



## **SCHOOL PERFORMANCE REPORT FOR 2018**

In Luke 10:38-42 and John 11:1-12, we read the account of Jesus' interaction with Mary and Martha shortly before he brought Lazarus back from the dead. Reflecting on the many 'tasks' undertaken at Emmaus during 2018 we are reminded by this scripture to focus on the 'why' behind the 'tasks' we do, and not just on the tasks themselves. Paraphrasing from Anne Spangler and Jean Syswerda's book 'Women of the Bible' further focuses our 2018 efforts.

*Martha, Mary, and their brother, Lazarus, lived together in Bethany, a village just two miles from Jerusalem, on the eastern slope of the Mount of Olives. All three were intimate friends of Jesus.*

*During one of his frequent stays in their home, Martha became annoyed with Mary, her indignation spilling over like water from a boiling pot. Instead of helping with the considerable chore of feeding and housing Jesus and his retinue of disciples, Mary had been spending her time sitting happily at his feet. Feeling ignored and unappreciated, Martha marched over to Jesus and demanded: "Lord, don't you care that my sister has left me to do the work by myself? Tell her to help me!"*

*But Jesus wouldn't oblige. Instead, he chided her, "Martha, Martha, you are worried and upset about many things, but only one thing is needed. Mary has chosen what is better, and it will not be taken from her."*

*Jesus' tender rebuke must have embarrassed and startled her, calculated as it was to break the grip of her self-pity and reveal what was really taking place under her own roof and in her own heart. Perhaps this competent woman realized for the first time just how much she had been missing. Distracted by the need to serve Jesus, she had not taken time to enjoy him, to listen and learn from him. Her anger at Mary may have stemmed more from envy than from any concern about being overworked, for her sister had made her way into the circle of men to sit at the feet of the Teacher and learn from him.*

*Martha's story, of course, points to what is really important in life. She seemed confused and distracted, conned into believing her ceaseless activity would produce something of lasting importance. But Martha does more than simply instruct through her mistakes. She shows what it is like to have a relationship with Jesus so solid and close that no posturing or hiding is necessary. Martha seemed free to be herself in his presence. Where else should she have taken her frustration and anger, after all, but to Jesus?*

*Martha seems to have worked out her faith directly and actively, questioning, challenging, asking Jesus to rectify whatever had gone wrong. Her spirituality was like that of Jacob, who wrestled all night with an angel, or Job, who questioned God in the midst of his suffering, or Peter, who stumbled brashly forward into faith despite his mistakes.*

*At a later time, after her brother died, we see Martha running to meet Jesus as soon as she heard he was near. Her greeting to Jesus was tinged with complaint: "Lord, if you had been here, my brother would not have died." But faith, too, was present: "I know that even now God will give you whatever you ask."*

*"Your brother will rise again," Jesus assured her.*

*"I know he will rise again in the resurrection at the last day" Martha replied.*

*"I am the resurrection and the life" Jesus said. "Anyone who believes in me will live, even though they die; and whoever lives and believes in me will never die. Do you believe this?"*

*"Yes, Lord, "she told him" I believe that you are the Christ, the Son of God, who was to come into the world."*

*But right after her tremendous expression of faith, Martha's practical side reasserted itself. When Jesus asked for the stone to be removed from Lazarus's tomb, she objected, raising the concern on everyone's mind: "But, Lord, there will be a terrible stink. Lazarus has been there four days!" How amazed she must have been when instead of the stench of death, Lazarus himself emerged from the tomb!*

*The more we delve into Martha's story, the more familiar it seems—as familiar as the face gazing at us in the bathroom mirror. A woman who placed too much importance on her own activity and not enough on sitting quietly before Jesus, she pleaded for fairness without realizing that her version of fairness was itself unfair. Her common sense approach to life made faith difficult. But she also loved Jesus and was confident of his love for her. How else could she have found the courage to keep pressing him for answers to her many questions? Martha offers a warmly human portrait of what it means to have Jesus as a friend, allowing him to stretch her faith, rebuke her small vision of the world, and show her what the power of God can do.*

Reflecting on the business of 2018 in the life of Emmaus, the lessons taught by Martha's interaction with Jesus are paramount. Does Emmaus' *'ceaseless activity produce something of lasting importance'* at the expense of sitting quietly at the feet of Jesus? Does our pursuit of tasks take our focus off pursuing Jesus at a personal level and learning His ways? Although in the life of the College there is certainly importance to the tasks we turned our attention to in 2018, may this account of Mary and Martha remind us that 'Who' we do these tasks for the 'glory-of' is ultimately where the value and importance resides.

2018 has been a significant year with respect to our new campus due to open at Brooklyn Park in 2020. Although this project has been in the planning stage for a few years now, 2018 has seen some significant milestones reached including:

- On Wednesday 29<sup>th</sup> August 2018, settlement occurred on the land and buildings at Brooklyn Park formally transferring ownership to Emmaus Christian College.
- West Torrens Council granted 'Planning Approval'; 'Building Rules Consent'; and 'Development Approval' to the College for this site to operate as a school.
- The Education Standards Board issued educational registration for this site to operate as a school now formally known as 'Emmaus Christian College – Brooklyn Park'.
- The Education Standards Board has processed the Early Learning Centre Service Approval Application towards a January 2020 Early Learning Centre commencement at the site.
- Architectural design work for the new school has been undertaken including embracing the most contemporary educational design elements available.
- Tonkin Schutz Design Build has been engaged as the College contractor to refurbish the new school ready for 2020 commencement.
- Refurbishment work officially commenced on site (soil turned!) at the beginning of December 2018.

2018 refurbishment efforts have not been restricted to the new Brooklyn Park campus with considerable work also taking place at our South Plympton campus. This work has included:

1. Turf replacement on the College Oval
2. Installing a new tank and pump irrigation system to better sustain the new turf
3. Installation of new fencing to the south of the College oval

4. Installation of synthetic turf to the hard courts on the northern side of the College
5. Installation of new balustrading to the College Library balcony to make this space more functional for our Year 12 students
6. New student seating has been installed at various locations around the College grounds to provide greater capacity, flexibility and comfort for students at break times
7. New, more functional and aesthetically appealing bins have been placed around the College grounds with more to come in 2019
8. Complete replanting of the garden vegetation to the front of the College
9. Upgrades internal to the buildings have included: retiling of student toilets; reconfiguring internal classroom spaces; resurfacing of Performing Arts Centre floor; and installation of fire sprinklers to the middle floor (with the associated modernisation of the corridor ceiling)
10. Within the 'virtual' realm of the College, December 2018 also saw the launch of the new College website servicing both the South Plympton and Brooklyn Park campuses.

### **Year 12 Results**

2018 has also been another noteworthy year for student performance at Emmaus Christian College. The school year concluded with some very exciting news in relation to Year 12 results. Below is a 'snap-shot' of the 2018 Year 12 results:

- 100% of all Stage 2 subjects were awarded a C- grade or higher
- 98.53% (67 of 68) of students successfully completed their SACE
- 43.53% of all Emmaus grades were in the A band - compared to 26.43% across the State
- 7 Merits (perfect subject scores) were awarded

Of those Emmaus students who qualified for an ATAR:

- 55% of Year 12's (29 students) achieved an ATAR over 80
- 31% of Year 12's (16 students) achieved an ATAR over 90
- 14.5% of Year 12's (7 students) achieved an ATAR over 95

The above 14.5% demonstrates that Emmaus' high over representation in the A band goes all the way to the very top of the scale.

These results at Year 12 level are consistent with our 2018 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.

## **2018 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 will be opening at Brooklyn Park in 2020.

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 2018 mid-year census totalled 708 including 1 international FFPOS students (1 Senior School) and 1 student with application for special circumstances.

### **Student Body**

The school is divided into three sub-schools:

- Junior School (Foundation to Year 6) 286 students
- Middle School (Years 7-9) 219 students
- Senior School (Years 10-12) 203 students

Students from non-English speaking background 99 (13.98%)

Students of Aboriginal or Torrens Strait Islander origin 3 (0.42%)

126 students (61 Junior, 65 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 2018 included:

- Christian Focus: Regular devotions; worship as part of assemblies; daily prayer for and with the students; activities focused on supporting others; Worship Bands; Choirs; Parent prayer groups, Student prayer groups; Bible curriculum across all year levels.
- Programs: Regular assessment of student progress; Early Intervention; Reading Recovery; Gifted and Talented Extension; Program Achieve; Learning Assistance Program (LAP); Young Leaders Programs; extensive Career Education support for students in groups and individually; Vocational Education & Training (VET) programs providing students with experience in career areas.
- Pastoral Care: Orientation days (Foundation, Year 8); Program Achieve and Mind Matters Programs; TIF (Upper Primary girls) Group; Christianity, Careers and Personal Planning (CCAPP) program; Chaplain and Student Wellbeing Coordinators; Celebration Day, Middle School Wellbeing Day.
- Co-curricular: Regular class excursions into the community; Junior Primary Garden, Class and Year level camps from Years 2-12 (including Wirraway Homestead, 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 (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); 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 Master Classes; Music Ensembles (Middle & Senior School Worship Ensembles & Vocal Ensemble); Peer Mediation; Peer Mentoring; Peer Tutoring, Robotics, Social Justice Group.
- Student Leadership Opportunities: Student Representative Councils (Junior School, Middle School); House Leaders (Junior, Middle and Senior School); Junior Peer Mediation (Year 6); Connections Groups (Peer Mentoring); Monitor responsibilities.
- Parent Support: Chaplain and Student Wellbeing Coordinators; Parent Information Nights; active Parents Connect Group, Coffee and Prayer groups.
- 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 2018, teaching staff held the following combinations of qualifications:

Diploma of Teaching	6
Degree	35
Degree and Diploma	8
Degree and Post-Graduate Qualification	7
Degree and Masters	7

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

Primary Teachers	17.9 (FTE)
Secondary Teachers	30.4 (FTE)
<b>Total</b>	<b>48.3 (FTE)</b>
School Support Staff	21.8 (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>Foundation</i>	<i>95%</i>
<i>Year 1</i>	<i>95%</i>
<i>Year 2</i>	<i>94%</i>
<i>Year 3</i>	<i>96%</i>
<i>Year 4</i>	<i>95%</i>
<i>Year 5</i>	<i>95%</i>
<i>Year 6</i>	<i>96%</i>
<i>Year 7</i>	<i>94%</i>
<i>Year 8</i>	<i>95%</i>
<i>Year 9</i>	<i>93%</i>
<i>Year 10</i>	<i>95%</i>
<i>Year 11</i>	<i>94%</i>
<i>Year 12</i>	<i>96%</i>

In 2018, the average student attendance was 95%.

### 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. Pleasingly, 98.53% of students (67 out of 68) successfully completed their SACE in 2018, which is a wonderful achievement. The whole Year 12 cohort achieved their SACE in 2018 and the previous statistics represent a carry over student from the previous year's cohort.

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 ATARs for 2018 were 97.8 achieved by Mitchell Raw and 97.65 achieved by Joshua Hillier. Fifteen A+ grades, including 7 Merits, were 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 14.5% (7 students) achieved an ATAR above 95. Over 55% 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. 43.53% of Year 12 subject grades were A's as opposed to a State average of 26.43%. 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 68 students undertaking full-time or part-time studies to complete Year 12 in 2018.

- 100% of 2018 year 12 students successfully completed their SACE
- 12 students achieved A's in all their subjects
- 7 Merits were awarded, 1 for Research Project which was studied at Year 11.

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

These achievements of our 2018 Year 12 students are a credit to the students and testimony to the support provided by our teachers.

### **VET**

In all, 28 Senior School students undertook VET courses (Cert 1, 2 and 3) in 2018, including 6 school based apprenticeships. The courses covered a diverse range of vocations including *Child Care, Christian Ministry Studies (Vetamorphus), Carpentry/Construction, Electro technology, Event Management, Hairdressing, Hospitality, Make-up Services, Music, Sports Coaching and Transition Program.*

Electro technology was on-campus in the College Trade Training Centre. Other programs were off-campus.

### **Year 12 Students:**

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

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



Year 11 Students (including Vetamorphous):

- 7 students will continue with VET into 2019
- 1 student gained a full time electrical apprenticeship
- 1 student left Emmaus
- 6 students studied straight Year 12 subjects

### Post School Destinations

Students have a wide choice of Senior School study options. A significant number follow pathways that lead to University and TAFE study. Others seek to gain apprenticeships or direct entry to the workforce.

In 2018,

- 98% (60 out of 61 students) received University placements on application, 45 (74%) 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)

<b>Year Level</b>	<b>Reading</b>	<b>Writing</b>	<b>Spelling</b>	<b>Grammar &amp; Punctuation</b>	<b>Numeracy</b>
Year 3	97%	100%	97%	100%	97%
Year 5	98%	94%	98%	98%	98%
Year 7	95%	96%	96%	96%	100%
Year 9	98%	92%	95%	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 2018, the College's NAPLAN results were on average 8% above State averages across Year 3, 5, 7 and 9 students. Similarly 50% of 2018 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:

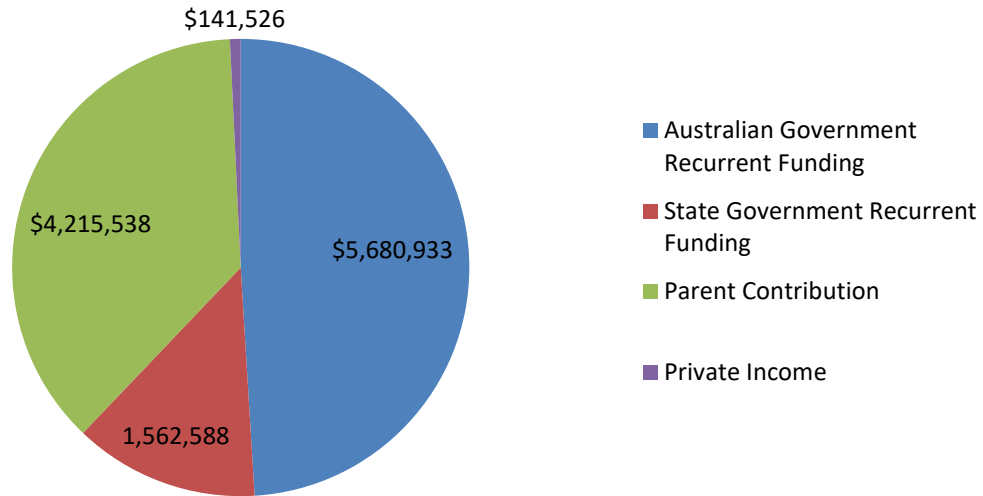
- Quality of teachers and teaching
- Well-structured learning environment
- The strong Christian community values
- Seamless student transitions throughout the College (F-12)
- Authentic and caring pastoral care
- Continually improving College facilities
- Support of differing student needs
- The College 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. 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.

A long serving and stable staff is also central to the effective ministry at Emmaus. This reality however periodically comes with the retirement and departure of some exceptionally long serving staff, and 2018 is one such year. The College would like to acknowledge the long and distinguished service of the following staff as they depart Emmaus: Mr Lothar Dunaiski (31 years service); Mrs Jill Miller (28 years service); Mrs Françoise Finlayson (25 years service); Mr Andrew Edmondson (21 years service); Mrs Debbie Beaty (18 years service); and Ms Cathie Meaney (18 years service).

The collective experience and wisdom of our staff is our most important College asset and is responsible for the outstanding success of our students and associated parent satisfaction.

## Sources of Funding



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

**\$5,680,933**

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

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

**\$1,562,588**

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

### **Parent Contributions:**

**\$4,215,538**

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

### **Private Income:**

**\$141,526**

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

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