



EMANUEL SCHOOL

ANNUAL REPORT for 2023

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1. Context – Messages from Key School Bodies

President's Report 2023

I have had the privilege of being an Emanuel parent for the past 16 years, serving as a dedicated member of the School Board for nine years, and as the President for the last three years. It is my honour to present to you a comprehensive report on the transformative developments that have transpired during my tenure.

Over the course of these years, our School has undergone significant transformations, marked notably by the construction of four new buildings. At the commencement of my sons' education at Emanuel, there was no Science Block, LINC Building, Innovation Centre, or the B'Yachad Building that now stands as a testament to our collective efforts.

In tandem with these physical changes, our student enrolments have grown from approximately 750 to our current capacity of 920, with substantial waiting lists across various grade levels. We have evolved from a modest Jewish Day School to an institution of which we can all be immensely proud.

Crucially, I have personally witnessed the flourishing of my sons under the guidance of our exceptional educators, shaping them into fine young men. My gratitude extends to the School and its dedicated teachers for fostering an environment that encourages personal growth in, amongst others, learning, music, sports, and Judaism.

The past year, marked by the success of our 2021 Capital Appeal, has been another remarkable chapter for Emanuel School. The unveiling of the B'Yachad Building stands as a testament to the unwavering support from our community. This remarkable space, made possible by the collaborative efforts of Board members, parents, and staff, now stands as a striking and welcoming addition to our campus. While our High School students may not directly benefit from the new building, its impact will undoubtedly be felt in the years to come.

This year we moved a number of our Administration staff to premises adjacent to the School. This has freed up space on campus for teaching and learning.

As I step down from my role as Board President, I extend heartfelt gratitude to my fellow Board members, each of whom has contributed selflessly to the School's governance. I am pleased to announce that Gary Joffe, a longstanding School Board Member, will assume the position of the School's new Board President, and I have full confidence in his ability to lead with excellence.

Special appreciation goes to all parents involved in our various Board sub-committees. Your pivotal roles and invaluable contributions are the foundation of our School's effective functioning.

To our dedicated School Executive and passionate staff, your commitment to shaping the education and well-being of our children is immeasurable. Thank you for your unwavering dedication and tireless efforts.

To our Principal, Andrew Watt – the last six years under your leadership have been transformative. With the support of your Strategic Advisory Team, you have propelled Emanuel School to greater heights. We are fortunate to have you at the helm, and I extend my deepest appreciation for your visionary leadership.

Finally, to our supportive parents and resilient students, you are the heartbeat of our School. Your contributions are invaluable, and we are grateful for your essential role in Emanuel School's success.

As we navigate challenges and uncertainties, our unity and identity stand as our greatest strengths. Together, we form a strong, united Jewish Community, resilient in the face of adversity. May the Emanuel School Community continue to thrive, and may our students illuminate the path ahead.

David New
President of the Board

Principal's Report 2023

As I reflect on 2023 – our 40th school year – although there is much to celebrate across all areas of student life, we are deeply concerned by the horrendous acts of terrorism in Israel. October 7 was one of the darkest days in Jewish history. Over 240 people were violently taken hostage and over 1,000 people killed at the Nova Festival and kibbutzim in the South. The Jewish community has been left bereft, in disbelief and concerned about the subsequent rising antisemitism.

While the feelings of uncertainty remain, we must not forget to look towards the light and celebrate the many successful events and activities of 2023.

HSC results

Mazal tov to the Class of 2023 on their strong HSC results. In addition to their commendable academic achievements, I am very proud of our students' strong work ethic, resilience and their positive impact on the culture of our School.

We are a community of learners, with our teaching staff serving as instructors, guides and supporters. We acknowledge with gratitude the key role that they play in preparing our students for further independent study and for the future workplace. Their deep commitment to both the wellbeing and academic development of our students will have an enduring impact on our graduates as they commence the next steps in their life journey.

Our focus remains steadfast on helping each student reach their personal best, in an environment that fosters growth, learning, and resilience. We are proud of the hard work and dedication our students demonstrate year after year. As Emanuel alumni, they graduate equipped to be the best that they can be and to make a difference for good, in their Jewish and broader communities.

5-Star Employer of Choice

Emanuel School was honoured by The Educator magazine as a 5-Star Employer of Choice, positioning it among the top 20 schools in the nation for its exemplary workplace environment. This award underscores the School's commitment to creating a supportive, inclusive, and aspirational environment for its staff, recognising the collective effort and dedication of every staff member to uphold the School's values. Emanuel School is celebrated for its vibrant community spirit, its focus

on student success and wellbeing, and its adherence to core values, making it an exceptional place to work.

Highlights

Opening of the B'Yachad Building

As a result of the highly successful Capital Appeal in October 2021, the B'Yachad Building was officially opened in November 2023. The story-themed, three-storey building provides a technologically rich, innovative learning environment for our Years K, 5 and 6 students, as well as the opportunity for all Primary students to explore, design and create in the new purpose-built Imaginarium. I am grateful to our 475 generous donors who helped make this dream reality.

Conferences/Symposiums

2023 was a successful year for sharing skills, knowledge and ideas:

- Emanuel School co-hosted the Ma'ayan Learning Symposium, in collaboration with the University of Sydney, to share, inspire and kindle connections with over 60 Jewish life educators.
- Thirty-six teachers from Jewish Day Schools in Sydney and Melbourne, attended an Emanuel-led Primary Hebrew conference to share their love for and knowledge of Hebrew education.
- Emanuel School hosted the first Inter-School Student Leadership in Sustainability Symposium, bringing together senior student representatives and staff from various schools to discuss ideas and successes in implementing sustainable practices.

Jewish life

The Jewish life experience for our students permeates much of what we do, both within the classroom and through a range of meaningful and creative events. Highlights this year included the introduction of musical Tefilah experiences; Year 10 students' Camp Ayeka and Mini-Mach; the Year 11 Shavuot Tikkun Leil; the Primary student and grandparent Challah Make to celebrate the School's 40th anniversary; Primary Pathways events; Project Heritage and the many opportunities to connect with the Jewish and wider communities in need.

Outstanding Achievements

- The much-loved High School production of *The Addams Family*, wonderfully performed by a talented cast and crew, entertained over 800 parents and students.
- Primary and High School students enjoyed the Athletics, Swimming and Cross-Country Carnivals with wide student participation and many records broken.
- Our Sports program continues to impress. This year, our achievements have been nothing short of remarkable in State, AICES, CDSSA, and Metro-Regional competitions, including our Open Boys 4 X 100 relay team setting a record and winning the State Championships for the first time. Emanuel won the coveted JDS Chagha Cup for the second year in a row; 10 of our teams won their competitions this year across Futsal, Basketball and Netball, and the Firsts Basketball team competed in the Australian Schools Championships, winning every game in our division pool and the bronze medal.

- The Music Department’s Music Performance and Composition Competition, Annual Music Camp and Concert, Night of Song, Night of Winds & Percussion and Night of Strings showcased our students’ exceptional talents across all Year groups.
- Our debaters have also made us exceptionally proud, achieving unprecedented victories against high profile independent schools. Every History Debating team from Years 9-12 reached the finals, with our Year 9 team securing the JA Thompson History Debating Competition Shield and our Year 10 team winning the Australian National Virtual Debating Competition, topping 40 schools.
- Our Gifted & Talented and Extension activities have continued to flourish, with the introduction of new initiatives such as an Ethics Exploration Day, a Free Thinkers Forum, a Meeting of the Minds Activity, and a Stretch and Challenge Day. Our students excelled in the da Vinci Decathlon with our Year 7 team winning two divisions and ranking 10th among 80 schools. The Year 9 Chess team won their fifth regional grand final, the Mock Mediation team made the quarterfinals, and a Year 8 student was 4th in the Future Problem Solving National Finals.
- The Night of Dangerous Discourse, organised and managed by the Social Action Va’ad, provided a variety of thought-provoking views on the current pitfalls within the Youth Justice system.
- The resumption of student visits to the Northern Territory and the Aboriginal community at Jilkminggan marked a significant milestone after a three-year hiatus. One High School and two Primary School groups spent time in the local school community, running activities for the children, enjoying the beauty of the Northern Territory and learning about Aboriginal culture. We are grateful to the Jilkminggan community for their ongoing hospitality and friendship.
- Sadly, the Year 10 Israel-immersion trip – Chavayah – was cancelled due to the war in Gaza.

Thank you

I acknowledge the outstanding work of our Emanuel Board, whose wisdom, energy, and strong engagement behind the scenes has contributed much to our financial stability, strong enrolments, and our clear strategy for the future. Their guidance and support over what has been the most challenging of years, has been sincerely appreciated.

Our Board President, David New, has led by example, meeting both the complex governance challenges and the regular and varied demands on his time. Our School has grown and thrived under David’s leadership – and I have felt fortunate to have enjoyed his support, in the COVID years and through the current conflict in Israel.

David has enjoyed 16 years as a parent, nine years as a Board member, with three of these as President. This is his final year in this important role and in recognition of his significant and ongoing contribution to the School, at both Board and Foundation level – and his key role in our last Capital Appeal, David has been made a Life Member of the School!

I very much look forward to working with Gary Joffe, our new President, who will shortly relinquish his role as Chair of our Finance Committee.

Our high performing Strategic Advisory, or SAT team, have continued to shape and drive our strategy, and our response to the events unfolding in Israel and within our Sydney Jewish community. They remain an invaluable asset to the School. Thank you to our Executive, who have led our teaching and learning, and wellbeing programs – and ensured that our Jewish heritage permeates all that we do. I cannot speak too highly of our team of teachers, who have responded with dedication, care, creativity and humour to the challenges that they continue to face, without respite. I also wanted to acknowledge the outstanding work of our administration team, always in the background, but essential to the smooth running of the School.

As 2023 comes to a close, I look forward to 2024 with anticipation, knowing that our students and staff have much to look forward to.

Andrew Watt
Principal

Primary Student Representative Council (SRC)

The Student Representative Council (SRC) plays a crucial role in representing the needs and ideas of the student body to improve their wellbeing and opportunities.

In Week 3 of Term 1, the SRC came together to listen to the voices of students and took charge of charity initiatives. The students collaborated to identify immediate groups and communities that they could support through their charity initiatives. The students displayed an active and considerate strategy in choosing charities, starting by pinpointing groups and communities in need of immediate support for their charitable endeavors.

In Term 1, the school community came together to support Ozhavest, a local charity dedicated to providing assistance to those in need. Through a combination of food donations and a gold coin donation drive, our collective efforts culminated in an impressive fundraising total of \$939. This initiative not only demonstrated our commitment to helping others but also fostered a sense of unity and compassion among students, teachers, and staff.

As we transitioned into Term 2, our focus shifted towards supporting the Jewish Communal Appeal (JCA) and raising awareness for the Central Australian Indigenous Organisation, Children's Ground. With vibrant displays of red, yellow, and white attire, students showcased their solidarity with these causes. Through various fundraising activities, including bake sales and sponsored events, we managed to surpass expectations and raise a commendable \$1049. This achievement highlighted our dedication to promoting social justice and equity, both locally and globally.

Term 3 brought a renewed sense of purpose as we directed our efforts towards animal welfare. Partnering with the Royal Society for the Prevention of Cruelty to Animals (RSPCA), students embraced the opportunity to dress up as their favorite animals or animal advocates. This creative initiative not only raised \$1224 but also sparked important conversations about compassion and empathy towards all living beings.

In Semester 2, the school community eagerly anticipated the annual Wacky-walk-athon, a beloved tradition that encourages students to embrace physical activity while supporting a worthy cause. Under the guidance of the Student Representative Council (SRC), participants rallied together to raise funds through pledges and sponsorships. A portion of the proceeds was allocated to classrooms,

allowing students to enhance their learning environments with new furniture and engaging board games. This initiative not only fostered a spirit of collaboration and teamwork but also empowered students to take an active role in shaping their educational experiences.

As the school year progressed into Term 4, the focus shifted once again, this time towards promoting healthy eating habits among students. Run by Samuel Hart, the fresh fruit initiative aimed to encourage students to make nutritious choices during nibble time.

However, amidst our efforts to support various causes, unforeseen events in Israel prompted a reevaluation of our charitable endeavours. Recognising the urgent need for assistance, the school made the decision to allocate all fundraising efforts in Term 4 to the United Israel Appeal (UIA). By directing our resources towards this critical cause, we reaffirmed our commitment to standing in solidarity with those affected by global crises and demonstrated our belief in the power of collective action to bring about positive change.

The year concluded with a highly anticipated event - Emanuel's Got Talent show, which did not disappoint! The show was a perfect culmination of the students' artistic skills and talents, featuring captivating performances ranging from music to magic shows. All students came together to sing a farewell song to Mrs Butler. The enthusiasm and energy of the performers resonated with the entire K-6 community, making it an exciting and unforgettable experience for everyone involved. The event not only highlighted the students' creative abilities but also showcased the supportive and inclusive culture of Emanuel School.

High School Student Representative Council (SRC)

The role of the High School SRC is to take into account students' opinions and ideas from all around the school. We represent the voice of Emanuel Students through their suggestions from general maintenance to specifics in the running of the school. The SRC is also involved in fundraising for various charities through large scale events that involve the student body's participation.

In 2023 The High School SRC fundraised and raised awareness for several charities including the United Israel Appeal (UIA), Dayamani Foundation and Children's Ground (Indigenous Australian Organisation). One of the most significant events was teaming up with the Social Action Va'ad in Term 4 to raise funds for Cut4Cancer, with many students contributing by raising funds to cut, colour and shave their hair.

Voting for SRC representatives was held and these students will hold their positions for 12 months from mid 2023 to mid 2024.

Report from the Primary Head Madricha and Madrich

Being a part of the Madrichim in 2023 was such an amazing experience. We had a busy and exciting year in which we ran and participated in many fun activities. We learnt so many skills such as leadership, responsibility and confidence.

Leadership camp was when we first stepped into our leadership positions. It was a three day camp where we did many interesting and engaging activities to learn about leadership. We got involved in activities such as meeting our teacher mentors, going to Sydney Olympic Park for a scavenger hunt and staying afterschool to watch a movie that focused on the importance of leadership of a group,

working as a team and being a leader of yourself. It was a highlight of starting our journey as Madrichim.

As a part of being in the Madrichim you get to go to so many great events. Like the Kindergarten Orientation and the open day! We also get to run the 3-6 assembly which is always so much fun! Each assembly two of the Madrichim do a news of the fortnight segment. We got to tell the assembly about the news that had happened that fortnight. This was such a fun way to practice speaking to the assembly and becoming more confident.

One of the biggest events organised by the Madrichim was the Emanuel World Cup. Just as the 2023 Women's World Cup was up and running, we decided to start our own world cup. Students from 3-6 who wanted to compete were sorted into teams of 5 or 6 and competed in a round robin followed by multiple knockout rounds. There was a 3-4 division and a 5-6 division alternating games each day as crowds of students gathered round the Waxman drive to watch the games. There were many extremely close games with the 5-6 finale even going to penalties!

Another fun initiative the Madrichim ran in 2023 was Emanuel the Spaniel and Pablo the Penguin. We chose a specific area such as clean bag areas, neat classrooms and clean playground spaces and secretly inspected each class throughout the week. The class that did the best got to keep the stuffed animal dog or penguin. This was a fun way to make sure we kept the school clean!

Being Madrichim was the most wonderful experience, and we are all so grateful for the opportunity of being a part of the madrichim. We learned skills and qualities that we will take with us throughout our whole high school journey. We learnt to be confident, responsible, flexible and so many more important leadership skills. We enjoy every moment of being Madrichim and we will always treasure our time as the primary school Madrichim.

Report from the Semester 1 High School Head Madricha and Madrich

Emanuel School's student leadership body (Madrichim) consisted of 15 Year 12 students who led the student body throughout the year. These students were representatives of the rest of the Year 12 cohort, or Nitzavim (those who stand). The Year 12 cohort were collectively responsible for student leadership in the High School and the Madrichim led a range of Va'adot. Va'adot are working committees of student leaders that consist of both Madrichim and Nitzavim. The Va'adot system enables students to engage and contribute to areas of the school that they are passionate about. Some of these events that were run by Va'adot include:

- Night of Dangerous Discourse – run by the Social Action Va'ad
- Inter-House Sport Competitions – run by the Sport Va'ad
- Sustainability Symposium with guests from other schools – run by the Sustainability Va'ad
- Running weekly Shabbat – run by the Shabbat Va'ad
- Organised events for Jewish festivals – run by the Chaggim Va'ad

When you ask someone at Emanuel to describe the school in one word, most people would say either "Family," "Community" or "Ruach". These words capture the essence of Emanuel entirely. Over the past 13 years, our year group really has become a family. This year, our year group has collectively risen to take responsibility for aspects of school life demonstrating incredible leadership and tenacity.

Our Context – Contextual Information

School History

Emanuel School was established in 1982 as a result of the initiatives taken under the inspiration and leadership of Rabbi Fox with the co-operation and support of committed members of the Jewish community.

Through the generosity of Temple Emanuel the School was opened in 1983 on the Temple grounds with a population of 53 children in Years K – 6. Later, Years 3 - 7 moved to a recently vacated school at Watson’s Bay.

In January 1985 the School moved to its permanent site in Randwick opening its doors with 230 students in Years K - 8. In 1999 the Kornmehl Centre Emanuel Pre-school was opened with an initial enrolment of 40 students. Emanuel was heralded as the first Pre-school to Year 12 Progressive Jewish co-educational day school in the world. In 2003 the Emanuel School Board adopted an inclusive strategy which ensured that students would be educated in all streams of Judaism within a community Jewish Dayschool where girls and boys are treated equally. This combined with educational excellence and enriching programs has led to the School becoming a premier educational institution in Australia.

School Philosophy

Emanuel School is committed to providing educational excellence in a Pre-school to Year 12 continuum. We value the individuality of all students and encourage the development of their special interests and talents. Our objective is to extend our students to the best of their ability and to foster in each a love of learning, a strong sense of community and a pride in their Jewish heritage. We strive to create an environment in harmony with the Jewish community in our society in which genuine acceptance and understanding can develop. These concepts are reflected in the School motto “Mind Spirit Being”.

Vision

Emanuel School exists to provide a wonderful start in life for children in an inclusive Jewish context.

Values

Emanuel is a Jewish Community School that nurtures a commitment to Jewish community, heritage, ethical living and the State of Israel. We do this through a commitment to egalitarianism, pluralism, coexistence, tradition, mitzvot, Torah and Hebrew. We do so as Jewish, Australian and Global citizens. In particular we value:

- Excellence
- Perseverance
- Lifelong love of learning
- Respect
- Integrity
- Responsibility
- Compassion
- Generosity
- Justice
- Community

In summary

At Emanuel School we embrace Jewish diversity. It is the school where students and teachers excel, community and environment matter and P – 12 are on the one site. There are many opportunities for students to participate in a wide range of activities and a strong commitment to community

service. Emanuel School is a dynamic learning community within an intimate learning environment delivering strong academic outcomes.

Mission

Emanuel School will be small enough to provide an individual, nurturing environment occupying the Stanley Street site from Preschool to Year 12. It will optimise the facilities on the site to provide a safe, happy and secure environment to meet the needs of students and staff. Emanuel's atmosphere will be one of community involvement with students, parents and staff passionate and enthusiastic about the School. We will have a first-rate teaching staff deliver a wonderful educational product and we will record strong academic outcomes with each student striving and being helped to achieve his or her personal best and developing lifelong learning skills for 21st century living.

Life at Emanuel will be rich in Jewish tradition embracing all streams of Judaism while retaining our commitment to egalitarianism and pluralism. We will be known as a Community Jewish Day School that welcomes and teaches all streams of Judaism. The wider community will understand that Emanuel plays an important role in the Jewish community by welcoming everyone who identifies as Jewish. Emanuel will be a school of first choice for the Jewish community in Sydney.

Students will develop a sense of pride in their school and its values with a strong sense of worth and Jewish identity. Emanuel will promote a sense of pride by having an impeccable school uniform and beautifully maintained grounds.

Emanuel will seek and promote sporting opportunities and set an example for our children for healthy living. Emanuel will build on its capability in the visual and performing arts and by virtue of being a small school we will be creative and flexible.

Emanuel will use technology to achieve an affordable eLearning program based on a connected school community. Our eLearning program's mission is to build enthusiasm in inquiry-based learning and foster learning outcomes that generate deeper understanding, problem solving and creativity.

The Emanuel Opportunity Classes and the Wolanski Specialist Learning Centre will provide a foundation to foster different learning needs whilst ensuring effective social integration of students. These programs will complement the School's commitment to create opportunities for every student in the full spectrum of learning abilities to achieve his/her maximum potential.

The School's commitment to excellence, quality, service and value will ensure that it continually improves the delivery of all its programs for the benefit of its students. The Emanuel House system will help integrate Jewish Life with mentoring, Peer Support and student welfare. As a small intimate school this will complement student interactions and friendships that transcend different year groups.

Emanuel will be a proud, respected and valuable contributor to the community and will actively work with organizations that wish to work with us and respect our ethos. We will build on our culture of participation but also encourage and foster teamwork among our students. Emanuel will be a socially and environmentally responsible school promoting student participation in social and community programs – helping make the world a better place.

Ethos

We support the principles of:

- social action (Tikkun Olam);

- religious pluralism;
- egalitarianism;
- co-existence and acceptance of diversity; and
- commitment to the State of Israel.

Context – Student body

The 850 students attending Emanuel School K-12 come from a range of suburbs including:

ALEXANDRIA	DARLING POINT	PADDINGTON
BALMAIN	DARLINGTON	PAGEWOOD
BELLEVUE HILL	DOUBLE BAY	PYRMONT
BONDI	DOVER HEIGHTS	QUEENS PARK
BONDI BEACH	EASTGARDENS	RANDWICK
BONDI JUNCTION	ERSKINEVILLE	REDFERN
BOTANY	GORDON	ROSE BAY
BRONTE	GREENWICH	ROSEBERY
CAMMERAY	HILLSDALE	SOUTH COOGEE
CENTENNIAL PARK	KENSINGTON	SURRY HILLS
CHATSWOOD	KINGSFORD	TAMARAMA
CHERRYBROOK	LITTLE BAY	VAUCLUSE
CHIFLEY	MALABAR	WATERLOO
CLOVELLY	MAROUBRA	WATSONS BAY
CONCORD WEST	MASCOT	WAVERLEY
CONNELLS POINT	MATRAVILLE	WOOLLAHRA
COOGEE	NORTH BONDI	ZETLAND

Emanuel School offers a Jewish Education to students from Pre-school to Year 12. Across P-12 there are 450 boys and 460 girls. There are 60 students in Pre-school, 373 students in the Primary School and 477 students in the High School.

Improvement Areas

In 2022, the School launched its *Strategic Plan 2022-24: Unleashing Potential*, building upon our strong foundation, culture and history of achievements. Our strategic plan provides a roadmap for our school community towards achieving our vision to educate mind, spirit and being, all the while aspiring to unleash the potential of each student. Our teaching and expectations reflect our commitment to academic excellence for all students, supported by an unwavering commitment to our core values of community, learning, inclusion, and innovation.

Our key commitments for 2022-24 include promoting future-focused learning, wellbeing culture, learning beyond the curriculum, sustainable practices, and inspired Jewish living and learning. Our strong focus on deep and authentic learning promotes a culture of academic excellence, undergirded by our wellbeing and extra-curricular programs. We aspire to continue producing graduates who are curious, resilient learners, open-minded thinkers, adaptable innovators, tenacious problem solvers and compassionate advocates. Above all, our goal is that we become a school of *mensch*es – of ethical, responsible global citizens and leaders of the future.

During 2022-2024, our School-determined improvement targets continued to be actioned through an extensive process of consultation, led by our Strategic Advisory Team, and involving our Board, Executive and staff. This process includes a cyclical commitment to addressing and acting on the same three questions: "Where are we now?", "Where do we want to be?" and "How do we get there?". To continually progress the realisation of our improvement targets, a number of staff committees were established to develop a range of strategies and action plans, to address each of our five key commitments. These committees are led by members of our Strategic Advisory Team. Progress within each key commitment is reported periodically to both the Board and the broader school community.

Respect and Responsibility

At Emanuel School, fostering respect and responsibility among students is a paramount goal for creating a positive and thriving school community. To achieve this, a series of programs have been implemented, aimed at nurturing these essential qualities in students and encouraging their growth as responsible individuals. Two prominent programs that have been instrumental in instilling respect, responsibility, and strong relationship skills in the Primary School are "The Leader in Me" and "URSTRONG - Friendology." In addition to this, the High School has implemented a range of programs and guest presenters to promote respect and responsibility.

PRIMARY SCHOOL

The Leader in Me

The Seven Habits of Highly Effective Students program, The Leader in Me, remained a program throughout Primary School in 2023. Throughout this program, students are encouraged and supported to be responsible for their own lives and choices. The program has assisted students in identifying that their behaviour is a product of their own conscious decisions based on their values and attitudes. We encourage students to take initiative and make good, responsible choices.

Within the school, opportunities for leadership and responsibility are promoted. For example, all Year 6 students complete a leadership experience before commencing their leadership roles for the year. As part of this experience, students explored the qualities of leaders, roots of effectiveness and values and examined Jewish leaders as role models. There are also representatives from each year groups selected for the Student Representative Council and opportunities for Year 2 students to lead the Infants School at key events.

URSTRONG - Friendology

Students in the upper primary years have used the Friendology language, program and ongoing resources to develop their understanding of healthy, respectful relationships. Students have learnt that trust and respect are two of the important qualities in a friendship. Students have learnt what these qualities look like in a friendship, the importance of understanding our differences, and how to honour each person's unique perspective. Children also learn that friendships change because people change, which is a normal part of a relationship. With this shared understanding, language and approach, we have seen students develop the confidence to solve their problems and make decisions that support happy, healthy relationships rooted in a culture of respect and kindness.

HIGH SCHOOL

Initiatives promoting Respect and Responsibility

In 2023 Emanuel School continued the Peer Support Program with Year 11 students supporting and guiding both Year 7 and Year 8 students. The Peer Support Leaders attend camp with the younger students at the beginning of the year and run a weekly session for the first semester of the year. These lessons are often aimed at promoting belonging, respect, and responsibility.

Emanuel continued their participation in the Interfaith program, where Emanuel students joined students from other schools of varying faiths to learn together. This program is a great opportunity to develop both knowledge and understanding of people from a variety of cultural backgrounds and beliefs. We also had a range of guest speakers run workshops for High School students promoting respect and responsibility, including, Paul Dillon (drugs and alcohol), Brent Sanders (consent and respectful relationships), ManCave and Enlighten Education (social and emotional development), to name a few.

2. Outcomes and Results – NAPLAN

PRIMARY SCHOOL and HIGH SCHOOL

Student Performance in National and State-wide Tests and examinations

Naplan Performance 2019 - 2023

Interpreting the table

Selected school's average when compared to students with a similar background

- Well above
- Above
- Close to
- Below
- Well below
- No comparison available

2019

2017	2018	2019	2020	2021	2022
------	------	------	------	------	------



Compare to Students with similar background All Australian students

	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	518	458	465	524	475
Year 5	574	516	541	573	559
Year 7	597	553	583	597	612
Year 9	625	593	626	622	649

2020

No NAPLAN data available for 2020, as NAPLAN tests were not run owing to the COVID-19 pandemic.

2021

	2017	2018	2019	2020	<u>2021</u>	2022
	<< >>					
Compare to	<input checked="" type="radio"/> Students with similar background		<input type="radio"/> All Australian students			
	Reading	Writing	Spelling	Grammar	Numeracy	
Year 3	547	467	490	505	494	
Year 5	570	527	557	577	560	
Year 7	607	584	584	606	624	
Year 9	625	600	610	619	642	

2022

	2017	2018	2019	2020	2021	<u>2022</u>
	<< >>					
Compare to	<input checked="" type="radio"/> Students with similar background		<input type="radio"/> All Australian students			
	Reading	Writing	Spelling	Grammar	Numeracy	
Year 3	507	459	462	466	448	
Year 5	559	539	548	561	544	
Year 7	592	582	575	578	608	
Year 9	618	615	603	622	625	

2023

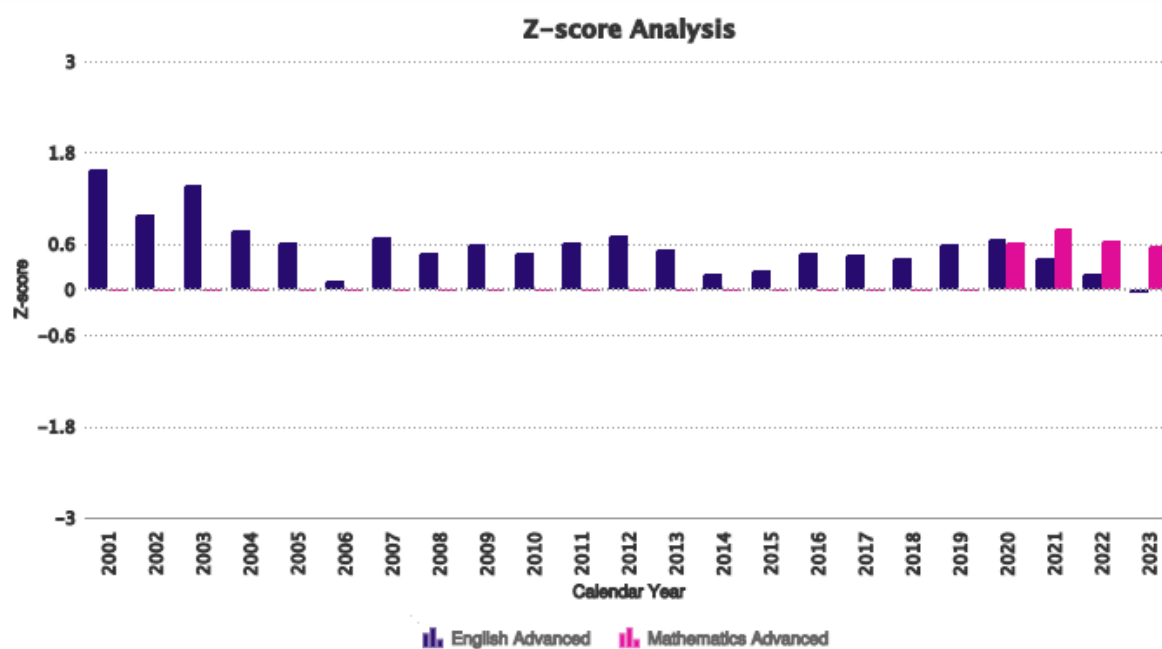
In 2023, students performed well above other students with similar backgrounds in Years 3 and 5, and in line with students of a similar background in Years 7 and 9.

	<u>2023</u>					
Compare to	<input checked="" type="radio"/> Students with similar background		<input type="radio"/> All Australian students			
	Reading	Writing	Spelling	Grammar	Numeracy	
Year 3	470	474	459	480	480	
Year 5	575	532	552	591	570	
Year 7	599	591	581	600	615	
Year 9	629	616	603	624	650	

Outcomes & Results – HSC

In 2023 there were 77 students in Year 12. 76 students completed and obtained an HSC, with the one student participating in Pathways (over 2 years). No students completed a non-academic pathway.

Z-Score Analysis for English Advanced and Mathematics Advanced shows consistent performance well above State in both subjects over time. While results in English Advanced are in line with State in 2023, it is important to note that as of 2023, 100% of Emanuel students are completing the English Advanced course, compared with less than 45% of students across the State. Mathematics Advanced was a new course in 2020 so no data is available prior to this time.



6 students achieved an HSC All-round Achiever Award, recognising their achievement of exclusively Band 6/E4 in 10 Units of study. 47% of students achieved a Band 6 in a subject, with 38% of students achieving all Band 5s/6s. A position of 5th in the State was achieved in Modern Hebrew Continuers and 17th in Legal Studies. Students were nominated for Encore and OnSTAGE.

Outcomes – Post School Destinations

There were 77 school leavers in 2023. One continued the HSC via Pathways at another educational institution.

Of the 76 school leavers we have the following spread of destinations noting this landscape changes throughout the leaving year.

Post-School Destination	Percentage of Year
University	88%
TAFE	3%
Private College	9%
Other (work, apprenticeship, other)	0

The data for the class of 2023 has many moving parts and this data includes December, January and February UAC Rounds - still being released upon writing this report. Many students had early offers, our most ever compared to 2020 and 2021. Many students accessed multiple Early Entry Programs, and many students had multiple early offers. Final plans are never set in stone until enrolment, and for many that takes place after a GAP year.

In 2023 the Early Entry processes incorporated schemes that were based on Year 11 grades and also, for some, a written application. The three Universities that offered most of our students early offer places were University of Technology Sydney, Macquarie University and Australian National University, in that order.

Early Offers

Tertiary Institution	Percentage of Year group
University of Technology Sydney	53%
Macquarie University	48%
Australian National University	25%
Other (Notre Dame, ACU, Western Sydney University)	18%

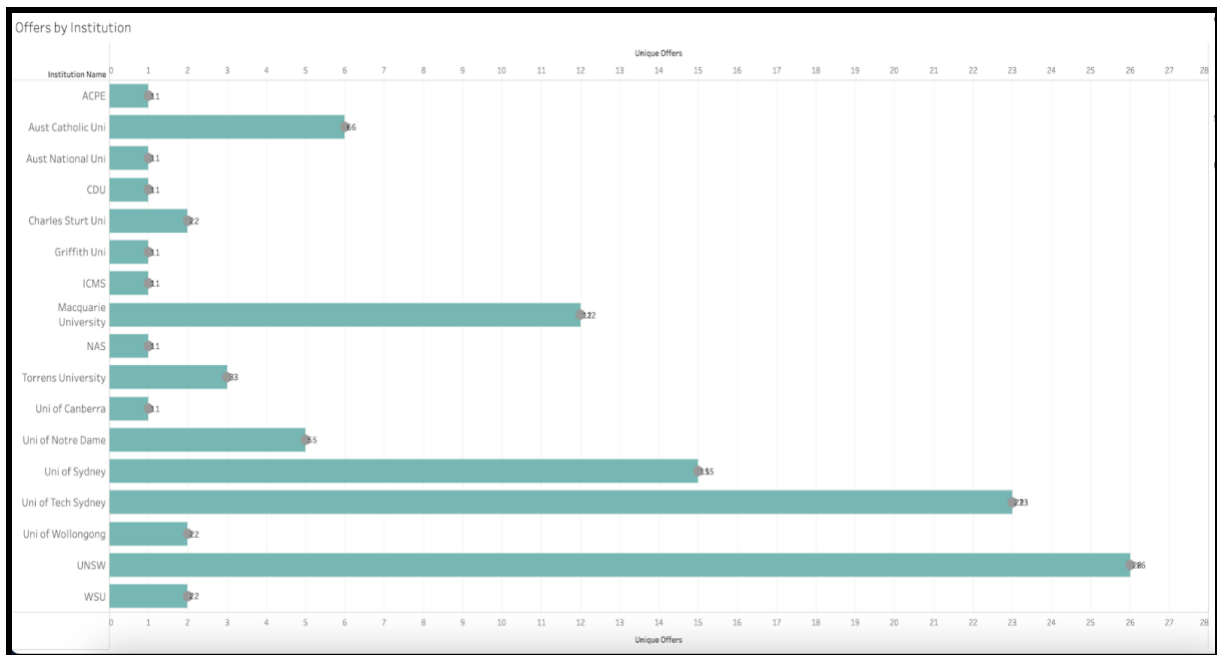
These early offer processes and programs have had a profound impact on the reliance on the ATAR and posed a shift in educational access to tertiary institutions. This landscape is changing rapidly, and is under review both by university intake departments and school principals. At the time of writing this article there is a new Accord that stipulates that universities will only release early offers in September of that year.

Year 12 Post-HSC Offers:

The data below lists the places **offered by UAC**. This year UAC has also produced data on places accepted and places deferred. For the purposes of this table, only the number of places offered in the December and January Rounds are included.

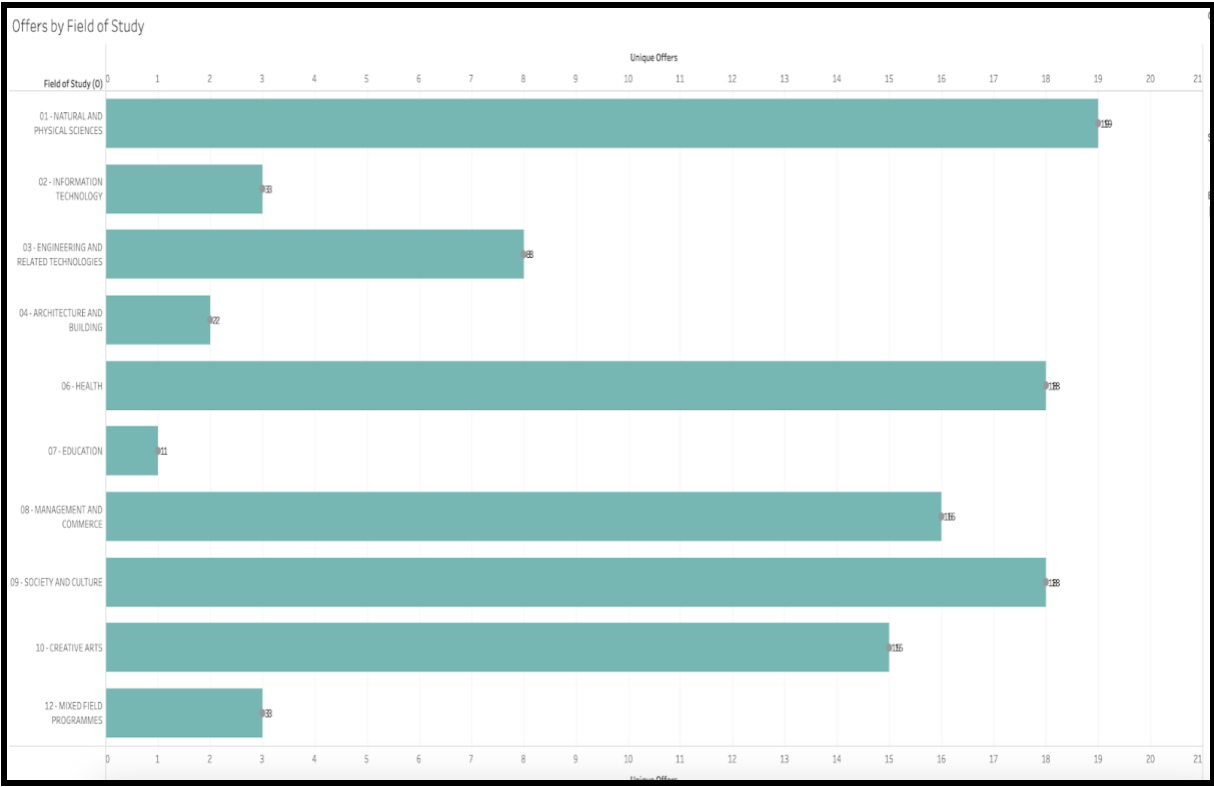
Here is a breakdown of the Institutions and numbers of offers.

Institution	Places
Australian College of Physical Education	1
Australian Catholic University	6
Charles Darwin University	1
Charles Sturt University	1
Griffith University	1
International College of Management Sydney	1
Macquarie University	12
National Art School	1
Torrens University	3
University of Canberra	1
Notre Dame	5
Sydney University	15
University of Technology Sydney	23
University of Wollongong	2
University of New South Wales	26



Here is a breakdown of the subject areas chosen.

Subject	Places
Natural/Physical Sciences	19
Information Technology	3
Engineering/Related Technologies	8
Architecture/Building	2
Health	18
Education	1
Management/Commerce	16
Society/Culture	16
Creative Arts	15
Mixed	3



3. Staffing – Accreditation levels

Level of Accreditation	Number of Teachers
Conditional	2
Provisional	10
Proficient Teacher	85

Staffing – Workforce Composition

You will find our workforce composition via the My School's website:

<https://myschool.edu.au/school/43957>

At Emanuel School we embrace all faiths and backgrounds for all our staff and students. None of our staff members have identified as Aboriginal or Torres Strait Islander, but we strongly encourage applications from First Nations teachers and staff of other faiths and backgrounds.

Flexible working conditions that commenced during the pandemic have remained in place for non-teaching staff with a number of staff working offsite each day as well as teaching staff working offsite from time to time (e.g at Professional Learning). There were 12 staff on average offsite each day who are not replaced with casual staff.

4. Attendance – Attendance Processes

Attendance is recorded each day and monitored closely. Parents are expected to complete the online leave form or email or call the School on days when their child is absent. The School contacts parents of students who are absent without explanation. Absence notes and medical certificates can be emailed during or within 7 days of each absence. Parents are required to apply for leave if they want to take their child out of school for a short/long period of time for any reason.

Student attendance generally is very good. Prolonged absences or high level absences are followed up with parent contact and if needed, attendance improvement plans. Any time missed due to lateness is made up by students. Students could attend a short lunchtime detention, a Staff Development Day or have 7:30 a.m. start over a period of time depending on the seriousness of their lateness record. Incidents of truancy can attract make up time or suspension.

Attendance – Rates & Retention

The average daily attendance rate of students in 2023 was 95.8%. This is similar to previous years.

(2022 – 96.3%, 2021- 97.8%, 2020 - 96.17%, 2019 – 96.86, 2018 – 96.96%;).

FORM	ATTENDANCE OVERALL	ATTENDANCE MALE	ATTENDANCE FEMALE
Kindergarten	96.40%	96.80%	96.00%
Year 1	96.30%	96.60%	96.00%
Year 2	96.40%	96.10%	96.70%
Year 3	95.70%	95.80%	95.70%
Year 4	95.60%	95.30%	96.00%
Year 5	95.80%	95.60%	95.90%
Year 6	96.00%	95.70%	96.30%
Year 7	95.20%	94.70%	95.70%
Year 8	95.80%	96.10%	95.50%
Year 9	94.70%	94.30%	95.10%
Year 10	95.60%	95.90%	95.10%
Year 11	96.30%	96.50%	96.00%
Year 12	95.90%	95.90%	96.00%

Retention of Students in Years K through 12

Retention percentages are determined by the number of students in a year group cohort on the first day of the school year compared to the number of students who leave the cohort during the year.

2023	START	LEAVERS	RETENTION
2023 Kindergarten	42	1	97.60%
2023 Year 1	44	2	95.50%
2023 Year 2	48	2	95.80%
2023 Year 3	50	1	98.00%

2023 Year 4	48	6	87.50%
2023 Year 5	71	1	98.60%
2023 Year 6	70	9	87.10%
2023 Year 7	78	2	97.40%
2023 Year 8	82	0	100%
2023 Year 9	82	5	93.90%
2023 Year 10	80	1	98.80%
2023 Year 11	78	1	98.70%
2023 Year 12	77	0	100%
Whole School	850	31	96.10%

The retention rate for Years 8 and 12 was 100%.

For all other Year groups, the retention rate was between 87.1% and 98.8% with the average retention rate from K-12 being 96.1%. Of the 31 students who left Emanuel School, the majority moved to other local schools (65%) with 23% moving out of area. The remaining leavers either left school altogether or went to a specialised environment.

Retention Year 10 (2021) to Year 12 (2023)

Year	Enrolled start of year	No. students left	Retention of enrolled students	No. additional students enrolled
2021 Year 10	81	4	95.10%	1
2022 Year 11	78	1	98.70%	
2023 Year 12	77	0	100%	1

The retention of individual students from Year 10 to Year 12 was 95%. In total 5 students left in this time frame and 2 students were enrolled. The retention rate including the new enrolments was 95%.

5. School Policies

The following school policies are publicly available on the website:

Enrolment Policy	https://www.emanuelschool.nsw.edu.au/enrolment/how-to-enrol/
Child Protection Policy	https://www.emanuelschool.nsw.edu.au/child-protection-policy/
Complaints Handling Policy and Procedures	https://www.emanuelschool.nsw.edu.au/complaints-handling-policy-and-procedures/
Student Management Policy (K – 6)	Student Management Policy K-6
Safe and Supportive Environment Policy (7-12)	Safe and Supportive Environment Policy
Whistleblower Policy	https://www.emanuelschool.nsw.edu.au/whistleblower-policy/

6. Stakeholder Satisfaction – Parent and Student

Emanuel School is committed to listening to the views and expectations of key stakeholders and commissions independent surveys to provide performance feedback on a wide range of related education topics.

The feedback from these surveys greatly assists the School with both its operational and strategic planning and its determination to continually improve the educational experience offered to the students.

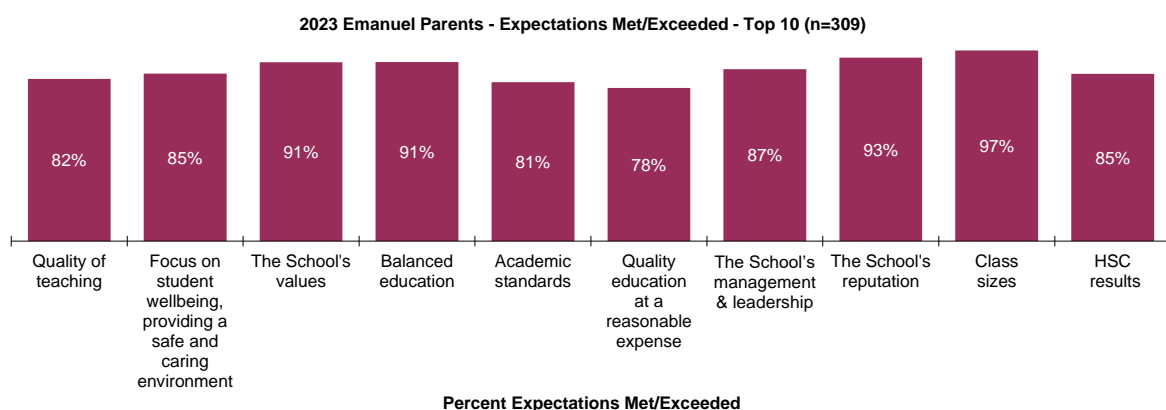
In 2023, 309 parents (Kindergarten to Year 12) and 531 students (Years 5 to 12) participated in surveys and provided views on areas such as academic performance, student wellbeing, Jewish life, extra-curricular, communications, reputation and facilities.

Parents

A selection of the parents' top level findings are detailed below, ranked in order of the importance the parents placed on reasons for choosing a school for their children.

The top five areas are noted below:

1. 82% of parents noted their expectations were met or exceeded in relation to the quality of teaching
2. 85% of parents noted their expectations were met or exceeded in relation to the focus on student wellbeing, providing a safe & caring environment
3. 91% of parents noted their expectations were met or exceeded in relation to the school's values
4. 91% of parents noted their expectations were met or exceeded in relation to a balanced education
5. 81% of parents noted their expectations were met or exceeded in relation to the academic standards

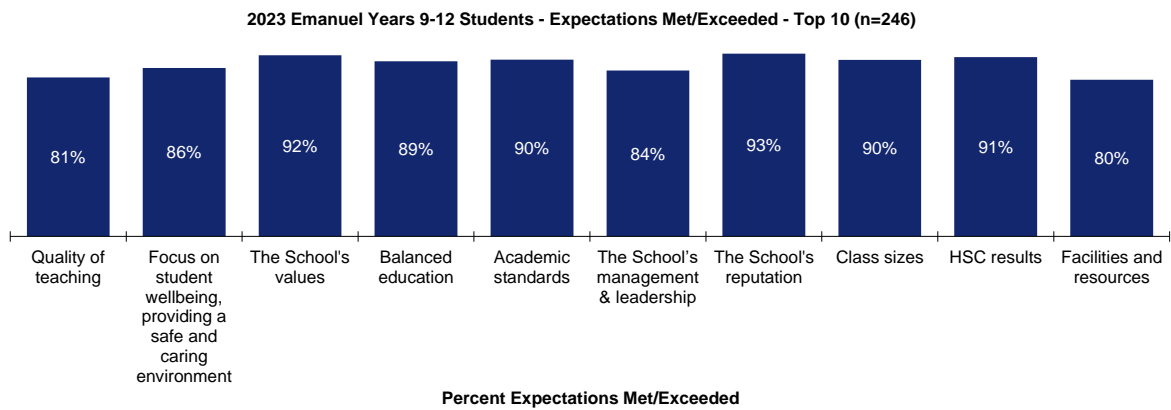


Students

A selection of the students' top level findings are detailed below, ranked in order of the importance the parents placed on reasons for choosing a school.

The top five areas are noted below:

1. 81% of students noted their expectations were met or exceeded in relation to the quality of teaching
2. 86% of students noted their expectations were met or exceeded in relation to the focus on student wellbeing, providing a safe and caring environment
3. 92% of students noted their expectations were met or exceeded in relation to the school's values
4. 89% of students noted their expectations were met or exceeded in relation to a balanced education
5. 90% of students noted their expectations were met or exceeded in relation to the academic standards



Parents and students were asked to provide open responses to the most valued aspects of Emanuel School. The most frequently nominated aspects were:

2023 Emanuel Parents - What do you value most about your association with the School? (Top 5)
The School community
Safe, caring & supportive environment
Friendships/connections developed between students, staff & parents
The School culture & values
Child's happiness attending school
2023 Emanuel Students - What do you value most about your association with the School? (Top 5)
The School community
Friendships/connections developed between students and/or staff
Academic curriculum & standards
Quality of teachers & staff
Extra-curricular Sports Program

Parent Quotes on what they value about Emanuel School:

Community, connection, Judaism and Jewish Life, informal education (eg. Ayekah) - brilliantly done. a real gift for students. Students doing well, with the opportunity to learn spiritually and morally. Tikkun Olam. Lots of great opportunities outside the formal education space eg. School musical.

I value that my child is learning about her roots and getting a Jewish education that she would not receive elsewhere. I enjoy being involved with school through volunteering when possible, being invited in to the school regularly and being part of this community. I was a student at Emanuel and have very fond memories. I enjoy being back on campus regularly.

I absolutely love the community and I think emanuel truly values the wellbeing of the children. It is in everything they do and it filters down in so many ways. It lives and breathes it's values.

The Jewish aspects of it - I want my child to have a combination of good education and good Jewish education...to ensure that the community connection is instilled beyond the home/family

I feel strongly aligned with the school's pluralist values and sense of community / I love the elements of jewish life infused through song / I find it a warm and nurturing environment that is welcoming of students and parents

My child is very happy, and I value his feeling of community within the school and the teachers for providing a nurturing and caring learning environment.

As a family we have had a long standing association with the school and watched it go from strength to strength. I love the connections, the wonderful close knit family feel it has. The fact that all the children regardless of what year group they are in, know one another and have friendly supportive connections. Emanuel has had that ethos and culture right from the start, and as it's grown and matured, hasn't lost that 'specialness' that you don't find in any other school. I now love having full circle moments and seeing my children enjoying their education, achievements and milestones through this wonderful school.

Jewish education and Jewish culture and community

Student Quotes on what they value about Emanuel School:

My education, the feedback they give here is very detailed and helps me improve a lot. The teachers are also very kind and empathetic. I also value helping the school through SRC and making sausages to help donate to people in India:)

I love the community and the connection to Israel and Judaism in a respectful and pluralist manner.

I feel very connected with the school and its community. It may be my leadership role, it may be my time at the school I'm not quite sure but I've always felt at home at Emanuel. I don't plan on leaving any time soon.

I value being associated with a school that has a strong sense of community, ruach, and Jewish life, and that holds values that very much align with my own. While I willingly admit the faults within the school, I acknowledge that there are far less of these than in most other schools, and would proudly recommend the Emanuel School to anybody.

I love how nice all the teachers I've had are. I also love doing debating and taking part in the musicals. I love how connected all the teachers and students are. I also love the community.

I value the home classroom teachers and the people. / I like the look of the new building and I think it will be lovely.

My friends, teachers, education, atmosphere and everything!

- jewish values / - community / - ruach

Doing sports and class time and friends.

I love doing robotics and going to the imaginarium. I also like how I have lots opportunities to make friends. Inter school sports is fun.

I really like learning in the school and all the extra curricular activities. I value the community and the support I have.

Sport achievements and love for the community

Stakeholder Satisfaction – Teacher

Research conducted by Headspace has indicated that the impact of the pandemic on teachers is similar to a grief/loss or trauma incident. It is recommended that schools continue to respond to teacher needs with this in mind.

At the start of 2023, a Staff Wellbeing Committee was formed comprised of representatives from all sections of the school nominated by peers. The Staff Wellbeing Committee is worked on an Action Plan to improve staff wellbeing over time. The four areas initially indicated of greatest concern have been included in the targeted areas along with two other areas that have come from the Principal and Deputy Principal.

1. Workload (including Meetings)
2. Flexibility
3. Administration (including Meetings)
4. Expectations
5. Pandemic Impact on staff morale
6. Staff Spaces

With workload featuring as a key factor in negative staff wellbeing, a range of areas have been reviewed with a focus on reducing the administrative burden on teachers. One example is the conducting of assessments (7-12) and the inclusion of adjustments or disability provisions for these assessments, an area that has been reviewed and new strategies implemented to reduce administrative burden.

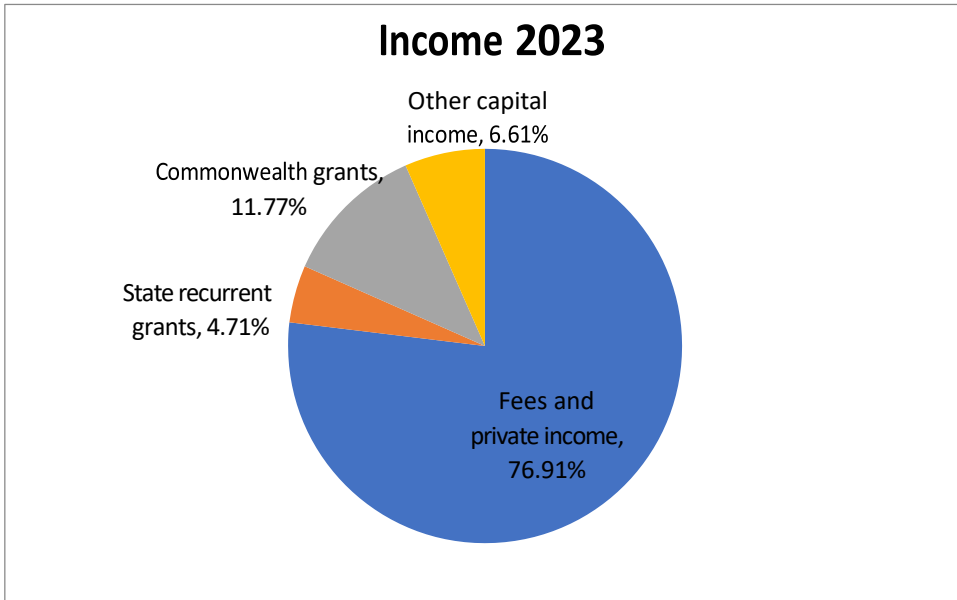
At the end of Term 2, many staff attended the annual Staff Trivia Night, and this was a significant highlight. Additionally, a car space raffle has been implemented along with encouraging staff to ask for a car space when in times of need (e.g injured, heavily pregnant, facing difficult times etc). The car spaces made available to staff have been vacated by Executive staff for the purpose of supporting their colleagues.

Staff received a boost in the Term 2/3 break with the one-off payment provided by the School and this has been noted by several staff. For Term 3, staff were invited to sign up for a lunch 'on the school' with random colleagues and were provided with some flexibility by way of an additional Do Not Disturb time.

Generally, feedback from staff has been extremely positive about the success of the Staff Wellbeing Committee strategy.

7. Summary Financial Information

(a) Graphic one: recurrent/capital income represented by pie chart



(b) Graphic two: recurrent/capital expenditure represented by pie chart

