

School Name Emmaus College

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Contact Person Kevin Schwede (Principal)

Principal's Foreword

Introduction

Reflecting on 2015 I would hope that students from Prep to Year 12 enjoyed a diverse and innovative curriculum in a school where staff have shown dedication to giving their all for the benefit of the students. I would also hope that students and staff alike love being at Emmaus and that they share a strong sense of school purpose that creates a faith filled and hope filled school atmosphere with learning being the focus. Emmaus is a place of warm and friendly welcome where the grounds and the classrooms are full of inquisitive, enthusiastic young people eager to listen, to share, and to learn. Students have had access to diverse learning opportunities including university courses, vocational programs, master classes, visiting guest speakers, state and national competitions.

Student voice, initiative and leadership have been nurtured and encouraged. The Student Representative Council and Leadership structures provide a forum for the students' voices to be heard. Students develop a sense of trust in each other, the college and the wider community through participating in activities, committees, assemblies and liturgical celebrations that are designed, organised and led by students.

Everyone in the Emmaus community is a partner in the educational process of our students and I thank staff, family and students for another very successful year.

School Profile

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 1273 Girls 622 Boys 651

Characteristics of the student body

Emmaus is a P-12, co-educational, ecumenical College with an enrolment of almost 1280 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 faiths. 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.

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 musical endeavours, Emmaus students are enthusiastic and committed to achieving high standards that are reflective of the effort and commitment displayed.

Our distinctive curriculum 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.

The Trade Skills Centre has provided an extension to the Hospitality kitchen in the form of a café and facilities providing opportunities for Certificates in Hospitality. This has greatly enhanced the offerings to students in this area.

Planning is also in place for exciting new pathways for Senior Years in Landscaping and Agriculture.

Extra curricula activities

Emmaus College offers a broad range of extra curricular activities. These include:

- Choir
- Stage Band, College Orchestra, Concert Band and String Ensemble
- Participation in SECA sport and local sporting Gala Days
- Representative school sport
- College Equestrian Team - Tournament of Minds

The College promotes participation in weekend sport and recognises achievement through the school newsletter and assemblies.

How Information and Communication Technologies are used to assist learning

Information Communication and Learning Technologies are a significant priority at Emmaus College. In a range of ways, ICLT's assist and enhance student learning outcomes through advances in curriculum delivery and significantly greater learning and assessment opportunities. The Vision for Learning is supported by the use of ICLT's. Specific focus was placed on incorporating ICT as a general capability in the implementation of ACARA curriculum documents. Teachers were engaged in professional learning opportunities to further develop their understanding of using technology to enhance learning.

In 2015, the college extended the 1:1 technology program to include iPads for students in Years 7-9 and laptops in Years 10-12. This expansion has greatly improved the access to technology for all students across the college. Additional laptops and iPads have also been incorporated into teaching and learning programs and now extends across the Early Years and Junior Years. Further development plans are in place to extend the 1:1 iPad program to include students in years 4-6. Substantial investment has also been made in wireless infrastructure in years 4-6 to support this extended iPad program. An upgrade of the core infrastructure was completed, supplying the entire campus with greatly expanded internet speed and bandwidth.

Planning for 2016 includes the introduction of a number of STEM ICLT technologies with students having access to an increased range of electronics, robotics, programming and problem-solving opportunities. Learning in Film, Television and New Media and Media Studies will also be implemented across years 7-12. This will afford student access to industry-level production and "live studio" facilities.

Social climate inclusive of pastoral care and our response to bullying

Emmaus College is committed to providing an environment in which students are able to develop to their full potential. The social climate of the school is founded on the belief that a school community works together in partnership 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 positive behaviour for learning and provides information about procedures for responding to behaviours of concern including bullying or harassment.

Parent, student and teacher satisfaction with the school

Throughout the year, parents, teachers and students are provided with a range of opportunities to give feedback with regard to 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 with regard to 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.

Parent involvement in their child's education

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
- Library assistance
- Excursion and camp parent volunteers
- Attendance at liturgies and Celebrations of Learning
- Attendance at school assemblies

Staff Profile

Workforce Composition	Teaching Staff	Non-teaching Staff
Headcounts	88	47
Full-time equivalents	85.40	33.16
Aboriginal and Torres Strait Islanders		0

Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff (teaching staff includes school leaders)
Doctorate	0
Masters	10
Post Graduate Diploma/Certificate	20
Bachelors Degree	58
Diploma/Certificate	0

Expenditure on and teacher participation in Professional Learning

The total funds expended on teacher professional learning in 2015 was \$ 142 000

The major professional development initiatives were as follows

Emmaus College prioritises professional learning for all staff. Some of the key priorities for learning in 2015 included:

- Ongoing implementation and review of The Australian Curriculum
- Supporting all learners to access learning
- Assessment and Reporting
- BCE Teaching and Learning Framework and Model of Pedagogy, College Vision for Learning
- Pastoral Care - Positive Behavior Support for Learning
- Literacy and Numeracy including data analysis sessions (PAT-M, PAT-R and NAPLAN data)
- Literacy monitoring tools
- Expected and Effective Practices to support the explicit teaching of literacy

School Income by Funding Source

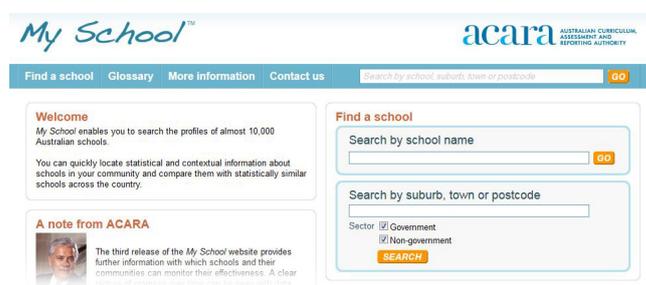
School income broken down by funding source is available via the My School website at <http://www.myschool.edu.au/>.

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 following:

'Find a school' text box.

Type in the name of the school you wish to view, and select '<GO>'. Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being given access to the school's My School entry web page.

School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school's entry web page.



Average staff attendance rate

The staff attendance rate was 95.99 % in 2015.

Proportion of staff retained from the previous school year

From the end of the 2014 school year, 85.0 % of staff were retained by the school for the 2015 year.

Key Student Outcomes

Whole School Attendance Rate	93.0	%
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Prep Attendance Rate	95.0	%	Year 7 Attendance Rate	93.0	%
Year 1 Attendance Rate	94.0	%	Year 8 Attendance Rate	94.0	%
Year 2 Attendance Rate	94.0	%	Year 9 Attendance Rate	92.0	%
Year 3 Attendance Rate	95.0	%	Year 10 Attendance Rate	91.0	%
Year 4 Attendance Rate	94.0	%	Year 11 Attendance Rate	94.0	%
Year 5 Attendance Rate	94.0	%	Year 12 Attendance Rate	93.0	%
Year 6 Attendance Rate	94.0	%			

Policy and practice to manage student attendance

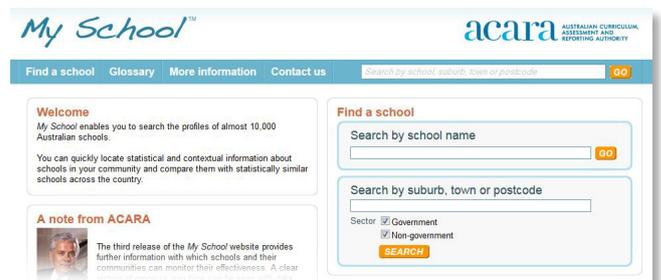
Emmaus College is committed to positive, proactive practices in the support of student behaviour, including supporting regular attendance at school. In partnership with parents and carers, staff at Emmaus College follow policy and guidelines in relation to student attendance. These guidelines are clear,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

- Provide clear communication to parents and carers detailing non-attendance procedures – use of absence phone line, student diary to notify staff of student absence
- Track and record attendance using eMinerva
- Use SMS messaging service to alert parents and carers of student non-attendance
- Identify absences quickly – class and pastoral care teachers are required to follow-up students who have unexplained absence
- Follow-up promptly through pastoral care leaders and other staff to support student attendance
- Document actions and communicate with parents ranging from informal to more formal contact

Student Achievement – NAPLAN for Years 3, 5, 7 and 9

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading writing, spelling, grammar and punctuation, and numeracy results for the relevant years.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the relevant years are available via the My School website at <http://www.myschool.edu.au/>.



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Attainment and Achievement – Year 12

Apparent retention rates Year 10 to Year 12

Year 12 student enrolment as a percentage of the Year 10 (2013) student cohort.

77.0 %

Outcomes for our Year 12 cohort of 2015

(Data are available to schools from the QSA secure website using your existing security code)

Number of students receiving a Senior Education Profile.	64
Number of students awarded a Queensland Certificate Individual Achievement.	0
Number of students receiving an Overall Position (OP).	34
Number of students who are completing or completed a school based Apprenticeship or Traineeship.	20
Number of students awarded one or more Vocational Educational Training qualifications.	60
Number of students awarded a Queensland Certificate of Education at the end of Year 12.	61
Number of students awarded an International Baccalaureate Diploma (IBD).	0
Percentage of OP/ IBD eligible students with OP 1-15 or an IBD.	61.8 %
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.	100.0 %
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving a tertiary offer.	88.0 %

Overall Position Bands (OP)

Number of students in each Band for OP 1 to 25

OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
5	5	11	13	0

Vocational Educational Training qualification (VET)

Number of students awarded certificates under the Australian Qualification Framework (AQF).

Certificate I	Certificate II	Certificate III or above
57	16	38

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2015 Year 12 post-school destinations survey, Next Step – Student Destination Report for the school were not available. Information about these post-school destinations of our students will be published in September when the information is made available to the school.