



# ANNUAL REPORT 2019

**“Through the teaching of God’s Word, we will bring people to  
Christ and help them to grow in Him”**

**Matthew 28: 19-20**

[www.eccs.wa.edu.au](http://www.eccs.wa.edu.au)

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# INTRODUCTION

## WHO WE ARE

Established in 1982, Emmanuel Christian Community School is a ministry of the Girrawheen Baptist Church.

Emmanuel Christian Community School aims to provide an education that stresses co-operation rather than competition, fostering the development of the gifts, skills and abilities of the students for the service of Jesus Christ in the Church and the wider community.

## WHAT MAKES US UNIQUE

The school is situated in a low socio-economic neighborhood. Many of the parents who enrol their children in the school are first generation migrants. The student population is a definitive example of diversity in ethnicity.

We keep our fees low and is the lowest compared to nearby schools in the catchment area. We are a small school but we have a big focus on community.

## OUR VISION STATEMENT

*Through the teaching of God's Word we will bring people to Christ and help them to grow in Him.*

*Matthew 28:19-20*

This summarizes our purpose and we are committed to its fulfilment.

## OUR MISSION STATEMENT

As part of the ministry of the Girrawheen Baptist Church, the aim of the school, together with home, Church and community activities, is to train the whole person through instruction, example and experience. We believe this to be done in the light of the teaching of God's Word and with the spiritual maturity and effective membership of the Body of Christ of the ministry team of the school.

As we are serving our Father...let us remind ourselves of Colossians 3:12

*"Therefore, as God's chosen people, holy and dearly loved, clothe yourselves with compassion, kindness, humility, gentleness and patience."*

# MESSAGE FROM THE PRINCIPAL

The Principal's role as leader of the school has a profound effect on school climate or culture. Studies have found that Principal support influences the feelings that teachers have about themselves and their work. Further, teachers who characterized their principals as supportive found work more rewarding, enjoyed a productive, motivating work environment, demonstrated lower attrition rates and experienced less job-related stress and burnout. This in turn affected how successful their students were.

As the new Principal of Emmanuel, I knew that I was embarking on a challenging time, but I also was convinced that God had called me to Emmanuel, and I trusted that He also would equip me.

I was intentional from the beginning of the year put in place procedures and practices that advocated creating a school environment in which students and teachers feel comfortable, valued, and secure. Daily devotionals with staff and regular meetings with senior leadership were key components of these procedures.

A collaborative leadership style was implemented where senior leadership, consisting of the Deputy Principals and the Business Manager, had an opportunity of being heard and empowered in their important roles in the day-to-day running of the school. This confidence filtered down to the Heads of Learning, Senior Teachers, Teachers and Assistants. I trusted that this environment would encourage school members to form positive emotional bonds with others and a positive attitude toward school, which in turn would facilitate students' motivation to learn and their success in learning.

With a growth of 80 to 100 students each year for the last 3 years, and the prediction of another 80 students for 2020, there is certainly a great need to provide for the growing demands on buildings and resources. This includes staffing and infrastructure.

For board members, for teachers, for families, students, for all who meet each other in this place called Emmanuel Christian Community School, there is this challenge: seeking to remain faithful to Christ, not only in the curriculum, not only in the integration of faith and learning, but also within the school community as an institution.

While acting in support of our mission, while capturing every thought for Christ, we need to be constantly surprising each other in our roles as members of one body, reminding each other that our School community should enrich how we see each other and how we treat each other, and not reduce these things.

We must, in the middle of striving for excellence, remind ourselves that because we are the Body of Christ, we must show compassion, justice, mercy and humility to all, especially those whose struggle is great.

We are so blessed that Emmanuel's teachers love and pray for their students that emotions might be healed, their hearts made soft to the Lord, and their wills might be subject to His will. Please, continue to pray for your school that we never depart from His way.

Please find a 'snapshot' of some of the activities and programs implemented at Emmanuel Christian Community School throughout 2019.

  
Gary Harris  
Principal



# MESSAGE FROM THE BOARD CHAIRPERSON

On behalf of the Board of Emmanuel Christian Community School (ECCS) it is my privilege and joy to present my first “five months” Annual Report. Let me begin by stating that I was greatly humbled to receive the invitation by the Girrawheen Baptist Church (GBC) to Chair the School Board.

The Board Members and I would like to acknowledge Pastor Terry Chester who took on the Chair at a difficult time. Thank you, Pastor Terry.

At my first meeting as Chair in August, I received a warm welcome, plenty of encouragement and felt accepted from the existing longer serving Board Members. Thank you. It was greatly appreciated.

Thank you, GBC, for your invitations to Glenn Richardson (Woodvale Baptist), Li Ai Gamble (Providence City) and Lisa Kenrick (North Beach Baptist and ECCS parent) to join the School Board. They bring important professional skills, knowledge and experiences to the Board. It was sad to have to farewell Grace Phillips after her many years of faithful service.

Grace had completed her continuous maximum allowable term on the Board. The current Board Office Bearers are Mrs. Margaret McCarthy Vice Chair, Mr. Edwin Reyes Secretary, Mr. Andrew Johnson Treasurer. Other members are Pastor Rex Gabrielson, Pastor Paul Price who alternates with Pastor Terry Chester, Mrs. Rita Bonjour and Mr. Dylan Teng.

My sincere thanks to Principal Gary Harris and his team, Business Manager Mr. Edwin Reyes and his team for their acceptance of me and for their ready willingness to help me settle into my role. The three of us have formed a productive working relationship.

For the five months August to December the Board has been involved in: The Official Opening of Stage Three and completion of the Primary School and the VET Centre. The purchase of 6 Salcott Street. The appointment of seventeen new staff to com-

mence in 2020. Formation of the Planning and Building and the Finance and Audit Board Sub Committees.

The Board of ECCS is accountable to God, the Girrawheen Baptist Church and significant and appropriate authorities under law and for the effective outcomes of the School’s, Vision, Mission and Values. For the safety and welfare of staff, students and the wider communities of ECCS.

The Board is responsible for the Governance of the School and actively supports the Principal with his responsibility for the day to day operations of the School.

By God’s grace the Board will meet on eight occasions in 2020 and will focus on the following. Work together with the senior staff team for the development of a Strategic Plan.

Monitor and review the Schools monthly financial reports and cash flow. Undertake preparation work for the School’s Registration due next year. For the construction of the new High School Buildings.

Ask the Senior School staff to put together a Risk Assessment Document which must be reviewed and revised to ensure risks to the School are mitigated and plans are in place for alternative arrangements. Support them in improving the School’s website.

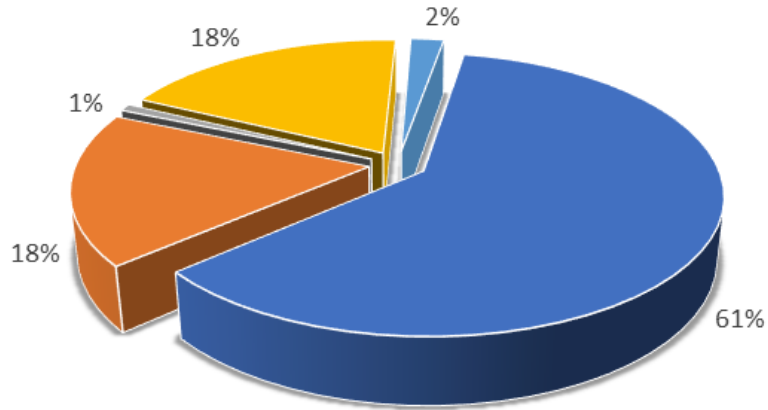
The Board will create two new Board Sub Committees, Compliance and Education and Corporate and Promotion. Investigate the best use for 6 Salcott Street land and consider one other property purchase opportunity the Board has been made aware of in Hainsworth Road.

Ken Ridge  
**Board Chairperson**



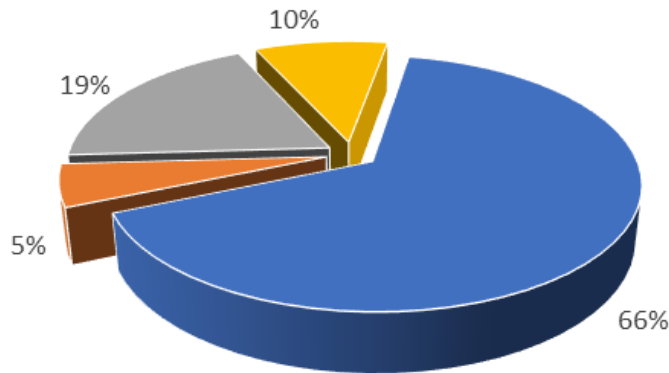
# SCHOOL INCOME

## SOURCE OF REVENUE – 2019



■ Federal Grants ■ State Grants ■ Grants - Other ■ Tuition Fees ■ Other Income

## EXPENDITURE ANALYSIS – 2019



■ Salary Costs ■ Teaching Expenses ■ Administration ■ Maintenance

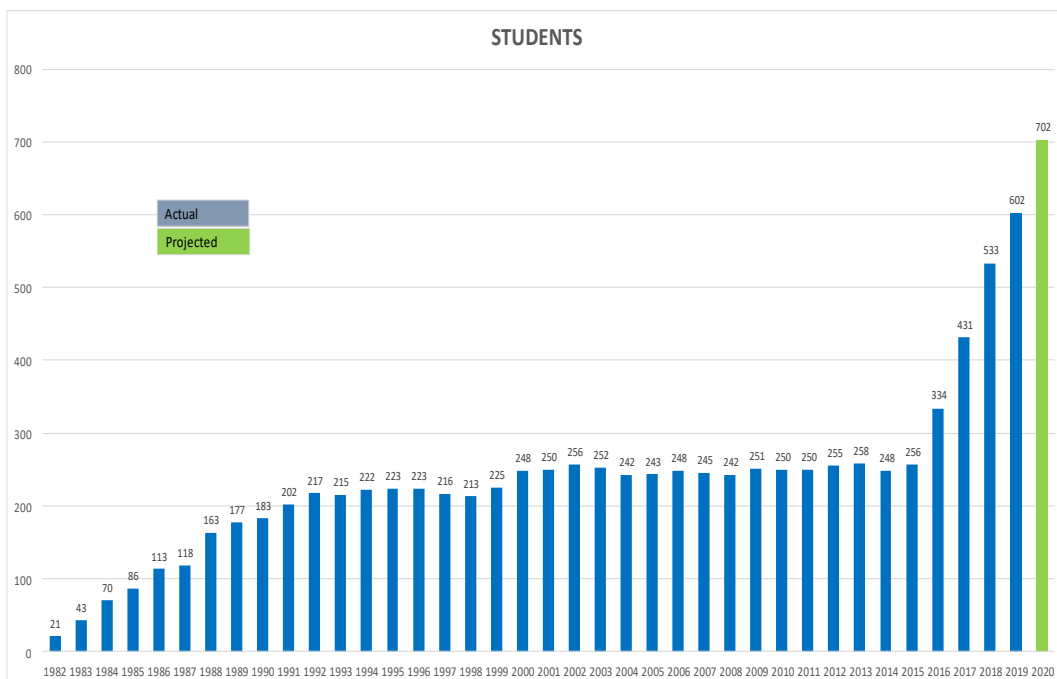
OPERATING INCOME	2019	2018
	\$	\$
INCOME	10,383,470	8,672,869
EXPENDITURE	8,279,528	6,184,270
NET OPERATING INCOME	2,103,942	2,488,599

# SCHOOL INCOME

	<b>\$</b>	<b>\$</b>
CURRENT ASSETS	3,342,852	3,330,521
NON-CURRENT ASSETS	17,093,766	12,370,948
<b>TOTAL ASSETS</b>	<b>20,436,618</b>	<b>15,701,469</b>
CURRENT LIABILITIES	1,032,503	888,590
NON-CURRENT LIABILITIES	8,086,019	5,598,724
<b>TOTAL LIABILITIES</b>	<b>9,118,522</b>	<b>6,487,314</b>
<b>NET ASSETS</b>	<b>11,318,096</b>	<b>9,214,155</b>
ACCUMULATED FUNDS		
Accumulated Surplus	9,064,154	6,575,554
Reserves	150,000	150,000
Operating surplus for the year	2,103,942	2,488,599
<b>TOTAL ACCUMULATED FUNDS</b>	<b>11,318,096</b>	<b>9,214,153</b>

The financials reflect a growth in revenue resulting from increased student numbers. The school also recorded a modest profit in a year where capital growth continued. The cash position remains healthy at the end of the calendar year.

## History of Emmanuel Christian Community School student numbers since 1982 to 2019.



Edwin Reyes  
Business Manager



**EMMANUEL CHRISTIAN  
COMMUNITY SCHOOL INC**

**FINANCIAL STATEMENTS  
FOR THE YEAR ENDED 31 DECEMBER 2019**



**EMMANUEL CHRISTIAN COMMUNITY SCHOOL INC**

**BOARD'S DECLARATION**

The board declares that in the board's opinion:

- a) there are reasonable grounds to believe that Emmanuel Christian Community School Inc. is able to pay all of its debts, as and when they become due and payable; and
  
- b) the financial statements and notes satisfy the requirements of the *Australian Charities and Not-for-profits Commission Act 2012*.

Signed in accordance with subsection 60.15(2) of the *Australian Charities and Not-for-profit Commission Regulation 2013*.

  
\_\_\_\_\_  
Chairperson

  
\_\_\_\_\_  
Treasurer

Dated this      day of June 2020

**EMMANUEL CHRISTIAN COMMUNITY SCHOOL INC**

**STATEMENT OF FINANCIAL PERFORMANCE  
FOR THE YEAR ENDED 31 DECEMBER 2019**

	<b>2019</b>	<b>2018</b>
	<b>\$</b>	<b>\$</b>
<b>Income</b>		
Tuition Fees	1,767,954	1,417,681
Registration Fees	9,720	9,350
Excursions and Camp Income	77,200	86,874
Grant - State Government	1,692,789	1,388,799
Grant - Commonwealth Government	5,817,919	4,550,455
Grants - AISWA	75,927	62,646
Interest	62,992	55,547
Insurance Claims Reimbursement	1,500	9,422
Sundry Income	157,325	81,265
Cadet Income	35,158	21,473
Capital Grants	684,986	989,359
<b>Total Income</b>	<b>10,383,470</b>	<b>8,672,869</b>

**EMMANUEL CHRISTIAN COMMUNITY SCHOOL INC**

**STATEMENT OF FINANCIAL PERFORMANCE  
FOR THE YEAR ENDED 31 DECEMBER 2019**

	<b>2019</b>	<b>2018</b>
	<b>\$</b>	<b>\$</b>
<b>Less: Expenditure</b>		
Accountancy and Audit Fees	1,822	1,500
Advertising	21,100	4,043
Bad & Doubtful Debts	92,972	78,323
Bank Charges	51	3,718
Cleaning Expenses	131,343	18,130
Computer Expenses	7,670	64,238
Depreciation Expense	745,769	439,934
Amortisation Expense - ROUA	30,715	-
Excursions & Camp Expenses	116,448	95,709
First Aid Equipment	775	3,209
Gifts and Presentations	17,527	36,549
Insurance	55,521	62,449
Interest Expense	258,046	187,078
Interest Expense - ROUA	81,464	-
Leasing Expenses	157,353	237,961
Library Expenses	2,596	2,934
Long Service Leave	50,256	44,104
Materials for Student Expenses	119,262	152,602
Maintenance Expenses	65,800	68,901
Other Expenses	106,990	21,744
Photocopier Expenses	-	45,056
Printing, Postages & Stationery	262,885	21,727
Professional Development	65,111	41,585
Utilities	47,791	43,851
Salaries Non-teaching	752,921	553,307
Salaries Teachers	3,944,122	2,926,553
Salaries Teachers Aides	488,164	456,179
Security	6,304	7,147
Sports Expenses	21,018	10,000
Subscription & Association Fees	-	99,789
Superannuation	476,892	367,393
Sundry Expenses	105,681	56,020
Telephone Expenses	134	17,699
Travelling	-	2,488
Workers Compensation Insurance	45,025	12,352
<b>Total Expenditure</b>	<u>8,279,528</u>	<u>6,184,270</u>
<b>OPERATING SURPLUS</b>	<u>2,103,942</u>	<u>2,488,599</u>

**EMMANUEL CHRISTIAN COMMUNITY SCHOOL INC**

**STATEMENT OF FINANCIAL POSITION  
AS AT 31 DECEMBER 2019**

	Note	2019 \$	2018 \$
<b>CURRENT ASSETS</b>			
Cash	2	3,141,071	3,180,090
Fee Debtors		78,427	79,598
Other Receivables		28,845	56,875
Prepayments		94,509	13,958
<b>TOTAL CURRENT ASSETS</b>		<u>3,342,852</u>	<u>3,330,521</u>
<b>NON-CURRENT ASSETS</b>			
Property, Plant and Equipment	3	14,761,984	12,370,948
Right of Use Asset	4	2,331,782	-
<b>TOTAL NON-CURRENT ASSETS</b>		<u>17,093,766</u>	<u>12,370,948</u>
<b>TOTAL ASSETS</b>		<u>20,436,618</u>	<u>15,701,469</u>
<b>CURRENT LIABILITIES</b>			
Creditors		98,820	101,044
Group Tax Payable		117,892	104,044
Fees in Advance		33,441	32,762
Accrued Wages		40,535	-
Student Bond		4,450	5,900
Loans		331,038	380,918
Provisions	5	337,518	263,922
Lease Liability	4	68,809	-
<b>TOTAL CURRENT LIABILITIES</b>		<u>1,032,503</u>	<u>888,590</u>
<b>NON-CURRENT LIABILITIES</b>			
Loans		5,780,867	5,589,145
Provisions	5	-	9,579
Lease Liability	4	2,305,152	-
<b>TOTAL NON-CURRENT LIABILITIES</b>		<u>8,086,019</u>	<u>5,598,724</u>
<b>TOTAL LIABILITIES</b>		<u>9,118,522</u>	<u>6,487,314</u>
<b>NET ASSETS</b>		<u>11,318,096</u>	<u>9,214,154</u>
<b>ACCUMULATED FUNDS</b>			
Accumulated Surplus		9,064,154	6,575,554
Reserves		150,000	150,000
Operating surplus for the year		2,103,942	2,488,599
<b>TOTAL ACCUMULATED FUNDS</b>		<u>11,318,096</u>	<u>9,214,154</u>

*The accompanying notes form part of these financial statements.*

**EMMANUEL CHRISTIAN COMMUNITY SCHOOL INC**

**STATEMENT OF CASH FLOWS  
FOR THE YEAR ENDED 31 DECEMBER 2019**

	Note	2019 \$	2018 \$
<b>CASH FLOW FROM OPERATING ACTIVITIES</b>			
Receipts from fees		1,855,274	1,414,938
Receipts from grants		8,271,621	6,991,258
Receipts from other income		285,005	182,625
Payment to suppliers		(1,475,081)	(1,079,592)
Payment to employees		(5,652,829)	(4,356,072)
Interest paid		(258,046)	(187,078)
Net cash provided by operating activities	<b>6(b)</b>	<u>3,025,944</u>	<u>2,966,078</u>
<b>CASH FLOW FROM INVESTING ACTIVITIES</b>			
Purchases of property, plant and equipment		<u>(3,136,805)</u>	<u>(2,856,810)</u>
Net cash used in investing activities		<u>(3,136,805)</u>	<u>(2,856,810)</u>
<b>CASH FLOW FROM FINANCING ACTIVITIES</b>			
Proceeds from borrowings		847,452	1,351,825
Repayment of borrowings/loans made		(705,610)	(142,947)
Repayment of lease liability		(70,000)	-
Net cash provided by financing activities		<u>71,842</u>	<u>1,208,878</u>
<b>NET DECREASE IN CASH HELD</b>		(39,019)	1,318,146
Cash at the beginning of the year		3,180,090	1,861,944
Cash at the end of the year	<b>6(a)</b>	<u><u>3,141,071</u></u>	<u><u>3,180,090</u></u>

**EMMANUEL CHRISTIAN COMMUNITY SCHOOL INC**

**STATEMENT OF CHANGES IN EQUITY  
FOR THE YEAR ENDED 31 DECEMBER 2019**

	<b>Accumulated Surplus \$</b>	<b>Reserves \$</b>	<b>Total \$</b>
Balance at 1 January 2018	6,575,555	150,000	6,725,555
Surplus for the year	2,488,599	-	2,488,599
Balance at 31 December 2018	<u>9,064,154</u>	<u>150,000</u>	<u>9,214,154</u>
Surplus for the year	2,103,942	-	2,103,942
Balance at 31 December 2019	<u><u>11,168,096</u></u>	<u><u>150,000</u></u>	<u><u>11,318,096</u></u>

## EMMANUEL CHRISTIAN COMMUNITY SCHOOL INC

### NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2019

#### 1 Summary of Significant Accounting Policies

(i) Basis of accounting

These accounts reflect the activities of the Emmanuel Christian Community School Inc.

This special purpose financial report has been prepared specifically to assist the Board of Directors in management of the School funds.

The financial report has been prepared in accordance with the requirements of the Australian Charities and Not-for-profits Commission Act 2012 and the following Australian Accounting Standards:

AASB 101, Presentation of Financial Statements  
AASB 107, Statement of Cash Flows  
AASB 108, Accounting Policies, Changes in accounting Estimates and Errors  
AASB 1048, Interpretation of Standards  
AASB 1054, Australian Additional Disclosures

Variations from Accounting Standard Concepts are detailed in the following summary of accounting policies.

- a) The accounts are prepared in accordance with the historical convention on the accrual basis. Except where otherwise stated accounting policies are consistent with those of the previous year.
- b) Comparative figures have been reclassified in line with current year's presentation.
- c) Emmanuel Christian Community School Inc is exempt from payment of income tax under section 23(2) of the Income Tax Assessment Act.
- d) Property, Plant and Equipment  
Land is stated at cost. Buildings, plant, machinery, furniture, and equipment are carried at cost and depreciated over expected useful lives using either the straight line, or, diminishing value methods.

	Straight Line	Diminishing
Buildings	40 years	-
Buildings Improvements - Post	-	5 - 25 years
Buildings Improvements - Prior	5 - 20 years	-
Plant and equipment	5 - 15 years	5 - 30 years
Computers	3 - 8 years	-

## EMMANUEL CHRISTIAN COMMUNITY SCHOOL INC

### NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2019

e) Employee Entitlements

(i) Annual Leave

Liabilities for annual leave are recognised, and are measured at the amount unpaid at the reporting date at current pay rates in respect of employees' services up to that date.

(ii) Long Service Leave

A liability for long service leave is recognised, and is measured at the current value of leave owing to the respective employee. The calculation has been made for all employees after five years service who are entitled to a pro-rata of the long service in terms of their respective agreements. No consideration is given to expected future wage and salary levels, nor experience of employee departures and period of service.

f) Provision for Doubtful Debts and Bad Debts Written off

A provision for doubtful debts is made on specific debtors and bad debts are only written off where it is confirmed that this will not be received.

g) Leases

At inception of a contract, the School assesses if the contract contains or is a lease. If there is a lease present, a right-of-use asset and a corresponding lease liability is recognised by the School where the School is a lessee. However, all contracts that are classified as short-term leases (ie a lease with a remaining lease term of 12 months or less) and leases of low-value assets are recognised as an operating expense on a straight-line basis over the term of the lease.

Initially, the lease liability is measured at the present value of the lease payments still to be paid at commencement date. The lease payments are discounted at the interest rate implicit in the lease. If this rate cannot be readily determined, the School uses the incremental borrowing rate.

Lease payments included in the measurement of the lease liability are as follows:

- fixed lease payments less any lease incentives;
- variable lease payments that depend on an index or rate, initially measured using the index or rate at the commencement date;
- the amount expected to be payable by the lessee under residual value guarantees;
- the exercise price of purchase options, if the lessee is reasonably certain to exercise the options;
- lease payments under extension options, if the lessee is reasonably certain to exercise the options; and
- payments of penalties for terminating the lease, if the lease term reflects the exercise of an option to terminate the lease

The right-of-use assets comprise the initial measurement of the corresponding lease liability as mentioned above, any lease payments made at or before the commencement date, as well as any initial direct costs. The subsequent measurement of the right-of-use assets is at cost less accumulated depreciation and impairment losses.

Right-of-use assets are depreciated over the lease term or useful life of the underlying asset, whichever is the shortest. Where a lease transfers ownership of the underlying asset or the cost of the right-of-use asset reflects that the Entity anticipates to exercise a purchase option, the specific asset is depreciated over the useful life of the underlying asset.

#### *Concessionary leases*

For leases that have significantly below-market terms and conditions principally to enable the School to further its objectives (commonly known as peppercorn/concessionary leases), the School has adopted the temporary relief under AASB 2018-8 and measures the right-of-use assets at cost on initial recognition.



EMMANUEL CHRISTIAN COMMUNITY SCHOOL INC

NOTES TO THE FINANCIAL STATEMENTS  
FOR THE YEAR ENDED 31 DECEMBER 2019

	2019	2018
	\$	\$
<b>2 Cash</b>		
Cheque Account	75,588	57,196
Baplink Investment account	2,789,009	2,848,007
Petty Cash on Hand	100	100
Baplink LSL account	245,208	243,889
Baplink Library Fund account	1,225	1,220
Baplink Building Fund account	29,941	29,678
	<u>3,141,071</u>	<u>3,180,090</u>
<b>3 Property, Plant &amp; Equipment</b>		
<b>Land - at cost</b>		
Freehold Land - Salcott Road	110,000	110,000
Additions	133,000	133,000
Land Holdings - Casserley Park	1,400,000	1,400,000
	<u>1,643,000</u>	<u>1,643,000</u>
<b>Buildings - at cost</b>		
Buildings	411,248	411,248
Kindergarten	199,370	199,370
Pre Primary Buildings	241,565	241,565
Fire Brigade Improvements	23,855	23,855
Library Building	643,175	643,175
Improvements - Salcott	1,381,420	629,620
Buildings - Casserley Stage 1	4,583,820	4,583,820
Buildings - Casserley Stage 2	2,427,638	2,427,638
Buildings - Casserley Stage 3 & 4	3,384,523	2,309,044
Improvements - Casserley	48,058	24,984
Food Wood & Media	967,377	1,080
Less: Accumulated Depreciation	(2,001,116)	(1,498,161)
	<u>12,310,933</u>	<u>9,997,239</u>
<b>Furniture &amp; Equipment - at cost</b>		
Furniture & Equipment	1,885,081	1,564,926
Less: Accumulated Depreciation	(1,086,921)	(845,344)
	<u>798,160</u>	<u>719,581</u>
<b>Plant &amp; Equipment - at cost</b>		
Plant & Equipment	12,364	12,364
Less: Accumulated Depreciation	(2,473)	(1,236)
	<u>9,891</u>	<u>11,128</u>
	<u>14,761,984</u>	<u>12,370,948</u>

**EMMANUEL CHRISTIAN COMMUNITY SCHOOL INC**

**NOTES TO THE FINANCIAL STATEMENTS  
FOR THE YEAR ENDED 31 DECEMBER 2019**

	<b>2019</b>	<b>2018</b>
	<b>\$</b>	<b>\$</b>
<b>4 Right of Use Asset</b>		
Right of Use Asset - Land	2,362,497	-
Less: Accumulated Amortisation	<u>(30,715)</u>	<u>-</u>
	<u>2,331,782</u>	<u>-</u>
<b>Lease Liability</b>		
Current	68,809	-
Non-current	<u>2,305,152</u>	<u>-</u>
	<u>2,373,961</u>	<u>-</u>
<b>5 Provisions</b>		
Provision for annual leave	66,415	-
Provision for long service leave	<u>271,103</u>	<u>273,501</u>
	<u>337,518</u>	<u>273,501</u>
Analysis of Total Provisions		
Current	337,518	263,922
Non-current	<u>-</u>	<u>9,579</u>
	<u>337,518</u>	<u>273,501</u>

Employees who have currently served a minimum number of years to have their Long Service Leave Provisions paid out pro rata should they leave \$337,518 (2018: \$263,922).

**6 Cash Flow Information**

**(a) Reconciliation of Cash**

Cash at the end of the financial year as shown in the Statement of Cash Flows is reconciled to the related items in the Statement of Financial Position as follows:

<b>Cash</b>	<u>3,141,071</u>	<u>3,180,090</u>
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**(b) Reconciliation of Cash Flow from Operations with Operating Surplus**

Net Surplus/(Deficit)	2,103,942	2,488,599
Non-cash flows in operating surplus		
Depreciation	745,769	439,934
Amortisation	30,715	
Interest from Lease Liability	81,464	-
(Increase)/decrease in receivables	29,200	(59,254)
(Increase)/decrease in other assets	(80,551)	(39,474)
Increase/(decrease) in creditors and accruals	37,541	98,035
Increase/(decrease) in taxes	13,848	34,422
Increase/(decrease) in provision for employee benefits	<u>64,016</u>	<u>3,816</u>
Net Cash Flows from Operations	<u>3,025,944</u>	<u>2,966,078</u>

## EMMANUEL CHRISTIAN COMMUNITY SCHOOL INC

### NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2019

#### 7 Contingent Liability

In accordance with the terms of the Capital Grants Program, the commonwealth retains a right for 14 to 16 years to repayment of Capital Grants provided for facilities, should the school cease to use the facilities principally for the purposes approved by the commonwealth. The amount repayable will be calculated by applying a 12.5 percent reduction to the grant paid for each year that the facility is used for the approved purpose by the school after half way through the 16 year term.

The following grant received by Emmanuel Christian Community School Inc. is subject to these conditions:

<u>Grant Year</u>	<u>Grant Amount</u>	<u>Contingent Liability</u>
2016	\$ 602,451	\$ 602,451
2017	\$ 655,414	\$ 655,414
2018	\$ 989,359	\$ 989,359
2019	\$ 684,986	\$ 684,986
	<u>\$ 2,932,210</u>	<u>\$ 2,932,210</u>

#### 8 Capital Commitments

In 2020 the School entered into contracts with Castle Projects for construction of the Salcott West Wing to the value of \$4,604,479. As at 31 December 2019, progress payments of \$281,307.01 had been made. The building is to be financed by a combination of Low Interest Loans, Capital Grants and ECCS savings.

#### 9 Events After the Reporting Period

COVID-19 was declared a Pandemic by the World Health Organisation on 11 March 2020. The situation has been and continues to evolve very quickly. Significant economic damage has been seen globally and locally in Australia and Western Australia. The final financial impact of this Pandemic is unknown but maybe significant to the operations of the school.



# Anderson Munro & Wyllie

CHARTERED ACCOUNTANTS, REGISTERED COMPANY  
AUDITORS AND REGISTERED SMSF AUDITORS

**Postal Address:**

PO Box 229, JOONDALUP DC WA 6919

P: 1300 284 330

E: [reception@amwaudit.com.au](mailto:reception@amwaudit.com.au)

ABN 59 125 425 274

*Liability limited by a scheme approved under Professional Standards Legislation*

## AUDITOR'S INDEPENDENT DECLARATION UNDER ACNC ACT SECTION 60-40

To: the Members of Emmanuel Christian Community School Inc

In accordance with Subdivision 60-C of the *Australian Charities and Not-for-profits Commission Act 2012*, I declare that, to the best of my knowledge and belief, in relation to the audit for the financial year ended 31 December 2019 there have been:

- No contraventions of the auditor independence requirements of the *Australian Charities and Not for Profits Commission Act 2012* in relation to the audit; and
- No contraventions of any applicable code of professional conduct in relation to the audit.

Dated this 17<sup>th</sup> day of June 2020

**AMW (AUDIT) PTY LTD**

Chartered Accountants

**ANDERSON MUNRO & WYLLIE**

Chartered Accountants

**MARTIN SHONE**

Principal & Registered Company Auditor



# Anderson Munro & Wyllie

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## INDEPENDENT AUDITORS' REPORT TO THE MEMBERS OF EMMANUEL CHRISTIAN COMMUNITY SCHOOL INC

### Report on the Audit of the Financial Report

#### Opinion

We have audited the financial report of Emmanuel Christian Community School Inc ("the School"), which comprises the statement of financial position as at 31 December 2019, the statement of performance, statement of changes in equity and statement of cash flows for the year then ended, notes comprising a summary of significant accounting policies and other explanatory information, and the board's declaration.

In our opinion, the accompanying financial report of the School is in accordance with Division 60 of the *Australian Charities and Not-for-profits Commission Act 2012*, including:

- (i) giving a true and fair view of the School's financial position as at 31 December 2019 and of its financial performance and cash flows for the year ended on that date; and
- (ii) complying with Australian Accounting Standards to the extent described in Note 1, and Division 60 the *Australian Charities and Not-for-profits Commission Regulation 2013*.

#### Basis for opinion

We conducted our audit in accordance with Australian Auditing Standards. Our responsibilities under those standards are further described in the *Auditor's Responsibilities for the Audit of the Financial Report* section of our report. We are independent of the registered entity in accordance with the ACNC Act, the ethical requirements of the Accounting Professional and Ethical Standards Board's APES 110: *Code of Ethics for Professional Accountants* (the Code) that are relevant to our audit of the financial report in Australia. We have also fulfilled our other ethical responsibilities in accordance with the Code.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

#### **Emphasis of Matter – Basis of Accounting**

We draw attention to Note 1 to the financial report, which describes the basis of accounting. The financial report has been prepared for the purpose of fulfilling the School's financial reporting responsibilities under the *Australian Charities and Not-for-profits Commission Act 2012*. As a result, the financial report may not be suitable for another purpose. Our opinion is not modified in respect of this matter.

#### Responsibilities of the Directors for the Financial Report

The directors of the School are responsible for the preparation of the financial report that gives a true and fair view and have determined that the basis of preparation described in Note 1 to the financial report is appropriate to meet the requirements of the *Australian Charities and Not-for-profits Commission Act 2012* and is appropriate to meet the needs of the members. The directors' responsibility also includes such internal control as the directors determine is necessary to enable the preparation of a financial report that gives a true and fair view and is free from material misstatement, whether due to fraud or error.

In preparing the financial report, the directors are responsible for assessing the School's ability to continue as a going concern, disclosing, as applicable, matters relating to going concern and using the going concern basis of accounting unless the directors either intend to liquidate the registered entity or to cease operations, or have no realistic alternative but to do so.



## **Auditor's Responsibilities for the Audit of the Financial Report**

Our objectives are to obtain reasonable assurance about whether the financial report as a whole is free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with the Australian Auditing Standards will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of this financial report.

As part of an audit in accordance with the Australian Auditing Standards, we exercise professional judgement and maintain professional scepticism throughout the audit. We also:

- Identify and assess the risks of material misstatement of the financial report, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the directors.
- Conclude on the appropriateness of the directors' use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the School's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial report or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.
- Evaluate the overall presentation, structure and content of the financial report, including the disclosures, and whether the financial report represents the underlying transactions and events in a manner that achieves fair presentation.

We communicate with the directors regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

*Anderson Munro + Wyllie*

### **ANDERSON MUNRO & WYLLIE**

Chartered Accountants

Address: Unit 8, 210 Winton Road, Joondalup, Western Australia

*Martin Shone*

### **MARTIN SHONE**

Principal & Registered Company Auditor

Dated at Perth, Western Australia this 17<sup>th</sup> day of June 2020

# NAPLAN RESULTS 2019

The School's NAPLAN results were very good considering the number of students that would be classified as EAL/D. Some students come to Emmanuel not speaking English.

Generally there was an overall improvement from Year 3 being the weakest (which was expected) and Year 9 being the strongest. This indicates that the longer the student remains at Emmanuel the better progress they make.

The Year 9 cohort showed the strongest results, with every test above the National Average and Writing, which traditionally is the area students find the most difficult, although being above the National, slightly below the state average.

The Year 7 School Average was the same or above the National Average for each test except for Writing. Students find this the hardest test.

The Year 5 cohort excelled in the writing component and were well above the national and state average in Writing and Spelling and above in Grammar and Punctuation. They scored lower than the state and national average in Numeracy and Reading. Classroom Teachers will use these results to target their teaching and learning strategies in these areas. It is noted that there are a number of students in this cohort with **very low** ability. This would have had a significant affect on the class average.

The Year 3 cohort performed the worst with all tests below the state and national average. This trend was not unexpected as traditionally the Year 3's at Emmanuel do not do as well as the other year groups. The Curriculum Leaders believe this can be improved and strategies are being implemented to target, not only this year group, but the whole cohort from K to Year 3.

These trends will be discussed and analysed with the Curriculum Leaders, the School will adjust Curriculum, Teaching and Learning plans accordingly with PD for staff, additional resources in literacy

and explicit AISWA assistance. A scope and sequence document for Year 1 to Year 3 is being reviewed. This aligns with two of the 'Action plans' identified in the Schools Strategic Plan:

- Whole school Literacy and Numeracy programs/approach
- All student to be able to read to a NAPLAN Band 5 level by the end of Year 3.

In general, there were no 'big surprises' of the individual student's results. Parents of students scoring low results were aware that their child's results may be low.

In our School Curriculum meetings we will address all these issues. Overall we were very pleased with 2019 NAPLAN results.

**The following is an extract from a letter that was written to parents ,to accompany the NAPLAN results:**

*It may be beneficial to view your child's NAPLAN report before you show it to them. If they have not performed as well as you were expecting them to, please reassure them that it is just one test and not a consistent reflection of their abilities. These results have been obtained from a limited testing situation on one particular day and therefore provide a 'snapshot' of your child's achievement. They do not replace the judgements made by your child's teacher over the whole school year and school based and monitored assessment.*

*Our students are more important than just this one test. Many factors can create test anxiety or poor performance on the day of the test. Please consider this when discussing the results with your child. We allow and encourage all of our students at Emmanuel to sit the NAPLAN tests no matter what their ability level or what affect they may have on our school average.*

***We are proud of all our students for all the many gifts and talents that they have!***

# NAPLAN RESULTS 2019

ACARA has identified our school as having demonstrated substantially higher scores than schools of students with similar backgrounds in all areas.

Year 9 students in particular have excellent re-

sults showing that our teaching and learning programs are significantly targeting areas of weakness.

In Numeracy our Year 9 cohort performed at a level above the National average.

## Student results

The table below shows the average student results at this school for the selected year.

The cell colour shows how the school's results compare to those of students with a [similar background](#). You can also see whether the selected school's results are above, close to or below those of all students nationally by selecting 'All Australian students'.

Tap on or [hover over](#) any cell to see the average score for all Australian students, for students from a [similar background](#) and the margin of error at 90 per cent [level of confidence](#).

Please note that from 2019, the method for determining the colour coding of results changed.

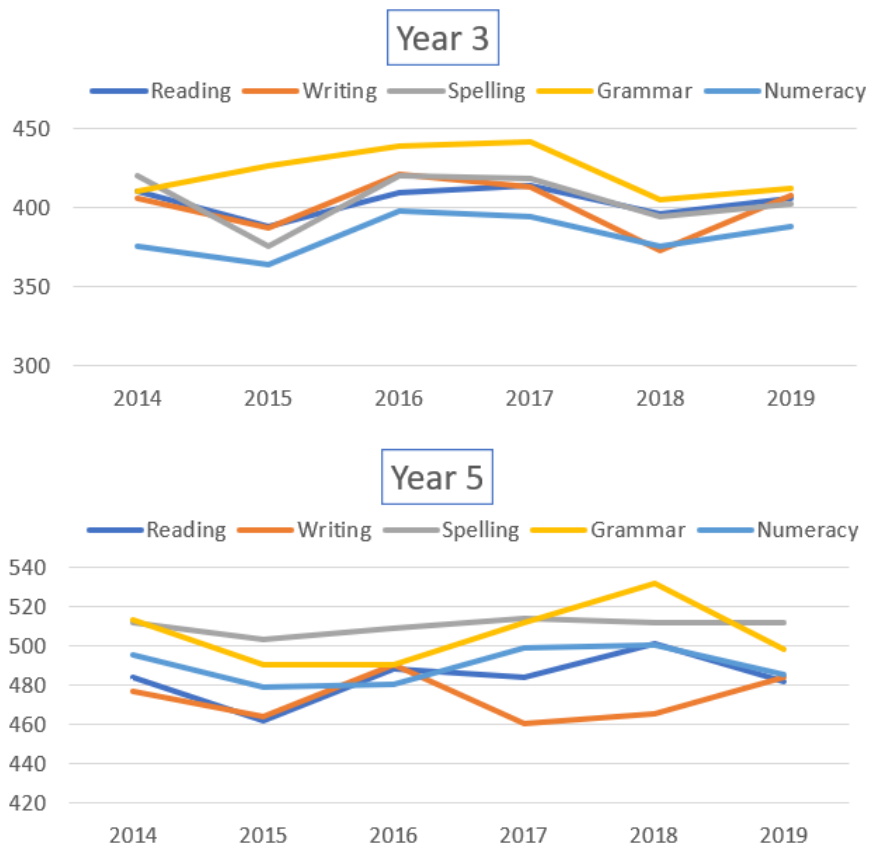
	2014	2015	2016	2017	2018	2019
Compare to	<input checked="" type="radio"/> Students with similar background		<input type="radio"/> All Australian students			
	Reading	Writing	Spelling	Grammar	Numeracy	
Year 3	406	407	402	412	388	
Year 5	482	484	512	498	485	
Year 7	549	498	560	546	556	
Year 9	590	555	595	585	610	

**Interpreting the table**

Selected school's average when compared to students with a similar background

- Well above
- Above
- Close to
- Below
- Well below
- No comparison available

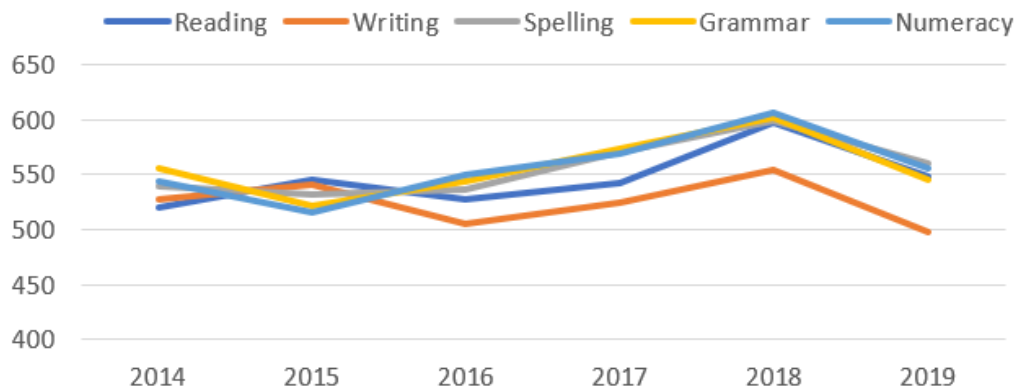
NAPLAN participation for this school is 99%  
 NAPLAN participation for all Australian students is 95%



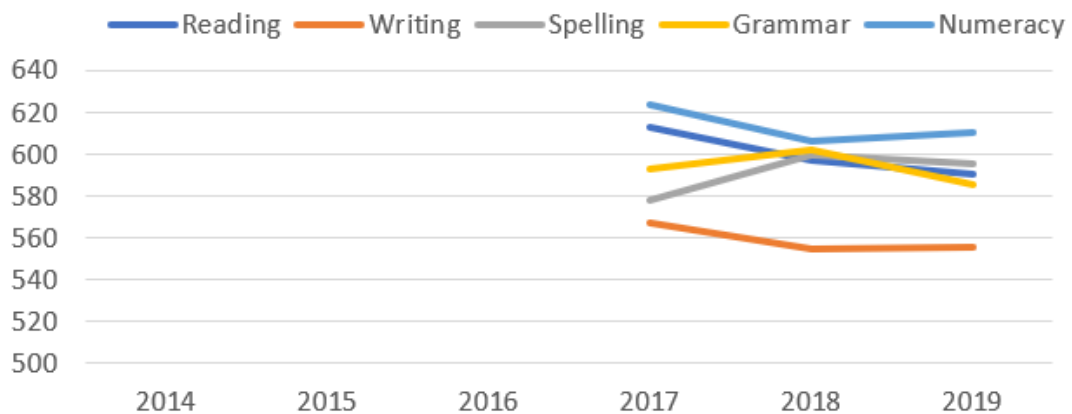


# NAPLAN RESULTS 2019

## Year 7



## Year 9



## Student results

The table below shows the average student results at this school for the selected year.

The cell colour shows how the school's results compare to those of students with a [similar background](#). You can also see whether the selected school's results are above, close to or below those of all students nationally by selecting 'All Australian students'.

Tap on or [hover over](#) any cell to see the average score for all Australian students, for students from a [similar background](#) and the margin of error at 90 per cent [level of confidence](#).

Please note that from 2019, the method for determining the colour coding of results changed.

	2014	2015	2016	2017	2018	2019
Compare to	● Students with similar background		● All Australian students			
	Reading	Writing	Spelling	Grammar	Numeracy	
Year 3	406	407	402	412	388	
Year 5	482	484	512	498	485	
Year 7	549	498	560	546	556	
Year 9	590	555	595	585	610	

NAPLAN participation for this school is 99%  
NAPLAN participation for all Australian students is 95%

### Interpreting the table

Selected school's average when compared to all Australian students

- Well above
- Above
- Close to
- Below
- Well below
- No comparison available

# OLNA RESULTS

## OLNA Results

We were very pleased with our OLNA results, especially considering where some of these students have started from.

The OLNA is an On-Line Literacy and Numeracy Assessment used to determine the minimum standard of literacy and numeracy. Students have two opportunities per year to attempt the OLNA if they have not met the standard.

The Year 9 NAPLAN is also used to determine the minimum standard of literacy and numeracy. Students who attain Band 8 or better in the Year 9 NAPLAN do not have to sit the OLNA.

By the end of the second round of OLNA testing in 2019 the following percentages of Year 10 and 11 students had attained the standard:

A 5 % improvement was observed in the Year 11 Cohort in Reading.

A 15 % improvement was observed in Writing.

Students have until the end of the second round in Year 12 to meet the literacy and numeracy standards.

Year Group	Numeracy	Reading	Writing
10	82 %	82 %	76 %
11	70 %	75 %	80 %



# EARLY CHILDHOOD REPORTS

## EARLY CHILDHOOD REPORTS

The Early Childhood classes thrived throughout 2019 with care and dedication from our staff and a supportive Emmanuel community.

Though it has been a year of change, with Grades 4 to 6 joining us at the Casserley Campus, it is wonderful to reconnect with our friends in the upper Grades. The following reports capture some of the highlights for each year level.

## KINDERGARTEN KANGAROOS

### **Mrs. Laura Cruz and Ms. Liz Phillips**

At the end of Semester One, the Kindy Kangaroo class said farewell to Mrs. Laura Cruz as the Cruz family started their journey to Merredin. Mrs. Liz Phillips stepped into the new role as the Kindergarten teacher for the Kangaroo class. It was a wonderful semester of building new relationships with the students, staff and parent community in Kindergarten.

The students enjoyed getting to know their new teacher and they were eager to explore the new and exciting changes in their learning environment. We started an inquiry-based learning journey after going for a walk through the Primary school in search of insects. After discovering bees in our Early Learning nature playground, the student's interests were captured. We explored, investigated and discovered God's wonderful creation of bees. What an amazing creator we have!

The students were excited to display their learning and beautiful art works on our bee inquiry wall. The students enjoyed role playing in the Kindy 'Flower Shop', working together to build bee houses from big blocks and loose parts, and exploring the new provocation areas.

The children also participated in the Peggy Lego program, a Literacy program that focus on developing pre-writing symbols and skills.

In Term Four, the Kindergarten learning environment transformed into an ocean.

The students bounced into the classroom with much excitement and engaged in the new play-based learning provocations and dramatic play 'Beach and Ice Cream Shop' area. Mrs. Phillips introduced a new item, the shark jaw in the Curiosity Cube which captured the student's interests.

Towards the end of the term we started learning about the joy of Christmas and the birth of our Saviour, Jesus. The Kindy Kangaroo students finished the school year with a wonderful performance at our first Early Learning Christmas Concert at the Casserley Campus.

What a busy but wonderful semester we had!

## KINDERGARTEN KOALAS

### **Mrs. Nicolie Stephenson**

Looking back on the Kindy Koalas class for 2019 recalls many events which I will briefly outline.

There was a strong focus on building the children's oral language this year. This was in all areas of their learning as many children entered kindergarten with no or very little English language. This year's group was a full class of thirty children, with considerably more girls (20) than boys.

The children enjoyed learning about themselves in the light of God's creation. We also learned about our feelings and our five senses. Play formed a large portion of the children's hands-on learning throughout the entire year.

Highlights include the Teddy Bear Picnic, Easter Service and Easter Egg Hunt, Mud Play, Worm incursion and our fun assembly where we sang our favorite songs 'Dingle, Dangle Scarecrow' and 'The Tooty Ta'. The Tooty Ta was well received with the whole school joining in when we sang it the second time around!

# EARLY CHILDHOOD REPORTS

Mother's and Father's Day were both well attended, parents and children enjoying each other's company. The children's grandparents attended school for an extra special day with us too!

A highlight of the year was our whole class inquiry into snails whilst learning about creatures in the garden (our topic for term three). Snails quickly became a focus of interest every day. We made many artworks using the snails as our models!

To conclude the year, we had a concert and Christmas party shared with Pre-Primary and Kindergarten Kangaroos.

This included parents, grandparents and younger siblings. It was very well attended even though it was a very hot day. The atmosphere was very festive as we sang songs celebrating Jesus' birth.

I am thankful to my helpful Education Assistants Mrs. Ridge, Mrs. Cruz and Mrs. Cha.

## PRE-PRIMARY

### Mr. Graeme Leathard and Mrs. Elita Reid

This year Mrs. Reid and Mr. Leathard continued as the main teachers in Pre-Primary. While Mrs. Lulu and Mrs. Jacob joined Miss Pegrum and Mrs. Marnie Price as our EA's in Pre-Primary for 2019.

We enjoyed getting to know all the additions to our class and had a great year!

The start of the year also saw the upper grades join us. It was nice to have some old and new

faces join us at Casserley Campus. We implemented a wide range of different programs, such as Let's Decode to support the children's development in literacy. There was also a focus towards the use of inquiry learning.

We had lots of exciting things, such as visiting the farm and seeing lots of amazing animals.

The children greatly benefited from lots of hands on games and manipulatives in Numeracy.

The children and teachers had a great time throughout 2019.

It will be sad to see Miss Pegrum, Mrs. Jacob, Mrs. Marnie Price and Mr. Leathard leave the Pre-Primary room as they have each brought great gifts to our setting, however we look forward to meeting the new people arriving in 2020 and are sure that great things will come from the new additions.

Good luck to all the people leaving our room and we are sure that the new roles that you are doing will be blessed because you're there.

Thank you again for the privilege of working at Emmanuel Christian Community School.



# PRIMARY SCHOOL REPORTS

## YEAR 1

### **Mrs. Hannah Rawstone and Mrs. Courtney Rokobuta**

2019 was a fun filled and eventful year with many exciting things happening in Year 1! We began the year by settling into new routines and learning how to read, write and work with our numbers. Soon, our studies took us off to Kings Park to explore the Naturescape area and get some hands-on practice with our Science and HASS skills.

We were the first cohort ever to do our assembly in the brand-new undercover area at the Casserley campus, performing a choral reading and play of the text *Hickory Dickory Dash*. We continued through semester 2 and soon we were off to swimming lessons, a very exciting time for the kids in the water with their peers.

We researched information about Australian animals and wrote reports, created clay specimens and finally went to Perth Zoo to see all our favourite animals in real life!

Throughout the last term we were writing narratives with our impressive word skills and getting into the Christmas spirit with crafts to decorate our classroom.

Each student was a blessing to their peers and teachers, and each was able to engage and contribute to the learning and activities throughout the year!

## YEAR 2

### **Miss Rachelle Ashmore and Miss Rebecca Dobrich**

They say, 'time flies when you're having fun', and as we reflect on the year that was, we feel compelled to agree. We can't believe how quickly the year passed and are thankful for the opportunity to serve God through the ministry of Emmanuel.

It was an extremely enjoyable year, yet not without its major challenges, including Miss Dobrich needing to take extended medical leave.

We would like to say a big thank you to Mrs. Puscas, Mrs. Paulus, Mrs. Gabrielson, Mrs. Leathard, Mrs. Pegrum and Mrs. Marnie Price for their support throughout the year and for the times where they went above and beyond to help make sure everything ran as smoothly as possible.

There were many highlights along the learning journey in Year 2 throughout 2019. Together, we shared many laughs, made countless memories, and learnt a lot.

Semester One began with learning and establishing routines, before exploring and making connections with the world that God has made.

Underwater and mini beasts were explored in depth, an assembly performed, and a visit to AQWA and the beach was made.

Semester Two was probably more packed than the first, with a dress-up day for Multicultural Day, swimming lessons, and excursions to Peninsula Farm and SciTech.

It has been a joy and a blessing to be part of the growth and development of each child throughout the year, and to watch their excitement grow as they neared the start of Year 3 .



# PRIMARY SCHOOL REPORTS

## YEAR 3

### Mrs. Neaves and Miss Quintanilla

2019 was an exciting year where Years 3 to 6 adjusted to the new classrooms. It was the first year that all year levels across Kindy to Year 6 were in the same campus. We thank God for providing a beautiful environment to work and learn in.

This year our focus was to remind students how Jesus is our Saviour and King. Our focus was evident in our assembly which was based on the birth of Jesus Christ and how he is the greatest gift to mankind. At the end of the Science unit on living things, Ellice Neaves, who is Mrs. Neaves' daughter, took us around Lansdale Farm to see

the wonderful living things that God has created for us. After studying money in Mathematics, we visited the Perth Mint to explore the history of coins and learn how they are made Throughout the Geography lessons for HASS, students learnt and researched about Australia's neighboring countries in groups.

This enabled us to remember that God calls us to love our neighbour as we love ourselves.

We were very blessed to work alongside each other to not only provide positive learning experiences for the students, but also provide constructive feedback to each other.



# PRIMARY SCHOOL REPORTS

## YEAR 4

### Miss Riddle and Miss Vallelonga

The year four cohort of 2019 consisted of only 42 students. Even though this group was very small in number compared to what we usually have, we found them to be a flamboyant bunch with big personalities. This caused us to regularly reflect on our teaching style, resulting in us having to make the many changes throughout the school year. We did find that by doing this, the outcomes were successful.

It is always a pleasure coming to work knowing that the staff you spend your working day with, are always there to support and encourage you, no matter the circumstance. We feel very blessed to be amongst such people. We would like to thank Mrs Kimberley Rudolph and Miss Jessica Quintanilla for being the DOTT teachers for both classes.

The students enjoyed learning in your lessons.

We would also like to extend our gratitude to Mrs. Carol Davis and Mr. Phil Gabrielson for their continued wise leadership and counsel.

The year was full of many exciting events, and these are just some of the highlights:

1. Excursion to King's Park Learning Centre and Naturescape
2. Excursion to Hillary's to visit the Duyfken followed by a scrumptious lunch at Seafood Nation
3. Cohort assembly about different products to remove sin, based on the series 'Shark Tank'.
4. Peer-buddy reading program with year five
5. Presenting at the first end of year Casserley school assembly

We thank God for this school community and the opportunity to not only educate the children but invest into their spiritual growth as well.



# PRIMARY SCHOOL REPORTS

## YEAR 5

### Ms. Candis Wren and Ms. Nataly Hughes

We were so blessed to see the Year 5 students grow and mature as they transitioned from middle to upper primary in 2019. We had 60 students in this cohort, 9 of which were new to ECCS.

Our day trip to Rottneest island was our highlight of the year. Students prepared for this day by going to the Constable Care School for road safety training and also by completing a bike riding excursion with Let's Ride.

The tenacity, perseverance and teamwork skills that students developed were truly invaluable.

Some of the other activities that contributed to students' education and wellbeing was our Year 5 sleepover, the visit to Parliament House and Out-back Splash. We'd like to thank the staff who contributed to the life and learning of our students throughout the year including Miss Jessica Quintanilla, Mrs. Kimberely Rudolph, Miss Emily Schinkel, Mr. William Cruz, Mrs. Shelly Craig and Mrs. Myshelle Bowman.

We give glory to God for the opportunity to serve Him through the ministry at Emmanuel.





# PRIMARY SCHOOL REPORTS

## YEAR 6

**Mr. Philip Gabrielson, Mr. Brendon Pirie and Mrs. Kathy Williamson**

Once again it is time to look back on another year and reflect on the year 2019. Our goal again this year as Year 6 teachers was to create and foster unity among the Year 6 classes so they wouldn't think of themselves as "6P" and "6G" but rather they felt connected to each other in their final year of Primary School.

Special events such as the Masquerade Lunch, Excursions to Lazer Blaze and Adventure world as well as mixing the classes for some classes helped create the sense of community and unity.

The highlight of the year was the Year 6 camp, where students were challenged to think about their relationship with God.

It was clear on this camp that many students were determined to make their relationship with God more meaningful as they move forward into High School.

Emmanuel is a special place to teach and we would like to thank all those that pray for the ministry of the school.



# SECONDARY SCHOOL REPORTS

## CURRICULUM DEVELOPMENTS AND INNOVATIONS

In 2019, the high school moved to fully implement the use of SEQTA. This is a digital support platform for teachers, students and parents and allows for improved engagement in teaching and learning. Amongst many benefits teachers can now better communicate with students and parents and reporting has been made more effective for staff.

We continue to explore the ways that this learning platform benefits our students.

Another new initiative was the implementation of Education Perfect, which is a homework-based tool that Math's and Science have been using.

This has helped teachers track the academic progress students are making from both inside and

outside the school.

The program constantly updates teachers with relevant information about students' levels of engagement and understanding of the teacher set tasks.

Following from our success of this program in 2019 it is now being implemented in more subject areas in 2020.

David Booth was appointed in 2019 in an IT support capacity. His appointment has been a total blessing to the high school.

David brings his humour and kindness to assisting students (and staff) with their IT needs. David has brought his positive Christian manner into each encounter he has with the students and is proactive in wanting to serve our school in Information technology as well as in any way he can.



# SECONDARY SCHOOL REPORTS

## ENGLISH

### Ms. Surette Britz

In 2019 we studied texts that reflect ideas and issues present in modern society and that challenge our students to think critically about the world. We looked at every text from a Christian perspective and had thoughtful discussions on how a Christian worldview influences our understanding of texts. Students worked on improving their essay writing skills and learned strategies to enhance their writing of short stories, poems and plays.

It was wonderful to see how many of the students at Emmanuel Christian Community School love to write creatively. About 20 of our students from Year 7-9 entered the Write for Fun competition and the results were astounding. Even though we didn't have a winner from the school, many of the entries received an invitation to get their stories or poems published. The school received a Certificate of Excellence for the quality of our students' writing.

2019 also continued the tradition of investment into meeting the educational needs of students. Every Thursday and Friday, as well as on request, we offered English tutoring. Much time and thought went into the support of our Learning Enrichment students and this continues to be an area of focus.

## YEAR 11 AND 12 CHRISTIAN STUDIES

### Ms. Carolyn Miller

Christian Studies began in 2019 with our first Year 11 class at ECCS. All Year 11 and 12 students study the course. SCSA endorsed the program, and successful completion of the two-year course will result in students receiving 3 points toward the 20

required for the West Australian Certificate of Education.

### **What we aim to achieve with studying Christian Studies at ECCS:**

**To develop a deep understanding of the core beliefs that unite us in Christian community, regardless of language, culture and ethnicities.**

Galatians 3:28 There is neither Jew nor Gentile, neither slave nor free, nor is there male and female, for you are all one in Christ Jesus.

**To understand and celebrate the ethnic and cultural diversity of the Christian Community in our school, throughout Perth, Australia and the World**

Acts 17:26-27 From one man he made all the nations, that they should inhabit the whole earth; and he marked out their appointed times in history and the boundaries of their lands. **27** God did this so that they would seek him and perhaps reach out for him and find him, though he is not far from any one of us.

**For students to have the skills to develop their own worldview and Christian expression while understanding and respecting the worldviews of others.**

1 Peter 3:15 But in your hearts revere Christ as Lord. Always be prepared to give an answer to everyone who asks you to give the reason for the hope that you have. But do this with gentleness and respect.

**To grow in understanding, skill and conviction to serve the Christian community and all people**

Galatians 6:10 Therefore, as we have opportunity, let us do good to all people, especially to those who belong to the family of believers.

# SECONDARY SCHOOL REPORTS

**To grow in understanding, skill and conviction to serve the Christian community and all people**

Galatians 6:10 Therefore, as we have opportunity, let us do good to all people, especially to those who belong to the family of believers.

## HASS

**Mr. Jonathan Morey, Mrs. Carolyn Miller,  
Mrs. Tanya Carcione**

ECCS introduced two ATAR HASS courses in 2019: Politics and Law and Modern History.

In Politics and Law, students investigated methods of governing in Australia and abroad, and compared democratic and non-democratic systems. They also looked at the legal system of Australia and compared it with non-common law systems around the world.

In Modern History, students investigated the American Revolution as the foundation of modern liberal democracies, as well as a Nazi Germany and its significance in the modern world.

A highlight of the middle years was the Year 9 excursion to the Law Courts, where students participated in a mock trial and viewed a court in session.



## MATHS

**Mrs. Beulah Lombard**

It was with enthusiasm that our first multi-streamed Year 10 Maths class was introduced in order to prepare students for courses in Upper School. These courses are Maths Methods, Maths Applications and Maths Essentials.

Many hours of after school classes made this possible. Students persevered and successfully completed both a Pre-Methods and Pre-Applications program in Year 10. Specialized after school Maths tutoring was introduced in 2019 where students could get personalized assistance, and this will continue into 2020.

In 2019, 34 students from Years 7 to 10 took part in The Australian Mathematics Competition (AMC) which was introduced in Australia in 1978 as the first Australia-wide mathematics competition for students.

It has become the largest single event on the Australian education calendar, allowing students to attempt the same tasks on the same day in over 30 countries around the world.

The following excellent results were obtained by our students:

- 1 High Distinction award (Thomas Hunt, Year 7)
- 2 Distinctions (Angelica Bui-Sutanto and Kai Bradley, both Year 9)
- 15 Credit Certificates
- 13 Proficiency Certificates
- 3 Participation Certificates

# SECONDARY SCHOOL REPORTS

## SCIENCE

**Mrs. Helen Williamson, Mr. Stuart Hayward**

It was fantastic to have the use of the Science Laboratory for our classes this year. Students always love backing up their theoretical understanding by being hands on in their discovery of new areas in science.

Students performed a range of activities across the major scientific strands. Some of these included dissections on sheep's eyes, sheep's hearts and lungs.

They also experimented with dry ice, where they made mini rockets, to the thrill of onlookers! A real highlight was the annual Year 7 Marble Motion Course where students design and build marble courses.

This year saw many outstanding designs which showed detailed thought and care.

The courses produced much excitement and awe in the eyes of all the spectators.

Students worked enthusiastically on Education Perfect, a new online resource that allows them to work at their own pace as they consolidate and learn new science concepts in a fun way.

They clocked up many hours at home and many kept asking for more work to do so they could compete in challenges and competitions. Ten students competed in the Big Science Competition.

Year 7 students took care of some giant stick insects that were donated to the school.

Each year group had an excursion including a Zoo visit by the Year 7s and a visit to the Planetarium at Scitech for the Year 10s. Our first Year 11 students had the options to study ATAR Chemistry and Human Biology.



# SECONDARY SCHOOL REPORTS

## STEM

### **Mrs. Helen Williamson**

In 2019 STEM students were given the opportunity to extend their Mathematics and Science understanding of curriculum content by doing many hands-on activities.

They used a variety of resources to learn more about electricity, robotics and coding.

## VISUAL ARTS

### **Mrs. Tanya Carcione**

In 2019, students explored their creativity in art class through a wide range of materials, styles and techniques. Students in Year 7 developed their

imaginative illustration skills whilst students in Year 10 began refining their portraiture skills and content knowledge of art history in preparation for Upper School studies.

In Year 8 and 9, students enjoyed working with acrylic paint to create vibrant landscape paintings, mandala designs and pop art portraits.

The standard of work in 2019 was exceptional and clearly shows the God given talents we have in this school.



# SECONDARY SCHOOL REPORTS

## VET COORDINATOR

### Mrs. Leanne Brown

What an exciting productive year we had in Vocational Education Training!

In the first three terms of 2019 the year 10's was busy working on resumes, cover letters and career plans to assist them with their future goals and aspirations of entering the workforce.

The students attended a wide variety of work placements from Sonshine FM, Warwick Stadium to retail stores for a week of work, where several students were offered casual employment.

Sample of the feedback received:

*'Many thanks for an opportunity to meet such engaging young people; they are a credit to the school and to their families'*

'What a pleasure having the student with us over the last week.

If you ever need work placement in the future, please do not hesitate to contact us we would be

willing to take more students from the school.'

Finally, two year 11 students enrolled in TAFE courses - Certificate II in Conversation and Land Management and Certificate II in Furniture Making were offered an apprenticeship each at their prospective work places, Whiteman Park and Frontline Cabinet Makers.

A wonderful achievement for both of the students, proving that determination and hard work pays off.

This year we have seen students build in confidence and live with purpose to equip themselves with skills and knowledge to explore, create, and launch in to the world of work.

Looking forward to 2020 as we have 16 new students joining the program.



# SECONDARY SCHOOL REPORTS

## MUSIC – PRIMARY AND HIGH SCHOOL

### Miss Emily Schinkel

Kindy to Year 2 students were taught by Mrs. Sheila Randall, and they experience many fun activities including bucket drumming and playing “boom whackers”.

They also participated in various performances throughout the year, including items for Easter and Christmas services! Students from Year 3 to the Year 10 Elective class were taught by Miss Emily Schinkel, who also ran the Primary Choir, and supervised and coordinated two high school bands in addition to finishing her Master’s in Secondary Teaching.

In Term 1, Miss Schinkel was able to sell some of the violins in storage that were not being played and used the money to buy some brand new “rock band” style instruments for High School. The High School Worship Band continued to play at many assemblies throughout the year.

At the end of Term 1, they blessed the larger school community by playing for the Annual School Sunday Service at Girrawheen Baptist Church in April.

The Primary Choir represented the whole of the Primary School in the service, which was mainly organised by the High School staff and students.

During Term 2, Miss Schinkel went away for six weeks for her final teaching practicum as a part of her degree, and Mr. Cameron Harries took

classes for years 5-10, while years 3 and 4 took a break from music classes for that time.

Between Term 3 and the beginning of Term 4, Mrs. Randall spent 6 weeks away, and Mrs. Jannah Mandry graciously stepped up to cover much of the Kindy to Year 2 Music program.

In Term 4, all students at ECCS had an opportunity to perform as a part of many events throughout the term. The Primary Choir returned as a special guest for the Children’s Day Service in October at Girrawheen Baptist Church.

At the High School, students were invited to audition and perform at the High School Arts Exhibition. At the end of the year, the Primary School had 3 separate concerts (Kindy and Pre- Primary, Years 1 – 3 and Years 4 – 6). As well as each class having the opportunity to perform, the Primary choir sang two songs for the concert.

All students gave of their best and performed well.

We are very blessed here at Emmanuel to have the opportunities and abilities to serve God through music!





# SECONDARY SCHOOL REPORTS

## LEARNING ENRICHMENT 2019

### **Ms. Grace Gabrielson**

In 2019, MAG (Multi-age Group) underwent some changes to accommodate our high school students' learning journey.

Firstly, it was decided that we would teach each year group separately instead of placing two-year groups together. This was to ensure that small group work continued as our numbers grew and to cater for the social needs of the students.

With this came the change of name to 'Learning Enrichment' (LE) to replace MAG.

There have been positive outcomes from the change with some students being able to move to mainstream English or Maths. The new structure also allowed for study periods where students could be assisted with assessments from other subjects such as Science or HASS.

Most importantly, the classes being held in their year groups gave more time for building relationships with individual students. Often learning difficulties are accompanied by personal difficulties and there were many opportunities to encourage, listen to and support our students both in and out of the classroom.

In Semester 2 we were able to move from the Youth & Community Centre into a new permanent classroom where the Book Room used to be.

2019 was a positive year for all involved in Learning Enrichment. It is a relatively new addition to the High School, and we are exploring ways to best implement it through consideration of timetables, class sizes and staffing.

Learning Enrichment is a much-needed service and ministry at ECCS.

## CHRISTIAN MINISTRY

### **Mr. Stuart Hayward**

Students attend weekly assemblies with Prayer and Worship as well as a variety of guest speakers.

They have weekly Bible Life classes where they are taught the Gospel message as well as how to live for Christ. In some year groups students run their own prayer groups at Lunch time.

The investment being made in the lives of the students is making a tangible difference.

We praise the Lord for what He is doing through our Christian ministry here at Emmanuel Christian Community School and will continue to look at how we can both present the Gospel of Jesus and train our students how to walk in the way of the Lord.



## PASTORAL CARE

### **Mr. Stuart Hayward**

In 2019 all staff participated in Peacewise training which is biblically based and looks at ways to resolve conflict peacefully.

As a school we have begun to explore how we can implement a Peacewise culture in dealing with staff and students.

# SECONDARY SCHOOL REPORTS

Peacewise has been taught to the Year 9s and 10s in 2019 and ECCS is the first school in the state to put Peacewise material into student diaries.

This acts as a means of communicating what we believe is important for our students and staff as we grow as a school.

The addition of a second Chaplain in Chinyama has been a valuable addition to our school. Chinyama has been proactive in working with our youth and together with Trudy they provide a balance in pastoral care for the students.

They also serve our students by being involved in the school's breakfast club and assist with school assemblies.

The Year 11 students had the privilege of a common room and made use of it at recess and lunch, to make cups of tea, warm up their food in a microwave, and eat together.

Whilst these things are exciting the most exciting thing remains that we have the unique privilege of teaching and showing our students who Jesus Christ is and providing them with the sure foundation he gives us both now and in the future.



# WELLNESS INITIATIVES

## PEACEWISE TRAINING

Peacewise Professional Learning Day 2 was attended by all staff at the end of Term 1 2019. This was a strategic move to bring the whole staff together as one and focus on being Peacemakers. Peacewise is a Christian Conflict resolution strategy that looks at the Biblical principles for peace and reconciliation in relationships.

Peacewise is being introduced across the school to the students as well. Learning Conflict Resolution builds resilience and prepares our students for the future. Peacewise aligns with Emmanuel's core values in that it teaches biblical principles.

We are the first school in WA to be a Peacewise school. There are many among the CSA group nationally. Stuart Hayward and Megan Taylor are doing some further training to become the 'Peacewise Ambassadors' for the school. Primary staff are also being trained to introduce Peacewise into the Primary as well.

We have had some wonderful testimonies regarding families being transformed by following the Peacewise steps for conflict resolution.

## STUDENT MENTAL HEALTH AND WELLBEING INITIATIVE

A Whole School Mental Health and Wellbeing Framework is being initiated. The Staff are being inducted into the Be You student wellbeing initiative by the government that has consolidated many existing groups into one. Student Health and Wellbeing is a major area of concern for educators as we have seen a massive increase in anxiety amongst children.

We had a Professional Learning day on September 27<sup>th</sup> 2019 where Staff were introduced to these resources with a view of forming a committee to work on the **Emmanuel Mental Health and Wellbeing Framework**.

Be You builds on the success and learnings from five existing programs aimed at promoting social and emotional health and wellbeing for children and young people in the education space: KidsMatter Early Childhood, KidsMatter Primary,

MindMatters, Response Ability and **headspace** School Support. Be You is building on the evidence base and ten years of experience of these programs. These programs are now integrated into Be You – one single, national initiative delivered through early learning services, primary and secondary schools.

**KidsMatter Early Childhood** was an Australian mental health and wellbeing initiative set in early learning services. The initiative was developed as a response to the high rates of school-age children with mental health challenges.

**KidsMatter Primary** was an Australian mental health and wellbeing initiative set in primary schools. The initiative was developed as a response to the high rates of school-age children with mental health challenges.

**MindMatters** was a mental health initiative for secondary schools that aimed to improve the mental health and wellbeing of young people. The framework provided structure, guidance and support while enabling secondary schools to build their own mental health strategy to suit their unique circumstances.

**Response Ability** provided resources and support for pre-service educators on supporting the mental health of children and young people. The evidence-based resources explored the roles of educators in promoting resilience and wellbeing and in responding to students who may have needs related to their mental health, feelings or behavior.

**headspace School Support** was a suicide post-vention program assisting Australian school communities to prepare for, respond to and recover from the death of a student by suicide.

## FLU IMMUNIZATIONS

This was another wellbeing initiative introduced this year. If we can prevent one staff member from a lengthy illness this covers this cost .

# WELLNESS INITIATIVES

## CHRISTIAN EMPLOYEE ASSISTANCE SCHEME FOR STAFF

An Employee Assistance Program (EAP) was introduced for Emmanuel staff and their families allowing them free access to a Christian counselling service

This scheme enables any of our staff or their family members to anonymously use a Christian Psychological Service for up to 3 visits with the School covering the costs. Any further visits required will be developed into a care plan in conjunction with a GP and covered by Medicare.

This service has already been accessed by 4 staff.

## PARTNERSHIP WITH ECU - UNIVERSITY PREPARATION PROGRAM (UNIPREP)

We have developed a partnership with ECU, and we are offering a UniPrep program to our Senior Secondary students. This program can be completed in conjunction with ATAR courses. Once students pass this course in conjunction with the WACE requirements, they are guaranteed a minimum university entrance score of 70.

We are going to be the first school in Australia to be a partner school with ECU for the new endorsed course. There will be joint publicity projects regarding this. We have modified the Secondary timetable to give greater opportunities to our foundation Senior Secondary students. It acts as a 'safety net' for those interested in University and at risk of not passing or not doing as well as expected in all their ATAR courses.

## INTRODUCING MUSIC TUITION

We are conscious that part of our strategic focus is Community and Service. Music and especially a focus on worship is an area of the school that we would like to develop.

A developing music and production program is not only an opportunity outreach into the community but a way that we can encourage the

gifts of our many talented students. We have the experience and expertise in both Music and Performance in our staff, Emily Schinkel and Sheila Randall who are facilitating our music program across the school.

I have met with the Music teachers at Emmanuel to strategically plan what the music program will look like over the coming years.

We agreed that our music program must grow from a Primary base to obtain the number of students gifted and willing to progress with Music in the Secondary to a production and Certificate level.



We also agreed that the music program at Emmanuel focuses children into worship, whether that be a contemporary band, instrumental, brass or vocal. It is intentional that we have student worship bands leading the Emmanuel community in worship.

To start children learning different instruments we have introduced an after-school Music Tuition program .



# FUTURE PLANNING INITIATIVES

## HEARING THE VOICE OF THE COMMUNITY – SCHOOL CULTURE SURVEY

To obtain some objective data on the School Culture and as part of the School Improvement Plan, we released a School Culture survey. We are aiming to use this information to provide the Board data on the engagement of the Emmanuel Community, and help direct School Improvement and Strategic planning initiatives.

This has three parts:

- An Employee Engagement Survey
- A Parent Engagement Survey
- A Student Engagement Survey

The results of the survey will be presented to the Board by Oasis People and Culture and later to the school staff as part of our strategic planning for the future.

## ENGAGEMENT OF ARCHITECTS

Engagement of Architects and detailed planning for demolition of existing West Wing classrooms and building of double storey 11 classroom block with toilets and changerooms.

## WORK PLACEMENT PARTNERSHIPS WITH THE CITY OF WANNEROO

Leanne Brown our VET Coordinator met with the Mayor, Tracy Roberts and representatives of The Apprenticeship Community (a non-profit organisation that links workplaces and student work placements). The City of Wanneroo is the largest local employer and they are keen to develop partnerships with schools to help students transition into the workforce. The Mayor and the Apprenticeship Community were keen to explore this partnership.

There will be good promotional opportunities for Emmanuel and the COW who are keen to see something happen for them in this space that is largely untapped at this time.

They are especially excited about giving

opportunities to students that would generally not have this opportunity.

## MASTER PLAN AND FUTURE POSSIBILITIES

Master plan for the Salcott Campus implemented and developed to include the new West Wing build scheduled for 2020. This aims to reduce duplicity and wastage of resources and to be able to plan funding, capital grants and borrowings.

This is an exciting time for the school as we assess what are the characteristics of the ministry of Emmanuel, what are the community and stakeholder needs and how can we work together to build a facility that caters for all of these specific needs, while growing the ministry of Emmanuel and holding fast to our vision, ***“Through the teaching of God’s Word we will bring people to Christ and help them to grow in Him.”***

A Masterplan Committee is meeting when it can. As we progress, we would want to invite other stakeholders from the Church, Board and School to this committee so we can have different voices speaking into this Masterplan.

It is a dynamic document that will need to be reviewed on a regular basis. The only aspect of the Masterplan at this stage that is ‘locked in’ is the ‘West Wing’ as we need an increase in the number of classrooms to cater for a growing High School.

The rest of the Masterplan is considered ‘blue sky’ – just ideas at this stage.

Ron Gorman the deputy director of AISWA has agreed to consult with us over the Masterplan. He has had international experience as an Education Consultant and is an expert in learning spaces.

# FUTURE PLANNING INITIATIVES



## ACTIVITIES AND REPORTS

### EMMANUEL SUSTAINABLE SCHOOLS

#### SECOND-HAND SHOP

The school recently signed up with SUSTAINABLE SCHOOL SHOP, where parents can register and log in to BUY and SELL secondhand textbooks, secondhand uniforms, secondhand school items etc.

The Sustainable School Shop encourages families to “reuse and recycle” through technology to enable schools and families to look for a second hand items first before buying new.

Some of the features of this service are:

- It is a FREE Service provided by Emmanuel Christian Community School
- Parents can use the website to BUY second-hand items or PLACE AN AD for items

they would like to SELL.

- The Emmanuel schoolbook and uniform lists are already in the website to make it fast, accurate and easy for parents to place an Ad listing.
- Assistance is provided to accurately price items being advertised
- Buyers contact Sellers direct to arrange pick up of items

There was a need for a second-hand uniform shop at Emmanuel. Parents are already using this with success.

Many parents have expressed thanks for this service.

# ACTIVITIES AND REPORTS

## EMMANUEL FACE BOOK AND INSTAGRAM SITE LAUNCHED

We had a very successful launch of the Emmanuel Instagram account and Facebook account.

This has become an industry standard in the Education Sector. It is a wonderful platform that we control, to promote special events and activities at the School.

Most parents are familiar with both these mediums of promotion and communication.

## SEQTA – WHOLE SCHOOL IMPLEMENTATION

SEQTA is an all-in-one collaborative teaching and learning ecosystem. It is invaluable for tracking students, pastoral care, health and emergency records, and communicating between staff and students and staff and parents.

SEQTA is the industry standard. It has been implemented across the whole school for a digital attendance record system and pastoral care data base. Secondary Teachers are using SEQTA Teach in their classrooms to deliver lessons and Secondary Students will receive SEQTA Learn soon so they will be able to keep track of their assessments and interact with their lessons.

Parents now have SEQTA Engage. Reports and all assessment results will be available on SEQTA for all Secondary Students this year.

Parents have been very pleased with this implementation.

## SOCCKER ACADEMY – 2020

Strategic planning with Will Cruz to initiate a soccer specialisation.

Christian character building, mentoring and

leadership pathways became the focus.

We are launching our Soccer Academy at Emmanuel in 2020. We are located in an area in which soccer is very popular. This will be promoted to our own students and will attract new enrolments to ECCS. Will Cruz is qualified to lead this program at Emmanuel.

Under Will Cruz's expertise, we will become a lead school in this area and attract several students. It will become another outreach and ministry of Emmanuel for the children joining this program.

We have already had great success in our soccer program with several of our boys.



Joel Anasmo was selected in the WA Soccer State Team by the Football Federation Australia (FFA) to represent Australia and travelled to Shanghai, China from 19th to 28th August.

This was a great opportunity for him not only to showcase his soccer skills in an international arena of an elite level but also a chance to experience another culture.

# ACTIVITIES AND REPORTS

## YEAR 12 MISSION TRIP NOVEMBER 2020 A WEST TIMOR FOCUS

Emmanuel Christian Community School has been exploring the possibility of our Graduates in 2020 going on a mission trip in place of the traditional 'Leavers Celebrations'.

We would want this trip to be life changing and fit in with the vision of Emmanuel: "Through the teaching of God's Word we will bring people to Christ and help them to grow in Him."

Melsiana Pellokila Principal of our Sister School Tunas Bangsa Christian Community School in West Timor visited Emmanuel and spoke to the Staff and Students. She explained the mission focus at herschool.

The school leadership was convinced that we share a common vision with Tunas Banksa which is:

"To be a model school for educational institutions which inspires to establish Christ's character."

Her senior students go out each year into the villages to give them rice and sugar and help with health and hygiene projects. At night the students run a Crusade with worship, dance, praise, teaching and testimonies. Many village people turn their lives over to Jesus.

With a student focused mission plan already in place and the reasonable cost of airfares to West Timor, we believe West Timor is now our focus as a destination for the Emmanuel Leavers Mission Trip.

We would need to do a physical visit for recognition and further risk assessments before we can commit .

## SCHOOL PROMOTION/MARKETING

Principal Mr. Gary Harris spent two Saturday's

promoting Emmanuel to the public through a promotional stall at our two local shopping centers.

This was very successful with about 20 firm engagements overall. We were expecting about 10 - 15 future enrolments from this promotion.

Warwick Grove Shopping Centre: Saturday Oct 12th



The main objective for this was is to let locals know where we are and that we will be offering a year K to Year 12 Program in 2020.

One of the best outcomes of this type of publicity is the engagement and discussion about what it is to be a Christian. One of the first questions parents generally ask is "Do you have to be a Christian to attend Emmanuel?" This is a wonderful opportunity to share about Christianity and the ministry of Emmanuel Christian Community School.

## YEAR 11 2020 INFORMATION NIGHT: MONDAY 5 AUGUST

Week 3 Term 3 we invited our current Year 10 students and their families to our Year 11 2020 Information Evening.

We had this evening advertised in the local paper for interested families. Several universities had information stalls and ECU had a representative attend.



# ACTIVITIES AND REPORTS

## DANCE

We have employed a lovely young Christian lady to introduce some dance into the Secondary School.

She will be teaching a dance group once a week and they will perform at the end of the Term Assemblies – The Showcase Assembly.

## SYMPOSIUM – STAFF WELLBEING AND RESILIENCY

Following the National Policy Forum there was a Symposium on staff wellbeing and resiliency. School leaders often ask:

“How do I prepare for or rebuild after a major change in organisational direction or structure?

How do I support my staff who deal with difficult tasks, unrelenting schedules or demanding parents and students? How can I support my community through constant change and uncertainty?”

While we know that aspects of personality make some people appear more resilient than others, the truth is that individual resilience is dynamic – built or depleted depending on the environment and on how we understand and nurture it within ourselves and our teams.

Workplace resilience is about sustaining optimal business performance, through change or adversity, over the long-term. Organisations who invest in building the resilience of their people and teams report smoother, faster and sustained change as a result of improved staff engagement; improved staff health and well-being; reduced business disruption; and reduced change implementation timeframes.

## RECOGNITION OF AUSTRALIA’S ABORIGINAL HERITAGE

I have engaged the Humphries’ family. They are well respected leaders of their people who also

embrace a strong Christian heritage. Pastor Denzil Humphries (who went to be with the Lord earlier in the year) is Father to Peter and grandfather to Denzel (namesake), our Year 10 student who has been engaged to bring a Welcome to Country for any official events. They have been very supportive in helping us with our recognition and respect processes.

Pastor Denzil and his wife, Shirley, were great AEF leaders and pioneers and were among the founders of the AEF in Australia. In his faithful service for the Lord he Pastored and planted Aboriginal Churches, established Ebenezer Homes, trained people through the Derby Ministry/Discipleship Centre.

Evangelized both black and white Australians, lead ministry teams of young men around the country to train them up, was part of the Zoe band, was a well-loved singer, songwriter and yodeler.

He was an inspirational mentor and path maker to greats like Pastor Harley Hayward (Dec.) and to many others. He was honored as the Nyoongar elder of the year which was a testament to the high regard his people held him in. He was known as a great preacher and funny storyteller. The Balga church building stands today as a demonstration of his untiring efforts to bring people together to build for our Lord.)

Peter Humphries emailed: “Thank you also for allowing my Son the opportunities to express his Aboriginal culture through his speeches.”



Humphries, Denzel

# ACTIVITIES AND REPORTS

## MULTICULTURE DAY

This was a great hit with the families and provided opportunity for the children to embrace their culture and celebrate others.

The Year 5's had a multicultural flavored assembly and students enjoyed dressing up.

## SCHOOL STRATEGIC PLAN – COMPLETED DRAFT FROM SCHOOL MANAGEMENT

The Leadership group has had input into the ECCS Strategic Plan 2019 – 2025 draft in developing some key areas. The school staff then spent a period at our last Professional Learning day working in groups and brainstorming key areas identified in the school Strategic Plan draft.

This draft document is a good practical reflection of the Schools Strategic Plan over the next 5 years from a CEO's perspective.

Leadership has edited the Strategy Action Plan suggestions from staff. It is now to be adopted by the Board.

## EARLY YEARS NATIONAL QUALITY STANDARD (NQS) IN AISWA SCHOOLS

The Registration Standards and Other Requirements for Non-Government Schools states:

*All principals in Western Australia are required to undertake an annual National Quality Standard internal audit with a view to continuously improving the quality of the educational experience in the early years (pre-kindergarten to Year 2).*

*Early childhood staff use the National Quality Standard (NQS) to reflect on and determine the quality of their programmes and to identify priorities for improvement.*

*This National Quality Standard Improvement Plan (NQS QIP) is to be completed by the end of first semester each year.*

## Emmanuel Christian Community Schools Early Years National Quality Standard Quality Improvement Plan is completed.

*The principal conducts an annual NQS internal audit on each of the seven quality areas, determining whether the school's early years program and practices meet or are working towards the NQS in each quality area. A record of the principal's findings must be retained and produced as evidence on request **together with evidence that the governing body has been advised of the findings.***

*The principal considers whether to recommend to the governing body that the priorities for improvement identified by the early years staff should be included in the whole-school improvement plan.*

### The Process

**Step 1:** Quality Improvement Plan - Early years self-reflection **To be completed by the early years team**

- Ongoing throughout Terms 1 and Term 2 each year by the early years team with completed tool handed to Principal by the end of **Term 2**.
- Jointly reflect on your programs and practice in relation to each of the seven Quality Areas.
- Consider to what extent you are meeting each element in all Quality Areas. The *Guide to the National Quality Standard* provides detailed information and will assist in your decision making.
- You may choose to use the Early Years Self-Assessment key to identify to what extent you are addressing each element (Green, Amber Red) across all the classes and year levels.
- Section 1: The areas that are marked Green (Consistently) can be reflected in your Summary of Strengths statement.
- Section 2: Critically reflect on the areas that have been marked Amber (sometimes) or Red (rarely) and identify how you are going to move from rarely or sometimes so that you are consistently meeting the element and Quality Area.

# ACTIVITIES AND REPORTS

- Section 3: Write your Quality Improvement Goal. Remember the goal needs to be clear and achievable.
- Section 4: For each Quality Area where you have identified a Quality Improvement Goal identify how you are going to meet this goal, when this goal will be met, who is responsible for meeting this goal and what your success criteria is so you know when you have met this goal.
- Submit to the Principal

## Step 2: Internal audit by Principal or Head of Primary.

- Completed by the Principal by the end of Term 3.
- The minimum requirement of the audit is to show whether schools have met or are working towards The Standard. The rating instruments have a three-point scale that includes the opportunity to assess whether the school is exceeding The Standard.
- Non-government Schools will maintain records of internal audit findings and make them available on request for school registration purposes.
- Principal recommends to the governing body appropriate priorities for improvement.
- These recommendations may become part of your school improvement plan or strategic plan.

## GOVERNORS PRAYER BREAKFAST

The Governor's Prayer Breakfast is an annual event, where the Governor of Western Australia joins with a wide range of members of our community over breakfast.

Together they pray for different groups within the state of Western Australia. The categories of prayer include Nation and State, Business and Work, Community and The Public Sector, and Youth.

The guest speaker this year was Brian Pickering, and he spoke about the power of prayer. He runs The School of Prayer in Australia. This year some of our year 6 students were able to attend this event, along with staff.

The following are comments from our students who attended:

- It was a fancy and magnificent occasion. The highlight for me was hearing the people on stage. There were prayers and speeches all said by different people.
- We loved the food, but even better was the experience of being in the room full of people with the same views on God as we do. We all felt very blessed to have had the opportunity to meet the Governor.



## JONATHAN MOREY (SECONDARY HUMANITIES TEACHER) HOLOCAUST INSTITUTE NATIONAL SCHOLARSHIP RECIPIENT

"The Gandel Holocaust Studies Program for Australian Educators is a long-term professional development program aimed at training a cadre of expert Holocaust educators who are active throughout Australia.

The objective of the Gandel Holocaust Studies Program is to form an active and organized network of Australian educators committed to teaching about the Holocaust and its universal implications, using an interdisciplinary and age-appropriate approach.

# ACTIVITIES AND REPORTS

“The Gandel Holocaust Studies Program begins with a prerequisite online course that provides historical background on pre-war Jewish history. Each participant is required to take this course prior to the teacher- training seminar at Yad Vashem’s International School for Holocaust Studies in Jerusalem.

The full-year program continues with a follow-up seminar in Australia and professional exchange about issues in Holocaust education.

This program will provide educators with practical, methodological teaching tools that convey not only the importance of remembering the past, but how to help shape a better future.”

More information can be found here:

<https://www.yadvashem.org/education/international-activities/australian-educators/about.html>

For the rest of the year Jonathan did some online study, then in December/January he went to Jerusalem, where he participated in a three-week study program at the international Holocaust Remembrance center.

Jonathan plans to create a teaching program which will go into an online bank for other teachers to access, and later next year he will go to a seminar to present his project and get further training.

The scholarship was open to High school teachers and university lecturers around the country. Somewhere between 20-35 people got the scholarship.

## PM SCOTT MORRISON PLAYS TABLE TENNIS WITH ECCS STUDENTS



Picture: Martin Kenneleay March 2019

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Micah 6:8 “He has showed you, O man, what is good. And what does the Lord require of you?

To act justly and to love mercy and to walk humbly with your God. ”