

SCHOOL PERFORMANCE REPORT FOR 2017

In Mark 12:41-44, we read the account of Jesus' interaction with the widow and her two small copper coins. With Passover approaching, the Temple was packed with worshipers from all over Israel. The previous Sunday, Jesus had created a sensation as he rode down the Mount of Olives and into Jerusalem, mounted on a donkey. A large crowd had gathered, carpeting the road with palm branches and shouting: "Hosanna to the Son of David! Blessed is he who comes in the name of the Lord! Hosanna in the highest." Some of the Pharisees who were scandalized that Jesus was being hailed as Messiah, demanded, "Teacher, rebuke your disciples!" "I tell you," he replied, "if they keep quiet, the stones will cry out."

Days later, after warning his disciples to watch out for the teachers of the law who preyed on widows for their money, Jesus sat opposite the Temple Treasury, in the Court of the Women. The place was crowded with people dropping their offerings in one of the thirteen trumpet-shaped receptacles that hung on the walls. Jesus watched as a widow deposited two small copper coins, less than a day's wages. Quickly, he called to his disciples, "I tell you the truth, this poor widow has put more into the treasury than all the others. They all gave out of their wealth; but she, out of her poverty, put in everything—all she had to live on."

No one else would have noticed the woman. Jesus, with eyes that penetrated both her circumstances and her heart, recognized the astonishing nature of her gift. Her gesture was a sign of complete abandonment to God. Without faith, she wouldn't have offered her last penny, believing God would care for her better than she could care for herself. There is yet another, more subtle aspect to her story. How easy it would have been for her to conclude that her gift was simply too meagre to offer. What need had God for two copper coins anyway? Surely they meant more to her than they would to Him. Somehow, she must have had the grace to believe in the value of her small offering.

Maybe God, in a manner of speaking, did need what she had to offer. Perhaps her gesture consoled Jesus a short time before his sacrifice and death. She had given everything she had to live on; soon, he would give his life for her and all humankind.

The story of the widow and her two copper coins reminds us that God's kingdom works on entirely different principles than the kingdom of this world. In the same way our work and ministry at Emmaus similarly works on different principles than those of this world, which can be seen in many aspects of Emmaus' strategic plan. Our emphasis on faithfulness, service, and faith development as College priorities demonstrates our aspiration towards heavenly kingdom focused priorities. 2017 has been the first year of Emmaus' new 2017 – 2021 five-year strategic plan. Below is a summary of the five key areas of strategic focus for Emmaus Christian College commencing this year.

1. Faith

Biblical foundation:

- *Exodus 3 – Moses overcoming excuses; being available and obedient*
- *Acts 1:8 – The Holy Spirit comes to help and guide us*
- *Isaiah 6:8 – "Here I am, send me" representing our faithfulness, obedience and willingness*
- *James 1:2-3 – Meeting trials ... the testing of faith to produces steadfastness*
- *Matthew 7 – Speaking the truth in a world full of false prophets*
- *Matthew 13 – The importance of preparing a fertile environment for children to flourish*

2. Community

Biblical foundation:

- *1 Corinthians 12:12-14 – Each member of a community has different gifts which are collectively used to build the Lord's kingdom*
- *Ecclesiastes 4:12 – Cord of three strands is not quickly broken*

3. Service

Biblical foundation:

- *Matthew 28:16-20 – The great commission*
- *Matthew 6:19-21 – Treasures on Earth compared to Heaven*
- *Exodus 16 – Faith of not storing / hoarding manna, but being faithful that the Lord will provide for our needs*
- *Matthew 5:13 – Being the salt and the light*

4. Capacity

Biblical foundation:

- *James 1:2-3 – Meeting trials ... the testing of faith produces steadfastness.*
- *2 Corinthians 1:8-9 – "...burdened beyond our strengthto make us not rely on ourselves but on God" – relying on God is our ultimate capacity.*
- *1 John 4:7-21 – Increase our capacity to receive God's love and in turn love God and each other.*
- *Isaiah 54:2 – Enlarge tents to prepare for those to come (stretch curtain; lengthen cords; deeper stakes)*
- *Matthew 9:37 - Increases capacity to do God's work; increase the harvest (harvest is great but workers are few)*

5. Teaching and Learning

Biblical foundation:

- *Proverbs 16:16 – Wisdom better than gold; insight better than silver*
- *Colossians 3:23-24 – With all your heart ... as if it was for the Lord*
- *Malachi 1:6-14 – Giving your best effort as an act of service and worship for the Lord.*

2017 has seen many new initiatives consistent with the above strategic plan come into fruition as we continue to focus on serving the Emmaus community.

College Chaplain

The appointment of Adam Wood as College Chaplain at the beginning of Term 3 this year was instrumental in the College working towards many of the faith based strategic goals in the years to come. Between 2007 and 2016 Adam was employed at Blackwood Hills Baptist Church where he held a range of ministry positions including Youth Ministry Worker; Sunday School Coordinator; and most recently Campus Pastor of the Village Church (a Blackwood Hills Baptist Church plant in Edwardstown). During his 6 years as Pastor of the Village Church, Adam established a vibrant and growing new Church community where he fully participated in all the elements of leading his own congregation. For the 6 years prior to his work at Blackwood Hills Baptist Church, Adam was the Christian Pastoral Support worker at Blackwood and Hawthorndene Primary Schools providing Adam with experience in both school and church settings.

During his short time at Emmaus, Adam has already invested heavily in our faith development programs and taken every opportunity to build relationships and community. It has been a pleasure to see, under Adam's guidance, more Emmaus prayer groups develop to the point of now exceeding the space available (a nice problem to have!). Adam has also commenced the important task of reviewing the College's R-12 Faith Studies programs, and more generally, the College's approach to implementing a distinctly Christian education which places Christ at the centre of all we teach as well as what we do.

The Rite Journey (TRJ)

2017 was the inaugural year of the 'Rite Journey' program for our Year 9 students. TRJ is a well-researched and highly regarded program designed to intentionally transition boys and girls into young Christian men and women. Most cultures embrace programs where childhood is culturally and symbolically left behind in exchange for the responsibilities and privileges afforded by adulthood. Sadly, our contemporary western society has no such structured pathway, often resulting in a 'bumpy' and uncertain transition, all too often resulting in young adults who have never let go of the "child within". This can often be associated with a lack of resilience, inappropriate risk taking behaviour, and a lack of perspective and direction.

The program additionally journeys with families as parenting styles at this important developmental stage will also need to change. Often parents find it difficult interacting with their older children in areas such as drugs, sex, pornography, and our hypersexualised culture. Within a Christian framework, this program raises all these important and difficult topics in a way that also invites parents to re-join the discussion with their children. Underpinning the program is the fundamental development of 'Christ-esteem' and the unconditional value and love our Lord has for each and every one of them. This is in contrast to what the media and popular culture would say is valuable – physical appearance; possessions; number of Facebook friends.

As our Year 9's undertake this year long program, they build a deep relationship with their peers and teachers that results in a level of trust that promotes healthy vulnerability. When students feel safe to show vulnerability, powerful growth in these important areas can take place. On a spiritual level, the same transition from a childish faith to a more mature faith can often be seen taking place. It is a time where children can step out from under their parent's faith and develop their own personal and mature relationship with God.

The program is delivered during pastoral lessons across all of Year 9. There are various symbolic ceremonies and celebrations along the way with important milestones to be achieved. A degree of achievable but rigorous challenge is also important to the program as this raises the importance of resilience and overcoming obstacles. Although the program is very much focused on developing deep and respectful relationship between the young men and women involved (and how to respect and treat each other), the pastoral classes are split into two girls and two boys classes. This facilitates the ability to address some of the more

challenging topics. However, there are important times where these groups combine to better understand and respect each other's perspective.

At the conclusion of this year, many Year 9 students shared that TRJ was a significant 'highlight' experiences in their school journey. It is the year they transition to adulthood leaving childish thinking behind, while developing a deep sense of their individual value and purpose in Christ.

Brooklyn Park – Proposed new campus

As announced at the beginning of 2017, this year has seen considerable background work undertaken towards the proposed new Emmaus Campus at Brooklyn Park. At the time of writing, Council planning approval has recently been received to operate the proposed new campus as a School and Early Learning Centre (ELC). Planning is well underway to commence operations at Brooklyn Park at the beginning of 2020 with ELC and Junior Primary (R-2) classes, progressively growing to a full Primary School (R-6) across subsequent years.

Year 12 Results

2017 has also been another noteworthy year for student performance at Emmaus Christian College. The school year concluded with some very exciting news in relation to Year 12 results. Below is a 'snap-shot' of the 2017 Year 12 results:

- 98.6% (68 of 69) of students successfully completed their SACE
- 39.8% of all grades were in the A band - compared to 23.89% across the State
- Twelve Year 12 students achieved "straight A's" across all their subjects
- 27% of students (16 students) achieved an ATAR over 90
- 11.8% of students (7 students) achieved an ATAR over 95
- 15 Students received A+ scores, and 7 Merits (perfect subject scores) were awarded

These results at Year 12 level are consistent with our 2017 NAPLAN results at Years 3, 5, 7 and 9 for Numeracy and Literacy which saw our students perform 8% above State averages. This represents an average advancement of 15 months ahead compared to their same age average State counterparts. Ultimately we give glory to God for the successes of our students and a special thank you to our teachers and families for supporting all our students across the College to achieve such impressive results.

Service at Emmaus

2017 represents the 25th year of Emmaus' association with Ernabella (a remote Indigenous community in the APY lands); the third student service trip to Cambodia / Vietnam; and the first steps towards developing a ministry relationship and partnership with Indonesia. Not only does Emmaus value the reciprocal cultural awareness and mutual respect that such partnerships and relationships foster, but also the opportunity to reach out and serve in a Christian capacity.

During 2017, Emmaus hosted two teachers from Manado International School in Indonesia as a part of a Government sponsored BRIDGE program. Manado International School is a distinctly Christian school very similar to Emmaus, so deep faith based relationships quickly formed. In 2018, two Emmaus teachers will undertake a similar visit to Manado International School to further cement relationships between the two Christian schools. It is my hope and prayer that we are seeing the beginning of a 'sister' school relationship

between Australia and Indonesia that may, in time, result in reciprocal student exchange trips in the years ahead.

Learning at Emmaus

Teaching staff throughout the entire school have focused on actively developing a 'growth-mind-set' with students throughout 2017. This attitude focuses on the reality that intelligence and capability are not static or predetermined, but are able to grow through the right attitude and 'self-talk'. Rather than saying, thinking or believing the statements on the left side of the below table (which teachers often hear students say), students are being taught to replace these statements with the corresponding type statements on the right hand side. The result is not only young people who are more open to learn and excel, but who are more robust and resilient when life throws 'curved-balls' at them!

INSTEAD OF...	TRY THINKING...
I'm not good at this	What am I missing?
I give up	I'll use a different strategy
It's good enough	Is this really my best work?
I can't make this any better	I can always improve
This is too hard	This may take some time
I made a mistake	Mistakes help me to learn
I just can't do this	I am going to train my brain
I'll never be that smart	I will learn how to do this
Plan A didn't work	There's always Plan B
My friend can do it	I will learn from them

2017 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 R-12 school, was established in 1979 to provide a distinctly Christian Reception to Year 12 education. The College is situated in South Plympton, approximately 8 km from the CBD of Adelaide.

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 2017 mid-year census totalled 734 including 1 international students (1 Middle School) and 1 student with application for special circumstances.

Student Body

The school is divided into three sub-schools:

- Junior School (Reception to Year 6) 300 students
- Middle School (Years 7-9) 218 students
- Senior School (Years 10-12) 216 students

Students from non-English speaking background 89 (12.13%)

Students of Aboriginal or Torrens Strait Islander origin 4 (0.54%)

98 students (45 Junior, 53 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 2017 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; Program Achieve; 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 (Reception, Year 8); Program Achieve and Mind Matters Programs; TIF (Upper Primary girls) Group; 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, Outdoor Education, Arts Trip and Pitjantjatjara Lands (Ernabella Trip)); Athletics and Swimming Carnivals; Sports Carnivals (e.g. Basketball, Cross Country, Football, Handball, Netball); Junior Choirs (Year 3/4, Year 5/6), 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); School Aerobics State Competitions, Australian Business Week (Year 10); Science Week.
- Lunchtime and After School Activities: After-school Sporting Program; Boys & Girls Groups (Junior/Middle/Senior); Chess; Dance (Middle/Senior); Music Master Classes; 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 and Prayer group.
- 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 2017, teaching staff held the following combinations of qualifications:

Diploma of Teaching	6
Degree	35
Degree and Diploma	9
Degree and Post-Graduate Qualification	11
Degree and Masters	6

Workforce Composition (Full-time equivalent)

Primary Teachers	19.6 (FTE)
Secondary Teachers	28.8 (FTE)
Total	48.4 (FTE)

School Support Staff	23.6 (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>Reception</i>	<i>97%</i>
<i>Year 1</i>	<i>94%</i>
<i>Year 2</i>	<i>93%</i>
<i>Year 3</i>	<i>98%</i>
<i>Year 4</i>	<i>97%</i>
<i>Year 5</i>	<i>96%</i>
<i>Year 6</i>	<i>96%</i>
<i>Year 7</i>	<i>97%</i>
<i>Year 8</i>	<i>96%</i>
<i>Year 9</i>	<i>97%</i>
<i>Year 10</i>	<i>96%</i>
<i>Year 11</i>	<i>97%</i>
<i>Year 12</i>	<i>92%</i>

In 2017, the average student attendance was 96%.

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 (R-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. Pleasingly, 97.6% of students (68 out of 69) successfully completed their SACE in 2017, which is a wonderful achievement.

A majority of students chose courses that could potentially lead to University study. These students qualified to achieve an ATAR (Australian Tertiary Admission Rank). The highest unadjusted ATARs for 2017 were 99.15 achieved by Lucy Gear and 98.9 achieved by Rosie Willcocks. Fifteen A+ grades, including 7 Merits, were awarded to the College across a range of subjects. Merits included three Year 11 students for the Research Project. Also, 27% of students achieved ATARs above 90 and 11.8% (16 students) achieved an ATAR above 95. Over 49% 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. 39.8% of Year 12 subject grades were A's as opposed to a state average of 23.89%. 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 69 students undertaking full-time or part-time studies to complete Year 12 in 2017.

- 97.6% of students successfully completed their SACE
- 12 students achieved A's in all their subjects
- 7 Merits were awarded, 3 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 2017 Year 12 students are a credit to the students and testimony to the support provided by our teachers.

VET

In all, 28 Senior School students undertook VET courses (Cert 1, 2 and 3) in 2017, including 6 school based apprenticeships. The courses covered a diverse range of vocations including *Child Care, Christian Ministry Studies (Vetamorphus), Carpentry/Construction, Electro technology, Event Management, Hairdressing, Hospitality, Make-up Services, Music, Sports Coaching and Transition Program.*

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 apprenticeship, business administration traineeship, defence)
- 3 students gained entry into university
- 3 students gained entry into other tertiary education (Diploma and Cert IV Certificate)
- 2 students gained part time casual employment from work experience placement whilst studying in tertiary education

Note: A total of 5 students gained either full time or casual employment with employers from their work experience placements.

Year 11 Students (including Vetamorphous):

- 7 students will continue with VET into 2018
- 1 student gained a full time electrical apprenticeship
- 1 student left Emmaus
- 6 students 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 2017,

- 96% (50 students) received University placements on application, 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)

Year Level	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
Year 3	100%	100%	100%	97%	100%
Year 5	97%	100%	100%	97%	100%
Year 7	100%	98%	98%	100%	100%
Year 9	97%	93%	97%	94%	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

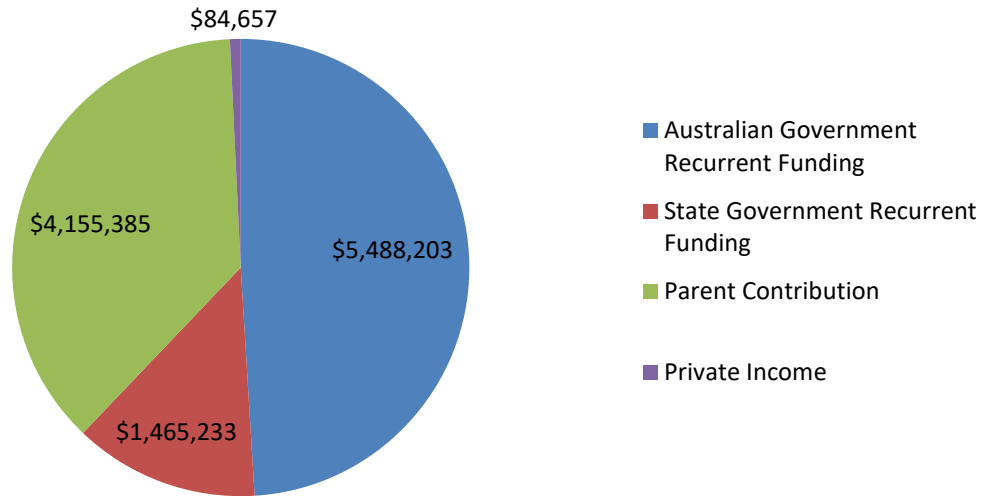
Emmaus Christian College maintains a strong reputation throughout the community as a school that provides an outstanding quality education in a caring and safe Christian environment. In 2017, the College's NAPLAN results were on average 8% above State averages across Year 3, 5, 7 and 9 students. Similarly 50% of 2017 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 (R-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: \$5,488,203

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

State Government Recurrent Funding: \$1,465,233

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

Parent Contributions: \$4,155,385

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

Private Income: \$84,657

Includes Building Fund donations; any profits or losses from trading activities (eg Uniform Shop, Canteen, Bus service); Parents & Friends fundraising; Interest income

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