



EMANUEL SCHOOL

ANNUAL REPORT for 2024

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1. Context – Messages from Key School Bodies

President's Report 2024

It has been another big year for our School, filled with many milestones and achievements. It has also been a year of tragedy and challenges for the Jewish community. We pray for the release of the remaining hostages in Gaza, for peace, for the prosperity of the State of Israel and for an end to the antisemitism that has seen such a resurgence since October 7.

If there is anything that the last 14 months has taught us, it is that we need to unite as a community. We are stronger together than we are divided and whilst we don't always see eye to eye on everything, our support for each other and our community is more important now than ever.

With that in mind, I think it is fitting to recognise one of our community's biggest supporters, our Principal, Andrew Watt. It is not lost on me that Andrew has such a strong faith of his own but has yet embraced and supported our community in such a profound way. Andrew has not only overseen a deeply compassionate response for our school community since October 7 but has been our friend, colleague and a communal leader long before then.

Emanuel has been incredibly lucky to have found someone like Andrew to lead our School over the last seven years. Andrew has been an educator for over 40 years, during which he has significantly shaped the landscape of education through various roles across multiple schools. He brought to Emanuel a wealth of experience, a culture of excellence, a spirit for innovation and instilled in our teachers and students a lifelong love of learning whilst always guiding our students to be the best they can be. Andrew has left an enduring mark on our School, staff, students, parents, and the wider Emanuel community for which we couldn't be more grateful.

Beyond this Andrew is someone with an incredible sense of personal integrity and authenticity. He has been unwavering in his dedication to both his personal values and those of our School and has led so many others on this same journey.

By educational standards, Emanuel is a young and growing school, and Andrew has led us through a period of exceptional growth and has put in place strong foundations for our next exciting chapter.

And so, we were very fortunate to have found Linda Emms as our next Principal. Linda is a highly respected and experienced educator and leader and comes to us from the MLC School in Sydney where she has been the Head of Learning and Teaching for K-12. In this position Linda has led a culture of excellence, focusing on the development and implementation of a whole school framework for teaching and learning, a sustained improvement in academic results, teacher development, and the development of well rounded, confident students. We look forward to formally welcoming Linda in the new year and are privileged and excited to have her join our School.

Growth comes with an evolving range of priorities. With the recent growth taking our campus close to capacity and strong foundations in place, continuing to enhance our academic success and our framework for teaching and learning is a key priority in the years ahead.

At our core we are an educational institution, and you have entrusted us with delivering an outstanding education, both Jewish and secular, to your children. Not a day goes by that this isn't top of mind for the Board, Principal, Senior Leadership Team and all our Teachers.

We also remain committed to having first class educational facilities. Following on from the recent completion of the B'yachad building, the near-term focus will be on the upgrade and improvement to some existing facilities including the much-needed internal refurbishment of the Brender Moss building, the change room facilities below the Lehrer Family Building (MPH) and installation of a shade cover over the basketball courts, with a number of these projects supported by our generous donors. We will also shortly embark on the refresh of our Master Plan for campus development which will guide our future major projects, and we will share that vision with you in due course.

In addition to a new principal, there have been several other exciting additions to our leadership and governing bodies including the board, senior leadership team, Foundation and P&F. The least exciting of those changes is me taking over from David as president at the start of this year but we also have a new treasurer, Neil Shilbury and several other new board members with younger children who can represent the next generation of Emanuel school families.

Within the Executive team, Julian Abelson has joined our Senior Leadership Team in the newly created role of Head of Teaching and Learning K-12, emphasising our focus on achieving outstanding academic outcomes. This follows on from the recent addition of Rabba Adina Roth to the Senior Leadership Team as Director of Jewish Life and she is doing some outstanding work across our Jewish studies programs. They join Margaret Lowe, Tany Milner, Adam Majsay and Mario Torresan as our senior leaders. We are lucky to have such an incredibly talented, dedicated and caring leadership team. I would like to thank them together with all our wonderful staff for their commitment to our School.

We also have reinvigorated the Foundation and P&F. At the start of the year, Adam Pozniak and David Vitek took over as co-Presidents of the Foundation, which is our primary fundraising body to support the growth and vision of the School. Lisa Pillemer was recently appointed as the Foundation CEO to support the Foundation's aims and objects. Together, with the rest of the Foundation Board, they have brought incredible rigour, energy and focus to the Foundation.

They have supported a number of projects this year, including the Specialist in Residence program; lead sponsor of our *Finding Nemo Jr* production; the Year 12 Arevim trip and importantly securing donors to fund the much-needed internal refurbishment of the Brender Moss building that will begin in 2025. They have achieved a lot in their first year and I suspect you will see big things from them in years to come.

We have also announced that Amy Friedlander and Lynn Ross have agreed to take on the role of co-Presidents of the P&F. This is a big role, not only in organising events and friend raising for the School but also in providing an additional point of connection between parents and the School. We are grateful to Amy and Lynn for taking on this role and look forward to an exciting 2025. It

has been very rewarding to see so many parents getting actively involved in supporting the School over the last 12 months.

I want to also mention the PSG, a very important school volunteer program. The parents you see each day at drop-off and pick-up are there to help ensure the safety and security of our students. Thank you to all those who put in countless hours to look after our students and I would ask every parent where possible to assist by volunteering – the PSG is very important and it really is a case of many hands make light work.

I would also like to thank the CSG who work closely with the School throughout the year, helping to keep our School community safe and secure.

Another group of dedicated volunteers that I would like to mention and thank is the School Board, the overarching governing body of the School. The Board consists of nine elected members, each of whom is currently a parent of the School, as well as an Emanuel Synagogue representative. The Board has a number of sub-committees that I will touch on briefly just to give you an idea of some of the areas of work the Board is involved in – they are Finance (which also includes setting the annual school budget and fees), Building (which develops the building master plan and oversees building works on campus), Risk, Jewish Life, Security, Investment and Gesher. The Board also works with the Executive to set the Strategic Plan for the School.

I would like to thank my fellow Board members – Ashley Rockman, Neil Shilbury, Orli Zahava, Daniella Freed, Derek Pal, Bassina Farbenblum, David Nathanson and Daniella Alhadeff, and soon-to-be member, Sarah Kummerfeld, and all our sub-committee members for their tireless work over the last 12 months.

We have great foundations in place, we have incredibly dedicated and talented staff and students. We celebrate our students' achievements and contributions. They are our future leaders and as parents, teachers and as Board members, and we could not be prouder to represent you and be part of your journey.

I wish our school community a New Year filled with joy, peace and friendship.

Gary Joffe
President of the Board

Principal's Report 2024

It would be difficult not to describe this past year as anything other than both challenging and tumultuous, with little signs of a reprieve to the conflict in the Middle East. Our deep connections to and support of Israel has remained first and foremost in our hearts and minds.

As a consequence of the ongoing conflict, our School and indeed the Jewish community worldwide, have experienced growing antisemitism and are living in a climate of increased security.

It has therefore been heartwarming to observe their joy and energy, as our students enter our school gates and thrive within our safe and supportive learning environment. It is important that we keep on reminding ourselves that much has happened in 2024 that we can be thankful for.

Our School has continued to maintain consistently high academic standards and our strong wellbeing programs have provided care and support to all.

Interest and engagement in Jewish life and learning at Emanuel continues to blossom, through our enhanced Jewish Studies programs and seminars, our Jewish life activities, and our revitalised tefillah and Kabbalat Shabbat experiences

Our focus on Tikkun Olam has been unwavering, with a range of community service and sustainability events, aimed at raising awareness and raising funds for a large number of worthy organisations, through guest speakers, haircuts or fun runs.

Our ongoing success across sport, music, debating, chess and a range of extension activities is also worthy of great celebration.

The development of our campus has progressed, with the opening of our magnificent B'Yachad Building, which amongst other things, provides state-of-the-art classrooms and multiple collaborative breakout spaces. The entire middle floor of the Innovation Building is now a dedicated Innovation Hub, with a design lab, a technology lab, a fabrication lab and a vision lab – all fitted-out with specialised machinery and equipment. We are hoping to have a canopy structure across our outdoor basketball courts by July 2025, and we are developing a schedule for the renovation of the Brender Moss Building.

We also have developed exciting plans for an expanded set of sport changerooms, a senior study centre, a wellbeing and learning hub, a Jewish life hub and the enclosure of the Sherman Family Visual Arts Centre. This should keep us busy for the next decade or so!

Below I hope to provide you with a brief snapshot of our key student achievements in the past year. Let's start with our outstanding results in inter-school sport. No less than 16 of our teams were crowned champions, across Netball, Basketball, Futsal, Oz Tag, Volleyball – and for the first time, Rugby! The most outstanding achievement this year was our Open Boys Basketball team, who won both the CDSSA and the AICES Championships, for the first time in Emanuel history. At the end of November, the team came home from the Gold Coast with a gold medal from the National Championships – another first for Emanuel! Winning the much-coveted JDS Chagha Cup against Moriah for the second-year running was also greeted with great joy!

Our Year 10 Ethics team won the gold medal in the National Ethics Olympiad – and then secured a top 20 spot in the World Championships. Our Year 8/9 team took out the silver medal and will participate in the international finals early next year and our Year 9, 10 and 11 teams all progressed to the grand finals of the Prestigious JA Thompson History Debating competition to be held in early 2025. Last and not least, our Years 8 and 10 Teams shone in the prestigious 60-school Da Vinci Competition. Not bad for a High School of 486 students!

Focusing on the HSC, we wish the Class of 2024 a huge mazal tov on a very impressive set of HSC results, reflecting the talent, resilience and strong work ethic that resides within this cohort. We are also proud of the outstanding character and personal qualities of our Emanuel graduates that go beyond these excellent individual and collective academic achievements.

Reflecting on the top four highlights of 2024, I would say that the wonderful *Wendy and Peter Pan and Finding Nemo Jr* productions, the making of the *Shevet Achim Ve'achayot* song, the trips to Jilkmिंगgan and hosting their return visit, and the recent trip to Kenya would be right up there. I would be remiss not to mention our many Music concerts, Music camp, Cabaret evening, Ski camp or House Music competition too.

American philosopher and educational reformer, John Dewey summed it up well when he said that, 'Education is not preparation for life; education is life itself.' When our Year 12 graduates depart through our gates for the last time, they carry with them the knowledge and skills to grant them access to a University education or to take the next steps toward a trade or a start-up initiative. However, this 'key' to unlock the doorway of further education and a successful career merely scratches the surface of what our school provides our graduates.

Beyond academics, our strong hope is that an Emanuel education would play a pivotal role in shaping both character and values. We hope that it will instil in our students a sense of curiosity, critical thinking, and empathy to be proud of our Jewish identity. We hope that it will empower our students to make informed decisions, to stand up for what is right, and to contribute meaningfully to society. Our Emanuel education can mould our students into responsible citizens who understand the importance of compassion, tolerance, and respect for diversity.

In this, my final report to students, staff and Emanuel families, I will reflect on what I see as the full legacy of an Emanuel School education. In this sense, a legacy can be defined as the long-lasting impact of the Emanuel experience, passed on by the leaders, teachers, staff and fellow students at our great school. This current generation of Emanuel graduates, having received this invaluable legacy that will serve them for many years to come, and having contributed to the current culture of our School, will no doubt contribute to future generations of Emanuel students, thus passing on this legacy.

Initially, this may be through returning as a sport coach, or Music tutor, or informal Jewish life educator or an Academic tutor. Over time, it will lead some to return as teachers, or as parents of Emanuel students. The late Jeremy Spinak, a highly regarded leader, Emanuel alumnus and parent, stated that 'you can tell when an Emanuel graduate walks in a room,' he was referring to something well beyond a person's ATAR. So, what is the nature and scope of this legacy, passed on to each graduating year? And how do we measure its value?

The answers to these questions can be found when we look towards the friendships, the achievements, the character, the contributions to society and the values of our past Emanuel School graduates, over the course of time. We have captured the insights of several alumni, from different times in the school's history, asking them to reflect on the impact of their Emanuel education journey. It has become clear that whilst the legacy of an Emanuel education will be different for each graduate, there are some common features, shared by many of our alumni.

The legacy of close and life-long friendships was a common theme, often commencing with shared gap years, shared Israel experiences, shared youth groups and shared accommodation post-university. For some, relationships made at school have extended to marriage and then expanding families. On many occasions, the strong network of Emanuel alumni has provided career mentoring and career advancement opportunities – particularly in the start-up industry. For many of our alumni, pride in, and love of our School provides an enduring bond with our Emanuel community.

Secondly, the legacy of a strong and lasting connection to Judaism and to Israel emerged, often with an ongoing bond to – and leadership positions within - our Jewish community. Our Pluralist approach provides an understanding and appreciation of all streams of Judaism. It also inspires respectful engagement with all members of the Jewish community. Many of our alumni express their gratitude for being well prepared for the opposition they encountered at university, in relation to their support of Israel and antisemitism more broadly. Our energetic debates and thoughtful examination of the key issues have stood them in good stead – and given them the confidence to be overtly proud of their Jewish heritage.

Thirdly, the legacy of sharing a common set of values around Tikkun Olam (repairing our broken world) was expressed, where our alumni seek to care for our environment, to be a voice for those without a voice, and to be compassionate advocates for those less fortunate than themselves. The connections made with community service organisations throughout their school years provide an avenue for our graduates to maintain their strong engagement, post-school.

And lastly, the enduring legacy of a mindset that encourages a lifelong love of independent learning. Our graduates were not spoon-fed by their teachers and thus they commenced their Tertiary studies as independent, resilient and self-motivated learners, many of whom have adopted a curious, or innovative, or creative, or problem-solving, or community service-focused mindset.

Our students are encouraged to see failure as their friend and as a valuable tool for learning, thus growing their resilience and perseverance, where learning is valued and viewed as an ongoing, lifelong journey, not simply as a means to achieve an HSC or a degree. What a great legacy this will be for our current students and their families!

In this, my last report as Principal, I want to finish by expressing my gratitude to the Emanuel School families and staff for welcoming me into the fold. Despite the challenges of the past two years, I count myself very fortunate to have led such a high achieving yet caring and inclusive school community.

I want to firstly acknowledge with gratitude the outstanding work of our Emanuel Board, whose wisdom and commitment has contributed much to our financial stability, strong enrolments, and our clear strategy for the future. Their guidance and support over what has been yet another challenging year has been sincerely appreciated. Our Board President, Gary Joffe, has navigated both the complex governance challenges and the regular and varied demands on his time with aplomb.

To my Strategic Advisory team – your calm, united and professional approach has contributed much wisdom and experience to the big decisions, which were often made under pressure.

Your vast experience and your support and encouragement have served our School well.

To our Emanuel staff, the champions and cheer leaders of our students – you consistently go above and beyond in your care for and support of our students. You know our students well, you hold high expectations, and you consistently deliver high quality academic and wellbeing outcomes. Your care and commitment can sometimes be taken for granted, and I can say with confidence that you are a shining light to our school community – and I am in awe over what you achieve! Let's not forget our support staff, who do a magnificent job in keeping our School operating at its best – across enrolments, marketing and communications, finance and so much more. Your superpowers make a huge difference!

Finally, I want to express my gratitude towards the families that make up our Emanuel School community. Thank you for welcoming me and for your respectful interactions and shared joy over our students' achievements and growth over the years. Your kind encouragement, your advice and suggestions, your advocacy and commitment to seeking the best outcomes for your children and your volunteer work.

Le'hitraot for the last time. I have come to love this special school – and I will follow its strong trajectory well into the years to come!

Andrew Watt
Principal

Primary Student Representative Council (SRC)

The Student Representative Council (SRC) continues to play a vital role in representing the voices of students and fostering a strong sense of community, leadership, and social responsibility at Emanuel School. In 2024, the SRC led various initiatives that demonstrated our school's commitment to charity, sustainability, and student engagement.

Giving Back to the Community

This year, the SRC organised a series of impactful fundraising initiatives that supported a range of charitable causes.

- **Term 1:** Our school community came together in support of **OzHarvest**, raising an incredible \$1,600 through BBQ days and food donations. This generous contribution provided over 3,200 meals for those in need, reinforcing the kindness and compassion that define our school values.
- **Term 2:** Our focus shifted to supporting the **Children's Ground Community**, an organisation dedicated to empowering children and families in Central Australia. Through student-led fundraising efforts, we raised \$1,000 to aid their essential work.
- **Term 3:** We partnered with **Friendship Circle**, raising \$1,600 to assist their programs supporting individuals with disabilities. A highlight of this initiative was the inspiring visit from Friendship Circle representatives, who encouraged Year 5 and 6 students to consider ways to contribute beyond financial support, including volunteering their time in the future. Due to this visit, we are planning to strengthen our partnership with Friendship Circle in 2025, with Year 6 students taking on a more active role by volunteering for the charity.

- **Term 4:** We concluded the year by raising \$1,400 for the **United Israel Appeal (UIA)**, supporting critical humanitarian projects. This term also saw the launch of the SRC's 'Waste-Free Wednesday' initiative, encouraging our school community to embrace sustainability by reducing waste.

Beyond fundraising, one of the proudest moments of 2024 was the development of partnerships with local schools in need. By donating books and school supplies, our students played a role in promoting educational equity and sharing resources with the wider community.

Student Engagement and Leadership

The SRC was instrumental in organising and promoting a variety of school events throughout the year, fostering school spirit and creating opportunities for students to shine. A major highlight of 2024 was **Emanuel's Got Talent**, where students from Kindergarten to Year 6 took to the stage, showcasing their diverse talents in singing, dancing, and performance. This year's event was a true celebration of creativity, confidence, and school-wide encouragement, with standout performances that captivated the audience.

Building a Culture of Kindness

Throughout the year, the SRC has been working on developing a whole-school **Kindness Challenge**, which will be led by our beloved koala mascot. Through thoughtful planning and collaboration, we have explored ways to embed acts of kindness into daily school life, encouraging students to uplift and support one another in meaningful ways. This ongoing initiative reflects our commitment to fostering a positive and inclusive school environment, and we look forward to seeing it take shape in 2025.

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 2024, the SRC raised the school's highest-ever amount, which was proudly donated to the Sydney Children's Hospital. Subsequent fundraisers were equally successful supporting Disability Sports Australia and the United Israel Appeal, reinforcing SRC commitment to both local and global issues.

One of the most significant events was teaming up with the Social Action Va'ad in Term 2 to raise funds for Cut4Cancer, with many students contributing by raising funds to cut, colour and shave their hair. Emanuel School raised a total of \$11,443.

Voting for SRC representatives was held and 16 students will hold their positions for 12 months from mid-2024 to mid-2025.

Report from the Primary Head Madricha and Madrich

Being a Head Madrich and Madricha was such a fantastic opportunity. We led and participated in many activities throughout the year and practised our public speaking and leadership skills.

Leadership camp was a massive highlight of 2024 where we first had a taste of our leadership roles. The whole day was dedicated to developing and bringing out the leader in all of us. At the end of the day, we were rewarded with a barbecue for our hard effort.

One of our main achievements in 2024 was the Emanuel Olymp-athon which took place in Term 3. This series of activities was held in Queens Park inspired by the Olympics. Everyone got a country and was placed into groups with mixed amounts of students from K-6. Between scootering, mud boot running and parachuting there was an activity for everyone. On top of this, the preparation was enticing. In each country group, the Year 6 leaders would set up meetings where everyone filled out their country passports, learnt about their country, and played quizzes to win prizes! It was a fantastic experience that everyone thoroughly enjoyed.

We also got many rewarding opportunities as Head Madrichim like laying a wreath on ANZAC day, making speeches at different special events such as Grandparents Day, helping out with Year K orientation day and much more. This helped us strengthen our confidence, social skills and cooperative skills. One of our favourite Madrichim initiatives was leading presentation night on the second last day of school. Although it was a bittersweet experience, all of the madrichim stepped forward to give it our best, performing songs, saying speeches, giving farewells to teachers and talking about our favourite moments of the year.

Another one of our favourite memories was Emanuel's Got Talent! After several spectacular performances, the madrichim composed a dance and speech to say goodbye to our leadership roles and primary.

We learnt so much throughout our journey and we will use all of it in high school. It's such a privilege to be offered the chance to lead and be role models for all of primary school and we are so grateful. We learnt so many skills, and values and learnt to be confident and we will always cherish these qualities for years to come.

Report from the Semester 1 High School Head Madricha and Madrich

Emanuel School's student leadership body (Madrichim) consisted of 17 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:

- Lexi Bader Futsal Cup run by the Sport Va'ad
- Weekly Tefillah run by the Tefillah Va'ad
- Weekly Shabbat run by the Shabbat Va'ad
- Organised events for Jewish festivals – run by the Chaggim Va'ad
- INSECT (Independent Schools Environmental Collaboration Team) student-led and organised activity by the Sustainability Va'ad.
- Social Action and Wellbeing Va'ad
 - Cut4Cancer - raised over \$10,000
 - Movember initiative to raise awareness of men's mental health
 - Run2Cure - raised over \$5,000
 - City2Surf - raised over \$8,000

As a Nitzavim the cohort created a leadership centre to 'light the spark, fuel the fire'. The madrichim and va'adot have used this to guide their events and initiatives, and should be proud of their strong contribution to the sense of belonging, connection and ruach of the High School.

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 Advanced Learning Program 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 886 students attending Emanuel School K-12 come from a range of suburbs including:

ALEXANDRIA	DOUBLE BAY	PAGEWOOD
ANNANDALE	DOVER HEIGHTS	PETERSHAM
BALMAIN	EASTGARDENS	POTTS POINT
BANKSMEADOW	EDGECLIFF	PYRMONT

BEACONSFIELD	ELIZABETH BAY	QUEENS PARK
BELLEVUE HILL	ERSKINEVILLE	RANDWICK
BONDI	GLEBE	REDFERN
BONDI BEACH	GORDON	ROSE BAY
BONDI JUNCTION	GYMEA	ROSEBERY
BOTANY	HILLSDALE	SANS SOUCI
BRONTE	KENSINGTON	SOUTH COOGEE
CAMMERAY	KINGSFORD	SYDNEY
CAMPERDOWN	LITTLE BAY	TAMARAMA
CENTENNIAL PARK	MALABAR	VAUCLUSE
CHIFLEY	MAROUBRA	WATERLOO
CHURCH POINT	MARRICKVILLE	WATSONS BAY
CLOVELLY	MASCOT	WAVERLEY
COOGEE	MATRAVILLE	WOLLSTONECRAFT
DARLING POINT	NORTH BONDI	WOOLLAHRA
DARLINGHURST	PADDINGTON	ZETLAND

Emanuel School offers a Jewish Education to students from Pre-school to Year 12. Across P-12 there are 422 boys and 464 girls. There are 58 students in Pre-school, 405 students in the Primary School and 481 students in the High School.

Improvement Areas

2024 saw the implementation of the final stages of the *Strategic Plan 2022-24: Unleashing Potential*. Key achievements were noted in each area. From 2025, a new Strategic Plan will be created.

Future-Focused Learning

Enhance our approaches to academic learning for all students

- Implemented new Advanced Learning Program (ALP) in both Literacy and Numeracy for Years 5 and 6 students.
- Expanded the model in which assessment tasks in Years 7-10 will offer a challenge/extension option.
- Embedded our Instructional Model for Teaching Writing, an AI approach, supported by the work of consultant, Maria Dolce, in supporting staff to develop K-6 literacy units.
- Lunchtime support programs have extended to include High School Mathematics, English, and Science, providing outstanding opportunities for students to engage in additional support.
- Expanded advice and guidance to HSC students on their study focus based on academic progress, ability and scaling.
- Programming using the Information Fluency Framework, implementing general capability skills across curriculum within High School HSIE, PDHPE, Visual Arts and Science, along with alignment of current programs with IFF to improve students critical thinking, ethical practice.

Enhance our approaches to teaching (pedagogy) across the school

- Implementation of partnership with ORT Schools Israel for a project-based learning experience for Year 10 this year.
- High School programs fully integrated within curriculum mapping software, ATLAS, enhancing links across subjects/years, to enable cross-curricular and transdisciplinary planning and to identify key skills throughlines.
- Developed a new P-12 academic platform statement, as a precursor to a revised Teaching & Learning Framework, to support pedagogy, reflecting best practice.
- Reinvigoration of Cultures of Thinking (CoT) for HS with plans to develop K-12 in 2025. Focus groups run by Hods, ongoing collaborative work between DoS HS and PS for 2025.
- Reinvigoration of Tech Hub spaces in High School, increasing K-12 students' access to hands-on maker-centred learning.

Improve our processes for assessment, feedback and reporting

- We are reviewing and updating the K-6 Seesaw Policy, rewriting K-6 reports.
- Successful roll out of Checkpoints to Year 8, with plans to expand to Year 9 in 2025.
- Successful integration of the new SMS (TASS) with Academic Reporting .
- Investigating the Melbourne Metrics system for looking into alternative ways of assessing students for University entry, including micro-credentialing and digital badging for Years 7-10 students, aligned with project-based learning and learning competencies.

Build and enhance partnerships that support real-world learning opportunities for students

- Build partnership with Israel's Sci-Tech Schools Network (ORT Schools), including face-to-face and digital connections for students reflecting elements of the Jewish Studies curriculum and the School's commitment to Tikkun Olam.

- Continue with our Careers Space networking, aligning students with LinkedIn Alumni regularly
- Launch of the In-Residence program supported by the Emanuel School Foundation, with plans for the Artist in Residence and Composer/Musician in Residence underway.

Invest in high quality staff professional learning opportunities

- Reviewed our teaching and learning framework, considering the role that Cultures of Thinking (CoT), Visible Thinking, Teaching for Understanding (TfU) and Deep Learning pedagogies play in the nature of teaching practice at the School, with the development of new P-12 academic platform statement completed.
- Targeted focus on staff professional learning for the implementation of our approach to crafting enhanced literature studies across K-6 using generative AI, supported by the consultant, Maria Dolce.

Actively promote teaching and learning initiatives

- Implemented a K-12 Gifted and Talented Parent Information Evening to provide increased communication with parents about Emanuel School's Gifted Program, enabling parents to learn more about Gifted Education and understand how they can support their gifted child at home.

Wellbeing Culture

Create opportunities to collect, track and analyse wellbeing data in order to make data informed decisions.

The new School Management System (TASS) will be implemented in 2024.

- Establish the best use of TASS to store, manage and access important student information including:
 - Student profiles and diagnoses.
 - Individual Plans.
 - Important medical or psychological reports, etc.
- Establish confidentiality protocols within TASS.

Further develop a cohesive wellbeing program that reflects current student needs, syllabus requirements and best practice.

Kornmehl Pre-school

- Action Plans included in Quality Improvement Program.
- Staff to watch Therapeutic Storytelling webinar on Be You platform.
- Kornmehl Mental Health handbook emailed to parents in Week 3 Term 1 2024.
- Well-being posters up in staffroom and Be You poster on wall at entrance to pre-school alerting families to the fact that we are a Be You centre.

Primary School

- Small group social program introduced in Year 3, facilitated by the school counsellor, focusing on developing skills in students that promote kindness, build positive relationships, encourage inclusivity, empathy and making positive choices.
- Looking for opportunities to implement URSTRONG or Grow your Mind further in the Primary School; however, this is pending a new PDHPE syllabus.
- Professional Learning program for 2024 includes guest speakers to talk on the topics of ASD and ADHD.

- 2024 Professional development program for The Seven Habits and the Leader in Me programs has been development to ensure greater knowledge and understanding of these wellbeing programs across the Primary School.
- Parent speaker series being offered in 2024, including having Judith Locke present at our Meet the Teacher event. Aiming for 1 a term. Parent information packages still under consideration.

High School

- After reviewing our Wellbeing Scope and Sequence – we now are grouping our lessons into 4 themes for every year:
 - Belonging
 - Connecting
 - Meaning
 - Self
- Implementing Wellio (online platform) for Year 9 and 10 Tutor programs, utilising a range of lessons from their lesson library and evaluating their effectiveness.
- Establishing Tutor Rituals for the learning environment during Tutor lessons.

Developing individual and group plans that cater for the diverse range of student wellbeing needs.

Kornmehl Pre-school

- We will continue to unpack Risk and Protective factors for children, families, and educators in 2024 guided by the Be You Action team.

Primary School

- The 2024 professional development schedule is primarily TASS focused. However, in Term 1 Karen Lyth will present to the primary team on supporting students with ASD and ADHD in the classroom. Further PD focused on student wellbeing will continue throughout the year.
- We will also continue to work with Karen Lyth (funded by the Choice Foundation) to have her provide ongoing professional development to staff for students with diagnosed conditions in the classroom.

High School

- We continue to develop our staff professional learning in this area, such as neurodiversity, especially for teaching students with ADHD, ASD and Anxiety.

Develop policy around the extent of school supported interventions and reasonable adjustments.

Kornmehl Pre-school

- In 2024, we will be developing ILPs for three new children in our care. There will be an ILP for those children done in consultation with families, educators and therapists involved in management of student concerns/difficulties. It is a collaborative process that is driven by Kornmehl educators, thus ensuring overall well-being/ goals and needs of each student.
- Planned in budget to have more regular access to a psychologist this year. Karen Lythe has taken up the position and will spend 5 hours per week in the pre-school observing children, speaking to educators, and helping to develop strategies to support regulation and behaviours. Karen will also attend one staff meeting per term to speak to educators.

Primary School

- Implementing the Positive Behaviour Interventions and Supports will continue in the primary school, including updating the student management policy to reflect our processes and policies.

High School

- Investigation into any larger supports/interventions that we could consider to assist students with ASD or other diagnoses, e.g. less elective classes, appropriate physical space, etc.

Jewish Living and Learning

Strengthen the Hebrew, Jewish Studies and Informal Jewish Life Programs

- Identified core prayers of the morning service and the Birkat that our students need to learn In Primary School (K-2, and 3-6).
- Commenced the process of a Scope of Sequence, identifying texts, stories, narratives and history that we teach, circle back to and expand on, as we move through Primary and then onto High School. This is in line with the Jewish Life Graduate Attributes Document.
- Re-written the Tikkun Olam curriculum in Year 7, to become text based and more conceptually sound.
- Refined the Morasha Year 8 program.
- Introduced a text- based study on the Story of Esther to the Year 7 program.
- Added an introduction to the Second temple period through the rabbis and teachings of Pirkei Avot to the Year 8 program.
- Developed an entire curriculum on prayer with current discussion as to where to utilise it.
- Revised and formatted the Freedom and Responsibility unit in Year 9 , to become more text-based and engaging.
- Introduced a new Hebrew program for Year 8 students moving upwards called Conversational Hebrew.

Providing professional learning opportunities for staff to develop Hebrew language proficiency and depth of Jewish knowledge.

- Two teachers will be participating in the Jonathan Sacks Legacy Fellows program, adopting core areas of Bible, Parsha of the week or Jewish philosophy.
- Two or more teachers participating in the Unpacked for Educators program on Israel education.
- The informal Jewish Life team are learning weekly and improving their knowledge and text skills.
- The wider Jewish Life team meet every second week to learn and discuss Jewish texts in age-appropriate ways.
- A Jewish Life Staff Development Day dedicated to strategy and training has been set up to run annually for the entire Jewish Life team.
- We aim to introduce one intern working in Jewish Life, Jewish Studies and Informal Jewish Life.
- A search continues for a Jewish Studies curriculum developer.

Further develop and provide meaningful and engaging formal and informal Jewish educational experiences.

- Introduced Megillah readings for Purim and Tisha B'av, creating greater literacy in the students.
- Students have expanded their knowledge of Jewish prayers, Psalm 121, Acheinu, the Prayer for the State of Israel, two new paragraphs from the Amidah, the second paragraph of the Shema, Psalm 27 for Elul.

- Expanded the membership of the Tefillah Va'ad, who are enthused with ideas to improve tefillah.
- Invited a range of Rabbis visit the School, to build relationships across the community.
- Infused every Informal Jewish Life program at the School with Jewish concepts and phraseology.
- Introduced a culture of Chavruta, partnership-based learning, which occurs annually on Shavuot. To quote Rabbi Kamins, 'the school feels more Jewish'.
- Tweaked many of the Jewish Life excursions, to provide an even deeper educational experience. For example, at the Freedom Hub, the Year 9's learn about modern slavery and co-create a modern seder. At the Our Big Kitchen, the students learn about succot and actually build one. When they visit different synagogues, the Rabbis share their favourite prayers with the students, making the connection between the building and what is actually done in it.
- Established a framework for introducing 12 Jewish themes to the School, corresponding to the 12 months of the Jewish year. These themes will help build and integrate Jewish life and Hebrew words more into the culture of the school.
- Pivoted to create an Arevim program for our Year 11 students, as Chavayah was not able to go ahead.
- Brought a range of speakers to speak to our students on a range of Jewishly relevant topics; this year most have been connected to Israel.

Create a more 'Jewishly informed' school community

- Created a school-wide and community-wide song project for Israel.
- Creating two events for parents and students to come together and talk about Israel.
- Sent emails to staff to explain the meaning of the upcoming Jewish holidays .
- Helped create primary school student and parent challah bake.
- Tweaked the Ma Nishma articles to speak directly to parents.

Learning Beyond the Curriculum

Developing a consistent, K-12 approach
 Reviewing and developing the leadership structure
 Promoting the visibility of each area
 Providing professional development opportunities
 Enhance the quality of each program
 Introduce new programs

Sport

- Introduced Primary After-School Sport competitions and Primary School training development programs (K-2); strength and conditioning and skill development programs (3-6); and Athletics training (3-6).
- Increased participation rates across the sport program (Primary and High School) – entering an increased number of regular competitions and gala days.
- Strengthened leadership structure, with the introduction of a Primary Sport Coordinator and Heads of both Netball and Rugby.
- Introduced mandatory annual professional development in child protection for all sport coaches.
- Sporting Highlights: Open Basketball team winning AICES Cup; placing an Open Rugby team in AICES Cup; annual representation at National Basketball championships in Queensland; retaining the Chaga JDS Cup against Moriah College; 5 teams are currently Regional Futsal Champions; and introduced an Open Boys Volleyball team in CDSSA tournament.

Performing Arts

- Introduced Coordinator of Music Events and Coordinator of IP leadership positions, to broaden range of opportunities for students to participate.
- Introduced the inaugural (and successful) Jewish Primary Schools Mini-Choral Festival.
- Developing leadership capacity through producing the Primary School Musical and the Social Cohesion Project (a song).
- Introduced the pop-up Emanuel Community Choir, who perform at the annual Night of Song.
- Promoting greater visibility through generating regular content for Music@Emanuel Instagram

Service Learning

- Introduced a service-learning partnership with 'Stand Up' for students on Jilkmिंगgan trip.
- Adopted a K-12 approach towards activities during Reconciliation Week, including both fund raising and providing a range of resources and learning activities.
- Invited Jilkmिंगgan students to school for immersion program and mini tours involving both Primary and High School students and staff.
- Strengthened links between voluntary service opportunities and the Duke of Edinburgh Bronze Award Program (Year 9 Tutor Groups).
- Visibility of School's outreach program and social justice issues promoted through Instagram account, to raise awareness.

Duke of Edinburgh

- Provided additional administrative support and moved Bronze Award log completion into Year 9 PDHPE classes.
- Promoted Gold Award recipient experience at High School Assembly.
- Participation at all 3 levels of the award are increasing.

Work Experience

- All Year 10 students will participate in Work Experience this year.
- Developed policies, Safety and Emergency Procedures and ensured coverage by our insurers.

Sustainable Practices

Strengthen the commitment to and implementation of environmental sustainability at school:

- Participated in the International Earth Hour initiative through activities related to the school garden.
- Participated in the HICES Earthshot Program, including through a mandatory task in Geography.
- Introducing a Tech Mandatory Unit on food, agriculture and sustainable practice.
- Registered for NABERS (National Australian Built Environment Rating System).
- Waste Free Wednesdays initiative currently in place in Primary School.
- Collaborating with staff from other schools to develop sustainable goals (Participation in Educating for Sustainability (EIS).

Develop and support student leadership in sustainability:

- Sustainability Va'ad in High School have run a series of activities to raise awareness. For example, a waste sorting activity, with re-usable prizes; and fundraising for the WWF in recognition of need to protect biodiversity.
- Registered for 'Repair the Sea' program, an initiative focusing on ocean clean up over Rosh Hashana.

- Instagram account activated by Sustainability Va'ad, reinforcing key messages.

Create a financially sustainable and supportive School community:

- Renewal of Foundation, with prudent oversight of investment of donations (ongoing).
- Investment policy ensures that funds are invested with the Environmental, Social and Governance (ESG) factors integrated into the process.

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 2024. 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 2024, 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), Y-Safe (cyber safety), Elephant Ed (respectful relationships and pornography), Toolbox (social emotional development), and Rebecca Sparrow (social skills).

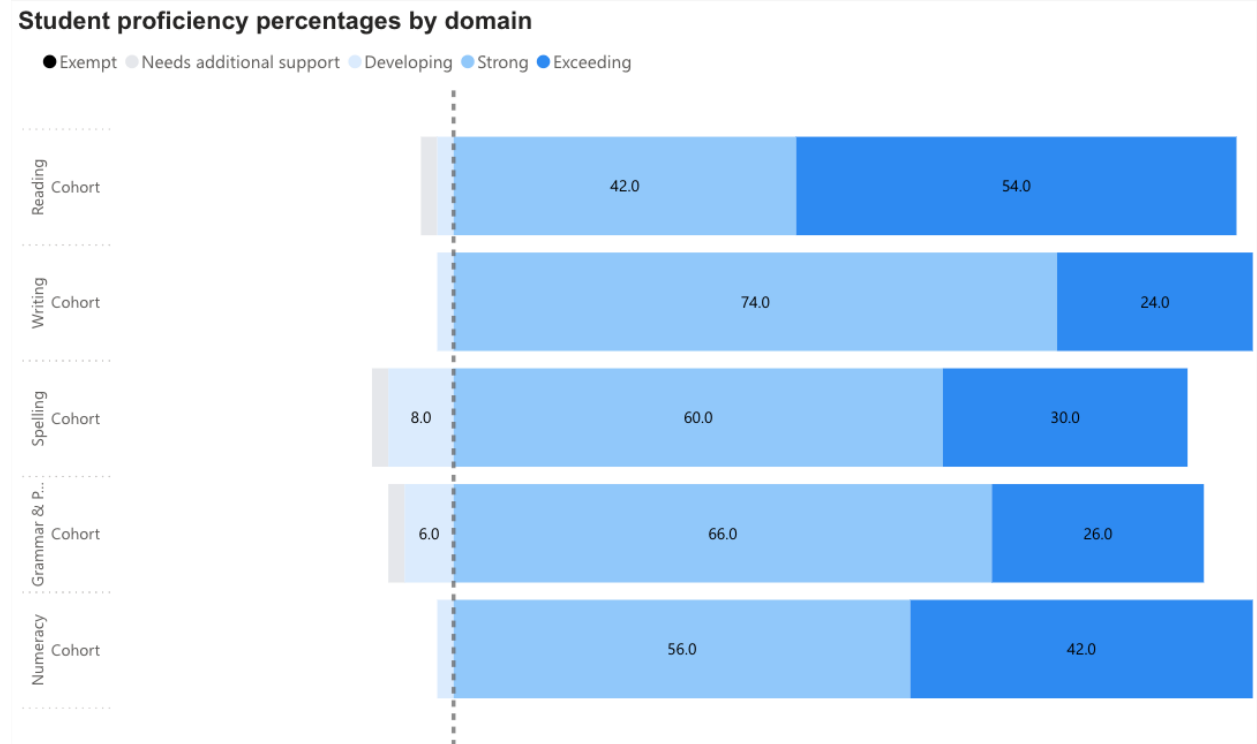
2. Outcomes and Results – NAPLAN

PRIMARY SCHOOL and HIGH SCHOOL

Student Performance in National and State-wide Tests and examinations

NAPLAN Annual Report 2024 Results

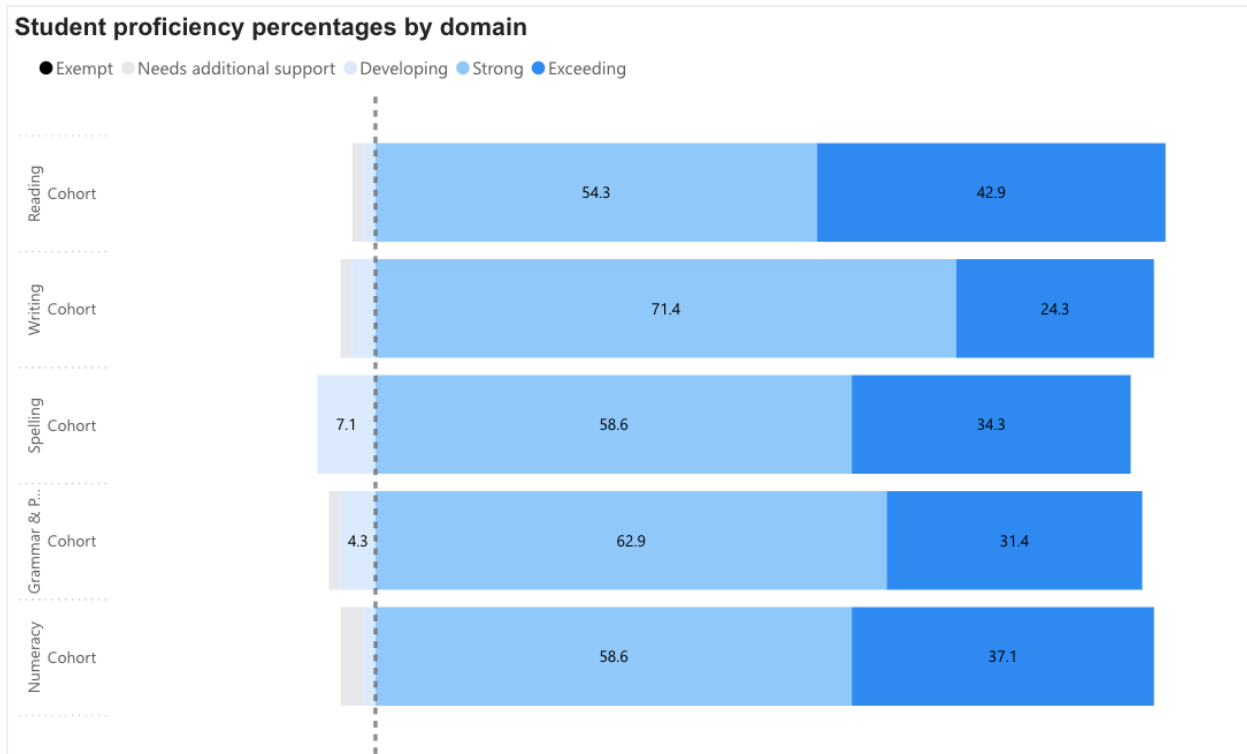
Year 3



NAPLAN results in 2024 for Year 3 were very good with students achieving 'strong' or 'exceeding' for:

- Reading 96% (92% in 2023)
- Writing 98% (100% in 2023)
- Spelling 90% (92% in 2023)
- Grammar and Punctuation 92% (88% in 2023)
- Numeracy 98% (92% in 2023)

Year 5

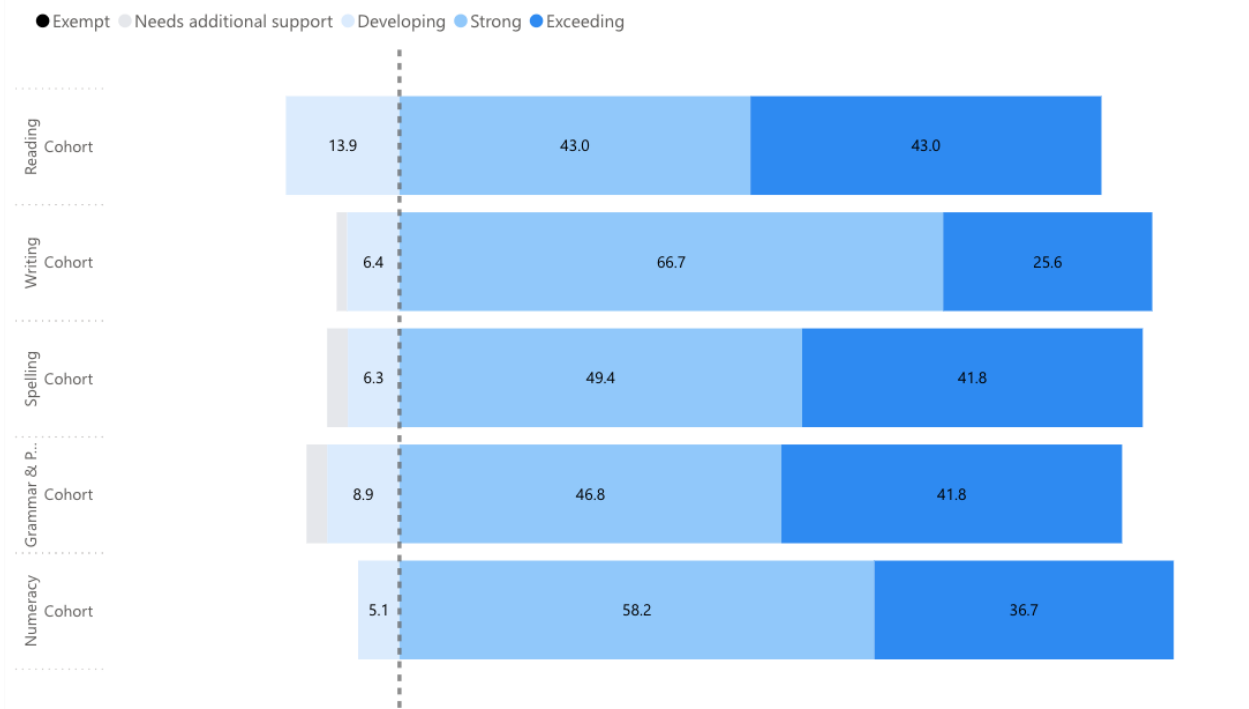


NAPLAN results in 2024 for Year 5 were very good with students achieving 'strong' or 'exceeding' for:

- Reading 98% (93% in 2023)
- Writing 96% (93% in 2023)
- Spelling 93% (97% in 2023)
- Grammar and Punctuation 96% (97% in 2023)
- Numeracy 96% (96% in 2023)

Year 7
2024

Student proficiency percentages by domain

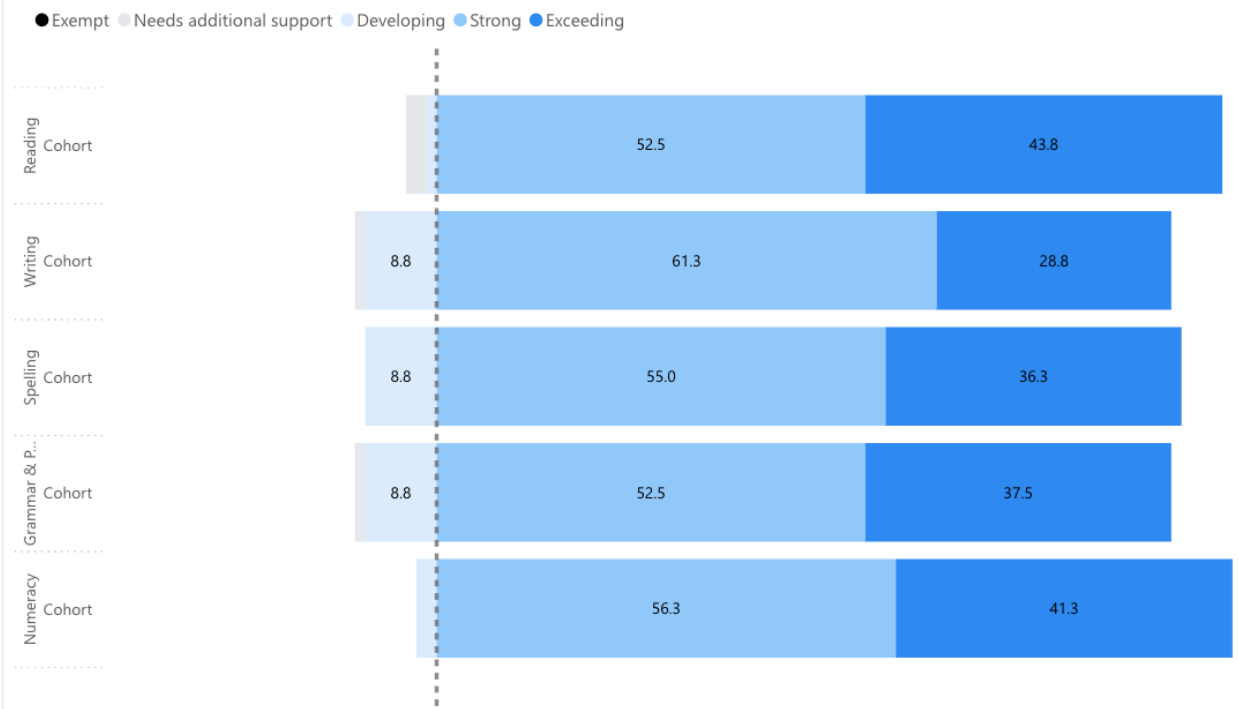


NAPLAN results in 2024 for Year 7 were very good with students achieving 'strong' or 'exceeding' for:

- Reading 86% (88% in 2023)
- Writing 94% (95% in 2023)
- Spelling 91% (92% in 2023)
- Grammar and Punctuation 89% (90% in 2023)
- Numeracy 95% (92% in 2023)

Year 9

Student proficiency percentages by domain



NAPLAN results in 2024 for Year 9 were very good with students achieving 'strong' or 'exceeding' for:

- Reading 96% (90% in 2023)
- Writing 90% (84% in 2023)
- Spelling 91% (95% in 2023)
- Grammar and Punctuation 90% (86% in 2023)
- Numeracy 98% (91% in 2023)

Emanuel School's average when compared to students with a similar background.

	2023	2024			
Compare to			Students with similar background	All Australian students	
	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	495	465	451	487	484
Year 5	551	528	533	556	561
Year 7	586	591	579	600	611
Year 9	628	628	589	625	634

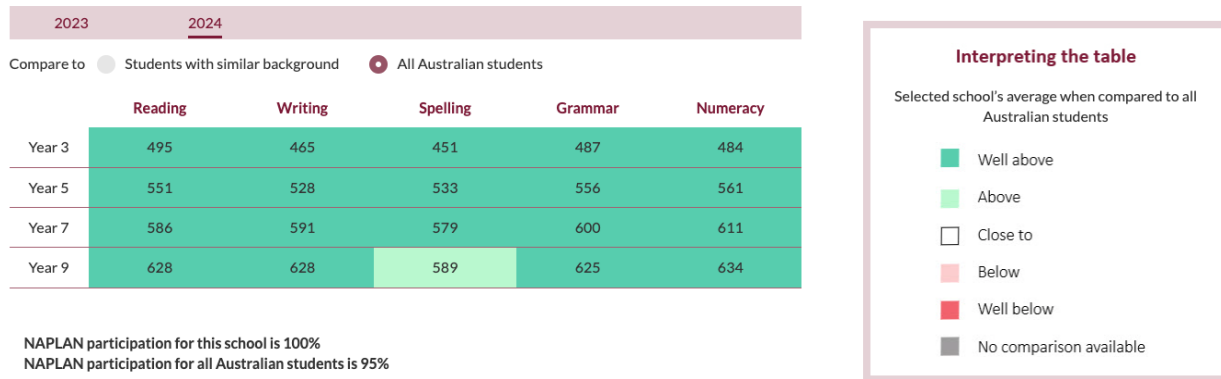
NAPLAN participation for this school is 100%
NAPLAN participation for all Australian students is 95%

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

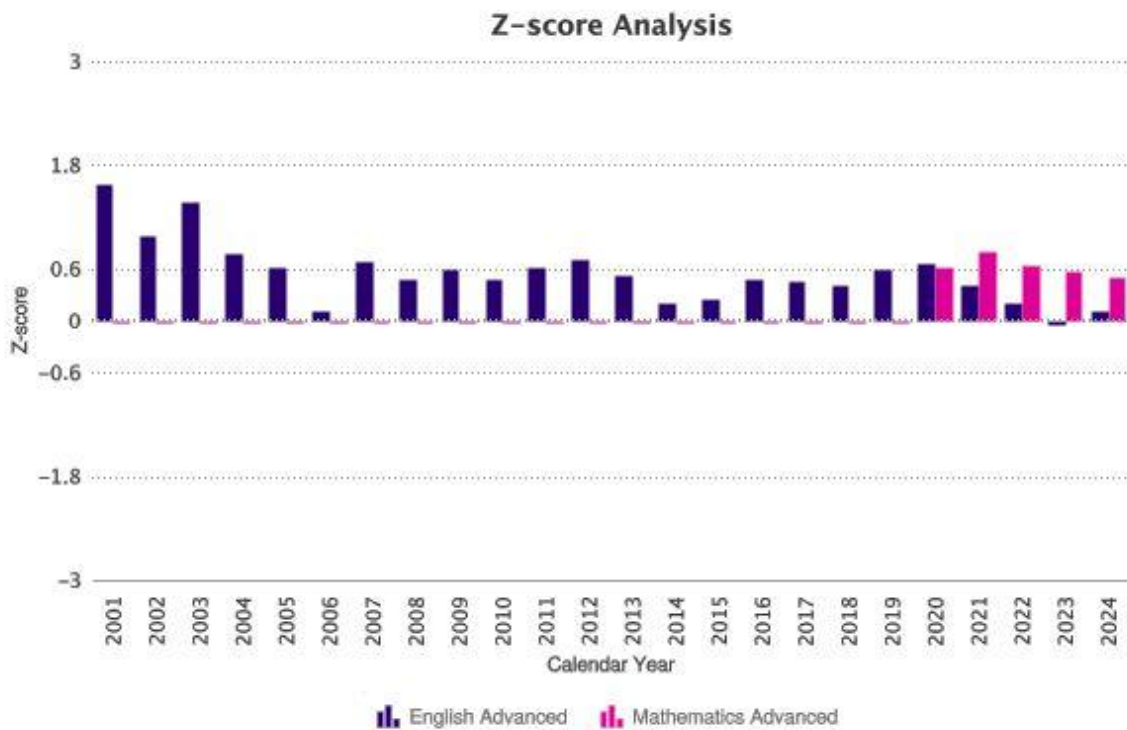
Emanuel School's average when compared to all Australian students.



Outcomes & Results – HSC

In 2024 there were 78 students in Year 12. All students completed and obtained an HSC. 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 only slightly above State in 2024, 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.



4 students achieved an HSC All-round Achiever Award, recognising their achievement of exclusively Band 6/E4 in 10 Units of study. 64% of students achieved a Band 6 in a subject (up from 47% in 2023). Students achieved places of 6th in the State in Legal Studies, 9th in the State in Drama and 8th in the State in Business Studies. Students were nominated for Encore, OnStage and the Young Writers Showcase.

Outcomes – Post School Destinations

There were 78 school leavers in 2024.

Of the 78 school leavers we have the following spread of destination offers, noting this landscape changes throughout the leaving year.

Post-School Destination	Number of offers
University through UAC	126 offers*
University through Early Entry	112 offers**
TAFE	2-3
Private College2	2-3
Other (work, apprenticeship, other)	2

*multiple offers, through multiple rounds

** multiple offers, from multiple institutions

The data for the class of 2024 has many moving parts and this data includes placement rounds through UAC from December, January and February. Many students receive early offers from multiple early offer processes. Some are centralised through UAC and some are based on direct applications from each University. Many students defer their places if they go on a GAP year, and can often obtain multiple places with various institutions. Often these places can be commenced when students return. But sometimes students will reapply through UAC, having had some thinking time and reapply again with new choices and directions. This is why this data is not concrete. Flexibility, multiple options, changing courses, start dates and institutions has never been so prevalent.

Final plans are never set in stone until enrolment. And we know that the percentage of students that then change directions again, after first year, is about 30%. Students from private / independent schools have the highest rate of change amongst first year students. This year multiple students returning from GAP year have contacted the school needing new advice based on new decisions.

In 2024 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	60-70%
Macquarie University	28%
Australian National University	38%
Other (Notre Dame, ACU, Western Sydney University)	12%

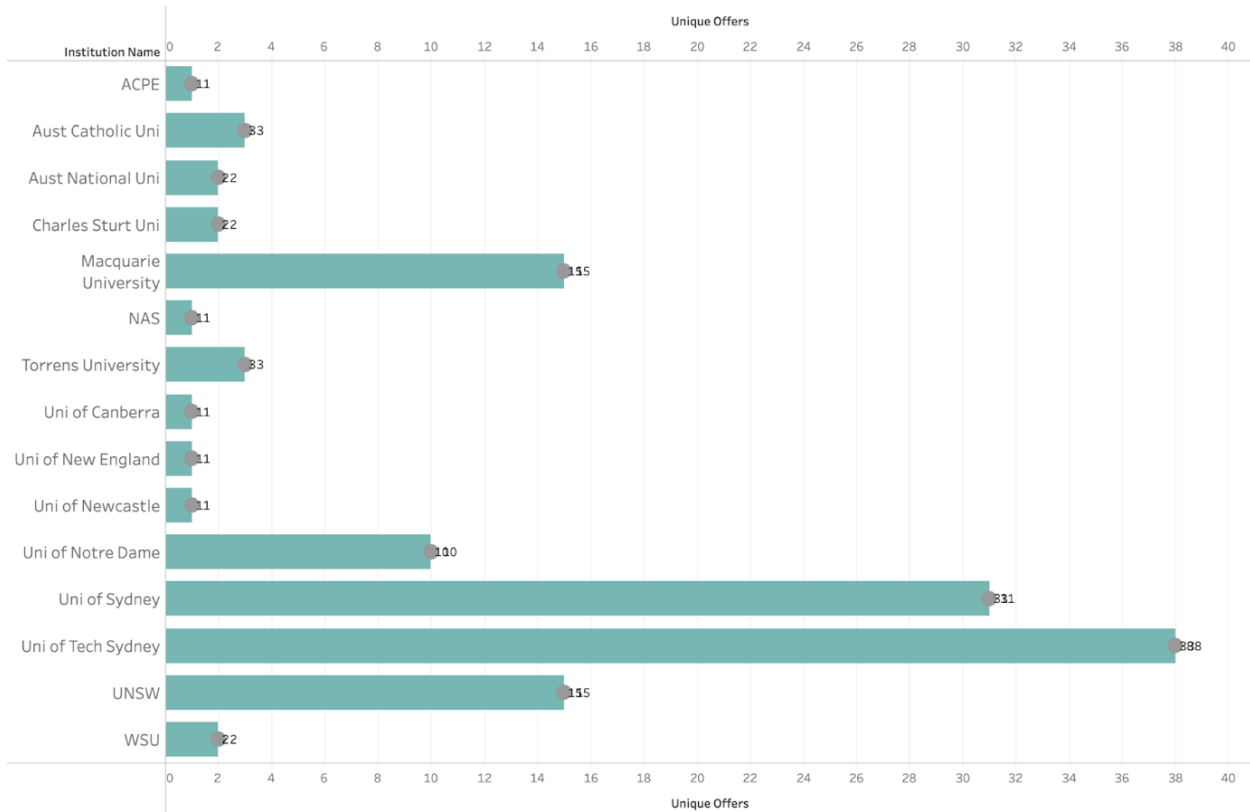
These early offer processes and programs have had a profound impact on the reliance on the ATAR and posed a shift in educational access to tertiary institutions. This landscape is changing rapidly, and is under review both by university intake departments, schools, educational consultants and a range of interested parties. Each year we see new changes taking place.

Year 12 Post-HSC Offers:

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

Here is a breakdown of the Institutions and numbers of offers from UAC rounds.

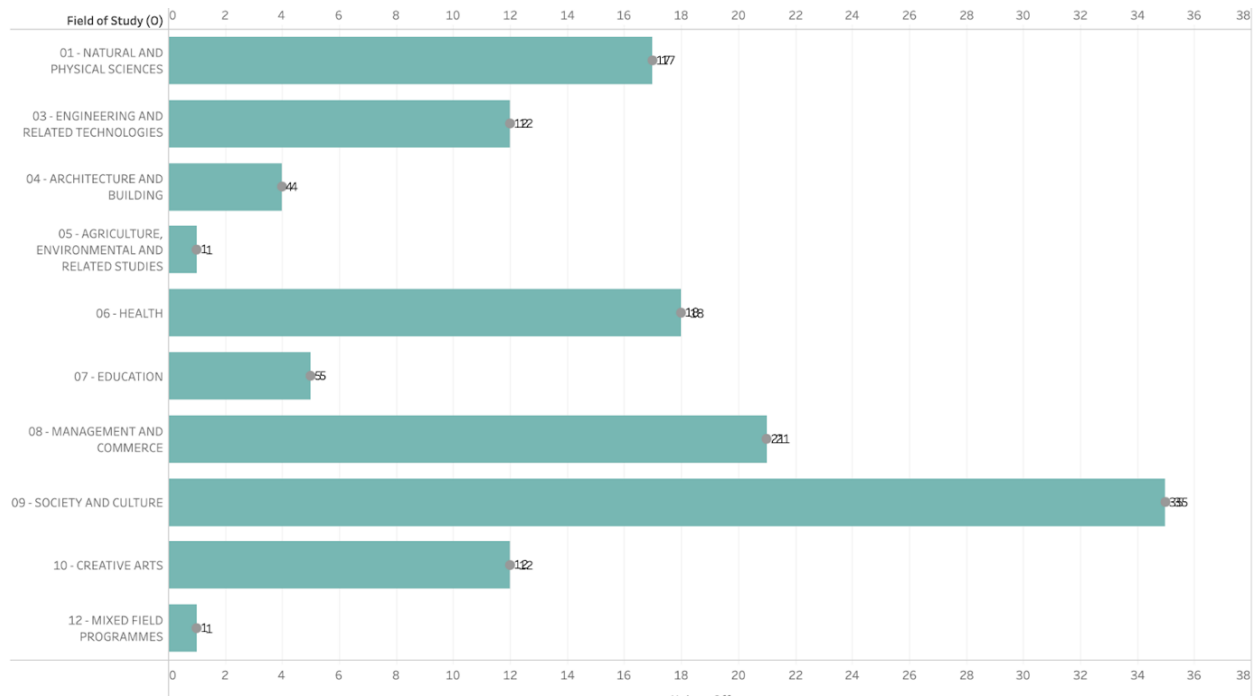
Offers by Institution



Institution	Offers
Australian College of Physical Education	1
Australian Catholic University	3
Australian National University (most on early)	2
Charles Sturt University	2
International College of Management Sydney	1
Macquarie University	15
National Art School	1
Torrens University	3
University of Canberra	1
University of Notre Dame	10
University of Sydney	31
University of Newcastle	1
University of Technology Sydney	38
University of New South Wales	15
Western Sydney University	2

Here is a breakdown of the subject areas chosen.

Subject	Places
Natural/Physical Sciences	17
Engineering/Related Technologies	12
Architecture/Building	4
Health	18
Education	5
Management/Commerce	21
Society/Culture	35
Creative Arts	12
Mixed (field)	1



GAP years are taken with a broad range of options in work, travel, Israel programs and European adventures. The uptake rate is very variable and changes over time as decisions are often made at the last minute, dependant on a range of factors.

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. 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/

5. Attendance – Attendance Processes

Attendance is recorded each day and monitored closely. Parents are expected to complete the online leave form on the TASS Parent Lounge or Parent Orbit App on days when their child is absent. An email is sent to parents of students who are absent without explanation. Absence notes and medical certificates can be added 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

The average daily attendance rate of students in 2024 was 95.6%. This is similar to previous years.

(2023 – 95.8%, 2022 – 96.3%, 2021- 97.8%, 2020 - 96.17%, 2019 – 96.86, 2018 – 96.96%;).

FORM	ATTENDANCE OVERALL	ATTENDANCE MALE	ATTENDANCE FEMALE
K	96.51%	96.52%	96.50%
1	96.67%	96.44%	96.90%
2	96.77%	96.65%	96.88%
3	95.79%	95.46%	96.12%
4	96.51%	96.47%	96.55%
5	95.89%	95.67%	96.11%
6	95.71%	95.47%	95.95%
7	95.56%	94.89%	96.23%
8	94.37%	93.87%	94.86%
9	95.17%	95.33%	95.00%
10	93.68%	94.27%	93.08%
12	94.10%	94.69%	93.51%

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.

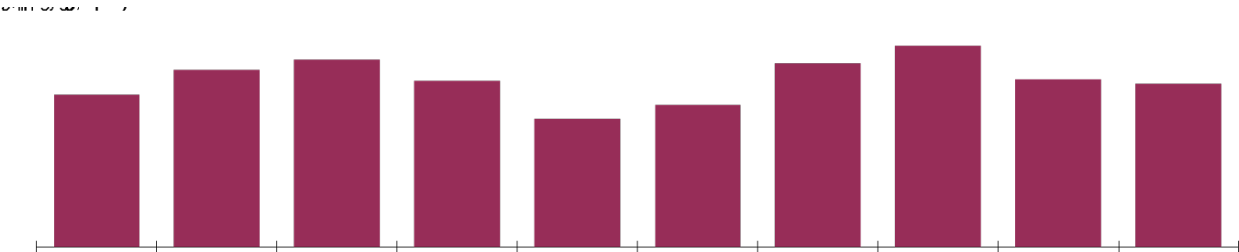
In 2024, 276 parents and 495 students participated in surveys and provided views on areas such as academic performance, student wellbeing, Jewish life, extra-curricular, sport, communications, reputation and facilities.

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. 74% of parents noted their expectations were met or exceeded in relation to the Quality of teaching
- 2. 86% of parents noted their expectations were met or exceeded in relation to the Focus on student wellbeing, providing a safe and caring environment
- 3. 92% of parents noted their expectations were met or exceeded in relation to The School's values
- 4. 81% of parents noted their expectations were met or exceeded in relation to a Balanced education
- 5. 63% of parents noted their expectations were met or exceeded in relation to the Academic standards



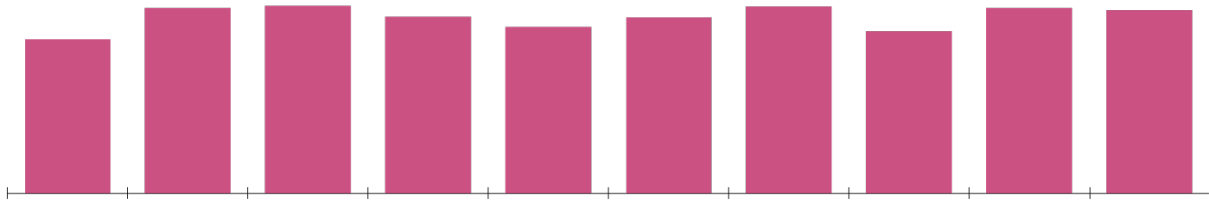
Students

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. 75% of students noted their expectations were met or exceeded in relation to the Quality of teaching
2. 91% 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. 87% of students noted their expectations were met or exceeded in relation to a Balanced education
5. 82% of students noted their expectations were met or exceeded in relation to the Academic standards

Figure 1.1



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

2024 Emanuel Parents - What do you value most about your association with the School? (Top 5)
The School community
The School culture & values
Safe, caring & supportive environment
Jewish life/values/connection/education
Child's happiness attending school

**2024 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
Jewish life/values/connection/education
Quality of teachers & staff

Parent Quotes on what they value about Emanuel School:

Overall Emanuel does a lot of things really well and has been a great school for my child. I really like the ethos of caring for and about others - that is one of the main loves I have for Emanuel, I love the community and that I seem to share the same values of respect, charity, love, care as many parents and teachers at the school.

The school had a lovely atmosphere that combined good academics with an emphasis on critical thinking, while at the same time teaching the kids great values, like camaraderie, acceptance and individuality

Community, embracing the individual, accepts diverse families, my children are happy, safe, content and love school. I'm immensely grateful to have the opportunity and ability to send my child to the school.

I value the atmosphere created by the school, the warmth, the inclusive and pluralist Jewish values, the ruach and fun created in assemblies, the sense of community and being a part of something bigger. I appreciate that my children are happy to go to school each day, that they are learning about their place in the world.

I love that my 3 kids are happy to hop into school everyday; that all of the teachers (for all grades) know who they are; they feel a sense of belonging; they are being taught values of kindness, integrity, embracing diversity

A pluralist school , teaching Jewish values and total student wellbeing

Emanuel has provided a nurturing and supportive community for my child throughout her school years. Reaching year 12, the kids seem to have formed strong and respectful friendships and really look after each other. Especially with all the challenges for the Jewish community since October 2023, it has been a relief to have a child in a safe place to learn and develop.

The community and the feeling of it being a big family, where older students get to mentor younger ones at various times during the year. I particularly love the music department and how the staff inspire the students and nurture their love for music.

Small and caring community. Good values.

Student Quotes on what they value about Emanuel School:

I value all the respect and I love how many club there are and how we have a great reputation for sport. The teachers try very hard to make our lessons enjoyable.

I love the kind environment and the way everyone always looks out for each other. I love how every lesson brings something new to learn and I love the way everyone connects and works together as a school. I love learning and creating new possibilities with every step I take throughout my educational school journey.

I have been at Emanuel school since I was in kindergarten. What I value most about the school is the community, Jewish life and my friends. The school has made sure all students have the best experiences from our first day of kindergarten to being year 6 leaders.

I love the community, people, the overall great education I receive, and it's connection to Jewish Life.

The thing that I most value at the school is how all teachers are welcoming, funny and how they care about my educational experience.

I am proud that I go to a Jewish school, and it represents who I am. I am proud of how well Emanuel has done in sport futsal, netball, soccer etc. I am proud of how welcoming everyone was when I joined this year and the teachers are really nice.

I love Emanuel - the community, teachers, my friends, my subjects. I think that the community fostered by the school is very unique, very special

The aspect I value most about my association with the School is the sense of community and support among students, teachers, and staff. This environment fosters collaboration and encourages personal and academic growth. Additionally, the opportunities for engagement in various extracurricular activities help build lasting friendships and develop essential skills beyond the classroom. Overall, the School's commitment to nurturing individual talents and promoting inclusivity makes it a special place to be a part of.

I value my connections with my teachers and friends. I love how we are given opportunities to increase our skills in many different lessons and the teachers care about us and respect our individual goals.

Stakeholder Satisfaction – Teacher

The Staff Wellbeing Committee, comprised of representatives from all sections of the school and nominated by peers, continued to meet and discuss staff wellbeing. The major topic for the year was the assessment of psychosocial hazards and the identification of strategies to mitigate against harm.

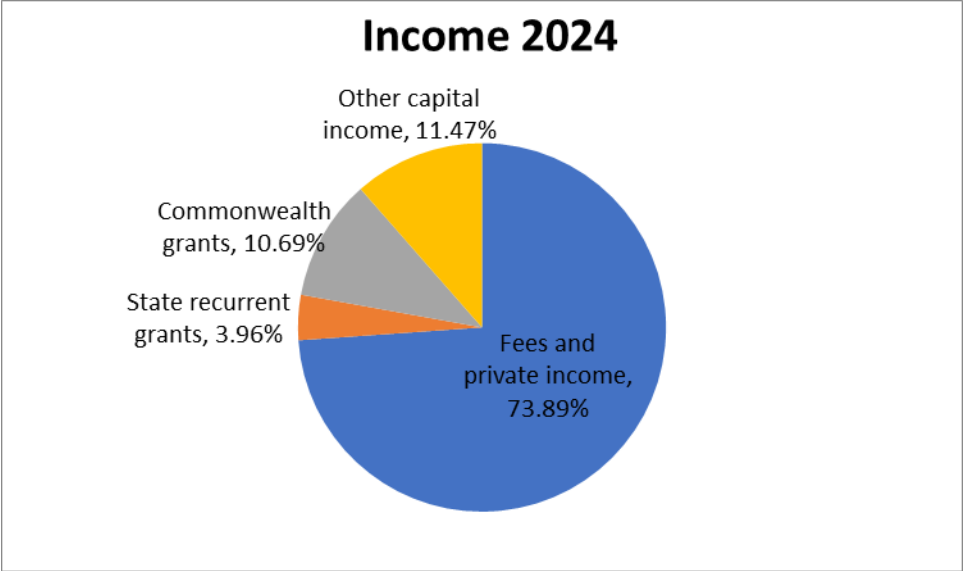
In Term 3, a survey of all staff was completed using the People at Work Questionnaire which assessed Job Demands and Job Resources. This identified the following strengths and areas for improvement.

	Job Demands	Job Resources
Strengths	Low group relationship conflict Low group task conflict Low Role ambiguity Low Role Conflict	High Co-worker support High Job control High Praise and recognition High Procedural justice High Supervisor support
Areas for Improvement	Moderate Emotional Demands Moderate Role overload	Moderate Change Consultation

Under strengths, job demands in the low range and job resources in the high range are considered best practice. Under areas for improvement, no job demands were identified in the high range or job resources in the low range, which can be detrimental to worker psychological health. We have chosen to focus on those areas in the moderate range to improve upon.

7. Summary Financial Information

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



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

