



SCHOOL PROFILE

School name Emmaus College

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Principal's foreword

Learning is always the priority at Emmaus College and in 2017 exciting progress was made. It was the focus of every staff member to advance each student's achievement by improving learning and teaching. Staff collaboration focused on precision in pedagogies, evident in detailed planning and targeted delivery of teaching practices. The improved student results measured at the end of the year were a clear indication of the success of this approach

Learning at Emmaus College occurs within a genuinely caring, positive and forward thinking community. A community where the values of integrity, hospitality, truthfulness and respect are highly valued and contribute to the personal growth of every student. At Emmaus we encourage positivity, and hope that we can enrich the lives of others and work together to better ourselves and those we meet. Paul Ryan wrote that, "Every successful individual knows that his or her achievement depends on a community that is working together".

Crucial to this is the role the parent body plays in supporting the College. The P&F epitomises the cooperation between school and home. A high point of the year for the P&F was the running of the inaugural EC Mudder. The students thoroughly enjoyed the challenges and revelled in the mud. Our sincere thanks to everyone who made a contribution to College life in 2017.

School facts

Emmaus College is a Catholic school administered through Catholic Education, Archdiocese of Brisbane.

Coeducational or Single sex

Year levels offered: Primary Secondary P-12

Total student enrolments: 1343 Girls: 687 Boys: 656

Characteristics of the student body

Emmaus is a P-12, co-educational, ecumenical College with an enrolment of 1380 students. We welcome families to be part of a Christian community working in a rich and exciting partnership with the Anglican, Catholic, Lutheran and Uniting Church traditions. Students enrolled at Emmaus are drawn from each of these Christian traditions, alongside families who have a commitment to College values. Geographically, students at Emmaus spread from as far north as Greenbank and to Beaudesert in the south. Students at Emmaus are grouped according to Early Years (P-2), Junior Years (3-6), Middle Years (7-9) and Senior Years (10-12). These sub-schools provide high-quality learning and pastoral care structures that cater for the needs of students as they progress through the school. In each sub-school, students engage in innovative learning experiences that are matched to their developmental stage.

Emmaus College is an inclusive educational community. Students at the College are vibrant learners, focused on achieving personal bests in all aspects of their participation in the life of the school. In academic, sporting and cultural endeavours, Emmaus students are enthusiastic and committed to achieving high standards that are reflective of their effort and commitment. Throughout the years of schooling, students learn to be persistent, hope-filled and interactive through learning that is inquiring, creating and reflecting.

Social climate

Emmaus College is committed to providing an environment in which students can develop their potential. The social climate of the school is founded on the belief that a school community works together in partnerships to achieve positive results. This climate is influenced by the Gospel values, highlighted in the Emmaus story. As we Walk with Christ, we endeavour to live the values of justice, respect, dignity, compassion and faith.

Positive Behaviour Support for Learning is a dimension of pastoral care where staff work with students using a restorative approach to define productive behaviour and provide opportunities for students to develop the personal and interpersonal skills required to participate successfully in the life of the College.

The Student Behaviour Support for Learning plan outlines the processes for assisting students to achieve educational outcomes. The plan provides a framework for promoting student wellbeing, positive behaviour for learning and provides information about procedures for responding to behaviours of concern including bullying or harassment.

Classrooms at Emmaus are thriving learning environments where each individual is challenged to learn in a safe and supportive space. Parents play a critical role in partnering with staff to support student achievement and wellbeing.

Curriculum - our distinctive offerings

Emmaus College offers a broad range of subjects across P-12. These curriculum offerings provide high quality learning experiences for a diversity of learners. Some distinctive subject offerings include Hospitality, Landscaping, Agriculture and Viticulture.

Curriculum - our extra curricula activities

Students at Emmaus are motivated young people whose learning is greatly enhanced through participation in extra curricula activities. Through participation in a wide range of co-curricular pursuits, students develop individual skills and talents and contribute to the school and local community.

Opportunities include camps, sport, visual and performing arts, debating, choir, Tournament of Minds, leadership programs and acts of social justice. Through participation in these programs, student learning outcomes prioritise wellbeing, teamwork and communication skills, preparation and commitment.

Parent, student and teacher satisfaction

Throughout the year, parents, teachers and students are provided with a range of opportunities to give feedback regarding their satisfaction about the school. At different times throughout the year, parents are encouraged to give feedback through survey questions, responses and feedback to Policy formation. Both the P&F and College Board are key vehicles for parents to provide feedback. Teachers, school officers and ancillary staff are provided with a range of opportunities to provide feedback. Staff report high levels of satisfaction about job efficacy, recognition, religious engagement, role clarity, student relationships and support.

The Student Representative Council (SRC) is an important way for students to actively participate in relevant decision making processes. Through the SRC, students from across the school are provided with the opportunity to contribute ideas and provide feedback. A broad range of initiatives and activities were enacted by a very active and interested SRC in 2017.

Parent engagement

Emmaus College values strong partnerships with the parent community. We encourage families to be involved in the life of the College in a range of ways including:

- Member of the Parents and Friends Association
- Member of the College Pastoral Board
- Tuckshop helpers
- Parent helpers in the classroom
- Parent Information sessions
- Feedback around learning progress meetings
- Library assistance
- Excursion and camp parent volunteers
- Attendance at liturgies and Celebrations of Learning
- Attendance at school assemblies

SCHOOL ACHIEVEMENTS

Achievements against 2017 annual plan

Ongoing cyclical review has contributed to improvement and development within the school. Throughout 2017, the College has made significant progress towards achieving identified goals across a range of priorities. Improving student learning outcomes is always emphasised and, consequently, drives the agenda for a concentrated focus on professional learning. The development of this learning culture among teachers has advanced incrementally and has made a significant contribution to the improvement and development of the school.

This collaboration has been evident in a range of contexts that demand ongoing review and refinement and has motivated the necessity for partnership, professional sharing and a focus on leading learning. Some of these contexts have included Middle Leadership, Technology and the Vision for Learning.

Future outlook

Emmaus College engaged in an External Review in 2017. This provided a rigorous opportunity to reflect on progress towards goals, achievements and future areas for development. A broad range of commendations affirmed the development of the school over time and confirmed progress towards the establishment of a strong learning culture amongst staff, students and families.

Data from the review, alongside the National School Improvement Tool, will inform the development of a Strategic Plan (2018-2022) and Annual Plan (2018).

STUDENT OUTCOMES

Whole school attendance rate	93.00 %
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Prep attendance rate	93.00 %	Year 7 attendance rate	94.00 %
Year 1 attendance rate	94.00 %	Year 8 attendance rate	91.00 %
Year 2 attendance rate	94.00 %	Year 9 attendance rate	92.00 %
Year 3 attendance rate	95.00 %	Year 10 attendance rate	91.00 %
Year 4 attendance rate	95.00 %	Year 11 attendance rate	92.00 %
Year 5 attendance rate	95.00 %	Year 12 attendance rate	92.00 %
Year 6 attendance rate	94.00 %		

Management of non-attendance

Emmaus College is committed to positive, proactive practices in the support of student behaviour, including supporting regular attendance at school. In partnership with parents and carers, staff at Emmaus College utilise BCE policy and guidelines in relation to student attendance. These guidelines are clear, inclusive and simple and address procedures to:

- Provide clear communication to parents and carers detailing non-attendance procedures – use of absence phone line and student diary to notify staff of student absence and the reason for non-attendance;
- Track and record attendance
- Use SMS messaging service each morning to alert parents and carers of unexplained student non-attendance;
- Identify absences quickly – staff are required to follow-up students who are absent ;
- Follow-up promptly through Middle Leaders to support student attendance and to enact plans to support learning progress that has been impacted by non-attendance;
- Document actions and communication with parents.

NAPLAN results

Average NAPLAN results

	Year 3		Year 5	
	School	Aust.	School	Aust.
Reading	445.58	431.30	515.35	505.60
Writing	440.82	413.60	492.71	472.50
Spelling	417.56	416.20	506.66	500.90
Numeracy	417.09	409.40	492.60	493.80

	Year 7		Year 9	
	School	Aust.	School	Aust.
Reading	542.73	544.70	569.47	580.90
Writing	508.83	513.00	529.53	551.90
Spelling	545.32	549.60	568.93	581.50
Numeracy	532.07	553.80	581.16	592.00

Apparent retention rate from Year 10 to Year 12

Year 12 student enrolment as a percentage of the Year 10 (2015) student cohort	89.0 %
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Outcomes for Year 12 cohort of 2017

Number of students receiving a Senior Education Profile	121
Number of students awarded a Queensland Certificate Individual Achievement	0
Number of students awarded a Queensland Certificate of Education at the end of Year 12	118
Number of students awarded one or more Vocational Educational Training (VET) qualifications	82
Number of students who are completing or completed a School-based Apprenticeship or Traineeship (SAT)	27
Number of students awarded an International Baccalaureate Diploma (IBD)	0
Number of students receiving an Overall Position (OP)	69
Percentage of OP/ IBD eligible students with OP 1-15 or an IBD	62.3 %
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification	99.0 %
Percentage of Queensland Tertiary Admissions Centre applicants receiving a tertiary offer	91.0 %

Overall Position (OP) bands

Number of students in each band for OP 1 to 15

OP 1-5	OP 6-10	OP 11-15
6	19	18

Vocational Educational Training qualification (VET)

Number of students awarded certificates under the Australian Qualification Framework

Certificate I	Certificate II	Certificate III or higher
33	35	54

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2017 Year 12 post-school destinations survey, Next Step, were not available. Information about the post-school destinations of students will be published in September when the information is made available to the school.

STAFF PROFILE

Workforce composition	Teaching staff	Non-teaching staff
Headcounts	94	51
Full-time equivalents	89.60	36.64
Aboriginal and Torres Strait Islanders	0	

Highest level of attainment	Number of teaching staff (teaching staff includes school leaders)
Doctorate	1
Masters	8
Post Graduate Diploma/ Certificate	25
Bachelor Degree	60
Diploma/Certificate	

Expenditure on and participation in teacher professional learning

The total funds expended on teacher professional learning in 2017 was \$ 200 000 .

The major professional development initiatives were as follows:

Developing the capacity of teachers is prioritised through a range of professional learning programs.

Particular focus was given to:

- embedding writing across the curriculum (focus on teaching explicit skills)
 - Senior Schooling 2020
- utilising learning intentions, success criteria and the 5 questions to enhance learning
 - data analysis to inform planning

Average staff attendance rate The staff attendance rate was 96.04 % in 2017.

Proportion of staff retained from the previous school year

From the end of the 2016 school year, 95.0 % of staff were retained by the school for the 2017 year.

SCHOOL INCOME

School income by funding source

School income broken down by funding source is available via the My School website at <http://www.myschool.edu.au/>

To access our school income details, click on the My School link above. You will then be taken to the My School website with the 'Find a school' text box.

Type in the name of the school you wish to view, and select '<GO>'.

Find a school **Search website**

Go

<p>School sector ^</p> <p>All <input checked="" type="checkbox"/></p> <p>Government <input type="checkbox"/></p> <p>Non-government <input type="checkbox"/></p>	<p>School type ^</p> <p>All <input checked="" type="checkbox"/></p> <p>Primary <input type="checkbox"/></p> <p>Secondary <input type="checkbox"/></p> <p>Combined <input type="checkbox"/></p> <p>Special <input type="checkbox"/></p>	<p>State ^</p> <p>All <input checked="" type="checkbox"/></p> <p>NSW <input type="checkbox"/></p> <p>Vic <input type="checkbox"/></p> <p>Qld <input type="checkbox"/></p> <p>SA <input type="checkbox"/></p> <p>WA <input type="checkbox"/></p> <p>Tas <input type="checkbox"/></p> <p>NT <input type="checkbox"/></p> <p>ACT <input type="checkbox"/></p>
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School financial information is available by selecting 'Finances' on the top menu on the school's entry web page.