



EMANUEL SCHOOL

ANNUAL REPORT for 2025

CONTENTS

1.	Context	3
	• Messages from Key School Bodies	3
	• Contextual Information	12
	• Student Body	15
2.	Outcomes and Results	17
	• NAPLAN	17
	• HSC	23
	• Post-school destinations	24
3.	Staffing	31
	• Accreditation	31
	• Workforce Composition	31
	• Staff PD – School Provided	31
	• Staff PD – External Providers	31
	• Professional Memberships	32
4.	Attendance	33
	• Attendance Processes	33
	• Rates and Retention	33
5.	School Policies	34
6.	Stakeholder Satisfaction	35
7.	Summary Financial Information	36

1. Context – Messages from Key School Bodies

President's Report 2025

It has been another big year for our School, filled with many milestones and achievements. We continue to pray for the release of the remaining hostage in Gaza, for peace and for the prosperity of the State of Israel.

These recent events remind us yet again how important 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, our School and community is more important now than ever.

The School Board requires Directors to also be parents and so with my son graduating from school this year, all my children are now alumni, and so I have retired from the School Board as President.

I am thrilled to announce that the Board has endorsed Neil Shilbury as the next President. Neil has most recently served as Treasurer and has worked closely with me over the last few months ahead of the formal handover. We are very lucky to have someone of Neil's calibre and experience take on the role of President. This role comes with a significant workload and commitment despite being a volunteer role. I wish Neil *behatzlacha* in the years ahead.

I want to focus on two words - excellence and kindness. Why these two words? The School this year embarked on the development of its new three-year strategic plan under Linda Emms's leadership. This plan, which sets the vision and priorities for the School over the next three years, is in the final stages of development, and we are excited to share this in detail with you in the new school year. As part of this process extensive work has been done with the help of external consultants and input from a wide range of stakeholders. Of paramount importance in a process like this is to look to the future whilst ensuring we preserve what is unique and special about our School. Through this process two words kept appearing in discussion and feedback – excellence (*metzu'yanut*) and kindness (*chesed*).

Excellence is what we strive for in everything we do and as we look to what the Emanuel School of the future will be. Excellence includes the personal excellence and growth of every student. Kindness is at the core of what makes Emanuel such a special place and was the most frequently mentioned Emanuel School value in a survey of students. Given the importance of the value of kindness to our students it is imperative that we continue to foster and preserve this value in our School. Our parents have entrusted us with delivering an outstanding education, both Jewish and secular, to their children. Not a day goes by that this is not top of mind for the Board, Principal, senior leadership team and all our teachers. A compelling vision for educational excellence is core to the strategic plan so that we can ensure we continue to build on the strong foundations we have today. We are working tirelessly to ensure the School remains at the forefront of education in an ever-changing world and continues to be a leading Jewish day school in Australia.

One of the priorities for me when taking over as President two years ago was succession planning. That included the recruitment of our new Principal and the new leadership of our Foundation and

P&F. We have also worked hard to recruit several new Board members with younger children who can represent the next generation of Emanuel school families. I believe we now have very strong leadership at the School to take us forward.

Our School is in a strong position today. With enrolments remaining at close to capacity, our financial position is sound and we have no debt. We acknowledge the strains of the increasing cost of living and are carefully managing the school budgets without compromising on continued investment in our educational programs.

Our Foundation is going from strength to strength with a substantial capital base that is supporting many important school programs including building programs like the Brender Moss refurbishment, specialist teaching programs like the Specialist in Residence initiatives and our after-school tutoring programs, school productions, Year 12 Arevim trip and fee assistance. Our P&F continues their fantastic work in supporting the School and key events as well as being a conduit between the School and parents.

In terms of our campus development, we remain committed to having first class educational facilities. Much work has been done to progress the upgrade and improvement to some existing facilities and in the new year students should be arriving on campus to see a newly refurbished Brender Moss building and a new shade cover over the Basketball Courts and we thank the Foundation and the generous donors who have supported these projects. 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.

None of our successes and achievements would be possible without our incredible teachers and staff. I have been privileged over many years to have seen first-hand the talent, dedication and hard work of the leadership team. I would like to thank them together with all our wonderful staff for their commitment to our School. I have worked particularly closely with Principal Emms over the last 12 months as she has settled into her new role and have been incredibly impressed with her depth of knowledge and experience. Thank you, Linda, for all you are doing for our School and community.

I do also want to call out the outstanding representation Linda made for our community at the NSW Parliamentary inquiry into anti-semitism earlier this year. This was a public inquiry which was streamed and was reported on in the media. Linda represented the challenges we face with distinction and numerous communal leaders reached out to the school to compliment Linda and the school on her representation.

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 – PSG are very important.

I would like to thank CSG who work closely with the School throughout the year.

I did also want to briefly touch on the structure of the School Board as I know it is not always clear to everyone who and what the Board is. In essence, it is the overarching governing body of the

School and the Principal ultimately reports to the Board. 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 including finance, building, risk, Jewish Life, security, investment and Geshar whose aim is connect the School with Emanuel grandparents and alumni. The Board also works with the Executive to set the strategic plan for the School. These Board and sub-committee positions are all volunteer roles.

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

A special mention to Orli Zahava, whose last child has also graduated from school this year, and so has retired from the board. Orli has been an incredibly valuable member of our Board since 2018 and has chaired the Jewish Life committee with distinction. Orli is very active in the broader Jewish community and we thank her for her tireless commitment.

In conclusion, we have great foundations in place, we have incredibly dedicated and talented staff and students and we should settle for nothing less than excellence. Equally our community has a very unique and special culture that is centred around kindness, something that we need to preserve for generations to come.

Whilst I have stepped down from the Board, I am in awe of the extraordinary achievements of our students and will continue to be a proud and vocal ambassador for our wonderful school.

Gary Joffe
President of the Board

Principal's Report 2025

When I began my tenure at the start of 2025, I sensed what it truly means to be a part of this community. My first few weeks were a little different to what I had expected as we grappled with the antisemitic attacks so close to our homes and school, and I am incredibly grateful for the support from my team, the School Board and the broader Emanuel community as we navigated this difficult time.

2025 – a year of success

In 2025 have seen our students achieve in all fields of endeavour. Our sporting program continues to go from strength to strength, and we are grateful for the energy and passion that the Sports Department under the leadership of Heath Morley brings to this space.

Our Music program is exceptional. The dedicated team under the leadership of our Director of Music Diana Springford continue to inspire our students, fostering in them not just technical skill, but a passion for music making that is filled with emotion and nuance.

The musical production *Midnight* was spectacular skillfully directed by our Head of Drama Sam Bauer. The many hours of rehearsals culminated in a series of performances that brought our community together.

Over the course of the year, we have had students with significant successes in debating, the Science and Engineering challenge, Ethics Olympiad, Chess, the da Vinci decathlon just to name a few. Under the guidance of the Gifted and Talented team led by Sabrina Johnson and Craig Moss, our students have engaged in opportunities to enrich and extend their thinking across a multitude of disciplines.

The Jewish Life team under the care and guidance of Rabba Adina Roth, have continued to be at the heart of our School, developing rich and engaging programs that mark the rhythms of our calendar, and supporting our students to engage in culture and community. It was a pleasure to be with Year 10 for part of Ayekah last term and we farewelled our students who travelled to Poland on Arevim.

HSC results

We are proud of the achievements of the Class of 2025 and their dedicated teachers who went above and beyond to guide, encourage, and inspire our students to achieve their personal best. We acknowledge the determination and resilience of all our students in reaching their personal best.

This year, Emanuel students achieved outstanding ATARs, with 45% of graduates achieving ATARs of 90 and above, and 24% of graduates scoring 95 and above, with a number of these students attaining ATARs above 99. Two students achieved state rankings in individual subjects and we applaud their efforts.

Many of our graduates also embraced the challenge of Extension Courses, which demand a significant level of commitment and intellectual depth. This reflects Emanuel's dedication to inspiring students to engage in rigorous academic study, with a focus on personal growth and excellence.

I am delighted to share that the Class of 2025 received an unprecedented number of nominations for possible inclusion in NESA Showcases of outstanding student work. This demonstrates the breadth of Emanuel's educational approach, where academic rigor and excellence are complemented by opportunities for artistic, cultural, and personal expression and growth.

I congratulate those students who were nominated for possible inclusion in NESA Showcases:

- **OnSTAGE:** Thirteen students were nominated for Group Performances, nine for Monologues, and one for Costume Design.
- **ENCORE:** Seven musicians were recognised – five for Performance and two for Composition.
- **Young Writers Showcase:** One student was nominated for this highly regarded Showcase.
- **History Teachers' Association of NSW Extension Essay Prize:** One student was a finalist in the judging process, placing her in the top eight in the State.

While we celebrate these remarkable results and our students' commitment to excellence, we concurrently are proud of our graduates who have lived our School values throughout their journey. These principles guide everything we do, and they are evident in the way our graduates support one another, contribute to the wider community, and strive to be the best versions of themselves. At Emanuel, success is measured not only by academic achievement but by the character and compassion our students carry forward into the world.

Strategic Plan

We have been working over the past months to develop our next strategic plan – our roadmap for the future of Emanuel School. In doing this we first looked at what makes Emanuel such a special place. What are the things that even in the most future focused plan we will never leave behind - our strong sense of community and inclusion; our commitment to Tikkun Olam and egalitarianism and our celebration of the richness of Jewish life.

These are all an important part of why so many families choose an Emanuel education. They are at the heart of who we are as a school, with each of these things intertwined to form the fabric of our school culture. These things while intangible, are absolutely enduring and form the ethos that underpins our School.

As we move forward, we will be focused on five strategic imperatives.

1. **Continuing** to enrich the Jewish Life of the School by growing our inclusive experience of Judaism with a focus on joy, meaning making, empowered literacy, peoplehood and personal connection to Israel.
2. **Inspiring** our students to academic excellence through a culture of high expectations and personal growth balanced with engagement in the broader opportunities provided as part of school life.
3. **Investing** in our staff, to ensure they are supported in their professional growth as leaders in their field.
4. **Strengthening** and celebrating our community connection with and between students, parents, grandparents and alumni. We will continue to build on the legacy of the people who founded our school to grow the reputation of Emanuel as a leading Jewish educational institution.
5. **Securing** the future of Emanuel through our commitment to the provision of inspiring learning spaces and future focused learning tools.

Our decision making as we go on this journey will always be guided by our values. Excellence (Metzu'yanut) – Respect (Kavod) – Inclusion (Hachlalah) – Community (Kehillah) – Kindness (Chesed)

As each of our students walk down Waxman Drive at the end of Year 12, we want our community to be secure in the knowledge that they do this:

- as intellectually curious and driven individuals who use their strong academic foundations to achieve excellence.
- and
- as kind, empathetic and resilient young people, who will be guided in their decision making by their integrity and strong moral character.

They will be:

- equipped to navigate change and respond to complex problems.
- confident and articulate; and able to communicate with clarity, thoughtfulness and self-awareness.

Most importantly they will be:

- proud of their Jewish identity, deeply connected to Israel, and able to contribute meaningfully to both Jewish and broader communities.

With thanks

I extend my thanks to Lisa Pillemer in her role as Foundation CEO and all on the Foundation Board for the work they do to support our School and funding numerous initiatives I have put forward in 2025.

To the School Board, thank you for the trust you have placed in me to lead this amazing School. I truly appreciate the support you have given me this year.

To the teachers and operational staff who work with such dedication to make our School the best it can be. Thank you.

My final thanks go to my Strategic Advisory Team. They are my counsel, my sounding boards and this year on many occasions my historians and cultural advisors. Rabba Adina Roth, Margaret Lowe, Adam Majsay, Natanya Milner, Mario Torresan and Julian Abelson. Each of you live the values of our School in the way you go about your work. Thank you!

2025 was a year filled with juxtaposing emotions. We look to 2026 with the hope of peace, the release of all the hostages and the promise of a new year filled with community, connection and kindness.

Linda Emms
Principal

Primary Student Representative Council (SRC)

The Student Representative Council (SRC) played an important role in strengthening student voice, leadership and community spirit across Emanuel School in 2025. Throughout the year, the SRC supported a range of charities, introduced new initiatives and encouraged students to make a positive impact in our school and beyond.

Giving Back to the Community

Term 1: OzHarvest

We began the year by supporting OzHarvest and raised \$1,975.63 through BBQ days and food donations. This contribution provided thousands of meals to Australians in need and highlighted the generosity of our Emanuel community.

Term 2: Indigenous Literacy Foundation

In Term 2, our chosen charity was the Indigenous Literacy Foundation (ILF). The ILF works with Aboriginal and Torres Strait Islander remote communities by providing culturally relevant books,

early learning resources and programs that support communities to publish their own stories in the languages they choose.

Thanks to the support of our school community, we raised \$1,563.60 to help increase access to books and support literacy opportunities across Australia.

Term 3: Magen David Adom

In Term 3, we raised \$1,636.52 for Magen David Adom, an organisation that provides vital emergency medical services. Our community came together once again to support a charity that helps people in urgent need.

Term 4: Jewish Care

We ended the year by supporting Jewish Care and raised over \$2,000. Jewish Care provides essential services to people in our community including access to food support, aged care programs, counselling, emergency assistance and social connection for vulnerable individuals and families. The funds raised will help ensure that those who rely on these services continue to receive the support they need.

Helping Students Understand Their Impact

The SRC also identified a need to give students, especially in the younger years, a clearer understanding of each charity we support. As a result, throughout every term, SRC leaders shared information at assemblies, explained where donations were going and helped students see the real impact their contributions would make.

Sustainability and Creativity

During Term 3, we introduced the OzHarvest Poster Competition to help raise awareness about reducing food waste. SRC class leaders promoted the initiative and encouraged entries and students produced many creative designs that helped spread an important message across the school.

Student Engagement and Leadership

A major initiative introduced this year was the MAD Making a Difference Shout Outs at assembly. Every fortnight, SRC leaders shared stories of students who showed kindness, leadership and initiative. These stories included students who ran the City2Surf to raise money for charity, students who created care packages for sick children, students who volunteered their time on weekends for meaningful organisations and students who busked to raise money for homeless and Indigenous communities. This initiative encouraged many others to find their own ways to make a difference.

New Partnerships

City2Surf Participation

In 2025, our primary school formed a team for the City2Surf. Together, students, families and staff raised \$5,968 for lifesaving neonatal equipment, contributing to a broader fundraising goal of

\$150,000. These funds will help provide essential equipment that supports premature babies. This was a proud moment for our school community.

Friendship Circle

Another important partnership began in Term 3 when a group of 20 Year 6 students volunteered at Friendship Circle Sunday Sport. They supported children with disabilities through fun and inclusive sporting activities that focused on teamwork and connection. Students gave up their Sunday morning to make a meaningful contribution to the program and we hope to continue and grow this partnership in the years ahead.

Looking Ahead

The partnerships we began this year have laid the foundation for long term community involvement. Whether through participating in city wide events like the City2Surf or volunteering with organisations such as Friendship Circle, our students have shown genuine commitment to helping others. We hope to keep growing these partnerships in 2026 and beyond so they become an ongoing part of the Emanuel experience.

High School Student Representative Council (SRC)

The High School Student Representative Council (SRC) plays a key role in gathering and representing the opinions and ideas of students across the school. It serves as the collective voice of Emanuel School students, communicating suggestions related to general maintenance as well as specific aspects of school operations.

The SRC also contributes significantly to the school's charitable initiatives. In 2025, the SRC supported several major fundraising events for organisations selected by the SRC body as meaningful and impactful causes. These included:

- **Children's Ground**, an organisation committed to improving educational outcomes for Aboriginal and Torres Strait Islander children.
- **United Israel Appeal**, a non-profit organisation focused on strengthening communities and supporting new immigrants in Israel.
- **Disability Sports Australia**, which works to expand opportunities in sport for people with disabilities through a national network of accessible programs.

In 2025, the SRC Executive prioritised increasing student voice and engagement across the school. A **Reshet page** was created to allow students to view SRC projects, provide feedback, and offer suggestions for improvement. The SRC executive also expanded the sanitary product initiative established by previous SRC groups and engaged in discussions with the Principal and Head of High School regarding potential updates to the school uniform.

Voting for the 2025–2026 SRC representatives took place in June, with elected members serving a 12-month term from mid-2025 to mid-2026

Report from the Primary Head Madricha and Madrich

Being Madrichim in 2025 was such an incredible opportunity for all of us, making our year so exciting. As the year progressed, we found it so fun settling into our roles as leaders of Primary and creating new innovative ideas to improve our School.

Emanuel allowed us all to fully understand what we were capable of through activities such as Leadership Camp which we participated in at the beginning of the year. We studied how to become team players, lead responsibly and understand the qualities and importance of leadership. Throughout group activities, we learnt many things such as how to build the tallest tower out of bamboo and tape but most importantly we got to work with people we might not usually work with, opening up our worlds to many different ideas.

One of our favourite initiatives as Madrichim was running the Primary School assembly each Friday. We were able to lead and ensure the assembly ran cohesively, while making it fun and interactive along the way. Creating 'News of the Fortnight' was such a fun experience and being able to introduce each class item was always so enjoyable.

In addition to running assemblies, we also had to make sure that our own Madrichim meetings ran smoothly and were effective. We talked about many things, from new initiatives to how each other's projects were going. Even though we only met once a week, we were able to create some great new initiatives and had so much fun along the way.

We also engaged in creating fun activities for Years 3-6. We came up with the 'Handball Competition,' which ran in Term 4. Being able to watch each game, tally the scores, encourage others to join in through videos and announcements and also cheer each other on made everyone feel part of the Emanuel spirit, creating such an incredible atmosphere.

Additionally, we made a new goal regarding Emanuel's value of kindness through the Kindness boxes. With IT, we finished with three boxes for each house to put in their kindness token. Whenever someone showcased a kind action, they would receive a token which would count towards the end of the year prize. One of our other initiatives was the suggestion boxes. We put these in every classroom to ensure everyone's voices were heard and everyone's ideas about making Emanuel the best place it can be, would be acknowledged. At our weekly meetings, we could discuss if any of the ideas were practical and if so, how to implement them.

Being Madrichims of 2025 taught us to become the best versions of ourselves. Leading the Primary School allowed us all to become more confident, more embracing and more open to the community around us. We all enjoyed stepping into our roles and are so grateful for Emanuel allowing us to have this opportunity.

Written By Zella Benko and Max Hart

Primary Madrichim:
Ellie Becker
Amelie Ben-Naim
Ella Cohen
Jessica Gellert

Raphael Itzkowic
Samuel Joshua
Ravi Keller
Abbie Schnapp
Ruby Segal
Jonah Vitek

Primary Head-Madrachim:
Zella Benko
Max Hart

Report from the Semester 1 High School Head Madricha and Madrich

Emanuel School's student leadership body (Madrachim) 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:

- 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
- Initiatives for Wear It Purple Day, White Ribbon Day and Movember by the Social Action Va'ad
- Lexi Bader Futsal Cup run by the Sport Va'ad
- Run2Cure team raised over \$10,000 for Neuroblastoma research
- Sustainability Va'ad engaged students in a variety of eco habits

As a Nitzavim the cohort created a leadership centre around 'building belonging and cultivating connection'. 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 Day school 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

To lead a new era of Pluralist Jewish education developing mensches who will shape the future.

Mission

Through holistic education, we drive academic excellence and innovation, grounded in an inclusive community that prioritises wellbeing and personal growth.

In every student, we develop a strong personal and collective Jewish identity, honouring individuality while building a deep connection to Israel and a shared responsibility to contribute purposefully to the world.

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

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

Emanuel seeks and promotes sporting opportunities and setting an example for our children for healthy living. Emanuel will continue to build on its capability in the visual and performing arts and by virtue of being a small school are creative and flexible.

Emanuel uses technology to achieve effective 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 Learning Centre provide a foundation to foster different learning needs whilst ensuring effective social integration of students. These programs complement the School's commitment to create opportunities for every student in the full spectrum of learning abilities to achieve their maximum potential.

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

Emanuel is a proud, respected and valuable contributor to the community and actively works with organisations that wish to work with us and respect our ethos. We continue to build on our culture of participation; encouraging and fostering teamwork among our students. Emanuel is a socially and environmentally responsible school promoting student participation in social and community programs – helping make the world a better place.

Values

Our values are underpinned by our Jewish identity and connection with the people, land and language of Israel.

They guide our community in all that we do and strive to be.

Excellence - Metzuyanut
Respect - Kavod
Inclusion - Hachalah
Community - Kehilah
Kindness - Chesed

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.

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

ALEXANDRIA	EASTGARDENS	QUEENS PARK
ANNANDALE	EDGECLIFF	QUEENSCLIFF
BALMAIN	ELIZABETH BAY	RAMSGATE BEACH
BANKSMEADOW	ERSKINEVILLE	RANDWICK
BEACONSFIELD	GLEBE	REDFERN
BELLEVUE HILL	GORDON	ROSE BAY
BONDI	GYMEA BAY	ROSEBERY
BONDI BEACH	HILLSDALE	SANS SOUCI
BONDI JUNCTION	KENSINGTON	SOUTH COOGEE
BOTANY	KINGSFORD	ST IVES
BRONTE	LANE COVE	SURRY HILLS
CAMMERAY	LITTLE BAY	SYDNEY CBD
CAMPERDOWN	MALABAR	SYLVANIA
CENTENNIAL PARK	MAROUBRA	TAMARAMA
CHIFLEY	MARRICKVILLE	VAUCLUSE
CHURCH POINT	MASCOT	WATERLOO
CLOVELLY	MATRAVILLE	WATSONS BAY
COOGEE	NORTH BONDI	WAVERLEY
DACEYVILLE	PADDINGTON	WAVERTON
DARLING POINT	PAGEWOOD	WOLLSTONECRAFT
DARLINGHURST	PETERSHAM	WOOLLAHRA
DOUBLE BAY	POTTS POINT	ZETLAND
DOVER HEIGHTS	PYRMONT	

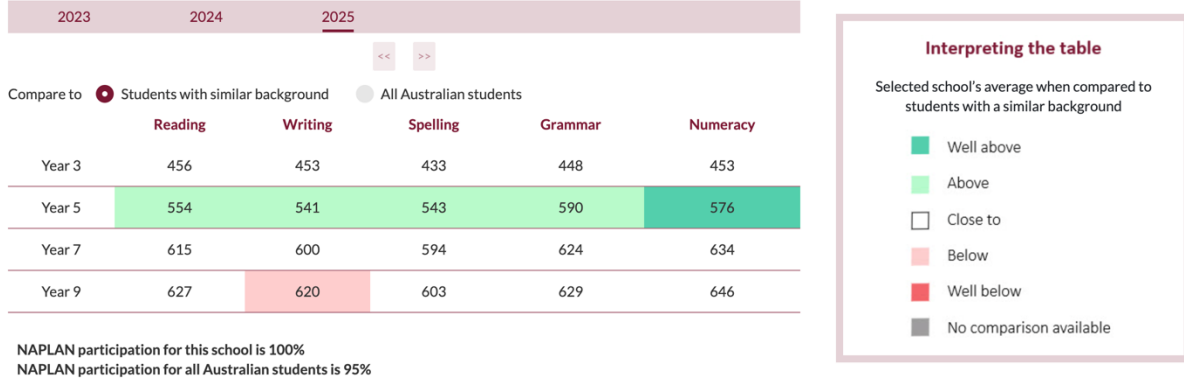
Emanuel School offers a Jewish Education to students from Pre-school to Year 12. Across P-12 there are 425 boys and 471 girls. There are 60 students in Pre-school, 370 students in the Primary School and 466 students in the High School.

2. Outcomes and Results – NAPLAN

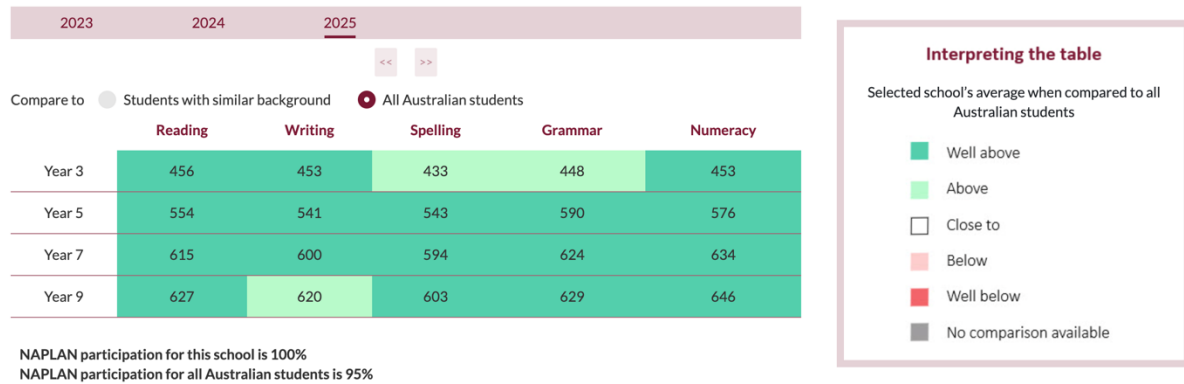
PRIMARY SCHOOL and HIGH SCHOOL

Student Performance in National and State-wide Tests and examinations

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



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



The progress graphs below demonstrate growth, relative to schools with students of similar background. The results are strong across nearly all ages and domains, with growth at Emanuel greater than Schools of similar background, with the exception of writing from Years 7-9.

Year 3-5 Progress

Student progress

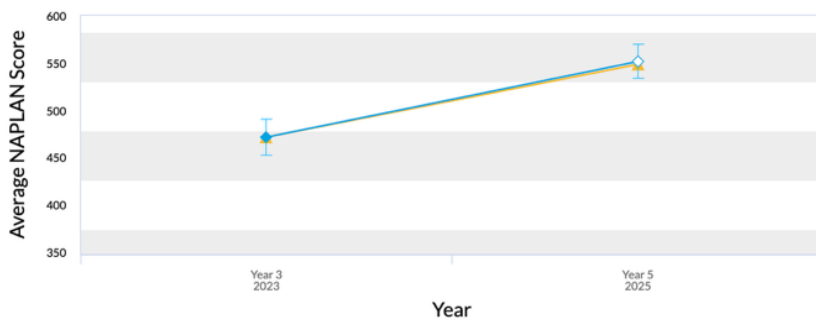


The blue line shows how the school's students have improved since they did NAPLAN two years ago. The yellow line shows the improvement by other Australian students with the [same starting score](#) and [similar background](#). Select 'All Australian students' to see a grey line showing the improvement of all Australian students.

Note, you can't compare NAPLAN progress before and after 2023 because the NAPLAN scale was reset then. You can access progress before 2023 by clicking the button '2012-2021 Progress'.

Year 3-5 | Reading | 2023-2025 | Submit

Year 3-5 Reading 2023-2025



Interpreting the graph

Selected school's average when compared to students with the same starting score and similar background

- ◆ Well above
- ◆ Above
- Close to
- ◆ Below
- ◆ Well below
- ◆ No comparison available
- 90% level of confidence

Top

Select Categories:

Selected School Students with the same starting score and similar background ⓘ All Australian students

Student progress

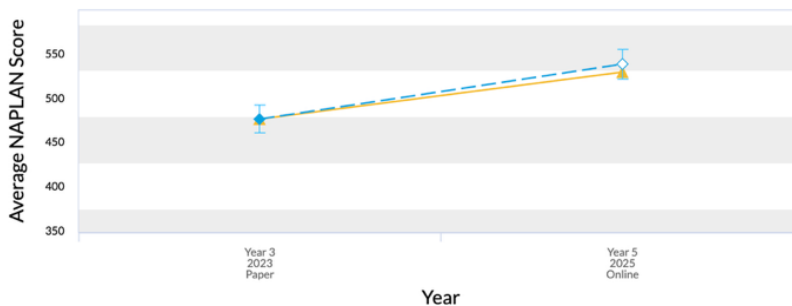


The blue line shows how the school's students have improved since they did NAPLAN two years ago. The yellow line shows the improvement by other Australian students with the [same starting score](#) and [similar background](#). Select 'All Australian students' to see a grey line showing the improvement of all Australian students.

Note, you can't compare NAPLAN progress before and after 2023 because the NAPLAN scale was reset then. You can access progress before 2023 by clicking the button '2012-2021 Progress'.

Year 3-5 | Writing | 2023-2025 | Submit

Year 3-5 Writing 2023-2025



Interpreting the graph

Selected school's average when compared to students with the same starting score and similar background

- ◆ Well above
- ◆ Above
- Close to
- ◆ Below
- ◆ Well below
- ◆ No comparison available
- 90% level of confidence

Top

Select Categories:

Selected School Students with the same starting score and similar background ⓘ All Australian students

Student progress

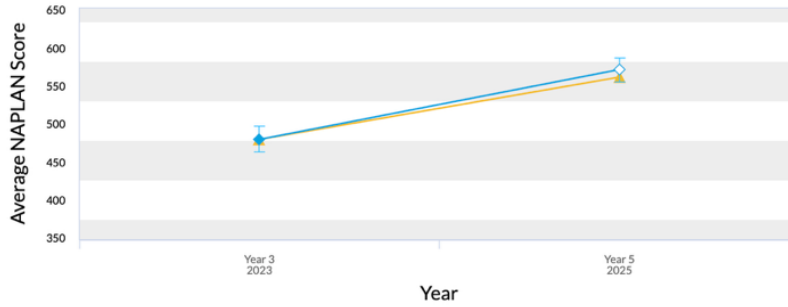


The blue line shows how the school's students have improved since they did NAPLAN two years ago. The yellow line shows the improvement by other Australian students with the [same starting score](#) and [similar background](#). Select 'All Australian students' to see a grey line showing the improvement of all Australian students.

Note, you can't compare NAPLAN progress before and after 2023 because the NAPLAN scale was reset then. You can access progress before 2023 by clicking the button '2012-2021 Progress'.

Year 3-5 Numeracy 2023-2025

Year 3-5 Numeracy 2023-2025



Interpreting the graph

Selected school's average when compared to students with the same starting score and similar background

- ◆ Well above
- ◆ Above
- ◇ Close to
- ◆ Below
- ◆ Well below
- ◆ No comparison available
- | 90% level of confidence

Top

Select Categories:

Selected School Students with the same starting score and similar background All Australian students

Years 5-7 Progress

Student progress

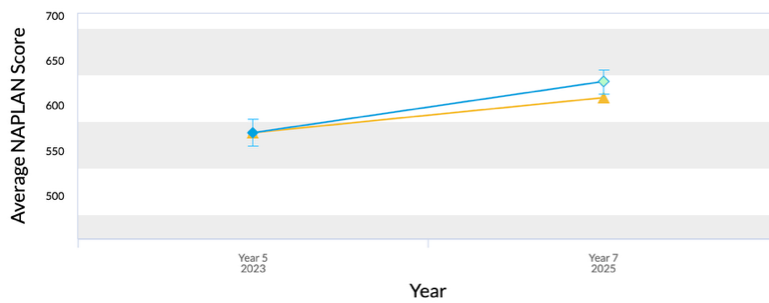


The blue line shows how the school's students have improved since they did NAPLAN two years ago. The yellow line shows the improvement by other Australian students with the [same starting score](#) and [similar background](#). Select 'All Australian students' to see a grey line showing the improvement of all Australian students.

Note, you can't compare NAPLAN progress before and after 2023 because the NAPLAN scale was reset then. You can access progress before 2023 by clicking the button '2012-2021 Progress'.

Year 5-7 Reading 2023-2025

Year 5-7 Reading 2023-2025



Interpreting the graph

Selected school's average when compared to students with the same starting score and similar background

- ◆ Well above
- ◆ Above
- ◇ Close to
- ◆ Below
- ◆ Well below
- ◆ No comparison available
- | 90% level of confidence

Top

Select Categories:

Selected School Students with the same starting score and similar background All Australian students

Student progress

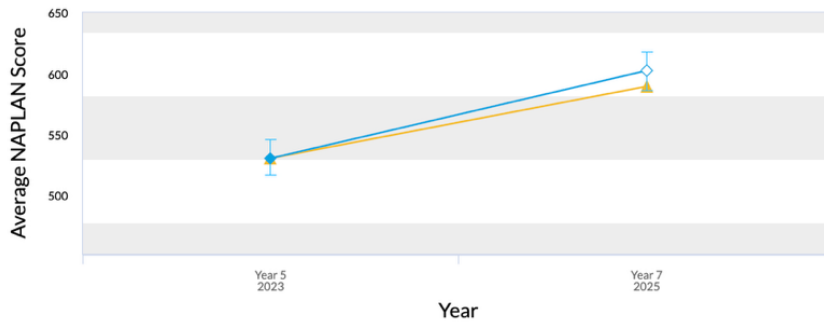


The blue line shows how the school's students have improved since they did NAPLAN two years ago. The yellow line shows the improvement by other Australian students with the [same starting score](#) and [similar background](#). Select 'All Australian students' to see a grey line showing the improvement of all Australian students.

Note, you can't compare NAPLAN progress before and after 2023 because the NAPLAN scale was reset then. You can access progress before 2023 by clicking the button '2012-2021 Progress'.

Year 5-7 ▼ Writing ▼ 2023-2025 ▼ Submit

Year 5-7 Writing 2023-2025



Interpreting the graph

Selected school's average when compared to students with the same starting score and similar background

- ◆ Well above
- ◆ Above
- ◇ Close to
- ◆ Below
- ◆ Well below
- ◆ No comparison available
- ◇ 90% level of confidence

Top

Select Categories:

Selected School Students with the same starting score and similar background ⓘ All Australian students

Student progress

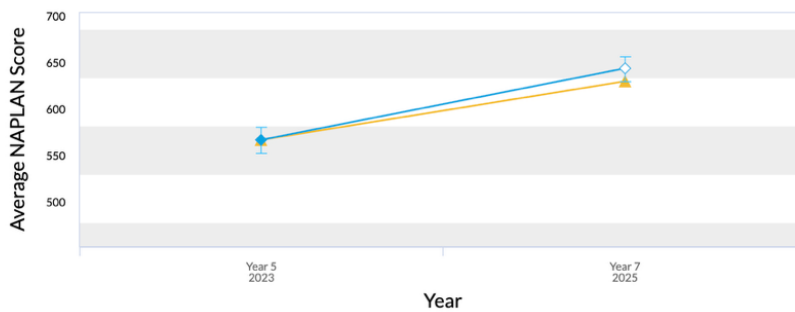


The blue line shows how the school's students have improved since they did NAPLAN two years ago. The yellow line shows the improvement by other Australian students with the [same starting score](#) and [similar background](#). Select 'All Australian students' to see a grey line showing the improvement of all Australian students.

Note, you can't compare NAPLAN progress before and after 2023 because the NAPLAN scale was reset then. You can access progress before 2023 by clicking the button '2012-2021 Progress'.

Year 5-7 ▼ Numeracy ▼ 2023-2025 ▼ Submit

Year 5-7 Numeracy 2023-2025



Interpreting the graph

Selected school's average when compared to students with the same starting score and similar background

- ◆ Well above
- ◆ Above
- ◇ Close to
- ◆ Below
- ◆ Well below
- ◆ No comparison available
- ◇ 90% level of confidence

Top

Select Categories:

Selected School Students with the same starting score and similar background ⓘ All Australian students

Progress Years 7-9

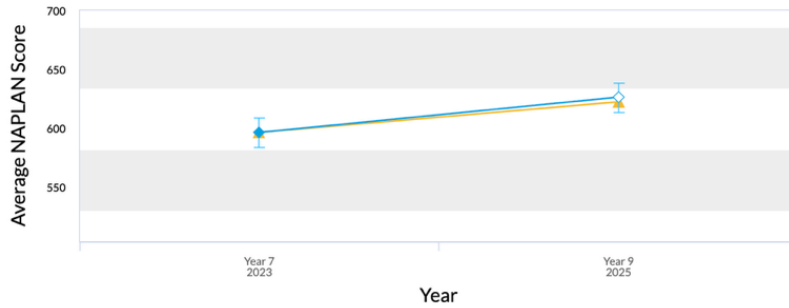
Student progress



The blue line shows how the school's students have improved since they did NAPLAN two years ago. The yellow line shows the improvement by other Australian students with the [same starting score](#) and [similar background](#). Select 'All Australian students' to see a grey line showing the improvement of all Australian students.

Note, you can't compare NAPLAN progress before and after 2023 because the NAPLAN scale was reset then. You can access progress before 2023 by clicking the button '2012-2021 Progress'.

Year 7-9 Reading 2023-2025



Interpreting the graph

Selected school's average when compared to students with the same starting score and similar background

- ◆ Well above
- ◆ Above
- ◇ Close to
- ◆ Below
- ◆ Well below
- ◆ No comparison available
- ◆ 90% level of confidence

Top

Select Categories:

Selected School
 Students with the same starting score and similar background ⓘ
 All Australian students

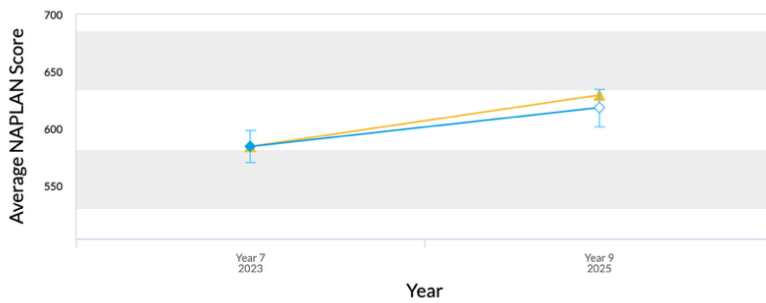
Student progress



The blue line shows how the school's students have improved since they did NAPLAN two years ago. The yellow line shows the improvement by other Australian students with the [same starting score](#) and [similar background](#). Select 'All Australian students' to see a grey line showing the improvement of all Australian students.

Note, you can't compare NAPLAN progress before and after 2023 because the NAPLAN scale was reset then. You can access progress before 2023 by clicking the button '2012-2021 Progress'.

Year 7-9 Writing 2023-2025



Interpreting the graph

Selected school's average when compared to students with the same starting score and similar background

- ◆ Well above
- ◆ Above
- ◇ Close to
- ◆ Below
- ◆ Well below
- ◆ No comparison available
- ◆ 90% level of confidence

Top

Select Categories:

Selected School
 Students with the same starting score and similar background ⓘ
 All Australian students

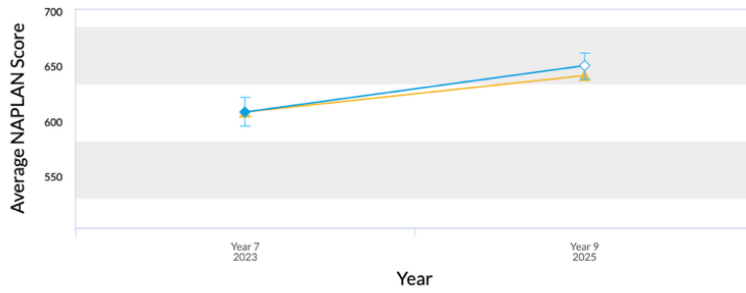
Student progress



The blue line shows how the school's students have improved since they did NAPLAN two years ago. The yellow line shows the improvement by other Australian students with the [same starting score](#) and [similar background](#). Select 'All Australian students' to see a grey line showing the improvement of all Australian students.

Note, you can't compare NAPLAN progress before and after 2023 because the NAPLAN scale was reset then. You can access progress before 2023 by clicking the button '2012-2021 Progress'.

Year 7-9 Numeracy 2023-2025



Select Categories:

Selected School
 Students with the same starting score and similar background
 All Australian students

Interpreting the graph

Selected school's average when compared to students with the same starting score and similar background

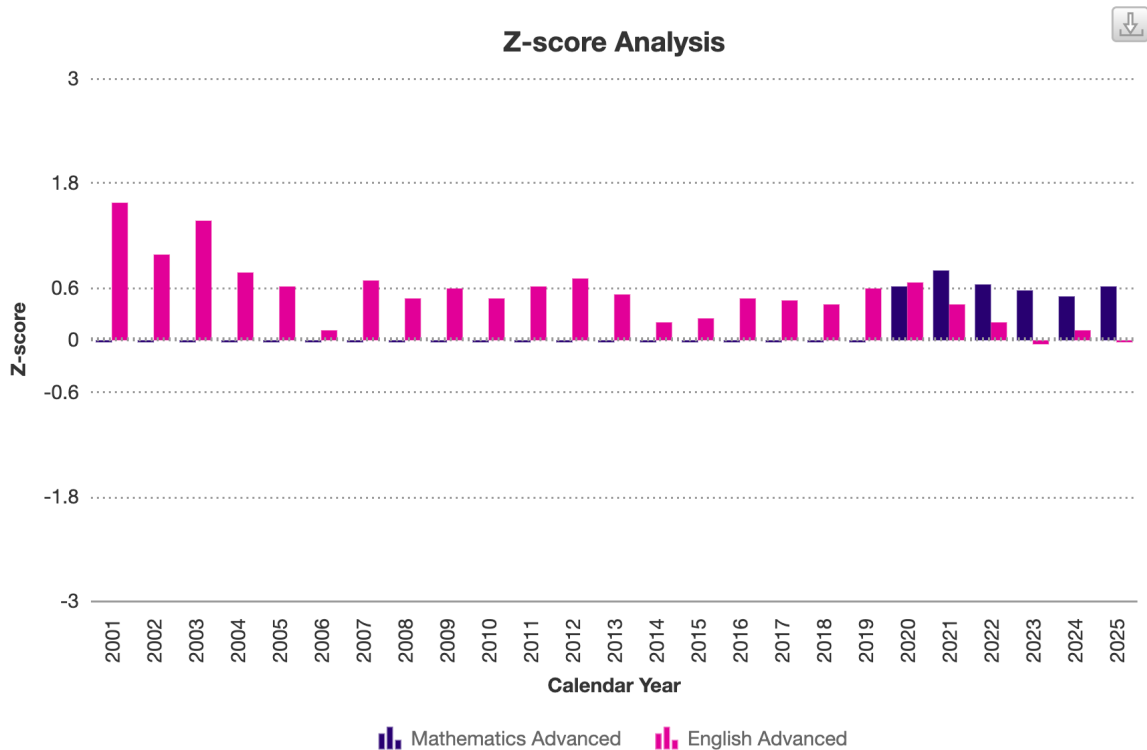
- ◆ Well above
- ◇ Above
- ◇ Close to
- ◇ Below
- ◆ Well below
- ◇ No comparison available
- | 90% level of confidence

Top

Outcomes & Results – HSC 2025

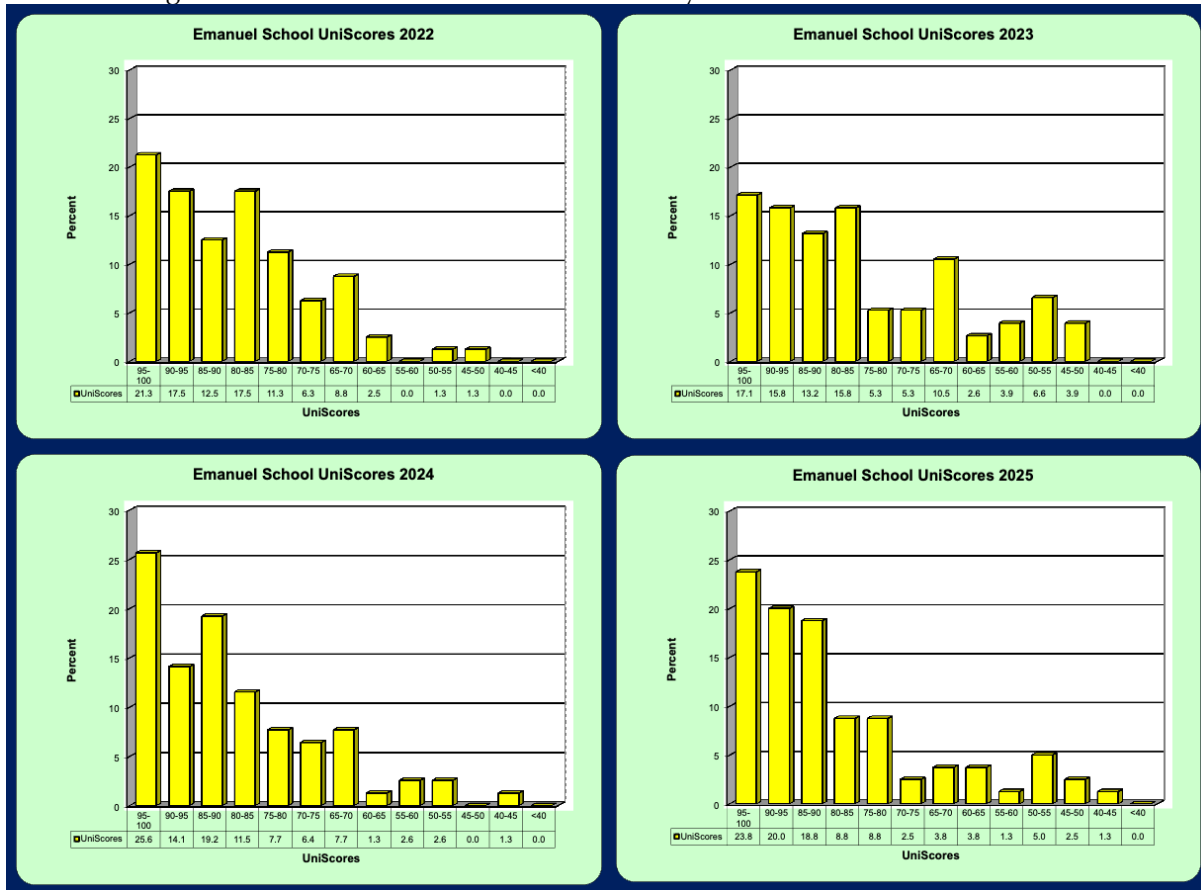
In 2025 there were 80 students completing the HSC, with one student commencing pathways, to complete the HSC in 2026. No students completed a non-academic pathway.

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 slightly below the State, it is important to note that as of 2023 and 2024, 100% of Emanuel students are completing the English Advanced course, compared with less than 45% of students across the State. These results still represent strong performance in English. Mathematics Advanced is very strong compared to the State. Data for this only commences in 2020 when the new syllabus was introduced.



This cohort achieved a Median ATAR of 88.45, the second highest in the past 10 years. 56% of students achieve a Band 6 in one or more courses, and 50% of students achieved a Band 5 or 6 (or equivalent in Extension courses) in all courses. Students achieved the place of 2nd and 8th in Legal Studies, 15 or 16 students were nominated for the Drama Showcase, and there were 7 Nominations for Encore, and 1 for the Young Writers. A student was also given an award for their History Extension Major work, placing them in the top 8 students in the State for their major work.

The following is a distribution of ATARS for the last 4 years.



Outcomes – Post School Destinations

There were 80 school leavers in 2025.

The data for the class of 2025 has many moving parts and this data includes December, January and February UAC Rounds along with Early Entry Offers. Many students had multiple early offers for multiple application schemes. Most students accessed multiple Early Entry Programs, and many students managed to hold multiple early offers on the table, along with UAC Main offers coming out in December onwards.

Based on how much variety is now available to students, unless we receive enrollment papers from each institution, it is impossible to report on the *eventual* final destination. This report is focussing on the offers that students received. Their final choice (often confirmed after a GAP year) is not reported.

Early Offers

In 2025 the Early Entry processes incorporated schemes that were based on Year 11 grades and also some written applications. The three Universities that offered most of our students early offer

places were University Technology Sydney, Macquarie University and the Australian National University, in that order.

Uni	Yr 12 2025 Offers	% of the year
University Technology Sydney	42	32.6
Macquarie University	32	24.8
Australian National University	25	19.4
Australian Catholic University	4	3.1
Wollongong University	3	2.3
Notre Dame University	3	2.3
Other	20	15.5
Total	129	100

These early offer processes and programs can have an impact on the reliance on the ATAR and posed a shift in educational access to tertiary institutions. This landscape is changing rapidly and each year presents a new set of parameters to negotiate.

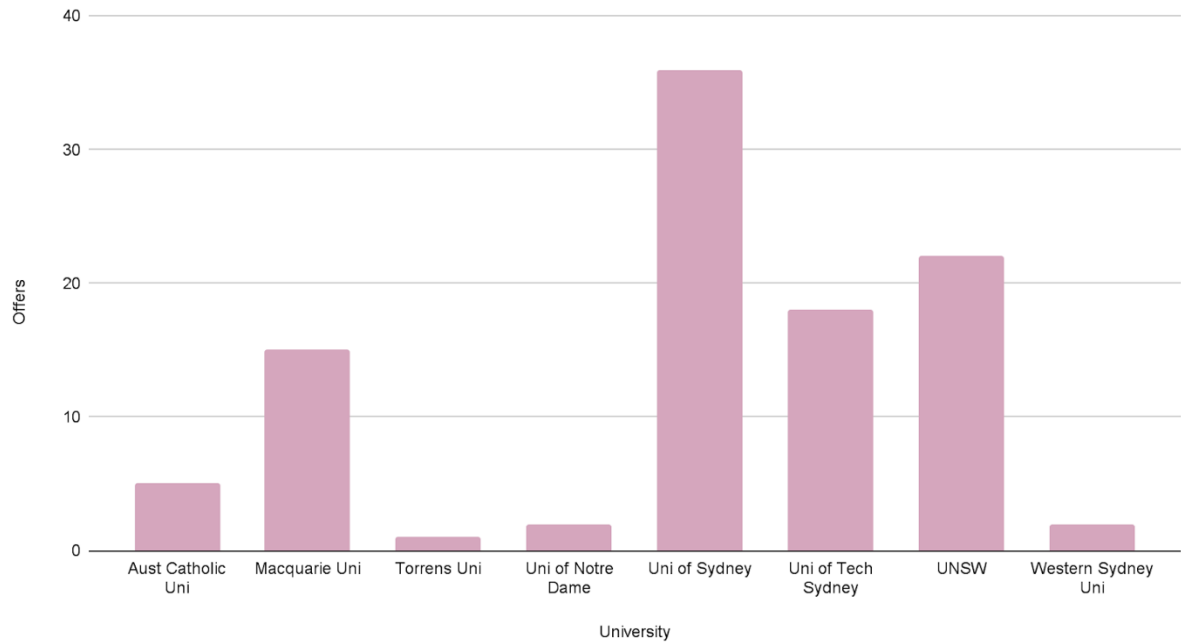
SENIOR SECONDARY OUTCOMES

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

University	Offers	%
Aust Catholic Uni	5	4.95
Macquarie Uni	15	14.85
Torrens Uni	1	0.99
Uni of Notre Dame	2	1.98
Uni of Sydney	36	35.64
Uni of Tech Sydney	18	17.82
UNSW	22	21.78
Western Sydney Uni	2	1.98
TOTAL	101*	100

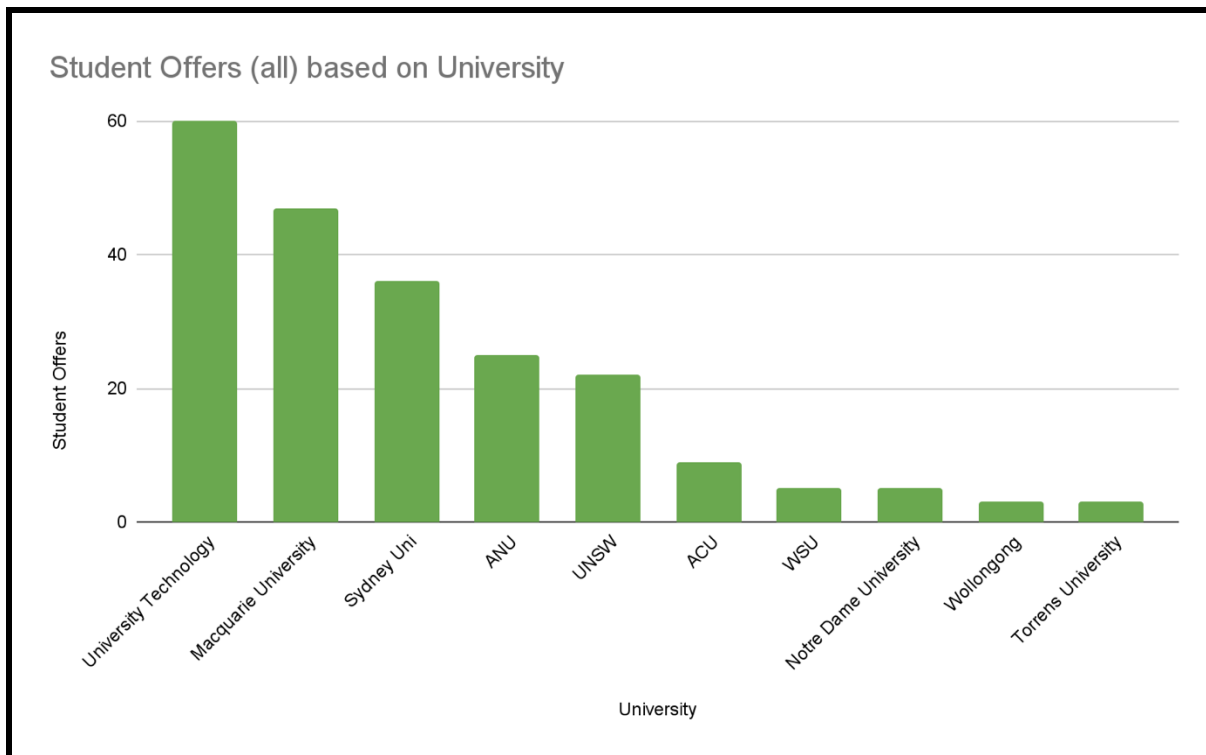
*note some students receive multiple courses through the rounds

Offers and University



If we merged all data together to include both early offer places and UAC-based places this would be how it would look:

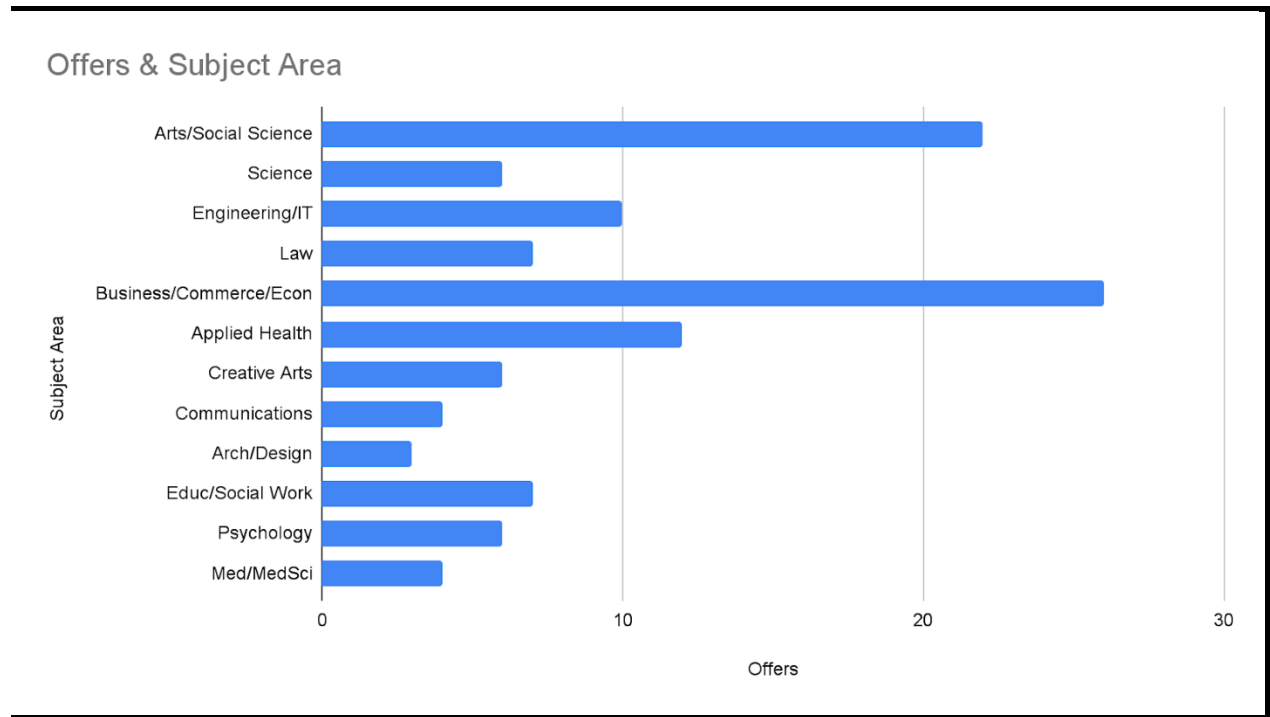
University	Student Offers	%
University Technology Sydney	60	27.9
Macquarie University	47	21.9
Sydney Uni	36	16.7
ANU	25	11.6
UNSW	22	10.2
ACU	9	4.2
WSU	5	2.3
Notre Dame University	5	2.3
Wollongong	3	1.4
Torrens University	3	1.4
	215	100



This is a breakdown of the **main** subject areas chosen.

Subject Area	Offers
Arts/Social Science	22
Science	6
Engineering/IT	10
Law	7
Business/Commerce/Economics	26
Applied Health	12
Creative Arts	6
Communications	4
Architecture/Design	3
Education/Social Work	7
Psychology	6
Medicine/Medical Science	4
Total	113*

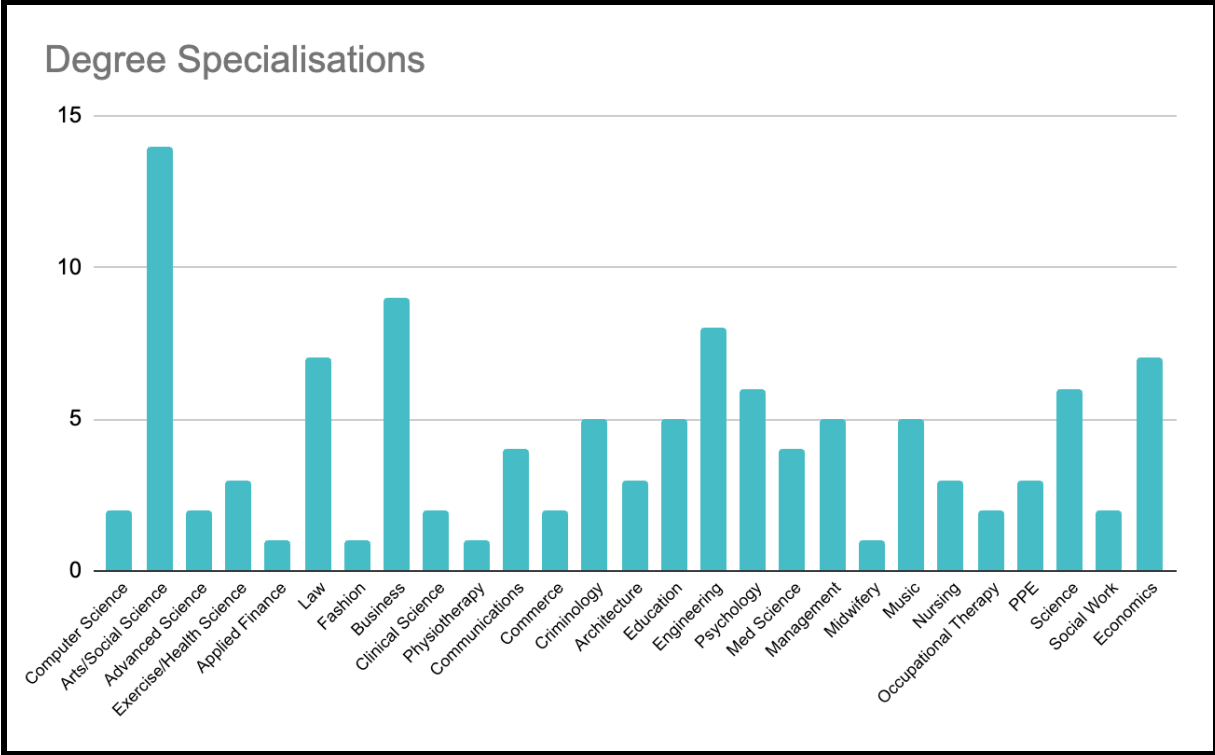
*Some of these courses are in single or double degree format



And a full break down of all individual course specialisations are:

Subject Area	Offers
Computer Science	2
Arts/Social Science	14
Advanced Science	2
Exercise/Health Science	3
Applied Finance	1
Law	7
Fashion	1
Business	9
Clinical Science	2
Physiotherapy	1
Communications	4
Commerce	2

Criminology	5
Architecture	3
Education	5
Engineering	8
Psychology	6
Med Science	4
Management	5
Midwifery	1
Music	5
Nursing	3
Occupational Therapy	2
PPE	3
Science	6
Social Work	2
Economics	7



Number of Students Studying TVET (TAFE) based HSC subjects in 2025:

TVET Subject	Students	% of year
Construction	1	1.3
Automotive	1	1.3

Number of Students continuing on to study TAFE based qualifications after they leave Emanuel School:

TAFE	Students	% of year
Real Estate	1	1.3
Trade (after GAP year)	1	1.3

3. Staffing – Accreditation levels

Level of Accreditation	Number of Teachers
Conditional	2
Provisional	12
Proficient Teacher	84

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).

Staff PD – School Provided

1. ARYA
2. Community Health Service Group
3. McCrindle

Staff PD – External Providers

1. ACHPER New South Wales
2. AFSI Training and Consultancy
3. AHISA Director of Studies
4. AlityLife
5. Alliance Française de Sydney
6. Australian Institute of Sport
7. Careers Advisers Association of NSW
8. CrookED Science
9. Dyslexia – SPELD Foundation (DSF)
10. Economic Literacy Centre
11. EduTech
12. Geography Teachers Association
13. HICES
14. IPSHA
15. IS NSW
16. ISLPR Language Services
17. Kodaly Music Education Institute of Australia
18. LawSense
19. MANSW

- 20. Positive Schools
- 21. Spencer Health

Professional Memberships

- 1. AHISA
- 2. Australian Council of Jewish Schools
- 3. ETA
- 4. GATSTA – Gifted and Talented Teacher Development
- 5. HICES
- 6. HTA
- 7. IS NSW
- 8. MANSW
- 9. STANSW

4. 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 in advance 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 2025 was 92.38%. This is similar to previous years.

(2024 – 95.6%, 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	95.19%	95.07%	95.31%
1	93.98%	94.00%	93.96%
2	93.63%	94.52%	92.73%
3	92.87%	92.92%	92.81%
4	93.33%	92.38%	94.27%
5	93.27%	92.72%	93.81%
6	92.95%	92.03%	93.87%
7	90.58%	90.89%	90.26%
8	90.92%	90.38%	91.45%
9	88.00%	89.19%	86.81%
10	90.07%	92.19%	87.94%
12	93.73%	94.46%	93.00%

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/key-policies/
Complaints Handling Policy and Procedures	https://www.emanuelschool.nsw.edu.au/key-policies/
Student Management Policy (K – 6)	https://www.emanuelschool.nsw.edu.au/key-policies/
Safe and Supportive Environment Policy (7-12)	https://www.emanuelschool.nsw.edu.au/key-policies/
Whistleblower Policy	https://www.emanuelschool.nsw.edu.au/key-policies/

6. Stakeholder Satisfaction

Emanuel School surveys parents, students and staff biennially to obtain key data on stakeholder satisfaction. The next survey year is 2026. Parent, student and staff satisfaction was assessed through observable actions and via feedback from established channels e.g Parents and Friends, Student Representative Council, Exit Interviews.

Parent Satisfaction

Emanuel School hosts Parent Nights at the start of the year. Attendance at these events is extremely strong with parents showing interest in and enthusiasm for school programs.

Emanuel School has an active Parents and Friends committee (P&F) who meet regularly with executive staff. Part of their role is to provide feedback around school programs and innovations.

Parents reported a high level of satisfaction with:

- The new canteen introduced in Term 4
- The move to a public Emanuel School Instagram account
- Annual events such as Grandparents Day, Mothers' Day, Fathers' Day and the family camping trip
- Changes made to second hand uniform sales – Emanuel Shuk

Student Satisfaction

Retention of enrolments remains robust with only 30 K-12 students or 3.6% of K-12 students leaving in 2025. Across recent years the average number of students leaving is 27. In 2025 and as is usual practice, places were filled when vacancies became available.

Student attendance at school events such as the House Concert remains impressive. The Student Representative Councils (SRC) in Primary and High School meet regularly to create opportunities for students and provide feedback to the school. There is substantial uptake of SRC activities especially their charity events. Students have expressed satisfaction in being able to work with senior leaders on matters of importance to them e.g changes to uniform.

Teacher Satisfaction

When staff leave Emanuel School an exit interview is conducted with the Human Resources (HR) team. The information gleaned from these meetings provides insight into the level of satisfaction experienced by staff. The following workplace dynamics and benefits provided to staff at Emanuel School were regularly mentioned in exit interviews indicating a positive level of satisfaction.

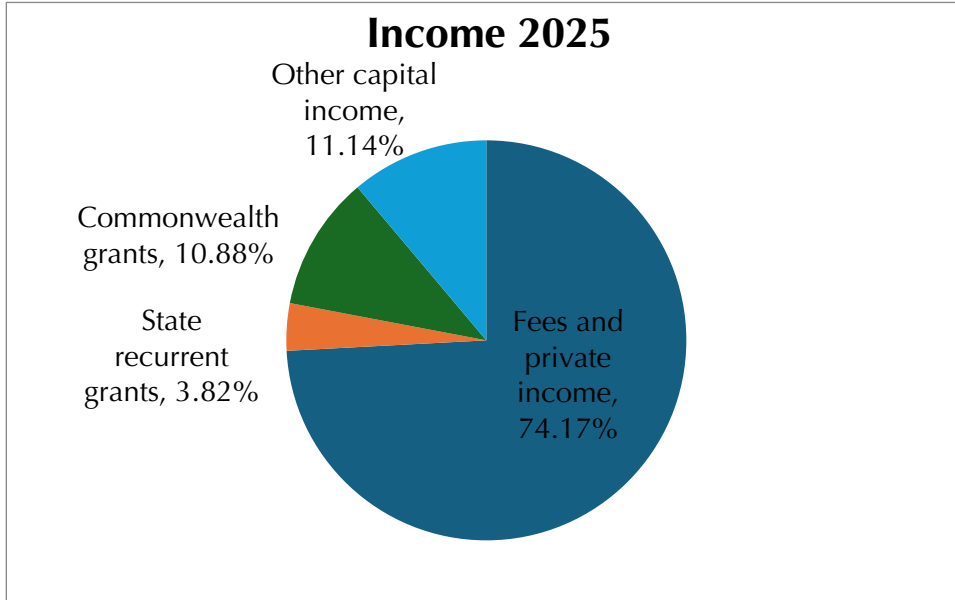
- Community feeling in the school supported by programs like Mitzvah Meals
- Focus on staff wellbeing supported by programs like staff Pilates
- Encouragement of professional growth supported by Professional Development Opportunities
- Positive atmosphere among staff supported by social activities organised by HR
- Do Not Disturb program
- Time in Lieu after camps

All groups

Higher School Certificate (HSC) results continue to be a source of pride for all stakeholders. Beyond the remarkable HSC results are a myriad of individual stories of growth and triumph, a cornerstone of an Emanuel education.

7. Summary Financial Information

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



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

