, and the development of a K-12 Wellbeing program that is age appropriate and deals with many of the challenges and issues faced by students in this every increasingly complex world.

Each semester, the Counselling Team compile data relating to student that have accessed the College Counselling Service. The deidentified data highlights number of students using the services and the nature of the issues presenting. It also provides insight into parents and staff use and satisfaction with the service. The feedback about the service is very positive but also highlights that the demand for the service outstrips its availability.

In both the Primary and Secondary schools there are many forums for students to present ideas and provide feedback. These include through leadership bodies and student groups including the Students Representative Council, Nynganbul Indigenous Students Group and Primary and Secondary Student Leadership Teams.

The Director of the Secondary School runs a Feedback Forum process for all the secondary school in Term 2, inviting all students to comment of policies and processes connected to school life. The Director collates this feedback and uses it to inform decision making. A major issue for review in 2023 related to the Student Reward System with a number of changes been made following the students feedback.

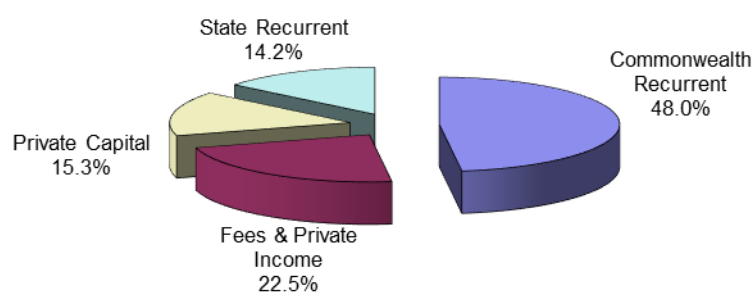
The Wellbeing Leader 4-6 also runs a series of forums for students to enable them to have a voice, advocate and provide feedback. This includes a group specifically for students new to the College.

As part of the weekly meeting schedule, there are regular opportunities for staff to provide feedback about both strategic and operational matters. As part of their Professional Practice time, staff work in collaborative groups to discuss matter relating to curriculum design, teaching and learning and professional growth. While satisfaction is high with teaching staff there is the ongoing genuine concern about teacher workloads and the real challenge to provide the level of support to students with complex and growing needs.

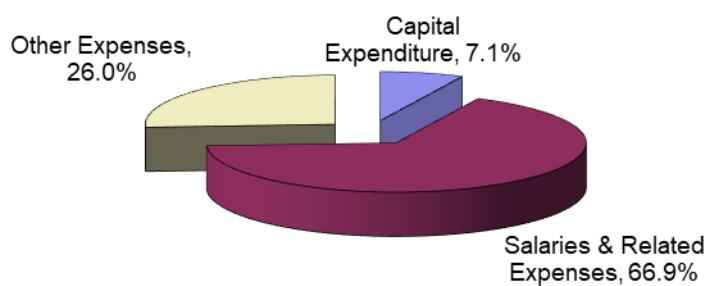


SUMMARY FINANCIAL INFORMATION

Emmanuel Anglican College Sources of Funding 2023



Emmanuel Anglican College Expenditure 2023





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