

**Emmaus College,
JIMBOOMBA**

Annual Report 2019

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



Contact information

| | |
|-----------------------|----------------------------------|
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Principal's foreword

The 2019 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.

School progress towards its goals in 2019

Throughout 2019, 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. The following SMART goals, aligned to the achievement of broader strategic goals, have been the driving focus for improvement in 2019.

| Goal | Progress |
|---|----------|
| By the end of 2019, we will develop our strategic plan for the school-wide implementation of RSE in 2020. An RSE implementation team will be established and all school staff will participate in a BCEO led RSE Orientation PD (Twilight). By the end of 2019, the school-based team will attend an RSE implementation team day. | Achieved |
| By the end of 2019, 80% of students in Years 3-10 will achieve 20-24 (out of 24) as per the writing monitoring with a particular focus on improving vocabulary and word groups/sentence structure and punctuation/text structure and organisation. This will be achieved through expected and effective practices and associated professional learning. | Achieved |
| By the end of 2019, the development of faith (our spiritual and religious formation theme for 2019) will be enhanced through a range of spiritual formation opportunities offered to staff, students and families. | Achieved |
| By the end of 2019, teachers will have prepared units incorporating the Deep Learnings of Religious Education and the reconceptualist approach for teaching Religion. | Achieved |
| By the end of 2019, all teachers will be incorporating the "Bump It Up" strategy and using relevant writing data to direct/target precise feedback for students. | Achieved |
| By the end of 2019, all staff will reflect on their current role and identify ways to progress their role to enhance the learning environment for all students through their professional development plan. | Achieved |

| Goal | Progress |
|---|--------------|
| By the end of 2019, strategies will be implemented to reduce energy consumption in relation to lighting and develop a plan for HVAC for implementation over 5-10 years. | Achieved |
| By the end of 2019, 80% of students have an attendance level of 90% or higher. | Not Achieved |

Future outlook

The explicit improvement agenda for 2020 will focus on gaining improvements in student learning outcomes and attendance. Through a focus on collaborative learning practices, staff will engage in a range of professional learning opportunities including sessions linked to writing and the teaching of mathematics. Attendance will be an area of priority as the College Attendance Policy and Procedure will be launched.

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 2019: Prep to 12

Student enrolments for this school:

| | Total | Girls | Boys | Aboriginal and Torres Strait Islander students |
|------|-------|-------|------|--|
| 2019 | 1403 | 732 | 671 | 16 |

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

Characteristics of the student body

Emmaus is a P-12, co-educational, ecumenical College with an enrolment of 1403 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 schooling, students learn to be persistent, hope-filled and interactive through learning that is inquiring, creating and reflecting.

Curriculum delivery

Approach to curriculum delivery

Excellence in Learning within a contemporary Christian community is our vision at Emmaus College. Through an age appropriate curriculum, that is aligned with the Australian Curriculum documents, teachers plan and implement a teaching program that is focused on students' learning.

Curriculum development is an on-going and teachers work in professional learning teams to consistently review and evaluate the effectiveness of learning and teaching.

At Emmaus -

- learning is focused on students
- the application of higher order thinking is emphasised
- effective use of technology is implemented cross the curriculum
- high expectations progress and maximise students learning
- learners develop a culture of enthusiasm
- learners are actively engaged to create knowledge and meaning

Curriculum at Emmaus allows students to be actively involved through learning that is inquiring, creating and reflecting, so that learners are persistent, interactive and hope-filled. Through a strong curriculum Emmaus College endeavours to develop empowered confident, creative, successful, active lifelong learners who enrich their lives, and the lives of their community, by equipping them with the skills, knowledge and capability for their journey in a globalized technological society in living the Gospel of Jesus Christ.

Co-curricular 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 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

Across all year levels and curriculum areas, information and communication technology are being used to further student learning and understanding. Within P-6, students utilise iPads and Laptops to assist with literacy through the creation of resources such as digital postcards and storybooks. Students also improve their understanding of sequential events through the programming of robotics such as Beebots and Micro:bits. This is further enhanced in upper primary where students utilise technology to understand the importance of sequencing while creating simple games in Scratch and Hopscotch. Additionally, students have recorded digital diaries and used green screens to explain and evaluate their understanding of topics studied.

Throughout 7-12, students are immersed in the use of information and communication technologies in many ways. For example, student understanding of music is deepened through the use of digital composition tools, enabling them to be able to hear compositions real-time. For both teaching staff and students, the many online tools available for sharing and collaboration, such as OneNote and Teams, are utilised to assist students to share ideas with one another, adding much needed peer tutoring which deepens students' understanding.

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.

BCE Listens Survey - Parent satisfaction

| Performance measure | |
|---|-------|
| Percentage of parents/carers who agree# that: | 2018 |
| This school helps my child to develop their relationship with God | 91.2% |
| My child is encouraged to participate in spiritual and religious activities and projects outside of the classroom | 87.8% |
| Religious Education at this school is comprehensive and engaging | 92.4% |
| I see school staff practising the values and beliefs of the school | 94.5% |
| This school looks for ways to improve | 87.7% |
| My child is making good progress at this school | 92.2% |
| This school is a safe place for my child | 91.0% |
| This school helps students respect the needs of others | 89.1% |
| Teachers and staff are caring and supportive | 98.2% |
| Teachers at this school expect my child to do their best | 95.2% |
| Teachers and staff relate to students as individuals | 94.8% |
| The teachers help my child to be responsible for their own learning | 95.1% |
| My child is motivated to learn at this school | 90.3% |
| I can talk to my child's teachers about my concerns | 92.5% |
| This school offers me opportunities to get involved in my child's education | 89.7% |
| My child's learning needs are being met at this school | 89.3% |
| I am happy with my decision to send my child to this school | 96.3% |

BCE Listens Survey - Student satisfaction

| Performance measure | |
|--|-------|
| Percentage of students who agree# that: | 2018 |
| My school encourages all students to participate in spiritual and religious activities and projects outside of the classroom | 81.6% |
| My school looks for ways to improve | 83.0% |
| Students at my school are encouraged to voice their concerns or complaints | 74.7% |
| Teachers recognise my efforts at school | 79.7% |
| I feel safe at school | 83.9% |
| My school helps me to respect the needs of others | 88.6% |
| I am happy to be at my school | 79.5% |

BCE Listens Survey - Staff satisfaction

| Performance measure | |
|--|--------|
| Percentage of staff who agree# that: | 2018 |
| This school helps me to develop my relationship with God | 87.4% |
| My school encourages all students to participate in spiritual and religious activities and projects outside of the classroom | 96.7% |
| Religious Education at this school is comprehensive and engaging | 90.0% |
| I see school staff practising the values and beliefs of this school | 91.1% |
| This school is well managed | 92.1% |
| My concerns are taken seriously by the school | 87.1% |
| This school is a safe place to work | 98.9% |
| This school has an inclusive culture | 94.3% |
| This school has a culture of striving for excellence | 95.5% |
| All my students know I have high expectations of them | 100.0% |
| I am proud to be a member of this school | 100.0% |
| Overall, I am happy with my decision to work at this school | 96.6% |

'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 assemblies

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.

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.

Environmental footprint

Reducing the school's environmental footprint

This is the first year of reporting on the school's electricity usage. Responsible energy usage supports the school's efforts towards a living response to Pope Francis' Encyclical Laudato Si' Care for our Common Home. In 2019 the College invested time in planning for the larger ERAMP Project rollout over the next 3 years with Stage 1 including the implementation and training of the Resource Advisor software platform to monitor the local characteristics of electrical usage.

The College also committed to replace the majority of the fluorescent and metal-halide lights at the College with LED alternatives. This was a 6 month project that included a details audit of all lighting across the site and cost benefit analysis of lighting replacements. Approximately 2,000 fittings were replaced.

| Environmental footprint indicators | |
|------------------------------------|-----------------|
| Years | Electricity kWh |
| 2019 | 532082 |

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 our 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 profile
NAPLAN
Attendance
Finances
VET in schools
Senior secondary
Schools 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 | 94 | 51 |
| Full-time Equivalent | 91.9 | 42.4 |

Qualifications of all teachers*

| Highest level of qualification | Number of classroom teachers and school leaders at the school |
|--------------------------------|---|
| Doctorate | 0 |
| Masters | 13 |
| Graduate diploma etc.** | 27 |
| Bachelor degree | 54 |
| Diploma | 0 |
| Certificate | 0 |

*Teaching staff includes School Leaders

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

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2019 were \$152,714.

The major professional development initiatives are as follows:

- Senior Schooling
- Literacy – approaches to teaching reading and writing
- Maths – problem solving approaches, developing thinking and reasoning Skills
- Religion – embedding an ecumenical perspective
- Student Wellbeing – a pastoral approach to learning

The proportion of the teaching staff involved in professional development activities during 2019 was 100%.

Staff attendance and retention

Average staff attendance

| Description | % |
|---|-------|
| Staff attendance for permanent and temporary staff and school leaders | 96.5% |

Proportion of staff retained from the previous school year.

From the end of the previous school year, 88% of staff was retained by the school for the entire 2019.

Performance of our students

Student attendance

| Description | % |
|---|-------|
| The overall attendance rate* for the students at this school | 90.5% |
| Attendance rate for Aboriginal and Torres Strait Islander students at this school | 92.3% |

Average attendance rate per year level

| | | | |
|------------------------|-------|-------------------------|-------|
| Prep attendance rate | 92.7% | Year 7 attendance rate | 91.4% |
| Year 1 attendance rate | 92.4% | Year 8 attendance rate | 89.5% |
| Year 2 attendance rate | 91.0% | Year 9 attendance rate | 90.1% |
| Year 3 attendance rate | 91.3% | Year 10 attendance rate | 86.5% |
| Year 4 attendance rate | 90.8% | Year 11 attendance rate | 89.9% |
| Year 5 attendance rate | 91.2% | Year 12 attendance rate | 89.0% |
| Year 6 attendance rate | 92.7% | | |

*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.

The overall student attendance rate in 2019 for all Brisbane Catholic Education schools across years Prep-6 was 91.9% and years 7-12 was 88.5%.

Apparent retention rate from Year 10 to Year 12

| Description | % |
|--|-------|
| Year 12 student enrolment as a percentage of the Year 10 (2017) student cohort | 92.3% |

The apparent retention rate for Year 10 to Year 12 = the number of full time students in Year 12 expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).

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.

- 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

- 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

Average NAPLAN results

| | Year 3 | | Year 5 | |
|-------------------------|--------|-----------|--------|-----------|
| | School | Australia | School | Australia |
| Reading | 434.9 | 432.3 | 514.3 | 506.0 |
| Writing | 442.7 | 423.1 | 468.3 | 473.9 |
| Spelling | 412.7 | 418.7 | 499.8 | 500.7 |
| Grammar and punctuation | 436.4 | 439.8 | 507.6 | 499.1 |
| Numeracy | 417.4 | 408.1 | 493.7 | 495.8 |

| | Year 7 | | Year 9 | |
|-------------------------|--------|-----------|--------|-----------|
| | School | Australia | School | Australia |
| Reading | 541.2 | 546.0 | 573.7 | 580.4 |
| Writing | 490.0 | 513.2 | 533.7 | 548.9 |
| Spelling | 536.7 | 545.6 | 579.0 | 582.3 |
| Grammar and punctuation | 535.4 | 541.7 | 567.8 | 573.2 |
| Numeracy | 540.6 | 554.1 | 579.3 | 592.0 |

Year 12 outcomes

| Description | 2019 |
|---|------|
| Number of students receiving a Senior Statement | 65 |
| Number of students awarded a Queensland Certificate of Individual Achievement. | 0 |
| Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12. | 64 |
| Number of students receiving an Overall Position (OP) | 35 |
| Number of students awarded one or more Vocational Educational Training (VET) qualifications (including SAT). | 46 |
| Number of students awarded a VET Certificate II or above. | 64 |
| Number of students who were completing/continuing a School-based Apprenticeship or Traineeship (SAT). | 18 |
| Number of students awarded an International Baccalaureate Diploma (IBD). | 0 |
| Percentage of OP/IBD eligible students with OP 1-15 or an IBD. | 80 |
| 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 |
| Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants received a tertiary offer. | 96.6 |

As at March 2019. The above values exclude VISA students.

Overall position bands (OP)

| Year | Number of students in each band for OP 1-25 | | | | |
|------|---|---------|----------|----------|----------|
| | OP 1-5 | OP 6-10 | OP 11-15 | OP 16-20 | OP 21-25 |
| 2019 | 6 | 9 | 7 | 11 | 2 |

As at March 2019. The above values exclude VISA students.

Vocational Educational Training qualification (VET)

| Year | Number of students awarded certificates under the Australian Qualification Framework (AQF) | | |
|------|--|----------------|--------------------------|
| | Certificate I | Certificate II | Certificate III or above |
| 2019 | 16 | 38 | 33 |

As at March 2019. The above values exclude VISA students.

Students have completed VET qualifications in the following areas:

- Cert 3 Hospitality (Hotel Reception)
- Cert 3 Hospitality
- Cert 3 Individual Support
- Cert 3 Early Childhood Education and Care
- Cert 3 Fitness
- Cert 3 Engineering (Technical)
- Cert 3 Information, Digital Media and Technology
- Cert 2 Animal Studies
- Cert 2 Electrotechnology
- Cert 3 Health Services Assistance
- Cert 2 Automotive
- Cert 2 Rail Infrastructure
- Cert 1 Construction

Student destinations

Post-school destination information

The results of the 2019 post-school destinations survey, Next Step – Student Destination Report (2019 Year 12 cohort), will be uploaded to the Brisbane Catholic Education’s website in September.

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.

The report will be available at: <http://www.bne.catholic.edu.au/schools-curriculum/school-reporting/Pages/School-Annual-Reports.aspx>.

Early leavers information

The destinations of 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.