



Emmaus
Christian College

School Performance Report 2021

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A Reflection of 2021

We have all experienced losses in one form or another over 2021. In Luke 15, often called the Chapter of “the lost and found”, Jesus is the master story teller, sharing parables conveying deep spiritual meaning through simple contextual stories which connect with readers (listeners of the day) at a deep and relevant emotional way.

Jesus’ 3 parables in Luke 15 stir up emotions and feelings for both the lost, and the one who has experienced the loss! A shepherd searching the countryside for one of his sheep which he fears may be in great danger. A woman searching her house from top to bottom for a misplaced coin. A son who has squandered his inheritance prematurely on wild living while a father and brother at home experienced mixed emotions about the events!

However, all three parables have the same conclusion – the lost is found; being met with great joy and celebration for all. Firstly, it is encouraging to understand the great joy God experiences when we enter into a relationship with Him. Secondly, it is encouraging to understand the limitless love God has for each and every one of us irrespective of our circumstances.

Jesus’ message in Luke 15 was highlighted during each of the 5 end of 2021 Graduation / Celebration services across South Plympton and Brooklyn Park campuses (including a separate ELC event). In the words of Jesus’ parable of the lost sheep, there were countless ‘99’ students we were collectively clapping for and celebrating. Our hearts were warmed to see so many students, at all 5 events, proudly crossing the stage having experienced significant personal, family, health or learning struggles. These students represent the ‘going after the one’ Jesus refers to in this parable. As in this scripture, this is not to take away the celebration and joy for the 99, but the heart of Emmaus staff in reaching out to the 1’s in their greatest need, going above and beyond, is what really sets the Emmaus community apart.

Consistent with this heart for both the ‘99’ and ‘1’ in Jesus’ parable of the lost sheep, during 2021 Emmaus staff have focused on capturing the very heart of our unique approach towards high quality distinctly Christian education for all our students. This has seen a focus on the 1979 core scripture for our College “*Jesus Christ is Lord*” (Philippians 2:11). As the College continues to grow, it is vital this ‘heart beat’ of Emmaus is promoted and embraced by all new staff.

2021 has again seen our students use their God given gifts and abilities to bring glory to God in their achievements in a broad range of areas. One element of this is through academic performance. Once again, our students at Year 3, 5, 7 and 9 achieved NAPLAN results consistently 9% above state averages. Similarly, our Year 12 results were truly honouring of God’s provision in their lives:

- 100% of all Stage 2 subjects were awarded a C- grade or higher
- 100% of students aiming to complete SACE were successful
- 47.65% of all Emmaus grades were in the A band - compared to 30.36% across the state
- 31 A+ scores were awarded to the 2021 cohort
- 15 students received Merits (recognition of achievement at the highest level)

During March / April 2021, a large number of Emmaus families participated in a CSA (Christian Schools Australia Survey) which was undertaken by CSA schools across Australia. This survey focused both on why parents generally choose to send their children to a distinctly Christian School, but also their level of satisfaction specifically for the school their children currently attend. Detailed analysis and data were provided to all schools sharing the overall National and State-based results, but also how Emmaus families collectively responded compared to the State and National averages about their school.

Participating Emmaus families collectively ranked Emmaus substantially above (some categories nearing double the State / National average) in the following areas:

- Reason for choosing Emmaus:
- Core Christian values (with an emphasis on ‘traditional Christian values’)
- Christian curriculum and staff
- High quality teachers
- High academic performance

- Level of satisfaction with Emmaus:
- Christ centred approach
- High academic performance
- Maintains high standards of student respect and behaviour

One specific metric that participating families ranked Emmaus substantially higher compared to the State and National average was for **“develop in students a love for God and others”**! Collectively this feedback is very encouraging for our core focus – “Distinctly Christian, highest quality affordable education”.

2021 has also seen the commencement of a range of exciting development projects including:

- New nature playground for our South Plympton Junior School
- Refurbishment of our South Plympton Gym
- Development of a third Brooklyn Park ELC room to accommodate continuing strong growth
- Development of more Brooklyn Park classrooms ready for the 2023 school year to meet continuing strong growth
- Planning towards significant redevelopment plans for the South Plympton campus to accommodate increasing enrolments from 2023

With respect to the continuing rapid growth at our Brooklyn Park campus, it is also important to highlight the appointment of Mrs Marni Greenwood as Head of Junior School, Brooklyn Park during 2021.

As 2021 concludes, below are some encouraging words from Max Lucado.....

Suppose you gave me a gift. Let's say you presented me with a new tie. I take it out of the box and examine it. I say thank you and then reach for my wallet. "Now how much do I owe you?" I ask. You think I am kidding. "It's a gift," you say. "You don't need to pay me." "Oh, I understand," I respond, but then show I don't by asking, "Could I write you a check?" You're stunned. "I don't want you to pay me. I want you to accept the gift." "Oh, I see," I respond. "Perhaps I could do some work around your house in exchange for the tie?" "You just don't get it, do you?" you state firmly. "I want to give this to you. It is a present. You can't buy a present." "Oh, forgive me," I hasten. "Perhaps if I promised to purchase you a tie in return." By this time you're insulted. In trying to buy your gift I have degraded your grace. I have robbed you of the joy of giving.

How often we rob God.

Have you ever considered what an insult it is to God when we try to pay him for his goodness? God loves a cheerful giver because he is a cheerful giver. If we, who are evil, enjoy giving gifts, how much more does he? If we, who are human, are offended when people want to turn our gift into a bribe, how much more is God? Spend some moments slowly reading the response of Jesus to their question, "What are the things God wants us to do?" ([John 6:28](#)).

Jesus replied: "The work God wants you to do is this ..."

Can't you see the people lean closer, their minds racing? "What is the work he wants us to do? Pray more? Give more? Study? Travel? Memorize the Torah? What is the work he wants?" Sly is this scheme of Satan. Rather than lead us away from grace, he causes us to question grace or to earn it ... and in the end we never even know it.

What is it, then, that God wants us to do? What is the work he seeks? Just believe. Believe the One he sent. "The work God wants you to do is this: Believe the One he sent."

2021 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 2021 mid-year census across both campuses totalled 927 with no international FFPOS students enrolled.

Student Body

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

- Junior School (Foundation to Year 6) 297 students
- Middle School (Years 7-9) 248 students
- Senior School (Years 10-12) 247 students

The Brooklyn Park campus is divided into Early Learning Centre and Junior School (Foundation to Year 4 in 2021):

- Early Learning Centre (3 and 4 year old) 62 children
- Junior School (Foundation to Year 4) 73 student

Students of Aboriginal or Torrens Strait Islander origin:

- South Plympton campus – 0 (0%)
- Brooklyn Park campus – 1 (1.37%)

Across both campuses, 135 (14.56%) students are from non-English speaking background.

Across both campuses, 169 students (72 Junior, 97 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 enrich the learning of students include:

- 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; MultiLit suite of resources; 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 (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 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 2021, teaching staff held the following combinations of qualifications:

Diploma of Teaching	4
Degree	44
Degree and Diploma	5
Degree and Post-Graduate Qualification	12
Degree and Masters	9

Workforce Composition (Full-time equivalent)

Primary Teachers	21.8 (FTE)
Secondary Teachers	36.7 (FTE)
Total	58.5 (FTE)

School Support Staff	28.4 (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 % South Plympton	Attendance % Brooklyn Park
<i>Foundation</i>	93%	92%
<i>Year 1</i>	95%	89%
<i>Year 2</i>	95%	93%
<i>Year 3</i>	95%	91%
<i>Year 4</i>	92%	92%
<i>Year 5</i>	93%	N/A
<i>Year 6</i>	95%	N/A
<i>Year 7</i>	96%	N/A
<i>Year 8</i>	95%	N/A
<i>Year 9</i>	93%	N/A
<i>Year 10</i>	94%	N/A
<i>Year 11</i>	93%	N/A
<i>Year 12</i>	95%	N/A

In 2021, the average student attendance was:

- South Plympton campus – 94.07%
- Brooklyn Park campus – 91.58%

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 provides a number of study pathways for our students including university entrance, apprenticeships and employment. Pleasingly, 100% of students (87) successfully completed their SACE in 2021, which is a significant achievement, in fact they were exceptional results and are a credit to the students, their families and the teachers who all contributed to this outcome.

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 ATAR for 2021 was 99.25 achieved by Kaitlin Turland who studied Chemistry, Physics, Mathematical Methods and French. A huge 31 A+ grades were achieved, including 15 Merits, awarded to the College across a range of subjects. Merits included one Year 11 student for the Research Project. Also, 31% of students achieved ATARs above 90 and 16% (14 students) achieved an ATAR above 95, with 6 students achieving an ATAR over 98% which puts them in the top 2% in Australia. Over 53% 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. 47.7% of Year 12 subject grades were A's as opposed to a state average of 30.4%. 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 87 students undertaking full-time studies to complete Year 12 in 2021.

- 100% of 2021 Year 12 students successfully completed their SACE
- 81.18 was the median ATAR score
- 15 Merits were awarded

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Vocational Education and Training (VET)

In all, 28 Senior School students undertook VET courses (Cert 1, 2 and 3) in 2021. 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.*

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 2021,

- 99% of the 72 students who applied received University placements on application, 62 (86%) 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 2021.

Year Level	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
Year 3	98%	100%	98%	98%	100%
Year 5	100%	100%	98%	98%	100%
Year 7	100%	100%	100%	100%	100%
Year 9	99%	99%	99%	99%	95%

**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 2021, the College's NAPLAN results were on average 9% above State averages across Year 3, 5, 7 and 9 students. Similarly, 53% of 2021 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.

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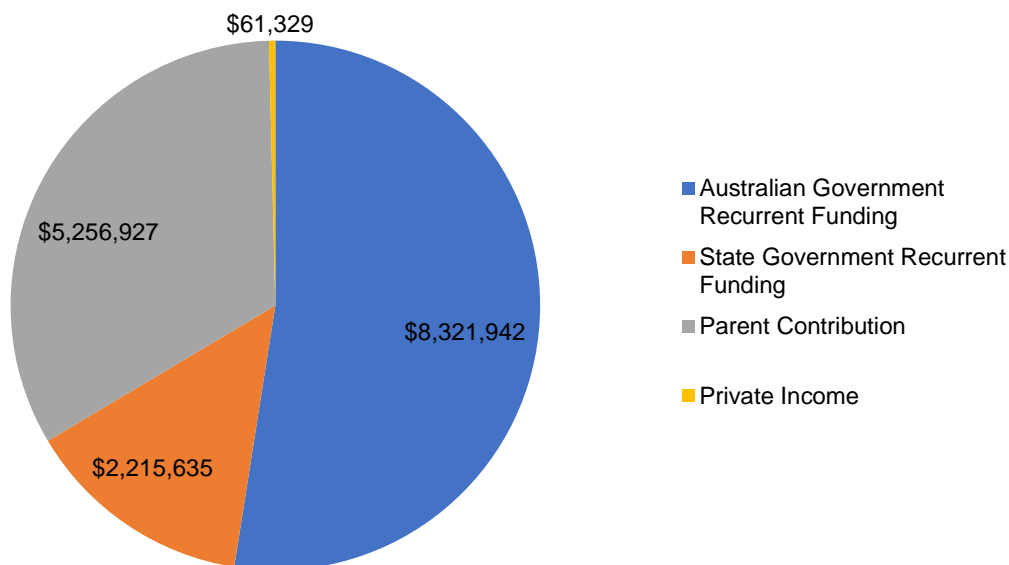
The College regularly receives parent letters, emails, and anecdotes expressing their appreciation towards the College and commenting positively on various aspects of the College including:

- 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. As staff numbers continue to grow, the new staff complement the large proportion of staff with over 20 years of continuous 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 **\$8,321,942**

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

State Government Recurrent Funding **\$2,215,635**

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

Parent Contributions **\$5,256,927**

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

Private Income **\$61,329**

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.)*