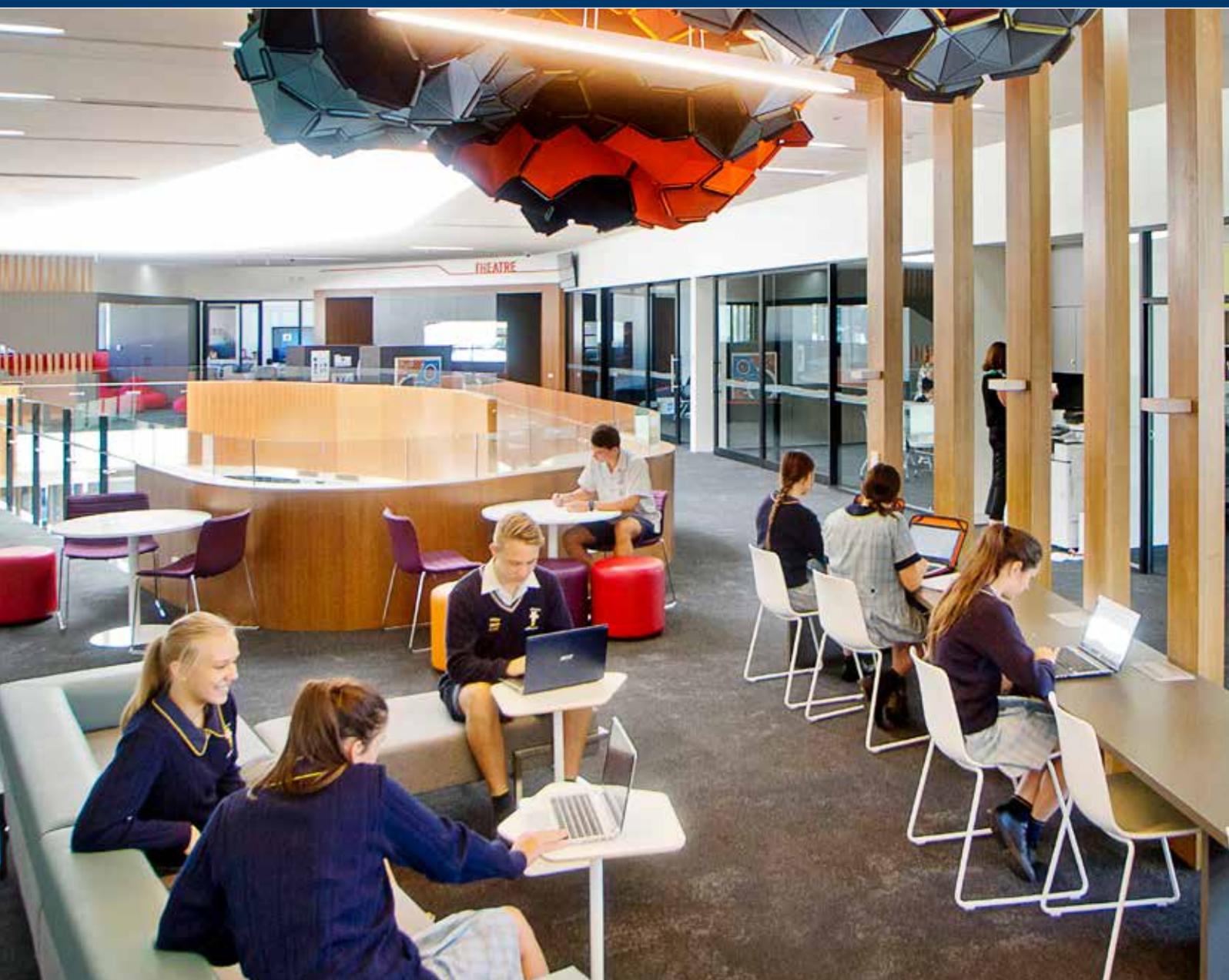


# 2017 SCHOOL PERFORMANCE INFORMATION



## MISSION STATEMENT

Immanuel College actively strives to provide an education in a Christian context where the whole person can grow and develop. Its curricular and co-curricular programs offer students opportunity for spiritual and moral growth, service and social involvement, excellence in academics, the arts and worthwhile physical activities, to prepare them for their individual vocations and a Christian life.

## COLLEGE AIMS

**Immanuel College aims to:**

- Encourage students to develop a living relationship with God through Christ.
- Develop students' knowledge, intellectual, interpersonal and physical skills through their participation in the range of curricular and co-curricular opportunities provided.
- Develop students' capabilities to their fullest potential.
- Cater for individual differences; recognise individual talents and divergent cultural backgrounds.
- Prepare students for life and work in a rapidly changing global society.





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# INTRODUCTION

Established in 1895, as a school of the Lutheran Church, and now located in the centre of Adelaide's coastal strip, Immanuel is a co-educational day and boarding school with over 900 students in a diverse, but inclusive community.

Immanuel College is renowned for being a 'school of choices' that provides opportunities for students within an outstandingly broad curriculum and an exceptional range of extra-curricular activities.

Spacious grounds and extensive facilities create an innovative, inspiring atmosphere which fosters a strong learning environment utilising world-class thinking. Immanuel's staff are the backbone and foundation of this exceptional learning community.

Retaining the embedded tradition of 175 years of Lutheran education and Christian care, Immanuel is built on traditional values, with an eye for the future and a strong focus on continuous improvement.

Immanuel is a warm, caring community that fosters a sense of belonging and builds relationships for life.

# THE STUDENT BODY

Of the 971 students attending Immanuel College in 2017, there were 33 indigenous students and 65 international students from a variety of countries including Germany, Hong Kong, China, Vietnam and Japan.

The Immanuel student community is strengthened through the culture of boarding. In 2017, 169 boarding students lived on campus from regional South Australia, interstate and overseas.

Immanuel seeks to meet the needs of students with a variety of disabilities, physical, intellectual and behavioural and strives to meet the individual needs of all students.



# COLLEGE COUNCIL CHAIRMAN'S REPORT

Immanuel College Council is pleased to report that 2017 was again a significant and rewarding year, as the College continued its mission of educating and developing its young people. A broad education program, multiple personal development opportunities and a dedicated pastoral care environment, all delivered from a Christian perspective, remained core to the College's operations.



The Council is certain that delivery of successful outcomes during 2017 has been due in large part to the high quality and dedication of College staff. The leadership of our Principal, Kevin Richardson, and his executive team has been outstanding, the knowledge, skills and commitment of teachers and specialist student support staff amazing, and the support environment created by finance, development and property staff leading edge.

Council continued to focus on its role of governing the College. It met eight times, including six reporting meetings and two strategic planning sessions. Council's work was enhanced using committees including Finance and Risk, Facilities, Mission and Ministry, and Marketing and Development. For 2017 Council members were Kym Wallent, David Zweck, Julie Bonnici, Tony Cambareri, Dennis Obst, David Thomas, David Field and Kerry Rowlands.

## **From a Council perspective, 2017 highlights included:**

- Successful results achieved by the 2017 Year 12 cohort in the South Australian Certificate of Education (SACE) Stage 2. Overall, 33% of the students achieved an ATAR of 90 or more placing them in the top 10% of the State; 65% of the eligible cohort were in the top 30% of the State; and there were 30 A+ Merits
- Assurance that the academic, care and Christian education programs are well developed and delivered – Council received a series of excellent briefings by teaching and learning leaders in this regard. Of particular note was the excellent presentation by Chaplain Paul Fielke on Ministry at Immanuel, which assured Council that the College has in place comprehensive activities and study programs to deliver our ministry aims (nobody leaves Immanuel without having heard the Gospel; people in the Immanuel community have a positive attitude towards Christianity; students and staff are challenged to think about the value of spirituality in their lives).
- The continued sound financial performance and position of the College, built on stable enrolment numbers across each of the market segments – local 901 and international 61. There were 169 boarding students. Operating income for the year was \$28 million.
- Further development of Council's strategic intentions to 2020 under the vision "Aspiring to be Extraordinary". Key themes are individual student wellbeing, excellence in academics and support and growth opportunities. Strategies commenced during 2017 include feedback-driven improvements to our pastoral care model and the pursuit of innovative learning opportunities.
- Continued focus on ensuring the appropriateness and sustainability of College facilities. Projects started in 2017 included phase one of an upgrade of the middle school and major redevelopment of the main oval.

*Kym Wallent, Chairman Immanuel College Council*

# VISION STATEMENT

Our vision is that Immanuel College will be a school of choice, widely-known for our strong sense of values, community and the pursuit of excellence across a broad range of programs.

# OUR CORE VALUES

## **Christian Faith**

Promotion of Christian values, Lutheran teaching, tolerance and acceptance, pastoral support and care for others

## **Excellence**

In our staff, resources, facilities, programs, students, we honour achievement

## **Diversity**

Recognition of diverse cultures, student aspirations and learning pathways

## **Community**

Finding a place, being involved, being known and cared for, learning from each other, sharing our cultures.



# GOVERNANCE MODEL

Immanuel College Incorporated is an education institution of the Lutheran Church of Australia South Australia District Incorporated (LCA SA/NT District).

The College Council is responsible for conducting the affairs of the College.

The Council consists of between six and thirteen voting members, appointed by LCA SA District, and three non-voting executive staff.

## MEMBERSHIP & MEETING ATTENDANCE 2017

Council met on eight occasions with six meetings being reporting and two meetings being Strategic Planning meetings.

Membership and meeting attendance were as follows.

NAME	MEETINGS ATTENDED
Mr Kym Wallent (Chairman)	7
Mr David Zweck (Vice Chairperson)	8
Dr David Thomas (Secretary)	5
Mr David Field	6
Mrs Julie Bonnici	4
Dr Tony Cambareri	8
Mrs Kerry Rowlands	7
Rev Dennis Obst	8



# STAFF

Immanuel College values the dedication, stability and experience of its teaching, grounds and ancillary staff. Immanuel College has a total staff of 161 (excluding boarding staff) of which 109 are teachers. Currently the College employs one indigenous staff member. Of the teaching staff, the balance of gender is 41% male and 59% female. To endeavor to help students to reach their full potential, Immanuel has a number of staff with particular specialist training. The College Council will maintain and enhance this strength through the employment of well qualified staff with a recognised Christian background and who will actively support the Christian ethos of the College. The College will continuously develop the professional and personal growth opportunities for all staff and for members of the College Council.

## STAFF STATISTICS

Staff numbers in accordance with 2017 Census

Full Time Equivalent Teachers	93.9
FTE Non Teaching Staff	43.1
Total FTE	137
Total No of Staff	161

## RETENTION/APPOINTMENTS

New Staff Appointed	37
Retired	-
Transfer to similar position	-
Resignation or moved to other positions	16
Contracts completed	7

## TEACHING STAFF

Attendance (days)	Sick Leave	360.53	△
	Parenting/Carers Leave	133.75	△
	Bereavement	32.59	△
	Attendance Rate *	97.2%	
Absent for part/full year	Staff on Paternity/Maternity Leave	3	
	Staff on Unpaid Leave	-	

**Note:** \* (EBA) 203 days a year x 93.9 (FTE) = 19,062 days

△ 526.87 days = 97.2% attendance

## QUALIFICATIONS OF ACADEMIC STAFF

Number of Academic Staff with Diploma in Education	2
Number of Academic Staff with Degrees	55
Number of Academic Staff with Masters	11
Number of Academic Staff with Honours	38
Number of Academic Staff with PhDs	3

## PROFESSIONAL DEVELOPMENT

Professional learning is defined as formal activities designed to develop the skills and understandings of personnel currently teaching in and/or leading schools which are funded from sources specifically identified for that purpose. In 2017 all staff engaged in professional development activities.

### Examples of Professional Learning Activities at Immanuel included:

- School-based professional learning teams by year level, learning area or cross-curricular
- Mentoring/coaching
- External consultants/facilitators
- Accredited courses
- Assessment and moderation activities
- Structured professional reading
- Peer observation
- In-school programs
- External workshops/conferences
- Practicums/school visits
- Online learning
- Personal professional reading
- Meetings of professional associations.

Cost incurred for individual or small group professional development of teachers: (includes registration, travel and accommodation components)	<b>\$135,722</b>
Relief teacher costs for teachers attending conferences	<b>\$74,459</b>
Total expenditure on PD for teaching staff	<b>\$210,181</b>
Average professional development expenditure per FTE teacher	<b>\$2,238</b>
Cost of membership of professional associations/journals	<b>\$90,952</b>
PD for ancillary staff	<b>\$26,113</b>
PD for Boarding staff	<b>\$9,095</b>

# STUDENTS

## ENROLMENTS

Census data in August 2017 shows the following enrolments with the 2016 census data being included for comparison.

	Enrolment 2016	Enrolment 2017
<b>Total</b>	923	971
<b>International Students</b>	62	65
<b>Boarding</b>	161	169

Year 7	91	105
Year 8	115	129
Year 9	140	128
Year 10	193	196
Year 11	216	207
Year 12	168	206

Male	496	514
Female	427	457

## Student Attendances

The average attendance rate is quoted as a percentage and is calculated from the number of absentees against the days that students would have been expected to be at school. It excludes absences due to scheduled events such as exchange programs, sports events, outdoor education programs.

A absentee database is maintained recording date and reason for non-attendance. This is updated daily and continuously during the day. If the school has not been notified by parent/caregiver of a student's absence, the parent/caregiver is contacted. Repeated non-attendance is reported to the relevant Head of School who will follow up with the parent/caregiver. The number of days of non-attendance is reported on each terms report.

Year Level	Attendance (%)
Year 7	95.15
Year 8	93.23
Year 9	94.08
Year 10	94.65
Year 11	93.94
Year 12	95.87
<b>Total</b>	<b>94.48</b>

## ACADEMIC OUTCOMES

As a College community it is wonderful to be able to celebrate the results achieved by our students. Partnerships that have been established between staff and students have been effective and fundamental in facilitating these outcomes. Students' success in their final year is an outcome of a process. Everyone who has worked with the students as part of their secondary schooling here at the College is to be thanked for their part in the process and should feel proud of the contribution they have made to the final outcomes for this group of students.

### SA CERTIFICATE OF EDUCATION (SACE STAGE 2 2017)

Total Number of Potential SACE Completers	205
Number of students achieving the SACE	205 (100%)
Number of students who completed the SACE using VET	90
Number of students receiving an Australian Tertiary Admissions Rank (ATAR)	196

Dux ATAR score	99.60
Top 5% of the State (with ATAR scores of 95 or above)	17.9%
Top 10% of the State (with ATAR scores of 90 or above)	33.2%
Top 20% of the State (with ATAR scores of 80 or above)	49.5%
Top 30% of the State (with ATAR scores of 70 or above)	65.3%
Mean (average) Australian Tertiary Rank	76.81

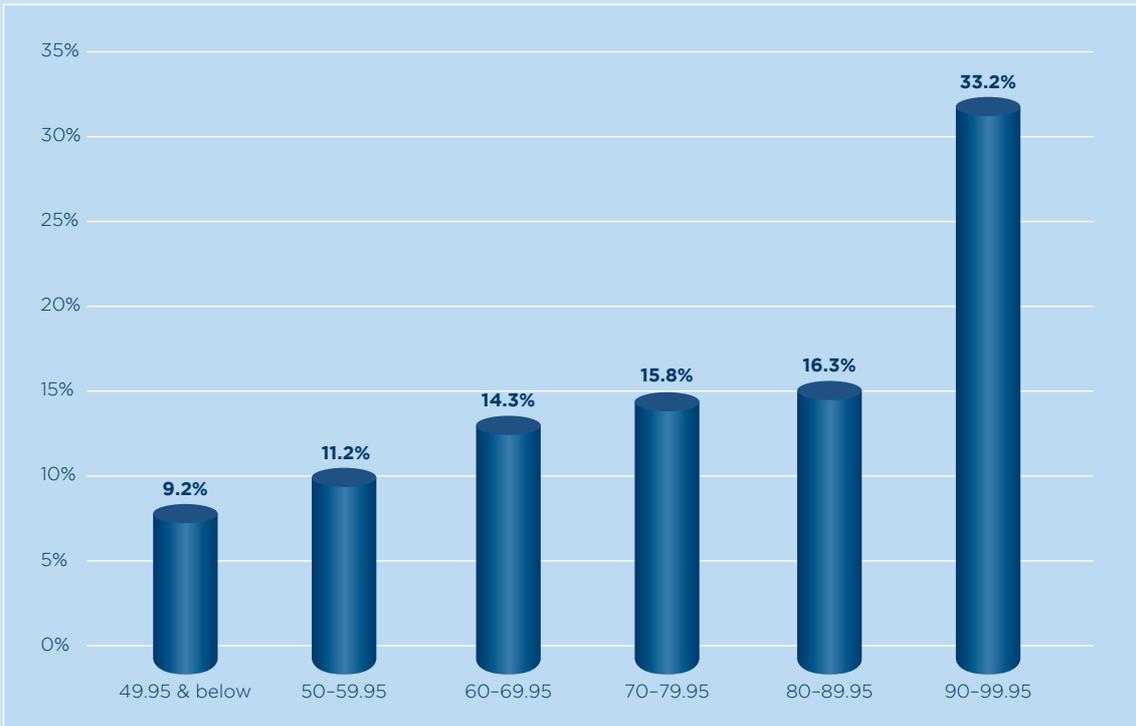
### MERIT CERTIFICATES

Number of Merit Certificates awarded	30
Number of Subjects in which Merit Certificates awarded	17

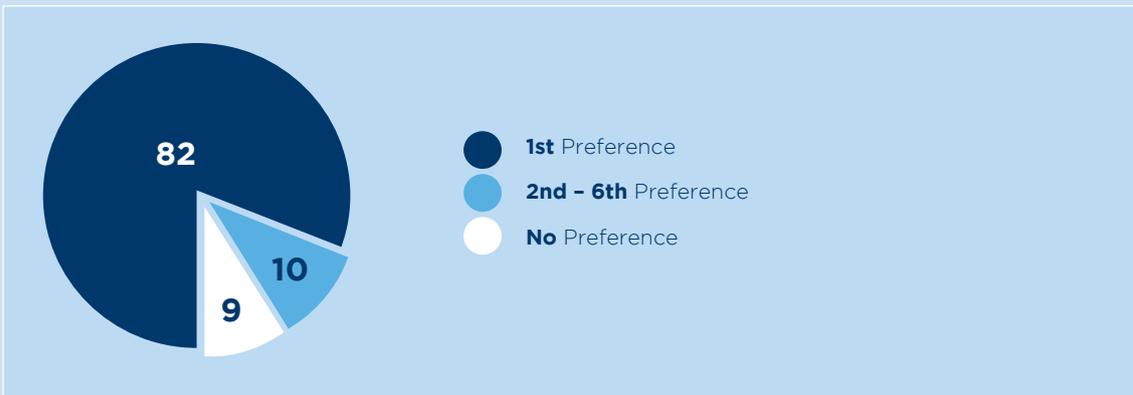
### STAGE 2 GRADES

Percentage of subject grades which were A grades	42.2%
Percentage of subject grades which were B grades	45.5%
Percentage of subject grades which were C grades	17.4%

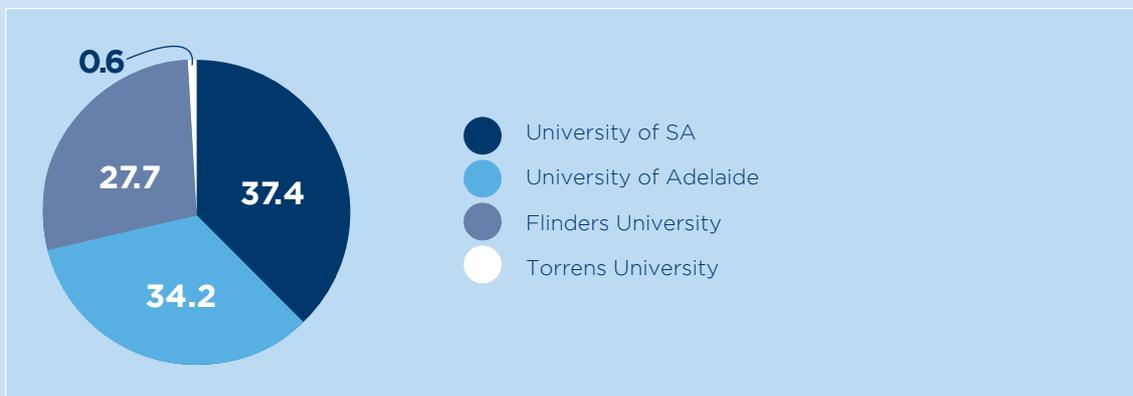
## 2017 ATAR DISTRIBUTION



## SATAC OFFERS BY PREFERENCE & UNIVERSITY 2017



## SATAC OFFERS BY UNIVERSITY



# VOCATIONAL EDUCATION & TRAINING

Immanuel College offers opportunities for students in the Senior School to undertake Vocational Education and Training (VET) as an integral part of their studies toward completion of their South Australian Certificate of Education (SACE).

VET refers to national vocational qualifications that are endorsed by industry. VET qualifications provide opportunity for students to develop specific related skills. Students with VET qualifications are well prepared to take on apprenticeships (including School Based Apprenticeships), further education and training.

## **190 Senior Secondary students undertook a total of 33 Vocational courses across 10 industry areas:**

- Engineering (Certificate I)
- Construction (Certificate I)
- Agrifood Operations (Certificate I)
- Applied Fashion Design and Technology (Certificate II)
- Automotive Servicing Technology – Year 1 (Certificate II)
- Community Services (Certificate II)
- Construction Pathways (Certificate II)
- Electrotechnology (Certificate II)
- Engineering Pathways (Certificate II)
- Horticulture (Certificate II)
- Information, Digital Media and Technology (Certificate II)
- Music Industry (Certificate II)
- Retail Cosmetics (Certificate II)
- Retail Services (Certificate II)
- Salon Assistant – Hair and Beauty Directions (Certificate II)
- Applied Fashion Design and Technology (Certificate III)
- Business (Certificate III)
- Christian Ministry and Theology (Certificate III)
- Design Fundamentals (Certificate III)
- Early Childhood Education and Care (Certificate III)
- Engineering – Fabrication Trade (Certificate III)
- Fitness (Certificate III)
- Hospitality (Certificate III)
- Information, Digital Media and Technology (Certificate III)
- Micro Business Operations (Certificate III)
- Music Industry – Sound Production (Certificate III)
- Public Safety (Aquatic Search and Rescue) (Certificate III)
- Retail (Certificate III)
- Retail Operations (Certificate III)
- Rural Operations (Certificate III)
- Sport and Recreation – Football (Certificate III)
- Advanced Diploma of Applied Fashion Design and Merchandising – Intro Only
- Diploma of Applied Fashion Design & Technology

## **50 Students gained their Certificate III**

**12 Indigenous students participated in Vocational Education and Training in the following areas:**

- Engineering (Certificate I)
- Community Services (Certificate II)
- Music (Certificate II)
- Business (Certificate III)
- Christian Ministry and Theology (Certificate III)
- Fitness (Certificate III)

**65 students with Special Learning Needs participated in Vocational Education and Training in the following areas:**

- Agrifood Operations (Cert I)
- Engineering (Certificate I)
- Construction Pathways (Certificate II)
- Electrotechnology (Certificate II)
- Engineering Pathways (Certificate II)
- Information, Digital Media and Technology (Certificate II)
- Music Industry (Certificate II)
- Retail Services (Certificate II)
- Salon Assistant – Hair and Beauty Directions (Certificate II)
- Business (Certificate III)
- Christian Ministry and Theology (Certificate III)
- Early Childhood Education and Care (Certificate III)
- Engineering – Fabrication Trade (Certificate III)
- Fitness (Certificate III)
- Hospitality (Certificate III)
- Information, Digital Media and Technology (Certificate III)
- Music Industry (Sound Production) (Certificate III)
- Retail Operations (Certificate III)
- Rural Operations (Certificate III)
- Advanced Diploma of Applied Fashion Design and Merchandising – Intro Only

**4 students participated in Vocational Education and Training under the Government TGSS Scheme in the following areas:**

- Construction Pathways (Certificate II)
- Electrotechnology (Certificate II)
- Horticulture (Certificate II)
- Rural Operations (Certificate III)

**15 Senior Secondary students were engaged in a School Based Apprenticeship or Traineeship in the following areas:**

- Retail (Certificate III)
- Retail Operations (Certificate III)
- Engineering – Fabrication Trade (Certificate III)
- Business (Certificate III)
- Sport and Recreation (Certificate III)

# BENCHMARK TESTING RESULTS

In 2017, students in Year 7 and Year 9 participated in the National Assessment Program Literacy and Numeracy (NAPLAN). This is a national benchmark testing in spelling, grammar and punctuation, writing, reading and numeracy. Students who are exempted from the NAPLAN testing are automatically counted as being below the national benchmark for their respective year level.

YEAR 7 2017	STUDENTS PRESENT	EXEMPTED STUDENTS	AT OR ABOVE BENCHMARK	% ACHIEVING BENCHMARK	SCHOOL MEAN MARK	STATE MEAN MARK
Reading	102	2	101	99%	572	544
Writing	103	2	103	100%	557	573
Spelling	103	2	102	99%	564	549
Grammar & Punctuation	103	2	103	100%	578	541
Numeracy	102	2	102	100%	579	553
YEAR 9 2017	STUDENTS PRESENT	EXEMPTED STUDENTS	AT OR ABOVE BENCHMARK	% ACHIEVING BENCHMARK	SCHOOL MEAN MARK	STATE MEAN MARK
Reading	121	0	117	96%	597	551
Writing	122	0	114	93%	592	546
Spelling	122	0	121	99%	601	581
Grammar & Punctuation	122	0	120	98%	605	574
Numeracy	121	0	121	100%	609	592



# INTERNATIONAL BACCALAUREATE MYP RESULTS 2017

Immanuel College students continue to participate in and achieve success in the IB MYP program.

## STATISTICS

Number of candidates registered for MYP Year 7-10	136
Highest points awarded to a candidate (Year 10)	54/56

## YEAR 10 SUBJECT SUMMARY

### SUBJECT

*(Maximum score is 7)*

### AVERAGE GRADE

#### Language & Literature

English 5.19

#### Language Acquisition

German 4.67

Japanese 4.69

English as a Second Language 4.62

#### Individuals & Society, Geography, History

4.93, 4.9, 4.97

#### Sciences

4.8

#### Mathematics

Methods (Extended): 4.27

General (Standard): 4.1

Essentials (Modified): 3.61

#### Arts

Photography 4.79

Music 5.74

#### Physical & Health Education

4.77

#### Design

Advanced Manufacturing Systems 4.7

Materials Design Construction 4.3

IT Essentials 5.34

#### Christianity & Life

4.79

#### Personal Project

4.9

# PARENT, STUDENT & TEACHER SATISFACTION WITH THE COLLEGE

In 2017 the College continued to engage parents and students in a broad range of activities to gauge their satisfaction.

The Principal conducted a series of meetings with new students from all year levels and with current students to give the opportunity for students to provide feedback on all areas of College life. A number of new initiatives resulted from these forums.

The College regularly collects data on community satisfaction and learning through a variety of surveys, forms and assessments. The data overwhelmingly indicates positivity about the College and the learning that occurs within it.

Parent satisfaction particularly is extremely high with parents very likely to recommend the College to their family and friends. The information collected from the various forms of research conducted was used to inform the College Council as they reviewed their Strategic directions.

In addition to formal research, the Principal consults with representative groups of parents and past students to gain focus on any issues or concerns within the community. Overwhelmingly, the families associated with the Immanuel community give very positive feedback.



# COMMUNITY & VALUE ADDING

## COLLEGE COMMUNITY

The Immanuel community continues to grow and provide a fulfilling connection for many of our Old Scholars, parents and students.

Once again in 2017 a broad range of reunions for past students were held, not only for the decade reunion groups but also for groups from the previous Immanuel College locations.

The Old Scholars committee is vibrant and active and is continuing its charter to provide engagement opportunities for the more recent past students. The Seniors Assembly attended by past students who commenced their schooling at Immanuel more than sixty years ago provides a wonderful opportunity to connect with current students.

The Parents and Friends Association continues to provide an important base for the engagement of parents in the community with new initiatives successfully implemented this year. Parents & Friends events were very successful and gave parents a casual opportunity to meet with other parents. The Information Evenings introduced in 2017, were appreciated by parents and will form a key component of the 2018 calendar.

The Parents and Friends Association has worked well to plan for the succession of key executive roles within the Association and this will ensure the continuation of the high level of engagement the group enjoys.

The parent and student interface 'immi' continues to offer increased news and communication content in a contemporary way to all parents and students. This is now established as a vital part of College communications.

## EXTRA AND CO-CURRICULAR PROGRAMS

The Extra and Co-Curricular Program at Immanuel College continues to develop and remains a strong feature of the education provided at Immanuel College. The offerings ensure that students are given the opportunity to develop a breadth of abilities, talents and skills, encouraging excellence in areas including sport, music and intellectual pursuits.

Immanuel College offers an extensive sporting program with all students participating in at least one activity and most participating in two or more. The program is run over two seasons; Summer (Terms 1 & 4) and Winter (Terms 2 & 3). Immanuel has over 160 sporting teams competing at levels varying from the elite (Open/Senior A) to the novice. Boys Sport is administered through SAAS (Sporting Association of Adelaide Schools) and Girls through IGSSA (Independent Girls School Sports Association). As well, Immanuel enters Knockout SAPSASA and SSSSA competitions after considering the strengths of its teams. Students are only considered for Immanuel College representative teams in the sports they participate in weekly for the school.

Immanuel prides itself on its sporting structures. Excellent facilities, extensive resources and high quality coaches enable all students to improve skills and sporting knowledge whatever the level of the competition. We are fortunate that some of our elite coaches are parents wanting to give time to the sporting program.

Brett Chalmers and Domenic Fotia had distinguished playing careers within the SANFL and AFL and led our football program. Tracy York has a distinguished elite coaching background within Basketball circles (current Adelaide 36ers assistant coach) and leads our Open girls' program. Sarah Vidmar is a name entrenched within Netball circles. Sarah leads our Open girls' program. Indeed, many other parents contribute to the sporting program and this makes Immanuel's sporting program unique.

Adding external coaches with vast experience and expertise in their fields is another

factor that aims at making our programs as strong as possible. In 2017, Rob Linton was an asset for our Senior boys basketball teams, Peter Gladigau, David Kelly and Dean Sayers were invaluable resources for our cricketers, Bianca Reddy ran a netball academy for some of our promising junior netballers and Neil Young and Kevin McCormack were our soccer gurus. All other sports had key people in charge of the programs.

**We've had many special moments and achievements in 2017 and these are highlighted by**

- Winning IGSSA shields for A grade Netball, B grade Hockey, A grade Badminton, A grade Basketball and 1st XVIII Football. Our girls 1st XVIII team also won the SSSSA Southern zone carnival and went through their season undefeated.
- Open A squash team that was undefeated premiers within its competition
- SSSSA State titles for Open A Netball, Open Girls Cross Country, Open Boys Table Tennis, A grade combined schools Swimming and Girls Open Surfing
- State champions for our Senior Girls and Senior Boys Knockout Athletics.

Many individuals have also excelled and we should acknowledge those students who also make incredible sacrifices in individual pursuits.

The music program provided extensive opportunities for extra and co-curricular experiences. The performance calendar caters for 12 different Ensembles. These include Concert Bands, String Orchestras, Jazz Ensembles and Choirs. Extensive opportunities for performance ensure students are able to excel. Highlights of the 2017 music year include: the 7-day tri-school music tour to Singapore in March which contained many wonderful cultural, musical and social opportunities, allowing 40 students from Years 8-12 to connect and become a cohesive musical cohort. Having a goal to provide Immanuel students with a variety of memorable musical experiences, in 2017 our students once again enjoyed the wonderful opportunity of performing in the contemporary state of the art venue, the Adelaide Entertainment Centre Theatre, working alongside guest artist Ross Irwin, for the Campus Showcase titled, 'Simply the Best of Aus'.

While academically the Year 12s flourished with 36 Music students achieving results in the A Grade band, including 3 Merits. Jordan Paterson was selected for the International Honours Performance Series. This program brings together the world's rising young musicians to perform under the baton of master conductors at two of the world's most celebrated concert halls: Carnegie Hall in New York. Jordan also took out 1st prize in the Young Artists Competition at the Australian Flute Festival. At the 2017 National Australian Society for Music Education (ASME) Conference held in Melbourne, gifted musician and Immanuel music teacher Janice Purdie won the ASME Music Education for Life Award, representing the SA Chapter.

The success of the program was also evident through various achievements in recognised national competitions including Vocal Jazz Blue's first place performances at both the Australian A Cappella Awards and Generations in Jazz in Division 1. Jordan Paterson was also selected for the Division 2 Superband, identified as the best musician on his instrument, and Jazmine Vanua received the Ron Denning Award as the most promising vocalist in Division 2. Vocal Ensemble member, Sky Chuang was also awarded Best Vocal Percussionist. At the ABODA Bands Festival the Senior Concert Band outclassed the competition by winning back to back first place in the highest division as they competed against the elite wind ensembles in South Australia. While the Senior Rock Band wrote yet another chapter in our rich history, being declared winners of the 2017 Battle of the Bands Competition

In the classroom, practice rooms, and on the stage, these young musicians are presented with unique opportunities to carve out their contribution to the community that is Immanuel Music.

The College's Enrichment and Extension Programme provides students with further opportunities to challenge and extend themselves across a wide range of domains. 2017 has seen the further development of our IMAGINE@Immanuel Programme which is designed to allow students in both the Middle and Senior School engage in Big Picture thinking opportunities related to curriculum topics and personal areas of interest and strength. Activities support students to develop their critical, creative and emotional thinking by engaging in subject based extension opportunities, targeted withdrawal sessions and other specialist activities. The number of students participating in all activities increased again in 2017 and many students also continued their strong participation in the IMAGINE@Immanuel Programme via participation in a range of activities. The reach of the programme was also increased this year as we further developed our internal offerings. This included students across the Middle School having the opportunity to participate in a range of Mini Course and Workshop opportunities facilitated by Student Diversity and Learning Area teachers. These sessions provided full or part day experiences designed to challenge students to explore a range of STEM, Social Science and Linguistic topics including: Robotics, Creative Writing, Video Game Design, Rocket Design, Philosophy and Diplomacy.

In 2017, following on from previous years, students across all year levels were again able to be involved in a series of challenges, competitions, excursions, study tours and investigations. These events included the OZCLO Linguistics Challenge, Da Vinci Decathlon, Future Problem Solving Programme, RoboCup Challenge, Science and Engineering Challenge, Brain Bee Challenge, Tournament of Minds Challenge, MindChange Programme, Immanuel College Japanese Study Tour, Bethany Home Pilgrimage to Malaysia and a range of other activities hosted by local Universities and other institutions. As a community we again experienced a number of highlights across Competition and Challenge events with students achieving recognition at both a State and National Level. This included ongoing success at the State Final Level in the OZCLO Linguistics Challenge, Brain Bee Competition, RoboCup Challenge and the Science and Engineering Challenge.

2017 also saw the second year of the current MindChange Exchange programme with St Peter's Lutheran College, Brisbane. For this cycle of the programme, 20 Immanuel College students were hosted by their Queensland buddies for a week in October. Our exchange to Brisbane included a 4 day environmentally themed adventure camp to Fraser Island, followed by 4 days of locally based activities whilst the students were billeted with their St Peter's Lutheran College buddies and families. These local activities included a University Immersion Day at The University of Queensland, an Environmental Education Programme at SeaWorld, a Team Challenge Day centred around Brisbane CBD and a School Visit programme at St Peter's College. As in previous years this well established exchange programme provided students with a diverse range of inspirational and authentic learning opportunities and was a fitting way to round off the College's Enrichment and Extension Programme for the year.

# SERVICE LEARNING

Immanuel College's Service-Learning program aims to:

- **Expose** students to the nature and complexity of needs in our communities and our world
- **Encourage** students to recognise the innate value of people and our world, placing emphasis on connecting through relationship
- **Empower** students to take a stand and seek justice for people and planet through love.

Inequality is injustice. It is in recognising the inequality of our wider society that we use 'Service Learning' as a vehicle to not just act but reflect and respond to these injustices. So in 2017 students have been exposed, encouraged and empowered to know that injustice has many forms but it has only one meaning: that the people who bear the brunt of it are worth less, in the eyes of the society, than the people who benefit from it. There is no getting around it. We can kid ourselves that inequality signifies the luck of the draw or, worse, the fiction that those who work the hardest reap the greatest benefits in our society. The reality, however, is that inequality happens at the unique intersection of personal story and structural history.

Our Service Learning program tries to correct the tide of history whether by class groups, House groups or by individuals who can see an injustice and choose to do something about it.

In 2017, Immanuel College served 74 different service agencies. The types of agencies supported by the community were, child care, aged care, community care, special care, environmental care. This exposure of our college to these agencies highlights for us the types of injustices that need to be helped/supported. Thousands of dollars were raised for some of these agencies, which is a positive response to the needs of others, but we need to understand that it is not the only response. The service given to this breadth of needs was not just financial – but based on partnerships that asked communities what their needs were.

In 2017, our Service Learning program now has structured formation, awareness and reflection built into five different year levels in units of work that have measured learning outcomes. These programs have over 690 students formally learning about inequality issues that are injustice and responding with service. Outside the classroom, students contribute 100's of hours to their own cause at a local and regional level, for example at surf lifesaving clubs, sporting clubs and the like.

Internationally in 2017, five students and a staff member joined with other Lutheran Education school students and staff to build a shelter in the Habitat for Humanity project. Ten students and three staff members again served Bethany Home Special School in Malaysia. They served this community for 18 days in a celebration of acceptance and empowerment. They also raised over \$12,000 for the Bethany community.

A new program with the Year 9 students was begun in 2017. As an extension to the Journey program they did, which highlighted the inequalities and injustices in our own city. These CHRISTIAN SERVICE IN ACTION days, students had the chance to hear about the work of groups such as St Vincent de Paul, City Salvos, Uniting Communities and the Hutt Street Centre. It was a highlight of Anit-Poverty week. Poverty and severe hardship affect more than a million Australians. This CSI day has helped us to be more aware of what is being done, what needs to be done and what we can do to help in action and in voice.

The magnificent members of Immanuel College again have provided assistance to those who have been pushed to the margins of society. What people long for, more than charity is justice and it is justice that we will not cease to clamour for. Our Service Learning program is helping to build a society where we never withdraw from life.

*Paul De Tullio, Director of Service Learning*

# FINANCE

Immanuel College is accountable to the Immanuel College Council and through the Council to the Lutheran Church of Australia (SA & NT District).

The abridged financial statements for Immanuel College are presented below. The College accounts are audited each year.

## IMMANUEL COLLEGE ABRIDGED FINANCIAL STATEMENTS FOR 2017

### Income & Expenditure for the year ended 31 December 2017

Income	<u>2016</u>	<u>2017</u>
	\$	\$
Tuition fees and other student income	17,716,439	<b>19,001,523</b>
Commonwealth Government Grants - Recurrent	5,685,887	<b>6,245,970</b>
State Government Grants	1,814,968	<b>1,983,922</b>
Capital Income	163,000	<b>21,000</b>
Other Income	986,540	<b>754,671</b>
Total Income	<u>26,366,834</u>	<b><u>28,006,086</u></b>
<b>Expenses</b>		
Staff costs	16,554,859	<b>17,007,631</b>
Tuition materials, camp and extra-curricular costs	1,377,225	<b>1,500,919</b>
Property expenses	1,985,879	<b>2,474,007</b>
Administrative expenses	3,047,585	<b>3,114,249</b>
Finance expenses	592,811	<b>520,871</b>
Depreciation	1,530,505	<b>1,357,090</b>
Total Expenses	<u>25,088,864</u>	<b><u>25,974,787</u></b>
Surplus from recurrent income and expenses	<u>1,277,970</u>	<b><u>2,031,319</u></b>

The surplus was used for capital expenditure and the repayment of loans.

## Balance Sheet as at 31 December 2017

	<u>2016</u>	<u>2017</u>
	\$	\$
<b>CURRENT ASSETS</b>		
Cash and Cash Equivalents	7,707,484	<b>8,533,849</b>
Trade and Other Receivables	1,439,523	<b>1,206,267</b>
Inventories	323,138	<b>287,523</b>
Other Current Assets	<u>132,573</u>	<u><b>216,264</b></u>
<b>TOTAL CURRENT ASSETS</b>	<u>9,602,718</u>	<u><b>10,243,903</b></u>
<b>NON-CURRENT ASSETS</b>		
Land, Property, plant and equipment	86,789,501	<b>87,569,980</b>
Other Financial Assets	<u>2,004,782</u>	<u><b>1,852,983</b></u>
<b>TOTAL NON-CURRENT ASSETS</b>	<u>88,794,283</u>	<u><b>89,422,963</b></u>
<b>TOTAL ASSETS</b>	<u>98,397,001</u>	<u><b>99,666,866</b></u>
<b>CURRENT LIABILITIES</b>		
Trade and Other Payables	10,300,257	<b>10,820,629</b>
Financial Liabilities	1,338,796	<b>1,409,530</b>
Provisions	<u>2,957,902</u>	<u><b>3,260,005</b></u>
<b>TOTAL CURRENT LIABILITIES</b>	<u>14,596,455</u>	<u><b>15,490,164</b></u>
<b>NON-CURRENT LIABILITIES</b>		
Financial Liabilities	10,596,162	<b>9,110,755</b>
Provisions	<u>173,316</u>	<u><b>156,359</b></u>
<b>TOTAL NON-CURRENT LIABILITIES</b>	<u>10,769,478</u>	<u><b>9,267,114</b></u>
<b>TOTAL LIABILITIES</b>	<u>25,366,433</u>	<u><b>24,757,278</b></u>
<b>NET ASSETS</b>	<u>73,030,568</u>	<u><b>74,909,588</b></u>
<b>ACCUMULATED FUNDS</b>		
Trust/Special Purpose Funds	1,711,982	<b>1,559,683</b>
Reserves	14,271,292	<b>14,271,292</b>
Accumulated Surplus	57,047,294	<b>59,078,613</b>
<b>TOTAL ACCUMULATED FUNDS</b>	<u>73,030,568</u>	<u><b>74,909,588</b></u>



# Immanuel College

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