



EMMANUEL ANGLICAN COLLEGE

Learning ~ Living ~ Leading

Annual Report 2014



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Chair of College Council



Bill Adler

It has been a wonderful year for Emmanuel Anglican College in 2014. 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 a blessing to note that in 2014 Emmanuel Anglican College continues to be 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 performance.

As a governing body College Council focuses on the future and guiding the strategic direction of the College. This year we had the crucial task of appointing a new Principal after the resignation of Mrs O'Brien. This is the most important and difficult task we as a council undertake. We were impressed with the field of candidates and after much discussion and prayer we made the best appointment for EAC in Mr. Robert Tobias. The tireless effort of members of Council in this process is truly a blessing for the College Community, and I would like to particularly thank Mr Robert Torrens, Mr Cliff Coleman and Mrs Margaret Shaw for their time and effort through their service on the selection committee. These are all volunteers who willingly give up their time and expertise for the benefit of all members of

the community. As Mr Coleman has resigned from Council I would like to take this opportunity to thank him for his years of service.

This year we also lost a valuable member of Council through the tragic early death of Mr Tony Porter, his wisdom and insight is sorely missed around the table. Our thoughts and prayers continue to be with his wife and young family.

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. This year we have worked more closely with the Diocese in strengthening our policies and procedures. We have also enjoyed the active support of the Bishop in our appointment process of the new Principal.

This year we also welcome Mr Phil Silver to College Council, Mr Silver is a well-known person in Ballina and has served with distinction with local government. We are surely blessed to have his vital input to our board.

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.



Robert Tobias

Principal

2014 has been an incredibly significant and successful year for Emmanuel Anglican College and I wish to acknowledge, thank and congratulate the students, staff, parents and College Council for all of their efforts to build friendships, share and celebrate our faith, learn, participate in College life and to grow as individuals and as a community. In many ways the College has 'come of age' in 2014 having created a strong and growing enrolment base, achieved outstanding accomplishments in the academic and cultural realms, delivered a very strong financial position and established a connection with our heritage through our inaugural alumni gathering.

Enrolment growth was very strong throughout 2014 with the College commencing the year with its first full cohort of 48 Kindergarten students and at the start of term four we reached another significant milestone with the College's K-12 enrolment surpassing 500 students for the first time in our history. The Early Learning Centre has also performed very well with occupancy rates of over 90% by mid year. A wonderful community feel, teacher quality, excellent pastoral care, outstanding results in external testing and first class facilities are among the themes that new parents have continued to name as reasons for seeking enrolment for their children at Emmanuel Anglican College.

Financially the College concluded 2014 in a very stable and strong position. The end of year financial statements show a surplus of \$278,500. Throughout 2014 the College reduced the principal on its loans by \$614,090 and invested

\$507,168 in new capital which included the purchase and installation of a 3 classroom lightweight building. With the astute and insightful oversight of the Finance Committee and the incredible dedication, hard work and acumen of our Business Manager, Mrs Kelley Malaba the College has emerged from very challenging times in an excellent financial position, ready to take the College into the next phase of growth and development.

As the College has continued to grow and prosper we have welcomed a number of new staff to our community. Miss Penny Sailisbury (Students Welfare and Administration Coordinator) Miss Lucy Smith (Year 5), Mrs Roxanne Kent (Kindergarten), Mrs Tina Cahill (Year 2), Miss Megan Weblin (Finance Officer), Mrs Kate Jenkins (Executive Assistant/Registrar) and Mr Luke Bedding (IT Technician) all joined the EAC staff in a permanent capacity this year. In April, Mrs Heidi O'Brien formally resigned as Principal of the College to continue to support her husband John as he battled cancer. I take this opportunity to acknowledge Heidi's great contribution and to give thanks to God for her talent, enthusiasm and dedication throughout her tenure. In late July, I was both delighted and humbled to be appointed to the role of Principal of Emmanuel Anglican College and Mrs Mellissa Evans was formally appointed Deputy Principal.

2014 was also marked by a number of significant events in the life of the College. In May, we held an official dinner function in The Ezy Centre to mark the centenary of the Diocese with 67 people enjoying the culinary delights that were prepared by our first HSC Hospitality students. To celebrate the

centenary Mr Holmes coordinated the inaugural school band workshop day which brought together more than 50 students and member of the Ballina Shire Band to prepare for, and perform, a community concert.

In July we held our inaugural alumni event at which we were joined by a number of past students, staff and College Council members to celebrate 10 years of HSC groups who have graduated from the College. It was a wonderful event and in reconnecting with many of our past students it was amazing to see the breadth of careers and distances across the globe that the influence of EAC had reached.

In October, Mr McDonnell and Mrs Evans embarked on the College's first overseas educational and cultural tour taking a group of 20 travellers to Europe to explore London, France and Italy.

In 2014 our students and staff continued to shine and there were many amazing and wonderful educational, cultural, sporting, faith and civic events, activities and achievements. Our 2014 HSC results were excellent with the College Dux, Talia Fell, achieving an ATAR of 96.5 and Nathan Laverty, a Year 11 student who undertook an accelerated mathematics program achieving a HSC mark of 99 for Mathematic among the highlights. And of course how could I not mention our HSC Drama students whose group performance 'Fowl Play' was selected from the thousands of HSC performance pieces to be performed at OnStage 2015 at the Seymour Theatre in Sydney. An amazing feat for all concerned.

Other amazing achievements included Our Year 6 team winning the Northern Rivers Science and Engineering Challenge. Year 2 student Olivia Carter being awarded a Gold Award for her story, 'Flying Fox Adventure' in the Board of Studies, Teaching and Educational Standards 'WriteOn' competition and a group

of Year 9 students winning the Inspiring Change Challenge, resulting in their anti-bullying advertising campaign being professionally developed and run on television and in newspapers across the state.

Success and achievement such as this is a harvest born of the efforts, energy, commitment and passion of a great community. I wish to congratulate all our students on their level of participation, their desire to embrace the opportunities available to them and their achievements. The students are the heart of the College and their many and varied talents have shone through in 2014 and I congratulate each and every one of our students from Pre-Kindy through to Year 12.

I also wish to thank and acknowledge the work of College Council who have guided the College so effectively under the leadership of Chair of College Council, Mr Bill Adler. The governance of the College is in incredibly capable, committed and astute hands and they have laid a firm foundation on which the continued growth and success of the College will stand.

The College continues to enjoy tremendous parent support and in 2014 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. Numerous parents have donated their time to provide reading support for students, work in the College canteen and Joan Pickup Library and supported special functions and events. I wish to formally acknowledge and thank Mrs Katie Lukin as president and the committee for their wonderful and generous support.

The 2014 Parent Survey was a resounding affirmation of the quality of educational, pastoral and spiritual experiences provided by the College with participants citing the quality

teaching and learning experiences, modern and inviting facilities, highly effective pastoral care structures, expert and approachable staff and a broad curricular and extra curricular program as strengths of Emmanuel Anglican College. The College is enormously grateful for the ongoing positive support and partnership that it shares with its families.

I leave my final vote of thanks for the amazing and talented group of people who make all this happen – the College Staff. I give enormous thanks and praise to them for all that they do to build community, care for students and

families, share and celebrate their faith and help the students grow and develop as learners. In offering this vote of thanks I acknowledge the contributions of all staff; executive, teaching, support and maintenance for their dedication and professionalism in serving the students and families of the College. We are enormously blessed to have such a committed and talented group of people working on behalf of our community.

We look forward to a bright and prosperous 2015 of learning, living and leading at EAC.

Robert Tobias

President of the Friends of EAC



Katie Lukin

After the busy and successful Twilight Fair year of 2013, 2014 has been a year of hard work behind the scenes. The Executive Committee this year has remained the same and has consisted of myself, Sally Hoolihan (Vice President), Kathy Carey (Secretary), and Megan Whitaker (Treasurer), joined by a large team of Committee members.

This will be the final year on the Executive Committee for all members, which creates exciting opportunities for a new Committee with fresh ideas and energy. It has been a privilege to work with this energetic and dedicated Committee and to have been involved with our wonderful College in this capacity.

Friends meet on the second Tuesday of each month at 7:00pm in The Joan Pickup Library at the College. On behalf of the Friends of EAC, I would like to extend a very genuine invitation

to all parents and carers in the College community to attend any of the 2015 meetings. Although to some this may seem daunting, new faces and ideas are always welcome.

This year, Friends, with the assistance of a great number of parent volunteers, has also been involved numerous events and activities within the College. These include the Primary School Disco, the Mother's Day Morning Tea, the College Art Show, Grandparents' Day, Father's Day BBQ breakfast and the always popular Picture Plates fundraiser.

The bank balance is very healthy and as well as making the customary donation to the Year 12 Formal, Friends has also provided in principal support to contribute to future development projects at the College in support of an application for a State Government grant.

I would like to thank Megan Whitaker for her hard work and research in relation to certain

aspects of the Friends Constitution over the past several months. As a result of this work, we were able to hold a Special General Meeting in September and pass an amendment to the Constitution changing the quorum required for general meetings from 10 to 7. This should help with the smooth and effective running of monthly meetings and with the approval of motions at these meetings.

It will be a very exciting 2015 for Friends with the continued goal of involving the greater College community in the decision making process that will be involved in making sure that the hard earned funds which have been raised are used to the very best advantage of Emmanuel Anglican College and it's students. Friends relies for it's success on the positive and community minded involvement of all

members of the College and each year brings more opportunities for this to flourish. The opportunities for Friends and for the College with a new Executive Committee next year are huge and very exciting. I encourage any of the parents and carers in the College community to nominate for a position on the new Executive Committee when the time comes in term one, 2015. Although it is a busy role, with a committed team and the support of Mr Tobias and the College community, it is a very enjoyable and fulfilling one. Don't be put off by thinking that you don't have the skills – I assure you, you do!

Thank-you to all who have been involved with Friends and its endeavours in 2014. I would like to wish Friends of EAC and the new Committee another enjoyable year of friendship and fundraising in 2015.

Student Leadership 2014



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 events and initiatives throughout 2014. 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 requests, 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 2014 the students were involved in many such events. These included the Secondary School Socials, Red and Yellow Day, Out Back Day, Pyjama Day, Crazy Sock Day and the Food Hamper Drive. All these initiatives provided great support to our chosen charities for 2014, which included:

- World Vision
- Our Kids
- Westpac Rescue Helicopter Service
- Camp Quality
- Anglicare

2014 Student Representative Council

Year 2 Priya Singh-Pangly

Year 3 Eliza Grosser and Luka Wagner

Year 4 Lourdas Gavaghan and Tyekea Nilon-Roberts

Year 5 Ella Peart and Maiya Stotter

Year 6 Brianna Nay and Lara Truman

Year 7 Alvin Charles and Sophie Jones

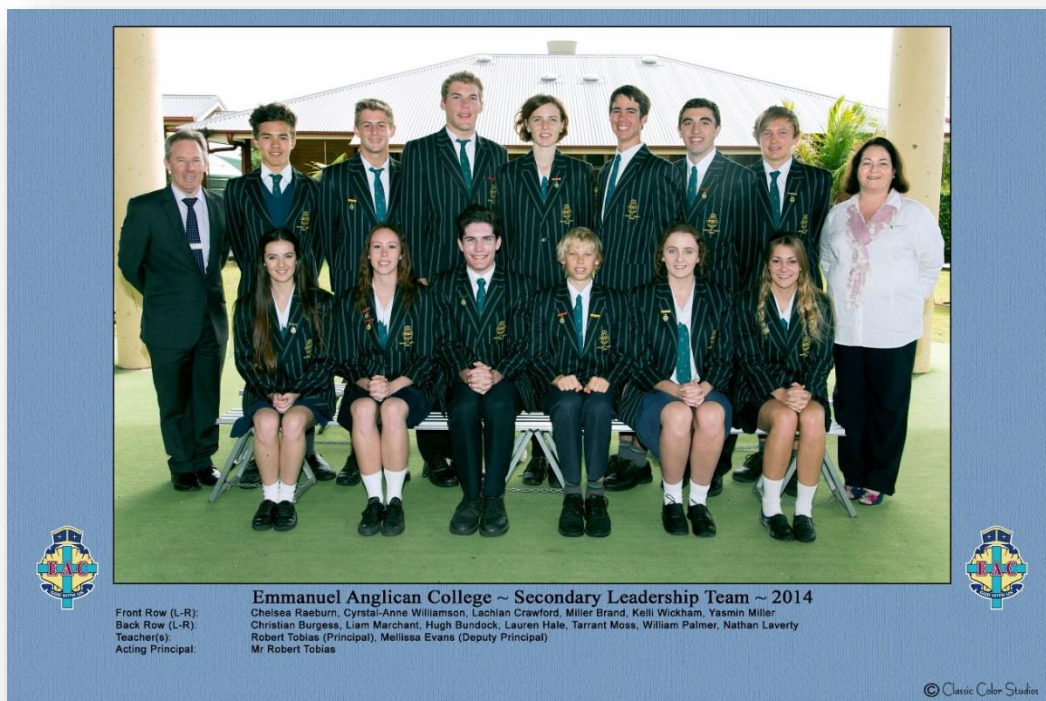
Year 8 Juliette McDonald and Charlee Mitchell

Year 9 Benjamin Brady and Courtney Osborne

Year 10 Jubab Howells and India Morris

Year 11 Peter Gray and Phoebe Scott





Primary Student Leadership Team

College Captain- **Isla Ewald**
College Captain- **Timothy Weingarth**

Brockington House
Captain – **Elke Hinrichsen**
Captain – **Luke Falconer**

Purcival House
Captain – **Phoebe Grosser**
Captain – **Joseph Kowalski**

Smith House
Captain – **Stella Atkinson**
Captain – **Nicholas Mounic**

Walker House
Captain – **Patrick Thornton**
Captain – **Grace Killingbeck**

Secondary Student Leadership Team

Brockington House
Captain – **Christian Burgess**
Captain – **Yasmin Miller**

Purcival House
Captain – **Lachlan Crawford**
Captain – **Chelsea Raeburn**

Smith House
Captain – **Nathan Laverty**
Captain – **William Palmer**

Walker House
Captain – **Liam Marchant**
Captain – **Kelli Wickham**

Student Leaders
Community Outreach – **Tarrent Moss**
Student Representative Council – **Hugh Bundock**
Creative and Performing Arts – **Lauren Hale**
College Captain **Miller Brand**
College Captain **Crystal-Anne Williamson**



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 600 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 2014. These results are a reflection of the personalised care and culture of learning that are part of the fabric of EAC. Students feel valued, are engaged in their learning and enjoy their days at school. The size of the College community enables teachers to build genuine relationships with each student and to get to know them as learners. Each student is valued for their unique personality and gifts and the broad nature of our curricular and extra-curricular program allows students to explore areas of interest in new and exciting ways. It is in this context that they are given the best opportunities to grow, develop and achieve. The emphasis of all that happens at EAC is on the student, their wellbeing and their learning. It is only natural that when this is at the heart of what we do, student achievement will follow.

As an Anglican College, our Christian ethos underpins all that we do and is evident in the prayer and worship life of the College, our Religious and Values Education program and our strong pastoral care practices. We pride ourselves on our excellent staff who are approachable, enthusiastic, knowledgeable and dedicated. Our teachers are highly qualified

and innovative in their classroom practices. Teachers design lessons that are interesting, challenging and enjoyable for our students and our College's goal is for every student to enjoy their learning and to experience success in all that they do.

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

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

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

For further information please visit:

www.eac.nsw.edu.au

www.myschool.edu.au

NAPLAN Results 2014

Years 3, 5, 7, and 9 participated in the National Assessment Program of Literacy and Numeracy (NAPLAN) testing earlier this year. 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: 46

		Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
Band 6	STATE	29.7	11.5	26.3	32.5	17.7
	SCHOOL	50.0	8.7	21.7	32.6	19.6
Band 5	STATE	19.6	36.3	24.5	22.0	24.7
	SCHOOL	19.6	60.9	28.3	37.0	41.3
Band 4	STATE	22.9	22.5	22.8	20.7	23.5
	SCHOOL	17.4	21.7	39.1	17.4	19.6
Band 3	STATE	14.3	19.3	11.7	14.0	19.7
	SCHOOL	6.5	4.3	4.3	8.7	15.2
Band 2	STATE	8.5	7.0	11.2	7.0	11.1
	SCHOOL	4.3	2.2	2.2	0.0	4.3
Band 1	STATE	4.9	3.3	3.4	3.8	3.2
	SCHOOL	2.2	2.2	4.3	4.3	0.0



Year 5
Percentages in Bands Summary
Number of students: 32

		Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
Band 8	STATE	16.9	5.6	14.7	22.7	13.8
	SCHOOL	35.5	16.1	22.6	38.7	34.4
Band 7	STATE	18.3	12.0	28.1	21.8	14.7
	SCHOOL	25.8	19.4	41.9	22.6	21.9
Band 6	STATE	25.7	28.3	25.6	21.5	29.8
	SCHOOL	25.8	35.5	22.6	25.8	37.5
Band 5	STATE	21.3	36.7	18.3	17.4	22.9
	SCHOOL	12.9	25.8	12.9	12.9	6.3
Band 4	STATE	12.4	9.7	8.1	10.8	13.8
	SCHOOL	0.0	3.2	0.0	0.0	0.0
Band 3	STATE	5.4	7.8	5.2	5.7	5.1
	SCHOOL	0.0	0.0	0.0	0.0	0.0

Year 7
Percentages in Bands Summary
Number of students: 31

		Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
Band 9	STATE	12.9	4.9	14.7	14.9	14.8
	SCHOOL	19.4	6.5	16.1	9.7	25.8
Band 8	STATE	18.5	13.9	23.4	18.7	16.6
	SCHOOL	32.3	12.9	22.6	45.2	29.0
Band 7	STATE	27.2	21.1	26.3	27.3	24.5
	SCHOOL	29.0	19.4	29.0	22.6	19.4
Band 6	STATE	25.1	28.6	18.9	17.5	26.2
	SCHOOL	12.9	29.0	22.6	19.4	12.9
Band 5	STATE	12.8	23.0	11.2	15.4	15.0
	SCHOOL	3.2	19.4	3.2	0.0	9.7
Band 4	STATE	3.5	8.6	5.4	6.2	2.8
	SCHOOL	3.2	12.9	6.5	3.2	3.2

Year 9
Percentages in Bands Summary
Number of students: 34

		Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
Band 10	STATE	7.9	6.5	12.2	7.5	14.1
	SCHOOL	0.0	5.3	5.3	7.9	7.5
Band 9	STATE	19.3	9.7	14.3	16.7	15.1
	SCHOOL	20.0	7.9	5.3	15.8	10.0
Band 8	STATE	26.4	22.7	28.5	19.9	24.6
	SCHOOL	32.5	18.4	39.5	13.2	37.5
Band 7	STATE	23.3	21.6	25.9	26.2	26.0
	SCHOOL	27.5	31.6	28.9	42.1	20.0
Band 6	STATE	15.6	20.2	11.5	19.1	17.2
	SCHOOL	12.5	26.3	7.9	13.2	25.0
Band 5	STATE	7.5	19.3	7.6	10.5	2.9
	SCHOOL	7.5	10.5	13.2	7.9	0.0

Performance in State-wide Tests/Examinations

Higher School Certificate 2014

All students completing Year 12 in 2014 followed a pattern of study which led to the award of the Higher School Certificate.

While a vast majority of course undertakings were completed at EAC over a two year period, students were able to access a number of flexible delivery and study pattern options including:

- Pathways – each year EAC students in Years 11 and 12 have the option to undertake the Pathways pattern of study in order to balance their individual interests and needs with the opportunity to access the award of the Higher School Certificate.
- Life Skills – students with additional learning needs are able to access a range of Life Skills courses to meet their particular needs and to support them in the attainment of the Higher School Certificate.
- External Providers – students have the opportunity to access specialised Board Developed and Board Endorsed courses that contribute to both the attainment of the Higher School Certificate and the Australian Tertiary Admissions Rank. In 2014 one student studied Economics through EDAS.
- 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.

2014 HSC Results Overview

The Emmanuel Anglican College Community congratulates our 2014 HSC students on their outstanding achievements. There were 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.

The class of 2014 has performed above State Average in 14 out of 22 courses undertaken including Business Studies, Drama, English Extension 2, Food Technology, Legal Studies, General Mathematics, Mathematics, Modern History, Music 1, and Textiles which all scored averages in excess of 4 percent above the State Average. Of particular note is the high level of achievement in Drama, Food Technology, Modern History and Textiles which had averages greater than 8 percent above the State Average. Congratulations to Miller Brand, Lucas Carter, Lachlan Crawford, Talia Fell, Luca Georgiou, Lauren Hale, Nathan Lavery, Mia Norman-Hall, Chelsea Raeburn, Hannah Short and Crystal-Anne Williamson for Band 6 or equivalent (E4) results. Special mention must be made of Yr 11 student Nathan Lavery who completed HSC Mathematics with a HSC Mark of 99.

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.

Business Studies	English Extension 2
Design and Technology	Food Technology
Drama	Mathematics
Economics	Modern History
English Advanced	Music 1
English Extension 1	Textiles

We also congratulate our Year 12 Drama students whose HSC Group Performance was selected for OnStage 2014 which showcases the best HSC Drama performances from around NSW. Of great note is the achievement of Lauren Hale who is not only part of the Group Performance but was also nominated for her Individual Project.

The 2014 College Dux was Talia Fell, with an ATAR of 96.2. Talia was offered the Southern Cross University Vice Chancellor Scholarship, worth \$15,000. We had approximately 8 early entry offers to Southern Cross, SAE QANTM and Bond. 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 2014 we wish them every success in their future endeavours.



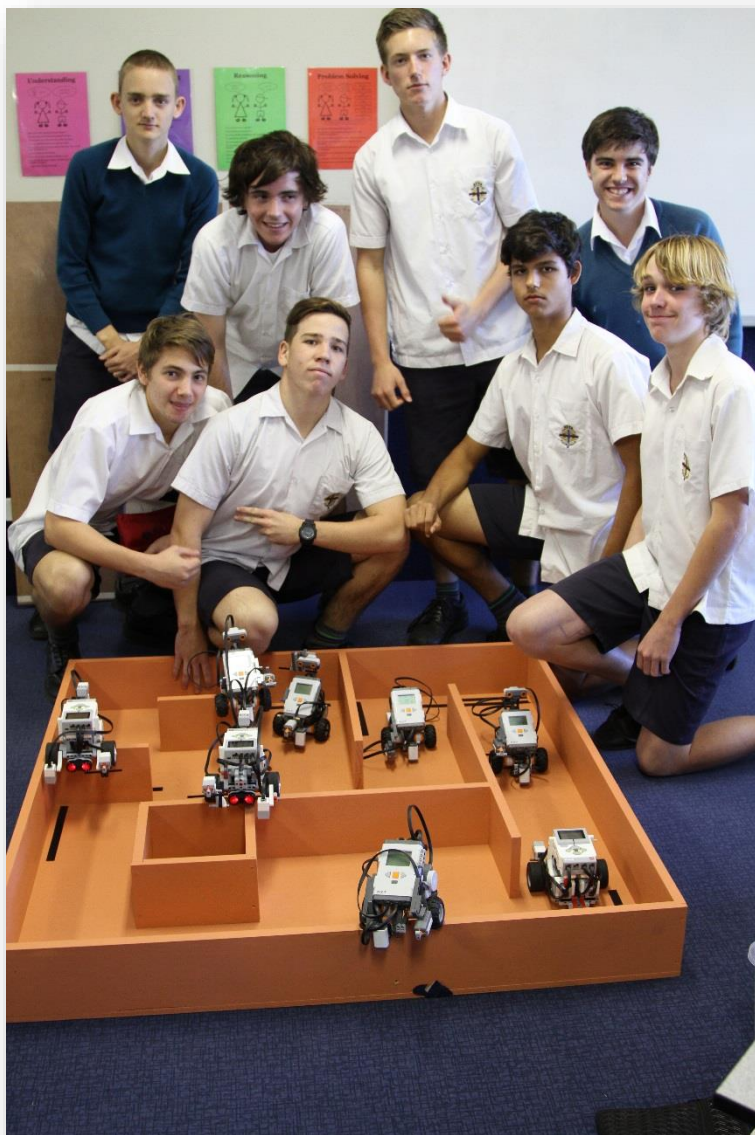
The Graduating Class of 2014

Individual Higher School Certificate Course Results 2014

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	67	0	75	33
Biology	17	68	12	70	28
Business Studies	9	79	55	33	37
Chemistry	6	73	17	83	46
Design and Technology	4	77	50	50	37
Drama	6	91	100	0	42
English Standard	18	69	11	83	8
English Advanced	10	77	50	40	59
Food Technology	1	90	100	0	7
Hospitality	7	73	29	71	31
Information Processes and Technology	9	76	11	89	28
Legal Studies	1	78	0	100	40
General Mathematics	10	74	20	80	25
Mathematics 2 Unit	8	86	62	38	54
Modern History	1	83	100	0	42
Music 1	4	87	100	0	60
PDHPE	10	70	20	70	30
Physics	5	72	0	100	31
Textiles and Design	1	93	100	0	42
Visual Arts	7	82	43	57	49

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	3	79	0	100	31
English Extension 2	2	90	50	50	23



Professional Learning

Professional Development Event	Number of Staff Participating
Anticipate the Future: Build Better Learning Spaces	2
Clergy Conference	1
Planning and Programming for the New Science Syllabus 7-10	1
Physics Teachers Conference	1
Hamlet Webinar	1
Legal Studies Association NSW - State Conference	1
History Professional Development Day	1
2013 HSC Solutions Review-Information Technology Workshops	1
Cultural Studies and the New Use of Literacy	1
Seven Steps to Writing Success	2
Disability Provisions Program - The Why and How?	3
8 plus 10 in 2015-Programming and Resourcing the NSW Syllabus for the Australian Curriculum	4
Introduction to the Old Testament	2
Write Now - HSC Analytical and Creative Writing	1
Imaginative Play: Beyond the Home Corner	1
Sharing the knowledge and challenges 2014 and beyond seminar	1
HSC Essays and Dramatic Practice	1
Managing Challenging Behaviour	3
Great Takeaways - English Conference	1
Macbeth Webinar	1
Enhancing Your Child Protection Investigation Skills-Heidi Miller	1
GTAQ Annual Conference	1
Denbigh Training	2
Making It Mobile	3
English K-10 in primary classrooms conference	2
Art Matters-Visual Arts Education in Contemporary Times	1
Dramaturgy and Assessment for Success	1
Science and Technology Syllabus to Success K-6	3
K-6 Physical Activity and Healthy Eating Conference	1
Stage One Professional Development Music Workshop	1
Australian Geography Teachers Association Conference	1
Executive Personal Assistants PD	1

Carnival of Curiosity-Primary Conference	3
Dreamworks Animation Educational Exhibition	1
Passion and Purpose-Setting the Learning Agenda 2014 Conference	1
The Focus Studies in Preliminary Mathematics General and HSC General 2	2
Payroll Intensive Day: Salary Packaging	1
MiniLit Professional Development Workshop	1
Chainsaw Operations	1
Chemical Applicaton	1
Positive Behaviour Management	2
Timechart Professional Development PD	2
Revitalising Ministry	1
Helping Anxious Children	2
Responding Empathically to Children with Trauma	2
History Teachers Association - Head Start to Extension	1
Engage students with iPads	2
Staff CPR updates training	54
Child Protection Training	54

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 2014 on average \$675.78 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	22
Professional Competence	12
Provisional Beginning	3

Workforce Composition

Full Time Equivalent Teaching Staff K-12	35.7
Principal (non-teaching)	1
Full Time Equivalent Administration and Support Staff	11.5
Full Time Equivalent – Staff with Indigenous background	0

Student Attendance 2014

Year	% Attendance for 2014
K	92%
1	93%
2	93%
3	94%
4	92%
5	92%
6	91%
Total Primary	92%
7	88%
8	83%
9	83%
10	85%
11	84%
12	87%
Total Secondary	85%
Average Days Absent per Student in 2014	20

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 2012	Year 12 2014	Retention Rate
28	29	100%

The retention rate has been calculated by comparing the number of students enrolled in Year 10, 2012 at census date to the number enrolled in Year 12, 2014 at census date. The very high retention rate 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 2014

Post College Destinations	Number of Students
University -accepted	14
University -deferred	6
TAFE/Apprenticeship/Traineeship	5
Employment and travel	4

Students from the 2014 HSC Cohort were accepted into the following university courses.

Course	Institution
B Agricultural Engineering	University of Southern QLD
B Animation	QANTM SAE
B Arts	University of QLD
B Audio Engineering	QANTM SAE
B Biomedical Science	University of Sunshine Coast
B Business/B Journalism	QLD University of Technology
B Business/B Sport Management	University of Victoria
(2) B Game Design & Development	QANTM SAE
B Government and International Relations/B International Business	Griffith University
B Information Technology/B Science	Griffith University
(2) B of Nursing	Southern Cross University
B Nursing/B Midwifery	Australian Catholic University
B Nursing/B Paramedicine	Australian Catholic University
B Nutrition Science	QLD University of Technology
B Psychology	Southern Cross University
B Science	QLD University of Technology
B Science Computing	Latrobe University
B Social Science	University of QLD

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.

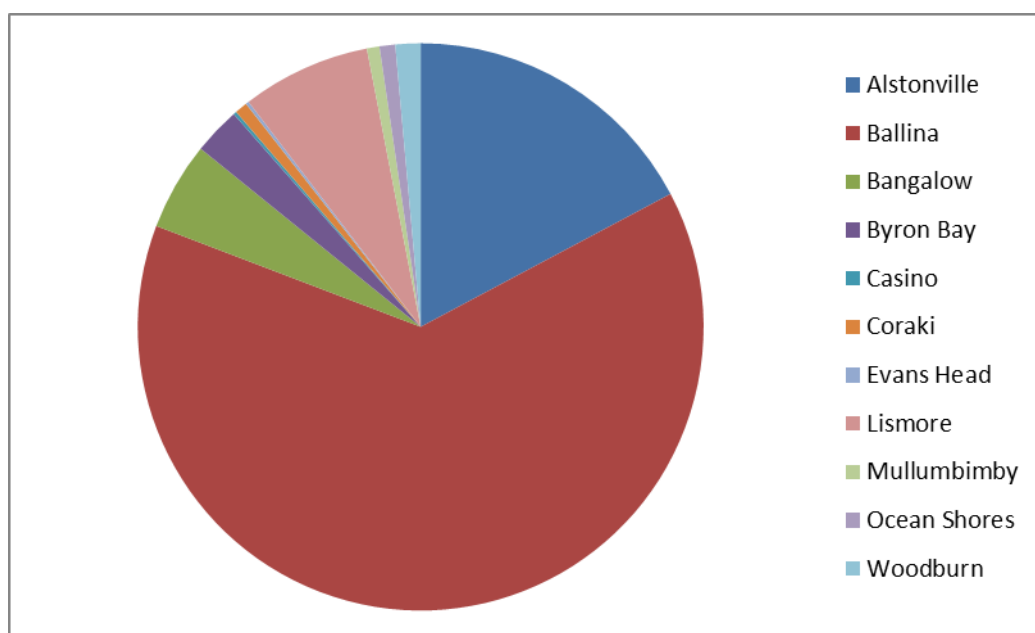
Both the applicant (student) and the applicant's parents/guardian are required to attend an Enrolment Interview. Applications are processed in order of receipt and consideration is given to the support shown by the applicant for the ethos of the College, siblings already attending the College, staff 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 2014



Student Enrolment Summary (November 2014)

PRIMARY		SECONDARY	
Year Group	No. of Students	Year Group	No. of Students
K	48	7	33
1	43	8	41
2	30	9	43
3	48	10	35
4	37	11	29
5	36	12	30
6	55		
Total	297	Total	211



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

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 2014

Goal	Indicators of Achievement
Teaching staff to explore and reflect upon their beliefs about teaching and learning with a view to developing a philosophy of teaching and learning.	<p>Staff Professional Development Day focusing on exploring Teaching and Learning to engage 21st century learners.</p> <p>Teaching and Learning Committee formed to draft key beliefs about teaching and learning.</p> <p>Professional sharing of best practice established as a regular feature of staff meeting.</p>
Develop and implement a performance review process that provides meaningful feedback to staff, identifies goals and enables PD plans to be formulated.	<p>Engaged a consultant to lead a team in the creation of a draft set of policies and procedures.</p> <p>Established a pilot group, representative of all staff, to implement and feedback about the proposed system.</p> <p>Refined and published the system in readiness for all teaching staff to participate in throughout 2015.</p>
Introduce the iLearn@EAC technology enabled enrichment program into Stage 3	<p>2 x Year 5 classes undertook the program.</p> <p>Preparation to extend the program into Year 6 in 2015.</p> <p>Trained teaching staff and developed and resourced a teaching program.</p>
Further develop the integration of information and communication technologies across the curriculum.	<p>Installation of 8 interactive white boards and 2 data projectors to complete the goal.</p> <p>Investigate the expansion of the laptop/iPad program and computer clusters /labs and ways to integrate student owned technology.</p> <p>Utilised the College's database to expand the use of technology for teacher administration purposes.</p> <p>Plan budget to accommodate growing enrolment numbers and the resulting increase demand on technology and support.</p>
Communicate and promote the College values and ensure they are the basis for actions and decision making.	<p>Staff workshop/reflection exploring the meaning and implications of the College's values.</p> <p>Visual displays of College values in classrooms, EACH Week, website, staffroom and administration area.</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.
Impact Leadership Conference	Student leaders in the Primary School attend this conference which trains student leaders in the practical skills required for their role.

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.
Impact Leadership Conference	Student leaders in the Secondary School attend this conference which trains student leaders in the practical skills required for their role.
Brainstorm Production	All students in Years 7 to Year 10 were involved in this program which focused on building resilience and self confidence.
College Retreat Program	All students in Years 7, 8, 10, 11 and 12 were involved in a retreat experience. Each of these focused on a range of themes including self identity, journey, leadership, building relationships and contributing to the community.
RRISK Program	All Year 11 students participate in the RRISK program which seeks to develop students' knowledge, awareness and skills in relation to issues of health, safety and wellbeing. It focuses on risks and

potential consequences of everyday issues facing young people including safe driving, alcohol and drug use, and risk taking behaviour.



Parent Satisfaction

In 2014 the College undertook an extensive process to survey parents about the range and quality of services, programs and experiences provided to students and families of the College. The College commissioned 'Off the Shelf Solutions' to facilitate the online survey. 138 parent responses representing 231 current students responded to the survey. A complete outline of the full survey results is available at:

<http://www.eac.nsw.edu.au/EACSurveyofParents2014.pdf>

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, care and approachability of the staff
- The depth of teaching expertise
- The broad range of curricular and extra curricular opportunities
- The performance of students in external assessment programs
- Class sizes were very supportive of quality learning
- The positive community feel of the College
- The capacity of the teaching staff to cater for the broad range of student learning needs.

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:

- Expanding the range of sports and coaching options
- Reviewing and enhancing the student award system in both Primary and Secondary schools
- Exploring the structure/nature of homework and the expectation held by families and staff about homework, particularly in the Primary school

Student Satisfaction

In 2014 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 safe, caring, friendly and welcoming
- The College has high expectations of students pastorally and academically
- The teachers are very committed to meeting the needs of all students and are experts in their given fields
- EAC encourages and celebrates the talents of all—academically, in the arts, civil/cultural, sporting and faith based
- EAC has a strong Christian foundation and encourages Christian values

Teacher Satisfaction

In 2014 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. Feedback from the staff identified the following areas as strength:

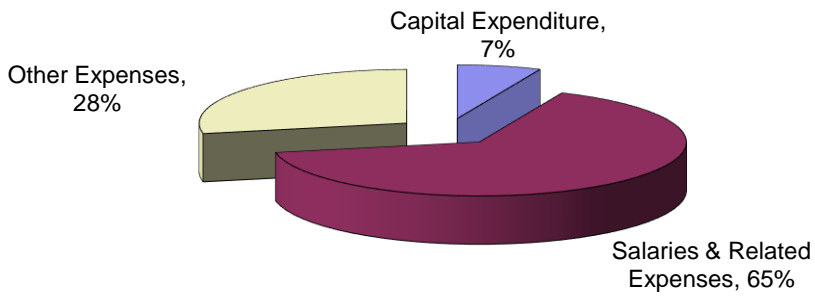
- All staff (teaching, admin, support, maintenance) have an opportunity to raise concerns and contribute to discussion about issues relevant to them in their daily work
- The sense of community that exist evidenced in significant whole College events such as Foundation Day, Whole College Chapel and Open Evening
- The focus on building a strong learning culture across the College
- The growing opportunities for Professional Development
- The quality of the College's physical resources and facilities as well as their presentation, cleanliness and upkeep.

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

- Further opportunities to explore pedagogy and in particular to share ideas and to see Colleagues teaching.
- 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 Expenditure 2014



Emmanuel Anglican College Sources of Funding 2014

