

**Emmaus College,  
JIMBOOMBA**

# Annual Report 2021

**Brisbane Catholic Education is  
a faith-filled learning community  
creating a better future.**



**Brisbane  
Catholic  
Education**

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# Contact information

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<b>Contact person</b>	Kevin Schwede — Principal

## Principal's foreword

The 2021 Annual Report presents information for reporting requirements and informs the wider community of our school's operations and achievements through the year. The report includes information on the school's profile, curriculum delivery, social climate, school funding, workforce composition and student performance.

Emmaus College is a P-12, co-educational, ecumenical college formed in partnership with the Catholic, Anglican, Lutheran and Uniting Churches and is owned and administered by Brisbane Catholic Education. Based on the post-resurrection scripture, the story of the disciples on the road to Emmaus has provided the framework for the development of the College. Luke's Gospel highlights the themes of hope, revelation, care, hospitality, unity and new life. It is these values that underpin life at Emmaus. In all aspects, but particularly focussed on teaching and learning and the pastoral care of the community, these values challenge the community to strive to 'Walk with Christ'.

Emmaus promotes an inclusive learning environment that responds to the needs of all learners. The provision of a learner-centred, values-driven curriculum is the priority as the College works towards achieving its vision of "Excellence in learning within a contemporary Christian community". Emmaus provides a broad curriculum, grounded in literacy and numeracy development. The College has a particular focus on eco-justice and conservation.

### School progress towards its goals in 2021

Throughout 2021, 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 and a partnership, professional sharing focus on leading learning.

The following goals, aligned to the achievement of broader strategic goals, have been the driving focus for improvement in 2021.

Goal	Progress
<b>CHRISTIAN IDENTITY</b> Members of the College community will be provided with a range of opportunities to understand the Christian story within our	<b>Achieved</b> Success measures: <ul style="list-style-type: none"><li>• Staff have engaged in Formation for Mission professional learning</li></ul>

Goal	Progress
ecumenical context. This leads to greater staff understanding of their role in education.	<ul style="list-style-type: none"> <li>Students have participated in planning and leading a range of spiritual formation activities including liturgies and retreats</li> <li>Our ecumenical story is celebrated through dialogue, ritual, action and prayer.</li> </ul>
<b>CHRISTIAN IDENTITY</b> Advance quality and contemporary learning and teaching practices in Religious Education, with an ecumenical perspective, to improve classroom teaching of RE.	<b>Achieved</b> Success measures: <ul style="list-style-type: none"> <li>Cognitive verbs and religious literacy skills are embedded in unit plans to provide multiple opportunities for demonstration of deeper learning.</li> </ul>
<b>DEEPENING LEARNING THROUGH QUALITY PEDAGOGY</b> Transform practice by building teacher capacity to precisely understand individual and cohort data to improve student outcomes through deep learning that is rich, rigorous, relevant and responsive.	<b>Achieved</b> Success measures: <ul style="list-style-type: none"> <li>All teachers are familiar with and use the curriculum framework</li> <li>Continuity and progression of learning is evident across P-12</li> <li>Moderation processes occur vertically and horizontally to ensure accurate and consistent application of A-E standards.</li> </ul>
<b>DEEPENING LEARNING THROUGH QUALITY PEDAGOGY</b> Prioritise student performance in NAPLAN and other standardised tests by providing clear messages and expectations for staff, student and parents.	<b>Partially Achieved</b> Success measures: <ul style="list-style-type: none"> <li>Students are assessment capable for standardised tests due to strategies embedded in daily teaching and learning</li> <li>Improved test results.</li> </ul>
<b>DEEPENING LEARNING THROUGH QUALITY PEDAGOGY</b> Deepen the knowledge of differentiation to design learning activities that meet the needs of all students so that they are engaged, challenged and extended.	<b>Achieved</b> Success measures: <ul style="list-style-type: none"> <li>Student learning is targeted and highly responsive to needs</li> <li>Teaching and learning is rich, rigorous and relevant.</li> </ul>
<b>CALM, CONNECTED CLASSROOMS</b> Improve student wellbeing by establishing a P-12 Wellbeing Framework that creates a common language and understanding to ultimately improve student learning outcomes.	<b>Achieved</b> Success measures: <ul style="list-style-type: none"> <li>Teachers will use the Wellbeing Framework and utilise BI and ENGAGE data to inform decisions.</li> </ul>
<b>CALM, CONNECTED CLASSROOMS</b> Capture Student Voice to shape a safe, inclusive and engaging learning community.	<b>Achieved</b> Success measures: <ul style="list-style-type: none"> <li>Development of an action plan based on student voice data that guides wellbeing programs across the school.</li> </ul>

## Future outlook

Emmaus College has developed a rigorous process of annual self-review that is based upon collaborative use of evidence related to the strategic goals and targets. The inclusion of a broad range of targets that encompass a range of learning areas, years of schooling and aspects of student learning (achievement, progress, and engagement) is an approach that builds a culture of continuous improvement.

As part of The Emmaus Way, we utilise the National School Improvement Tool to:

- review and make judgements about where we are on the improvement journey
- set goals and design strategies for improvement
- monitor and demonstrate improvement over time.

Our school focuses on holding and maintaining high expectations for every learner. Our culture of collaboration fosters strong relationships that support reflection, feedback and improvement.

At Emmaus College, we prioritise a strong learning culture in which every student is connected to the community. We foster and support a classroom culture where the quietest voice can be heard.

We look forward to working towards achieving the goals that have been identified for 2022.

Goals and strategies for 2022 have been identified as follows:

Goal	Strategies	Timeline
<b>CHRISTIAN IDENTITY</b> Recognise and integrate the Christian story that underpins our ecumenical context into daily school life to deepen the understanding of staff and students about our Christian Identity.	<ul style="list-style-type: none"><li>• Small groups of students work with APRE and Campus Minister to organise formation days, social justice activities and lunchtime prayer groups.</li><li>• Use school values and the Emmaus Story to induct new staff to our ecumenical context through sessions that unpack and highlight their link to The Emmaus Way.</li><li>• Use Thomas Groome's four pillars of Christian Identity to assist staff in developing their understanding of Christian Identity and how this influences learning and teaching.</li><li>• Use Thomas Groome's four pillars at 7-12 assemblies to assist students in understanding our Christian Identity.</li></ul>	End Term 4
<b>CHRISTIAN IDENTITY</b> Enhance pedagogical practices in Religious Education to deepen learning within our ecumenical context.	<ul style="list-style-type: none"><li>• Review and update the College Religious Education Program, based on the Emmaus Pedagogical Model, to ensure a systematic approach to learning across P-12.</li><li>• Utilise agreed biblical commentaries during planning sessions to inform a deeper understanding of mandated scriptures and improve the quality of learning sequences linked to the Three Worlds of the Text.</li><li>• Build teacher capacity within the BCE religious education curriculum of the school through a range of professional learning activities aligned to the updated Emmaus College Religious Education Program and the Ecumenical Guidelines.</li></ul>	End Term 4
<b>CALM CONNECTED CLASSROOMS</b> Build organisational capacity to advocate for	<ul style="list-style-type: none"><li>• Communicate with parents and students about attendance rates. Identify evidence-based strategies to support at risk students to support increased attendance.</li></ul>	End Term 4

Goal	Strategies	Timeline
best practice and innovative wellbeing solutions to enhance student attendance and social/emotional capabilities.	<ul style="list-style-type: none"> <li>Utilise data collected to monitor progress, identify needs, and inform next cycle planning to progress learning.</li> <li>Prioritise induction around student support processes e.g. Concern about a Learner.</li> <li>Continue to build connections and strengthen partnerships with parents and external agencies that support student wellbeing.</li> </ul>	
<b>CALM CONNECTED CLASSROOMS</b> Capture Student Voice to shape a safe, inclusive and engaging learning community.	<ul style="list-style-type: none"> <li>Use research-based evidence to incorporate student voice as a fundamental perspective across the school.</li> <li>Gather authentic student voice data through surveys, SRC, Student Forums, student leadership teams.</li> <li>Make strong connections between Year 6 and 7-12 leadership formation and activities.</li> </ul>	End Term 4
<b>DEEPENING LEARNING THROUGH QUALITY PEDAGODY</b> Clarify internal moderation processes through the use of moderation guidelines and marking guides to sustain precise teacher judgements and embed P-12 processes.	<ul style="list-style-type: none"> <li>Use the Assessment Framework (Moderation) and the Guide to Making Judgements to define expectations and processes for quality assurance and expected responses.</li> <li>Provide professional learning around the Guide to Making Judgements process.</li> <li>Continue professional learning and curriculum review linked to the Australian Curriculum (through professional learning teams and communities) including Version 9 of the curriculum ready for implementation in 2023.</li> </ul>	End Term 4
<b>DEEPENING LEARNING THROUGH QUALITY PEDAGODY</b> Utilise the Emmaus Pedagogical Model and decision driven data to monitor and enhance teaching and learning that is responsive to student needs and prioritises high expectations.	<ul style="list-style-type: none"> <li>Utilise PAT R and writing monitoring tool data in next cycle planning to target needs-based teaching and learning through the 3-level guide (reading) and Bump It Up (writing).</li> <li>Embed NAPLAN test readiness skills in learning programs to ensure that students are prepared and assessment capable.</li> <li>Further embed problem solving strategies in Maths.</li> <li>Embed the effective and expected practices (in literacy and numeracy) and High Yield strategies.</li> <li>Incorporate focused short cycle planning sessions based on NAPLAN data and PAT testing to provide multiple exposures to identified question types e.g. making inferences, coverage of a variety of texts that increase in complexity and multi-step problems.</li> </ul>	End Term 4
<b>DEEPENING LEARNING THROUGH QUALITY PEDAGODY</b> Foster assessment capable learners through classroom practices that embed clarity of task,	<ul style="list-style-type: none"> <li>Focused short cycle planning based on NAPLAN and other standardised test data that identifies question types that require multiple exposures for mastery e.g. making inferences, exposure to a variety of texts that increase in complexity and multi-step problems.</li> </ul>	End Term 4

Goal	Strategies	Timeline
monitoring and feedback across all forms of assessment including NAPLAN and other standardised tests.	<ul style="list-style-type: none"> <li>Embed NAPLAN test readiness skills in learning and teaching to ensure that students are prepared assessment capable learners.</li> </ul>	
<b>DEEPENING LEARNING THROUGH QUALITY PEDAGODY</b> Use evidence informed, inclusive learning practices that inform the design of teaching and learning programs that meet the needs of all students so that they are engaged, challenged and extended.	<ul style="list-style-type: none"> <li>Professional development around planning and preparing tiered tasks.</li> <li>Regular data review of students' progress and achievement (as per the data plan).</li> <li>Evaluation around the effectiveness of adjustments (throughout and at the end of each unit of work).</li> <li>Professional learning aligned to the effective pedagogical practices of adjusting the process, product, content and environment.</li> </ul>	End Term 4
<b>COLLABORATIVE, CARING AND PROFESSIONAL PARTNERSHIPS</b> Invest in the professional, leadership and skill development of staff to build a culture of shared responsibility for student learning and success and a culture of continual professional improvement.	<ul style="list-style-type: none"> <li>All teaching staff participate in Lesson Study to build expertise and professional responsibility.</li> <li>All staff will regularly review professional learning goals with a colleague or line manager. Focus of discussions will match to embedding The Emmaus Way through the Four Signature Practices.</li> </ul>	End Term 4

The Explicit Improvement Agenda focuses, and to some extent narrows and sharpens, the whole school's attention to core learning priorities. Based on current data and implementation of our Signature Practices, and aligned with annual goals, Emmaus College identifies the following targets for explicit improvement.

### **The Emmaus Way Signature Practice – Calm Connected Classrooms**

#### Attendance

- 90% of students (P-12) attend school 90% of the time.

### **The Emmaus Way Signature Practice – Christian Identity**

#### Religious Education

- 5-10% increase in the number of students achieving an A or B standard in each Religion class.

### **The Emmaus Way Signature Practice – Deepening Learning Through Quality Pedagogy**

#### Writing

- 90% of students (Years 3-10) achieve the target (20-24/24) using the BCE writing monitoring tool.

### Reading

- 95% of Prep students match or exceed BCE targets for PM Benchmarks (levels 5-8)
- 95% of Year 1 students match or exceed BCE targets for PM Benchmarks (levels 14-18)
- 95% of Year 2 students match or exceed BCE targets for PM Benchmarks (levels 22-26).

### NAPLAN

- Student achievement matches or exceeds "similar students across Australia" achievement in Years 3, 5, 7 and 9.

### Year 12 Pathways

- All students graduate with a meaningful pathway and a QCE
- 95% of QTAC applicants receive an offer
- 70% of students achieve an ATAR of 80 or better (based on available results).

### Subject Area Progress (SRS)

- In Prep to Year 6, 5-10% increase in the number of students achieving an A or B standard in each Maths, Science and English class
- In Years 7 to 12, 5-10% increase in the number of students achieving an A or B standard in each class.

# Our school at a glance

## School profile

Emmaus College is an ecumenical school administered through Catholic Education Archdiocese of Brisbane.

**Coeducational or single sex:** Coeducational

**Year levels offered in 2021:** Prep to 12

**Student enrolments for this school:**

	Total	Girls	Boys	Aboriginal and Torres Strait Islander students
2021	1527	800	727	35

Student counts are based on the Census (August) enrolment collection.

Emmaus is a P-12, co-educational, ecumenical College with an enrolment of 1527 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 attending 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 school, students learn to be persistent, hope-filled and interactive through learning that is inquiring, creating and reflecting.

## Curriculum implementation

### Curriculum overview

Emmaus College utilises the Australian Curriculum for planning, teaching, assessment and reporting from P-10. Consistent curriculum planning templates are utilised to reflect the implementation of the Australian Curriculum. The Australian Curriculum (P-10) leads directly into the implementation of the QCAA Senior Syllabus and allows the curriculum to support various pathways for students in post-compulsory schooling. 2021 saw the continued implementation of the new QCE system for the Year 12 cohort. The College scope and sequence document maps units of work, in each of the learning areas, across P-12.

All students are supported to access the Australian Curriculum alongside their similar aged peers. This support is provided by a team of specialists led by the Assistant Principal Learning Engagement (P-12). The team is made up of 3 x Support Teacher Inclusive Education, 3 x Guidance Counsellors, 2 x Speech Pathologists and a team of school officers.

Quality learning experiences are provided for all students. Appropriate levels of adjustments are provided to ensure access to learning. In addition, more personalised curriculum planning is also in place to meet the needs of students who require more intensive support and more highly adjusted learning and teaching experiences.



## Extra-curricular activities

Students at Emmaus are motivated young people whose learning is greatly enhanced through participation in extra-curricular 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 social justice activities. Through participation in these programs, student learning outcomes prioritise wellbeing, teamwork and communication skills and commitment.

## How information and communication technologies are used to assist learning

Technology continues to be an integral part of learning across P-12. Students in the Early Years have access to iPads and utilise these in many ways including programming robotics, such as Beebots, through to the creation of digital storybooks. Within the Junior Years, students extend their ability of sequential programming with game creation in Scratch and Hopscotch as well as enhancing their creative design skills using Microbits. Additionally, students have enjoyed extending themselves outside of the classroom while being a part of a STEM club, designing, creating and collaborating in many ways. The use of other technology skills is also furthered with recording and editing of video clips utilising green screen and editing software that is readily available on individual laptops.

Years 7 to 12 students are immersed in the use of technology across all areas of the curriculum. Using Minecraft Education, students have been able to take part in events that were previously not possible in the classroom. From designing and building challenges to archaeological digs, student engagement with the curriculum has been strengthened using Minecraft. In partnership with UQ, students were able to gain competency in the use of drones for agricultural practices. Students studying Design and Technologies were able to utilise 3D printing technologies to prototype and evaluate design solutions. Technologies are used in HPE and Fitness to allow students to analyse and evaluate energy pathways. Additionally, many curriculum areas continue to use the entire Microsoft suite of tools which are integral to future employment.

Online learning has certainly come to the forefront with many teachers offering student assistance through Teams and OneNote, allowing students collaboration tools for a more connected classroom. For both teaching staff and students, the many online tools available for sharing and collaboration, contributed to deepening student learning experiences.

## Social climate

### Overview

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, and that meaningful learning plans are in place for all students. Attendance at a range of school events, including Parent Teacher Student Conferences, Celebrations of Learning and other school events are crucial ways for parents to engage with school life.

## Parent, student and staff satisfaction

The tables below show selected items from the Parent/Caregiver, Student and Staff BCE Listens Surveys.

### BCE Listens Survey - Parent satisfaction

Performance measure	
Percentage of parents/carers who agree <sup>#</sup> that:	2020
This school helps my child to develop their relationship with God	95.8%
School staff demonstrate the school's Catholic Christian values	93.2%
Teachers at this school have high expectations for my child	94.5%
Staff at this school care about my child	92.8%
I can talk to my child's teachers about my concerns	88.9%
Teachers at this school encourage me to take an active role in my child's education	83.6%
My child feels safe at this school	90.8%
The facilities at this school support my child's educational needs	94.2%
This school looks for ways to improve	92.0%
I am happy my child is at this school	93.5%

### BCE Listens Survey - Student satisfaction

Performance measure	
Percentage of students who agree <sup>#</sup> that:	2020
I enjoy learning at my school	78.0%
Teachers expect me to work to the best of my ability in all my learning	94.8%
Feedback from my teacher helps me learn	89.4%
Teachers at my school treat me fairly	77.8%
I feel safe at school	77.1%
I am happy to be at my school	73.7%

### BCE Listens Survey - Staff satisfaction

Performance measure	
Percentage of staff who agree <sup>#</sup> that:	2020
Working at this school helps me to have a deeper understanding of faith	95.5%
School staff demonstrate this school's Catholic Christian values	96.2%
This school acts on staff feedback	91.1%
This school looks for ways to improve	96.2%
I am recognised for my efforts at work	92.4%
In general students at this school respect staff members	94.7%
This school makes student protection everyone's responsibility	98.5%
I enjoy working at this school	98.5%

<sup>#</sup> 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.  
DW = Data withheld to ensure confidentiality.

## Family and community 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 volunteers
- 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 events.

The local community supports Emmaus College and partners in a range of ways that enhance the quality and breadth of learning that is provided to students. Partnering with local business is particularly evident in the vocational learning opportunities provided to Senior Years students.

Strong partnerships with families are maintained to ensure connection around learning. Feedback is frequently provided, goals set and monitored, and meetings had to review progress and achievement. Parents, teachers, students and support staff work together to plan for individual learning programs. Maintaining ongoing communication and high expectations around learning progress is key to student success. Frequent meetings are held with relevant stakeholders to review and plan for the adjustments that support these learning programs. A broad range of pedagogical, human, physical and curriculum adjustments are discussed and agreed on for implementation. Ongoing monitoring ensures that responsiveness and consultation is prioritised.

## School funding

### School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website.

#### How to access income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school

Search website

Go

School sector

School type

State

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.

School profileNAPLANAttendanceFinancesVET in schoolsSenior secondarySchools map

Note: If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

## Our staff profile

### Workforce composition

Description	Teaching Staff*	Non-Teaching Staff
Headcount	103	55
Full-time Equivalents	99.4	44.7

\*Teaching staff includes School Leaders

### Qualification of all teachers\*

Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	1
Masters	16
Graduate diploma etc.**	28
Bachelor degree	58
Diploma	0
Certificate	0

\*Teaching staff includes School Leaders

\*\*Graduate diploma etc. includes graduate diploma, bachelor honours degree, and graduate certificate.

## Professional development

The major professional development initiatives in 2020 are aligned to the following areas:

### **Goal: Deepening Learning Through Quality Pedagogy**

- Senior Schooling
- Literacy – approaches to teaching reading and writing (Three Level Guide and Bump It Up)
- Differentiated task planning
- Curriculum framework and Scope and Sequence.

### **Goal: Christian Identity**

- Religion – embedding an ecumenical perspective.

### **Goal: Calm, Connected Classrooms**

- Student Wellbeing – a pastoral approach to learning.

The proportion of the teaching staff involved in professional development activities during 2021 was 100%.

## Staff attendance and retention

### **Average staff attendance**

Description	%
Staff attendance for permanent and temporary staff and school leaders	96.1%

### **Proportion of staff retained from the previous school year**

From the end of the previous school year, 92% of staff was retained by the school for the entire 2021.

# Performance of our students

## Key student outcomes

### Student attendance

The overall student attendance rate in 2021 for all Brisbane Catholic Education schools across years Prep-6 was 92.4% and years 7-12 was 89.9%.

Description	%
The overall attendance rate* for the students at this school	91.6%
Attendance rate for Aboriginal and Torres Strait Islander students at this school	91.0%

Average attendance rate per year level			
Prep attendance rate	93.2%	Year 7 attendance rate	91.8%
Year 1 attendance rate	92.6%	Year 8 attendance rate	90.7%
Year 2 attendance rate	92.7%	Year 9 attendance rate	89.3%
Year 3 attendance rate	93.2%	Year 10 attendance rate	88.1%
Year 4 attendance rate	92.0%	Year 11 attendance rate	92.9%
Year 5 attendance rate	92.5%	Year 12 attendance rate	92.9%
Year 6 attendance rate	91.6%		

\*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

### Apparent retention rate from Year 10 to Year 12

Description	
Year 12 student enrolment as a percentage of the Year 10 (2021) student cohort	95.8%

### Description of how non-attendance is managed by the school

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 address procedures to maximise attendance. To ensure accurate monitoring of attendance, rolls are marked at 8:30am and 1:30pm each day.

At Emmaus we:

- Provide clear communication to parents and carers detailing non-attendance procedures
- Use of absence phone line, Parent Portal and student diary to notify staff of student absence and the reason for non-attendance
- Track and record attendance using eMinerva
- Use SMS messaging service each morning to alert parents and carers of unexplained student non-attendance.

Key strategies that are being used to increase attendance:

- Staff refreshed on Attendance Procedure document at the commencement of school year via email and professional learning sessions
- Review and analysis of attendance data by at staff meetings (Class attendance data at full staff and PC class data at Sub-School)
- Continuing implementation of philosophy of 'care in action' through APSWs and PLs, developing understanding of reasons for student absences
- Use of different mediums to communicate that attendance matters to students and families (during class, newsletter, assemblies, parent teacher communication, social media)
- Continue to send letters to families when attendance levels are of concern at juncture points of terms one and three
- Consistent ongoing conversations at different levels between all stakeholders
- Development of wellbeing framework to support how staff support students at Emmaus which will continue to help with wellbeing and attendance data
- Goal within the Annual Plan 2021 prioritises the analysis of wellbeing data and a focus of capturing student voice which will improve student engagement and subsequently aid in improving wellbeing data – attendance
- 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

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](http://www.myschool.edu.au/) website.

### How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

The image shows a search bar with a text input field labeled "Search by school name or suburb". To the right of the input field are three dropdown menus labeled "School sector", "School type", and "State". A magnifying glass icon is located to the right of the "State" dropdown.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

The image shows a horizontal navigation menu with several tabs: "School profile", "NAPLAN", "Attendance", "Finances", "VET in schools", "Senior secondary", and "Schools map". The "NAPLAN" tab is currently selected and highlighted.

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](http://www.naplan.edu.au/)) is an annual assessment for students in Years 3, 5, 7 and 9.

## Year 12 outcomes

Description	2021
Number of students receiving a Senior Statement	94
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	91
Number of students awarded a Queensland Certificate of Individual Achievement.	0
Number of students who were completing/continuing a School-based Apprenticeship or Traineeship (SAT).	11
Number of students awarded one or more Vocational Educational Training (VET) qualifications (including SAT).	73
Number of students awarded a VET Certificate II or above.	88
Number of students awarded an International Baccalaureate Diploma (IBD).	NA
Percentage of Year 12 students who were completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification	96.8%
Number of students receiving an ATAR	49
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants received a tertiary offer.	91%

As at April 2021. The above values exclude VISA students.

## Student destinations

### Post-school destination information

The results of the 2021 post-school destinations survey, Next Step – Student Destination Report (2021 Year 12 cohort), will be uploaded to the Brisbane Catholic Education's website in September 2022. The report will be available at: <http://www.bne.catholic.edu.au/schools-curriculum/school-reporting/Pages/School-Annual-Reports.aspx>.

Schools with fewer than 5 responses will not have a report available on the post-school destinations of Year 12 completers for reasons of confidentiality.

### Early leavers information

Early leavers refers to young people who left the school in Years 10, 11 and prior to completing Year 12. Most early leavers have moved to a state school in the local area to pursue study in certificate areas that are not offered at Emmaus College. Other leavers obtained full time traineeships after completing their SBT at Emmaus College. The school supports students to access the work pathway or alternative study pathway of their choice. A very small minority of students elect to complete Year 11 and 12 at TAFE.