



Emmaus
Christian College

School Performance Report 2020

Contents

A Reflection of 2020	2
2020 School Information	4
Contextual Information	4
Affiliations and Governance	4
Enrolments.....	4
Student Body	4
Our Program	5
Teacher Standards and Qualifications	6
Professional Engagement	6
Teacher Qualifications.....	6
Workforce Composition (Full-time equivalent)	6
Student Attendance	7
Student Attendance (%)	7
Non-attendance Management.....	7
Senior Secondary Outcomes	8
Vocational Education & Training (VET)	8
Post-school Destinations.....	8
Student Outcomes in Standardised National Literacy and Numeracy Testing.....	9
Parent, Student and Teacher Satisfaction with the School.....	9
Sources of Funding.....	11

A Reflection of 2020

2020 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.

The late pastor and theologian Robert Charles Sproul wrote and preached about what he called modern societies attempts to 'domesticate Jesus'. I would further add that this is not necessarily something unique to modern society but a reoccurring theme we can see right back to Paul's many letters to the early Church throughout the New Testament.

Robert writes "even those who have not formally studied the doctrine of Christ have constructed some kind of 'Christology'. Many simply think Jesus came to give them a 'better life' in the here and now and to help them make friends and win influence! Others say Jesus would join movements to protect and conserve the earth's resources or engage in other 'environmentally-friendly' practices. Innumerable people understand Jesus to be the supreme ethical teacher who is concerned with accepting all into His kingdom even if they never repent of sin."

Friendship, the stewardship of creation, and the love of others are all praised in Scripture ([Gen. 1:28](#); [Prov. 17:17](#); [1 John 3:16](#)); however, reducing the purpose and teaching of our Lord to any of these things alone Robert suggests ends up 'domesticating Him'. A domesticated Jesus embraces the culture's values without challenging them; He is a "safe" Jesus who is no threat to the established way of doing things.

Robert further explains "Christ did not come into the world to be "nice" or "safe," the Jesus we find in the Gospels cannot be domesticated. He brings a salvation that turns our values upside-down. Instead of the proud and arrogant, He exalts those of humble estate ([Luke 1:52](#)). Christ's coming produces peace among His people, but it also sets the fallen world against His own ([4:16-30](#)). The scandal of the cross brings with it the promise of a final, cosmic redemption that will include all who believe. At the same time it becomes a stumbling block to unrepentant Jews and foolishness to hardened Gentiles ([1 Cor. 1:18-31](#))."

Though we know these truths, we also run the risk of domesticating Jesus, albeit in a different way. Often we limit His work to giving us a clean heart so that we may live forever in heaven. Certainly, our Saviour is concerned with individual redemption, and only individuals who put their faith in Christ alone will be saved, but individual redemption is only part of His intent to redeem all creation. Our Lord's full purpose is to bring a new heavens and earth in which we will dwell with Him forever ([Isa. 65:17-25](#); [2 Peter 3:13](#)).

2020 has been a year like no other in our lifetime where the need to remain focused on the authentic teaching of Jesus (and not societies 'domesticated' interpretation) is more important than ever. Although, due to the COVID-19 pandemic, 2020 saw a number of usual opportunities and experiences unable to proceed in the way first planned, the consistency and goodness of Jesus and His teaching continued to shine brightly at Emmaus Christian College.

2020 represented some significant 'mile-stones' for the College including the list below:

- Distribution of the 40 Year Emmaus History book to the parent community. Established in 1979 as Bethesda Christian College, one of South Australia's oldest Christian schools, this book celebrates the journey of faithfulness from inception to the current day of the College. Using words from the book - *"At this 40th Anniversary in our College's history, it is time to take a pause in our journey – to look back on God's faithfulness to us, and to reflect how God's provision has prevailed through every step of our journey..... At this reflective time, it is important to remember that it is our shared history, with its challenges and blessings, that has shaped us into the community we are today"*. Although this was written shortly before the emergence of COVID-19 it could not be more relevant to 2020!
- The opening of our new second school campus at Brooklyn Park. We were blessed to start 2020 with some 50 Early Learning Centre to Year 2 new Brooklyn Park Emmaus students which steadily grew throughout 2020 to approximately 75 students. In 2021, Brooklyn Park is poised to start with approximately 120 Early Learning Centre to Year 4 students! Such strong enrolment growth has seen

stage 2 refurbishment of the campus brought forward to be completed during 2020 bringing 7 new learning spaces 'on line' ready for the beginning of 2021. It is noteworthy that this Brooklyn Park ministry has also seen Emmaus, for the first time in its history, provide educational services for 3 and 4 year old students in our very own Early Learning Centre.

- Undertaking a College wide community sentiment survey. This survey revealed some very encouraging feedback for the College summarised in the 'satisfaction' section of this report. In general, it was clear from this survey that the vast majority of families selected Emmaus as their school of choice due to its:
 - o "Distinctly Christian Values"
 - o "High Quality Teaching"

An adaption of Max Lucado's famous story "*From Mistake to Masterpiece*" shared at the inaugural 2020 Early Learning Centre end of year celebration beautifully summarises the core mission of Emmaus for the year of 2020 across the entire College.

"A long time ago a group of people were celebrating in a restaurant after a long day fishing. One of the people were using their hands to show how big one of the fish they caught was.

While waving their arms around wildly exaggerating the size of the fish they had caught, they knocked a tray of drinks out of the hand of a waiter which splashed all over a wall creating a large stain.

The owner grumbled "I'll never get that stain off, now I will need to re-paint that entire wall".

A stranger calmly intervened saying "I have a better option" and opened his bag full of fine artist's brushes and paints.

In no time a beautiful nature landscape emerged using key aspects of the stain as the centre piece of his painting on the wall.

In the painter's expert hands the mistake became a masterpiece!

God's hands do the same in our lives. When we invite God into our hearts He takes all the bits of our lives, the good and the not so good bits, and turns us into his Masterpiece as an expression of his love for us."

2020 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 opened in January 2020 at Brooklyn Park.

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 2020 mid-year census across both campuses totalled 849 including 1 international FFPOS students (1 Senior School).

Student Body

The South Plympton campus is divided into three sub-schools:

- Junior School (Foundation to Year 6) 295 students
- Middle School (Years 7-9) 251 students
- Senior School (Years 10-12) 232 students

The Brooklyn Park campus is divided into Early Learning Centre and Junior School (Foundation to Year 2 in 2020):

- Early Learning Centre (3 and 4 year old) 41 children
- Junior School (Foundation to Year 2) 30 student

Students of Aboriginal or Torrens Strait Islander origin:

- South Plympton campus – 0 (0%)
- Brooklyn Park campus – 1 (3.33%)

Across both campuses, 113 (13.95%) students are from non-English speaking background.

Across both campuses, 147 students (73 Junior, 74 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 2020 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 (Early Learning Centre, 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 (Erabella 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 ELC, 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 2020, teaching staff held the following combinations of qualifications:

Diploma of Teaching	5
Degree	39
Degree and Diploma	6
Degree and Post-Graduate Qualification	7
Degree and Masters	9

Workforce Composition (Full-time equivalent)

Primary Teachers	21.1 (FTE)
Secondary Teachers	33.5 (FTE)
Total	54.6 (FTE)

School Support Staff 23.0 (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

Year Level	Attendance % South Plympton	Attendance % Brooklyn Park
<i>Foundation</i>	92.4%	90.5%
<i>Year 1</i>	93.2%	93.3%
<i>Year 2</i>	93.1%	90.0%
<i>Year 3</i>	93.8%	N/A
<i>Year 4</i>	93.1%	N/A
<i>Year 5</i>	95.3%	N/A
<i>Year 6</i>	95.1%	N/A
<i>Year 7</i>	94.1%	N/A
<i>Year 8</i>	92.0%	N/A
<i>Year 9</i>	93.8%	N/A
<i>Year 10</i>	92.1%	N/a
<i>Year 11</i>	93.2%	N/A
<i>Year 12</i>	94.5%	N/A

In 2020, the average student attendance was:

- South Plympton campus – 93.52%
- Brooklyn Park campus – 91.27%

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 2020, 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!

12 SACE Results

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 ATAR for 2020 was 98.95. 19 A+ grades, including 10 Merits, were awarded to the College across a range of subjects. Merits included five Year 11 students for the Research Project and one Year 12 student in each of English, Visual Art Design, Material Solutions (D&T), Food & Hospitality and Psychology. Also, 26% of students achieved ATARs above 90 and 13% (7 students) achieved an ATAR above 95. Over 55% of Emmaus Year 12 students achieved an ATAR above 80, which meant that more than half of Emmaus students were in the top 20% of the State. 43.84% of Year 12 subject grades were A's as opposed to a State average of 30.02%. Almost 10% of students across Senior School incorporated Vocational Education and Training (VET) programs in their SACE (South Australian Certificate of Education).

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

These achievements of our 2020 Year 12 students are a credit to the students and testimony to the support provided by our teachers.

Vocational Education & Training (VET)

In all, 29 Senior School students undertook VET courses (Certificate 1, 2 and 3) in 2020. The courses covered a diverse range of vocations including Child Care, Christian Ministry Studies (Vetamorphus), Carpentry/Construction, Electro technology, Hairdressing, Hospitality, Animal Studies, and Horticulture.

12 of the students listed completed the Vetamorphus, Certificate 3 in Christian Ministry.

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 2020, 100% (50 out of 50 students) received University placements on application, 33 (66%) their first preferences. They were to diverse fields such as:

- Architectural Studies
- Arts
- Aviation
- Business
- Creative Industries
- Criminology
- Disability Studies
- Early Childhood Education
- Economics Finance
- Education
- Engineering
- Exercise Physiology / Science
- Health Science
- International Development
- Law and Legal Practice
- Medical Radiation
- Medical Science
- Music
- Nursing (general and Midwifery streams)
- Nutrition and Dietetics
- Occupational Therapy
- Pharmacy
- Psychological Science
- Science (Hons enhanced)
- Social Work
- Software Engineering

Student Outcomes in Standardised National Literacy and Numeracy Testing

The National Reading, Writing, Spelling, Grammar and Punctuation and Numeracy Benchmarks are unavailable for 2020 as NAPLAN testing was not conducted due to COVID-19 restraints.

During 2020, the College continued to monitor student outcomes through other ongoing internal standardised testing assessments.

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. Although in 2020 NAPLAN tests did not proceed due to COVID-19 constraints, the College's internal standardised testing assessments confirmed that Emmaus students continued to academically perform at levels well above state and national averages consistent with the levels NAPLAN usually indicates. Similarly, 55% of 2020 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 (ELC-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.

Survey results

During 2020, the College undertook an extensive College sentiment survey across students, parents, and staff. Overall the results on average indicated extremely high levels of satisfaction with the College as summarised below.

In general, the survey results indicated that the overwhelming reason for families selecting Emmaus as their school of choice was the College's commitment to and delivery of:

- "Distinctly Christian Values"
- "High Quality Teaching"

The following areas in the survey were given the highest possible collective average ranking from families:

Christian Elements:

- Overall Christian environment of the College
- Christian values and teaching
- Nurturing children in their Christian walk
- Biblically based Christ focused education

- Teaches student to read the Bible and lead Godly lives
- Staff model Christian character
- Helps prepare students for a life of service to Jesus

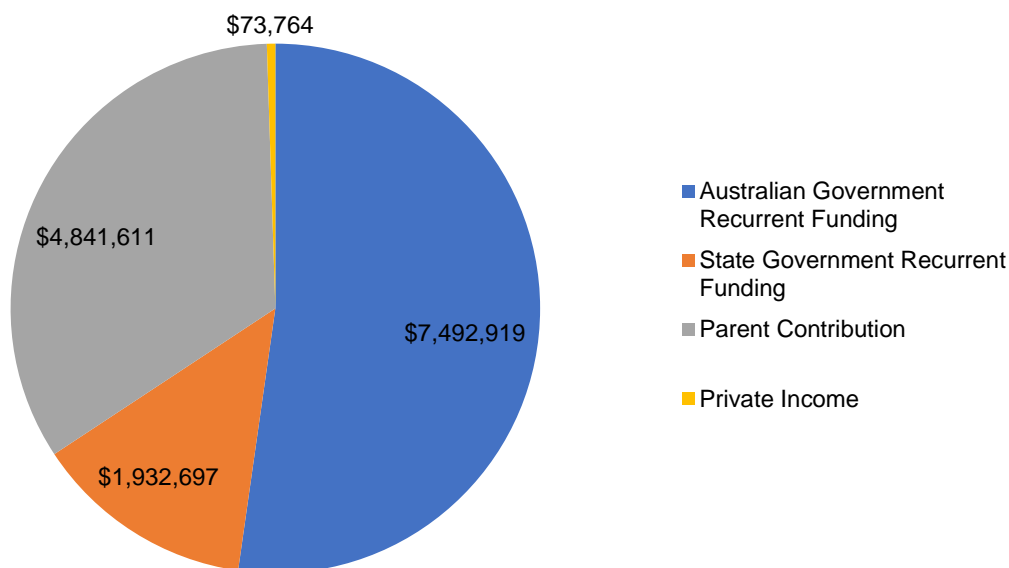
Relationship with staff:

- Performance of teachers and office staff
- Relationship with teachers
- Partnership with teachers
- Performance of all leadership
- Sense of strong community

General:

- High academic results
- Staff set high expectations for students
- Satisfied with the affordability of school fees

Sources of Funding



Australian Government Recurrent Funding **\$7,492,919**

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

State Government Recurrent Funding **\$1,932,697**

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

Parent Contributions **\$4,841,611**

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

Private Income **\$73,764**

Includes Building Fund donations; any profits or losses from trading activities (eg ELC, 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.)*