

Annual Report 2025

.....



Contents

MESSAGE FROM CHAIR OF COLLEGE COUNCIL.....	3
PRINCIPAL'S REPORT	6
MESSAGE FROM THE PRESIDENT OF FRIENDS OF EAC.....	9
STUDENT LEADERSHIP 2025	10
OVERVIEW OF EAC	12
NAPLAN RESULTS 2025	13
PERFORMANCE IN STATE-WIDE TESTS AND EXAMINATIONS.....	21
2025 PROFESSIONAL LEARNING, TEACHER STANDARDS AND WORKFORCE COMPOSITION.....	25
2025 STUDENT ATTENDANCE	32
2025 POST SCHOOL DESTINATION	33
COLLEGE POLICIES.....	34
2025 RESIDENTIAL DISTRIBUTION	35
2025 STUDENT ENROLMENT SUMMARY	36
PARENT, STUDENT AND STAFF SATISFACTION	37
SUMMARY FINANCIAL INFORMATION	40



MESSAGE FROM CHAIR OF COLLEGE COUNCIL



2025 College Council Members

Mr John Bryen (Chair)
Mr Michael Grosser (Deputy Chair)
Mr Matthew Ainsbury
Mrs Cathy Angus
Mrs Cath Botta
Mr Nicholas De Marco
Mr Criodán Dunford
Mr Kai Hansen
Mrs Celeste Hartmann
The Reverend Cathy Ridd
The Reverend Mandy Larkin

Emmanuel Anglican College is one of five schools in the Anglican Diocese of Grafton, the others being Lindisfarne Anglican Grammar School (Terranora), Clarence Valley Anglican School (Grafton), Bishop Druitt College (Coffs Harbour) and St Columba Anglican School (Port Macquarie). The five schools have a common constitution approved by the Diocese of Grafton. The Constitution sets out the roles and responsibilities for Emmanuel Anglican College Council. The Diocese has delegated the monitoring of each school to the Grafton Diocese Schools Commission with a focus on financial management.

Each term the leaders from each of the schools including the Chair, Principal, Business Manager and Chaplain met over two days for professional learning and discussion of common areas of interest such as policies, funding and implementation of government policies. The Schools Commission meets at the same time including the senior leaders of the Diocese. The gatherings are rotated between the five schools. The Commission appoints members of College Council following the nomination by the Council. The Chair is appointed by the Bishop of Grafton.

Succession planning is an important component to ensure an effective Council. The Constitution limits membership to a term of three years with reappointment to a maximum of nine years. Adjunct Professor Barbara Rugendyke resigned in January. Barbara brought extensive experience in education, governance and not-for-profit boards while a member of Council. Three new members joined the Council this year; The Reverend Amanda Larkin, Mrs Catherine Botta and Mr Criodán Dunford. Mrs Catherine Angus and Dr Nicholas De Marco were reappointed for a second term. My term as Chair was to conclude in June this year. The Bishop of Grafton extended my term until June 2026 to allow Council time to nominate a person willing to undertake the role. Each Council member is required to undertake 12 hours of approved governance training during their three year term. For the first time in many years the Council has eleven members, the maximum number of members allowed in the Constitution.

The focus at regular meetings and additional workshops has been the short and longer term financial viability and sustainability of the College with the continued implementation of the Strategic Plan, Towards 2030, and planning beyond 2030.

This has been done in the context of the changed economic/financial constraints of decreasing government funding, the impact of inflationary pressures on all operational costs including salaries and an increasing reliance on fees. Arising from this process, modifications were made to some aspects of the Strategic Plan. The changes included the decision to delay the STEM and Technology building

and redesign to a single storey while still maintaining the innovative features of the first plan and to purchase an additional three classroom demountables. In principle, support was also given to changing the year composition in the Strategic Plan to two streams from Kindergarten to Year 4, three streams for Years 5 and 6 and five streams for Years 7 to 12. Management was also requested to investigate 'off site' opportunities for learning.

To maintain and build upon the excellent educational opportunities offered by the College, Council made the difficult decision to increase tuition fees again for 2026 following consideration of the impact of many different scenarios. Council is very aware of the financial demands on families and the current economic circumstances in which we live. As Chair I remind all families of both our Financial Assistance Program and Scholarship Program.

The following items were recorded for Noting:

- Council's endorsement of the update to the Strategic Plan, Towards 2030 Advancing Our Vision: 2025-2030.
- The Cyber Security Action Plan - a Council member attended the AISNSW Cyber Security Briefing in Sydney.
- Council's commitment to working with management to implement the ten standards in the Child Safe Action Plan.
- Completion of the Risk Register Matrix.
- The Workplace Gender Equity Reports and the expectations for Council.
- The ways staff are responding to the challenges of AI.
- Attendance of the Principal and three Council members at the AISNSW Symposium, "Risk and Opportunities" in Sydney.

Council approved extended leave including Enrichment Leave for Principal Mr Robert Tobias from the end of Term 3 2025 to the commencement of the school year in 2026. Mr Tobias participated in the Association of Independent School Study Tour exploring Education and School Leadership in the United States. He also travelled to Japan to visit our five sister schools. On his return we look forward to his report including many new insights and ideas. In consultation with the Bishop of Grafton, Council appointed Mrs Julie Fryer as Acting Principal during the Principal's leave.

Council is very appreciative of the extensive reports presented by the Principal and Business Manager and their wise advice and recommendations that greatly assist Council in their decision-making role. The College is extremely fortunate to have such dedicated, highly skilled and experienced people in both positions.

Council Committees of Finance, Risk, Ethos, Academic and Facilities and Future Development have continued their role in developing policies and monitoring their implementation.

As Chair I congratulate members of Council on their commitment and dedication, giving freely and generously of their time and expertise. I have greatly appreciated the way Council deliberated and agonised over the level of fee increases for 2026 and to modify the Strategic Plan to meet the changed environment in which the College is now placed.



On behalf of members of Council, I express my appreciation to all members of staff for their outstanding commitment to holistic education, making Emmanuel Anglican College a special place for all students and their families. The resolution of the staffing salaries agreement acknowledged the value placed on having a highly skilled, committed, dedicated and appropriately paid staff.

I also acknowledge and value the strong support, dedication, loyalty and commitment given by families and by members of the community. Together we all strive to ensure the best possible opportunities and outcomes for those in our care.

Council acknowledged the passing of much loved educator Mrs Mellissa Evans with members attending the memorial service held in The Lindsay Walker Centre to celebrate her life and contribution to Emmanuel.

The Valedictory Service in St Mary's Church and Graduation Ceremony allowed the College community to congratulate Year 12 on their leadership and contribution to College life as the senior students and during their time at Emmanuel. We look forward to hearing of their career choices and the difference they will make to our world community. May they always remember: *"And she will give birth to a son and they will call him Emmanuel, which means God with Us."* (Matthew 1:23)

2025 Moments of Significance

- The engagement of staff and students in the Reflect Reconciliation Action Plan
- Success of the International Program
- Outstanding NAPLAN results especially for the Year 9 cohort
- The extensive and comprehensive extra curricular opportunities and outstanding achievements
- Opportunities/programs for enrichment, extension and acceleration
- Emmanuel Day Celebrations: stories were creatively told incorporating our values of compassion, creativity, courage and citizenship
- The Festival of Music
- The Goodli Festival

Mr John Bryen
Chair



PRINCIPAL'S REPORT



We are continually trying to instil in our students our four college values of Courage, Compassion, Citizenship and Creativity and the associated learning and wellbeing attributes from our Holistic Learning Living Leading Framework.

Deepening the connection with these four values has been a focus of 2025, including our wonderful celebration of these at Emmanuel Day. Whilst all of these values are evident throughout the school year, we can also see them reflected in each term as a whole.

Term 1: Courage

The start of the year for all students, new and old, always involves Courage. Students need to have courage to embrace the opportunity a new year presents, with new challenges ready to greet them. Particularly for our Kindergarten students, our new students joining Year 5 and all of our new Year 7 students joining the Secondary School, the start of the year required the courage to embrace change. The start of 2025 immediately presented some challenges for all students in the form of the Primary and Secondary Swimming Carnivals. We also had a visit from Safe on Social, who presented to students, staff and parents about the challenges facing our students from the online world and social media. This reminded us to have the courage to make responsible decisions in this space.

Our students also had the courage to undertake new experiences, including our Primary students nominating themselves for SRC positions, our Year 5 students carrying out their Outward Experience at Lake Ainsworth and our Secondary students embracing the challenge of protecting our reef through the Lizard Island trip.

Courage was also evident in our Easter celebrations, as we celebrate Jesus' courage to face crucifixion for our sins, which we recognised through our Easter Chapel services.

Term 2: Compassion

Term 2 required the whole College to respond with Compassion in a range of ways. The passing of our longstanding staff member Mellissa Evans was a blow to the community and required everyone to hold themselves and each other with compassion. The way the community responded to this and looked after one another was a beautiful thing to see in the wake of such significant loss.

A more positive demonstration of compassion was the launch of our Reconciliation Action Plan during National Reconciliation week. This was a significant milestone for the College and an opportunity for us to set goals for how we can better recognise and learn from the Aboriginal people within and outside our College.

Our inaugural Emmanuel Day was a celebration of all four of our College values and communicated these values through the beautiful and creative performance of the '*Emmanuel and the Paperbark Tree*' story.

Ending the term, the Year 7 and 11 camps were a time for students to develop their relationships with one another. Additionally, our participation in the World's Greatest Shave was a testament to the compassion the community has for those with blood cancer.

Term 3: Creativity

Term 3 can be seen as a celebration of Creativity; not just the creative arts but for opportunities for creativity in learning in which our students could develop their adaptability and independence through inquiry into the world around them.

This was seen through our two Exhibitions of Learning this term. At the start of the term we celebrated the integrated and experiential learning taking place in Years 5 to 10. This provided a window into the exciting, real world learning taking place in classrooms: resilient houses in Year 5, fast fashion in Year 6, robotics and space exploration in Year 7 STEM, works of gothic art and literature in Year 8 and the diverse range of elective activities in Year 9 and 10. At the end of the term our Year 2, 3 and 4 students shared their experiences of Coastal College at their Exhibition of Learning, which showcased all they had been learning about the local environment, community and history throughout the term's program.

Term 3 was also the time our Year 12 students completed their studies. Our students demonstrated their creativity in the completion of their major works and the success they had in showcasing these both for our community and the marking panels.

This term also saw the launch of our musical for 2026 and the audition process. The huge enthusiasm students had for embracing this endeavour was testament to students' adaptability and openness to creativity.

Term 4: Citizenship

Our final term for the year was a celebration of Citizenship.

Our Year 11 students stepped in to become our Year 12 cohort and take on leadership of the College. This was particularly apparent at the Goodli Festival they coordinated, which showcased both their leadership within the school as well as their commitment to leading for a better world.

Our Primary School was also able to celebrate citizenship through the Friends Primary Disco which was an opportunity for students to deepen their connection with one another. Our Year 6 Camp and Celebration Evening took this a step further to allow them to reflect on their journey throughout primary school.

Wrapping up the year, our Christmas Concert was a wonderful celebration of our community and involved so many students from across the College.



As we move into 2026 and the unknown challenges and opportunities which we will face next year, everyone is commended to continue to embrace these with creativity, compassion, courage and citizenship.

Mrs Julie Fryer
Acting Principal



MESSAGE FROM THE PRESIDENT OF FRIENDS OF EAC



2025 Committee Members

Kelly Climo (President)

Emma Rippon (Vice President)

Megan Rippon (Treasurer)

Samara Grier (Secretary)

Jodie Hayter (Committee Member)

This year our Friends of EAC Committee packed the calendar with fun-raising, friends-raising and fund-raising events with the Colour Run, Krispy Kreme Fundraiser, Primary Disco, Christmas Concert BBQ and the Trivia Night, which was hilarious and definitely the highlight. With a TV Throwbacks theme, we had the Hinterland Hillbillies, The Brady Bunch, Kath and Kim, The Golden Girls, and even Old Talent Time battling it out for trivia glory.

After supporting the Primary playground last year, this year's contribution went towards the Secondary undercover area, adding new seating, paving and two table tennis tables, which are already a big hit with the secondary students.

We are a small yet mighty team but teamwork really makes the dream work and none of this would be possible without our fabulous committee as well as the additional volunteers who help us deliver each event. A huge thank you to our outgoing committee members, President Steve Carrigg, Vice President Jean Shannon and Secretary Julie Billebault for their incredible contributions and a very special shoutout to Jodie Hayter, who has been a Friends of EAC superstar since the beginning!

We're always looking for fresh ideas for fundraising and friend-raising, big or small. If you'd like to get involved, we'd love to have you join us to continue the fun next year.

Mrs Kelly Climo
Friends of EAC President



STUDENT LEADERSHIP 2025

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 2025 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 2025:

- World Vision Australia – Sponsorship Program
- World's Greatest Shave – Leukaemia Foundation
- Anglicare North Coast Christmas Appeal
- Cancer Council
- Al Ahli Hospital Gaza Appeal – Anglican Overseas Aid
- Write a Book in a Day – The Kids Cancer Project

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

- 30 students in Year 9 participated in the Bronze Duke of Edinburgh program with 25 completing the Award. The remainder are continuing to work on their Bronze Award in 2026.
- 10 students in Year 10 participated in the Silver Duke of Edinburgh program, with 6 completing the Award. The remainder are continuing to work on their Silver Award in 2026.
- 6 students participated in the Gold Duke of Edinburgh program, with 1 completing so far. The remainder are continuing to work on Gold Award in 2026.

Student leadership skills are also developed through the Student Representative Council (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 and stage level and at College Chapel services.

In 2025 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.



2025 Student Leaders**Primary Student Leadership Team**

College Captain: Cleo Beesley

College Captain: Luca Uechtritz

Student LeadersBrockington House

Captain: Sae Lewis

Captain: Shay Gosling

Purcival House

Captain: Charlotte Hall

Captain: Ernest Schultz

Smith House

Captain: Meg Churton

Captain: Rai Campion

Walker House

Captain: Francesca Davern

Captain: Lachlan Moore

Secondary Student Leadership Team

College Captain: Maya Bright

College Captain: Jack Carrigg

Student Leaders

Student Representative Council President: Ava Walheim

Arts and Culture: Finn Allen

Service and Sustainability: Millaa Anderson

Sport and Spirit: Kaelan Matuz-Jacobson

Brockington House

Captain: Jett Beck

Captain: Lachlan Trease

Purcival House

Captain: Franceska Payne

Captain: Kalani Franklin

Smith House

Captain: Ava Delaney

Captain: Luke Bond

Walker House

Captain: Amity Sweeney

Captain: Summer Thompson

2025 Student Representative Council**Primary**

Year 2 Willow Clark and Rachael Hicks

Year 3 Evie Pollard and Rory Clarke

Year 4 Alexandra McGrath and Joshua Drew

Year 5 Georgia Rushby, Oscar Lau and John Flanagan

Year 6 Daisy Davis, James de Bruyn and Henry Roberts

Secondary

Brockington Harper Ainsbury, Sophie Blake, Annie Peart, Coco Beck, Thomas Green

Purcival Stella Payne, Sam Carrigg, Emanuelle Harding, Amarae Smith, Mitchell Rodowicz

Smith Alice Fisher, Max Raguse, Edward Neto, Avani Farriss, Kira Kaye

Walker Finnigan Haupt, Olivia Rose, Isaac Helps, Harriet Clark, Benjamin Vanem

Band Captains

Madison Paice

Mark Scopesi



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 950 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 2025

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.

New NAPLAN bands from 2023:

Exceeding: The student's result exceeds expectations at the time of testing.

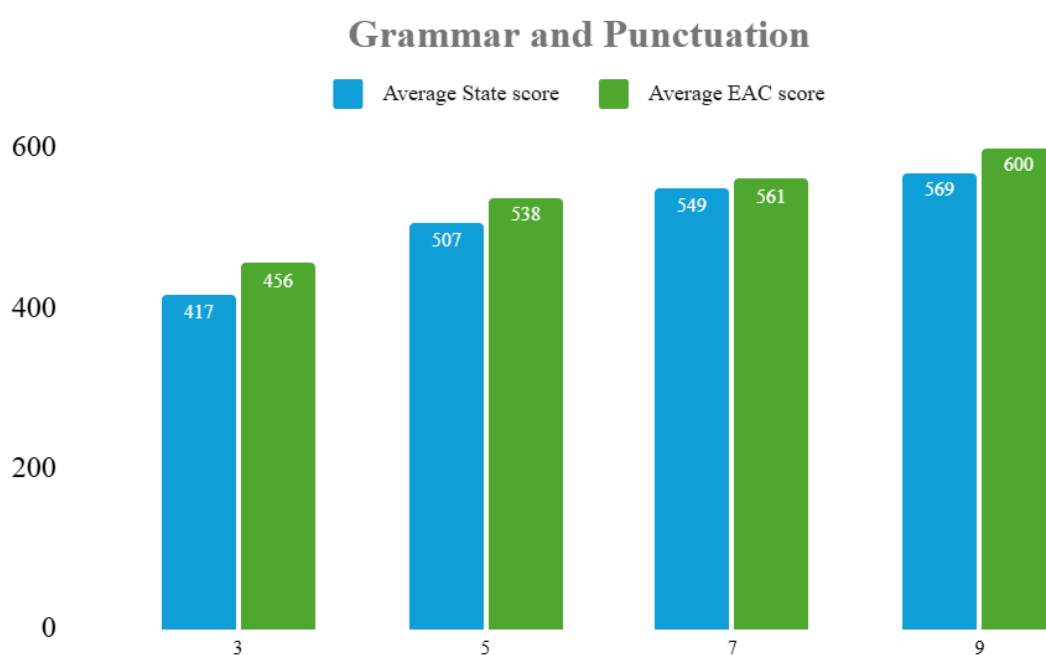
Strong: The student's result meets challenging but reasonable expectations at the time of testing.

Developing: The student's result indicates that they are working towards expectations at the time of testing.

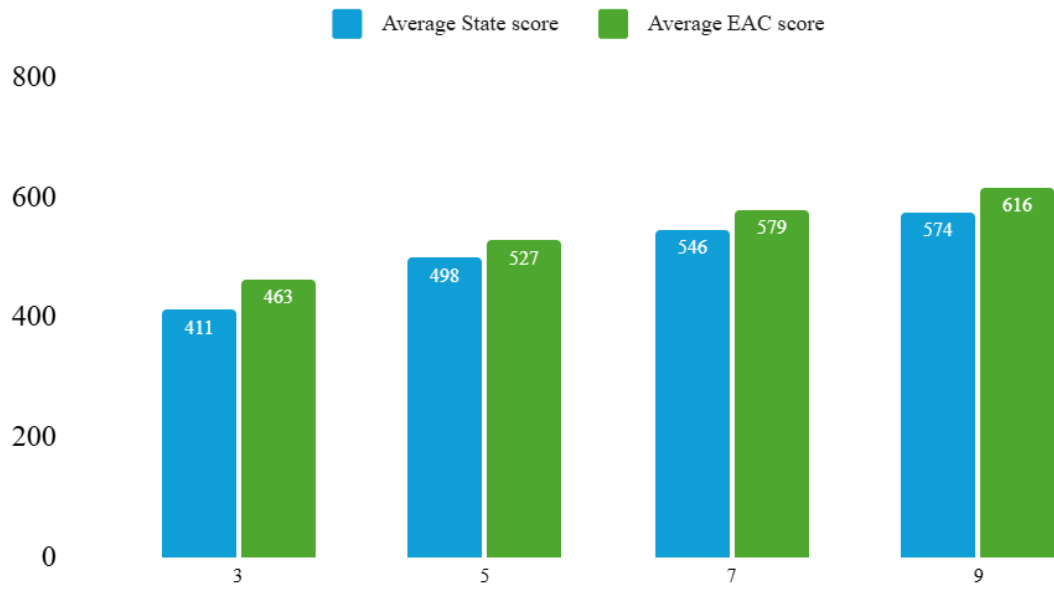
Needs additional support: The student's result indicates that they are not achieving the learning outcomes expected at the time of testing. They are likely to need additional support to progress satisfactorily.

Emmanuel Anglican College has consistently performed at or above the state average in every domain.

Reading has been Emmanuel Anglican College's strongest measure for the past three years.



Reading



Numeracy



Spelling

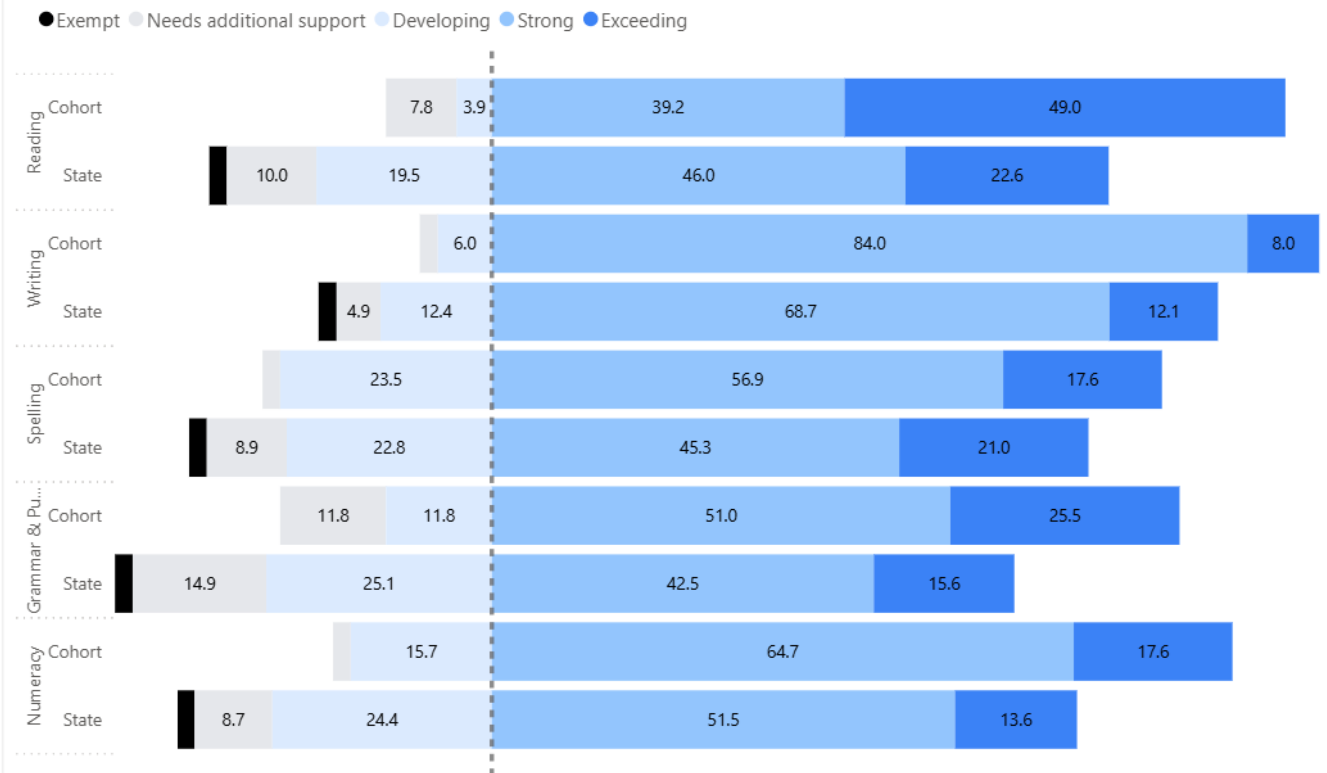


Writing

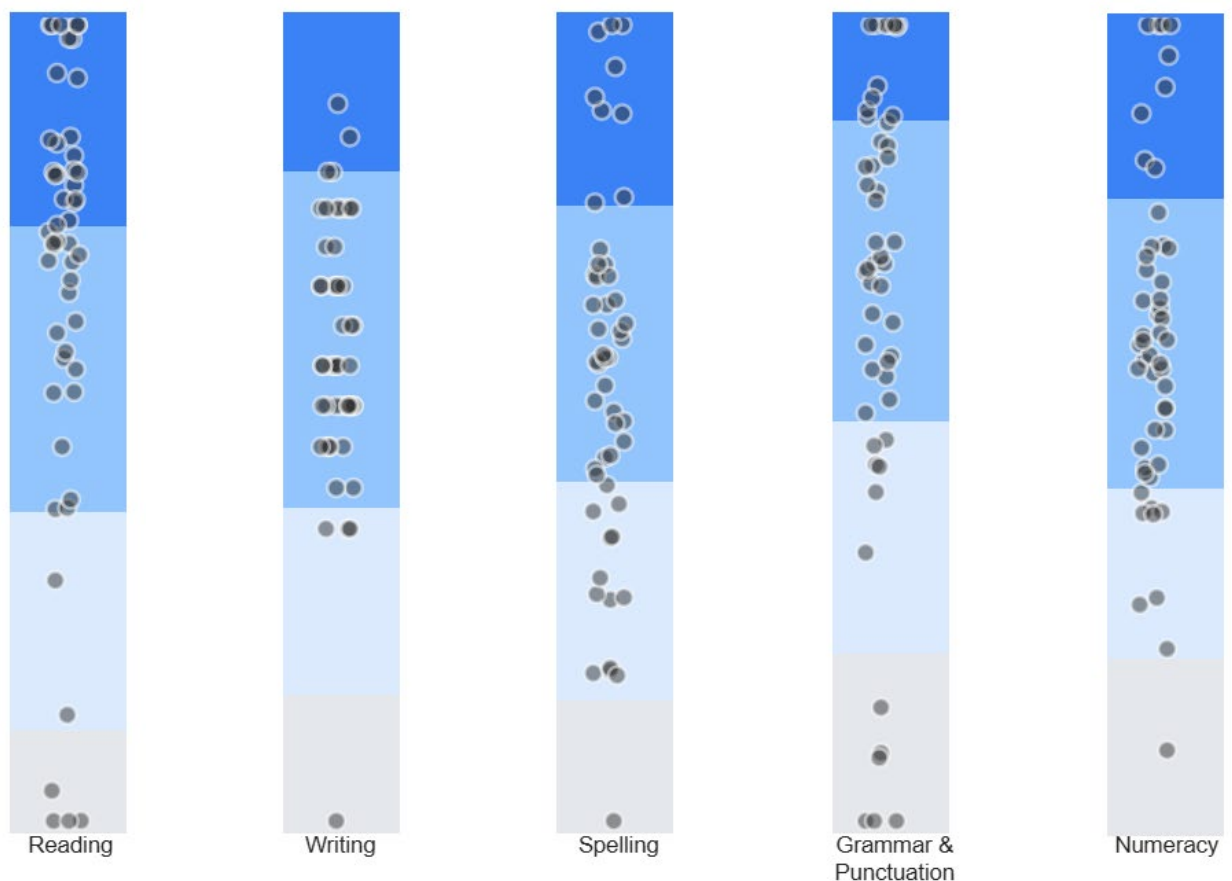


Year 3:

Student proficiency percentages by domain

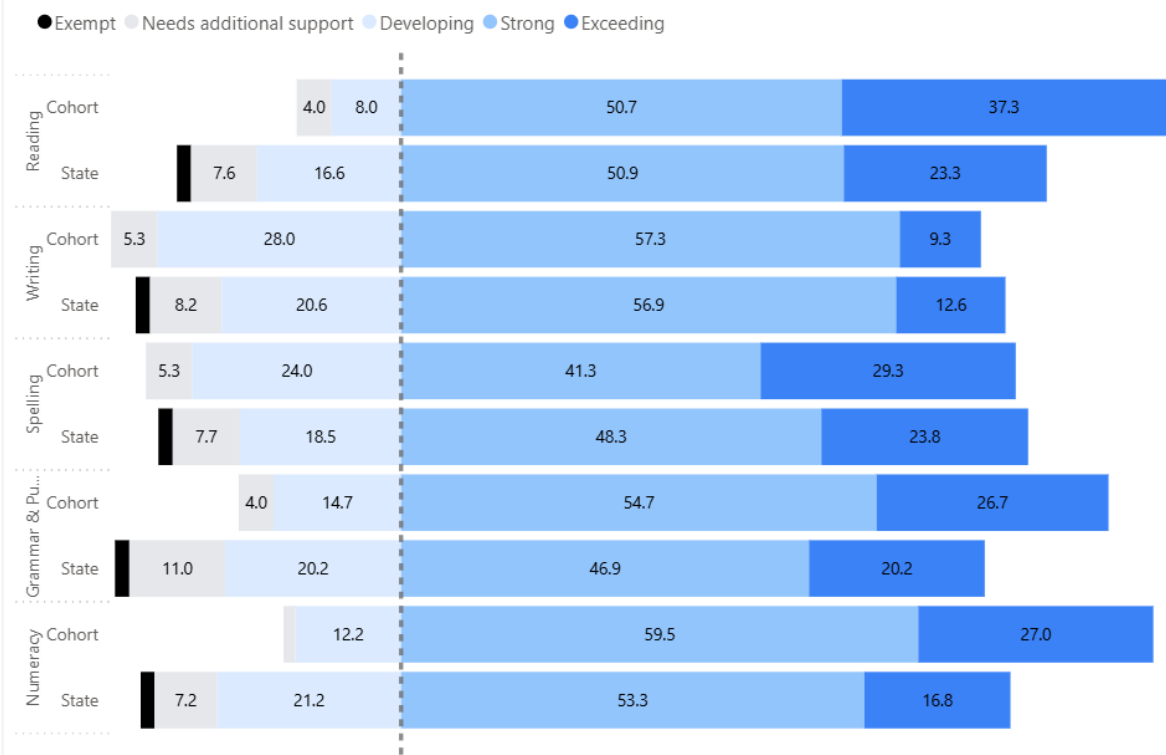


● Exceeding ● Strong ● Developing ● Needs additional support ▲ Scaled score for selected student

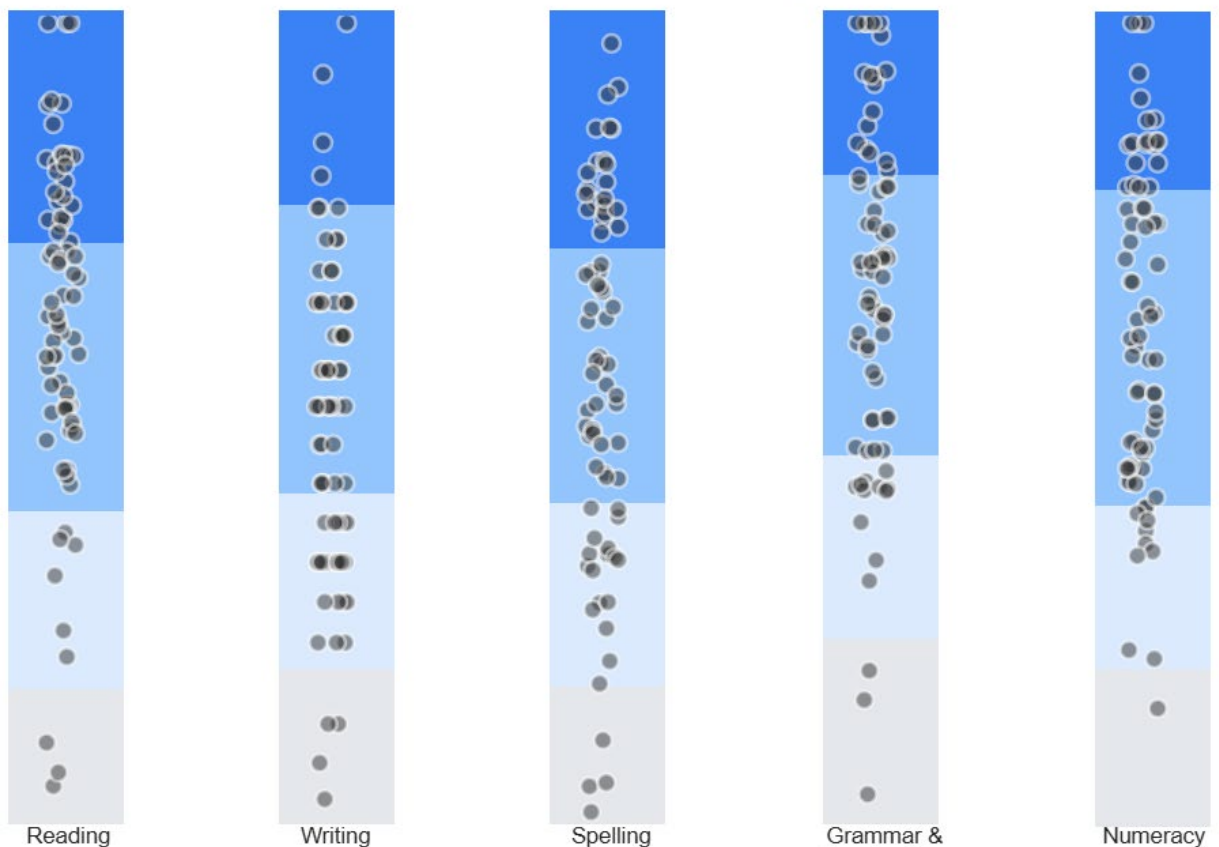


Year 5:

Student proficiency percentages by domain



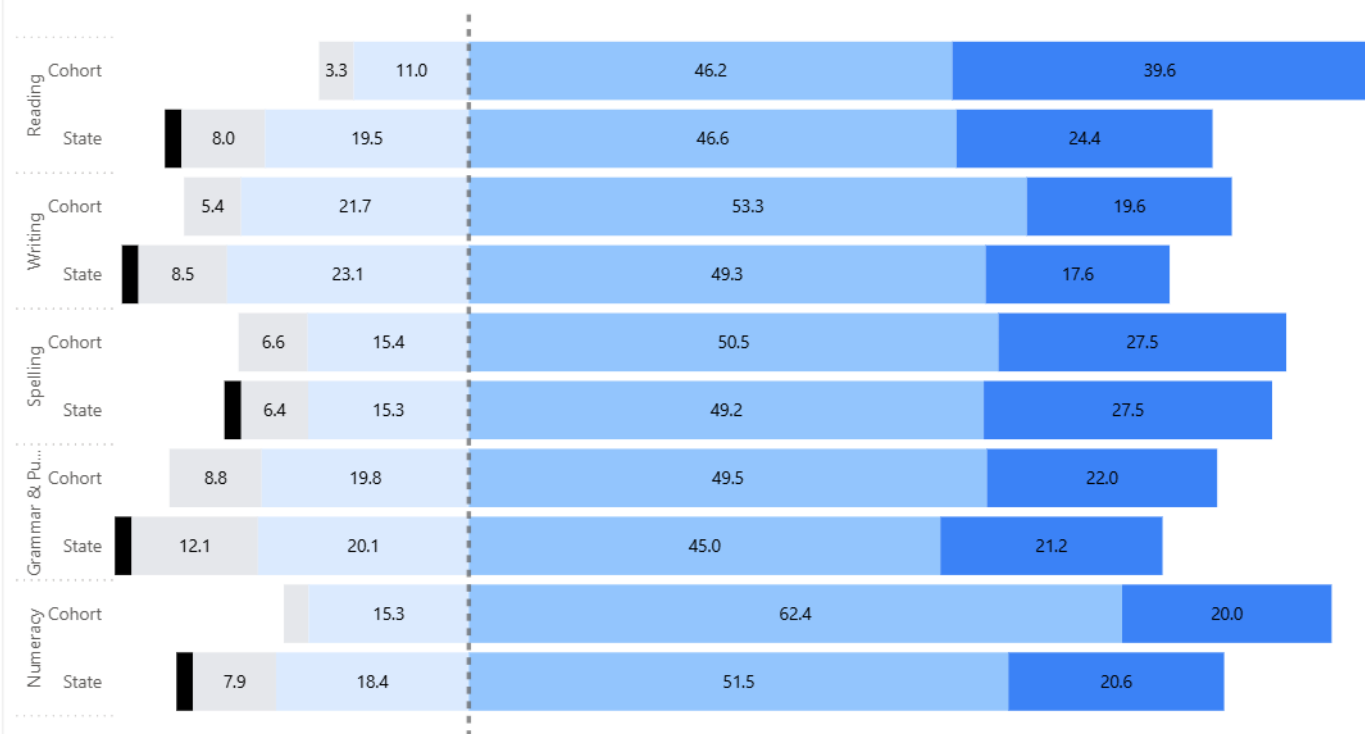
● Exceeding ● Strong ● Developing ● Needs additional support ◀ Scaled score for selected student



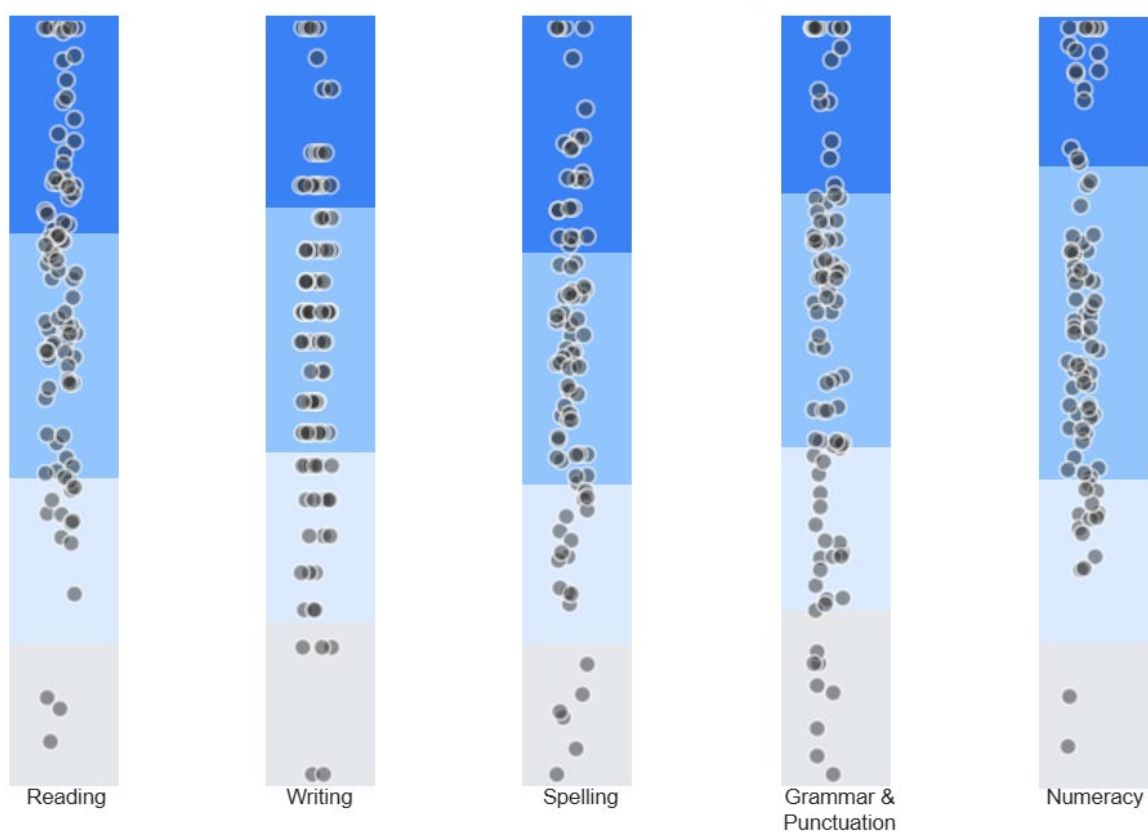
Year 7:

Student proficiency percentages by domain

● Exempt ● Needs additional support ● Developing ● Strong ● Exceeding



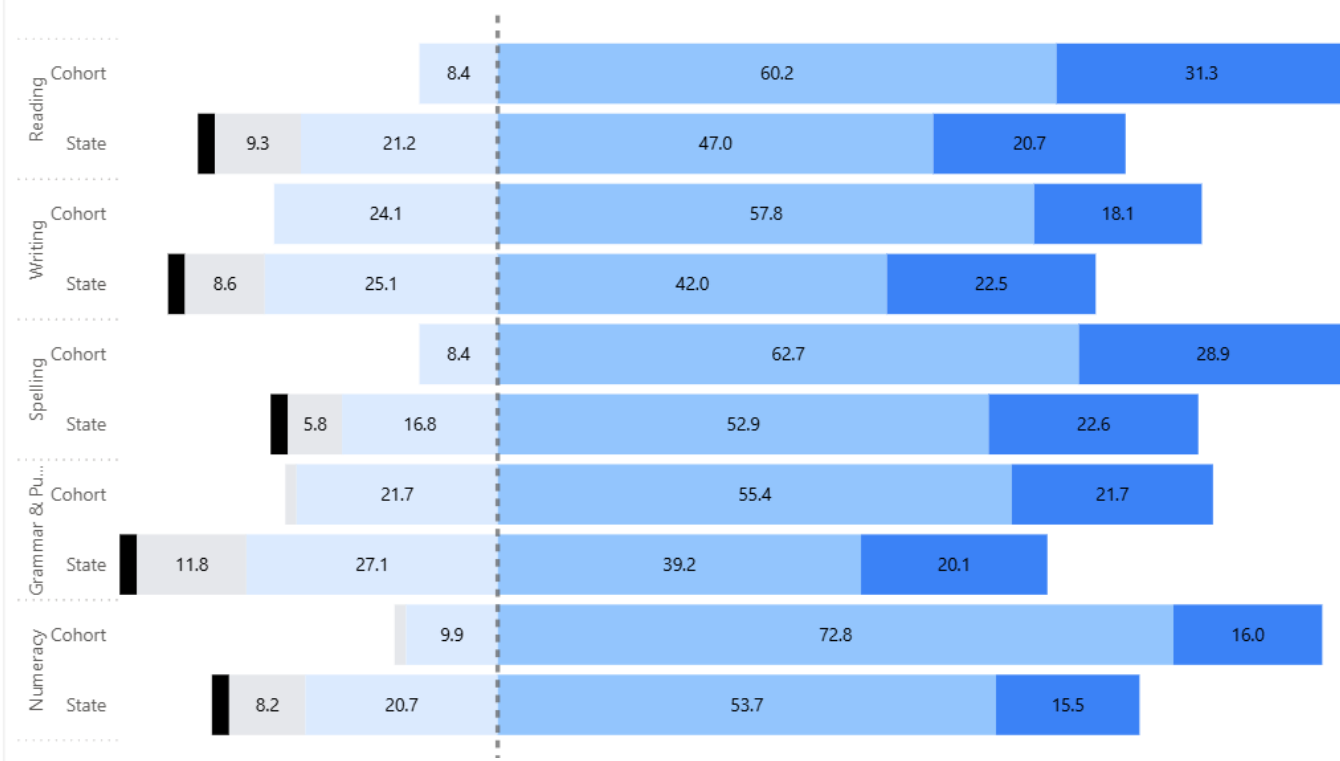
● Exceeding ● Strong ● Developing ● Needs additional support ● Scaled score for selected student



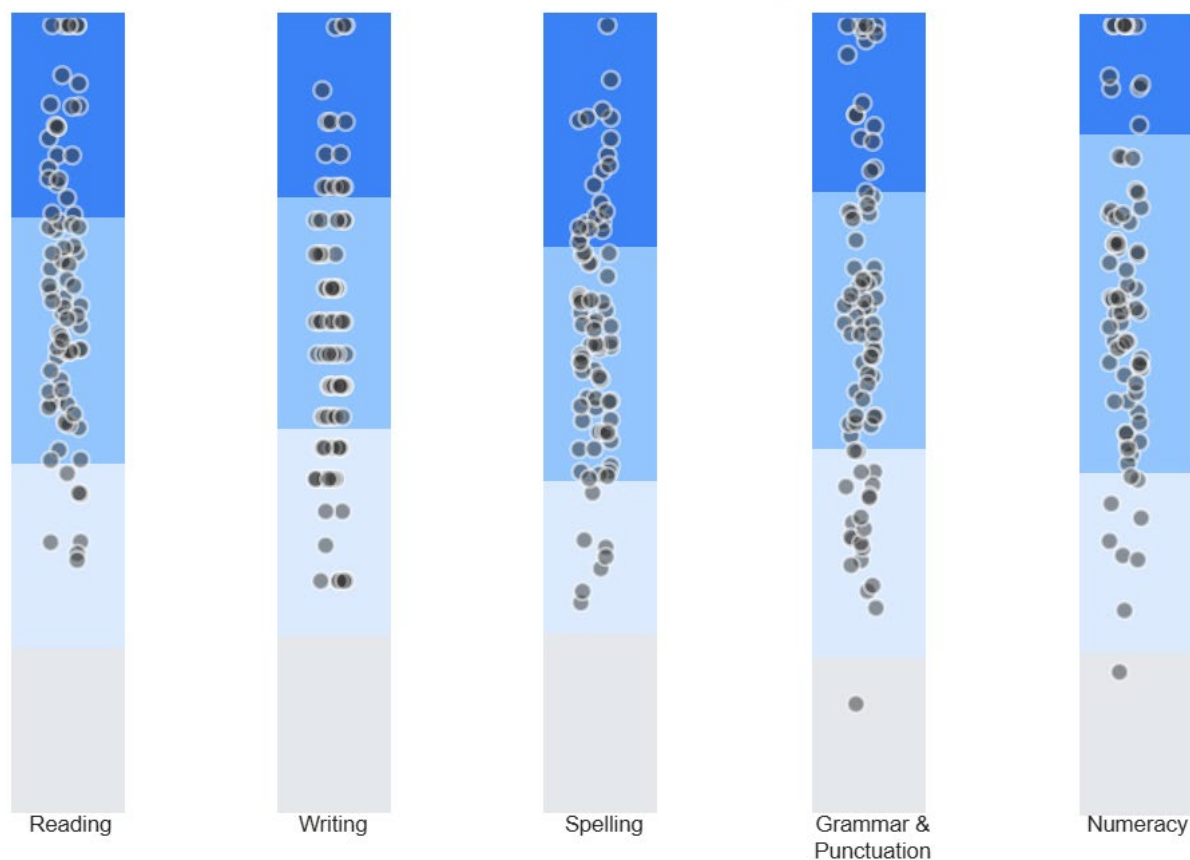
Year 9:

Student proficiency percentages by domain

● Exempt ● Needs additional support ● Developing ● Strong ● Exceeding



● Exceeding ● Strong ● Developing ● Needs additional support ● Scaled score for selected student



NAPLAN Key Takeaways:

- Reading is consistently a major strength across all cohorts. Students maintain performance as they progress, with large proportions in Exceeding at every level.
- Writing is consistently solid in the middle (Strong) but has fewer high achievers (Exceeding) compared to Reading/Numeracy. This is our main growth area across all year levels.
- Numeracy is a consistent strength across all cohorts.



PERFORMANCE IN STATE-WIDE TESTS AND EXAMINATIONS

Higher School Certificate 2025

All 55 Emmanuel Anglican College students completing Year 12 in 2025 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.

2025 HSC Results Overview

The Emmanuel Anglican College community congratulates our 2025 HSC students on their wonderful academic success. There are many great individual performances and group achievements across the cohort of 55 students and I commend all our students for their dedication to their studies and their desire to grow as learners.

All 55 Year 12 students achieved their HSC.

Culture of Support: These results represent the intersection of student grit and expert teacher mentorship.

Diversity of Success: Our holistic approach has empowered a truly diverse cohort. We are honoured to support students who overcame significant medical adversity to graduate alongside high achievers now launching into competitive careers in Medicine, Engineering and Doctor of Veterinary Medicine.

The Whole Student: We celebrate every individual journey, whether the path involved a battle for personal wellbeing or a relentless drive for academic excellence.



The Class of 2025 can be extremely proud of their efforts and achievements with results in 17 HSC courses on or above state average. 23 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) which equates to 38% of students receiving one or more Band 6 result. These students achieved a total of 39 Band 6 or equivalent E4 results spread across 16 separate courses. Overall, 14.2% of Emmanuel's HSC results were a Band 6 or equivalent E4 which is an impressive result and has led to Emmanuel being ranked as the best performing school in the region.

We would like to acknowledge 6 students who earned at least two Band 6 or equivalent E4 results in their studies, along with two of our Year 11 students who also received Band 6 and E4 results in their two accelerated HSC studies in Mathematics. We would like to congratulate all of these students and the 15 others whose hard work was rewarded with a Band 6 or E4 result.

We wish to acknowledge and congratulate the incredible achievement of one of our students who earned Band 6 results in all six courses they studied as part of their HSC. They have been honoured by NESA in the 2025 HSC All Rounder Achievers List. They have also been awarded Dux of the Class of 2025 as our highest academic achiever. The student achieved a remarkable ATAR of 99.05.

We are also particularly proud of the impressive number of nominations for HSC Showcases amongst this cohort. These showcases are a prestigious accolade which acknowledges the impressive practical skills of students in Music, Drama, Industrial Technology and Visual Arts in their Major Works. There were eleven nominations across our student cohort, which corresponds with almost 30% of students in these courses being nominated for a showcase. For Drama, five students were nominated for their group performance and three students were nominated for their individual work. For Music, one student was nominated for their individual performance. For Industrial Technology, two students were nominated. We congratulate all of these students for their nominations which highlight their creativity and dedication to their craft.

We particularly congratulate one student whose Industrial Technology project was selected to be displayed in Sydney at the SHAPE showcase as only a small number of projects are selected from thousands of students across NSW, so this is a fantastic achievement.

The College is immensely proud of the Class of 2025 and their diverse achievements. Many of our students have already secured early university offers across various disciplines, while others are embarking on exciting career pathways through further training and direct entry into the workforce.

We extend our heartfelt congratulations to every student and offer our sincere thanks to the staff whose tireless guidance helped them reach their potential. As our newest alumni venture out, the entire community wishes them every blessing and looks forward to hearing about their future successes.

Mr Robert Tobias
Principal

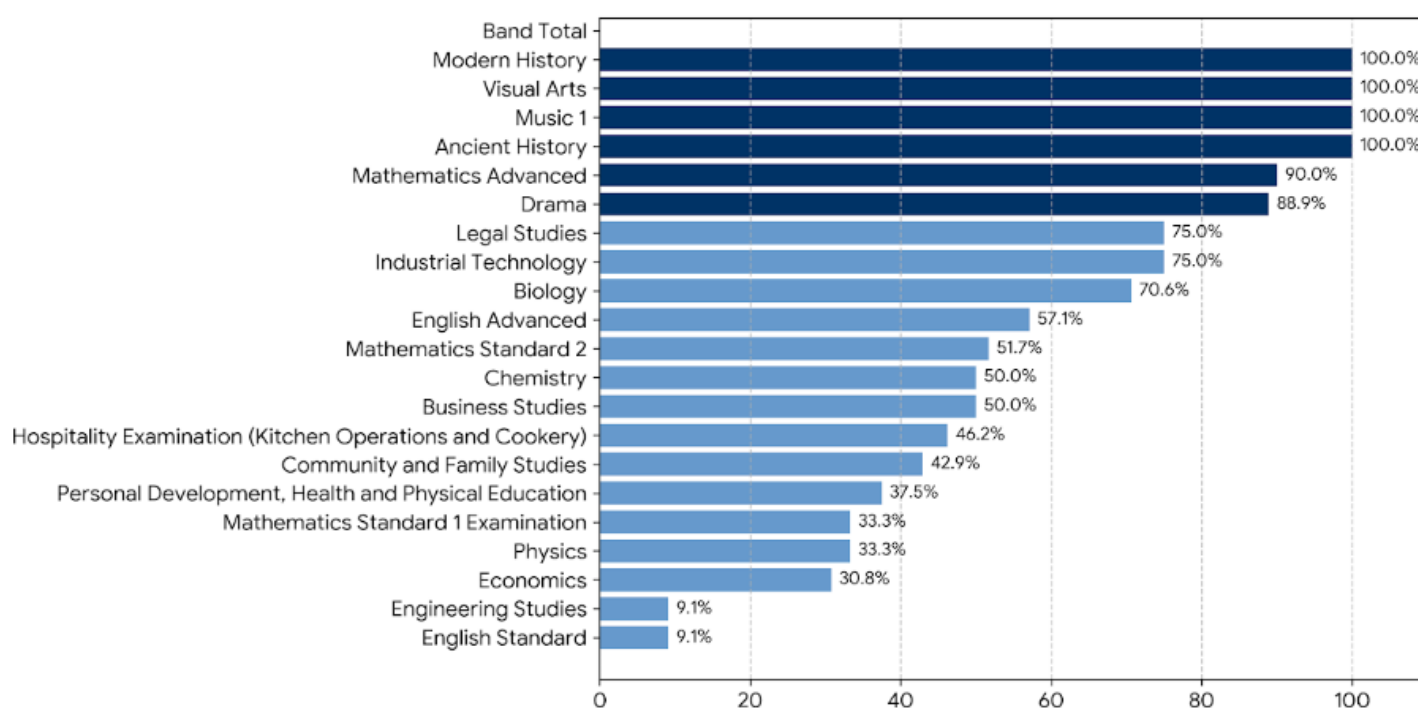


High Achievements of 2025

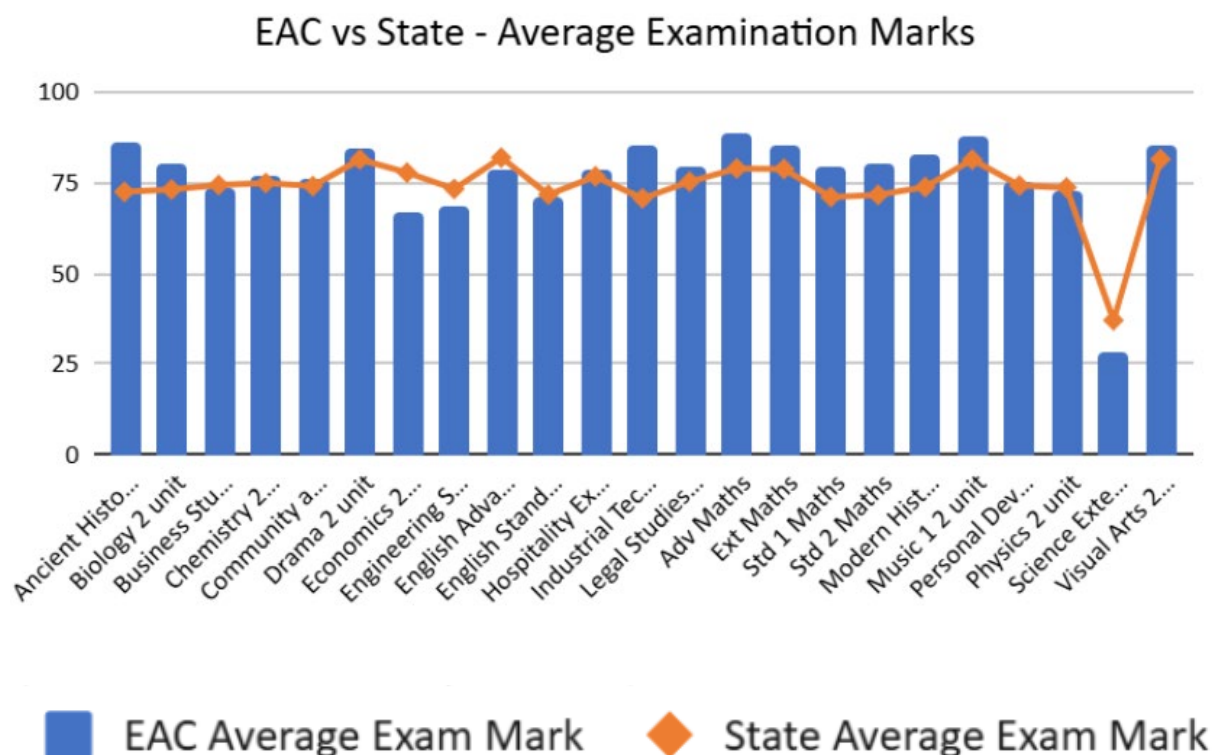
- 1 student placed on the All Rounders merit list for receiving Band 6 / E4 results in all of their subjects
- 23 students placed on the Distinguished Achievers merit lists for receiving Band 6 / E4 results in their subjects:
 - Between the 23 students, they achieved 39 Band 6 / E4 results
 - These were achieved in 15 different courses
- 11 student nominations for HSC showcases and one selection:
 - OnSTAGE (Drama): 5 students were nominated for their group performance and 3 students for their individual performances
 - SHAPE (Industrial Technology): 2 students were nominated and 1 student was selected for the Showcase
 - ENCORE (Music): 1 student was nominated

HSC Band Analysis 2025

2025 HSC Performance: Top Band (5/6) Achievement by Subject:



EAC versus State – Average Exam Marks



Disability Provisions

- 19 students accessed Disability Provisions which represents 35% of the cohort.
- Typical Provisions - rest breaks, small group supervision and extra time. We also had individual supervision this year.
- This highlights the inclusive and supportive approach we take toward student wellbeing and equitable access to exams.

2025 PROFESSIONAL LEARNING, TEACHER STANDARDS AND WORKFORCE COMPOSITION

Professional Learning Event	Department	No. of staff
Parent Teacher Interviews - TASS	Administration	1
School Excursions, Camps & Trips - LawSense	Administration	2
TASS System Administrator Essentials	Administration	2
TASS Training - End of Year Student Rollover Webinar	Administration	1
Jeff Koons Opening of Bleach Art Fest HOTA	Arts	2
Planning for Stage 6 Visual Arts	Arts	2
Year 7 Visual Arts Scope and Sequence, Assessment Schedule, Assessment Tasks	Arts	3
ASBA 2025 Conference	Business Management	1
Business Continuity Plan Workshop. Bounce Readiness Resilience Response	Business Management	3
INNOVATE, INTEGRATE, INSPIRE: Teaching the New Commerce Syllabus	Business Studies	1
Review of current programs and planning	CAPA	2
Year 11 Dance	CAPA	1
CAA's Tertiary Update Day for Careers Advisers	Careers	1
Careers Advisers Association (CAA) Annual Conference	Careers	2
Development of Stage 6 Work Studies Course	Careers	1
Early Career English Teacher Day	Careers	1
HSC, ATAR and Scaling with Graham	Careers	1
Preparation of VET documentation for the AIS compliance	Careers	1
Summerland Careers Advisors, Network AGM Term 4 2025	Careers	1
VET Webinar PD	Careers	2
ASBA NSW and NSW Independent Schools Risk and Compliance Network Combined	Compliance	1
LawSense Best Practice Privacy, Note taking and Record Keeping.	Compliance	2
Legalwise School law series	Compliance	1
Managing New Social Media Law and online offences	Compliance	1
Online - Managing Separated Families & Family Law Issues in Schools	Compliance	1
Online - School Policy Writing Workshop	Compliance	1
School Sports Law 2025	Compliance	1
TASS Permission Areas	Compliance	1
Year 10 and 11 Enterprise Computing	Computing	1
Year 11 Enterprise Computing	Computing	1
AIS - Spotlight on Assessment Schedules: Preliminary and HSC	Curriculum	1
AISNSW Curriculum Conference 2025 – Threads of Learning days 2 & 3	Curriculum	1
Curriculum Planning and Implementation: Scope and Sequences for the new Syllbus (CHPS)	Curriculum	2

NESA K-10 Assessment Project - English	Curriculum	1
New Metrics - FAN REPORTS DATA ENTRY	Curriculum	1
New Metrics Seminar	Curriculum	1
New Metrics Seminar	Curriculum	1
New Metrics Warranting Triad Meeting	Curriculum	5
New Metrics Zoom Meeting	Curriculum	1
Stage 6 assessment data entry Schools Online	Curriculum	2
To create a K-6 scope and sequence using the new syllabus documents	Curriculum	1
Curriculum Conference AIS Sydney	Curriculum	1
New Metric Seminar	Curriculum	1
New Metrics Partnership Seminar	Curriculum	1
New Metrics Partnership Seminar	Curriculum	1
New Syllabus Programming	Curriculum	2
Sydney - AIS Curriculum Conference 2025 Threads of Learning	Curriculum	1
Year 7 TAS curriculum planning	Curriculum	1
Meet regarding micromelon robots and increase awareness of coding requirements.	Curriculum planning IT	4
Year 10 Food technology program for Term 3/4	Curriculum planning TAS	1
Integrated Studies - EL: Global Experience + English	Curriculum Primary	3
Integrated Studies/Experiential Learning: Global Experience	Curriculum Primary	3
DRAMAWORKS North Coast Drama Collegiate	Drama	1
Creating Engaging Environments for Pre-Schoolers	Early Learning Centre	1
How much is enough: How to document learning without slipping into a panic	Early Learning Centre	1
Slow Pedagogy, finding balance between pedagogy and practice	Early Learning Centre	1
The Power of Play: Nurturing Creativity, Agency, and Belonging	Early Learning Centre	1
Today's Child - Stages and Theories of Human Development	Early Learning Centre	1
AIS English Conference	English Secondary	1
AIS Sydney English Extension 1 and 2: New HSC	English Secondary	1
English (Secondary) Analyse teacher feedback from 2025 registers and improve current programs	English Secondary	2
English (Secondary) To write programs for the new Stage 6 syllabus.	English Secondary	2
English Extension 1 texts and electives for the new syllabus	English Secondary	1
English Standard: New Texts for HSC Webinar	English Secondary	1
English Syllabus online	English Secondary	1
Online - The New Stage 6 Extension 1 English course	English Secondary	1
Online - The New Stage 6 Extension 1 English course	English Secondary	1
English - online webinar	English Secondary	1

PD for Life Skills Program Development	English Secondary	1
Planning programs that align with new text prescriptions	English Secondary	2
Planning session for the implementation of the 2027 Syllabus	English Secondary	2
Programming for the stage 6 extension 1 course (both Year 11 and HSC)	English Secondary	1
Stage 6 English - New Programs in line with updated prescriptions	English Secondary	1
Stage 6 English Standard Developing new programs	English Secondary	2
Stage 6 English Standard Developing new programs aligned with updated prescriptions	English Secondary	2
2025 Fringe Benefits Tax Training	Finance	1
Australia Wide Payroll & Taxation Training	Finance	1
CMEA Interpretation course	Finance	2
CMEA Interpretation Course - Teachers and PAOS Staff (NSW) (July, Week 3)	Finance	1
CMEA Interpretation Course - Teachers and PAOS Staff (NSW) (July, Week 3)	Finance	1
Enneagram training	Finance	1
Online - Long Service Leave Champion Course	Finance	2
Adv CPR - HLTAID015 Provide Advanced Resuscitation and Oxygen Therapy	First Aid	2
First Aid and CPR	First Aid	24
First Aid update	First Aid	1
HLTAID012 Provide First Aid in an education and care setting (includes CPR)	First Aid	5
Provide First Aid in remote or isolated site	First Aid	1
Student first aid recording keeping and Management - TASS	First Aid	1
10 History Thursday 6th or 20th Nov Periods 1-4	History Secondary	3
2025 Experiences of Colonisation (new curriculum)	History Secondary	1
2025 iTE Conference Sydney	History Secondary	1
Ancient History and Society and Culture	History Secondary	1
Curriculum programming	History Secondary	1
Leading a Culture of Peer Review and Collaborative Practice	History Secondary	1
Mini Masterclass Behaviour Change	History Secondary	1
Modern History Stage 6	History Secondary	2
Quality teaching and learning to prepare students for best HSC performance.	History Secondary	1
Stage 4 History. Planning and programming	History Secondary	2
Year 12 Marking History	History Secondary	2
HSC Marking	HSC marking	4
Teaching FANGIRLS in the HSC (a workshop for Teachers)	HSC marking	1
2026 Stage 4 - Yr 9 Geography Planning	HSIE	2
Darwin ASBA conference	HSIE	1
Develop and write new assessment tasks to reflect the new outcomes and content.	HSIE	2
HSIE & Science & Technology Syllabus Familiarisation sessions	HSIE	20

Professional planning in Society and Culture and History Extension	HSIE	1
Scope and Sequence for new syllabus. Geo Stage 4 & 5	HSIE	3
AIS Sydney AI education	Information Technology	1
API Setup	Information Technology	2
Grafton Anglican Dioceses IT Staff Meeting	Information Technology	2
Grafton Diocese IT Manager Networking Event	Information Technology	1
ICT Management & Leadership Conference	Information Technology	1
Institute Of Technology & Education ITE 2025 Conference Workshops	Information Technology	1
MITIE Conference ICT Strategy and Leadership	Information Technology	1
MITIE Term 1 Conference 2025 ICT Strategy and Leadership	Information Technology	1
Term 3 Conference 2025 "Data by Design"	Information Technology	1
Japanese (Primary and / or Secondary)	Japanese	2
Japanese (Primary and / or Secondary)	Japanese	2
AIS - Advanced Middle Learners	Leadership	2
AIS Beginning teacher facilitator	Leadership	1
AISNSW Child Protection Conference 2025 - Building a Safe and Supportive School Environment	Leadership	1
Anglican Schools Australia Conference	Leadership	2
Positive Schools 2025	Leadership	1
Senior Leaders Program at AIS Sydney	Leadership	3
Sydney - EduTech Conference	Leadership Primary	1
AI resources with Year 8 in 2026 (meet with ASK) a day 3 or day 8 P5 during first month of Term 4	Mathematics Secondary	1
Creating new homework schedules for the new course Y11 Maths Ext	Mathematics Secondary	1
Curriculum programming	Mathematics Secondary	2
Development of class lists	Mathematics Secondary	5
Mathematics Life Skills year 7 and year 8.	Mathematics Secondary	1
New Syllabus updates and homework schedules	Mathematics Secondary	2
PD4Maths - Face-to-Face Professional Learning Days for Teachers of Stage 6 Standard and Advanced	Mathematics Secondary	1
Planning for the New Mathematics Extension 1 Syllabus Online	Mathematics Secondary	1

Review and plan more resources for Standard 1	Mathematics Secondary	1
Year 11 and 12 Standard Mathematics	Mathematics Secondary	2
Year 12 Standard Mathematics. Paperwork for Standard 1 course as required by NESA	Mathematics Secondary	1
Music syllabus for Kindergarten, Stage One & Stage Two	Music	2
CPCWHS1001 – Prepare to work safely in the construction industry (White Card)	Music	1
Entertainment with AIS	Music	1
Work with NESA	NESA	1
7-10 PDHPE Program development and Y11 Focus Question 1	PDHPE	1
AISNSW Sport Leadership Conference	PDHPE	1
ASCA International Conference on Applied Strength & Conditioning	PDHPE	1
Austswim online	PDHPE	1
CAFS Conference	PDHPE	1
Child Studies planning	PDHPE	1
CIS Primary Swimming	PDHPE	1
HMS Summit	PDHPE	1
New Subject writing day while HSC Examination supervising - Per5&6 on site at EAC	PDHPE	2
PDHPE (Secondary) Planning and programming	PDHPE	1
PDHPETA conference	PDHPE	1
PETAA Conference	PDHPE	1
Stager 6 Electives (HMSS, SPORT SCIENCE)	PDHPE	2
Unpacking the New PDHPE 7-10 Syllabus: Planning and Programming	PDHPE	1
Year 12 Health and Movement Science	PDHPE	1
Year 12 Health and Movement Science: Planning and Programming	PDHPE	1
Year 12 Planning (SS/T4 Program)	PDHPE	1
AIS Sydney	Primary	1
Curriculum programming	Primary	14
Literature Experience, English, Maths, Housekeeping.	Primary	3
Literature Experience, English, Maths, Integrated, Record Keeping.	Primary	3
Aspiring and Early Leaders Program 2	Primary Leadership	3
Career Pathways: Leveraging Strengths for Professional Growth	Primary Leadership	1
The Craft of Writing online A Professional Learning Course for Teachers of HSC Standard and Advanced	Primary Leadership	1
Diocesan Ministry School. Networking with Diocesan ministry leaders	Religious Education	1
Science and Technology	Science and Technology Primary	20

10 BYE (also applications for ES)	Science Secondary	2
HSC Marking Biology	Science Secondary	1
Programming and Planning for Assessments	Science Secondary	2
Secondary Science Programming	Science Secondary	5
Orienteering Coach Training	Sport Primary	4
Employment Law	Staffing	1
Curriculum planning Year 7 STEM	STEM	2
Year 7 STEM Get resources organised for Term 2 7 STEM	STEM	2
AISNSW TAS Conference 2025 - Navigating TAS through Innovation and Change	TAS	1
HSC Enrichment Day ITT Teachers - Major Project Portfolio	TAS	1
NSW Food Safety Supervisor Certificate Refresh	TAS	1
Re look at and re-work program and resources for Year 10 Design Studio Course	TAS	1
TAS Planning 9 - 11am	TAS	1
Teacher accreditation	Teacher Accreditation	1
Behaviour Management for Beginning Teachers in Secondary	Wellbeing	1
Diverse Learners Symposium	Wellbeing	1
Law for School Counsellors	Wellbeing	3
Law Managing Student Disability – Denying Enrolment, Implementing Adjustments & Discipline	Wellbeing	1
RAP Community Morning Tea Lindisfarne	Wellbeing	1
Sue Larkey (Neurodiverse Education)	Wellbeing	1
Weaving Past, Present and Future	Wellbeing	1
Online - Managing Separated Families and Family Law Issues in Schools	Wellbeing Primary	1
Online - Navigating Anxiety in Primary Classrooms	Wellbeing Primary	1
Online - Nurturing Wellbeing: Resilience, Confidence and Mindfulness for Early Primary Students	Wellbeing Primary	1
Work Health and Safety in Schools	WHS	1



2025 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	74
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	3
Provisional	2
Proficient Teacher	69
Highly Accomplished Teacher (voluntary accreditation)	0
Lead Teacher (voluntary accreditation)	0
Total number of Teachers	74

Workforce Composition

College Staff 2025	Number of Staff
Teaching staff	74
Full-time equivalent teaching staff	66.9
Non-teaching staff	60
Full-time equivalent non-teaching staff	49.7
Aboriginal and/or Torres Strait Islander Staff	1
Full-time equivalent Aboriginal and/or Torres Strait Islander Staff	0.4

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.



2025 STUDENT ATTENDANCE

Year	% Attendance for 2025
K	92%
1	90%
2	91%
3	92%
4	93%
5	91%
6	90%
Average Primary	92%
7	91%
8	86%
9	90%
10	86%
11	90%
12	90%
Average Secondary	89%
Average Days Absent per Student in 2025	18.42

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.

2025 POST SCHOOL DESTINATION

Destination	Details
University, Private Colleges and TAFE (Further Study)	38 students
Workforce	4 students
Gap Year	13 students (these students are taking a gap year of either travel or work)
Qualification Completed in 2025	Details
Certificate II in Agriculture	1 x Year 11 student (via TAFE)
Certificate II in Animal Care	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 II in Electrotechnology	1 x Year 12 student (via TAFE)
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 Construction	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)
Certificate III in Remote Pilot	1 x Year 11 student (via TAFE)

Of the 55 students to complete their HSC and receive an ATAR, 69% 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.



COLLEGE POLICIES

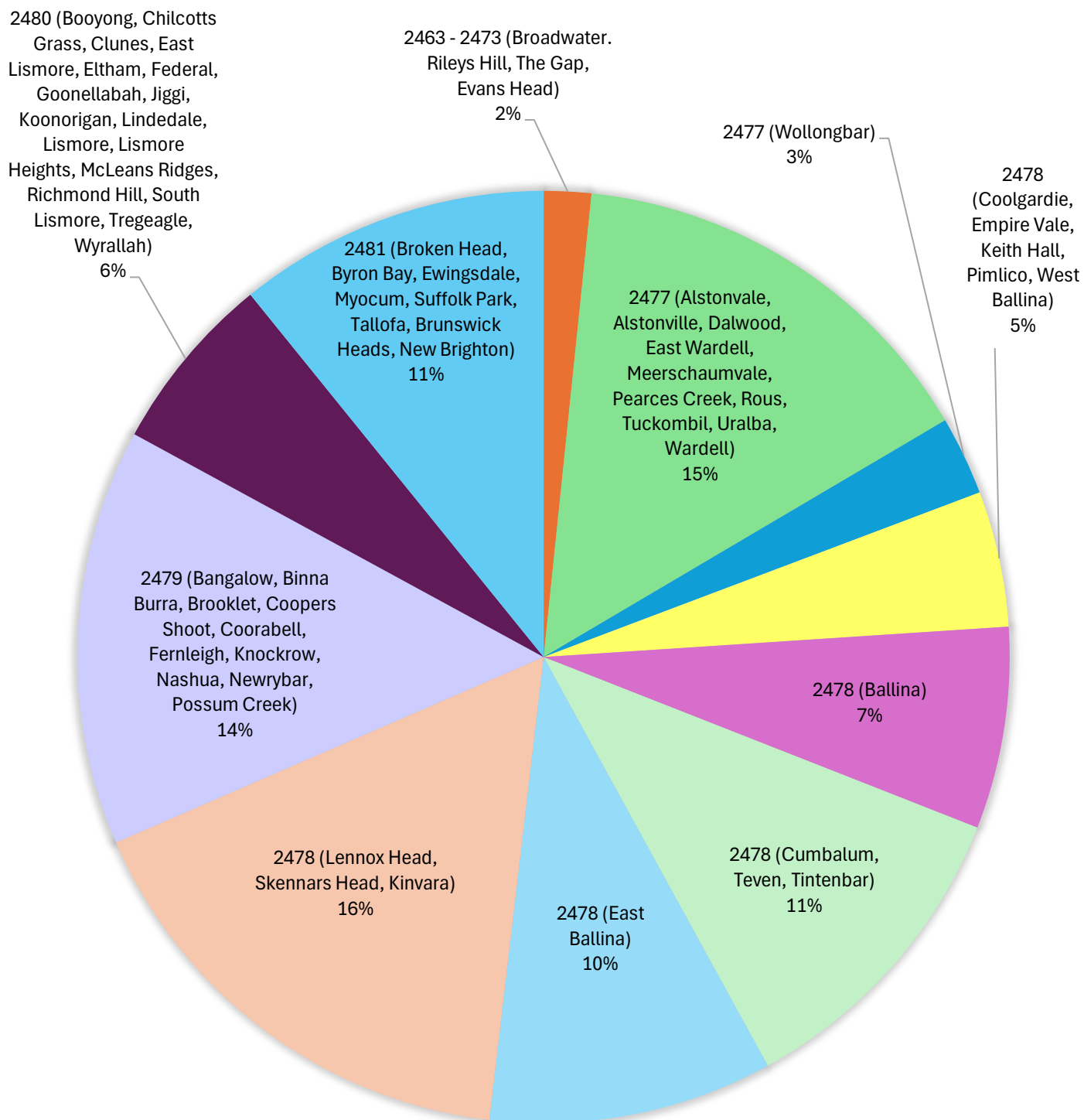
The College regularly reviews all policies to ensure that they are current, comply with key legislation and reflect best practice. Relevant policies are available on the College's website, are published in relevant parent and student handbooks and are available to College staff via the College's website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

Links to live policies:

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



2025 RESIDENTIAL DISTRIBUTION



Student Enrolment Summary (August 2025) Total - 880

PRIMARY		SECONDARY	
Year Group	No. of Students	Year Group	No. of Students
K	47	7	100
1	43	8	92
2	45	9	84
3	52	10	83
4	50	11	82
5	75	12	55
6	72		
Total	384	Total	496



PARENT, STUDENT AND STAFF SATISFACTION

I. OVERVIEW OF WORKSHOP FEEDBACK

To provide parents with an opportunity to give feedback in 2025 the College invited primary parents to participate in a Perspectives Workshop. Discussions were centred around three core pillars: Academic Programs, Wellbeing, and Extracurricular activities. The following is a summary of the key feedback and the College response.

TOPIC 1: ACADEMIC PROGRAMS

- **What are we currently doing well at?**
 - Coastal college; ELC-EAC transition support; Buddy Program.
 - Improved frequency of email communication.
 - Homework acts as a useful guide as to what is happening in the classroom.
 - Maths enrichment; Reading by level, including help for those who need extra assistance.
 - Learning support available through primary years, addressing physical as well as academic needs.
 - Individualized learning and personalized support for students with learning difficulties.
 - Positive learning support program (better than public school system).
 - Engaged teachers who provide open communication regarding student progress; helpful data.
 - Structure and creative learning through extracurricular activities building into students' futures.
 - Organized homework and good communication in the student planner.
- **Opportunities for Growth**
 - Common email address for all communications to ease finding information.
 - Standardisation of homework frequency; options for more homework choice and teacher feedback.
 - Feedback for outdoor/experiential learning (e.g., beach/full experimental days) for K-2 Coastal.
 - Dedicated art in the Primary timetable; better transparency of spelling lists/handwriting/daily learning.
 - More feedback on child's level; in the Primary this included spelling lists for home; Seesaw updates.
- **Other Suggestions**
 - Explore the possibility of more overnight camps.
 - New concepts for away days and excursions coming from the Living School.

TOPIC 2: WELLBEING

- **What are we currently doing well at?**
 - School responsiveness to issues; Buddy system; Safe on Socials.
 - Supporting students with additional needs.
 - Wellbeing week; Chaplaincy; Friendly staff.
- **Opportunities for Growth**
 - Year level/team building; morning check-ins regarding social play.



- Communication on how issues are dealt with; onboarding for new families/students.
- Seating for lunch; Seesaw as a resource.
- **Other Suggestions**
 - Low toxicity classroom: Reducing plastics and neurodevelopmental chemicals (perfumes, EDCs).
 - Additional school counselor to increase accessibility.

TOPIC 3: EXTRACURRICULAR

- **What are we currently doing well at?**
 - Welcomed increase in options; diversity of opportunities.
 - Strong music and performing arts (elite music program).
 - Great variety of sports opportunities; Chess/Library.
 - Older kids leading younger kids in activities.
- **Opportunities for Growth**
 - Create an annual list of extracurricular activities for kids to help planning.
 - Ensure programs can accommodate all interested students (e.g., run on multiple days).
 - More language choices beyond Japanese; more music opportunities for K-2.
 - More consistent sport offerings before/after school (full term duration vs. 6-week courses).
 - Weekly interschool sports (e.g., soccer, softball, netball).
- **Other Suggestions**
 - Excursions: Questacon/Canberra; feel-good excursions.
 - Student-led initiatives: Year 5 buddies, lunchtime art club, peer support lunch clubs, and sport-led groups in the hall.

II. ACTIONS TAKEN

Following the workshop, the school has implemented several strategic actions to address parental feedback:

- **Feedback shared with Primary staff:** All insights from the session have been disseminated to the teaching team.
- **Increased curriculum information:** Enhanced details regarding Primary curriculum offerings are now included in fortnightly newsletters.
- **Term Overviews:** Comprehensive term overviews are now sent to parents in the first week of every term.
- **Extension Programs:** Maths and English extension sessions have been expanded to include students from Years 3–6.
- **Low Toxicity Classrooms:** Meetings have been held with Dr. Matt Landos to discuss strategies for low-toxicity classrooms, specifically focusing on reducing plastics and neurodevelopmental chemicals.
- **After School Sport:** A parent survey was conducted regarding after-school sports, leading to increased sessions that now cover the majority of the school term.
- **New Student Integration:** A new student morning tea has been established to connect with and improve the onboarding experience for new students.



- **Seesaw Utilization:** There has been a significant increase in the amount of content and learning updates shared on the Seesaw platform.

III. EXIT SURVEY SUMMARY: WORKSHOP FEEDBACK

The exit survey following the session indicated that parents found the workshop highly valuable, with most rating it a **3 or 4 out of 4**.

- **Key Takeaways:** Parents felt the session was well organized, productive, and inclusive, allowing a large number of people to feel heard. Many appreciated the opportunity to network with other parents.
- **Future Suggestions:** Recommendations for future workshops included starting at 5:00 PM to better accommodate working parents, providing clearer advertising regarding the session's purpose, and potentially using digital formats (like iPads) to ensure everyone has an equal voice during group discussions.

Student Voice and Agency

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 ran a Feedback Forum process for all the secondary school in Term 2, inviting all students to comment on policies and processes connected to school life. The Director collates this feedback and uses it to inform decision making.

The Primary Wellbeing Leadership Team gather information from students each term to get feedback about the primary school experience. They use a combination of forums, survey and analysis of wellbeing data. Different groups are targeted at different stages of the year. An example of this took place at the end of Term 1 when all the students that had joined the Primary School at the start of the year were invited to give feedback about their transition experience.

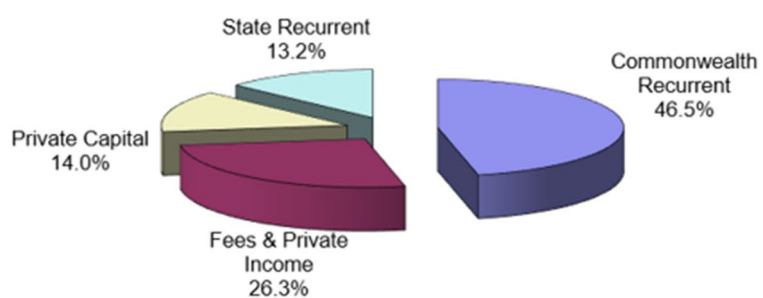
The Counselling Team also compile data relating to student that have accessed the College Counselling Service. The deidentified data highlights number of students using the services and the nature of the issues presenting. It also provides insight into parents and staff use and satisfaction with the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

Staff Feedback

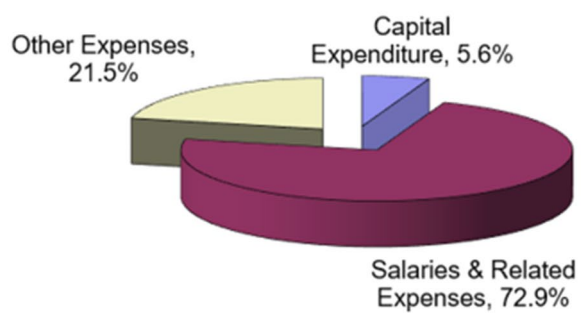
As part of the weekly meeting schedule, there are regular opportunities for staff to provide feedback about both strategic and operational matters. As part of their Professional Practice time, staff work in collaborative groups to discuss matter relating to curriculum design, teaching and learning and 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 2025



Emmanuel Anglican College Expenditure 2025



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.



62 Horizon Drive, West Ballina NSW 2478

T: +61 2 6681 5054 | E: enquiries@eac.nsw.edu.au | W: eac.nsw.edu.au

CRICOS Provider: Emmanuel Anglican College Council (02449F)

Emmanuel Anglican College is a Child Safe Organisation