



**GEMS**  
CHRISTIAN  
EDUCATION

# Annual Report 2023

*Report based on 2022 data*



EMERALD  
CHRISTIAN  
COLLEGE  
LEARNING FOR LIFE



ONTRACK  
COLLEGE  
EMERALD  
*Ontrack for Life*

30 May 2023  
GEMS Christian Education  
PO Box 1993  
6373 Gregory Highway  
Emerald QLD 4720

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## EXECUTIVE PRINCIPAL'S FOREWORD

It is with pleasure that I present the Annual Report to our school community. The following report provides information and data on a range of key indicators within the school and serves a dual role in meeting State and Federal legislation regarding statutory requirements, as well as providing the wider school community with a snapshot of our school achievements in 2022.

GEMS Christian Education, through its educational activities, embraces a close relationship between school and home, working closely together to develop children into young men and women with sound Biblical ethics and morals. Every student is encouraged to examine and develop a Biblical view of what is real, what is true and what is of value in their lives. As students recognize their identity, we encourage them to diligently use all the resources, talents and gifts that God has given them.

At GEMS Christian Education we promote a vision to provide education which inspires character and leadership, and we strive to lead the students along a pathway of values-based experiences in their learning. This approach has been instrumental in creating a rich learning environment where values, character traits and leadership attributes are promoted amongst students and staff. The school mission statement of providing quality Christian education through partnership with local churches, parents, teachers and students, recognises the Bible as our sole standard of faith, truth and practice. The Bible provides the framework for all truth and is the foundation upon which our decision making is based as we prepare students for life in the world and eternity is applied to all facets of the school. GEMS Christian Education is proud of its well-equipped classrooms, technological resources, and curriculum.

- Emerald Christian College opened on the 5<sup>th</sup> February 2001 as Emerald Educational College, and shortly after changed its name to Emerald Christian College.
- GEMS Christian Education Ltd began in 2001 as Emerald Christian College Ltd, changing to its current name in 2018.
- Emerald Christian College opened in 2001
- Little GEMS Early Childhood opened in 2015
- Ontrack Special Assistance College opened in 2018

*Rhonda Davis*

Rhonda Davis  
Executive Principal

# GEMS CHRISTIAN EDUCATION STRATEGIC FRAMEWORK

## Strategic Framework

The strategic intentions of the Board of GEMS Christian Education Ltd are guided and underpinned by:

- Our moral owners, Hopelands Church, continue to seek to glorify God, change lives, impact the community and touch nations through the ministry of GEMS Christian Education Limited.
- Our Constitution, Statement of Faith and Core Purpose is central to working in partnership with families, churches and the broader community to be a Christian community built on the teachings of Jesus Christ that are preparing hope-filled students for lifelong, quality learning.
- Our Biblical values are based on a personal relationship with Jesus Christ and are expressed in our GEMS and FACETS and are lived out, taught and promoted in our Christian learning community.

## Strategic Intentions

We pursue the following strategic intentions towards our core purpose so that:

- Our students will embrace the values of God, Excellence, Members and Service; discover who they are as individuals, and pursue God's purpose for their lives.
- Our staff will embrace our core values and personally display Christ to the students utilising stimulating, creative, innovative curriculum and teaching practice.
- Our resource sustainability will allow us to continue to provide and maintain an outstanding and inspiring place of teaching and learning within an environment of seeking partnerships with the wider community.
- Our culture is Christ-centred, driven by our GEMS and demonstrated by our FACETS and will be a welcoming, accessible and inclusive Christian educational community through partnerships with local, national and global communities.
- Our governance will proactively ensure we provide effective strategic and operational leadership to achieve our core purpose and to glorify God.

## Core Purpose

Our Core Purpose is to be a Christian community built on the teachings of Jesus Christ that is preparing hope-filled students for lifelong, quality learning across a number of educational enterprises.

## Motto

*Learning for Life*

## Core Values

The core values, which are the heart of our ministry, are 'Gems'. When these 'gems' are established in the heart of an individual, the individual students develop 'facets' that cause them to shine with brilliance and beauty in the world around them.

## GEMS

### G - God

In each individual, we foster a personal relationship with God through an understanding of His truth, His purposes, His character.

### E - Excellence

In every thought, word and action, we challenge each member of our company's community to realise their potential in the context of 'life in abundance', enabling them to participate meaningfully in contemporary society.

### M - Members

We encourage good relationships, right attitudes and commitment between members of the community.

### S - Service

We encourage service To God, family and community through educational programs that are based on social justice and compassion.

## FACETS

**F - Friendly:** Concerned, kind

**A - Appreciative:** Uniqueness, individuality, observant, resourcefulness and thoroughness

**C - Compassionate:** Caring, considerate, tolerant, respectful, kind, patient, sincere and merciful

**E - Encouraging:** Available, concerned, confident, cooperative, faithful and persuasive

**T - Truthful:** Discerning, honest, responsible, tactful, truthful and virtuous

**S - Self-Controlled:** Tactful, tolerant, patient and peaceful

## Entities of GEMS Christian Education Limited

- Emerald Christian College: Prep to Year 12
- Little GEMS Early Childhood Centre: Daycare and kindergarten
- Ontrack College: Years 7 to 10

# **Emerald Christian College**

Prep – Year 12

Annual Report presented by Principal Rhonda Davis



**EMERALD  
CHRISTIAN  
COLLEGE**  
LEARNING FOR LIFE

# Emerald Christian College Annual Report 2023 (Based on 2022 data)

*Annual Report provided by Principal Rhonda Davis*

## Contextual Information<sup>1</sup>

### School Sector:

Independent

### Year Levels Offered:

Years Prep – Year 12

### Co-educational or Single Sex:

Co-educational

### Location

Outer Regional

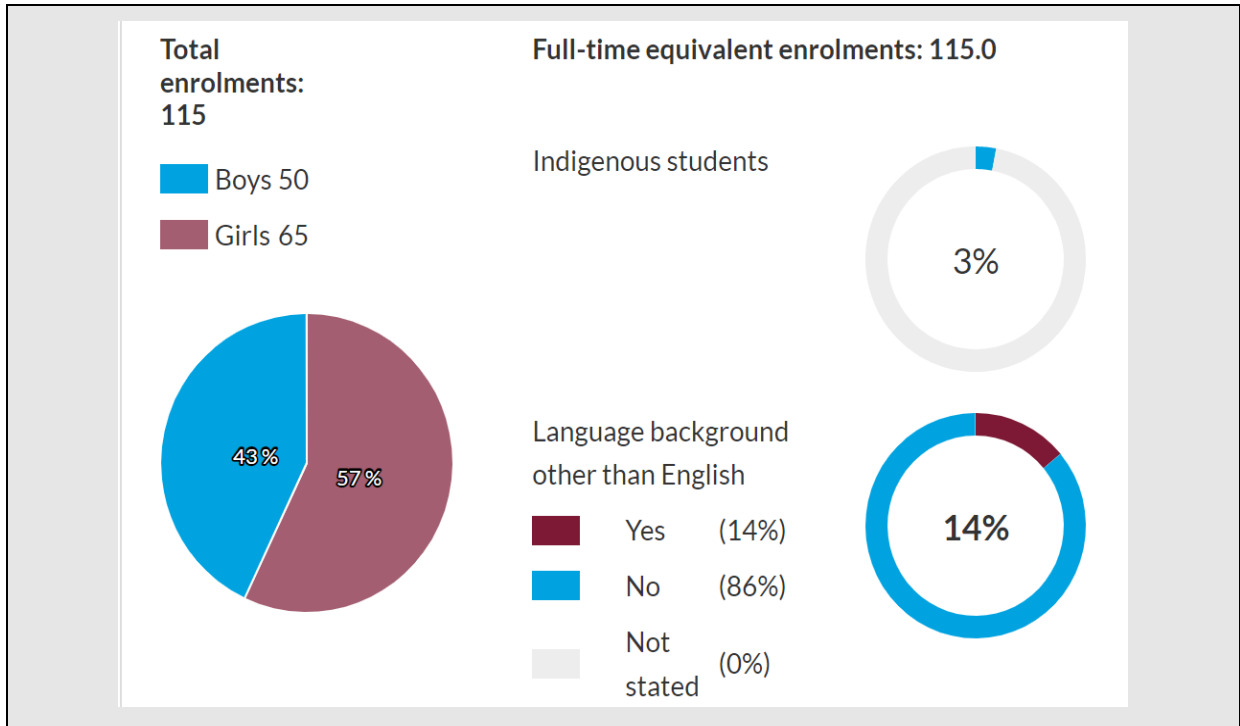
### Characteristics of the Student Body:

|                                        |     |
|----------------------------------------|-----|
| Total enrolments                       | 115 |
| Girls                                  | 65  |
| Boys                                   | 50  |
| Full-time equivalent enrolments        | 115 |
| Indigenous students                    | 3%  |
| Language background other than English | 14% |

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<sup>1</sup> Australian Education Regulation 2013 s60 (1)(a)





**Total Enrolments - Emerald Christian College:**

The total enrolment numbers for 2022 is 115 students



## Workforce Information

### Staff Composition, Including Indigenous Staff: <sup>2</sup>

| Type        | Primary | Secondary | Both | Indigenous | Total | Staff FTE |
|-------------|---------|-----------|------|------------|-------|-----------|
| Principal   | -       | -         | 1    | 1          | 1     | 1         |
| Teaching    | 6       | 6         | 1    | -          | 13    | 12.3      |
| No-Teaching | 2       | 3         | 0    | -          | 17    | 13.3      |

### Qualifications of all Teachers: <sup>3</sup>

| Qualification | Detail the number and/or the percentage of classroom teachers and school leaders at the school who hold this qualification |
|---------------|----------------------------------------------------------------------------------------------------------------------------|
| Masters       | 30%                                                                                                                        |
| Bachelor      | 70%                                                                                                                        |



<sup>2</sup> Australian Education Regulation 2013 s60 (1)(c)

<sup>3</sup> Australian Education Regulation 2013 s60 (1)(b)

## Funding Information

### School Income Broken Down by Funding Source <sup>4</sup>

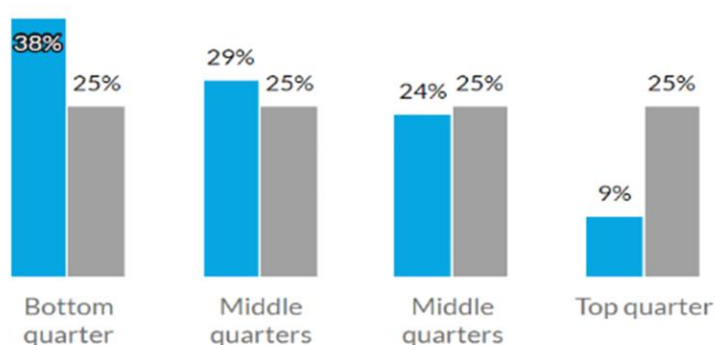
The following tables are an analysis of Emerald Christian College income as reported on My School website, [www.myschool.edu.au](http://www.myschool.edu.au)

#### Student background

##### Index of Community Socio-Educational Advantage (ICSEA)

|                         |      |
|-------------------------|------|
| School ICSEA value      | 992  |
| Average ICSEA value     | 1000 |
| School ICSEA percentile | 43   |

##### Distribution of Socio-Educational Advantage (SEA)



■ School distribution  
■ Australian distribution

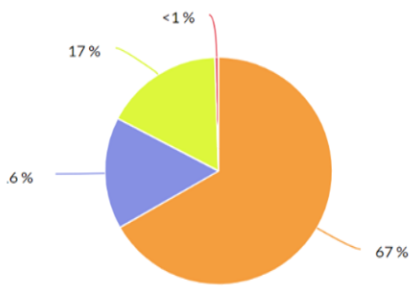
Percentages are rounded and may not add to 100

#### Capital expenditure

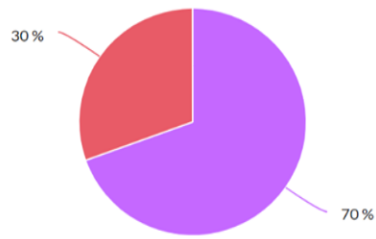
|                                                  | \$ Total       | \$ Accumulated <sup>1</sup> |
|--------------------------------------------------|----------------|-----------------------------|
| Australian government capital expenditure        | 0              | 409                         |
| State / territory government capital expenditure | 0              | 789                         |
| New school loans                                 | 0              | 116,009                     |
| Income allocated to current capital projects     | 329,209        | 517,952                     |
| Other                                            | 144,227        | 144,227                     |
| <b>Total capital expenditure</b>                 | <b>473,436</b> | <b>779,386</b>              |

<sup>4</sup> Australian Education Regulation 2013 s60 (1)(g)

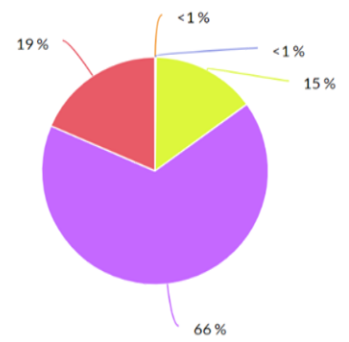
**Total gross income**



**Total capital expenditure**



**Total capital expenditure accumulated<sup>1</sup>**



(excluding income from government capital grants) Percentages are rounded and may not add up to 100%

<sup>1</sup> Accumulated capital expenditure is the sum of three consecutive years.



## Social Climate

### Parent, Teacher and Student Satisfaction with the School <sup>5</sup>

Each year the Company follows the following process to monitor its operations and make improvements.

| Task                                                                                                            | Timeframe | Person Responsible                                         |
|-----------------------------------------------------------------------------------------------------------------|-----------|------------------------------------------------------------|
| Revise 5-year Strategic Plan and seek approval from the Board                                                   | Term 1    | Executive Principal and Business Manager                   |
| Complete previous years accounts and audit                                                                      | Term 1    | Business Manager                                           |
| Teacher Professional Development process underway                                                               | Term 1    | All staff                                                  |
| Senior staff to develop their Operational Plan from Company Strategic Plan                                      | Term 2    | Senior staff                                               |
| Annual Reviews of Senior Staff                                                                                  | Term 3    | Executive Principal                                        |
| Review Company Strategic Plan and department Operational Plans for completion and set new targets for next year | Term 4    | Executive Principal with Senior Staff                      |
| Support staff reviews                                                                                           | Term 4    | Executive Principal and Business Manager with Senior Staff |

#### Recommendations:

The Emerald Christian College community identified the following improvement recommendations:

- Increase pathways for Year 12 students
- Audit Year 7 -Year 12 curriculum
- Review student behaviour management strategies

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<sup>5</sup> Australian Education Regulation 2013 s60 (1)(f)

## Student Outcomes

Average student attendance rate (%) for the whole school: <sup>6</sup>

Student attendance rate:

The average student attendance rate for the whole school in 2022 was **93%**

| All Students | Indigenous students | Non-Indigenous Students |
|--------------|---------------------|-------------------------|
| 93%          | 89%                 | 94%                     |

Student attendance level (proportion of students attending 90% or more of the time):

| All Students | Indigenous students | Non-Indigenous Students |
|--------------|---------------------|-------------------------|
| 75%          | 50%                 | 74%                     |

Average student attendance rate for each year level: <sup>7</sup>

| Year levels | Average attendance rate for each year level as a percentage in 2022 |
|-------------|---------------------------------------------------------------------|
| Prep        | 95%                                                                 |
| Year 1      | 95%                                                                 |
| Year 2      | 92%                                                                 |
| Year 3      | 97%                                                                 |
| Year 4      | 98%                                                                 |
| Year 5      | 95%                                                                 |
| Year 6      | 87%                                                                 |
| Year 7      | 92%                                                                 |
| Year 8      | 81%                                                                 |
| Year 9      | 94%                                                                 |
| Year 10     | 93%                                                                 |
| Year 11     | 95%                                                                 |
| Year 12     | 96%                                                                 |

<sup>6</sup> Australian Education Regulation 2013 s60 (1)(d)(i)

<sup>7</sup> Australian Education Regulation 2013 s60 (1)(d)(i)

## **A description of how non-attendance is managed by the school:**<sup>8</sup>

Absenteeism is managed in accordance with Emerald Christian College Policies on Absenteeism, Pastoral Care and Behavior Management. Student absences are monitored daily and managed by the Heads of Departments. Parents are contacted to discuss irregular or persistent absences. Formal procedures are actioned for unauthorized absences. An SMS message is sent to all unreported absence families for them to contact the school for their child's unexplained absence.

## **NAPLAN results for Years 3, 5 and 7 and 9 in 2022**<sup>9</sup>

### **Privacy and Interpretation of Data**

The fundamental principle for reporting performance information is to support school improvement throughout Queensland and to provide a profile of all schools to the community. The reporting of student achievement information is managed according to appropriate privacy provisions and ensures that publicly available information is accurate and easily interpreted.

In classes that have small enrolment numbers, particularly at individual year levels, care is taken not to identify individual students. Care is also needs taken in the interpretation of information where trends may be volatile. When reporting on small numbers or 'cohorts' of students, an annual variation in enrolment of just one or two students can have a significant effect on data from one year to the next. This is where setting information in context is of prime importance.

When publishing information on student achievement and school performance:

- Careful consideration is given to the nature of reporting where there are fewer than five students in a group, cohort or reporting field;
- Information cannot be published where all persons in a particular group have achieved identical results, irrespective of group or cohort size.

All published information will:

- Maintain the privacy of individual student information;
- Minimise the likelihood of false assumptions and conclusions being inferred from the data.

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<sup>8</sup> *Australian Education Regulation 2013 s60 (1)(d)(ii)*

<sup>9</sup> *Australian Education Regulation 2013 s60 (1)(e)*

## NAPLAN Benchmark Data for Year

The following tables are an analysis of Emerald Christian College outcomes as reported on My School website, [www.myschool.edu.au](http://www.myschool.edu.au)

### Benchmark Data for Year 2022

|                 | Year 3-5 (2022) | Year 5-7 (2022) | Year 7-9 (2022) |
|-----------------|-----------------|-----------------|-----------------|
| <b>Reading</b>  | 100%            | 100%            | 100%            |
| <b>Writing</b>  | 100%            | 100%            | 100%            |
| <b>Numeracy</b> | 100%            | 100%            | 100%            |

| <b>Results</b>                                                                                                                                 |               |               |               |               |
|------------------------------------------------------------------------------------------------------------------------------------------------|---------------|---------------|---------------|---------------|
| The average NAPLAN score for all students at the school in each domain, compared to the average score of students in Australia for that domain |               |               |               |               |
| <b>Reading</b>                                                                                                                                 |               |               |               |               |
|                                                                                                                                                | Year 3 (2022) | Year 5 (2022) | Year 7 (2022) | Year 9 (2022) |
| Average Score (School)                                                                                                                         | 417           | 504           | 507           | 526           |
| Average Score (National)                                                                                                                       | 438           | 510           | 543           | 578           |
| <b>Writing</b>                                                                                                                                 |               |               |               |               |
|                                                                                                                                                | Year 3 (2022) | Year 5 (2022) | Year 7 (2022) | Year 9 (2022) |
| Average Score (School)                                                                                                                         | 411           | 480           | 484           | 541           |
| Average Score (National)                                                                                                                       | 422           | 484           | 530           | 560           |
| <b>Spelling</b>                                                                                                                                |               |               |               |               |
|                                                                                                                                                | Year 3 (2022) | Year 5 (2022) | Year 7 (2022) | Year 9 (2022) |
| Average Score (School)                                                                                                                         | 387           | 500           | 484           | 465           |
| Average Score (National)                                                                                                                       | 418           | 505           | 547           | 577           |
| <b>Grammar and Punctuation</b>                                                                                                                 |               |               |               |               |
|                                                                                                                                                | Year 3 (2022) | Year 5 (2022) | Year 7 (2022) | Year 9 (2022) |
| Average Score (School)                                                                                                                         | 398           | 471           | 492           | 556           |
| Average Score (National)                                                                                                                       | 433           | 499           | 533           | 573           |
| <b>Numeracy</b>                                                                                                                                |               |               |               |               |
|                                                                                                                                                | Year 3 (2022) | Year 5 (2022) | Year 7 (2022) | Year 9 (2022) |
| Average Score (School)                                                                                                                         | 352           | 489           | 465           | 555           |
| Average Score (National)                                                                                                                       | 400           | 488           | 546           | 584           |



**Year 12 Outcomes:** <sup>10</sup>

| <b>Outcomes for our Year 12 cohort 2022</b>                                                           |      |
|-------------------------------------------------------------------------------------------------------|------|
| Number of students awarded a Senior Education Profile                                                 | 7    |
| Number of students awarded QCE or VET qualification                                                   | 7    |
| Number of students who are completing or completed a School-based Apprenticeship or Traineeship (SAT) | -    |
| Number of students awarded one or more Vocational Education and Training (VET) qualifications         | 7    |
| Number of students awarded a Queensland Certificate of Education at the end of Year 12                | 6    |
| Number of students who received an ATAR                                                               | 6    |
| Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving a tertiary offer      | 100% |

**Post-school Destination Information**<sup>11</sup>

| <b>School Year 2022</b>                                     | <b>Number of Students in each category</b> |
|-------------------------------------------------------------|--------------------------------------------|
| University (degree)                                         | 3                                          |
| VET total (Cert IV+ III, I-II, apprenticeship, traineeship) | -                                          |
| Entered the workforce                                       | 4                                          |
| Seeking work                                                | -                                          |
| Total Year 12 students                                      | 7                                          |

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<sup>10</sup> Australian Education Regulation 2013 s60 (1)(h)(i)

<sup>11</sup> Australian Education Regulation 2013 s60 (1)(h)(ii)



# Ontrack College

Years 7 – 10

Annual Report presented by Principal Kai-Stefanie Lorimer



# Ontrack College Annual Report 2023 (Based on 2022 data)

## Contextual Information<sup>12</sup>

**School Sector: \***

Independent

**Year Levels Offered:**

7 - 10

**Co-educational or Single Sex: \***

Co-educational

**Characteristics of the Student Body: \***

29 students: 21 boys and 8 girls. 24% of our students identify as Indigenous.

**Total Enrolments: \***

29

## Workforce Information

**Staff Composition, Including Indigenous Staff: \*<sup>13</sup>**

Principal (Teaching 0.5) - Indigenous

Teachers (1.3)

Teaching Assistant (2.0)

Youth Support Worker/Chaplain (0.1)

Administration (1.8)

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<sup>12</sup> Australian Education Regulation 2013 s60 (1)(a)

<sup>13</sup> Australian Education Regulation 2013 s60 (1)(c)

### Qualifications of all Teachers: \*14

| Qualification       | Detail the number and/or the percentage of classroom teachers and school leaders at the school who hold this qualification |
|---------------------|----------------------------------------------------------------------------------------------------------------------------|
| Doctorate or higher | 0                                                                                                                          |
| Masters             | 1                                                                                                                          |
| Bachelor            | 0                                                                                                                          |
| Diploma             | 0                                                                                                                          |
| Certificate         | 1                                                                                                                          |

## Funding Information

### School Income Broken Down by Funding Source \*15

Details of funding is available on the My School website <http://www.myschool.edu.au/>

## Social Climate

### Parent, Teacher and Student Satisfaction with the School \*16

Satisfaction Data: No formal surveys have been undertaken.



<sup>14</sup> Australian Education Regulation 2013 s60 (1)(b)

<sup>15</sup> Australian Education Regulation 2013 s60 (1)(g)

<sup>16</sup> Australian Education Regulation 2013 s60 (1)(f)

## Student Outcomes

**Average student attendance rate (%) for the whole school: \*17**

| Total number of students | Number of possible attendance days | Total number of days absent | Total attendance days |
|--------------------------|------------------------------------|-----------------------------|-----------------------|
| 29                       | 185                                | 21                          | 166                   |

The average student attendance rate for the whole school in 2022 was 88.68%.

**Average student attendance rate for each year level: \*18**

| Total number of students in year level | Number of possible attendance days for year level | Total number of days absent for year level | Total attendance days for year level |
|----------------------------------------|---------------------------------------------------|--------------------------------------------|--------------------------------------|
| Year 7                                 | 236                                               | 32                                         | 204                                  |
| Year 8                                 | 469                                               | 13                                         | 456                                  |
| Year 9                                 | 584                                               | 63                                         | 521.5                                |
| Year 10                                | 668                                               | 114                                        | 554                                  |

| Year levels | Average attendance rate for each year level as a percentage in 2022 |
|-------------|---------------------------------------------------------------------|
| Year 7      | 86.44%                                                              |
| Year 8      | 97.23%                                                              |
| Year 9      | 89.30%                                                              |
| Year 10     | 82.93%                                                              |

<sup>17</sup> Australian Education Regulation 2013 s60 (1)(d)(i)

<sup>18</sup> Australian Education Regulation 2013 s60 (1)(d)(i)

**A description of how non-attendance is managed by the school:** \*<sup>19</sup>

Absences are followed up with a text message to parents who have not phoned in an absence. If there is no response to the text message, a phone call is made on the same day.

In the event that further follow up is necessary, the college's youth worker continues to contact the parents to set up a time for a home visit.

**NAPLAN results for Years 3, 5 and 7 and 9 in 2022** \*<sup>20</sup>

Ontrack College students did not undertake NAPLAN in 2022, therefore data is not available for this special school.

**Year 12 Outcomes:** \*<sup>21</sup>

Ontrack College is a 7-10 school and does not offer the Senior phase of learning at this time.

**Post-school Destination Information**\*<sup>22</sup>

Ontrack students graduate after Year 10 and enter directly into the workforce or a VET course.



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<sup>19</sup> Australian Education Regulation 2013 s60 (1)(d)(ii)

<sup>20</sup> Australian Education Regulation 2013 s60 (1)(e)

<sup>21</sup> Australian Education Regulation 2013 s60 (1)(h)(i)

<sup>22</sup> Australian Education Regulation 2013 s60 (1)(h)(ii)





# Little Gems

Daycare and Kindergarten

Director: Engelie Nel



# Little Gems Early Childhood Centre

## Core Purpose

Little GEMS is a co-educational independent Early Childhood Centre, offering Daycare and Kindergarten from age 3, operated by GEMS Christian Education Ltd. Little GEMS is committed to giving children the best start in their journey of learning. This is accomplished by creating a learning environment that supports the development of each student in the academic, spiritual, social, personal and sporting aspects of their life. We recognise and promote the concept that learning is a partnership involving students, parents, teachers and the community.

## Moto

Little GEMS fully adopts the Moto “Learning for Life” of GEMS Christian Education Limited.

## Core Values

“Little GEMS” fully adopts the core values of “GEMS and FACETS” of GEMS Christian Education Ltd.



## Little GEMS Programs

This two-room, \$1.4 million facility, named after Lorraine Grierson, Founding Principal and June Drysdale, one of the two foundation teachers of the College. Little Gems caters for a variety of College programs and serves as the ‘front door’ to the College. It begins what will be for some future students, a fifteen-year learning journey to Year 12 graduation. The building is the best of its kind in the Central Highlands and holds a prominent space on the property, easily seen from the highway in front of the College.

These students are an integral part of the college student population. They wear a uniform, attend library classes and interact with the rest of the college at times. The funding arrangements, staffing needs and regulatory requirements are more complex than Prep to Year 12; however, this service was requested by our families over a number of family surveys, and now it is here!

- **Daycare**

Students may enroll from their third birthday and enjoy the program from 7 am to 5 pm on weekdays all year except for one month over Christmas (48 weeks a year). Students participate in a genuine play-based curriculum that introduces them to the learning journey they are starting on as well as building the social skills and routines needed for future successful learning.



- **Kindergarten**

The 600 hours a year (in our case five days a fortnight) program for children aged 3 ½ to 4 ½ (or the year before Prep) is conducted by our Kindy teachers and support staff. The generous room size (20% larger than regulation) and outdoor areas (50% more than regulation) allow for a first-class program in this critical early stage of learning.

