



## SCHOOL PROFILE

School name Emmaus College

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Contact person Kevin Schwede - Principal

### Principal's foreword

A major focus for the College this year was to progress literacy development. With the realisation that so much learning capacity depends upon students' ability to read, write, analyse, infer and argue, all leaders, teachers and support staff have been immersed in this endeavour. I wish to commend the Learning Leaders this year for their innovative practices. Initiatives were taken to create integrated projects that provided more authentic learning experiences for students. Noticeable also, were thoughtfully planned units targeting problem-based learning and creative and critical thinking. The wellbeing of our students is paramount with an extensive Pastoral Care strategic plan supporting the young people in our care to be able to access the learning programs of the College. As partners in education, we will continue to journey with our families as we walk together, so that we may be able to achieve our vision of 'Excellence in learning within a contemporary Christian community'. The many activities offered to Emmaus students would not be possible without the generous and dedicated assistance the Parents and Friends' Committee. Highlights for the P&F in 2016 included Mothers' and Fathers' Day stalls, Christmas Carols, Easter Raffle, pie drives along with exceptional support for many College activities. I encourage all members of Emmaus College to reflect upon the journeys that many people in this community have made to create what we have today.

### 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: 1324 Girls: 661 Boys: 663

## Characteristics of the student body

Emmaus is a P-12, co-educational, ecumenical College with an enrolment of 1324 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 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.

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.

## 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.

## 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

Learning is not confined to the traditional subject curriculum. Emmaus students take the opportunity to embrace a wide range of co-curricular pursuits including camps, sport, visual and performing arts, debating, leadership programs and acts of social justice. This year's musical, 'Disney's Aladdin Jnr' was a resounding success. With 120 students and 25 staff involved, a combination of planning, rehearsals and performances all in subtle ways enhanced students' skills and provided that extra motivation to do one's best and to contribute to community.

Through participation in the sport program, student learning outcomes prioritise wellbeing, teamwork and communication skills, preparation and training for activity and how to win and lose with dignity. Teams that performed exceptionally well in SECA competitions included the Open Boys and Girls Touch teams and the Open boys 5 a side Touch team that were season premiers. The College also won the percentage trophies for SECA Cross Country and Athletics. Many students were selected in representative District and Regional teams.

## 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 2016.

## 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 - progress towards goals**

Ongoing cyclical review has contributed to improvement and development within the school. Throughout 2016, 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**

As strategic plans for the future are developed, all aspects of the College are considered to ensure that exceptional educational opportunities continue to be enhanced for all students. To maintain, and further advance the learning community that exists, the following priorities have been identified for targeted development:

- Literacy Project
- Agricultural Plot (extension to include animal husbandry)
- Religious Education Program (ongoing review of ecumenical document)

## STUDENT OUTCOMES

Whole school attendance rate	93.00 %
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Prep attendance rate	94.00 %	Year 7 attendance rate	94.00 %
Year 1 attendance rate	95.00 %	Year 8 attendance rate	93.00 %
Year 2 attendance rate	95.00 %	Year 9 attendance rate	91.00 %
Year 3 attendance rate	95.00 %	Year 10 attendance rate	91.00 %
Year 4 attendance rate	95.00 %	Year 11 attendance rate	93.00 %
Year 5 attendance rate	94.00 %	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	440.72	425.70	500.06	501.70
Writing	443.14	420.50	473.10	475.40
Spelling	432.71	420.10	496.78	492.90
Grammar & punctuation	455.46	436.30	505.76	505.00
Numeracy	406.76	402.20	489.31	492.90

	Year 7		Year 9	
	School	Aust.	School	Aust.
Reading	530.90	541.00	574.66	580.60
Writing	498.27	514.70	547.12	548.40
Spelling	534.26	542.90	560.28	580.30
Grammar & punctuation	518.08	540.20	562.76	570.30
Numeracy	524.27	549.50	575.71	588.80

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

Year 12 student enrolment as a percentage of the Year 10 (2014) student cohort	92.0 %
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### Outcomes for Year 12 cohort of 2016

Number of students receiving a Senior Education Profile	98
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	86
Number of students awarded one or more Vocational Educational Training (VET) qualifications	79
Number of students who are completing or completed a School-based Apprenticeship or Traineeship (SAT)	16
Number of students awarded an International Baccalaureate Diploma (IBD)	0
Number of students receiving an Overall Position (OP)	50
Percentage of OP/ IBD eligible students with OP 1-15 or an IBD	80.0 %
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	91.0 %
Percentage of Queensland Tertiary Admissions Centre applicants receiving a tertiary offer	98.0 %

### Overall Position (OP) bands

Number of students in each band for OP 1 to 15

OP 1-5	OP 6-10	OP 11-15
11	11	16

### Vocational Educational Training qualification (VET)

Number of students awarded certificates under the Australian Qualification Framework

Certificate I	Certificate II	Certificate III or higher
7	38	34

### Post-school destination information

At the time of publishing this School Annual Report, the results of the 2016 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	96	55
Full-time equivalents	94.40	34.22
Aboriginal and Torres Strait Islanders	0	

Highest level of attainment	Number of teaching staff (teaching staff includes school leaders)
Doctorate	1
Masters	14
Post Graduate Diploma/ Certificate	18
Bachelor Degree	62
Diploma/Certificate	1

### Expenditure on and participation in teacher professional learning

The total funds expended on teacher professional learning in 2016 was \$ 180 000

The major professional development initiatives were as follows

Professional Learning has primarily focused on improving teacher capacity in providing quality teaching and learning. Areas of priority include literacy, ongoing implementation of the Australian Curriculum, pedagogical approaches in each of the sub-schools and student wellbeing.

**Average staff attendance rate** The staff attendance rate was 96.36 % in 2016.

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

From the end of the 2015 school year, 94.3 % of staff were retained by the school for the 2016 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/>

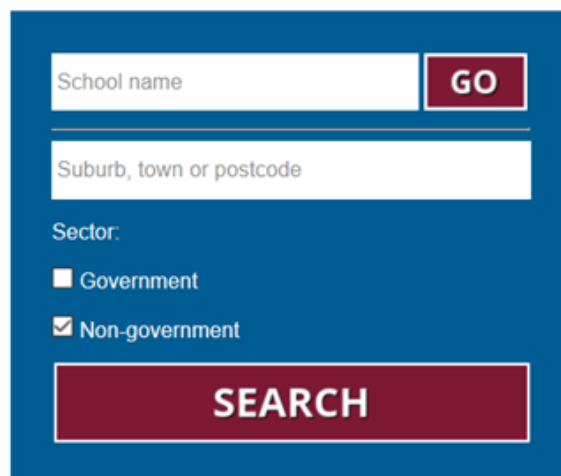
To access our school income details, click on the My School link above. You will then be taken to the My School website with the following:

'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.

### Find a school



The screenshot shows a search interface with a blue background. At the top, it says 'Find a school'. Below this, there are two input fields: 'School name' and 'Suburb, town or postcode'. To the right of the 'School name' field is a red button with the text 'GO'. Below the 'Suburb, town or postcode' field, there is a 'Sector:' label followed by two radio button options: 'Government' (which is unselected) and 'Non-government' (which is selected with a checkmark). At the bottom of the form is a large red button with the text 'SEARCH' in white capital letters.