SCHOOL PERFORMANCE INFORMATION
2014

Emmanuel Christian Community School

Seeking to educate with the whole truth
EMMANUEL CHRISTIAN COMMUNITY SCHOOL

SCHOOL PERFORMANCE INFORMATION

2014

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Number of days open for instruction in 2014

189 days. An average of 45.5 days per term.

5 hours and 40 minutes a day. (8:30AM to 3:15PM)

189 days x 5 hours and 40 minutes = 1017.5 hours of instruction per year. (Exceeds the standard-it is highly satisfactory)

Kindergarten 15 hours a week based on 8:30AM – 12:15PM timetable. 600 hours per year.

The average attendance rate of staff is 98% of 189 days which is an average of 185 days per school year.

Please, note that this figure does not take into account Long Service Leave, sick leave, deceased and Maternity/Paternity Leave.
EMMANUEL CHRISTIAN COMMUNITY SCHOOL

SCHOOL PERFORMANCE

TEACHER RETENTION 2014

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<thead>
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<th>PRINCIPAL</th>
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<tbody>
<tr>
<td>Pedro Cruz</td>
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TEACHING STAFF

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<td>Yvonne Smith</td>
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<tr>
<td>Fiona Chong</td>
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<tr>
<td>Kathryn Williamson</td>
<td>2005</td>
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<tr>
<td>Laura Cruz</td>
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<td></td>
</tr>
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<td>William Cruz</td>
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</tr>
<tr>
<td>Rebecca Puscas</td>
<td>2012</td>
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<tr>
<td>Megan Lahti</td>
<td>2014</td>
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PROPORTION OF TEACHING STAFF RETAINED IN A SCHOOL YEAR FROM THE PREVIOUS YEAR.

100%
# TEACHER QUALIFICATIONS 2014

<table>
<thead>
<tr>
<th>NAME</th>
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<tbody>
<tr>
<td>Mr. Pedro Cruz</td>
<td>M.Ed.Admin (UNE), B.Science (UWA), Dip.Ed. (UWA), Dip.Chr.Ed. (ITCE)</td>
</tr>
<tr>
<td></td>
<td>MACEL MACEA</td>
</tr>
<tr>
<td>Mrs. Carol Davis</td>
<td>B.A. (UWA), Dip.Teach. (STC), Dip.Chr.Ed. (ITCE)</td>
</tr>
<tr>
<td>Mr. Phillip Gabrielson</td>
<td>B.A. Ed. (ECU)</td>
</tr>
<tr>
<td>Mrs. Laura Cruz</td>
<td>B. Bus. (ECU), B. Sc (ECU), Grad. Dip Ed. (ECU) Early Childhood.</td>
</tr>
<tr>
<td>Mr. Graeme Leathard (ECU)</td>
<td>B. Ed. (ECU), Dip. App Sci (Photography), Grad Cert Early Childhood</td>
</tr>
<tr>
<td>Mrs. Winsome Smith</td>
<td>Dip. Teach, B. Ed.</td>
</tr>
<tr>
<td>Mrs. Yvonne Smith</td>
<td>Dip.Teach. (WTCS), Cert. III Lang. Studies</td>
</tr>
<tr>
<td>Mr. Brendon Pirie</td>
<td>B.Ed (ECU)</td>
</tr>
<tr>
<td>Miss Suezanne Vellelonga</td>
<td>B.Ed. (ECU), Cert. III of Children´s Services.</td>
</tr>
<tr>
<td>Mrs. Kathryn Williamson</td>
<td>B. Soc.Work(Curtin), Grad.Dip.Ed.(ECU)</td>
</tr>
<tr>
<td>Linda Neaves</td>
<td>B.Ed. (Murdoch)</td>
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<tr>
<td>Nataly Vallejos</td>
<td>B. A. Ed (ECU) K-7</td>
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<tr>
<td>Rachelle Ashmore</td>
<td>B. A. Ed (ECU) K-7</td>
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<tr>
<td>William Cruz</td>
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<tr>
<td>Rebecca Puscas</td>
<td>Bachelor of Education P-P-6 (Edith Cowan University), Grad. Cert. Early Childhood Studies (Edith Cowan University)</td>
</tr>
<tr>
<td>Megan Lahti</td>
<td>B. A. Ed (ECU) K-7</td>
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EMMANUEL CHRISTIAN COMMUNITY SCHOOL

2014

SCHOOL PERFORMANCE

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

1. EXPENDITURE IN TEACHERS PROFESSIONAL LEARNING.

The total expenditure for Teaching and Non teaching staff for the year 2014 was $34,709.83

There were Professional Development seminars and workshops with no cost, especially seminars conducted by AISWA (Association of Independent Schools of Western Australia).

2. TEACHER PARTICIPATION IN PROFESSIONAL LEARNING.

All (15) teachers have participated in professional learning activities during the year of 2013. All staff attended one or more from the following list:

- Christian Schools Conference – The focus of the conference was on up-skilling teachers and staff members in Christian worldview, Christian philosophy of education, developing Christian curricula, Biblical foundation for education and Biblical approach to education.
- Briefing the Board – Curriculum Matters. Led by AISWA
- SchoolPro – Register of Attendance. Introduction of a new software for the administration and production of school reports.
- National Assessment Program. AISWA
- Monitoring Literacy and Numeracy Professional Development.
- The Kindergarten and Pre-Primary profile.
- Inclusive Education. AISWA
- ‘Skills for Kids’ seminar to learn ideas for promoting skill development and inclusion of children with disabilities in the school.
- ‘Reflections on Equal Opportunity and Non-Discrimination in Education in Western Australian’ Achievements, barriers and Aspirations – Education Law Seminar.’
- Guided Reading Network seminar – Explicit Teaching of Reading in the Primary Years
- “Identifying children with speech and language disorders and developing oral language skills on kindergarten and pre-primary children”.
- “Best Practice in Literacy Network.”
- ‘Developing Teacher Leaders: How teacher leadership enhances school success.’
• ‘Implications of Amendments to the Occupational health and safety Act for Schools and Governing Bodies.’
• ‘School reporting obligations -2014.’
• ‘Safe Children – Strong Students’ seminar.
• ‘Child and Community Health – Anaphylaxis’ seminar.
• Involvement with the Constable care Child safety Prevention programme.
• Disability Discrimination Act and Disability Standards in education seminar.
• Legal Seminar – AISWA
• Equipping Christian Teachers – How to keep our Christian School Christian. Whole school attendance.
• Early Years Learning Framework Seminar – Planning for Teachers and Education Assistants
• Leadership Conference – Christ Followers in the Education Workplace. CSA
• National Quality Standards for Early Childhood Learning and Care
• Know your Science Content of Knowledge for Teachers of Years 3-5
• New Hope International Training Seminar. How to keep our Christian Teachers Christian.
• Attendance of WA Asthma Friendly School Seminar.
• Training Seminar of accounting records MYOB
• Christian Schools Australia Leadership Conference.
• Christian Schools Australia Business Managers Conference.
• School Information up date for Principals. AISWA. – Early Childhood, Students with Disabilities, Teacher Standards and Review Funding.
• Linking the Early Years Learning Framework and Australian Curriculum. AISWA
• Technology for Teachers and Teacher Assistants.
• AISWA Annual general Meeting. Education for the 21st Century.
• Western Australian Curriculum and Assessment Outline Briefing Session. School Curriculum Standard Authority.
• Go Maths seminar. ORIGO.
• Aitsl. Australian Institute for Teaching and School Leadership – National Professional Standard for teachers and Principal
• Dyslexia Speld. Talk-Early Childhood seminar.
• Mental Maths with Ellita DeNardi Professional Development.
• Summer Training Seminar- New Hope International – Effective Teaching and Learning Series.
• Working with English as a Second Language Students in the Classroom. AISWA.
• Accommodating students within the classroom – Literacy and Clinical Services.
• Essentials Elements of Early Numeracy Seminar.
• Maths – Developing a whole school approach to teaching facts.
• Leaders breakfast; What are the characteristics of a quality Early Childhood teacher? AISWA.
• National Quality Standards training for school leaders.
• School Curriculum and Standard Authority Development of Kindergarten Curriculum for WA Schools.
• Australian Curriculum Conference ‘Implementing the Australian Curriculum in the Primary Years.’
• Keys to effective Ministry Workplaces. Principles and Standards for Christian churches and ministries.
• Privacy Act seminar. Lavan legal Seminar.
• WA Schools Risk Management Workshop.
• Australian Curriculum History (P-6) Seminar.
• GRIP Leadership Conference.
• First Aid Course.
• Assessment and Reporting with Australian Curriculum- early Childhood.
• How to develop a Quality Improvement Plan.
• Nationally Consistent Data Collection. Students with Disability.
• Implementing Effective Document for Individual Education Program.
• P-6 Reporting Forum.
• Disability Discrimination Act (DDA and the Disability Standard for Education).
• ‘Early Childhood Australia National Conference ‘Season of Change’
• Mandatory Reporting in school.
• ACER – AISWA School Improvement Project.
• Write Time, Write Place Teacher excursion workshop.
• National Quality Standards Independent Sector Leader Training. AISWA CN09339
• Australian Curriculum Humanities Update AISWA.
• Early Childhood Leaders’ Network Meeting. AISWA Wendy Gorman
• How to develop a quality improvement plan. AISWA Wendy Gorman
• Explicit Instruction. ECU. Mt Lawley Campus 11/3/2014. Twilight Seminar Partnership Schools. Dr. Lorraine Hammond
• Emmanuel Christian Community School Staff presentation of PL re Assessment and Reporting. Maths, Science, History and English 14/4/2014
• Explicit Instruction School Visit – Dianella Heights Primary School 2/4/2014
• National early Childhood reform Seminar by Edith Cowan University. 30/7/2014
• School Registration Seminar AISWA 23/10/2014 Gary Robinson
• Scootle . Seminar AISWA 18/02/2014
• Genre Writing. ECCS. Phil Gabrielson. 26/2/14
EMMANUEL CHRISTIAN COMMUNITY SCHOOL

2014

SCHOOL PERFORMANCE

SCHOOL FUNDING SOURCE

SCHOOL FUNDING SOURCE 2014

<table>
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<tr>
<th>Funding Source</th>
<th>Amount</th>
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<td>School Fees</td>
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<td>Student Receipts</td>
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STUDENT ATTENDANCE

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<td>SCHOOL AVERAGE</td>
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EMMANUEL CHRISTIAN COMMUNITY SCHOOL

2014

SCHOOL PERFORMANCE

STUDENT POST YEAR 7 DESTINATION

- Kingsway Christian College
- Mercy College
- St Stephens
- Swan Christian College
- Girrawheen High School
- Greenwood High School
- Craigie High School
EMMANUEL CHRISTIAN COMMUNITY SCHOOL

NATIONAL BENCHMARK TEST

2014

SCHOOL PERFORMANCE

The following is the Emmanuel Christian Community School performance report showing the percentage of students in each year achieving the National Literacy and Numeracy benchmarks. Changes in benchmark results from the previous year. 2009 and 2010 shows the NAPLAN (NAPLAN scale is the National Assessment Program – Literacy and Numeracy).

<table>
<thead>
<tr>
<th>Year</th>
<th>Numeracy</th>
<th>Reading</th>
<th>Writing</th>
<th>Numeracy</th>
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<td>414</td>
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</table>
EMMANUEL CHRISTIAN COMMUNITY SCHOOL

2014

SCHOOL PERFORMANCE

VALUE ADDED

SCHOOL STAFF INNOVATIONS TO IMPROVE EDUCATION OUTCOMES.

Emmanuel Christian Community School staff have been encouraged to raise the quality of education one step at a time.
The school, as part of its commitment to improve literacy and numeracy skills, provides a full time teacher assistant in the early childhood area, from kindergarten to grade 3. Grades 1, 2 and 3 (0.9FTE)

Staff have devised a way to lengthen the school week by nearly 2 hours or 20 minutes per day.
The school has introduced intensive blocks of time for literacy and numeracy, special needs support, more professional development for all staff, teachers, teachers assistants and administration.

Teachers have been provided an increased DOTT time to one day per week. Wherever possible trained volunteers, mainly from the local church, are provided to support the strong English as a Second Language programme.

This has been achieved with existing staff and without added cost to the school.

With the School Board’s blessing, school staff have been encouraged and rewarded with greater autonomy and strong team support in exchange for being held more accountable to the students, parents and church.

We believe that it is great to see this level of innovation and creativity among school staff that addresses student needs using the resources the school currently has. The school is confident it has its community’s support. The changes were received with enthusiasm by the parent group, and several parents have volunteered to help out in the classroom.

Another program that has been successful in identifying student’s strengths and weaknesses in the early years is the introduction of the ‘Good Start Program.’

The school believes these innovations will lead to increased student achievement, especially in the literacy and numeracy areas.

The school has a Multi Aged group conducted five mornings per week for literacy and numeracy support.

We trialed the use of SRA Direct Teaching of Reading for students in years 1 and 2 in 2013 who needed extra support. Teachers and Education Assistants spent time planning, tested students before and after the intervention and met 2 times weekly to share positives, discuss any changes, modifications or improvements. Results of this trial have been very positive for (1) improved students results and (2) improving the model for use in 2014.
EMMANUEL CHRISTIAN COMMUNITY SCHOOL

SCHOOL PERFORMANCE

VALUE ADDED

I have been the principal of Emmanuel Christian School for the past 27 years. During these years I have been privileged to work alongside a most dedicated and professional staff. Together we have faced many challenges in our aim to give every single student in our care the opportunity to learn and become a good citizen in our community.

We have created and put in place excellent programs to meet the needs of our students. A desire to do well has hopefully taken the students further in their quest for learning.

Emmanuel Christian Community School has been a ministry of the Girrawheen Baptist Church since 1982. It is located in a low socio-economic area in the northern suburbs of Perth. It employs 36 staff. More than seventy per cent (78%) of our student population is from an English as a Second Language (ESL) background.

Our statistics at present are:

SCHOOL POPULATION: 254

AFRICANS 71 28%
ASIANS 76 30%
SOUTH AMERICANS 5 2%
EUROPEANS 97 38%
ABORIGINALS 5 2%

Our school has experienced all the highs and lows involved in accepting and catering for the needs of each wave of immigration to Australia as it has impacted directly on our school community. From the early 1980’s with the arrival of Vietnamese children, then Burmese, followed by Romanian and South American children (fleeing political persecution) up to the most recent arrivals from Africa. Emmanuel has adapted and developed new policies and catered for the varied learning styles and emotional needs of these culturally diverse students. This often occurred before there was such awareness in the wider local community or any available education literature on these matters. Emmanuel School staff and students enjoy the respect and support of parents, extended families, the church and local community of Girrawheen.

Our commitment to love and support individual children and persevere with troubled students has earned us a reputation as a school prepared to adapt to help students reach their full potential. Our main education challenge at present is the successful inclusion of African students and equipping of staff to meet their varied educational and emotional needs.
The major issues we face are not what we as professional teachers are willing to give, but rather issues of culture: parents who do not speak or read English, lack of concentration of the students, many of whom have arrived from refugee camps and are adjusting to life in a new and strange culture, disrupted family lives with high unemployment and all the usual problems connected with displacement of peoples from their homelands.

Many parents have chosen our school because their children are struggling academically. Others come with refugee status having little training and unused to study or concentrating in their work. We are delighted to accept the challenges and I am sure that you are aware that there are many schools in the same situation as we are - schools that make it their mission to serve those in disadvantage and believing education to be of fundamental importance in providing the means by which such disadvantaged families make a better place in the world for their children.

I am sure that you know many schools confront a range of challenges, given their student population. Teachers in such schools consider it their vocation to make a difference to those students who struggle and they are motivated by what they can give and how they can support these students to reach their potential and take their place in and make a contribution to Australian society.

I have found parents to be the best ambassadors to promote a school where they feel that their children have been taken care of.
COMMENCING IN 2004, Emmanuel has conducted its GOOD START LITERACY PROGRAM, which focuses on assessing the developing oral language ability of Kindergarten children.

This period of life is vitally important for acquisition of literacy skills – speaking and listening, reading and writing.

This individual observation of the children and interaction with them enables school staff to give more focused assistance and support in the crucial early learning years.

The school believes this assessment program, together with the detailed report provided by a consultant speech pathologist provides invaluable information teachers use to plan whole class and individual programs.

It continues to be a vital first step in assessment for learning in early childhood at Emmanuel.
EMMANUEL CHRISTIAN COMMUNITY SCHOOL

SCHOOL PERFORMANCE

VALUE ADDED

How do you measure the strength of a church? How do you measure the strength of a school? Church and school to me are the same – The school (Emmanuel Christian Community School) is a branch of the whole ministry of the Church. So, for the purpose of this article, have that concept in mind.

I believe we measure the strength of a church by following what God’s Word says - The hope is found in 1st John 5:5 “Who is it that overcomes the world? Only he who believes that Jesus is the Son of God.”

It is common knowledge that schools are to educate students. Schools are to educate students and prepare them to enter the community as educated and responsible citizens. The purpose of a Christian School is to educate for eternity, to nurture the spirit which is part of who we are. If we are to have some sort of measure, then we measure the strength of a church or school by how it improves the lives of those it touches.

We need to avoid the theme of the age “What about me?” and be aware that we have been called to a ministry and if we do that well – God is going to reward us with more work. If we do little things well, He will give us greater things to do. The school is a wonderful tool that the Body of Christ is using to reach out to others and you all are part of it.

We understand that:

We are all different – God did not clone Christians, He is very personal to everyone and every single one. He is the same God for the intellectually disabled and for the intelligent person. We are getting a reputation that we can help students who are experiencing learning and behaviour problems – mothers and fathers see the school as ‘Hope for my kid’ – and the warning I can hear God is telling us is ‘keep doing what you are doing – what you do best’

The real joy comes through community – through giving – We know that it is more convenient to have good and capable students – life will be easier for us – less stressful. At least that is what we think. But, you see, if we are like Christ, then we become like a magnet to others – and those others might not be the most attractive to us, socially and academically. Jesus showed us that he was a very inconvenient God. Many disliked what he was doing and yet Jesus was like a magnet to whom the lost, the poor and sinners were attracted because they saw hope in Him…and so we ought to be.

Of course we ought to strive for excellence in education but we need to remind ourselves that ‘it is excellence in education for everyone – this includes the able and less able’

The school is such a rich place with so many people coming from everywhere. This includes staff and students.

With our ministry through the school, we are teaching the community a wonderful lesson of love.
EMMANUEL CHRISTIAN COMMUNITY SCHOOL

SCHOOL PERFORMANCE

VALUE ADDED

CHILDREN’S PRAYER NETWORK

VISION:
To encourage a ministry of prayer among children.

OBJECTIVE:
   a.) To give students an opportunity to commit themselves to regular prayer.
   b.) To nurture, encourage, disciple, equip and train children in the ministry of prayer.
   c.) To provide students with the experience of being role models, mentors and servant leaders, particularly to younger children.
   d.) To give students an opportunity to grow as they put their faith into action.

FORMAT:
   a.) The children’s prayer network runs weekly, on Wednesday lunch time and on three Fridays per term.
   b.) Two student prayer convenors organize the prayer and praise times.
Carol was born with Down Syndrome. She was enrolled in Emmanuel Christian Community School in 1990 in our Pre-Primary. She graduated from Emmanuel after completing her primary education in grade seven. Carol was able to read and write at grades 3 and 4 level. She finished her schooling in Kingsway Christian College. Later on Carol was trained as a Teacher Assistant and applied for a position in Emmanuel. She has been working in the Pre-Primary area since 2003. Carol is very efficient and diligent in her work and she has gained the respect and admiration of colleagues and students.
PAST STUDENTS BECOME PART OF THE EMMANUEL STAFF MINISTRY

I have been the Principal of Emmanuel Christian School for the past 25 years. During these years I have been privileged to work alongside a most dedicated and professional staff. Together we have faced many challenges in our aim to give every single student in our care the opportunity to learn and become a good citizen in our community.

We have created and put in place excellent programs to meet the needs of our students. A desire to do well has hopefully taken the students further in their quest for learning.

Emmanuel celebrates former students being part of the school ministry. One of the privileges of being a school principal for the last 25 years at Emmanuel Christian Community School is to see former students becoming part of the ministry team as teachers or Educational Assistants. Emmanuel celebrates the training, care and love invested in the lives of these young people.

We commend them to our Father and pray God’s richest blessings for their future.

I am so excited about this because we have much to celebrate. In this, our 32nd school year, we are proud to have provided 30 years of instruction, 32 years of tradition and 32 years of excellence to over 1,500 students. Our students have become teachers, pastors, doctors, engineers, stay-at-home parents, entertainers, and are successful in so many other ways. We have had and have at present, several teachers at Emmanuel Christian Community School who were former students. Other former students have also had the trust and confidence to send their own children through the same doors they entered many years ago.

Principal, Mr. Cruz, with former Emmanuel students currently working at Emmanuel as Teachers and Educational Assistants. Standing from left to right: Nataly Vallejos, Jessica Labordus, William Cruz, Megan Pirie, Rebecca Iacob, Kathy Williamson, Rachelle Ashmore. Seated: Grace Gabrielson, Brendon Pirie, Pedro Cruz and Carol Slater.
FORMER EMMANUEL STUDENTS WHO HAVE BEEN OR ARE CURRENTLY INVOLVED IN THE LIFE OF THE SCHOOL AS TEACHERS AND EDUCATIONAL ASSISTANTS.

Kathy Williamson  Brendon Pirie  William Cruz  Carol Slater

Nataly Vallejos  Megan Pirie  Rachelle Ashmore  Grace Gabrielson

Rebecca Puscas  Amy Labordus
ACARA filming at Emmanuel Christian Community School

ACARA project: ACARA is generating film vignettes of personalising learning for English as an Additional Language or Dialect former English as a Second Language students. Emmanuel Christian Community School is participating in this project. The aim of this project is to generate small film vignettes where teachers of EAL.D students explain how they plan their teaching of the Australian Curriculum. These film vignettes will be placed in the Diversity section of the Australian Curriculum Website.

I quote the following statement from Pamela Murphy, ACARA Senior Officer.

Hi Carol
It was lovely to meet you last week. Thank you very much for your organisation facilitating the filming of illustrations of practice for ACARA. Can you please pass on my gratitude to both Pedro and Jenny. It was inspirational to meet you all. Emmanuel Christian Community School has a very warm, welcoming and positive atmosphere.

From a personal perspective, as I have been involved in both the development of English Curriculum F-6 and the EAL/D Teacher resource is was gratifying to view Jenny teaching the Australian English curriculum content with such expertise and be privy to her reflections about how she plans for teaching and assessing. It was also very valuable to hear how Pedro and yourself are leading teachers to confidently teach and assess the Australian curriculum at your school. I have yet to view the filming of Jenny’s interview and teaching but I have viewed Pedro’s interview. It looks great. No doubt Jenny’s class room practice and her interview will also be wonderful.

If it is possible it would be great if some of the EAL/D student’s work samples from the unit of work based Stories could be accessed by ACARA. As we discussed last Friday we would like to include these work samples on the Australian Curriculum website to further illustrate the EAL/D learning progression. I have attached a deed of consent for students who supply any such work samples. I have included an information sheet that you may find useful when discussing this with parents/carers.

Also Jenny, your planning sheet would be very useful. If would be great if you could share this with us so this could be included as an artefact to accompany the illustration of practice. I have attached a teachers permission form just in case. Pedro you indicated that you were willing to share the whole school planning sheet that has been developed. That would also be very generous and again we would need to have the teachers permission form signed to provide ACARA permission to use on the Australian Curriculum website.

Again I thank you and will contact you later when the clips are developed for your review.

Pamela

Pamela Murphy
Senior Project Officer
Australian Curriculum, Assessment and Reporting Authority (ACARA)
ACARA Filming at Emmanuel

Last Friday a group of people from The Australian Curriculum, Assessment and Reporting Authority (ACARA) came to film at our school.

ACARA is the organization responsible for producing The Australian Curriculum (AC).

Mr Cruz was interviewed about how the AC is being implemented at our school. He expressed the hope that the real winners will be our students, our children.

The team then interviewed our Year 1 teacher, Miss Thomas about how she is using EAL/D resources in her programming and teaching.

The final part of the process was the filming of Miss Thomas’ lesson with the year 1 students.

It was an exciting and very nerve-wracking experience!

Pamela Murphy (Senior Project Officer with ACARA) wrote in an email:

“... As I have been involved in both the development of English Curriculum F-6 and the EAL/D Teacher resource it was gratifying to view Jenny teaching the Australian English Curriculum with such expertise and be privy to her reflections about how she plans for teaching and assessing.”

Jenny's lesson, planning documents and the student's work samples will appear on both the Australian Curriculum and the AITSL (Teacher Standards) websites as illustrations of best practice.

Mr Cruz's interview will appear on the ACARA website to illustrate good practice in implementing the Australian Curriculum for staff and students.

We are very proud of our students and staff at Emmanuel and we give thanks to God for the quality of staff He has called to this place.