Report to Parents on 2012 Year 12 Academic Results.

This report is intended to give parents a brief summary of the key elements of our Year 12 results for Emmanuel College. The State Government will be releasing comparative data on schools' performance in the near future. We believe it is important to give comprehensive feedback to parents on how our students have performed. Schools are complex organisations and it is necessary to look at a range of factors in deciding on how well they are performing. Before trying to compare schools results the following factors need to be taken into consideration:

a) Whether the cohort was academically strong or weak;
b) Whether a school has scaled the results so as to produce more OP-1s, at the expense of success of other students (we do not ever attempt to do this);
c) The achievement of the broad range of students, as opposed to the "stars";
d) The numbers of students on academic scholarships who may have artificially inflated a school's numbers of high achievers;
e) The particular strengths of a school in regards to educational achievements which are not easily measured by academic results, e.g. character development, values, happiness and emotional well-being, sport or performing arts.

With all of these limitations in mind, I am sure parents will be impressed with the performance of our 2012 Year 12 students, when you've read the following.

1. In the QCS (Queensland Core Skills Test) how did our students perform compared to other schools?

Success in this test is critical as it is used to scale school results. Our students achieved a Mean Score in the QCS which was **8.8% above the State mean**. In the previous five years we averaged 5.3% above the State mean, so the 2012 cohort did very well.

2. How did our students compare with the rest of the State in their OP's?

OP Range	Whole of State	Emmanuel College
1	2%	**1%**
1 – 5	19%	**27%**
1 – 10	48%	**68%**
1 -15	78%	**96%**

The above table shows that Emmanuel students achieved very pleasing results compared to the rest of the state which includes many highly selective independent schools. We attribute this to a combination of good teaching from dedicated staff and a studious school environment in which all students are expected to give their best.

In 2012 only one student received an OP-1 but the OP 1-5, 1-10 and 1-15 results were excellent. The OP 1's will fluctuate from year to year depending on the cohort. Analysis of the 1-5, 1-10 and 1-15 range from year to year gives a much better picture of how the students in a particular school have performed. The State Government releases the OP 1-15 figures for all schools and **we expect to be very close to the top of all Gold Coast schools if not top.**

3. What about the non OP students?

Approximately 20% of our students took a non OP pathway. For less academically focused students, this is often an excellent decision to make. A significant number of these had taken up school based apprenticeships and thus moved directly into employment and further training. A significant number also chose to do an OP Ranking and gained direct entry to TAFE and some to other Tertiary Institutions. An OP Ranking is a good option for students who are not suited to a

highly academic course in year 10-12 as it is determined by their results in all subjects (both OP and non OP) and any other vocational studies they may have undertaken

4. ***We heard a great deal in the press about another nearby school that had a very large number of OP-1s and which was claiming to have had the best results of any Gold Coast school ever. How did Emmanuel compare?***

Yes, those reports were interesting. Picking one element of OP statistics can be very misleading. As we said above, the number of OP-1s is often a reflection of the finances devoted to a scholarship program rather than overall quality or depth of school performance.

The same reports in the press indicated the numbers of students in the two critical categories of 1-10 and 1-15. We have always used these as our key markers. The number of OP-1s will change from year to year depending on the cohort and on high-performing individuals, and on how many children have been brought in via financial inducements. We monitor closely the broad ranges as they are less susceptible to one-off swings or to artificial enhancements. The table below shows the comparison between Emmanuel College and the school which boasted an unusual number of OP-1s.

OP Category	Other school	Emmanuel College
1-10	66%	**68%**
1-15	90%	**96%**

When you look at this table, it can be seen that students at Emmanuel achieved a much greater depth of performance across the whole group. It reflects what we have always said about our school. We do not have a large scholarship program because we try to maintain fees at a moderate level and we do not believe in making less able children pay more for an education while brighter children get a subsidised education at their expense. There is a deep social justice issue at work here.

It also shows that **the great majority of students at Emmanuel can expect to get the best result they could possibly get if they work hard because the whole group is likely to do very well.**