

## **SCHOOL PERFORMANCE REPORT FOR 2016**

In Luke Chapter 24 we read the account of our risen Lord Jesus accompanying two of His followers on their way back home to Emmaus after Jesus' crucifixion. The name of our College is derived from this passage of scripture as it captures the very reason for our College being established in 1979, and our ongoing ministry to this day. Our prayer is that on their journey at Emmaus, young people will have a profound encounter with their risen Lord and Saviour that results in them turning towards 'Jerusalem' (towards the Gospel message).

Overseeing Emmaus' ongoing Christian focus and service is the Board of Governors composed of passionate Christians who believe strongly in the value and relevance of Christian education. The Board of Governors is supported by the Advisory Panel who is comprised primarily of Pastors from the Churches that represent our parent community. Throughout 2016, the Board and Advisory Panel have, with diligence and commitment, overseen the overall direction and focus of the College.

### **2016 in review**

At the 2016 Annual General Meeting, Mr Michael Hogben passed responsibility of the Board Chair role to Mrs Andrea Ferguson. Michael is a long serving Board member, previous College parent, and more recently, Board Chair for 3 years. Michael's service to the College for such a long period of time is highly regarded by the College. The new Board Chair, Andrea Ferguson, is similarly a long term College parent and Board member who worships at Adelaide West Uniting Church.

2016 has also seen a range of important new College leadership positions commence, as well as some new people move into some important existing roles. At the start of the year, Mark Potter commenced in the new Deputy Principal role and has developed and taken ownership of this role with great enthusiasm and passion. One of Mark's key roles in 2016 was to lead the new team of Directors of Teaching and Learning in each sub school (Junior School - Max Dal Santo; Middle School – Adrian Cotterell; Senior School – Belinda Willcocks). Under Mark's leadership and guidance, this team have made important progress towards the strategic focus on "what" we teach and "how" we teach it. This has brought a new coordinated approach to teaching and learning across the entire College.

2016 has also seen the commencement of Ben Raw as our new Business Manager and Sarah Ciuk as our new Senior Finance & Administration Officer (following Lesley Heath's retirement mid-year). Ben and Sarah have led significant refinement to many important business functions of the College including our approach to resourcing, budgeting, communication, and reporting structures. Ben and Sarah represent God's ongoing blessing and provision for the College.

At the conclusion of 2016, Irma Rodda retired from the Head of Senior School role, which she has done with distinction for the last 9 years. Irma will continue to teach part time at Emmaus and take up the new "SACE and Pathways Coordinator" role, overseeing Senior School students' learning, counselling and pathways. From the commencement of 2017, Andrea Gear will take up the role of Head of Senior School. Andrea is very well qualified and experienced for this role and has approached the transition with keen excitement and anticipation.

2016 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 our Year 12 results. Below is a 'snap-shot' of the 2016 Year 12 results:

- 100% (54 of 54) of students successfully completed their SACE
- 33.11% of all grades were in the A band - compared to 23.89% across the state
- Five Year 12 students achieved "straight A's" across all their subjects
- 25% of students (13 students) achieved an ATAR over 90
- 9.61% of students (5 students) achieved an ATAR over 95
- Seven students achieved a total 9 Merits (perfect subject scores)

These results at Year 12 students are consistent with our 2016 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. As a College we now turn our attention towards the 2017 academic year ahead with faithfulness and optimism.

2016 has also seen the launch of 3 important initiatives designed to promote greater community, mission and service at Emmaus Christian College:

### **ECCO (Emmaus Christian College Outreach)**

A steering group of staff with a passion for ministry and outreach have formed a group called 'ECCO' who will oversee and coordinate the College's outreach to the marginalised in our society and world more generally. Not only is this consistent with our Christian principles as a College, but serves as a model for students about appropriate attitudes towards those in need.

The College as a whole, from R-12, will focus primarily in supporting and adopting 3 main areas. The criteria for selecting these areas included how we could raise funds, provide service and inspire young people to be involved, connect and care. The 3 areas/fields that have been chosen are:

1. The central Australian community of Ernabella: This is a community which Year 11 students have visited annually for well over 20 years. We also have links with a former teacher at the school, David Barnett who, with his wife Alicia, have moved to the area in a long term capacity for the purpose of translating the Old Testament.
2. Cambodia: This year, a small group of senior students visited Cambodia and Vietnam. This was our third trip. Students gain a wonderful understanding from a historical understanding, but also an insight into the issues facing the young population of Cambodia. We ordered our ABW T-shirts from a fledgling business in Cambodia, rather than from the USA (albeit that this may cost a little more). As we continue to connect with this community, we seek further ways to support the lives of people in Cambodia.
3. Refugees: This area gives us the opportunity to be more involved with people with needs in our own city. We have been exploring ways our students can support and connect with refugees and hence, respond to God's call to care for others.

### **Emmaus Old Scholars Association**

On Sunday 20th March, an Old Scholars Reunion was held at Emmaus Christian College which saw well over 100 past Bethesda/Tabor/Emmaus students in attendance. The afternoon provided an opportunity for several current and past staff to share stories and encouraging words concluding with a tour of the current College

facilities (very different to the early days). The event provided an opportunity for past students and staff to reconnect, but also acts as a new beginning for an Emmaus Old Scholars Association.

A large number of attendees indicated their desire to take an active role in the establishment of this new group which will plan a range of regular ways to connect and be involved in new ways, in the life of the College. I was most impressed to see so many students (now mature adults!) from the Year 12 graduating year of 1984/1985 (as well as many as recent as 2015!).

On 6<sup>th</sup> December, a smaller group of Old Scholars held a follow up meeting to commence planning for future Old Scholars events.

### **ECG (Emmaus Connect Group)**

Thursday 18th February 2016 marked the end of an era for the Parents and Friends at Emmaus Christian College and the birth of a new Emmaus Connect Group (ECG) – a Community building group. The ECG is being considered the 'heart beat' of the College with its purpose to build, extend, and engage the College community, creating opportunities for fellowship with other parents, families and staff. The new approach paves the way for more community, more connecting, more whole school occasions for families to connect, less meetings and more opportunities! The strongly supported Junior School parent class representatives will form a key basis for this new group.

I would like to acknowledge the wonderful efforts of the key members of the former Parents and Friends, Helen Grear, Penny Young, Catriona Doran and Peta O'Loughlin, who with a small dedicated group of parents have worked for many years passionately supporting the College Community. At the inaugural meeting of the Emmaus Connect Group in March there were suggestions of smaller working groups under the overall ECG umbrella - Pastoral Connect, Social Connect, Parent Connect, Business Connect, Coffee Connect and Sports Connect.

Throughout 2016 there were many especially memorable events for me personally across the life of the College, I would however like to share two with you as they exemplify what is so special and unique about Emmaus Christian College.

### **Mothers' Day – 'Feeding the 5000'**

In Matthew 14:13-21 we read the account of Jesus feeding the 5000 starting with nothing more than 5 loaves and 2 fish. On Friday 6th May, students and parents participated in an event that very much reminds me of this account of Jesus feeding the 5000. In preparation for Mothers' Day, students purchased presents for their mothers at the Mothers' Day stall. Prior to this day, there were concerns that there would be inadequate gifts donated from local businesses to meet the demand. Prayerfully a late rush saw not only the need fully met, but approximately 40 additional gifts remaining (all beautifully wrapped by our parent helpers).

Faithfully the team felt this was a ministry opportunity to visit our neighbouring senior citizens in Vermont Retirement Village blessing them with Mothers' Day gifts too. The Centre administration informed us that there were 70 elderly ladies in the village. The 40 remaining gifts were repackaged (many were bundled gifts) to give the required number. Our Year 5/6 students subsequently visited our neighbours blessing them with the gifts (including some who declared that they were not mothers, and even an elderly gentleman!) Somehow after all this, there were still gifts left over (the loaves and fish!).

### **Reconciliation SA Apology Breakfast**

On Friday 12th February, Emmaus staff and students attended the annual Reconciliation SA Apology Breakfast at the Adelaide Convention Centre. The event was supported by approximately 1500 people in total from all walks of life uniting to both acknowledge the tragic events of the past, and collectively work together in the pursuit of one nation and one people. The internationally acclaimed singer/songwriter Archie Roach performed and spoke at the event. Paraphrasing his central message:

*"It is not about blame; it is about feeling bad that something bad happened to someone. Like when you see someone in the street fall over and get hurt. Even if you had nothing to do with the incident you still feel sorry for them. It is not about blame; it is uniting as a nation around those who are hurt so we can all move on together as a nation."*

Archie was himself forcibly removed from his parents when he was 3 years of age (as were his siblings) and shared that he subsequently never again saw his mother and father. He shared how he feels a connection to his parents through the stories of his people even though he never knew them. He performed multiple songs which conveyed both his own and others experiences in relation to the human impact of this Government policy. In his song 'They took the children away' he speaks of resilient people, who despite the suffering, hurt, and trials are now returning. The 'Dusty Feet' indigenous dance group performed while Archie sang (excerpts below); there were many tears flowing in the audience:

*"Taught us to read, to write and pray  
Then they took the children away,  
Snatched from their mother's breast  
Said this is for the best  
Took them away"*

*"One sweet day all the children came back  
Back where their hearts grow strong  
Back where they all belong  
Back where they understand  
Back to their mother's land  
The children come back"*

Christ came to reconcile all of humanity. The above resonates with me as a chapter in this wider narrative.

## **2016 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**

The 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 2016 mid-year census totalled 698 including 2 international students (1 Middle School, 1 Senior School) and 2 students absent due to 12 months overseas exchange.

### **Student Body**

The school is divided into three sub-schools:

- Junior School (Reception to Year 6) 287 students
- Middle School (Years 7-9) 206 students
- Senior School (Years 10-12) 205 students

Students from non-English speaking background 80 (8.73%)

Students of Aboriginal or Torrens Strait Islander origin 1 (0%)

81 students (42 Junior, 39 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 2016 included:

- Christian Focus: Regular devotions; worship as part of assemblies; daily prayer for and with the children and 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; Chaplaincy and Student & Family Support Worker; Special Year Level days (e.g. Year9 Boys and Girls Day, 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 and Pitjantjatjara Lands (Ernabella Trip); Athletics and Swimming Carnivals; Sports Carnivals (e.g. Basketball, Cross Country, Handball, Touch); 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); Outdoor Education Camp Student Leaders; Connections Groups (Peer Mentoring); Monitor responsibilities.
- Parent Support: Student and Family Support Workers; 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 2016, teaching staff held the following combinations of qualifications:

Diploma of Teaching	6
Degree	35
Degree and Diploma	7
Degree and Post-Graduate Qualification	10
Degree and Masters	3

### **Workforce Composition (Full-time equivalent)**

Primary Teachers	18.0 (FTE)
Secondary Teachers	28.1 (FTE)
<b>Total</b>	<b>46.1 (FTE)</b>
School Support Staff	21.9 (FTE)

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**

<b>Year Level</b>	<b>Attendance %</b>
<i>Reception</i>	<i>95%</i>
<i>Year 1</i>	<i>94%</i>
<i>Year 2</i>	<i>95%</i>
<i>Year 3</i>	<i>94%</i>
<i>Year 4</i>	<i>95%</i>
<i>Year 5</i>	<i>93%</i>
<i>Year 6</i>	<i>95%</i>
<i>Year 7</i>	<i>94%</i>
<i>Year 8</i>	<i>93%</i>
<i>Year 9</i>	<i>94%</i>
<i>Year 10</i>	<i>95%</i>
<i>Year 11</i>	<i>94%</i>
<i>Year 12</i>	<i>94%</i>

In 2016, the average student attendance was 94%.

### 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.

Where the absence extends beyond 2 days, a doctor's certificate is requested in the Senior School.

School personnel 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 & Family Support Worker
- Liaison with external support workers
- Negotiation of alternative education programs and pathways

Good communication between parent/caregiver and school personnel 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, 100% of students successfully completed their SACE, 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 2016 were 99.15 achieved by Ross Monaghan and 99.0 achieved by Mikayla Hussey. Nine Merits were awarded to the College across a range of subjects, including two Year 11 students for Research Project. Also, 25% of students achieved ATARs above 90 and 9.61 students achieved an ATAR above 95. Over 52% of Year 12 students achieved an ATAR above 80, which meant that half of students were in the top 20% of the state. 33.11% of Year 12 subject grades were A's as opposed to a state average of 23.98%. 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 54 students undertaking full-time or part-time studies to complete Year 12 in 2016.

- 100% of students successfully completed their SACE
- In 2016, 5 students achieved A's in all their subjects
- 9 Merits were awarded, 2 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. Pleasingly, 100% of students successfully completed their SACE, which is a wonderful achievement.

These achievements of our 2016 Year 12 students are a credit to the students and testimony to the support provided by our teachers

In all, 28 Senior School students undertook VET courses (Cert 1, 2 and 3) in 2016, including 6 school based apprenticeships. The courses covered a diverse range of vocations including Business, 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.

### **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 2016,

- 100% (46 students) received University placements on application

*(Courses include: Arts; Business; Commerce (Accounting, Accounting Finance); Computer Science; Creative Arts; Criminology; Design (Product Design); Disability and Development; Education (Early Childhood pathway); Education/Arts combined degree (Middle/Senior School pathway); Education; Engineering (Electrical, Mechatronics,); Environmental Science; Exercise Physiology; Food and Nutrition Science; Health Science; Human Movement; Information Technology; International Tourism; Justice and Society (Law Pathway); Law and Legal Practice; Law and Society; Media; Media Arts; Medical Imaging; Medical Laboratory Science; Nursing (general and Midwifery streams); Occupational Therapy; Pharmacy; Physiotherapy; Psychological Science; Science (Hons enhanced); Science (Space and Astrophysics); Social Work and Social Planning; Sport, Health and Physical Sciences; Tourism and Event Management; Visual Arts.)*

## **Student Outcomes in Standardised National Literacy and Numeracy Testing**

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

<b>Year Level</b>	<b>Reading</b>	<b>Writing</b>	<b>Spelling</b>	<b>Grammar &amp; Punctuation</b>	<b>Numeracy</b>
Year 3	100%	100%	100%	100%	100%
Year 5	95%	91%	95%	95%	98%
Year 7	96%	98%	96%	96%	98%
Year 9	100%	92%	95%	96%	99%

*\*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**

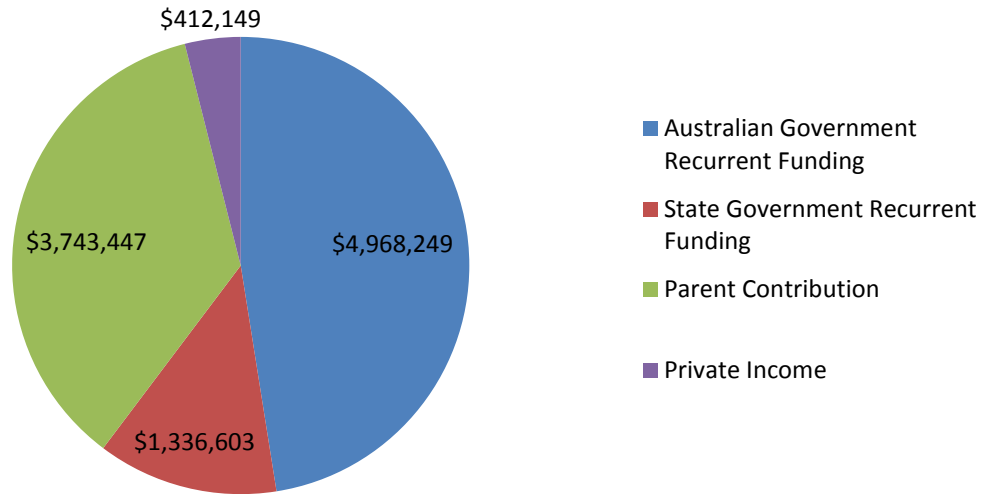
Emmaus Christian College maintains a strong reputation throughout the community as a school that provides an outstanding quality education in a caring and safe Christian environment. In 2016, the College's NAPLAN results were on average 8% above State averages across Year 3, 5, 7 and 9 students. Similarly 52% of 2016 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 associates parent satisfaction.

## Sources of Funding



### **Australian Government Recurrent Funding:**

**\$4,968,249**

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

### **State Government Recurrent Funding:**

**\$1,336,603**

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

### **Parent Contributions:**

**\$3,743,447**

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

### **Private Income:**

**\$412,149**

*Includes Building Fund donations; any profits 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.)*