



Emmaus
Jimboomba

College,

ANNUAL REPORT 2018

As a Catholic community of faith, Brisbane Catholic Education inspires students with a love of learning and a heart of hope, empowering them to shape and enrich our world.

Contact information

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Vision, Mission and Values

Vision

Excellence in learning within a contemporary Christian community.

Mission

Emmaus College is a school where partnerships operate in a Christian education community which is faith centred and welcoming and where those entrusted with the education of the students teach them how to join the discoveries of human wisdom with the truth of the Gospel, so that they will be able to develop a healthy spirituality and lead faith filled lives.

Values

Hope, Revelation, Care, Hospitality, Unity, New Life.

Principal's foreword

Introduction

The 2018 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, environmental footprint, school funding, workforce composition and student performance.

School progress towards its goals in 2018

Throughout 2018, 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 2018.

Strong Catholic identity

1. By the end of 2018, a summary of social justice activities in the school community will be compiled.
2. By the end of 2018, all staff and students will have completed induction and orientation processes that enhance and deepen their understanding of the ecumenical nature of the College - Knowing the Emmaus Story.
3. By the end of 2018, teachers will be aware of the Deep Learnings of Religious Education and the reconceptualist approach for teaching Religion.
4. By the end of 2018, all staff will understand and promote love as an expression of the College's ecumenical ethos.

Developing the Christian identity of the school has been enhanced through nurturing both the religious life of the school and the quality of religious education. Staff and students have been provided with a range of opportunities to further deepen their understanding of the Emmaus Story, embedded in the concepts of *journey* and *Walking with Christ*. One important response to understanding the Emmaus Story is the priority that the school gives to social justice activities. A draft summary of the broad range of activities has been compiled and highlights the complexity and breadth of events that enhance the community. Throughout 2018, the theme of love further enriched all of these activities and underpinned the understanding of relationship and learning.

Excellent learning and teaching

1. By the end of 2018, the school attendance rate will be above 91.5%.
2. By the end of 2018, teachers will have used expected and effective practices to plan for and respond to student learning outcomes to meet and/or improve literacy targets.
3. By the end of 2018, teachers will make strong connections between learning intentions (that begin with a challenging cognitive verb), success criteria and feedback to deepen student learning.
4. By the end of 2018, planning for implementation of the Senior Syllabus will be evidenced by teacher planning documents P-12.

Excellent learning and teaching has been evident throughout 2018. Clarity of learning intentions, with the inclusion of a challenging cognitive verb coupled with co-constructed success criteria, has improved the ability of students to better articulate their learning. Teachers have consistently used this strategy in the classroom and focused on providing feedback that will deepen and enhance student learning outcomes.

The majority of teachers have also incorporated the expected and effective practices into curriculum planning. With a specific focus on the literacy practices as they apply to improving student writing practices, teachers have collaborated to ensure that literacy practices are embedded across a broad range of subject areas. Data indicates improvement in the percentage of students achieving the target in the BCE monitoring tool. Staff professional development and collaboration has been the impetus for

improved classroom practice. Strong leadership and collaboration has also been the driver for significant planning linked to the implementation of the new QCAA Senior Syllabus in 2019. Staff are very well prepared and curriculum planning documents are well advanced.

Attendance continues to be an area for focused improvement. The student attendance rate in 2018 was 89.8%.

Building a sustainable future

1. By the end of 2018, all staff will reflect on their current role and identify ways to progress their role to enhance the learning environment for all students.
2. By the end of 2018, Emmaus will have explored available strategies to align the College with the principles of Laudato Si.

Professional growth is prioritised for all staff at Emmaus College. Through professional conversations, professional learning plans and a breadth of development opportunities, the capacity of all is systematically planned for and supported.

The principles of Laudato Si have been explored in relation to a sustainable plan for energy use across the campus. Initial consultation has taken place and a report has been furnished with regard to data that references energy consumption, types of lighting and initial insights into the potential of HVAC systems.

Future outlook

The explicit improvement agenda for 2019 will focus on gaining improvements in student learning outcomes (BCE Literacy Monitoring Tools) and the student attendance level.

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 2018: Prep to 12

Student enrolments for this school:

	Total	Girls	Boys	Indigenous
2018	1380	718	662	22

Student counts are based on the Census (August) enrolment collection.
DW = Data withheld to ensure confidentiality.

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 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, preparation 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 to assist with literacy through the creation of resources such as digital postcards and storybooks. Students in upper primary utilise technology to understand the importance of sequencing while creating simple games in Scratch. Additionally, students have recorded digital diaries explaining and evaluating their understanding of topics studied.

Throughout 7-12, students are immersed in the use of information and communication technologies in many ways. Students' understanding of music is deepened through the use of digital composition tools, enabling them to be able to hear compositions real-time. With the advent of 3D printing, student regular design solutions digitally then print them to determine the feasibility of the product. 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 %
The school is well managed	88.6 %
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
At my school, I can express my beliefs	73.4 %
My school encourages all students to participate in spiritual and religious activities and projects outside of the classroom	81.6 %
I see school staff practising the values and beliefs of my school	73.0 %
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	89.5 %

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 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

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.

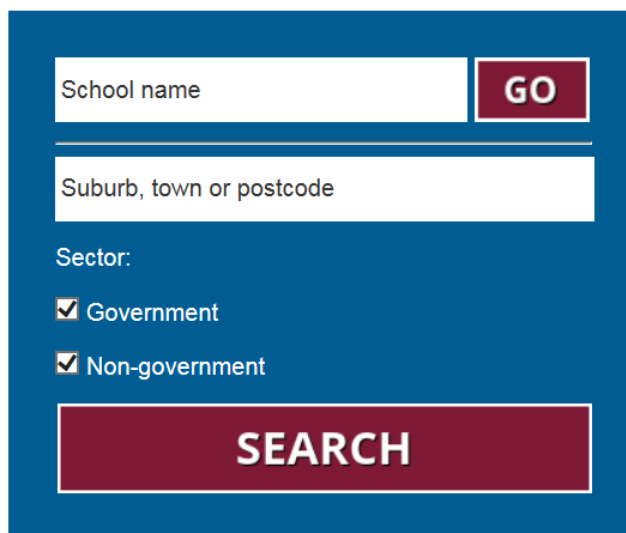
School funding

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 at <http://www.myschool.edu.au/>.

To access our 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.

Find a school



The image shows a search form titled "Find a school" with a blue background. It contains the following elements:

- A text input field labeled "School name" with a red "GO" button to its right.
- A text input field labeled "Suburb, town or postcode".
- A "Sector:" label followed by two checked checkboxes: "Government" and "Non-government".
- A large red button with the word "SEARCH" in white capital letters.

Where it says '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Our staff profile

Workforce composition

Staff composition

2018 WORKFORCE COMPOSITION		
Description	Teaching Staff	Non-Teaching Staff
Headcounts	97	46
Full-time Equivalents	91.9	38.1

Qualification of all teachers

TEACHER QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	8
Graduate Diploma etc.**	21
Bachelor degree	68
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 2018 were \$264 000

The major professional development initiatives are as follows:

- Senior Schooling
- Literacy – expected and effective practices
- Ecumenical perspectives across the RE curriculum

Staff attendance and retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)	
Description	2018
Staff attendance for permanent and temporary staff and school leaders.	96.6 %

Proportion of staff retained from the previous school year.

From the end of the previous school year, **91%** of staff was retained by the school for the entire 2018.

Performance of our students

Student attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2018	
Description	2018
The overall attendance rate* for the students at this school (shown as a percentage).	89.9 %

*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 2018 for all Brisbane Catholic Education schools across years Prep-6 was 92.0 % and years 7-12 was 88.4 %.

AVERAGE STUDENT ATTENDANCE RATE (%) FOR EACH YEAR LEVEL							
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
2018	90.2 %	90.7 %	90.7 %	89.9 %	91.2 %	91.4 %	90.4 %
Year Level	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	
2018	90.7 %	90.1 %	87.4 %	88.0 %	89.0 %	88.6 %	

*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. 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.

DW = Data withheld to ensure confidentiality.

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	454.6	433.8	521.2	509.0
Writing	425.0	407.2	484.0	464.6
Spelling	411.9	417.8	513.0	502.5
Grammar & Punctuation	442.2	431.7	517.7	503.6
Numeracy	414.5	407.7	487.2	494.2

	Year 7		Year 9	
	School	Australia	School	Australia
Reading	536.4	541.5	568.6	583.8
Writing	494.3	505.3	511.2	542.3
Spelling	536.4	545.2	566.7	583.3
Grammar & Punctuation	533.6	543.9	564.7	580.1
Numeracy	536.9	548.2	575.5	595.6

Year 12 outcomes

OUTCOMES FOR YEAR 12 COHORTS	
Description	2018
Number of students receiving a Senior Statement	104
Number of students awarded a Queensland Certificate of Individual Achievement.	0
Number of students receiving an Overall Position (OP)	55
Percentage of Indigenous students receiving an Overall Position (OP)	50%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	31
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	67
Number of students awarded an Australian Qualification Framework Certificate II or above.	84
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	101
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	100%
Number of students awarded an International Baccalaureate Diploma (IBD).	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	76.4%
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.	97.1%

OUTCOMES FOR YEAR 12 COHORTS

Description	2018
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	87.8%

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

OVERALL POSITION BANDS (OP)

Number of students in each band for OP 1 – 25					
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2018	9	16	17	12	1

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

VOCATIONAL EDUCATIONAL TRAINING QUALIFICATION (VET)

Number of students awarded certificates under the Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2018	28	49	33

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

Most common VET qualifications are in Hospitality and Sport and Recreation. Many students complete certificates in automotive, electrical, and IDMT (information, digital media and technology). Childcare, health, and beauty also have significant numbers.

Apparent retention rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12

Description	2018
Year 12 student enrolment as a percentage of the Year 10 student cohort.	86.4 %

* The Years 10 to 12 Apparent Retention Rate is defined as the number of full-time students in Year 12 in any given year expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).

Student destinations

Post-school destination information

The results of the 2018 post-school destinations survey, Next Step – Student Destination Report (2018 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 eg Mechanical Engineering and Childcare. 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.