

EMMANUEL ANGLICAN COLLEGE
Learning ~ Living ~ Leading

Annual Report 2009



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Chair of College Council Philip Carter

2009 has seen a year of change. During my first year as Chair of Emmanuel Anglican College Council, two events created the most change: one was the global financial crisis and the continuation of that and how it affects the school financially; the second was the resignation of Ian Martineau who had been Principal of Emmanuel for eight years, and had carried out an excellent job and was ready to move on to greener pastures.

The resignation of the Principal gave the Council an opportunity to re-think and re-focus on where the College should be going in the future. With that in mind, Canon Len Nairn was employed in the period leading up to the appointment of the new principal to look at the organisation as a whole, give his advice and make changes where necessary to put the College in a strong position for the future - which he did. We thank Canon Len Nairn for his input over that period of time.

We had the great fortune of having Mrs Heidi O'Brien appointed as the Principal to commence in January 2010 and we look forward to what Heidi will bring to Emmanuel from the expertise and knowledge she has gained from the schools she has worked in.

The Council of Emmanuel Anglican College has worked closely with a very positive outlook throughout a difficult year and I wish to thank the Council members for their team effort and direction in which they have guided me, as a Chair, and our College, through an interesting period of Emmanuel's life.



Emmanuel Anglican College is held in high esteem amongst the wider community due to the results achieved by our Year 10 and Year 12 students, and 2009 is no exception. For the Far North Coast, Emmanuel stood as one of the elite schools with regard to Year 12 results. We are fortunate to have excellent teachers at Emmanuel who have guided our students to such great heights with their results during 2009.

Emmanuel prepares its students well for the future in providing students with a well-rounded co-curricular and academic life. The aim of the Council is to provide the support and governance to enable the College to further improve its academic and co-curricular offerings. Opportunities such as the Japanese students exchange program, Eisteddfods, performances, competitions and carnivals contribute in enhancing student experiences and enjoyment of learning.

With the excellent leadership from Council, management and staff, Emmanuel will grow in 2010 and beyond.

Principal – Heidi O’Brien

2009 was a dynamic year for Emmanuel Anglican College. The Principal Mr Ian Martineau resigned mid year to take up an opportunity overseas and Canon Len Nairn was appointed as the interim principal for the second half of the year. Construction of the new library commenced and the College was honoured to have The Honourable Member for Page Ms Janelle Saffin ‘turn the first sod’ of the Building the Education Revolution project. Councillor Philip Silver, Mayor of Ballina was also present at this historic event. Other building projects included the upgrade of the College’s car park, the construction of a playing court and the development of an Early Learning Centre.

We celebrated the successes of Year 12 students who achieved excellent results in their Higher School Certificate studies and Year 10 for their outstanding results in their School Certificate studies. EAC’s 2009 NAPLAN results are testimony to the hard work and diligence shown by our students and the high quality pedagogy of our teachers. Media reports based on NAPLAN results placed EAC as the top performing K-

12 school in the Northern Rivers Region. We congratulate all of our students for their academic achievements throughout the year.

A highlight of Term 3 was the Primary School Musical, ‘The Yellow Submarine’. All students from Kindergarten to Year 6 participated in this musical which told the story of a group of beetles who travelled in their Yellow Submarine to find the music that had been taken by the ‘Blue Meanies’. Our students should be proud of their wonderful performance.

Our students also excelled in a variety of sports events, including swimming, cross country, athletics, rugby, touch football, soccer, just to name a few. There were opportunities for involvement in chess competitions, Eistedfodds, music and drama performances, textile competitions, dance ensembles, leadership and worship.

The College has continued to strengthen its place in the community and the years ahead are full of exciting prospects and opportunities. A new chapter in the College’s history will commence in 2010 with the opening of the new library and the Early Learning Centre.



President of Friends – R.J. (Bob) Myatt

This year has been one full of achievements for 'Friends of EAC'. We have raised in excess of \$25,000, via the Harvest Fair, various raffles, the mother's day stall and the tea towel project all of which will be channelled back to the students through the College administration.

'Friends of EAC' have also coordinated and/or assisted with:

- Catering at many school functions including Foundation Day, athletics carnivals, sports events, College performing arts productions such as the Yellow Submarine and Cosi, College Grandparents' Day, Chapel services, Open Day and Presentation Day.
- Working bees including tree plantings, landscaping, creating a kindergarten shade area, vegetable garden construction and general beautification of the College grounds.
- Covering over 2500 library books via the 'green bag project'.
- Events such as the Harvest Fair, EAC Ball, art exhibition and children's discos which did much to build community spirit within the College.
- Acquiring resources such as urns and a generator which was funded by a Federal

Government grant, for use at College functions.

- Providing four additional shade structures in 'House Colours' for use at the various carnivals, as well as sidewalk games such as hopscotch, snakes and ladders, and handball during school recess.

Our achievements came about because of the cooperative effort of those parents who come together in a common cause to improve the 'lot' of our children at EAC. We received strong support from the College Executive and staff, and we look forward to that continued support in the future.

I would like to thank the members of the Committee and those parents who attended our monthly meetings. I pay a special tribute to the members of the 'sub-committee' which organised the Harvest Fair in 2009. They attended many extra meetings and donated much time to ensure that the 2009 Harvest Fair was a resounding success.

Finally, the fruits of our labour during 2009 translated into the acquisition of new play equipment for the junior primary school, due for installation mid 2010, the purchase of sports equipment and the major landscaping project for the new library.



Student Representative Council

Primary School

The Primary School Student Representative Council (SRC) is a proactive group that meets weekly to discuss issues brought up in class meetings and to work on short and long term projects. This year the SRC made a significant contribution to the life of the College. It organised whole school activities, which have built a stronger sense of community, an awareness of our role as stewards of the environment and a need to reach out to others with empathy. Examples of these projects include the organisation and coordination of Earth Hour and Jeans for Genes Day, organising pre-loved book donations for the new library, ongoing care for the College through clean-up days and tree-planting and raising funds for the Victorian Bushfire appeal. The SRC were also successful in raising enough funds to build a sports-shed.



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Secondary School

The Secondary School student body is lead and represented by a Student Leadership Team and a Student Representative Council. Students elect members to each body on an annual basis. Both groups play a significant role in providing hospitality to members of the community visiting the College as well as representing the College at community events.

In 2009 the Student Leadership Team underwent a day of training and planning to ready themselves for the year of leadership ahead. The focus of the group's activities was to look at ways to promote student participation in College life. The students were particularly active in the planning and facilitation of College Sporting Carnivals. They played a major role in the organisation of the Shaw's Bay Regatta which was a key part of the 2009 College Foundation Day. The day was very successful with high levels of student participation and a fantastic community feel to the day. Money was also raised on the day for a local charity.

The Student Representative Council meet each month to discuss a range of issues. A focus of their planning was the Secondary School Social. This event took place in a marquee on College property and carried the theme: 007 James Bond. It was a very successful and well attended event.





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 current location in West Ballina in 2000 and has continued to grow, with a current enrolment of over 380 students.

Emmanuel Anglican College is highly regarded for its academic excellence which once again was reinforced by the outstanding results achieved in external competitions, tests and examinations in 2009.

As an Anglican College our Christian ethos underpins all that we do and this is especially evident in 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.

Our College's small population fosters a community feel and enables each student to

be known and supported. Learning takes place in an outstanding physical environment with open, modern and fresh learning facilities. There are a wide variety of co-curricular activities on offer 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.

NAPALN Results

Years 3, 5, 7, and 9 participated in the National Assessment Program of Literacy and Numeracy (NAPLAN) testing earlier this year. Our students are to be congratulated on achieving results well above the Northern Rivers Region, State and National average. 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.

Literacy Year 3

In Year 3, 40% of Emmanuel Anglican College students achieve the top band in Overall Literacy compared with 23% of New South Wales' students.

Number of Students: 36 Results in %	Band 6	Band 5	Band 4	Band 3	Band 2	Band 1
READING						
Emmanuel Anglican College	43%	29%	14%	11%	3%	0%
New South Wales	25%	23%	22%	18%	9%	3%
WRITING						
Emmanuel Anglican College	40%	43%	17%	0%	0%	0%
New South Wales	23%	29%	26%	14%	4%	3%
SPELLING						
Emmanuel Anglican College	26%	46%	23%	3%	0%	3%
New South Wales	25%	26%	24%	13%	9%	3%
GRAMMAR AND PUNCTUATION						
Emmanuel Anglican College	40%	43%	9%	6%	0%	3%
New South Wales	22%	31%	24%	11%	7%	6%
OVERALL LITERACY						
Emmanuel Anglican College	40%	40%	14%	6%	0%	0%
New South Wales	23%	28%	26%	14%	7%	2%

Numeracy Year 3

In Year 3, 37% of Emmanuel Anglican College students achieved the top band in Overall Numeracy compared with 18% of New South Wales' students.

Number of students: 36 Results in %	Band 6	Band 5	Band 4	Band 3	Band 2	Band 1
NUMBER, PATTERNS & ALGEBRA						
Emmanuel Anglican College	37%	23%	17%	11%	11%	0%
New South Wales	22%	20%	22%	20%	12%	5%
MEASUREMENT, DATA, SPACE, GEOMETREY						
Emmanuel Anglican College	23%	29%	29%	11%	9%	0%
New South Wales	13%	21%	35%	16%	9%	6%
OVERALL NUMERACY						
Emmanuel Anglican College	37%	20%	17%	14%	11%	0%
New South Wales	18%	23%	24%	20%	11%	5%

Literacy Year 5

In Year 5, 21% of Emmanuel Anglican College students achieved the top band in Overall Literacy compared with 11% of New South Wales' students.

Number of students: 40 Results in %	Band 8	Band 7	Band 6	Band 5	Band 4	Band 3
READING						
Emmanuel Anglican College	33%	36%	13%	15%	0%	3%
New South Wales	15%	25%	21%	21%	12%	6%
WRITING						
Emmanuel Anglican College	18%	21%	44%	13%	3%	3%
New South Wales	10%	17%	37%	21%	10%	5%
SPELLING						
Emmanuel Anglican College	8%	54%	15%	13%	10%	0%
New South Wales	13%	24%	27%	20%	11%	5%
GRAMMAR AND PUNCTUATION						
Emmanuel Anglican College	31%	31%	28%	5%	0%	5%
New South Wales	15%	25%	28%	16%	10%	7%
OVERALL LITERACY						
Emmanuel Anglican College	21%	41%	26%	8%	3%	3%
New South Wales	11%	23%	30%	22%	9%	4%

Numeracy Year 5

In Year 5, 23% of Emmanuel Anglican College students achieved the top band in Overall Numeracy compared with 16% of New South Wales' students.

Number of Students: 40 Results in %	Band 8	Band 7	Band 6	Band 5	Band 4	Band 3
NUMBER, PATTERNS & ALGEBRA						
Emmanuel Anglican College	23%	36%	13%	15%	10%	3%
New South Wales	14%	22%	19%	28%	12%	5%
MEASUREMENT, DATA, SPACE, GEOMETREY						
Emmanuel Anglican College	18%	33%	31%	15%	3%	0%
New South Wales	17%	14%	33%	20%	11%	5%
OVERALL NUMERACY						
Emmanuel Anglican College	23%	33%	15%	26%	3%	0%
New South Wales	16%	19%	24%	25%	14%	3%

Literacy Year 7

In Year 7, 45% of Emmanuel Anglican College students achieve the top 2 bands in Overall Literacy compared with 28% of New South Wales' students.

Number of Students: 36 Results in %	Band 9	Band 8	Band 7	Band 6	Band 5	Band 4
READING						
Emmanuel Anglican College	28%	25%	28%	11%	3%	6%
New South Wales	11%	21%	25%	25%	13%	5%
WRITING						
Emmanuel Anglican College	0%	40%	26%	31%	3%	0%
New South Wales	9%	18%	24%	32%	11%	7%
SPELLING						
Emmanuel Anglican College	14%	34%	29%	26%	6%	0%
New South Wales	13%	20%	20%	24%	10%	5%
GRAMMAR AND PUNCTUATION						
Emmanuel Anglican College	29%	6%	31%	31%	0%	3%
New South Wales	17%	9%	28%	25%	14%	7%
OVERALL LITERACY						
Emmanuel Anglican College	11%	34%	34%	14%	3%	3%
New South Wales	9%	19%	31%	29%	11%	5%

Numeracy Year 7

In Year 7, 54% of Emmanuel Anglican College students achieved the top 2 bands in Overall Numeracy compared with 33% of New South Wales' students.

Number of students: 36 Results in %	Band 9	Band 8	Band 7	Band 6	Band 5	Band 4
NUMBER, PATTERNS & ALGEBRA						
Emmanuel Anglican College	23%	34%	23%	3%	11%	6%
New South Wales	14%	20%	24%	22%	13%	6%
MEASUREMENT, DATA, SPACE, GEOMETREY						
Emmanuel Anglican College	11%	43%	14%	26%	3%	3%
New South Wales	14%	16%	27%	27%	13%	3%
OVERALL NUMERACY						
Emmanuel Anglican College	20%	34%	26%	11%	6%	3%
New South Wales	14%	19%	23%	25%	14%	4%

Literacy Year 9

In Year 9, 22% of Emmanuel Anglican College students achieve the top band in Overall Literacy compared with 6% of New South Wales' students.

Number of Students: 36 Results in %	Band 10	Band 9	Band 8	Band 7	Band 6	Band 4
READING						
Emmanuel Anglican College	13%	22%	38%	19%	6%	3%
New South Wales	6%	19%	30%	24%	14%	7%
WRITING						
Emmanuel Anglican College	22%	16%	22%	25%	6%	9%
New South Wales	8%	12%	24%	23%	22%	11%
SPELLING						
Emmanuel Anglican College	9%	25%	41%	16%	3%	6%
New South Wales	11%	16%	26%	27%	12%	8%
GRAMMAR AND PUNCTUATION						
Emmanuel Anglican College	16%	13%	38%	25%	6%	3%
New South Wales	9%	13%	24%	30%	14%	1%
OVERALL LITERACY						
Emmanuel Anglican College	22%	9%	31%	31%	0%	6%
New South Wales	6%	15%	28%	29%	15%	7%

Numeracy Year 9

In Year 9, 66% of Emmanuel Anglican College students achieved the top 3 bands in Overall Numeracy compared with 56% of New South Wales' students.

Number of students: 36 Results in %	Band 10	Band 9	Band 8	Band 7	Band 6	Band 5
NUMBER, PATTERNS & ALGEBRA						
Emmanuel Anglican College	6%	25%	34%	28%	6%	0%
New South Wales	11%	20%	26%	25%	15%	4%
MEASUREMENT, DATA, SPACE, GEOMETREY						
Emmanuel Anglican College	9%	16%	38%	28%	6%	3%
New South Wales	13%	15%	24%	26%	18%	4%
OVERALL NUMERACY						
Emmanuel Anglican College	6%	16%	44%	28%	3%	3%
New South Wales	12%	18%	26%	26%	15%	3%

Performance in State-wide Tests/Examinations

Higher School Certificate, 2009

All students completing Year 12 Studies in 2009 followed a pattern of study which lead 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;
- Distance Education – students have the opportunity to access a specialised Board Developed and Board Endorsed course that contribute to both 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 Board of Studies Endorsed Curriculum Framework Courses and Non-Framework TVET Courses via the North Coast Institute of TAFE. These courses contribute to attainment of the Higher School Certificate and Curriculum Framework Courses and also can contribute to The Australian Tertiary Admissions Rank.

Overview of Higher School Certificate Results

The class of 2009 has achieved a number of outstanding group and individual results. There were 20 Students in the cohort who achieved results in 22 courses.

The College Dux for 2009 achieved an ATAR of 96.75. Students performed well above State Average in a broad range of courses including English, the Sciences, Mathematics, the Humanities including Legal Studies, PDHPE , Drama and Design and Technology. Of particular note is the high level of achievement in Extension Courses in both English and Mathematics. Exemplary achievement is noted in the following courses in which at least 50% of students achieved results in either Band 5 or Band 6 (or equivalent) which represents a mark of 80 or above.

- Drama
- Design and Technology
- English Advanced
- English Extension 1
- English Extension 2
- Legal Studies
- PDHPE
- Mathematics Extension 1
- Mathematics Extension 2



Individual Higher School Certificate Course Results

Subject	No of Students	Mean Score for EAC students	% of EAC students in Bands 5 & 6	% of EAC students in Bands 3 & 4	% of students in the State in Bands 5 & 6
Biology	7	77	14	84	30
Business Studies	6	72.5	33	50	38
Chemistry	4	74	25	75	38
Design & Technology	1	88	100	0	33
Drama	4	86	75	25	38
Economics	3	75	33	33	46
English Standard	7	69	0	100	5
English Advanced	11	80	54	46	52
Food Technology	3	70	0	100	30
Legal Studies	3	84	66	33	32
General Mathematics	7	72	29	57	24
Mathematics 2 Unit	5	72	0	100	42
Modern History	5	73	20	80	40
Music 1	6	77	34	66	48
PDHPE	2	79	50	50	31
Physics	7	70	14	86	41
Textiles and Design	5	77	40	60	44
Visual Arts	5	76	40	60	54

Extension Courses

Subject	No. of Students	Mean Score for EAC 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	4	75	0	100	22
English Extension 2	4	91	75	25	28
Mathematics Ext 1	2	95	100	0	34
Mathematics Ext 2	2	91	100*	0	40

*Indicates all students received a notional Band 6

School Certificate, 2009

Year 10 students achieved exceptional results in the School Certificate Tests.

Subject	No. of Students	% of EAC students in Bands 5 & 6	% of EAC students in Bands 3 & 4	% of students in the State in Bands 5 & 6
English Literacy	20	70	25	40
Mathematics	20	40	45	24
Science	20	65	30	35
Australian History	20	50	40	24
Australian Geography	20	65	25	27
Computing Skills	20	75	20	62

Professional Learning

Professional Development Event	Number of Staff Participating
Differentiation and Assessment	35
Differentiation Across the Curriculum	35
Diocesan Schools Training/PD Day	35
Leadership Development Workshop	14
TAFE Certificate for Canteen	1
Youth Specialties	35
First Aid/Resuscitation Refresher	35
CCMS in OOSH Training	1
Senior First Aid Training Refresher	4
NIDA Drama Open Program	1
AIS PDHPE Day	2
TEA Technology PD Day	1
UNE Careers Advisors	1
AEDI ECR Training	2
ETA ICT in English	2
Peer Support Foundation Training Day	2
Teacher Training Australia Online Learning	1
Seminar FBT & Taxation	1
Textiles Educators Association Conference	1

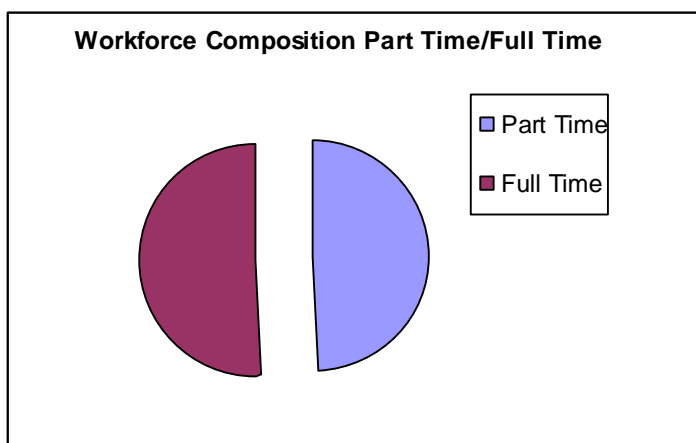
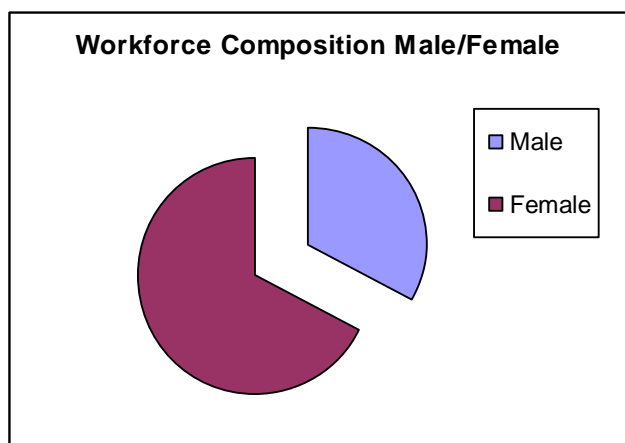
All staff are encouraged to participate in professional learning. The College organised various workshops and presentations for staff during staff professional development days and after school staff meetings. Staff are also funded to attend professional development opportunities outside the College and on average \$303.00 per staff member was provided by the College for staff to attend additional professional learning experiences. Staff are encouraged to share new and innovative ideas with each other and have the opportunity to present these at in-College workshops. Integrating ICT and teaching students with special learning needs were an emphasis for 2009.

Teacher Standards

Teacher Standards - Category	Number
Teachers who have teacher education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines.	37
Teachers who have 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
Teachers who do not have qualifications as described above but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context. Such teachers must have been employed to 'teach' in NSW before 1 October 2004	0
Teacher Accreditation Details	
Commenced Teaching prior to 1 October 2004	31
Professional Competence	2
Provisional Beginning	4

Workforce Composition

A total of 40.8 FTE staff were employed at EAC, consisting of 30.4 FTE teaching staff and 10.4 FTE non-teaching staff. To our knowledge there were no indigenous staff employed in 2009.



Student Attendance

Year	% Attendance for 2009
K	95.43%
1	95.01%
2	94.44%
3	94.02%
4	94.94%
5	94.03%
6	95.33%
Total Primary	94.74%
7	93.18%
8	94.62%
9	94.24%
10	93.03%
11	93.02%
12	95.40%
Total Secondary	93.67%
Average days absent per student in 2009	10

Management of Non-attendance

Absences are recorded each day by the class teacher in Primary School and the Pastoral Care teacher in Secondary School. Attendance rolls are returned to the office each day at the start of the day and at the end of the day where accurate attendance records are maintained. 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. Any requests by parents or guardians for extended periods of leave for a student need to be approved by the Principal. Parents or guardians with students who have unexplained absences or a large number of absences may be required to discuss the matter with the Deputy Principal or Principal. Student absences are recorded each semester on the student's academic report.

Student Retention Rates

Year 10, 2007	Year 12, 2009	Retention Rate
24	21	88%

The retention rate has been calculated by comparing the number of students enrolled in Year 10, 2007 at census date to the number enrolled in Year 12, 2009 at census date. The retention rate is similar to previous years.

Post College Destinations

Post College Destinations	Number of Students
University	11
TAFE	1
Private College	1
Full time work	1
Part time work	1
Travel	1

Students from the 2009 HSC Cohort were accepted into the following university courses.

Course	Institution
B Education (Early Childhood)	Southern Cross University
B Education (Primary)	Southern Cross University
B Arts/B Commerce	Griffith University
B Commerce	University of Wollongong
B Zoology	University of New England
B Arts/B Law	University of Wollongong
B Business	Griffith University
B Nursing	Southern Cross University
B Science	CSU Wagga Wagga
B Commerce/ B Sci	University of New South Wales
B Exercise Physiology	University of New England
B Eng/M Biomed Eng	University of New England
B Laws (combined)	University of Newcastle

Enrolment Policy

Emmanuel Anglican College is a co-educational College in the Anglican tradition providing a curriculum programme that challenges students' thinking and nurtures their personal development. The College values its culture of affirmation and self-discipline.

All applicant's (parents and student) are required to attend an Enrolment Interview. Applications will be processed in order of receipt and consideration will be given to the applicants for the support for the ethos of the school, siblings already attending the College, staff children, former students and other criteria determined by the College.

Procedure

All applications are processed according to the College's enrolment policy.

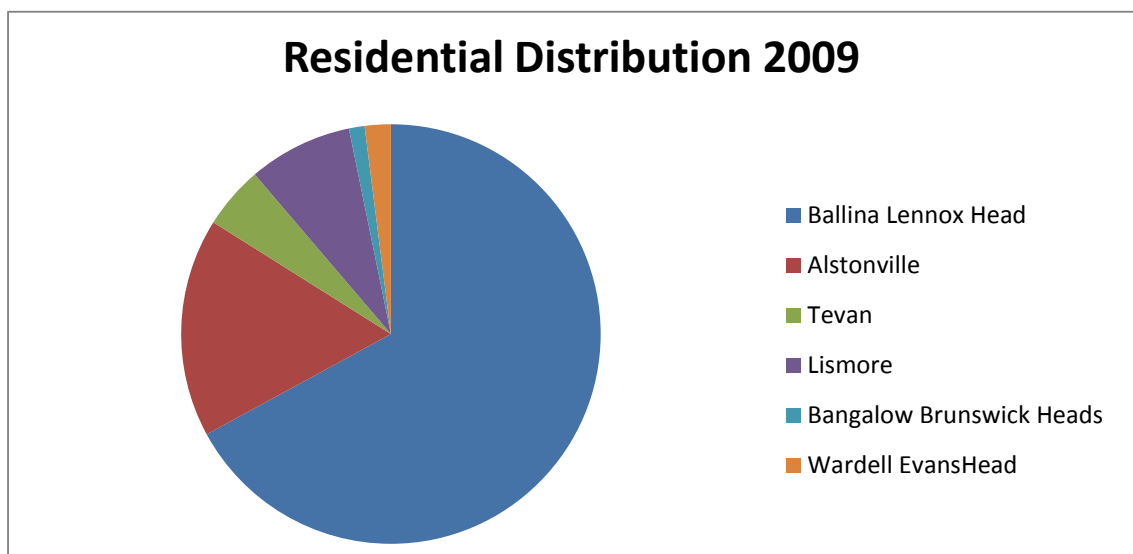
Each applicant is considered according to their supporting statement/interview responses regarding their willingness to support the College's ethos

Each applicant's educational need is assessed to ensure that the College is suitably equipped or can become equipped to meet the requirements of the applicant.

Where necessary, identify strategies which need to be put in place to accommodate the applicant before a decision regarding enrolment is made.
 Inform applicant of the outcome.

A letter confirming enrolment is sent to parents together with an Enrolment Agreement which should be signed by both parents, or parent/guardian. Where there is substantial demand for places, the College will request payment of a term's fee to confirm the acceptance of our offer.

Characteristics of the Student Body



Primary		Secondary	
Year Group	No. Of Students	Year Group	No. of Students
K	19	7	35
1	34	8	18
2	28	9	29
3	32	10	15
4	34	11	20
5	38	12	21
6	28		
Total	213	Total	138

College Policies

The College regularly reviews all policies to ensure that they are kept up-to-date, reflecting changes in legislation and best practice. Relevant policies are available on the College's website and published in parent handbooks. Policies for staff are available via the College's intranet and staff handbook.

Improvement Targets for 2010

Area	Goal	Proposed Strategies
Teaching and Learning	Preparation for introduction of National Curriculum	Staff professional development to provide consultation and programming opportunities. Networking with Grafton Diocesan Anglican Schools Commission for the purpose of resource sharing. Programming trial for Stages 1 to 3 mathematics curriculum.
	Implement e-learning for Stage 6	Issue of laptops to Year 11. Develop e-learning platform to support use of laptops and e-learning
	Enhanced learning support	Streamline learning support services and incorporate extension and enrichment opportunities
	Continued improvements in areas of literacy and numeracy	Further integration of literacy and numeracy across the curriculum
Student Welfare	Continued strong stance against bullying	Review of anti-bullying policy and procedures by staff committee and incorporate a comprehensive education program for parents and students
	Increase student participation in co-curricular activities	Review offerings and further develop lunchtime activities
Staff Development	e-learning development	Provide workshops to develop staff skills for creating e-docs and mentoring opportunities.
	National Curriculum	Provide workshops to allow staff to engage with National Curriculum and identify implementation strategies.
	Mandated training for staff	Identify and schedule for efficient coverage of all mandated training requirements for staff
	Management Team Appraisal	Develop and introduce an appraisal process that fosters opportunity for goal setting, recognition of achievements and professional development
Facilities and Resources	Enhance and expand IT resources	Upgrade servers and College network
	New Library Resource	Opening of new library and provision of associated resources.
	Learning Support Centre	Establish a learning support centre, easily accessible for K-12 students
Community Opportunities	Increased parent involvement in College projects	Investigate parent supported activities for students such as a student run newspaper
	Refinement of charity support	Charity support policy to be prepared, identifying key charities to be supported by the College
	Community service program	Seek opportunities for student involvement in community service
	Enhanced ministry opportunities	Investigation of increased ministry/worship opportunities at the College

Promoting Respect and Responsibility

Emmanuel Anglican College strives to create an environment in which all students feel safe and supported; enabling them to develop their academic, social, physical and spiritual potential. 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 and 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.

Day-to-day activities that promote respect and responsibility include:

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 Christian values of compassion, respect, honesty and forgiveness in their relationships with family, friends and the wider community.

Assemblies

Once a fortnight students attend 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. In the Primary School each assembly has a theme, encouraging students to reflect on positive behavioural attributes or on relevant community initiatives such as National Sorry Day, Westpac Rescue Helicopter Awareness Week 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 the Secondary School, all students are allocated a Pastoral Care teacher who is responsible for the student's academic and social well being. Students meet with their Pastoral Care teacher at the beginning and end of each day and once a fortnight for a Pastoral Care lesson. In 2010, the Pastoral Care Program in the Secondary School will be further developed to provide content for the Pastoral Care Lessons which is directly aligned with the developmental stages of adolescence.

Religious and Values Education Program

All students from Kindergarten to year ten receive formal lessons in Religious and Values Education. This program covers five main topic areas: 'The Bible', 'Beliefs and Believers', 'World Religions', 'Values and Moral Decision Making' and 'Prayer and Worship'. Whilst the Religious and Values Education program sits firmly within the Anglican tradition, respect for all religious traditions is an important value underpinning the program.

Programs and Events that Promote Respect and Responsibility

Primary School

The Games Room Program	Teaches social skills and promotes positive social interactions through the use of board games and other activities.
Peace Kids	Peer mediation program which encourages students to care for each other and promotes a proactive approach to the prevention of bullying.
Buddies	A program which links students in Kindergarten and Year 6 through formal activities and informal interaction outside of the classroom. This program teaches values such as caring for others, friendliness, respect, valuing difference, including others and responsibility.
Peer Support	This program provides opportunities for students to work together in a multi-age setting; promoting respect and co-operative learning. For Year 6 students, this program also provides opportunities to develop leadership skills and responsibility for the well being of younger students.
S.R.C	The Student Representative Council is made up of elected members from stage one to stage six. 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	Promotes respect for others, care for self, healthy living and resilience.

Secondary School

Pastoral Care Program	Promotes respect and responsibility through the exploration of themes such as bullying, stress management, healthy relationships study skills and goal setting.
S.R.C	The Student Representative Council is made up of elected members from Year 7 to Year 11. 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.
Impact Leadership Conference	Student leaders in the Secondary School attend this conference which trains student leaders in the practical skills required for their role.
World Vision Global Leadership Convention	An event for senior students which promotes reflection and action in response to issues of poverty and injustice.

Parent Satisfaction

While no formal survey of parents was conducted in 2009, parents were provided with opportunities to articulate their satisfaction and/or dissatisfaction at Friends meetings, College functions and family exit interviews. Parents identify the community feel of the College, the outstanding academic achievements, the nurturing environment, the Christian Ethos, strong discipline and extra curricular activities as some of the strengths of the College. Parents are keen for the College to continue the work that has been undertaken to further strengthen the College's stance on bullying and our Anti-bullying Policy and education program.

Student Satisfaction

Student satisfaction is gauged via surveys, interviews, luncheons and student leadership organisations, such as the Student Representative Council. Students are highly satisfied with the physical environment and facilities that the College has to offer, the quality of teaching and pastoral care provided by the teaching staff, the community feel of the Collage and the opportunities offered via the co-curricular and extra curricular programs.

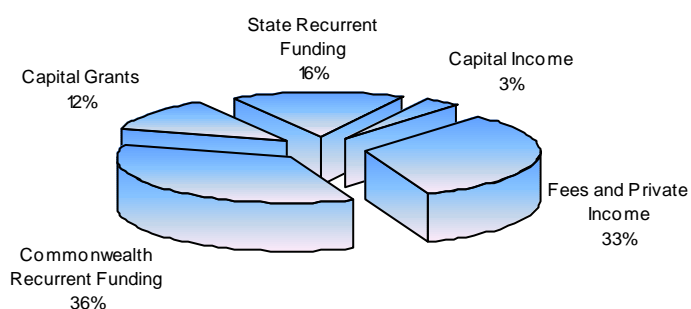
Teacher Satisfaction

Teaching staff are regularly surveyed in order to identify areas for improvement, areas of strength and ideas for moving the College forward. The teacher satisfaction survey for 2009 indicated that teaching staff rated Emmanuel Anglican College's physical environment, communication and College processes highly. Areas that teaching staff felt that further improvements could be made included the College's library facilities, attendance at professional learning conferences and aspects of the College's IT infrastructure. These areas will be identified as targets for improvement in 2010.

Financial Summary

Emmanuel Anglican College – Income and Expenditure

Sources of funding in 2009



How funds were used in 2009

