



2024 ANNUAL REPORT

"I can do all this through him
who gives me strength"

Philippians 4:13



Image front cover:

'Uh-oh!'

Chelsea Nolasco (2024)



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School Profile

Summary

Sector	Independent/Non-Government
Co-educational	Yes
No. of campuses	2
Year levels offered	K-12
Registration period	1 July 2021 - 30 June 2026
Total student population	741
Staff population	126
ABN	42 853 226 323

(as at census 2024)

Emmanuel Christian Community School (ECCS) 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.

Teaching God's Word to instil lifetime values in the lives of the children is an all-important part of ECCS's desire to nurture spiritual growth.

Primary Campus K-6

50 Casserley Avenue
GIRRAWHEEN WA 6064

Secondary Campus 7-12

3 Salcott Road
GIRRAWHEEN WA 6064

The business office is maintained at the Casserley campus, providing administrative and financial support, human resources, project, and other non-educational services to the School community.

Vision, Mission and Values

Our Vision

Changing lives through Christ-centered education.

Our Mission

To provide affordable, Christ-centered education that equips the next generation to know God and serve Him in the Community.

Our Values

- *Community*
- *Compassion*
- *Excellence*
- *Integrity*
- *Prayer*
- *Service*

Governance

The role of the Board is to ensure the School maintains its Vision, Mission and Values and ensures good governance and oversight. Our school and the education we offer is distinctly Christian in character. The Board meets a minimum of 9 times a year to carry out the business of the association. In addition to controlling the strategic direction of the School, the Board is ultimately accountable for the standard of student learning and quality of educational programs offered at ECCS, the ongoing financial viability of the School, the safety and welfare of students and staff, and compliance with all relevant laws and regulations.

Some of the ways in which the Board meets these responsibilities include, but are not limited to:

- the development and oversight of the School's Strategic Plan;
- receiving regular reports from the School's Leadership Team;
- oversight of risk management;
- effective financial governance;
- the development and regular review of board policies; and
- compliance to statutory requirements and the School's Constitution.

In 2024, the Board consisted of:

Name	Role	8 meetings (January 2024 – December 2024)
Mike Smith	Chairperson	7
Andrew Johnson	Treasurer	7
Priscilla Odartey Lampsey	Secretary	6
Margaret McCarthy	Board Member	5
Terry Chester	Board Member	7
Rex Gabrielson	Board Member	8
Carolyn Montgomery *	Board Member	4
Julie Hollett **	Board Member	2
Van Cung Ling #	Board Member	0

* Resigned in December 2024

** Resigned in October 2024

Appointed in November 2024

Leadership

The Board appoints the School Principal, who is responsible for the day to day operation of the School. The responsibilities of the Principal include, but are not limited to:

- translating the Board's strategic direction into operational reality;
- ensuring that the educational plans and policies of the School are implemented;
- reporting on the financial position and educational performance of the School; and
- ensuring the development, safety and welfare of staff and students facilitating the day-to-day operations of the School.

The Principal has oversight of the School Leadership Team, which in 2024 consisted of:

Name	Role
Stephen Bevan	Principal*
Dylan Teng	Business Manager
Pinky Street	Deputy Curriculum (Primary)
Bronwyn Carruthers	Deputy Curriculum (Secondary)
Phil Gabrielson	Deputy Students (Primary)
Stuart Hayward	Deputy Students (Secondary)
Graeme Leathard	Deputy Administration

* Appointed in January 2024



Board Chair's Report

It has been a privilege to serve as Chair on the Board of Emmanuel Christian Community School for 2024.

I would thank the retiring Board Members Julie Hollett and Carolyn Montgomery for their work on the Board.

I would thank all the Board members who served the school during the year and the Principal, Mr Bevan, for their commitment to the school community as the governing body.

The Board has been engaged in the second stage of planning to build new rooms for the secondary school. This needed the Board to find the rooming needs of the secondary school and working with the architect Mr Brad Quartermain and Project Manager Mr George Etrelezis.

We all have enjoyed the Award and Graduation ceremonies from the primary and secondary schools. All these ceremonies honoured the students for their excellence, dedicated hard work and service.

ECCS was honoured again by being one of the top twenty improving schools in Western Australia for its NAPLAN results. Congratulations to all the staff and students for their hard work in enabling this improvement to occur.

All these events have helped the ECCS community grow together, Board members, staff, students and parents.

We are all looking forward to an exciting 2025 educational year.

Yours in Christ's service,

A handwritten signature in black ink, appearing to read 'M. Smith'.

Mr Mike Smith
Chairperson





Principal's Report

Our school's mission is to "Provide affordable Christ-centred education that equips the next generation to know God and serve Him in the community." In 2024, our staff continued to work diligently, with a Christ-centred focus, providing an engaging and caring learning environment where students can experience success. We are deeply grateful to our devoted Christian staff members—educators, education assistants, administrative personnel, receptionists, and the maintenance team—who play an essential role in achieving our mission.

As a vibrant learning community, our students were challenged and supported to reap the benefits of their persistence and hard work. We provided them with an environment that enabled them to shine in everything they do. Our 2024 school calendar was packed with numerous Christ-centered academic, sporting, and social events and activities. These activities were designed to inform, lead, strengthen, and grow their faith in God.

We were blessed to be recognised for a third successive year as a school that is 'punching above its weight' regarding student achievement in the annual NAPLAN assessments, with an article appearing in the West Australian on December 4. Several of our Year 12 students also achieved exceptional results, with six Certificates of Distinction or Merit awarded. These SCSA Awards recognise the success of our students, reflecting their hard work and the quality teaching and learning opportunities provided at ECCS.

Plans for the redevelopment and extension of our Secondary School were submitted in 2024, and we are excited that construction work will likely commence in mid-2025. This project will bring a new Administration building along with classrooms and other learning spaces over the next few years. We pray for God's continued blessing on our school as this important construction work begins.

I extend my heartfelt thanks to the staff, students, parents, and wider ECCS community for entrusting me with the leadership of the school in 2024. I look forward to being part of the exciting things God will do here in 2025 and beyond.

"Commit your way to the LORD; trust in him, and he will act." Psalm 37:5

A handwritten signature in black ink that reads "S Bevan".

Mr Stephen Bevan
Principal





Student Performance and Outcomes

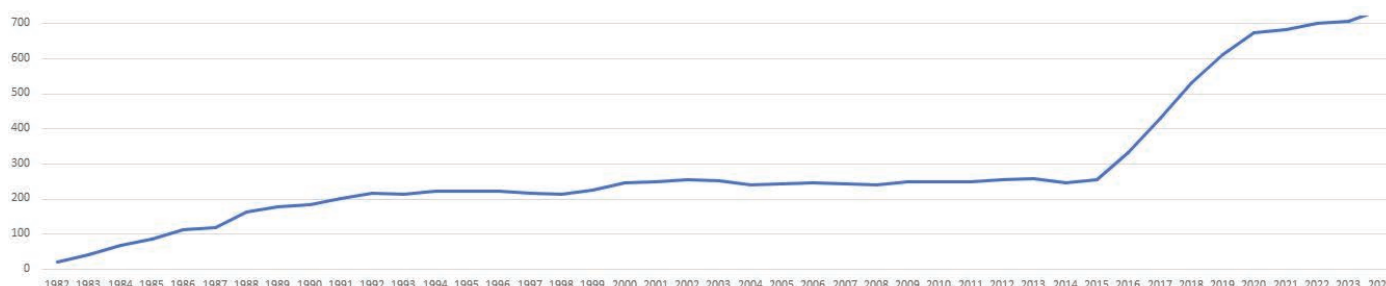
Student Population and Attendance

Area of School	Female	Male	Total	Average Attendance %
Kindergarten	22	32	54	91%
Pre-Primary	18	39	57	90%
Year 1	23	25	48	92%
Year 2	37	23	60	92%
Year 3	22	33	55	92%
Year 4	28	30	58	94%
Year 5	26	22	48	95%
Year 6	31	30	61	95%
Year 7	30	32	62	93%
Year 8	30	29	59	93%
Year 9	25	30	55	88%
Year 10	16	36	52	89%
Year 11	19	23	42	92%
Year 12	16	14	30	91%
Total	343	398	741	92%

Students at ECCS are required to attend school for the days stated, and arrive on time ready for instruction. When students are absent from the School they are marked as absent in SEQTA, the electronic attendance programme used by the School, and a text message is sent to parents requesting a reason for the absence. At the conclusion of each week an analysis of the attendance of each student is undertaken. Where necessary the Deputy Principal makes a phone call seeking clarification from the parents and offers pastoral support if needed. If students continue to be absent, meetings are set up with parents and relevant pastoral care staff members.

Comparative Population Summary 1982-2024

The graph below shows movements in the student population over the past 42 years, as taken from the August census dates each year. The discernable jump in numbers in 2016 is due to the Year 7 formally commencing in the Salcott campus.



18.5%
Overall Growth
2019 - 2024



Curriculum: NAPLAN Report

ECCS's mission is "...Christ Centred Education that equips the next generation to know God and serve Him...."(sic).

Our ECCS families are of diverse backgrounds; cultural and linguistic (migrants and refugee) differences, a wide range of parental education levels and many who are disadvantaged and vulnerable.

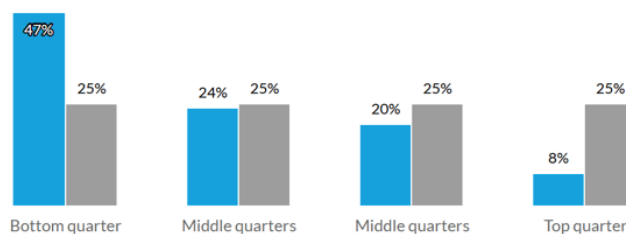
Below is a snapshot of our diverse demographic according to "My School Website". (Diagram 1 and Diagram 2)

Student background

Index of Community Socio-Educational Advantage (ICSEA)

School ICSEA value	973
Average ICSEA value	1000
School ICSEA percentile	35

Distribution of Socio-Educational Advantage (SEA)



■ School distribution ■ Australian distribution

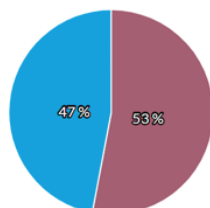
Percentages are rounded and may not add to 100

Diagram 1: Student background

Students

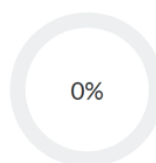
Total enrolments: 687

- Boys 321
- Girls 366



Full-time equivalent enrolments: 687.0

Indigenous students



Language background other than English

- Yes (67%)
- No (33%)
- Not stated (0%)

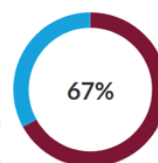


Diagram 2: Student background based on first language



This diversity brings richness as well as challenges in serving the community.

Our core business is education and through this we equip our students to know and honour Christ as a lifelong endeavour.

Guided by our school's values, the school is a place of learning where both the students and the educators are thriving.

One instrument used to measure our achievement as a place of learning is NAPLAN. Tables 1 and 2 show our NAPLAN results for 2024 (My School Website).

	2023	2024			
Compare to	<input checked="" type="radio"/> Students with similar background		<input type="radio"/> All Australian students		
	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	383	399	397	393	386
Year 5	496	476	494	511	480
Year 7	552	563	549	580	553
Year 9	597	588	581	589	586

NAPLAN participation for this school is 100%

NAPLAN participation for all Australian students is 95%

Interpreting the table

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

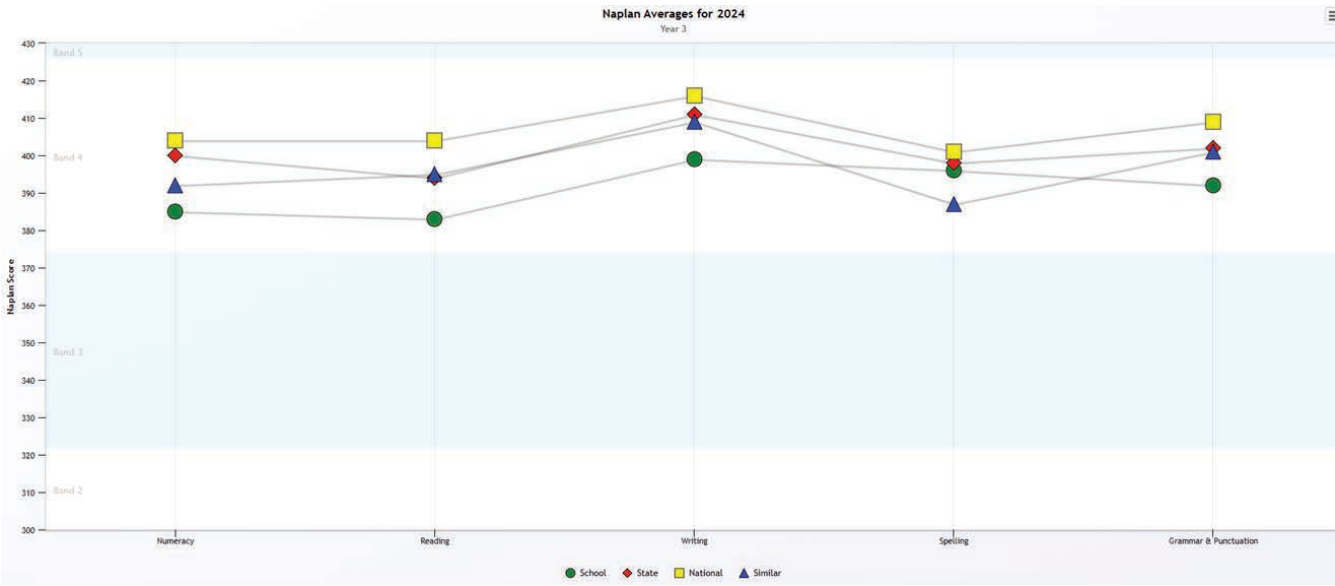
- Well above
- Above
- Close to
- Below
- Well below
- No comparison available

Table 1: NAPLAN results compared to similar school

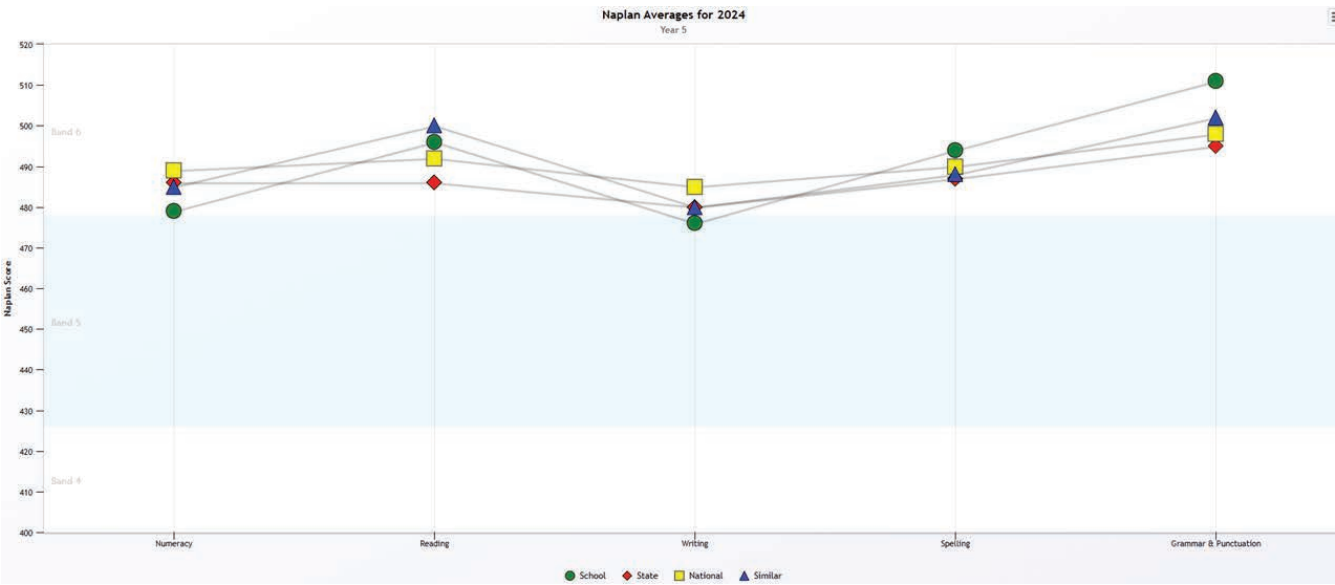
	2023	2024			
Compare to	<input type="radio"/> Students with similar background		<input checked="" type="radio"/> All Australian students		
	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	383	399	397	393	386
Year 5	496	476	494	511	480
Year 7	552	563	549	580	553
Year 9	597	588	581	589	586

Table 2: NAPLAN results compared to all schools nationally

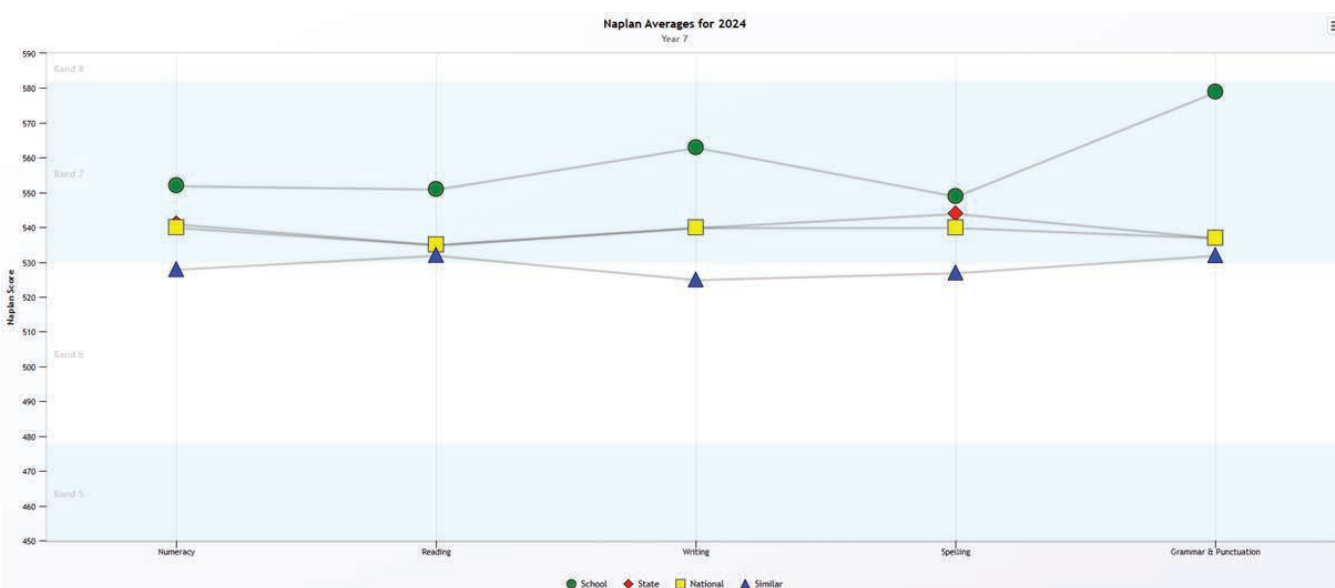
The graphs 1, 2 3 and 8 below are overall results achieved by each NAPLAN year (Year 3,5,7 and 9) in the five areas of learning (Numeracy, Reading, Writing, Spelling and Grammar and Punctuation).



Graphs 1: Year 3 NAPLAN results for 5 learning areas



Graph 2: Year 5 NAPLAN results for 5 learning areas



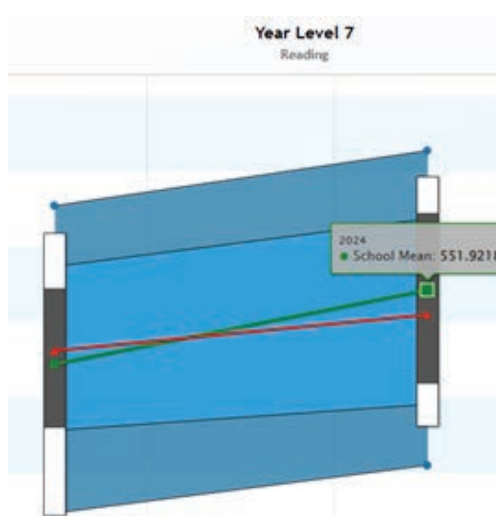
Graphs 3: Year 7 NAPLAN results for 5 learning areas

We had 64 Year 7 students in 2024. 55% of these Year 7 students began at ECCS in their early years, Kindergarten and Pre-Primary (Table 3).

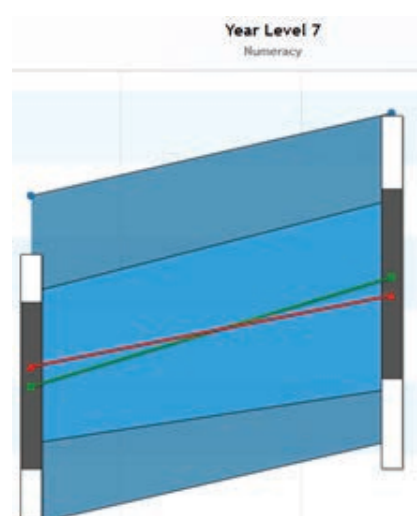
Year Enrolled at ECCS	Number of students	%
2017 Kindy	32	50
2018 PP	3	5
2020/21 Y1/2	9	14
2022 on wards	20	31

Table 3: 2024 Year 7 composition based on year of enrolment at ECCS

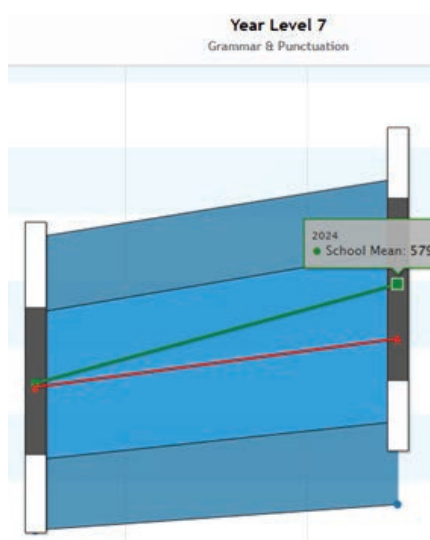
The graphs 4,5,6 and 7 show the average academic development made by these students from Year 3 to Year 7. As shown by the green line, the School Mean, our students progressed beyond what is expected, which is shown by the red line, the National Mean.



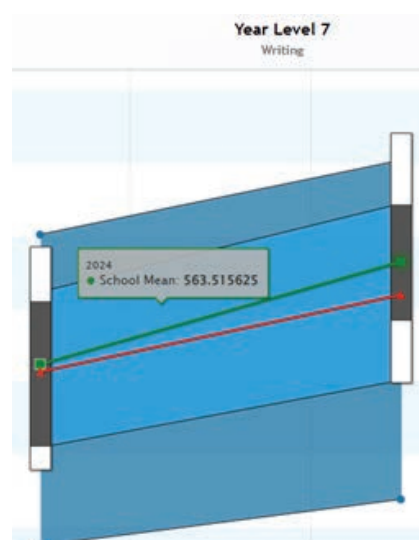
Graphs 4 — National Mean — School Mean



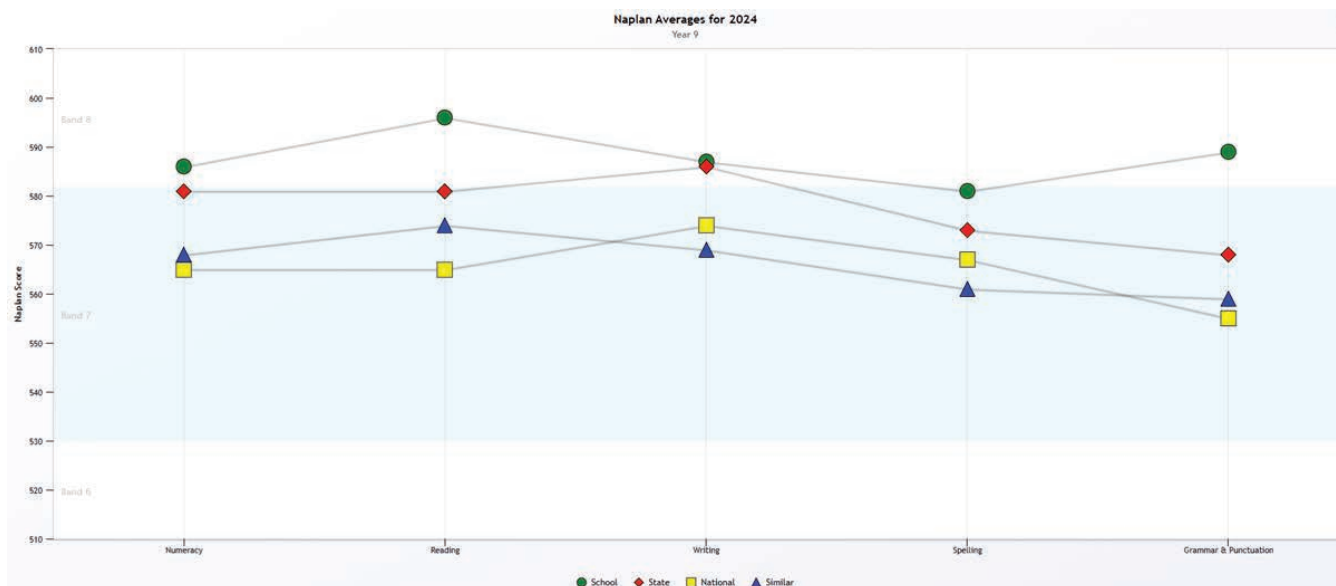
Graphs 5 — National Mean — School Mean



Graphs 6 — National Mean — School Mean



Graphs 7 — National Mean — School Mean



Graphs 8: Year 9 NAPLAN results for 5 learning areas

The Australian Curriculum Assessment and Reporting Authority (ACARA) for the third year in a row acknowledges our school as “punching above their weight” (sic), relative to our socio-economic status (Diagrams 3).



Diagram 3: The West Australian report on 04.12.24

In my sixth year as the Deputy for Curriculum at ECCS, I am grateful for the dedication of our educators and the efficacy of our teaching programs. To work towards excellence in teaching we continue to develop our staff with knowledge and skills to provide a safe and supportive place, and to deliver teaching practices that are responsive to the needs of our students.

Please continue to hold us in your prayers.

Mrs Pinky Street
Deputy Principal: Curriculum (Primary School)



Analysis of WACE & OLNA Results

OLNA Results from Round 2, 2024

Online Literacy and Numeracy Assessment.

Students who have achieved the old NAPLAN Band 8 in Year 9 already pre-qualify for the OLNA and have achieved the literacy and numeracy standards for WACE graduation.

Below is the percentage of each year group who have achieved the OLNA standard after the second round of OLNA testing in Terms 3 (Year 11 & 12) and 4 (Year 10).

After the NAPLAN in Term 1, 32 Year 9s had to sit some part of the OLNA in Term 4. 16 of those have now achieved the standard.

14 students in Year 11 & 12 passed the OLNA from the first round to the second round. This is an excellent outcome.

Percentage of students who have demonstrated the standard at the beginning of 2025:

Year	Numeracy	Reading	Writing
Year 10	57%	67%	37%
Year 11	92%	96%	96%
Year 12	85% (6 students)	92% (3 students)	95% (2 students)

The current Year 11 group have achieved excellent results, and most should meet the Numeracy and Literacy standard by the end of Year 11.

We have implemented OLNA preparation classes for Literacy and Numeracy for Year 11 and 12 students as part of their timetabled classes. Students under the guidance of Learning Support teachers worked through OLNA practice questions, with assistance and teaching as required. An extra class is also offered after school each week for the weeks leading up to the OLNA testing.

Year 12 students in 2024 completed the final round of OLNA testing in Term 3. Only one student did not achieve Numeracy and Reading. Failure to qualify for WACE graduation does not mean that this student can never achieve Secondary graduation as further opportunities to take OLNA tests will be given to them after they have left school.



2024 WACE Results

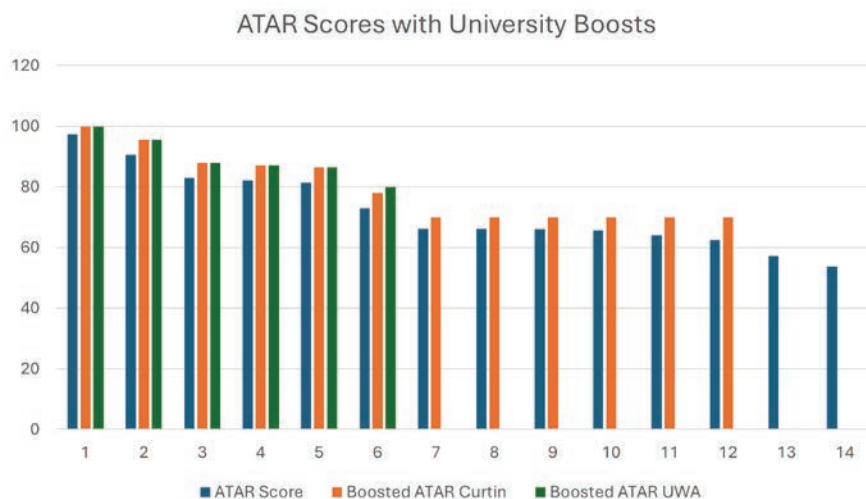
The Class of 2024 had 30 students. 14 took the ATAR direct entry to university pathway (4 or 5 ATAR courses). 14 took the VET/non-ATAR pathway (a mixture of VET certification, General and ATAR courses).

ATAR Results

- 24 students sat at least one WACE exam.
- 14 of these students completed 4 or 5 ATAR courses to gain an ATAR score.
- 11 students who completed the ATAR program gained high enough scores to enter any WA university (ATAR of 70 or more).
- With the UWA Broadway Boost, 6 students gained an ATAR of 80 or more.
- Highest ATAR – 97.35, and with Broadway Boost it became 99.95 which is as high as you can get!
- Curtin University also offers a boost to our students. 12 students achieved with the boost, an ATAR of 70 or more.

The following ATAR courses were offered:

Course	Number of Students	Range
Ancient History	6	43 - 75
Applied Information Technology	8	39 - 62
Chemistry	5	42 - 72
Design	6	33 - 71
English	20	26 - 88
Human Biology	8	45 - 79
Mathematics Applications	9	39 - 74
Mathematics Methods	4	48 - 71
Physical Education Studies	6	39 - 62
Physics	2	58 - 64



ATAR Range: 53.75 – 97.35

Broadway / Curtin Boost: 70 – 99.95

Students were offered places at Curtin in

- Biological Sciences
- Engineering and Related Technologies
- Medical Studies (2)
- Teacher Education Secondary
- Business and Management
- Business Management
- Studies in Human Society
- Graphic and Design Studies



- 1 Student offered a place at ECU
- 3 students offered a place at UWA
- 6 non-ATAR students who studied UniPrep applied for university entry via portfolio and so far 2 have been accepted to do a Bachelor of Innovation at Curtin University.

Summary

- Best ever top ATAR result.
- Highest number of students offered university placements.
- Savage downward scaling in PES, Maths Applications, Design. This is not unusual but needs to be considered when students select courses.

VET Results

14 students took VET courses, and all gained the qualification
4 passed Certificate II Hospitality (on campus iVET course)
7 passed Certificate III Business (on campus iVET course)
1 passed Certificate IV School Based Education Support
1 passed Certificate III Population Health
1 passed Certificate III Make-Up
1 passed Certificate III Screen and Media - Film and Television
1 passed Certificate III Screen and Media - Animation and Game Art

2 students achieved two certificate qualifications.

Non-ATAR Results

Only 1 student of 30 did not achieve the WA Certificate of Education and this was only due to OLN A results. All students passed sufficient courses to attain the WACE.

Non-ATAR students doing one or two ATAR courses generally did not do very well in the ATAR courses. Reasons for this could be lack of ability, lack of examination practice and technique, lack of effort for the WACE exam(s). Students may just pass with a C grade at school but are unable to pass the WACE exam which considerably affects their overall scaled and statistically adjusted mark. This can adversely affect the whole cohort. Students are counselled out of these courses, but it is still their choice.

Apprenticeships

- 1 student - Panel Beating
- 1 student - Commercial Cooking

Mrs Bronwyn Carruthers
Deputy Principal: Curriculum (Secondary School)

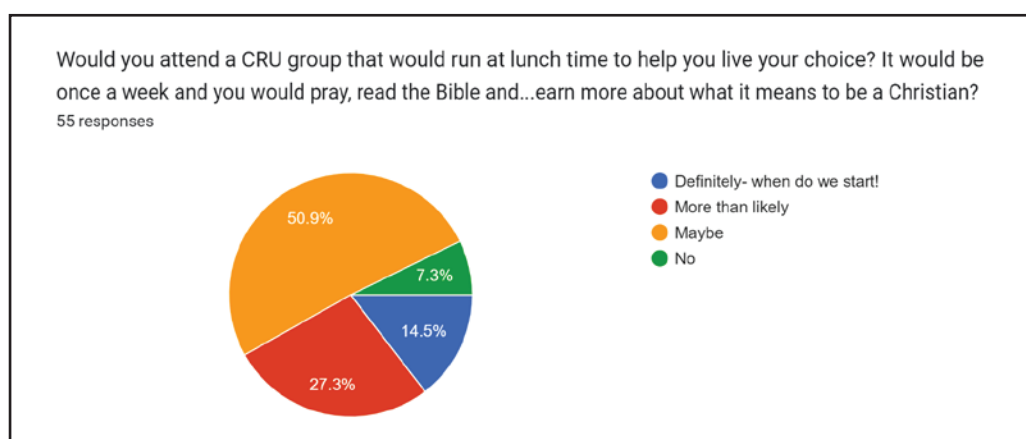
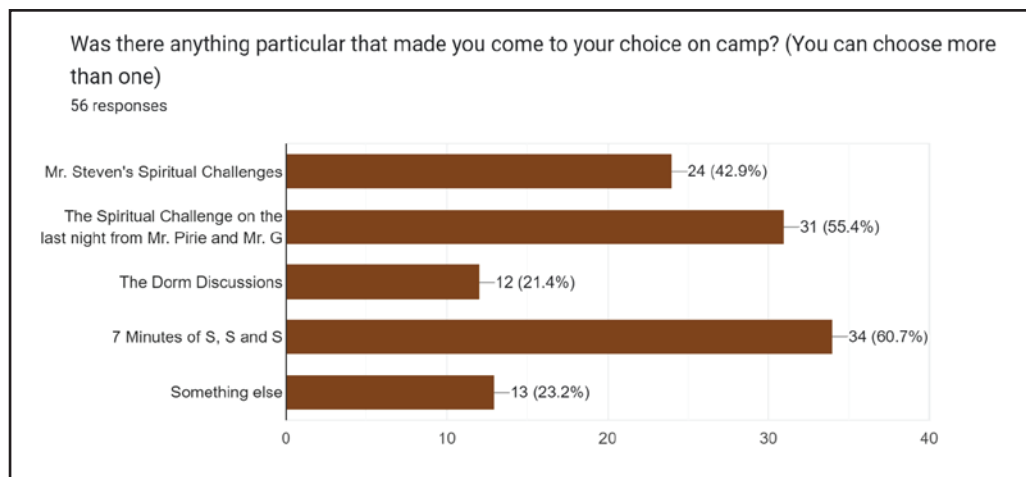


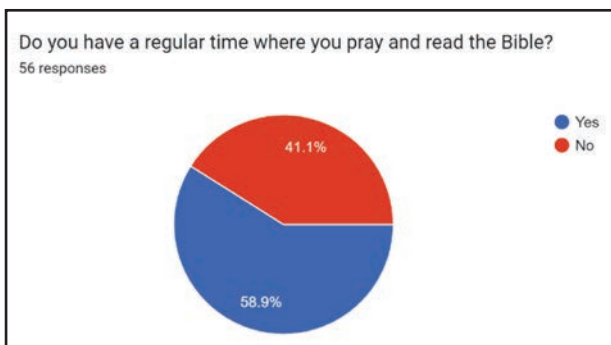


Student Survey Data

The School's Strategic Plan 2020 – 2025 has as one of its Strategic Goals the spiritual growth and development of students. Student surveys were conducted to assist us to assess and strengthen the way we support students to develop and grow spiritually as part of the teaching and learning process. Some of the data that was gathered through these surveys is included below:

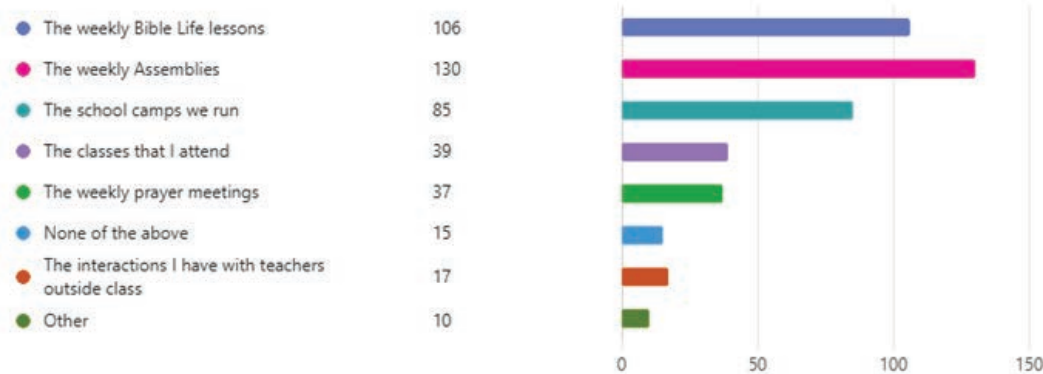
Year 6 (Post Camp) Spiritual Life Survey



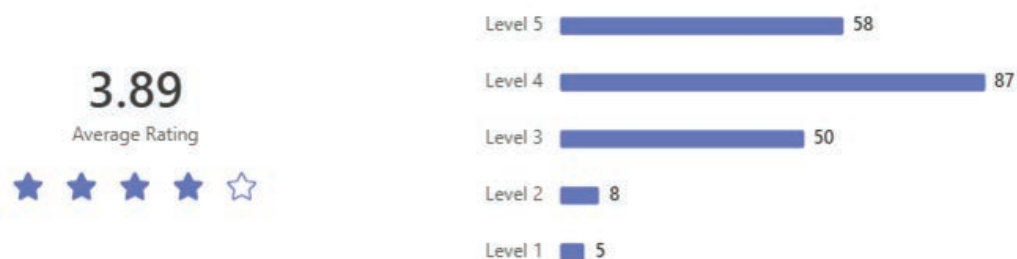


Student Christian Life Survey Data – Years 7 - 10

Emmanuel offers many ways for you to understand who Jesus is.



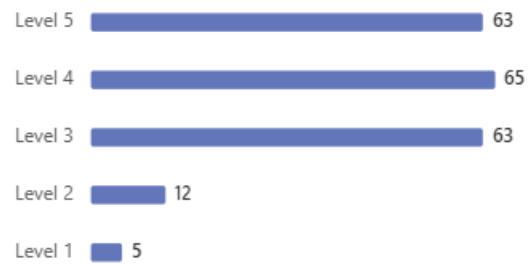
The Gospel message is presented to me at Emmanuel Christian Community School, in a way that I understand.



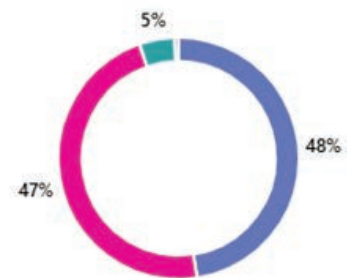
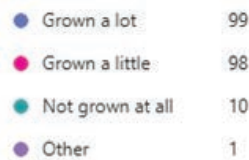
I am confident to share the gospel message with others.



I feel that the Emmanuel staff care about my spiritual journey.

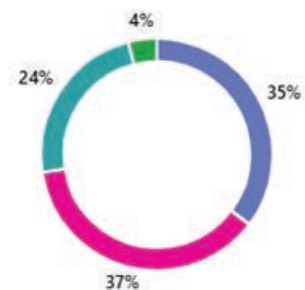
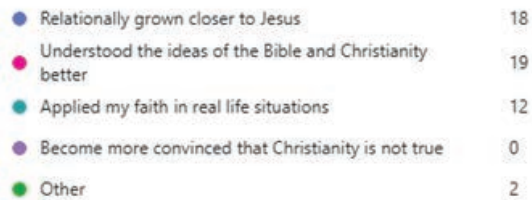


This year how do you feel you have progressed in your Christian Journey?

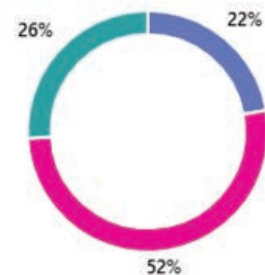


Student Christian Life Survey Data – Years 12

Over the past 2 years do you feel you have: (tick one or more boxes)



Being a student at ECCS has helped me to know and follow Jesus personally.





School Improvement Initiatives

Curriculum

To work towards excellence in teaching, key initiatives have been to continue to revise and refine our structure and educational programs, as well as sustain research and evidence-based practices. These include:

- Sustaining changes implemented in the past 4 years.
- Ongoing review of teaching programs and practices e.g. reading, writing, integration, inclusive education, differentiated teaching, early childhood pedagogy,
- Continual refining classroom practice based on research-based approach to teaching,
- School-wide (primary) data collection system to track student progress in literacy and numeracy,
- Analysis of school wide student outcome data, such as NAPLAN, reading progress, writing progress, by teachers of all year levels to reflect and plan teaching and learning.
- Multi-tiered teaching approach (whole class → small group → one-one) to target specific learning needs.
- Continued provision of differentiated programs supported by Educational Assistants.
- Head of Early Learning led Kindergarten - Year 1 in 2024 which was previously just Kindergarten and Pre-primary.
- Mentoring of all educators by senior leaders.
- Whole primary school approach to delivering a cohesive Bible Program. This includes familiarising our students to the Bible, both Old and New Testament, intentional teaching of our six school values and Peacewise program which is a practical application in the day-to-day relationships and weekly devotionals

linking themes and topics across the term. this aims to better equip our students with biblical knowledge, values and skills for Christian living.

- Redefine senior teacher roles in the Primary School which will continue better support our teachers in their classroom practice.
- As student interests change, new courses are offered to cater for their interests. In 2024 Ancient History ATAR was offered to Year 12 students for the first time. Literature (ATAR) was offered to Year 11 students with a large amount of interest shown.
- A Certificate I in Work Skills was trialled leading to a Certificate II in 2025.
- ECU UniPrep became a single year course for Year 12s only, beginning with a short intensive at the end of Year 11.

Reporting to Parents – Learning Journey

In Term 3 of 2024 parents and carers participated in a Learning Journey. The event saw parents visiting classrooms to see what students have been learning. This involved student sharing specific learning activities with their parents, explaining the purpose of the task and the outcomes they achieved. This event was very popular and will be repeated in 2025.

Learning Support in the Secondary School

This is a growing area with more students requiring extra assistance to meet secondary graduation requirements. Extra assistance is offered to students to help them pass the OLNA (Online Literacy and Numeracy Assessment) which is required to graduate with a WA Certificate of Education. This has resulted in increasing passing rates for students.

Professional Learning

Teachers were able to attend a wide variety of Professional Learning. Middle leaders completed the CSA Step Up program. These included Consultation Workshops Year 7 – 10 for HASS, Literature and English Network Days, Conferences for Science and Maths teachers, use of AI for teachers, VET Networking meetings, Tourism and Hospitality training, Differentiation and Maths and English classrooms, Cadet training and so on. Teachers make use of webinars for professional learning as well as attending in person and report to peers on the insights gained.

Our Educations Assistants also participated in a Professional Learning program provided by AISWA. This assisted our EAs to upskill their knowledge and repertoire of strategies relevant to their important role in our school. This program was very successful and will be offered again in 2025.

Cru West Partnership in 2024

In 2024, ECCS sought to strengthen its relationship with Cru West, an organisation dedicated to supporting schools with the mission of discipling students and deepening their relationship with Jesus. This partnership greatly enriched our school community in many ways.

Our school chaplains benefited from valuable training sessions conducted by Cru West staff, equipping them with skills and resources to better serve our students. Additionally, Cru West provided Bible study materials, which were implemented across all year levels. As a result, we successfully organised weekly Bible study sessions for students of all ages, fostering fellowship and spiritual growth.

Cru West's involvement extended beyond regular school activities. Their dedicated staff contributed to the success of our Year 9 and Year 11 camps, further enriching students' faith experiences. Moreover, the organisation provided high-quality speakers who delivered inspiring messages at several of our high school assemblies, leaving a lasting impact on our students.

Masters Psychology

Masters Psychology commenced providing services to our students in 2024 through a pop-up clinic. This service included assessments, case formulation and treatment planning, solution focused therapy sessions and Masterclasses for parents and students.

Student Leadership in 2024

Our student leaders had an action-packed year filled with meaningful opportunities to serve and demonstrate leadership. They played an instrumental role in advocating for several new initiatives, contributing to the growth and development of our school community.

Throughout the year, our student leaders participated in a variety of training programs designed to enhance their skills. They attended conferences such as GRIP Leadership, received professional vocal training, and benefited from targeted leadership sessions provided by Cru West. Additionally, they undertook teacher-led training in key areas, including addressing topical questions and crafting effective speeches.

One of the standout achievements of our student councillors was their successful advocacy for the introduction of Honour Pins. These pins serve as a recognition of outstanding student accomplishments in areas such as academic excellence, sporting achievements, and service to the school.

Year 7/11 Mentoring Program

As part of our school's transition into Year 7, we successfully implemented a mentoring program designed to support and guide students during this pivotal period. The program begins with Year 10 students building connections with Year 6 students. Once these Year 6 students transition to high school, they continue the mentoring relationship with their now Year 11 mentors, meeting fortnightly to foster personal and academic growth.

The feedback from this program has been positive, highlighting the meaningful connections formed between mentors and mentees. We look forward to seeing the continued success and development of this initiative in the years to come.



Chaplains' Report

Overview: During the 2024 school year, the chaplaincy team has been dedicated to providing pastoral care to both students and staff. We have supported students through bereavements and mental health challenges, ensuring they received the necessary care and support.

Key Activities and Initiatives:

1. Breakfast Club:

- Prepared and served breakfast to students in need.

2. Whole School Prayer:

- Organised Secondary School students to lead prayers with the Primary school.

3. Lunchtime Prayer and Bible Study:

- Led prayer and Bible study sessions using CRU resources.

4. Secondary School Assembly:

- Delivered speeches and arranged guest speakers.

5. One-on-One Pastoral Support:

- Provided individual support for students with behavioural issues as part of their restorative plans.

6. Financial Support Initiatives:

- Facilitated ongoing financial support for two children sponsored through Compassion Australia, including fundraising activities.

7. School Events:

- Opened and closed events such as the Year 6 Masquerade and Year 6 and Year 12 Graduation ceremonies with prayer.

Reflection: We concluded 2024 on a positive note, grateful for GOD's blessings on our learning community and ministry. We look forward to experiencing GOD's continued goodness and grace in 2025. Our prayers are with those in our school community facing financial struggles, and we hope for continued unity between the church and the school.

Mr Chinyama Kangombe
Miss Evelyn Jovita
Chaplains





Staffing



Staff Standards and Workforce Composition

Workforce Composition

Teaching staff	59
Full-time equivalent teaching staff	44.08
Non-teaching staff	53
Full-time equivalent non-teaching staff	36.43
Aboriginal and Torres Strait Islander staff	1

As at census 2024

Staff Recruitment and Appointments

A strategic aim of ours is to employ the highest standard of Christian educators; staff who are recognised for their excellence and professional practice and who are able to fill particular needs within the School. These will be people who can uphold and actively promote the Vision, Mission, and Christian Values and Beliefs of the Emmanuel Christian Community School Inc Association.

In addition to any relevant qualifications and experience, we consider that an active Christian lifestyle and membership of a local Christian church are the best ways for a candidate to demonstrate their suitability for employment.

For the recruitment of permanent teaching staff in particular, the School requires a pastor of Girrawheen Baptist Church to be a member of the interview panel. The purpose of this is to provide feedback with regards to the candidate's spiritual maturity and Christian walk.

All staffing positions are advertised locally through reputable employment sites and appropriate media. Girrawheen Baptist Church is notified of any upcoming vacancies, ahead of outside advertising. In addition to posting vacancies on the School's website and social media pages, the following avenues for recruitment were utilised in 2024:

- [ChristianJobs.com.au](https://www.ChristianJobs.com.au)
- Christian Schools Australia (CSA) Job Vacancy List
- [Seek.com.au](https://www.Seek.com.au)
- AISWA
- ECCS Alumni Facebook page
- Australian Christian Employment Opportunities Facebook page

2024 Teaching Staff:

Name	Job Title	Campus	Start Date	Qualifications	Other Qualifications / Skills
ARNOT Leandra	Teacher (Primary)	Casserley	02-Jan-20	Higher Diploma in Education (Junior Primary)	
ASHMORE Rachelle	Senior Teacher (Primary)	Casserley	01-Jan-10	Bachelor of Education K-7, accreditation in Special Needs	
BEVAN Stephen	Principal	Both	01-Jan-24	Bachelor of Education / Bachelor of Arts in Education	
BIRD James	Head of Year / Teacher (Secondary)	Salcott	01-Jan-23	Master of Teaching (Secondary)	Bachelor of Science (Chemistry) / Post Graduate Diploma of Teaching (Science and Chemistry)
BOSCH Michelle	Teacher (Secondary)	Salcott	12-Jul-21	Bachelor of Primary Education (B Prim. Ed.) (Senior Primary)	
BRITZ Surette	Head of Learning Area	Salcott	01-Jan-19	Bachelor of Arts & Philosophy; Higher Education Diploma	Advanced Cert in Education Leadership / Cert in Australian Literature (UWA)
BROWN Leanne	Teacher / VET Coordinator	Salcott	01-Jan-18	Graduate Cert in Career Development Practice / Cert IV in Workplace Training & Assessment / Bachelor of Disability – Education Specialty / Cert IV in TAE / Cert III in Business / Cert II in Work Skills / Cert II in Hospitality	Diploma in Counselling / Diploma in Community Services / Cert IV in Allied Health / Cert IV in Aged Care / Cert IV in Disabilities / Cert IV in Christian Ministry / Cert III in Independent Support
BUCKLEY Conor	Teacher (Secondary) / Subject Coordinator	Salcott	19-Jul-21	Post-Graduate Diploma in Education / Baccalaureate in Theology and Arts (First Class)	Master of Education (Leadership)
BURGIS Peter	Teacher (Secondary)	Salcott	01-Jan-24	Bachelor of Secondary Education	
CAMPBELL Mason	Head of Learning Area	Salcott	01-Jan-20	Graduate Diploma Teaching (Secondary - HPE)	BSc, Cert IV in Fitness (Personal Training)
CARLY Kym	Teacher (Secondary)	Salcott	17-Jan-22	Graduate Diploma Education Secondary (English) / Bachelor of Arts (English)	Bachelor of Theology

Name	Job Title	Campus	Start Date	Qualifications	Other Qualifications / Skills
CARRUTHERS Bronwyn	Deputy Principal (Curriculum)	Salcott	02-Jan-20	Graduate Diploma in Education / Bachelor of Applied Science Medical Technology (with Distinction) / Graduate Diploma in Medical Technology	Associate in Music Australia (Pianoforte) / Associate in Theology
CLEMINSON Lynmari	Teacher (Secondary)	Salcott	01-Jan-20	Bachelor of Education (English & History)	Leadership Cert
CRUZ William	Teacher (Secondary)	Salcott	25-May-11	Bachelor of Education / FA/ AFC 'A' Diploma (Football)	
CUMINE Elise	Teacher (Primary)	Casserley	01-Jan-21	Bachelor of Education (Early Childhood)	
DAVIES Linda	Teacher (Pre-Primary)	Casserley	01-Jan-24	Bachelor of Education (Primary)	Graduate Cert in Early Childhood Studies
DE WET Deidre	Head of Year / Teacher (Secondary)	Salcott	02-Jan-20	Higher Education Diploma	Bachelor of Science (Mathematical Sciences)
DOBRICH Rebecca	Teacher (Primary)	Casserley	12-Jun-17	Bachelor of Education (Early Childhood)	Cert IV in Education Support
FERNANDEZ Christine	Teacher (Secondary)	Salcott	01-Jan-23	Bachelor of Physical Education	Diploma of Education / Cert in Applied Positive Psychology / Cert IV in Education and Training / Cert in Family Life Education and Training
GABRIELSON Grace	Head of Year	Salcott	11-Feb-10	Bachelor of Primary	
GABRIELSON Phillip	Deputy Principal (Students)	Casserley	01-Jan-91	Bachelor of Arts in Education	
HARDIE Suezanne	Teacher (Primary)	Casserley	01-Jan-05	Bachelor of Education (Major Primary)	Cert IV Education Assistant (Special Needs)
HAYWARD Stuart	Deputy Principal (Students)	Salcott	01-Jan-16	Master of Education Leadership / Diploma of Education (Major Phys Ed, Minor Science)	Bachelor of Science (Sports Science, Minor in Human Biology) / Cert IV in Recreation (Sports Coaching)
HUANG Daniel	Teacher (Secondary)	Salcott	01-Jan-23	Graduate Diploma in Education (Primary)	Bachelor of Commerce (Honours 2A) / Cert IV in Training & Assessment
JACKSON Paul	Teacher (Secondary)	Salcott	02-Feb-18	Bachelor of Education (Physical & Health)	Graduate Cert in Education (Design & Technology)

Name	Job Title	Campus	Start Date	Qualifications	Other Qualifications / Skills
JAMES Elizabeth	Teacher (Secondary)	Salcott	24-Jan-23	Graduate Diploma of Education	Cert in Teaching English as a Second Language / Bachelor of Social Work / Bachelor of Science
JAMES Simon	Teacher (Secondary)	Salcott	01-Jan-23	Graduate Diploma in Education (Visual Arts)	Bachelor of Arts - Visual Arts
LEATHARD Graeme	Deputy Principal (Admin)	Casserley	07-Jul-03	Master of Education / Bachelor of Education (Primary) / Graduate Cert of Education (Early Childhood Studies)	Diploma of Applied Science
LOMBARD Beulah	Head of Learning Area	Salcott	01-Jan-19	Higher Education Diploma	Bachelor of Science (Major Mathematics and Applied Mathematics)
MARTINEZ Melissa	Teacher (Secondary)	Salcott	17-Jan-22	Secondary Teaching Credential and MASTEP Scholar	Bachelor of Science (Biological Sciences) / Cert II in Kitchen Operations
MOREY Madeleine	Teacher (Primary)	Casserley	17-Jan-22	Master of Teaching (Primary)	Bachelor of Commerce (Major in Chinese Language and Accounting)
MULLALEY Jodie	Teacher (Primary)	Casserley	24-Jan-23	Bachelor of Arts (English, Communication and Cultural Studies)	Youth Ministry Internship, Illustrator
NEAVES Linda	Teacher (Primary)	Casserley	15-Apr-96	Bachelor of Education (Primary)	Diploma for Teachers of Students with Specific Learning Difficulties
PADMANABHAM Anandh	Teacher (Secondary)	Salcott	02-Jan-20	Graduate Diploma of Education (Secondary), Major Maths, Minor Computing	Graduate Diploma of Applied Computing / Bachelor of Engineering
PAULUS Janice	Teacher (Secondary)	Salcott	12-Jul-21	Bachelor of Social Science (Youth, Health and Physical Activity)	Bachelor of Arts (Education)
PIRIE Brendon	Senior Teacher (Primary)	Casserley	01-Jan-08	Bachelor of Education (Primary)	Graduate Diploma of Divinity
QIN Julia	Teacher (Pre-Primary)	Casserley	08-Jul-24	Bachelor of Education (Primary) / Diploma of English Education	Graduate Cert of Early Childhood studies (in progress)

Name	Job Title	Campus	Start Date	Qualifications	Other Qualifications / Skills
QUINTANILLA Jacqueline	Teacher (Primary)	Casserley	01-Jan-18	Bachelor of Education (Primary), specialisation in English	
QUINTANILLA Jessica	Teacher (Primary)	Casserley	01-Sep-16	Graduate Diploma of Education	Bachelor of Communications
RAMER Heidi	Teacher (Secondary)	Salcott	01-Jan-21	Graduate Diploma of Education (Secondary Teaching)	Master of Divinity / BS Biology: Molecular & Cellular Biology
RAWSTORNE Hannah	Teacher (Primary)	Casserley	01-Jan-15	Graduate Diploma of Education (Primary)	Bachelor of Music Classical Performance
REID Elita	Teacher (Kindy)	Casserley	01-Feb-16	Bachelor of Education (Early Childhood)	
RIDDLE Leigh	Teacher (Primary)	Casserley	11-Aug-17	Graduate Diploma of Education (Primary)	Bachelor of Arts (Product & Furniture Design)
ROKOBUTA Courtney	Teacher (Primary)	Casserley	01-Jan-24	Bachelor of Education (Primary)	
RUDOLPH Kimberley	Teacher (Primary)	Casserley	22-Jan-18	Bachelor of Education (Kindergarten through Primary)	
SAN DIEGO Mark	Teacher (Secondary)	Salcott	21-Jul-22	Graduate Diploma of Education (in progress) / Music Teacher	Bachelor of Engineering (Chemical Engineering) / Bachelor of Engineering (Hons) / Bachelor of Science (Multidisciplinary Science)
SAY Hay Kaw Blue	Teacher (Primary)	Casserley	20-Sep-24	Bachelor of Education (Primary)	
SIANI Peter	Teacher (Secondary) / Subject Coordinator	Salcott	01-Jan-21	Bachelor of Secondary Education	
SMITH Gillian	Head of Early Learning	Casserley	20-Oct-22	Master of Education / Graduate Diploma of Education (Early Childhood Studies)	Bachelor of Psychology Honours (Postgraduate) / Bachelor of Arts (Communication and Psychology majors)
SMITH Tehillah	Teacher (Secondary)	Salcott	07-Feb-24	Bachelor of Secondary Education (English & Psychology)	TESOL Cert
SMOKER Carly	Teacher (Secondary) / Subject Coordinator	Salcott	12-Jul-21	Bachelor of Teaching	Bachelor of Visual Arts & Design

Name	Job Title	Campus	Start Date	Qualifications	Other Qualifications / Skills
STEPHENSON Nicolie	Teacher (Primary)	Casserley	07-Feb-11	Graduate Diploma of Education (Early Childhood Studies)	Bachelor of Health Science (Health Promotion) / Post Graduate Diploma in Health Science
STREET Pinky	Deputy Principal (Curriculum)	Casserley	02-Jan-20	Bachelor of Arts in Education / Graduate Diploma in Education	Bachelor of Science
TAYLOR Megan	Teacher (Secondary)	Salcott	25-Nov-13	Bachelor of Education (K-7) / Graduate Cert in Secondary Education (English)	
THOMPSON Katie	Teacher (Primary)	Casserley	02-Aug-21	Bachelor of Education (K-Yr7)	Cert I & II in AUSLAN / Cert III in Human Services / Cert IV in Human Services (Disability)
THYER Benjamin	Teacher (Primary)	Casserley	23-Mar-20	Bachelor of Education (Primary)	
VAN DER MERWE Ilonke	Teacher (Secondary) / VET Support	Salcott	01-Jan-21	iVet Teacher Qualification, Cert IV in Training & Assessment (TAE40116)	Cert III in Catering (SIT30921)
VELTHUIS Kylee	Teacher (Pre-Primary)	Casserley	08-Jul-24	Bachelor of Education (K-Yr7)	Cert IV in Youth Work
VICKERS Nicolette	Teacher (Secondary)	Salcott	01-Jan-20	Higher Diploma in Education, Bachelor of Science (major in Chemistry, sub-major in Mathematics)	Graduate Cert of Education (Learning Difficulties)
WALSH Sharon	Teacher (Primary)	Casserley	01-Jan-21	Bachelor of Education (Primary)	Specialisation in teaching English
WESTON Kenny	Soccer Specialist / Teacher	Salcott	25-Jan-21	Soccer - AFC B Licence, UEFA A Licence	Football Consultant/ Coach (AIST) / Financial Planning
WILLIAMSON Kathryn	Teacher (Primary)	Casserley	01-Jan-05	Graduate Diploma in Primary Education	Bachelor of Social Work
WREN Candis	Teacher (Primary)	Casserley	09-Mar-16	Graduate Diploma of Education (Primary)	Bachelor of Commerce (Double Major in HRM & IR)

Exited	Job Title	Campus	End Date
MOUTON Guinevere	Teacher (Pre-Primary)	Casserley	01-Jul-24

Staff Qualifications

All teaching staff employed at ECCS meet the requirements for registration with the Teacher Registration Board of Western Australia (TRBWA). To qualify for full registration, teachers must:

- hold a teaching qualification from an accredited Initial Teacher Education (ITE) program, or a teaching qualification recognised by the TRBWA as equivalent.
- demonstrate proficiency to the prescribed standard in English, both oral and written;
- meet the Professional Standards for Teachers in WA at the 'Proficient' level.
- be fit and proper (requiring a criminal record check); and
- have taught for a minimum of 100 days in the five years prior to application in one or more educational venues in WA or other Australian or New Zealand schools.

First-year teachers are registered under the TRBWA's Provisional standards, which require a qualification from an accredited ITE, and that the teacher meets the fit and proper requirements. All teaching and non-teaching staff are required to hold a valid Working with Children Check at all times, and to provide a National Police History Check which is no more than three months old at the time of their appointment.





Professional Learning

Ongoing personal and professional development of our staff is vital to achieving the priorities of our Strategic Plan. We foster a culture of continual improvement, accountability, and spiritual growth amongst all staff as well as the Board. To that end, professional learning is scheduled throughout the year and staff are strongly encouraged to investigate opportunities for learning in an area of improvement or professional interest. By investing in professional learning and training, we raise the calibre of our educational programs, enhance student learning, and ensure the School is operating efficiently. The professional learning undertaken by staff in 2024 has been catalogued below:

Board, Governance and Financial

AICD Governance Foundations for Not-For-Profit Directors of Independent Schools - 14197

Business Managers - Funding for Student's with a Disability & Industrial Relations Update - 14240

Graduate Certificate In Commerce

New Business Managers - Finance, Industrial and Legal Matters

School Registration Seminar - 14335

Early Childhood

Transforming Transitions Day 5 (Invite Only) - 14182

Leadership

BrightPath Next Steps - 14323

Business Managers AI and Networking Event - 14331

CSA National Business Conference 2024

Leading with the National Quality Standard - 14252.

National Quality Standards (NQS) for Principals and Leaders - 14290

Special Needs Supplementary Per Capita (IE Funding) Update for experienced IE Funding Coordinators - 14061

Step Up - A training course for middle leaders

Unlocking AI: Generative artificial intelligence for educators

WA Education Summit 2024

Webinar: TISC Consultation on Year 12 Study Incentives - 14297

Learning Support and Special Needs

Differentiation in the Maths Classroom

Introduction to Differentiation - 14114

Miscellaneous

2024 Virtual Maths Conference

AI for AussieEd (Online)

AUSLAN (19/10/24 - 7/12/24)

Business Managers - Risk Management - Psychosocial hazards in Education

Child Abuse Reporting including Mandatory Reporting - 14273 (2024)

Community Surf Rescue Certificate

Consent2Go

CSA WA State Conference 2024

Education Assistant Professional Learning Day (REPEAT) - 14216

English Foundation, English General and English Preliminary Network Day - 14103

Face-to-Face Consultation Workshops Yr 7-10 HASS curric

Graduate Certificate in Career Development Practice CHC81315

HLTAID009 Provide cardiopulmonary resuscitation

HLTAID012 First Aid

iVET Teacher Qualification for 2025

Literature ATAR and English ATAR Networking

MAWA Conference

Meeting WACE requirements Workplace Learning endorse program and Authority developed endorsed programs

Practical AI Strategies & Rethinking Assessment

Proposed changes to PP-Y10 Humanities & SS Curric

Reportable Conduct Scheme

School Employment Law - Right to Disconnect, Contracts, Recruitment, Redundancy

Secondary Staff PL: PL was in three sections – information re the start of the year, SEQTA, Just Teaching

SEQTA in-house/self-paced learning

Strategic HR Management: Redundance, Restructure, and Stakeholder Engagement (Webinar)

Tourism & Hospitality School Connect 2024

VET & Careers Coordinators Network Meeting - 14457

VET Coordinators & Careers Educators Network Meeting - 14189

VET Coordinators Network Meeting & RTO EXPO - 14241

VET training and assessing certificate skills

YES Leadership Training (Cadets)



Staff Satisfaction

Staff satisfaction was assessed again in 2024. Data showed that ECCS staff reported high satisfaction levels with improvement in most domains.

Staff Wellbeing continued to be a focus area for staff between 2023 and 2024.

	2024	2023
Leadership	3.76	3.8
Skills and Capabilities	3.33	3.36
Engagement	4.09	4.1
System and Processes	3.73	3.75
Focus and Productivity	4.04	4.02
Care and Well Being	3.7	3.66
Purpose, Strategy & Values	3.61	3.68
	(out of 5)	(out of 5)

Top Priority Areas:

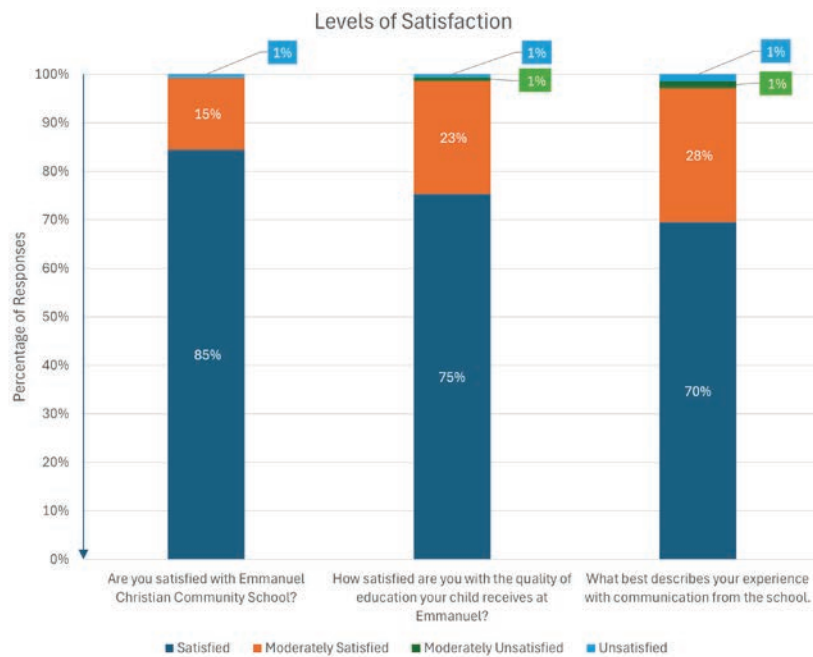
2024 Top Priority Areas		
	Area	%
1	Staff Wellbeing	46
2	Quality Teaching	30
3	Spiritual Growth	29
4	Student Wellbeing	28
5	Community Spirit/ Outward Focus	21

2023 Top Priority Areas		
	Area	%
1	Staff Wellbeing	46
2	Quality Teaching	32
3	Spiritual Growth	29
4	Communication	25
5	Student Wellbeing	24

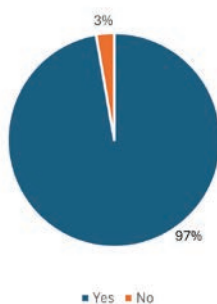


Community Satisfaction & Development

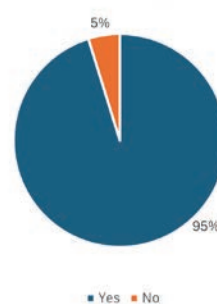
Community Satisfaction Level



Do you feel the school cares about the wellbeing of your child?

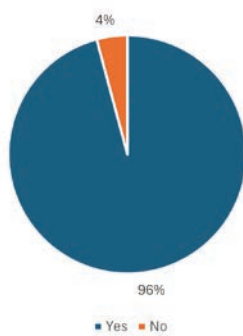


Do you feel valued as a member of the school community?

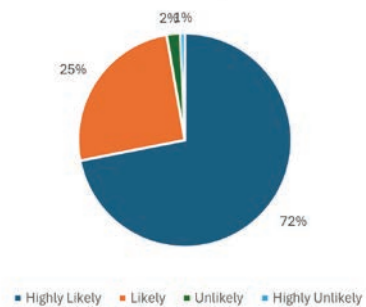




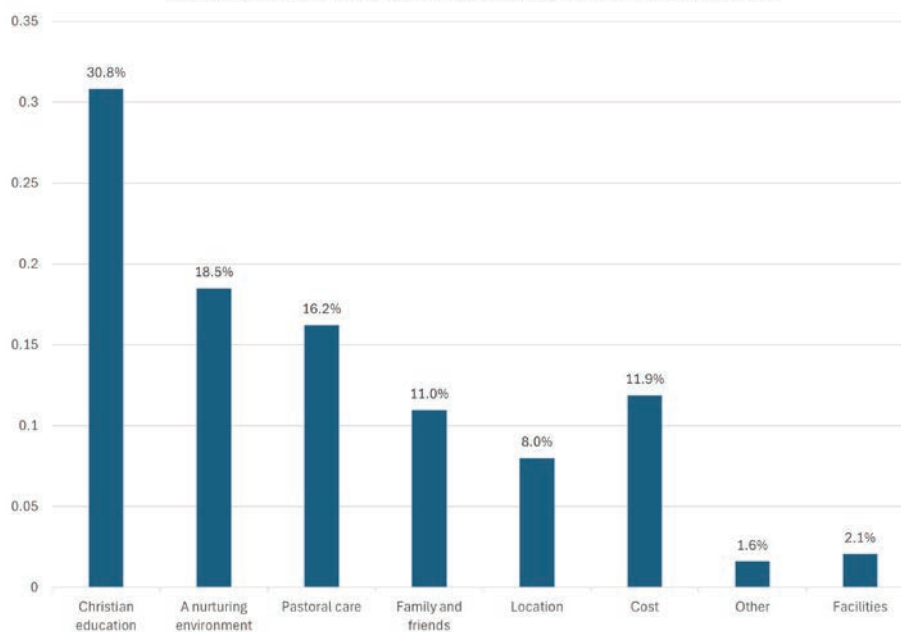
Do school fees provide value for money?



How likely is it that you would recommend the school to other parents?



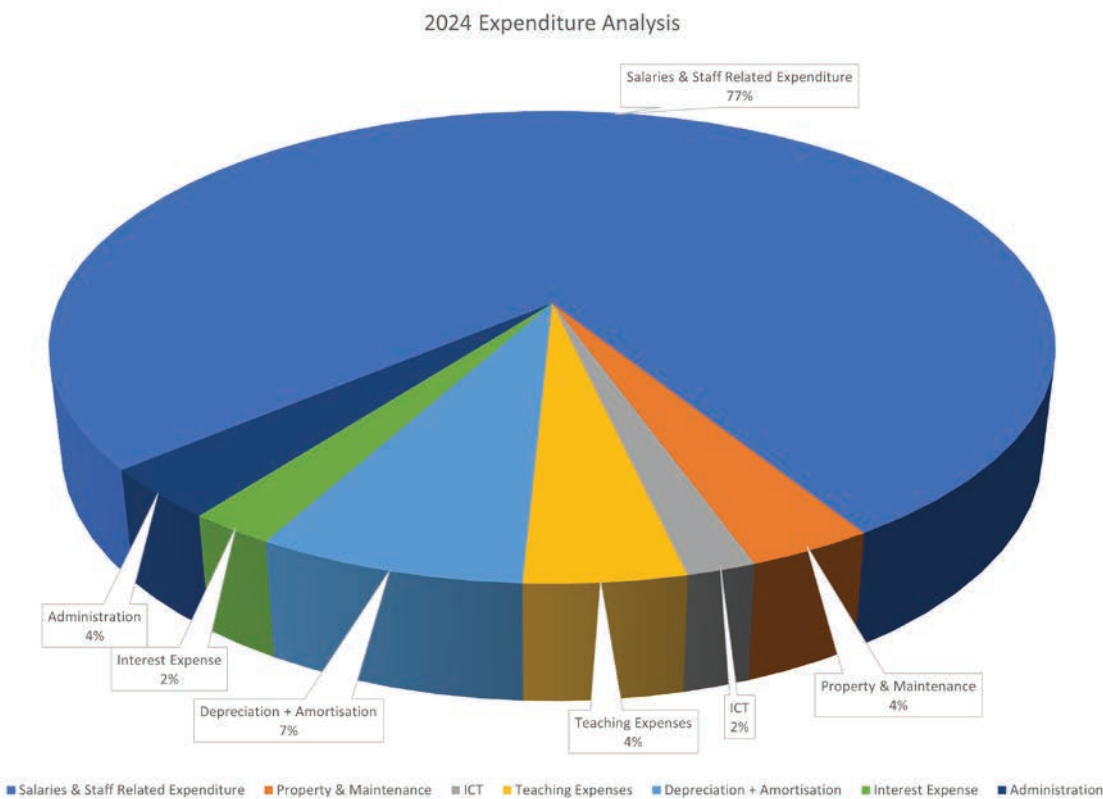
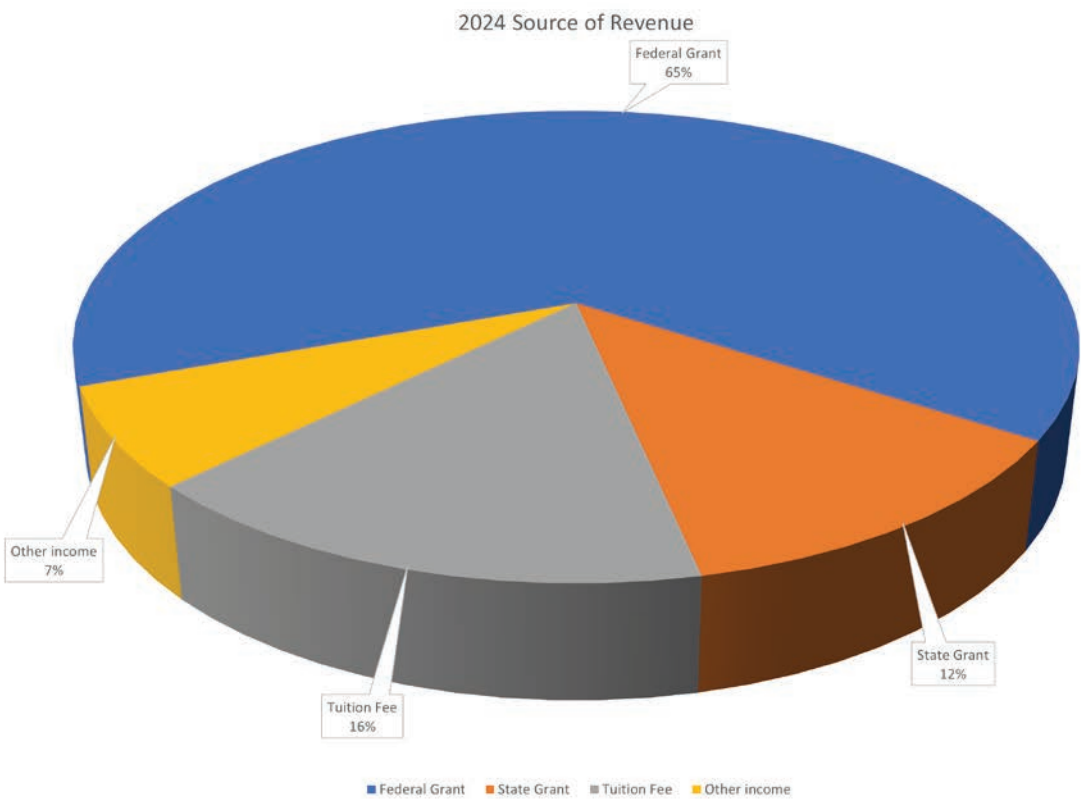
What is your reason for choosing to send your child to Emmanuel?





Finances

Source of Revenue & Expenditure Analysis





Fee Schedules

Our aim, in keeping with our Constitutional mandate, is to make Christian education affordable and accessible to as many Christian families.

How Fees are Calculated

A number of factors are taken into consideration when calculating tuition fees for the coming year. These include, but are not limited to, ensuring staff salaries are competitive, projected expenses, a comparison to similar schools, Government funding, the Consumer Price Index for Education, and the overall viability of the School.

Tuition fees only account for about 19% of the School’s income. Tuition fees represent the gap between the total cost of educating a student and the funding we gratefully receive from State and Federal Governments (roughly 75% of income). Fee concessions and discounts are available to families subject to satisfaction of some conditions.

Kindy to Year 12 Fee Schedule (Resident Students)*

Tuition Fees	\$ Base Per Term	\$ Indicative Per Month	\$ Indicative Annual Total
Kindergarten	465	155	1,860
Pre-Primary	843	281	3,372
Primary (Years 1 - 6)	843	281	3,372
Year 7	1,160	387	4,640
Year 8	1,186	395	4,744
Year 9	1,206	402	4,824
Year 10	1,227	409	4,908
Year 11	1,260	420	5,040
Year 12	1,285	428	5,140

* Exclusive of camps, elective fees and other expenses.



GOD WITH US

EMMANUEL CHRISTIAN COMMUNITY SCHOOL

COMMUNITY | COMPASSION | EXCELLENCE
INTEGRITY | PRAYER | SERVICE

CHANGING LIVES THROUGH CHRIST-CENTERED EDUCATION

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