



EMMANUEL ANGLICAN COLLEGE  
*Learning ~ Living ~ Leading*

# *Annual Report 2013*



The Ezzy Centre –Hospitality Trade Training Centre was opened 25 July 2013

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## Chair of College Council



### Bill Adler

It has been an eventful year for College Council in 2013. I was surprised and honoured to be asked to Chair the College Council when Kelley Malaba stepped down. We are very fortunate to gain Kelley's skills and determination in her new role as Business Manager. The role of Council is that of governance and we have certainly been blessed to have a strong executive and College staff to deliver the best educational outcomes in the Northern Rivers. As a member of College Council since 2006 I have seen and been involved in many changes at the College.

It is wonderful to note that in 2013 Emmanuel Anglican College is in the strongest position academically, spiritually, financially and pastorally since I have been on Council. This is a tribute to the staff and families of our Christian community. We have focused on the students and families so that all could thrive in a loving Christian environment, yet rise to the academic and sporting challenges that bring out students' best performances.

As a governing body, College Council focuses on the future and guiding the strategic direction of the College. Working closely with our colleagues at other Anglican Schools across the Diocese we have strengthened Council's ability to provide a strategic framework in which the College executive and staff can deliver excellent outcomes. We have been particularly blessed to have the skills, dedication and talents of Mrs Heidi O'Brien as Principal over the past three years. I wish Mrs O'Brien well on her leave this year and know that the College is in good hands under the leadership of Mr Robert Tobias during this interim period.

Finally, I would like to thank and praise the staff of Emmanuel Anglican College. I believe a school community cannot rise above the quality of the common room, and with that in mind I think the results at EAC are a testimony to the quality and dedication of those charged with the education of our children. It is indeed an honour and privilege for all of us to be involved with such a fine College, building the Anglican tradition with God's help.

## Acting Principal



### Robert Tobias

2013 has been a wonderful year for Emmanuel Anglican College highlighted by the Opening of the Ezzy Centre, successful completion of our

Registration and Accreditation with the Board of Studies, a myriad of wonderful student achievements and performances across all areas of College life, strong enrolment growth

and the achievement of a significant financial surplus, placing the College in a very strong financial position.

Enrolment growth continues to be very strong with new enrolments occurring from Pre-school through to Year 12 resulting in a year end enrolment of 466. This was up from 411 at the conclusion of 2012. The average occupancy in the Early Learning Centre for the year was 89%. Teacher quality, excellent pastoral care, outstanding results in external testing and first class facilities are among the themes that new parents have named as reasons for seeking enrolment for their children at Emmanuel Anglican College. Certainly, the great name of the College continues to be spoken about right across our region and it is a great tribute to all who make up the EAC community that the College is held in such high regard.

Financially, the College finished 2013 in a very strong position. At the conclusion of the Calendar year the College had over \$1.169 million in its at call account and at no point in 2013 was the College required to access its overdraft facility. The Robert Kent estate was sold in November and an additional \$300 000 was committed to debt reduction to be paid in January 2014. In March we renegotiated our loans with Grafton Diocese Anglican Funds and secured an effective average rate of 6.54%. This reflected a significantly more favourable structure than had previously existed and was

achievable due to the significant efforts that had been made in the three previous years to grow enrolments and manage our expenditure more effectively.

As the College continued to grow in 2013 we welcomed a number of new staff and students to our community. Reverend Sally Miller (College Chaplain), Mrs Kelley Malaba (Business Manager), Mrs Felicity Regan (Secondary Humanities), Mrs Jenny Buddee (Year 5), Mr Aaron Pryor (After College Hours Care) and Mr Alan Ponting (Grounds and Maintenance) all joined the EAC staff this year. In August our Principal, Mrs Heidi O'Brien, took 12 months leave to support her husband as he recovers from surgery and serious illness and as a result I moved into the role of Acting Principal and Mrs Mellissa Evans was appointed to the role of Deputy Principal.

Reverend Sally Miller has brought much vibrance and energy to the role of College Chaplain overseeing the K-10 Religious and Values Education Program, leading College Chapel Services, providing pastoral support and guidance to staff and students, coordinating the student retreat program and building strong relationships with St Mary's Parish, Ballina. EAC has a very active prayer and spiritual life and has nominated a number of goals in its strategic plan to further enhance this dimension of the College.

The EAC Hospitality Trade Training Centre – ‘The Ezzy Centre’ was officially opened and blessed on July 25, 2013 by Janelle Saffin MP and the Very Reverend Gregory Ezzy. The Centre was funded by the Federal Government Trade Training Centres in Schools Program and is a state of the art facility which includes a full 16 bay commercial kitchen, a large function room and canteen facilities. In 2013, 11 students from Year 11 undertook their Certificate II in Commercial Cookery as part of their HSC in this new facility. The new building has already been widely used for Hospitality lessons, functions, assemblies, music and drama rehearsals and performances, meetings and even as a polling centre at the Federal Election. It will provide many wonderful opportunities for learning, growth, gathering and celebration for many, many years to come.

In July we welcomed inspectors from the Board of Studies for their site validation visit as part of the Registration and Accreditation Process. The inspectors review all the College’s curriculum documentation, student work samples for all years, staff qualifications, policies and procedures, facilities and compliance requirements. It is a very rigorous process undertaken by all non-government schools in NSW. The College completed this process very successfully and was awarded the maximum 5 years unconditional period of Registration and Accreditation. The inspectors were very impressed with the quality of all the

material presented and congratulated the staff on their commitment to providing first class learning experiences in a genuinely caring and committed environment.

The College continues to enjoy tremendous parent support and in 2013 the *Friends of EAC* have continued to provide great assistance in a wide range of ways including organising social events, providing hospitality and welcome, celebrating significant events and raising and donating funds. The high level of parent involvement and the close working relationship between the *Friends of EAC* and the College are a wonderful reflection of the generous, committed and caring nature of families and their genuine interest in the lives of their children. I cannot thank our families enough for their support of the College. I acknowledge, congratulate and thank Mrs Katie Lukin and the *Friends of EAC* executive for all their work throughout this year.

Students across the College have continued to excel in terms of their learning and achievement in a broad range of areas. Our 2013 NAPLAN and Higher School Certificate results were outstanding and following on from our 2012 success in the Tournament of Minds competition we had two teams crowned regional champions and progress to the state titles in Sydney. Our Year 12 Drama students HSC group performance was nominated for OnStage 2014 and Sebastian Ulriksen’s Year 12

Drama individual project, a short film, was a finalist in the Andy Robinson National Short Film Competition and won Sebastian a \$25000 scholarship to the Sydney Film School. There were numerous great individual performances and achievements in terms of student learning and I commend all our students for their dedication to their studies and their desire to grow as learners.

I wish to offer a vote of thanks to the superbly talented and committed people who make all these endeavours possible – the College Staff. I wish to thank every member of the College team from the Office, to the ELC, the Library, to the maintenance staff, and of course all the primary and secondary teaching staff for their commitment to the students and families of EAC. In particular, I wish to acknowledge the teaching staff for their passion, creativity,

commitment, hard work and care in providing opportunities and experiences for students to learn, grow, celebrate, have fun, participate and achieve. Their efforts are a great gift to the students and families of EAC and I say thank you to each and every one of them for the many gifts they share with our community each day.

I also wish to thank the members of our College Council for their ongoing support, commitment and hard work throughout 2013. As volunteers you give an enormous amount of your time and energy to ensuring that the College has robust governance structures and continues to plan effectively to ensure the College achieves its mission.

Many blessings.

## **President of the Friends of EAC**

### **Katie Lukin**



2013 has been a very busy year with a lot of new faces on the Friends Committee - including myself. I joined Friends in 2012 and became President in 2013. This is a role I have found challenging as well as very rewarding. The Executive Committee this year has included Sally Hoolihan (Vice President), Kathy Carey (Secretary), Celeste Hartmann (Treasurer) and Megan Whitaker (Treasurer)

succeeding Celeste), joined by a large team of Committee members. Friends meet on the second Tuesday of each month at 7pm in the Joan Pickup Library at the College. I would like to extend a very genuine invitation to all parents and carers in the College community to attend any of the 2014 Friends' meetings. Although to some this may seem daunting, new faces and ideas are always

welcome.

The major fundraising and social event of 2013 was our inaugural Twilight Fair. The list of people who contributed to the enormous success of the Twilight Fair is a long one. The overall sense of College community and teamwork was indeed remarkable. As a result, the Fair Committee are pleased to announce that a record profit of \$23,000 generated from the Fair this year.

It would be hard to find a single person within the EAC community who did not contribute in some way to the Fair. On behalf of the 2013 Fair Committee, I would like to offer our sincere thanks to the parents, students, teachers, office staff and groundsmen who all worked so hard. Additionally, the sponsorship and support of our local Ballina business and services community was outstanding and we thank these groups for their contribution to the success of our Fair.

This year, Friends, with the assistance of a great number of parent volunteers, has also been involved in numerous other events and activities within the College. These include the Primary and Secondary Athletics Carnivals, College Cross Country, Primary School Discos, the Mother's Day Morning Tea, the College Art Show, Grandparents' Day, Father's Day BBQ breakfast and the Election Day Cake Stall.

Funds raised by Friends in 2013 have gone towards the purchase of the following items; AV equipment and other resources for the music room, a skeleton, line marking on the courts, library books and new shaded seating areas for primary and secondary students. Many thanks to the hard work of past Committees for much of this funding. Although the original plan to fund the transformation of the front oval into an athletics facility has been frustrated by Council surveying realities, 2014 promises many more projects around the College for Friends to become involved in.

We have a very exciting 2014 ahead of us and we look forward to involving the greater College community in the decision making process that will ensure that these hard earned funds are used to the very best advantage of Emmanuel Anglican College and its students.

The success of Friends relies on the positive and community minded involvement of all members of the College and each year brings more opportunities for this to flourish.

Thank you to all who have been involved with Friends and its endeavours in 2013. We look forward to another enjoyable year of friendship and fundraising in 2014.

## Student Leadership 2013

Opportunities for student leadership form an integral part of the Pastoral Care Program of Emmanuel Anglican College. In a structured and supportive environment students can show initiative, plan and follow through projects and contribute to the growth and improvement of the College. Leadership opportunities also enrich student character and provide a forum for the application of important personal qualities such as commitment, responsibility and enthusiasm.

All of the student leadership forums were actively involved in a range of significant activities and initiatives throughout 2013. These included representing the College as ambassadors in the community, tour guides for visitors to the College and acting as hosts to families and special guests. Leaders meet regularly to raise and discuss student issues and request, as well as planning student participation in a range of significant events. The leaders play an important role in coordinating College

assemblies, student participation in carnivals and other events as well as modelling excellence in all they do to their peers.

Fund raising and community building activities play a significant role in the work of all our leaders and in 2013 the students were involved in many such events. These included the Secondary School Socials, Red and Yellow Day, Out Back Day, Crazy Sock Day and the Food Hamper Drive. All these initiatives provided great support to our chosen charities for 2013, which included:

- World Vision
- Philippines Hurricane Relief
- Our Kids
- Westpac Rescue Helicopter Service
- Camp Quality
- Anglicare
- Mater Hospital Appeal
- Daffodil Day

## 2013 Student Representative Council

Year 2 Noah Truman and Jake Nay  
Year 3 Allister Miller and Neria Walker  
Year 4 Rohan Mills and Bronte Jarrett  
Year 5 Gemma Broadley and Noah Grosser  
Year 6 Angus Killingbeck and Ella duPlessis  
Year 7 Tiarney Elley and Luc Bailey  
Year 8 Hayley Carter and Tobias Morris  
Year 9 Rebekah Simpson and Joshus Lambie  
Year 10 Joshua King and Brooke Coleman  
Year 11 Tarrant Moss and Crystal Williamson

## Primary Student Leadership Team

Brockington House  
Captain – **Britney Osborne**  
Captain – **Alvin Charles**

Purcival House  
Captain – **Amy Keen**  
Captain – **Seth McClelland**

Smith House  
Captain – **Millicent Lembke**  
Captain – **Abby Osmetti**

Walker House  
Captain – **Hallie Asbey-Palmer**  
Captain – **Jevan Mills**

Primary School Captains  
Captain – **Lily Wallace**  
Captain – **Maxwell Lambie**



## 2013 Secondary Leadership Team



## Secondary Student Leadership Team

Brockington House  
Captain – **Hugh Bundock**  
Captain – **Sarah Mortimer**

Purcival House  
Captain – **Benjamin Coghill**  
Captain – **Crystal Williamson**

Smith House  
Captain – **Tarrant Moss**  
Captain – **Brittany Watt**

Walker House  
Captain – **Miller Brand**  
Captain – **Laura Williams**

Student Leaders  
Community Outreach – **Camille McInerney**  
Student Representative Council – **Elodie Murray**  
Creative and Performing Arts – **Julia Layer**

College Captain                    **Gabrielle Hoskin**  
College Captain                    **Riley Gollan**

## 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 500 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 in 2013. 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 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.

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

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

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

For further information please visit:

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

## NAPALN Results 2013

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 averages. The national testing enables schools to customise their curriculum development to meet the needs of each particular cohort and satisfies the State and National Government's benchmark testing requirements. The results are displayed in the tables below.

### Year 3 Percentages in Bands Summary Number of students: 34

		Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
Band 6	STATE	27.9	17.2	25.3	30.7	14.0
	SCHOOL	38.2	23.5	38.2	38.2	11.8
Band 5	STATE	18.7	37.0	24.3	23.7	24.8
	SCHOOL	32.4	55.9	14.7	35.3	29.4
Band 4	STATE	24.6	23.1	22.8	20.7	28.7
	SCHOOL	11.8	14.7	26.5	11.8	35.3
Band 3	STATE	16.3	15.2	17.6	14.2	21.5
	SCHOOL	14.7	2.9	20.6	11.8	17.6
Band 2	STATE	9.7	5.5	5.6	7.5	8.3
	SCHOOL	2.9	2.9	0.0	2.9	5.9
Band 1	STATE	2.8	2.0	4.4	3.2	2.8
	SCHOOL	0.0	0.0	0.0	0.0	0.0

**Year 5**  
**Percentages in Bands Summary**  
**Number of students: 47**

		Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
Band 8	STATE	15.3	7.8	13.2	19.0	14.8
	SCHOOL	29.8	14.9	12.8	29.8	26.1
Band 7	STATE	22.1	15.2	24.7	23.1	13.0
	SCHOOL	40.4	21.3	27.7	31.9	17.4
Band 6	STATE	28.9	29.7	27.3	22.3	26.4
	SCHOOL	23.4	36.2	36.2	25.5	23.9
Band 5	STATE	22.6	32.3	21.1	21.8	25.7
	SCHOOL	4.3	27.7	19.1	10.6	26.1
Band 4	STATE	9.4	8.8	8.1	9.3	15.1
	SCHOOL	2.1	0.0	4.3	0.0	6.5
Band 3	STATE	1.8	6.3	5.5	4.6	5.1
	SCHOOL	0.0	0.0	0.0	2.1	0.0

**Year 7**  
**Percentages in Bands Summary**  
**Number of students: 40**

		Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
Band 9	STATE	11.4	6.0	13.1	15.1	14.6
	SCHOOL	27.5	10.0	20.0	27.5	27.5
Band 8	STATE	20.1	14.8	24.4	19.4	16.3
	SCHOOL	12.5	25.0	32.5	22.5	17.5
Band 7	STATE	25.2	22.0	29.9	22.3	24.8
	SCHOOL	37.5	27.5	22.5	25.0	27.5
Band 6	STATE	24.6	27.5	19.0	19.5	25.4
	SCHOOL	20.0	30.0	17.5	20.0	22.5
Band 5	STATE	14.1	21.1	8.3	13.4	16.2
	SCHOOL	0.0	5.0	2.5	2.5	5.0
Band 4	STATE	4.7	8.7	5.4	10.2	2.8
	SCHOOL	2.5	2.5	5.0	2.5	0.0

**Year 9**  
**Percentages in Bands Summary**  
**Number of students: 34**

		Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
Band 10	STATE	5.9	7.9	9.8	10.3	16.3
	SCHOOL	3.0	6.1	12.1	9.1	5.9
Band 9	STATE	18.9	10.7	14.8	12.3	13.6
	SCHOOL	18.2	9.1	18.2	24.2	11.8
Band 8	STATE	26.6	22.8	31.5	22.7	20.4
	SCHOOL	33.3	33.3	33.3	18.2	32.4
Band 7	STATE	26.9	21.3	26.8	28.8	24.4
	SCHOOL	42.4	18.2	12.1	21.2	26.5
Band 6	STATE	16.9	19.1	11.0	14.5	17.4
	SCHOOL	3.0	21.2	21.2	18.2	11.8
Band 5	STATE	4.8	18.2	6.1	11.4	7.9
	SCHOOL	0.0	12.1	3.0	9.1	11.8



## Performance in State-wide Tests/Examinations

### Higher School Certificate 2013

All students completing Year 12 in 2013 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.
- 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. In 2013 one student undertook a complete HSC pattern of study in all Life Skills courses.
- External Providers – students have the opportunity to access specialised Board Developed and Board Endorsed courses that contribute to both the attainment of the Higher School Certificate and the Australian Tertiary Admissions Rank. In 2013 one student studied Economics through EDAS and another completed French Beginners through Distance Education,
- 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 the attainment of the Higher School Certificate. Curriculum Framework Courses also can contribute to the Australian Tertiary Admissions Rank.

### Overview of Higher School Certificate Results

The Emmanuel Anglican College Community congratulates our 2013 HSC students on their outstanding achievements. There are many great individual performances and group achievements in terms of student learning and I commend all our students for their dedication to their studies and their desire to grow as learners.

In 2013, twenty three Students undertook courses in the attainment of the Higher School Certificate. An additional student completed 3 courses of the HSC as part of his Pathways HSC pattern of study. The class of 2013 performed well above State Average in 12 out of 21 courses undertaken. In Ancient History, Drama, General Mathematics, Legal Studies, Music, Modern History, Physics and Visual Arts averages were in excess of 4 percent above the State Average. Of particular note is the high level of achievement in Ancient History, Drama and Physics which had averages greater than 8 percent above the State Average. Congratulations to Gabrielle Hoskin, Emma Gooley, Caleb Burke, Matthew Smith, Laura Williams and Taylor Robinson-Hand who achieved Band 6 or equivalent (E4) results.

Exceptional 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.

Ancient History  
Drama  
Economics  
English Extension 1  
English Extension 2

Legal Studies  
Modern History  
Music 1  
Physics  
Visual Arts

We also congratulate our Year 12 Drama students whose HSC Group Performance has been nominated for OnStage 2014 which will showcase all of the best HSC Drama performances from around NSW. Of great note is the achievement of Gabrielle Hoskin who is not only part of the Group Performance but also has been nominated for her Individual Project. We also congratulate Sebastian Urliksen whose short film, Ignius, which he wrote and directed for his Drama Individual Project, was a finalist in the Andy Robinson Film competition and for which he won a scholarship to the Sydney Film School.

Congratulations to all of the students on their wonderful achievements and thank you to all the staff for their tireless efforts in supporting and guiding the students in order that they may achieve their best.

The College is very proud of the efforts and achievements of the Year 12 Class of 2013. We wish them every success in their future endeavours.



**The Graduating Class of 2013**

### Individual Higher School Certificate Course Results 2013

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
Ancient History	4	79	50	50	34
Biology	7	74	28	71	33
Business Studies	9	70	11	89	35
Chemistry	7	69	14	72	42
Design and Technology	3	71	0	100	37
Drama	5	89	100	0	44
English Standard	11	63	0	82	7
English Advanced	12	73	25	75	53
Food Technology	2	68	0	100	28
Information Processes and Technology	1	76	0	100	36
Legal Studies	5	80	60	40	42
General Mathematics	15	72	33	53	21
Mathematics 2 Unit	4	78	25	75	49
Modern History	2	81	100	0	47
Music 1	6	85	83	17	58
PDHPE	6	74	33	67	28
Physics	3	82	67	33	34
Textiles and Design	4	66	0	100	35
Visual Arts	2	85	100	0	51

## 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	5	76	80	20	87
English Extension 2	4	74	75	25	77

## 2013 Graduating Class



## Professional Learning

<b>Profession Learning Experience</b>	<b>Staff Involved</b>
St John's Ambulance Asthma and Anaphylaxis Courses	6
Surf Life Saving CPR Course	28
English Syllabus Familiarisatoin K-6	4
Legal Studies State Conference	1
eCERT IT-	1
ACPER-Integrating Technology to Improving Learning	1
Communicating When Talking is Hard-Using a Total Communication Approach in Early Childhood Settings	2
Intentional Teaching	3
Community Conversations	1
Building & Sustaining Positive Culture and Effective Teams	1
Reggio Emilia Australia Information Exchange-Biennial Conference-Landscapes of Wonder	1
Watch Guard IT Course	1
ACHER-PDHPE Marking Simulation	1
Ipads 101 Practical Strategies for Teaching and Learning	1
Putting the English K-10 Syllabus into Action (Years 7-10)	1
AIS-Financial Questions Seminar	1
Pedacomp-Adobe Premier Elements 11	1
7 Plus 9 in 2014 Programming and Resourcing the NSW Syllabus for the Australian Curriculum	4
The AIS English Conference-Smooth Sailing	1
Using the BOS Program Builder Application	35
Visual Arts and Design Educators Association Conference	1
Chemical Application-Refresher	1
Business Managers Conference	1
IWBNet K-12 Leadership National Leading a Digital School Conference	1
ACHER K-6 PDHPE & Sport Conference	1
Test and Tag Training	1
Julie Anne Hood-IWB Conference	1
Sydney Symphony Orchestra Conductor Workshop	1

<b>Profession Learning Experience</b>	<b>Staff Involved</b>
The Mathematical Association of NSW - Mathematics General 1 & 2 Programming and Resourcing the HSC Course	2
ETA Annual Conference	2
Team Building-Support Staff	12
Delving into Playbuilding	1
The TEACCH Autism Program	1
MultiLit Training	1
Jack Newton Junior Golf Teach Training Day	1
Board of Studies-HSC Best Practice Workshop	2
IEU-Indigenous Perspective	2
Griffith University-Gold Coast Music Teachers Professional Development Day	1
Universities Admissions Centre-Understanding the Scaling Report	1
Science Australian Curriculum Professional Development	3
Pearson Kindergarten Conference-Inquisitive Young Minds	2
Department of Education & Communities and North Coast School Sports Association Sport's Organiser's workshop	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 in 2013 on average \$841.49 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.

## 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	23
Professional Competence	11
Provisional Beginning	3

## Workforce Composition

Full Time Equivalent Teaching Staff K-12	30.86
Principal (non-teaching)	1
Full Time Equivalent Administration and Support Staff	10.16
Full Time Equivalent – Staff with Indigenous background	0

## Student Attendance 2013

Year	% Attendance for 2013
K	93.78%
1	94.89%
2	94.58%
3	94.43%
4	95.00%
5	94.94%
6	94.45%
Total Primary	94.54%
7	92.68%
8	93.00%
9	91.33%
10	90.85%
11	90.61%
12	93.35%
Total Secondary	91.98%
Average Days Absent per Student in 2013	12.34

### 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. Attendance rolls are returned to the office at the start of each day and at the end of the day. 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 of 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 2013

Year 10 2011	Year 12 2013	Retention Rate
20	24	100%

The retention rate has been calculated by comparing the number of students enrolled in Year 10, 2011 at census date to the number enrolled in Year 12, 2013 at census date. The retention rate is higher than previous years and is an outcome of the growing flexibility and diversity of curriculum offerings and opportunities available as part of a HSC pattern of study.



## Post College Destinations

Post College Destinations	Number of Students
University - accepted	13
University - deferred	4 (part time employment/travel)
Part time employment and travel	6

Students from the 2013 HSC Cohort were accepted into the following university courses.

Course	Institution
B Arts	University of QLD
B Biomedicine	Melbourne University
B Biomedical Science	University of New England
B Business	Latrobe University
B Business Management in International Tourism	Southern Cross University
B Business/Arts	Southern Cross University
B Education (Primary)	Southern Cross University
B Engineering	University of Newcastle
B Exercise and Sport Science	Southern Cross University
B Law	Southern Cross University
B Nursing/Psychological Science	Southern Cross University
B Paramedics	Flinders University
B Sports Development	University of Victoria

## Enrolment Policy

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

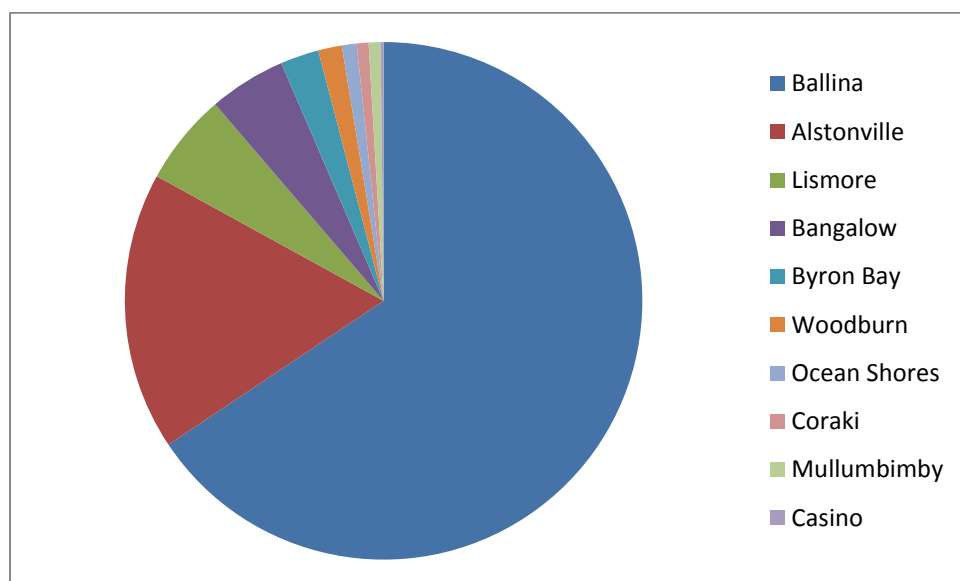
Both the applicant (student) and the applicant's parents/guardian are required to attend an Enrolment Interview. Applications are processed in order of receipt and consideration is given to the support shown by the applicant for the ethos of the College, siblings already attending the College, staff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

The College operates within the obligation as outlined in the Disability Discrimination Act 2005

### 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, strategies are identified 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 is 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 the offer.

### Residential Distribution 2013



### Student Enrolment Summary (November 2013)

PRIMARY		SECONDARY	
Year Group	No. of Students	Year Group	No. of Students
K	48	7	40
1	27	8	38
2	46	9	36
3	33	10	29
4	27	11	32
5	48	12	24
6	37		
<b>Total</b>	<b>266</b>	<b>Total</b>	<b>199</b>



## College Policies

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

## Student Welfare

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

### *Acknowledging and rewarding student behaviour and achievement*

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

- Well Done certificates
- Acknowledgements in the College newsletter
- The awarding of trophies, medallions and certificates of achievement
- Presentation at College assemblies
- Principal List awards for effort
- Principal Merit awards for achievement
- Subject Prizes
- The College Presentation Day

### *Anti-Bullying Policy*

The College has a very clear, proactive approach to managing bullying behaviour. The College is focused on developing a culture that values and respects each individual and imbedded in this is our Anti-Bullying policy and approach. In 2010 the College undertook a significant review and renewal of the College Anti-Bullying Policy. The focus of this process was to refine the definition of bullying, to develop clear and effective procedures for responding to an allegation of bullying, to enhance practices within the College to raise awareness about the impact of bullying, to identify ways to build resilience and to maintain an appropriate balance between the use of consequences and restorative action when managing an incidence of bullying. The policy is available on the College website: [www.eac.nsw.edu.au](http://www.eac.nsw.edu.au)

## Student Management

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

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

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

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

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

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

## **Grievance**

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

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

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

seek advice. Students need to choose an appropriate time to do this and should remain calm and respectful at all times.

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

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

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

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



## Improvement Targets for 2013

Area	Goal	Indicators of Achievement
Strategic Plan	Launch the new Strategic Plan 2013-2016	<p>Complete consultation process involving College Council, staff and parents.</p> <p>Publish Strategic Plan to community.</p> <p>Commence the process for integrating goals and targets in 2014 action plans.</p>
Administration	Finalisation of the rollout of the new Student Administration Database incorporating academic reporting	Staff training and induction into the system. All reports for Pre-school to Year 12 completed using the new package.
Teaching and Learning	Successful completion of the Board of Studies Registration and Accreditation Process	<p>Online application completed by 30 March due date.</p> <p>Site Validation Visit completed July 23-24. College received the maximum 5 years unconditional Registration and Accreditation.</p>
	Implementation of Preliminary HSC Hospitality in Year 11, 2013	<p>Commence teaching the Year 11 course with 11 students enrolled.</p> <p>11 Students undertake 70 hours of Work Placement.</p> <p>Completion of competency based assessment program and reporting.</p> <p>Programming undertaken for HSC course in 2014.</p>
	Prepare for the introduction of the ilearn@EAC technology enabled enrichment program into Stage 3	<p>Develop program philosophy, design and structure.</p> <p>Advertise the program and run information evening for Year 4 students.</p> <p>Select teaching staff and identify resourcing requirements.</p>
Resources	Establish Hospitality Trade Training Centre	<p>Building completed and formally opened July 25, 2013</p> <p>Hospitality classes commence in the Trade Training Centre in July.</p>

## **Initiatives Promoting Respect and Responsibility**

The ethos of the College is shaped by our relationship with the Anglican Church of Australia, its beliefs, traditions and sense of social responsibility. Students are expected to conduct themselves in a manner which reflects a respect for others, themselves and their environment. As a college in the Anglican tradition, Emmanuel Anglican College actively upholds and promotes Christian values such as care, compassion, honesty, loyalty, tolerance and inclusion. These values are at the core of our Student Management System and our Pastoral Care Programs and are reflected in our College Prayer.

There are a number of structures and practices across the College that help promote respect and responsibility. These include:

### **Student Leadership**

Opportunities for student leadership form an integral part of the Pastoral Care Program of Emmanuel Anglican College. In a structured and supportive environment students can show initiative, plan and follow through projects and contribute to the growth and improvement of the College. Leadership opportunities also enrich student character and provide a forum for the application of important personal qualities such as commitment, responsibility and enthusiasm. Both the Primary and Secondary School have a number of opportunities and structures that provide students with an experience of leadership. These include Student Captains, House Captains, Student Representative Council, Sports Captains, Peace Kids, Peer Support Leaders and bus and library monitors.

### **Chapel Services**

While the Christian ethos permeates all aspects of student life at Emmanuel Anglican College, at Chapel services students have the opportunity to reflect upon key Christian teachings about faith and values for life. In the Primary School these Chapel services have a particular focus on encouraging students to live out the Christian values of compassion, respect, honesty and forgiveness in their relationships with family, friends and the wider community.

### **Assemblies**

Once a fortnight students attend an assembly where they listen to guest speakers, enjoy items presented by members of the student body (SRC, musical items, sporting representatives etc.) and are reminded of College values and expectations. At these assemblies students are expected to demonstrate respect for others by listening and responding appropriately to the items presented. These assemblies also give students an opportunity to take on leadership roles, with students being responsible for leading the assembly and many of the items presented. 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 2013 the College undertook a Kindergarten to Year 10 Anti-Bullying Program developed by the Peer Support Foundation. This program was delivered throughout Term 3 for one lesson a week.

### **Religious and Values Education Program**

All students from Kindergarten to Year 10 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**

Interrelate Pastoral Programs	Students in Stage Three undertake a 10 week program focusing on personal development (Year 6) and assertiveness and resilience (Year 5). Central to each of these programs is respect and personal responsibility.
Brainstorm Production	All students in Years 5 and 6 were involved in this program which focused on building resilience and self confidence.
Buddies	Buddies links students in Kindergarten and Year 6 through formal activities and informal interaction outside of the classroom. The program teaches values such as caring for others, friendliness, respect, accepting difference, including others and responsibility.
Peer Support	This program provides opportunities for students to work together in a multi-age setting; promoting respect and cooperative learning. For Year 6 students, this program also provides opportunities to develop leadership skills and responsibility for the well being of younger students.
Student Representative Council	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	This program promotes respect for others, care for self, healthy living and resilience.
Young Leader Conference	All students in Years 5 and 6 attend this conference which develops leadership qualities in all students.

Grip Leadership Conference	Student leaders in the Primary School attend this conference which trains student leaders in the practical skills required for their role.
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## Secondary School

Pastoral Care Program	The Pastoral Care Program promotes respect and responsibility through the exploration of themes such as bullying, stress management, healthy relationships, study skills and goal setting. Each student has one Pastoral Care lesson a week and each group follows a specific program.
Student Representative Council	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.
Grip Leadership Conference	Student leaders in the Secondary School attend this conference which trains student leaders in the practical skills required for their role.
Brainstorm Production	All students in Years 7 to Year 10 were involved in this program which focused on building resilience and self confidence
College Retreat Program	All students in Years 7, 9, 10, 11 and 12 were involved in a retreat experience in 2013. Each of these focused on a range of themes including self identity, journey, leadership, building relationships and contributing to the community.
RRISK Program	All Year 11 students participate in the RRISK program which seeks to develop students' knowledge, awareness and skills in relation to issues of health, safety and wellbeing. It focuses on risks and potential consequences of everyday issues facing young people including safe driving, alcohol and drug use, and risk taking behaviour.

## **Parent Satisfaction**

In 2013 feedback about parent satisfaction was obtained via a number of channels including discussion with the parent body 'Friends of EAC', interviews and conversations with parents and anecdotally via staff sharing parent perspectives and comments on particular issues.

The feedback from parents in all areas was extremely positive, with parents naming a number of areas of College life as particularly strong. These included:

- The quality of teaching, commitment and care demonstrated by the teaching staff
- That each child is known and cared for as an individual
- The high quality, recently constructed and contemporary design of the learning spaces
- The quality and variety of curriculum programs
- Staff approachability and the quality of response made to concerns
- The variety of co-curricular activities
- The clear and tangible presence of the College's core values and ethos embedded in all facets of College life

The College has a great reputation in the community and the high demand for enrolments is a clear confirmation of the satisfaction of our current families. Parents enrolling students also reinforced the core messages above when outlining reasons for selecting the College as the place for their child's education.

Areas for further exploration identified by parents included the role and integration of technology into the classroom, opportunities for parent education and counselling services for students at the College.

## **Student Satisfaction**

In 2013 the Year 12 Graduating Class undertook the College Exit Survey and a number of common themes and key messages emerged from the student responses:

- The College is a safe and caring place that has a friendly and welcoming atmosphere
- The teachers are experts in their field, helpful and care for the students
- EAC encourages students to take responsibility for themselves and for important decisions in their lives and to take pride in who they are and what they have achieved
- There is a strong focus on learning and students are encouraged to achieve their best
- EAC has a strong Christian foundation and encourages Christian values

## **Teacher Satisfaction**

In 2013 the staff retention rate at Emmanuel Anglican College was very high across all areas of the College. All staff have weekly meetings and many opportunities to raise and discuss issues. All staff were involved in the Strategic Planning Process which invited them to make comments on core values of the College, areas of strength and weakness and goals for the future. All staff were also given the opportunity to complete the 2013 Staff Survey which sought feedback about the College in a range of areas. As a result of that process the following areas were identified as strength:

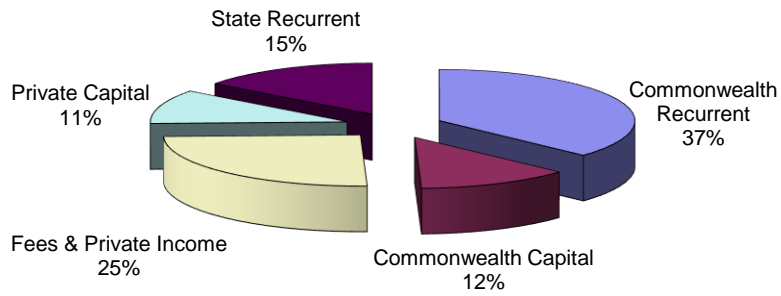
- The positive, supportive and respectful culture that exists across all members of staff

- The strong and genuine relationships linking teachers, students and families
- The quality and effectiveness of communication systems across the College including those relating to teachers, students and families
- The quality of learning and extra curricular opportunities available to students
- The efficient and effective operation of the College from a procedural and administrative point of view
- The quality of the College's physical resources and facilities as well as their presentation, cleanliness and upkeep
- The culture of learning and respect reflected by the student body

Key areas which the staff have identified as priorities for further development include:

- Opportunities for professional learning and sharing across and beyond the College
- Development of resourcing, training and support in relation to the integration of Information Technology into the learning process
- Support and resourcing for the Implementation of the Australian Curriculum

### Emmanuel Anglican College Sources of Funding 2013



### Emmanuel Anglican College Expenditure 2013

