



EMMAUS

CHRISTIAN SCHOOL CANBERRA

ANNUAL REPORT

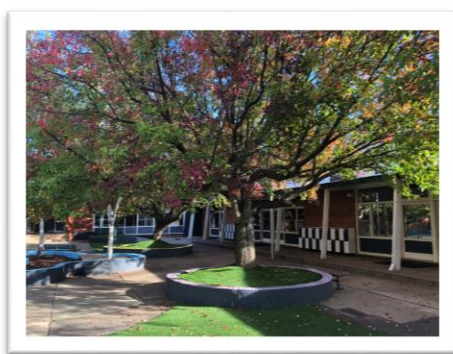
2017



Emmaus exists to partner with parents, in providing a Christ-centred, Biblically-grounded and academically-rigorous education, which enables students to grow in wisdom and character, to the glory of God.

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School Profile

Emmaus Christian School is located in the inner north Canberra suburb of Dickson. We provide quality Christian education from Pre-School through Year 10. Primary School has a double-stream Kindergarten class, three composite 1/2 classes, two composite 3/4 classes, and a Year 5 class. In Middle School and Secondary, classes are single-stream.

The school is governed by the Board, elected by members of the North Canberra Christian Education Association Inc. The Board also oversees operation of Emmaus Christian Preschool.

Emmaus Christian School endeavours to provide an excellent academic education in a caring, Christian environment. Our dedicated staff looks to build partnerships with families as we seek to equip our students for service to God and their communities.

Emmaus Christian School renewed its registration with the ACT Directorate (Non-Government Schools) in 2017, and is due to renew registration again in June, 2022.

Vision and Mission

In 2016, the Board and Executive Leadership invited Mr John Reed from Reposition to lead us in a review of vision and mission. The result of many months of work by the Board was a restating of Emmaus' vision and mission as a Core Purpose Statement:

Emmaus exists to partner with parents in providing a Christ-centred, Biblically-grounded and academically-rigorous education, which enables students to grow in wisdom and character, to the glory of God.

The school's values were also refined and restated:

1. Caring for Others

At Emmaus, we value, care for and respect each other because we are all made in the image of God. We partner with parents to care for and develop the whole person- body, soul and spirit. We foster a sense of belonging, celebrate one another's achievements and choose to be grateful for our school and each other. We are a community that learns in a fun, creative, encouraging and generous environment.

2. Striving for Mastery

At Emmaus, we encourage students to strive for excellence in all aspects of life: in study, work, and in relationships with God and with people. We believe God equips every person with gifts and abilities. We seek to instil in our students a strong desire to apply their utmost to what they do, an attribute that will long outlive their school years. Students are encouraged to master and apply academic and life skills in order to make the most of their opportunities in later life. Our goal is to equip students with the necessary skills and understanding to make wise and Godly choices, and to live resilient, fulfilled, and productive lives.

3. Equipping for Service

At Emmaus, our motivation for service is the love that Christ has shown us: his life of servant leadership is the example we seek to follow. Staff at Emmaus model integrity, accountability and the value of excellence in our work. We strive to equip students with both the desire and the skills to make a difference in the lives of others. We aim to grow students who are rich in Godly wisdom and noble character, and find their security in the love of Christ.

Strategic Planning

During 2017 the Board adopted a new Strategic Plan with the following Strategic Priorities:

Strategic Priority 1: Partnerships & Community

Emmaus is a school founded on the involvement of parents in the education of their children.

Our organisational structure enables parent involvement, governance and influence.

Emmaus started through the generosity of other community organisations and we recognise the opportunity and value of creating strategic partnerships.

To strengthen our partnerships, we will:

1. Engage with parents in structured and planned ways to strengthen the partnership between home and school to grow children of character and wisdom.
2. Create new partnerships with other organisations to broaden the education and activity offerings that enable diversity and growth in a sustainable way.
3. Grow the North Canberra Christian Education Association and increase its involvement and support for the future direction of Emmaus.

Strategic Priority 2: FAITH & VALUES

Emmaus Christian School exists, first and foremost, to offer Christian education.

At the same time, we seek to be faithful to the Biblical mission of conveying the message of true hope and salvation in the Lord Jesus Christ to all nations. The School is not a church, but is prepared to give an account of the faith by which we lead our lives. The core values, updated by the Board in 2016, represent the way we apply our faith at school. They are what make Emmaus distinctive. To embody our faith and values, we will:

1. Give all of our students, parents and staff the opportunity to hear and respond to the Gospel. We will do this truthfully through our words and actions in the normal course of delivering Christian education and our school activities.
2. Integrate our faith and values into school routines, activities and life.
3. Embed our values so they become a strong language in the school well understood by all.

Strategic Priority 3: CHRISTIAN EDUCATION & EXCELLENCE

Emmaus offers a distinctly Christian Education, whereby the biblical understanding of our world is integrated into the delivery of our curriculum.

Emmaus is committed to an academically rigorous education. To do this we use effective, evidence-based teaching and learning practices. Our teaching is regularly assessed and refined through targeted feedback and performance appraisals. The achievement of academic and wellbeing outcomes for all students will be monitored regularly through appropriate data collection and analysis to inform continuous improvement in teaching quality. The focus will be on delivering high-level learning outcomes across preschool, primary and secondary, increased enrolments and strong community satisfaction.

To deliver academically rigorous Christian Education, we will:

1. Implement Emmaus teaching standards based on AITSL teaching standards and Christian practice, engagement and knowledge and use of appropriate appraisal methodology to improve teacher quality.
2. Improve academic results, student satisfaction, student wellbeing and pastoral care to build their confidence and mastery
3. Offer curriculum that provides students with opportunities for rich and diverse learning-that develops their wisdom and character.

Strategic Priority 4: SUSTAINABILITY & GROWTH

2017 marks 20 years of Emmaus Christian School delivering Christ-centred education.

As a Board we seek to establish a strategic direction for longevity by building capacity and strength in our student profile, staff, property and finances.

To create sustainability in our school, we will:

1. Establish and execute a school master plan and building improvement plan for the campus to support current and future requirements including double streaming of primary and secondary schools.
2. Attract and retain quality and experienced staff committed to Christ-centred education and provide our staff with quality resources, training and development.
3. Develop the school to be resilient and adaptable to government funding and policy changes through optimal size and structure.
4. Build and maintain appropriate structures policies and procedures to ensure our school operates in a compliant, efficient and accountable manner.

Master Planning

Since 2015 the Board has engaged with Munns Sly Moore Architects in ongoing Master Planning. In 2017 the first stage of this plan has been completed through an extended and refurbished Preschool building project worth \$1.4million.

This project was made possible through a generous \$500,00 BGA grant and the facilities will be officially opened by the ACT Minister for Education in July 2018.

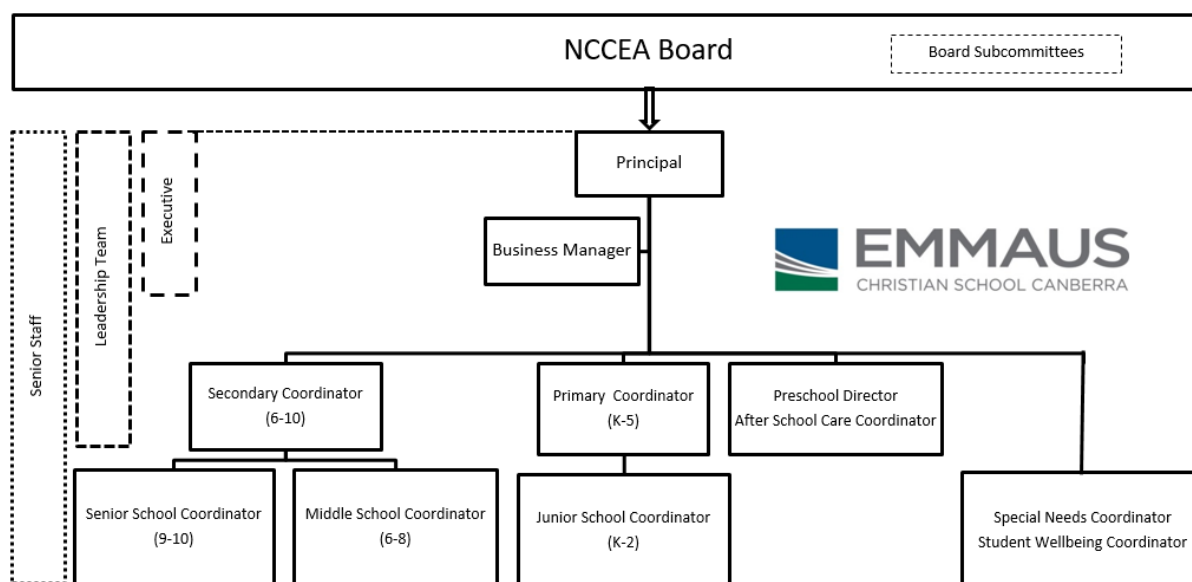
The new updated Master Plan will be delivered to the Board during 2018.

Executive and Administrative Changes in 2017

Director of Studies, Mrs Rachel McClure resigned at the end of 2017 to take up a new national role for Christian Education National.

The school engaged in a design and consultation process for a new management and leadership structure. One of the features of this new model was the replacing of the Director of Studies with a series of Coordinator's positions as well as the introduction of a Middle School as demonstrated in the next section.

Diagram of Proposed New School Structure for 2018



Enrolments

Emmaus Christian School is a multi-cultural community, with many staff and students having come to Australia from other countries. Amongst our parents and student body, more than thirty languages are spoken at home. Less than 2% of our student body are Indigenous Australians.

Post-School Destinations

Of students graduating in 2017, 95% went to ACT Public Colleges and 5% to ACT Catholic Colleges.

Students with Additional Needs

Our teaching staff members are ably assisted by the Learning Assistance team in identifying and supporting students with additional learning needs. Students are identified by parents or teachers, and a range of testing is undertaken to determine the best strategies to assist the student.

Assistance can take the form of small group help, one-on-one extra teaching, or materials provided by the Learning Assistance team for use in the classroom. The LSA team consisted of one teacher, one full-time and three part-time learning assistants in 2017.

Student Numbers

| School Year | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 |
|--------------------|------|------|------|------|------|------|
| Preschool | 39 | 44 | 49 | 47 | 51 | 54 |
| Primary | 190 | 190 | 200 | 187 | 177 | 181 |
| Secondary | 102 | 106 | 129 | 114 | 106 | 100 |
| K-10 Total | 292 | 296 | 329 | 301 | 283 | 281 |
| Whole School Total | 331 | 340 | 378 | 348 | 334 | 335 |

Attendance

In 2017, the overall attendance rate was 92.57%.

| Year Level | Attendance Rate | Year Level | Attendance |
|------------|-----------------|------------|------------|
| Year 1 | 92.98% | Year 6 | 90.88% |
| Year 2 | 91.74% | Year 7 | 95.11% |
| Year 3 | 92.8% | Year 8 | 92.11% |
| Year 4 | 91.57% | Year 9 | 92.62% |
| Year 5 | 96.00% | Year 10 | 91.13% |

Parents are notified by SMS of any absence by 10:00 am, and are required to provide an explanation for the absence.

National Testing Results

Emmaus Christian School has a strong Junior School program that gives our students the best foundation to literacy and numeracy. Our mean Year 3 scores were better than other ACT AIS schools for all of the Naplan tests- Reading, Writing, Spelling, Grammar and Punctuation and Numeracy.

Our Junior Primary School's comprehensive synthetic phonics program continued to build strong reading results, evident in our 2017 Year 3 Reading Naplan mean scaled score being better than both AIS and State schools for the second year in a row. Similarly, our Junior Primary School's writing program which is based on modelling off exemplars prior to creating their own texts resulted in Emmaus Christian School's Year 3 Writing scaled score being better than AIS and State scaled scores for the fourth year in a row. Our Year 3 Numeracy scaled scores are also better than AIS and State schools for two years in a row.

Whilst students start school with different developmental readiness and ability to learn, making academic growth through their schooling is the key to academic improvement and achievement. Emmaus Christian School Canberra students continued for the five years to make gains greater or equal to the expected growth. Numeracy gains have been strong for Years 5- 77%, Year 7- 73.7% and Year 9- 93.3% of our students made equal or greater gains than expected in 2017. This is followed by Reading where in Year 5-84.2%, Year 7 - 73.7% and Year 9 -63.3% of our students made gains equal to or greater than expected growth. In Writing, Year 5- 70%, Year 7- 42% and Year 9-63.3% of our students made equal to or greater than expected growth.

NAPLAN results will continue to inform our curriculum and pedagogy development so we can deliver the best learning outcomes for our students.

Students with Additional Needs

Our Special Needs Team identifying and support students with additional learning needs. Students are identified by parents or teachers, classroom data and psycho-educational screening assessments conducted by Special Needs Team to determine the best intervention or adjustments for each student. In 2017, intervention was provided to small groups of students with similar age and needs in the Learning Lab or in-class support for Kindergarten students. Work content may be adjusted in how it is taught, how the student achieves mastery, how learning is assessed or a combination of all of the above. The Special Needs team consisted of one teacher and one learning support assistant in 2017.

Staffing

Emmaus Christian School employs qualified teachers. In 2017, all of our teachers held a Bachelor's Degree or higher and were accredited by the Teacher Quality Institute of the ACT.

| Staffing Profile 2017 | | | |
|-----------------------|--|--------|------|
| Category | Description | Number | FTE |
| Executive Staff | Principal, Director of Studies, Head of Secondary, Head of Primary, Business Manager | 4 | 3.8 |
| Teaching Staff | Classroom Teachers, Learning Assistance Teacher | 22 | 16.8 |
| Learning Assistants | People providing extra assistance in the classroom | 4 | 1.3 |
| Childcare Assistants | People providing childcare in the long day care portion of the preschools | 6 | 2 |
| Support Staff | Bursar, receptionist, enrolments, accounts, IT, cleaning, maintenance, After School Care, website maintenance, library | 12 | 8.1 |

During 2017, all teaching staff completed a minimum 20 hours each of Professional Learning, as required by the Teacher Quality Institute for the renewal of teacher registration. This included whole-school Professional Learning based on school priorities (including a 'Certificate of Christian Education') and PL based on teachers' individual professional goals. A

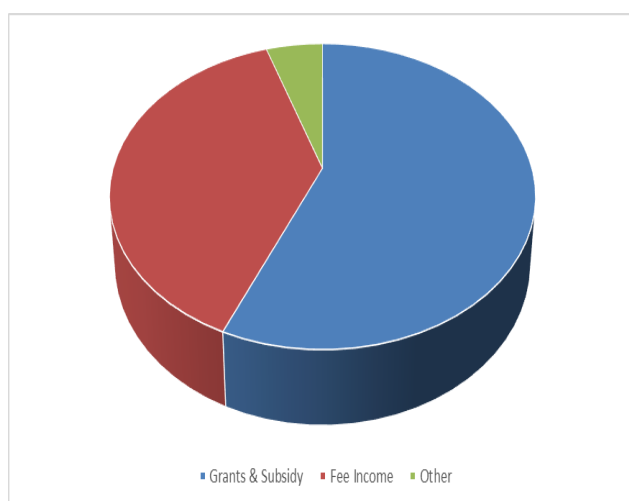
first aid course is made available annually to any staff who needed to renew their certification and allergy and anaphylaxis training was provided to all staff at the beginning of the year.

Staff Attendance

We had a full-time equivalent of 20.6 teaching staff members, giving a total of 3852.2 days of attendance at school. Teaching staff took a combined 296.8 days of leave, for reasons including illness, maternity leave and family obligations. This is an overall attendance rate of 92%.

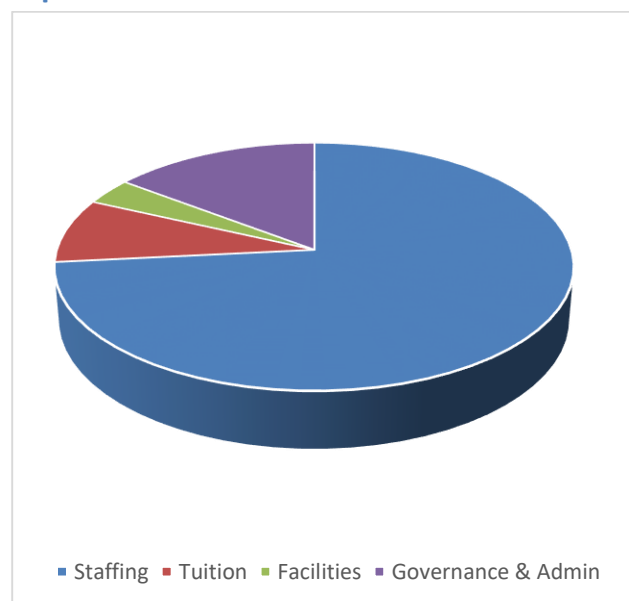
Financial Information

Income



| | |
|--------------|--------------------|
| Grants | \$2,692,087 |
| Fees | \$1,832,535 |
| Other | \$243,459 |
| TOTAL | \$4,768,081 |

Expenditure



| | |
|--------------------|---------------------|
| Staffing | \$ 3,464,002 |
| Tuition | \$ 397,341 |
| Facilities | \$ 164,106 |
| Governance & Admin | \$ 692,772 |
| TOTAL | \$ 4,718,221 |

Capital Expenditure

- New Preschool Building
- Preschool Furniture
- Primary Courtyard Upgrade
- Concrete footpaths
- Concrete slab in front of Art Room
- Staffroom Kitchen Upgrade
- Cabinet for Science Lab
- TV's for Primary
- Testing and Tagging Machine
- 32 Desks for Secondary
- Sunshade replacement in Secondary

Parent Satisfaction

- Towards the end of 2017 Parent Surveys 186 out of 338 responses received indicated satisfaction as follow:

| | STRONGLY AGREE | AGREE | NEUTRAL | DISAGREE | STRONGLY DISAGREE |
|--|-------------------|-----------|-----------|----------|----------------------|
| I am satisfied that my child is getting a good education at Emmaus | 39% 53 | 53% 72 | 6% 8 | 1% 1 | 1% 1 |
| Emmaus has high expectations from my children | 26% 35 | 56% 76 | 14% 19 | 4% 5 | 0% 0 |
| Teachers expect my child to do his/her best | 34% 46 | 59% 80 | 4% 6 | 2% 3 | 0% 0 |
| Teachers provide my child with useful feedback | 24% 32 | 50% 68 | 19% 26 | 7% 9 | 0% 0 |
| Teachers at this school give me confidence in their approach to learning | 28% 38 | 58% 78 | 10% 13 | 4% 5 | 1% 1 |
| My child feels safe at Emmaus | 57% 77 | 36% 48 | 5% 7 | 2% 3 | 0% 0 |
| My child is making good progress at school | 25% 34 | 56% 75 | 13% 18 | 6% 8 | 0% 0 |
| I receive timely feedback about my child's progress | 24% 32 | 50% 67 | 16% 22 | 8% 11 | 2% 3 |
| My child likes being at Emmaus | 52% 70 | 38% 51 | 7% 10 | 3% 4 | 0% 0 |

| | STRONGLY AGREE | AGREE | NEUTRAL | DISAGREE | STRONGLY DISAGREE |
|---|-------------------|-----------|-----------|----------|----------------------|
| My child's teacher provides good support to my child's learning | 33% 45 | 50% 67 | 14% 19 | 3% 4 | 0% 0 |
| Teachers at Emmaus are approachable | 50% 68 | 38% 51 | 7% 10 | 4% 6 | 0% 0 |
| Teachers at Emmaus treat students fairly | 31% 42 | 56% 75 | 10% 13 | 2% 3 | 1% 2 |
| Our campus is well maintained | 33% 45 | 55% 74 | 9% 12 | 3% 4 | 0% 0 |
| Student behaviour is well managed at this school | 32% 43 | 56% 75 | 10% 13 | 2% 3 | 1% 1 |
| Emmaus always looks for ways to improve | 36% 48 | 50% 68 | 13% 17 | 1% 2 | 0% 0 |
| Emmaus takes parents' opinions seriously | 33% 44 | 43% 58 | 14% 19 | 7% 9 | 4% 5 |
| Teachers at Emmaus motivate my child to learn | 27% 37 | 56% 76 | 14% 19 | 1% 2 | 1% 1 |
| Overall I am satisfied with Emmaus | 41% 55 | 47% 63 | 8% 11 | 4% 5 | 1% 1 |

Conclusion

2017 was largely a year of building upon the changes during 2016. A strategic Plan was finalised, the Preschool building project completed and the planning, consultation and design of a new leadership and school structure for 2018 taking main stage. We remain deeply grateful to students, parents, staff, and the Board who have greeted change with enthusiasm and energy. Most importantly, we give honour and thanksgiving to God, who sustains us, and for whose glory we strive.

On Behalf of the Emmaus Leadership Team
Mr Erik Hofsink (Principal)

