



Emmaus
Christian College

School Performance Report 2019

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A Reflection of 2019

2019 has been an event-filled year full of God's abundant blessings at Emmaus Christian College representing the joy that comes from following Christ and His plan in our lives. Some say that joy is simply the result of a conscious choice we each need to personally make (we just need to choose to be joyous!), while others say that joy is just the result of the particular circumstances in which we find ourselves. Having recently read John Piper's book *"When I don't desire God: How to fight for joy"*, I was struck that joy is not so much something we need to choose or just a matter of luck, but something we can take active steps in our faith journey to 'fight for' each and every day.

You make known to me the path of life; in your presence there is fullness of joy; at your right hand are pleasures forevermore.

Psalm 16:11

In his book, John challenges and guides us with 15 pointers in the pursuit of authentic joy in our lives; a joy that lasts and only comes from God.

1. Realise that authentic joy in God is a gift.
2. Realise that joy must be fought for relentlessly.
3. Resolve to attack all known sin in your life, by the power of the Holy Spirit.
4. Learn the secret of gutsy guilt — how to fight like a justified sinner.
5. Realise that the battle is primarily a fight to see — to see God for who He is.
6. Meditate on the Word of God day and night.
7. Pray earnestly and continually for open heart-eyes and an inclination for God.
8. Learn to preach to yourself rather than listen to yourself.
9. Spend time with God-saturated people who help you to see God and fight the fight.
10. Be patient in the night of God's seeming absence.
11. Get the rest, exercise, and proper diet that your body was designed by God to have.
12. Make a proper use of God's revelation in nature — take a walk in the woods.
13. Read great books about God and biographies of great saints.
14. Do the hard and loving thing for the sake of others (your verbal witness and deeds of mercy).
15. Get a global vision for the cause of Christ, and pour yourself out for the unreached.

Consistent with John's above 15 points, 2019 has been a joy-filled year at Emmaus due to the College's continuing focus on God and Godly pursuits. A number of key Godly pursuits marking the 'joys' of 2019 are elaborated on below.

40th Year Celebrations

Established in 1979 as Bethesda Christian College, 2019 has seen the College reflect on 40 years of Christian School ministry, being one of the oldest distinctly Christian Schools in South Australia. Emmaus has grown from a school of 29 students in 1979 to a forecasted 830+ in 2020 with continuing growth now possible through the newly-opening campus in Brooklyn Park. This year has seen:

- 40th birthday celebrations for the College
- The release of the College 40-year College history book
- The opening of the new campus at Brooklyn Park

The back of the Emmaus history book reads....



The challenge for the Emmaus community is to remain faithful in the season ahead.

On Sunday 24th November 2019, the above three events were collectively celebrated at a College-wide “Celebration Day” at the new Brooklyn Park campus. This was a day of giving thanks to all those who have faithfully served in the history of our College, and to seek God’s continuing blessing and guidance as we look forward. The new Brooklyn Park campus will commence in 2020 with a forecast of approximately 50 families from ELC (3 and 4-year-olds) to F-2 (Junior Primary).

The below photos represent the pioneer Brooklyn Park F-2 and ELC students and parents at the 2019 transition days.



Service and Partnership – Local, National and International

Service, friendship and sharing the good news of the Gospel is central to all we do at Emmaus. 2019 saw multiple milestones reached in all three areas.

National Celebrations

On Saturday 26th October 2019, it was a blessing to celebrate 25 years of friendship and partnership with our friends at Ernabella, an indigenous community in the APY Lands. Hundreds of current and past participants attended the celebrations, which included a performance by the Iwirri Choir. It was an opportunity to reveal a commemorative plaque surrounded by an especially designed mosaic embedded on a rock from Ernabella.



The Ernabella Mission was established in 1937 and within three years, work had begun to translate the Lord's Prayer into Pitjantjatjara by local people with the assistance of the first school teacher Ron Trudinger. It then took six years to translate Mark's Gospel, which was published in 1949. Since then, many Pitjantjatjara men and women have been involved in translating the New Testament and a few parts of the Old Testament.

In 2002, the complete New Testament as well as Genesis, some parts of Exodus, Jonah and a handful of Psalms were published in the Pitjantjatjara Shorter Bible Tjukurpa Palya (meaning Good News).

After about ten years, in 2011, the next generation of translators – led by Makinti Minutjukur and Katrina Tjitayi – decided they wanted to work on the rest of the Old Testament. At that time, Dave and Lil Barnett were working at Ernabella School. They were invited by the local people to help coordinate this project. Since 2013 they have been working with Pitjantjatjara translators in Adelaide and Ernabella on various parts of the Old Testament.

In 2020, Dave and Lil are relocating to Adelaide where their oldest child Henry will commence school at Emmaus' newly-opening Brooklyn Park campus – one of the pioneering families in this new community too!

Local Celebrations

Locally, 2019 has seen the relationship between Emmaus and Forbes Primary School students (a local government school) deepen also. Emmaus students and staff visited regularly, engaging in a wide range of activities including craft, sport, cooking, and reading. Although this was a blessing for the Forbes students and staff, such acts of service also bless those who serve.



International Celebrations

On Friday 17th May 2019, it was a blessing to welcome a large group of students and staff from Manado Independent School (MIS), Indonesia to Emmaus, where a fun and action-packed day took place. To further deepen Emmaus' relationship with MIS, it was a blessing for me to personally visit MIS during June to speak at their three sub-school graduation services.



2019 School Information

The pages that follow cover the school information that the College is required to provide on its website as a condition for receiving Australian Government Funding.

Contextual Information

Emmaus Christian College, a co-educational F-12 school, was established in 1979 to provide a distinctly Christian Foundation to Year 12 education. The College is situated in South Plympton, approximately 8 km from the CBD of Adelaide. A second campus providing Early Learning Centre to Year 6 education will be opening at Brooklyn Park in 2020.

The school seeks to serve the broader Christian community by providing an education in accord with Biblical truths and principles, academically sound and effective in helping our students to develop their God-given skills and abilities to their best, while contributing significantly to spiritual, emotional, social and character development. Our goal is that our students will become mature Christian adults who in turn, have a Christian influence on our community and beyond, to the glory of God.

Affiliations and Governance

The school is affiliated with Christian Schools Australia, the Association of Independent Schools (SA) and the South Australian Christian Schools Association.

The College is a truly Independent School with Governance provided by a Board of Governors who meet regularly and provide oversight of the College.

Enrolments

Enrolments at the 2019 mid-year census totalled 737 including 1 international FFPOS students (1 Senior School) and 1 student with application for special circumstances.

Student Body

The school is divided into three sub-schools:

- | | |
|--|--------------|
| • Junior School (Foundation to Year 6) | 294 students |
| • Middle School (Years 7-9) | 222 students |
| • Senior School (Years 10-12) | 221 students |

Students from non-English speaking background 101 (13.69%)

Students of Aboriginal or Torrens Strait Islander origin 2 (0.27%)

130 students (60 Junior, 70 Secondary) have learning adjusted through additional support from College staff and LAP volunteers and quality differentiation.

Our Program

What do we seek to make real for our students as they move through school?

- We want students to know that they are loved by God, uniquely individual and deliberately created and that God's love towards each of us was demonstrated in Jesus. From an understanding of this, we want our students to know their worth, and become mature Christian adults.

- We see the pursuit of excellence as important. We want students to recognise and develop the unique set of abilities God has given them so that as mature Christian adults they can have a positive, Godly influence on their world. Staff contribute to this by providing an engaging and relevant curriculum and co-curricular activities that are sufficiently broad to cater for the individual interests, gifts, talents, needs and learning styles of students.
- The Word of God is central to what we do. As a College community we seek to constantly grow in our understanding of God and His call on our lives both individually and corporately. Our staff provide opportunities for students to understand the connection of the Bible to all spheres of life e.g. academic, social, interpersonal, as well as spiritual.
- We seek to have a nurturing environment where respect for both ourselves and others is to be a characteristic. We seek to:
 - foster an environment where there is a genuine respect for each individual; where each individual is recognized for their intrinsic worth – made in the image of God.
 - encourage each other so that ultimately each individual develops their gifts so that they are used for the benefit of others and to the honour and glory of God.
- We are committed to help our students be responsive to the needs of the future world they will live in and the opportunities that will be available for Christians to have an impact for the glory of God.

We call these our five “purpose” statements.

Providing a balanced curriculum that addresses academic and spiritual needs, as well as physical and mental/emotional well-being in a way that is in harmony with Biblical truths, is paramount.

We have a very rich and varied program of activities while at the same time keeping activities affordable for the families we serve. Some of the activities which enriched the learning of students in 2019 included:

- Christian Focus: Regular devotions; worship as part of assemblies; daily prayer for and with the students; activities focused on supporting others; Worship Bands; Choirs; Parent prayer groups, Student prayer groups; Bible curriculum across all year levels.
- Programs: Regular assessment of student progress; Early Intervention; Reading Recovery; Gifted and Talented Extension; Learning Assistance Program (LAP); Young Leaders Programs; extensive Career Education support for students in groups and individually; Vocational Education & Training (VET) programs providing students with experience in career areas.
- Pastoral Care: Orientation days (Foundation, Year 8); Wellbeing programs; Christianity, Careers and Personal Planning (CCAPP) program; Chaplain and Student Wellbeing Coordinators; Celebration Day, Middle School Wellbeing Day.
- Co-curricular: Regular class excursions into the community; Junior Primary Garden, Class and Year level camps from Years 2-12 (including Wirraway Homestead, The Rite Journey, Arts Trip and Pitjantjatjara Lands (Ernabella Trip); Athletics and Swimming Carnivals; Sports Carnivals (e.g. Basketball, Cross Country, Football, Handball, Netball); Junior Choirs, Senior Vocal Ensemble; Junior & Middle/Senior School Productions (alternate years); Junior Primary Twilight Sports Carnival, a series of Instrumental Music Nights, Dance Showcase, annual Music Showcase, ‘Count Us In’ (National Music Event); Generations in Jazz, School Aerobics State Competitions, Australian Business Week (Year 10); Book Week, Science Week.
- Lunchtime and After School Activities: After-school Sporting Program; Boys & Girls Groups (Junior/Middle/Senior); Chess; Dance (Middle/Senior); Music Ensembles (Middle & Senior

School Worship Ensembles & Vocal Ensemble); Peer Mediation; Peer Mentoring; Peer Tutoring, Robotics, Social Justice Group.

- Student Leadership Opportunities: Student Representative Councils (Junior School, Middle School); House Leaders (Junior, Middle and Senior School); Junior Peer Mediation (Year 6); Connections Groups (Peer Mentoring); Monitor responsibilities.
- Parent Support: Chaplain and Student Wellbeing Coordinators; Parent Information Nights; active Parents Connect Group, Coffee and Prayer groups.
- Other: Grandparents' Day; Parents' Day, Graduation events at Years 6, 9 and 12, Parent, Information Nights, Year 12 Celebration, (Students, Parents, Teachers); Year 12 Formal; Parent involvement in College Governance.

Teacher Standards and Qualifications

Professional Engagement

The quality of what happens at the College is directly related to the commitment of our staff team – both teachers and support staff. Our students benefit from the energetic, skilled, professional and dedicated staff of the College.

Teacher Qualifications

The College is fortunate to have a well-qualified staff, many have two or more qualifications. In 2019, teaching staff held the following combinations of qualifications:

Diploma of Teaching	5
Degree	36
Degree and Diploma	5
Degree and Post-Graduate Qualification	7
Degree and Masters	6

Workforce Composition (Full-time equivalent)

Primary Teachers	17.1 (FTE)
Secondary Teachers	32.3 (FTE)
Total	49.4 (FTE)

School Support Staff	22.1 (FTE)
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In addition, the school employs Cleaning Staff, Bus Drivers and Music Tutors. A number of staff members are part-time employees. There are no Indigenous employees.

Student Attendance

Student Attendance (%)

The percentage figure for the average student attendance rate shows the proportion of days that each student, on average, attended school over the whole year.

Attendance at each Year level

Year Level	Attendance %
<i>Foundation</i>	95%
<i>Year 1</i>	95%
<i>Year 2</i>	95%
<i>Year 3</i>	95%
<i>Year 4</i>	96%
<i>Year 5</i>	96%
<i>Year 6</i>	96%
<i>Year 7</i>	96%
<i>Year 8</i>	95%
<i>Year 9</i>	94%
<i>Year 10</i>	94%
<i>Year 11</i>	94%
<i>Year 12</i>	95%

In 2019, the average student attendance was 95%.

Non-attendance Management

The College provides a dedicated Student Absentee notification phone line which allows parents to contact the school at any time to notify of student absences.

Whilst a medical certificate is not compulsory, it is recommended that parents obtain a medical certificate for students (F-12) who attend a medical appointment, if they will be absent for more than 2 days. Student Services will contact parents when an absence is unexplained.

When a high level of absenteeism is evident, the school will work with families to address the issue. Support may include:

- Support at parent separation on arrival at school
- Support from the College Student Wellbeing Coordinator
- Liaison with external support workers
- Negotiation of alternative education programs and pathways

Good communication between parent/caregiver and Student Services when attendance is an issue, ensures the best outcome for students. A report will be made to DECD Attendance Officers where there is excessive unexplained absenteeism.

Senior Secondary Outcomes

Emmaus Christian College seeks to provide a range of study pathways for our students including university entrance, apprenticeships and employment. In 2019, we had an excellent result of 100% of students successfully completing their SACE, which is a wonderful achievement. Further to this, 100% of all Stage 2 subjects were awarded a C- grade or higher – this is a remarkable statistic and one that reflects the hard work of not only senior teachers but all the teachers and staff who have contributed to the growth of these students. Possibly parents may have had a little to add as well!

A majority of students chose courses that could potentially lead to University study. These students qualified to achieve an Australian Tertiary Admission Rank (ATAR). The highest unadjusted ATARs for 2019 were 98.4 achieved by Jack Cheesman and 98.25 achieved by Megan Monaghan. 17 A+ grades, including 5 Merits, were awarded to the College across a range of subjects. Merits included one Year 11 student for the Research Project, two Year 12 students in English, one in Visual Art Design and one for General Mathematics. Also, 23% of students achieved ATARs above 90 and 11.5% (6 students) achieved an ATAR above 95. Over 54% of Emmaus Year 12 students achieved an ATAR above 80, which meant that half of Emmaus students were in the top 20% of the State. 39.5% of Year 12 subject grades were A's as opposed to a State average of 27.6%. Almost 10% of students across Senior School incorporated Vocational Education and Training (VET) programs in their SACE (South Australian Certificate of Education).

12 SACE Results

Our students achieved very pleasing results with a total of 60 students undertaking full-time or part-time studies to complete Year 12 in 2019.

- 100% of Year 12 students successfully completed their SACE
- 10 students achieved A's in all their subjects
- 5 Merits were awarded, 1 for Research Project which was studied at Year 11.

Emmaus Christian College seeks to provide a range of study pathways for our students including university entrance apprenticeships and employment.

These achievements of our 2019 Year 12 students are a credit to the students and testimony to the support provided by our teachers.

Vocational Education & Training (VET)

In all, 23 Senior School students undertook VET courses (Cert 1, 2 and 3) in 2019 including 3 school-based traineeships. The courses covered a diverse range of vocations including Child Care, Christian Ministry Studies (Vetamorphus), Carpentry/Construction, Electro technology, Hairdressing, Hospitality, Animal Studies, Automotive, Defence and Horticulture.

Electro technology was on-campus in the College Trade Training Centre. Other programs were off-campus.

Year 12 Students:

- 3 students gained full time employment (electrical and automotive apprenticeship)
- 4 students gained entry into other tertiary education
- 1 student gained part time casual employment
- 1 student left Emmaus

Note: A total of 3 students gained either full time or casual employment with employers from their work experience placements.

Year 11 Students (including Vetamorphous):

- 3 students will continue with VET into 2020
- 1 student gained a full time horticulture apprenticeship
- 2 students left Emmaus
- 1 student studied straight Year 12 subjects

Post-school Destinations

Students have a wide choice of Senior School study options. A significant number follow pathways that lead to University and TAFE study. Others seek to gain apprenticeships or direct entry to the workforce.

In 2019, 98% (60 out of 61 students) received University placements on application, 45 (74%) their first preferences. They were to diverse fields such as:

- Architectural Studies
- Arts
- Business
- Business (Event Management)
- Computer Science
- Construction Management
- Education (Early Childhood pathway)
- Education/Arts combined degree
- (Middle/Senior School pathway)
- Education
- Engineering
- Exercise Physiology
- Exercise Science
- Geospatial Science
- Health Science
- Human Movement
- Information Technology
- Law and Legal Practice
- Medical Science
- Music
- Nursing (general and Midwifery streams)
- Pharmacy
- Health Science / M. Physiotherapy
- Psychological Science
- Science (Hons enhanced)
- Social Work
- Vet Bioscience
- Youth Work

Student Outcomes in Standardised National Literacy and Numeracy Testing

Proportions of Years 3, 5, 7 & 9 meeting National Reading, Writing, Spelling, Grammar and Punctuation, and Numeracy Benchmarks (Benchmark results) in 2019.

Year Level	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
Year 3	100%	100%	98%	100%	98%
Year 5	100%	100%	100%	100%	100%
Year 7	98%	98%	100%	100%	100%
Year 9	99%	97%	97%	99%	100%

**Please note: Students absent for the NAPLAN assessment or withdrawn by their parents are not included in the class percentages.*

Parent, Student and Teacher Satisfaction with the School

Emmaus Christian College maintains a strong reputation throughout the community as a school that provides an outstanding quality education in a caring and safe Christian environment. In 2019, the College's NAPLAN results were on average 8% above State averages across Year 3, 5, 7 and 9 students. Similarly, 54% of 2019 Year 12 students ATAR's were in the top 20% of the State. High student performance is a key indicator for student satisfaction with the College, which similarly results in high levels of parent satisfaction.

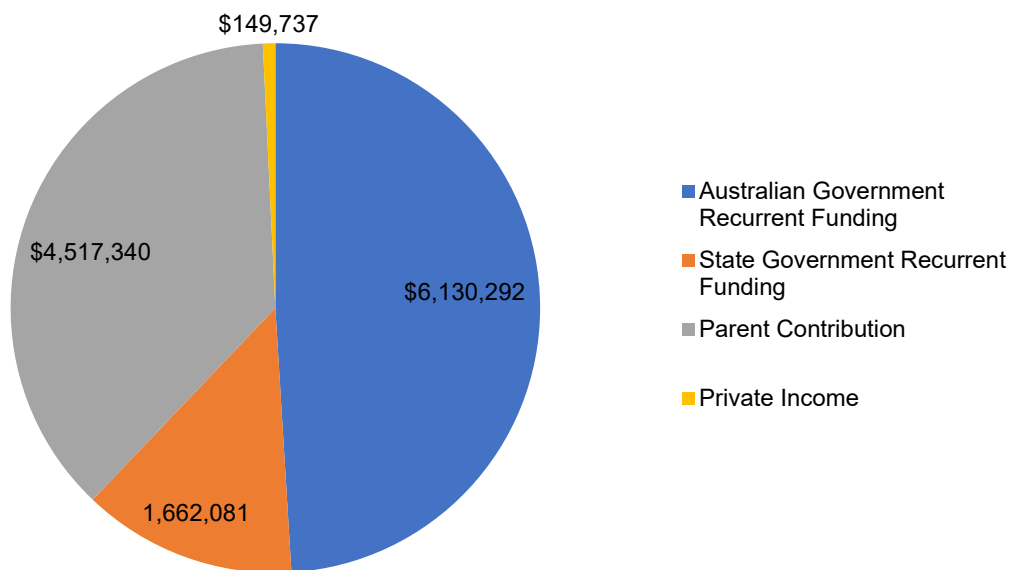
The College regularly receives parent letters, emails, and anecdotes expressing their appreciation towards the College and commenting positively on various aspects of the College including:

- Quality of teachers and teaching
- Well-structured learning environment
- The strong Christian community values
- Seamless student transitions throughout the College (F-12)
- Authentic and caring pastoral care
- Continually improving College facilities
- Support of differing student needs
- The College Outdoor Education and camps program
- Our support of families with limited financial capacity

Similarly, Emmaus' staff community is extremely stable and long-serving, presenting a high degree of staff satisfaction and demonstrates the College as an employer of choice. There is a large proportion of staff with over 20 years of continuous service, extending to an increasing number representing over 30 years of service.

The collective experience and wisdom of our staff is our most important College asset and is responsible for the outstanding success of our students and associated parent satisfaction.

Sources of Funding



Australian Government Recurrent Funding **\$6,130,292**

*Income from funding provided by the Australian Government for recurrent purposes**

State Government Recurrent Funding **\$1,662,081**

*Income from funding provided by the South Australian State Government for recurrent purposes**

Parent Contributions **\$4,517,340**

Income received from parents for the delivery of education services to students

Private Income **\$149,737**

Includes Building Fund donations; any profits or losses from trading activities (eg Uniform Shop, Canteen, Bus service); Interest income, (excluding State Capital Grant)

**(Recurrent purposes are the ongoing costs of operating a school including staff salaries and school operating costs.)*