



Emmaus
Christian College

School Performance Report 2022

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A Reflection of 2022

2022 has seen many more elements of our ongoing commitment to refurbish, modernise and build College facilities that will enable our students to thrive into everything God has planned for them. Some noteworthy 2022 projects have included a complete refurbishment of the gym and southern playground (at South Plympton) and establishing a new third Early Learning Centre room and numerous new school classrooms (at Brooklyn Park). 2022 also saw the culmination of a few years of background planning work for the next season of South Plympton refurbishment and construction. Building work is set to commence in the new year, with what will be the most substantial construction project the College has undertaken in its history – very exciting times ahead indeed!

Not only has 2022 seen the culmination of years of work for South Plympton Master Planning, but also College-wide Strategic Planning. College Staff, Leadership and Board have prayerfully collaborated to look into the season ahead for the College, ensuring that we continue to place our Christian distinction front and centre, while also focusing on the improvement and innovation necessary for our students to thrive holistically into the season ahead. Although Emmaus is consistently ranked in the top 10 of approximately 600 South Australian schools in total, constant innovation is required to retain such high levels of achievement. Early in 2023, the new Emmaus Strategic Plan will be formally launched with the entire College community.

During the first half of Term 4 2022, I was blessed to visit and extensively tour the Holy Land. Experiencing first-hand what I have passionately studied and sought to live out my whole life has certainly added 'colour' to what was often a more 'black-and-white' understanding of the Scriptures. However, elements including the many trials of the Israelites, and locations of Jesus' birth, life, ministry, death and resurrection have profoundly impacted my very soul! Through this experience, God has placed a new passion and focus for this Emmaus ministry on my heart that has already started to shape 2022, and will in turn have a significant influence in the years to come. In reflection on 2022 leading into 2023, I share with you what God has placed on my heart for Emmaus as a result of my experience in the Holy Land.

Neve Shalom is an 'experimental' rural community overlooking Jerusalem in the distance. It was established in 1969 to pioneer Arab Christian, Arab Muslim and Israeli Jewish families all living in unity and peace cooperatively together (which is far from the case across most of the land). Spending time with these families gave me a glimpse into the hope and joy for peace in this heavily conflicted land. I took the picture below from the middle of Neve Shalom overlooking Jerusalem in the distance to the left, with the historic site of Emmaus (Luke 24) about one day's walk from Jerusalem to the right (the tree-covered hilltop between the two pine trees in the foreground).



Emmaus with Jerusalem in the distance

To the north of Emmaus / Jerusalem is the Sea of Galilee, around which (and on!) Jesus lived, walked, preached and performed many miracles. I was particularly impacted when visiting a small, elevated section of the Sea of Galilee shoreline where Jesus preached the Sermon on the Mount (Matthew 5). Consistent with Neve Shalom, Matthew 5:9 (blessed are the **peacemakers**) particularly impacted me.



Sea of Galilee



Stone saying 'blessed are the peace makers'

On the northernmost side of the Sea of Galilee is the biblical fishing town of Capernaum. Jesus was born in Bethlehem, grew up in Nazareth, and preached in Jerusalem, however the significant portion of his Galilean ministry years were focused in this small fishing town. Here Jesus met 5 of his disciples (the fishermen James, John, Peter, and Andrew) and the tax collector Matthew. Next to the Capernaum Synagogue ruins where Jesus preached the sermon of the bread of life (John 6:35-59) and drove the demon out of the possessed man (Mark 1:21-27) are the ruins of Peter's house where Jesus spent much time eating with and teaching the disciples.



Capernaum synagogue where Jesus preached John 6:35-59

A short distance to the right of the above Synagogue, something quite out of place caught my eye – a homeless person wrapped in a blanket sleeping on a park bench! Closer inspection revealed that this was indeed a recent bronze statue named “Homeless Jesus”. This is a challenging representation of Jesus’ words in Matthew 25:40 *“Truly I tell you, whatever you did for one of the least of these brothers and sisters of mine, you did for me.”*



Homeless Jesus in Capernaum

As I reflect on 2022 and look ahead to 2023 through my experience of the Holy Land, God has placed on my heart a focus for Emmaus to be a place of **unity, peace** and **joy** where we seek to serve and bless those around us by **looking outwards**, not inwards.

2022 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 2022 mid-year census across both campuses totalled 1,006 with no international FFPOS students enrolled.

Student Body

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

- Junior School (Foundation to Year 6) 290 students
- Middle School (Years 7-9) 249 students
- Senior School (Years 10-12) 240 students

The Brooklyn Park campus is divided into Early Learning Centre and Junior School (Foundation to Year 6 in 2022):

- Early Learning Centre (3 and 4 year old) 79 children
- Junior School (Foundation to Year 6) 148 student

Students of Aboriginal or Torrens Strait Islander origin:

- South Plympton campus – 1 student (0.13%)
- Brooklyn Park campus – 1 student (1.45%)

Students from non-English speaking background:

- South Plympton campus – 122 students (15.76%)
- Brooklyn Park campus – 41 students (28.28%)

Students who have learning adjusted through additional support from College staff and LAP volunteers and quality differentiation:

- South Plympton campus – 163 students
- Brooklyn Park campus – 21 students

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 7); 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 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; 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 2022, teaching staff held the following combinations of qualifications:

Diploma of Teaching	4
Degree	42
Degree and Diploma	6
Degree and Post-Graduate Qualification	17
Degree and Masters	13

Workforce Composition (Full-time equivalent)

Primary Teachers	27.5 (FTE)
Secondary Teachers	37.5 (FTE)
Total	65.0 (FTE)

School Support Staff	31.6 (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 % South Plympton	Attendance % Brooklyn Park
<i>Foundation</i>	90%	92%
<i>Year 1</i>	95%	89%
<i>Year 2</i>	93%	89%
<i>Year 3</i>	91%	92%
<i>Year 4</i>	91%	91%
<i>Year 5</i>	89%	92%
<i>Year 6</i>	90%	N/A
<i>Year 7</i>	92%	N/A
<i>Year 8</i>	92%	N/A
<i>Year 9</i>	92%	N/A
<i>Year 10</i>	93%	N/A
<i>Year 11</i>	94%	N/A
<i>Year 12</i>	N/A	N/A

In 2022, the average student attendance was:

- South Plympton campus – 92%
- Brooklyn Park campus – 91%

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, 98% of students successfully completed their SACE in 2022, which is a significant achievement, when one considers that these students have completed all of their senior schooling during the COVID pandemic which has to have had an impact on their education. The overall results are a credit to the students, their families and the teachers and well-being staff who all contributed to their well-being and this outcome.

12 SACE Results

A majority of students chose courses that lead to University study. These students qualified to achieve an ATAR (Australian Tertiary Admission Rank). The highest unadjusted ATAR for 2022 was 98.85 achieved by Danilo Amores Valle. A significant 27 A+ grades were achieved, including 9 Merits, awarded to the College across a range of subjects. Merits included a Year 11 student for the Research Project. Also, 34% of students achieved ATARs above 90 and 10% achieved an ATAR above 95, with 4 students achieving an ATAR over 98% which puts them in the top 2% in Australia. Over 50% 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. 48.1% of Year 12 subject grades were A's as opposed to a state average of 31.12%. Almost 10% of students across Senior School incorporated Vocational Education and Training (VET) programs in their SACE (South Australian Certificate of Education).

Vocational Education and Training (VET)

In all, 28 Senior School students undertook VET courses (Cert 1, 2 and 3) in 2022. 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.

22 students used completed Certificate 3 qualifications towards an ATAR.

Post School Destinations

Emmaus Christian College seeks to provide a range of study pathways for our students including university entrance, apprenticeships and employment. Courses offered to our 2022 graduates included:

- Architectural Design
- Engineering (Hons) Civil
- B Speech Pathology (Hons)
- B Laws and Legal Practice
- B Sci Hons (Forensic and analytical)
- B Creative Arts (Visual)
- B Ed (Secondary)
- B Music (Music Comp)
- B Humanitarian Aid and Development
- B Podiatry
- B Nutrition and Dietetics
- B Commerce
- B Info Tech (Game Development)
- B Pharmacy (Hons)
- B Paramedic Science
- B Nursing

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 2022.

Year Level	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
Year 3	98%	97%	98%	97%	98%
Year 5	98%	98%	98%	98%	100%
Year 7	95%	96%	96%	96%	96%
Year 9	98%	99%	99%	99%	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 2022, the College's NAPLAN results were on average 9% above State averages across Year 3, 5, 7 and 9 students. Similarly, 50% of 2022 Year 12 students ATAR's were in the top 20% of the State. High student performance is a key indicator for student satisfaction with the College, which similarly results in high levels of parent satisfaction.

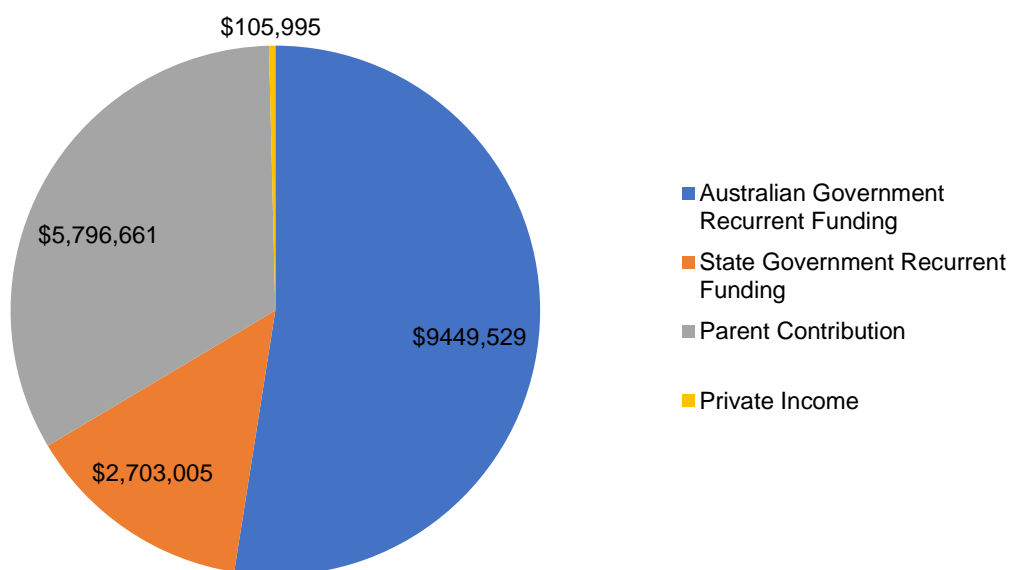
The College regularly receives parent letters, emails, and anecdotes expressing their appreciation towards the College and commenting positively on various aspects of the College including:

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

Similarly, Emmaus' staff community is extremely stable and long serving, presenting a high degree of staff satisfaction and demonstrates the College as an employer of choice. 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 **\$9,449,529**

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

State Government Recurrent Funding **\$2,703,005**

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

Parent Contributions **\$5,796,661**

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

Private Income **\$105,995**

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.)*