



EMMAUS COLLEGE
ROCKHAMPTON

Emmaus College Rockhampton

2016 Annual School Report



Catholic Education
Diocese of Rockhampton

The School's story

System:

Catholic Education Diocese of Rockhampton

Principal:

Eamon Hannan

Address:

PO Box 5799

Red Hill

Rockhampton Qld 4701

Total enrolments:

1310

Year levels offered:

Years 7–12

Type of School:

Co-educational

Curriculum Offerings

Distinctive Curriculum Offerings

Emmaus College is a Catholic Co-Educational Secondary College. While Catholic faith and Christian ideals have an integral part in college operation, enrolment is open to all who seek the values of the college. A separate senior campus provides an engaging environment for the final years of schooling while a middle school campus caters for the transition into high school and preparation for senior. The Senior curriculum promotes courses for university entrance or entrance to the workforce.

Extra Curricula Activities

Musical Production: This is a major community event for Emmaus each year with a large number of students, staff and parents participating. Emmaus musical productions enjoy an excellent reputation.

Sport: A very large array of sports is offered to students with Emmaus enjoying considerable success in the various competitions.

String Ensemble: (violin, cello, bass, and viola). Plays at various school events and the local eisteddfod.

Concert Band: (flute, clarinet, trumpet, trombone, saxophone, percussion). The band plays at various school events and the local eisteddfod.

Concert Orchestra: A combined group taking in all three ensembles for a variety of performances.

Instrumental Music Program: A comprehensive Instrumental Music Program is offered by the school and co-ordinated by school personnel. The Emmaus College choir competes in the local eisteddfod and performs at special events.

Academic Quiz Teams: Students represent Emmaus in a wide variety of academic quiz teams throughout the year (Maths, Science, Legal Debate, General Knowledge). Students from years 7 to 12 are also involved in the Duke of Edinburgh Awards program.

Voluntary Camps: In addition to Retreat days, voluntary camps/retreats are offered in year 10, 11 and 12.

Community Service: All students are encouraged to undertake community service activities each year, with a wide variety of opportunities advertised, including door-knock appeals, Clean Up Australia and St. Vinnies. Often students themselves initiate activities to support charities and engage in programs such as the Cooking for Cohesion program.

Debating and Public Speaking: Junior and Senior teams compete in Interschool competitions. Students compete in the Rostrum Voice of Youth Public Speaking competition.

Year 8 Outdoor Camp: All year 8 students participate in a three day outdoor camp.

Clubs: Various clubs support interest groups for example -: Writers group; Chess; Eco Group; Book club.

Social Climate

The college has a fundamental belief in the promotion of a Catholic spiritual and religious ethos. This is achieved through staff formation, life-giving relationships and formal Religious Education. The Responsible Thinking Process is designed to foster the highest levels of respect for all people and to allow individuals to develop a sense of respect for themselves. A retreat program runs in all year levels, providing students with the opportunity for personal and communal prayer and reflection. Both the Middle and Senior campuses have a Director of Campus. Pastoral care structures and programs have a high priority at the college. All year levels have a Head of Year whose role is to oversee the Pastoral needs of the students and implement programs relevant to the age group. Supporting them are Heads of Academic Performance and Heads of Spirituality and Community Service. Counselling services are provided by the college with professional counsellors on staff, as well as, a Careers and Workplace Learning Co-ordinator and Indigenous Education Liaison Officer. A Campus Minister exists to provide a spiritual support base for students and staff. Emmaus College aims to affirm the dignity and self-worth of every member of the college.

Cyber Safety and Anti-Bullying Strategies

Our college has implemented Diocesan policies on Acceptable Use Agreements for students and staff. The college regularly communicates to parents and the college community about cyber safety issues. We also have appropriate policies in place to deal with the misuse of mobile phones and other electronic devices. Our college has a number of social/emotional learning programs in place to assist students in guarding against bullying at school and within cyberspace. The College has developed a Stand Up Program which educates students about how to deal with bullying. There is a clearly defined process to investigate cases of bullying and to determine the possible consequences for such behaviours. Information is provided to all members of the community about what to do if bullying occurs.

Strategies used for involving parents in their child's education

The P & F Association is the peak parent body with meetings held each month, with the association having elected parent executive members. The College Board is a small group consisting primarily of parent members which provides policy advice. The board meets monthly. Parent/Teacher interviews are scheduled twice per year, but parents are welcome to arrange interviews at any time with members of staff. Use of email between parents and teachers further enables frequent contact. Parental assistance in co-curricular activities, such as sport and cultural events, as well as in the tuckshop, is appreciated by students and staff. A number of parents registered for 'Just one thing' – a campaign to encourage parents to be involved in the life of the school.

Reducing the school's environmental footprint

On the Main Street campus, there is a 20.5kw/day solar array, 4 x 10,000L water tanks and 1 x 3,000L water tank. On the Yaamba Road campus, there is a 20.5kw/day solar array and 2 x 10,000L water tanks. Water from the tanks is used for irrigation and cleaning of school vehicles. Energy efficiency has been considered in the construction of new buildings, with energy saving lights and water saving shower heads in change rooms. There has been a reduction of power usage in our IT Server room through the purchase of more energy efficient servers and the enablement of software driven power profiling.

Characteristics of the Student Body

At Emmaus College, the majority of students who commence their secondary schooling in Year 7 finish in Year 12 at Emmaus. The majority of the enrolments into Year 7 came from the primary schools on the north side of Rockhampton, but there are also enrolments from the Capricorn Coast, areas north of Rockhampton and primary schools on the south side of Rockhampton. 9.08% of our student body identify as either Aboriginal or Torres Strait Islander. Key events such as NAIDOC, Sorry Day and Harmony Week are celebrated within the college. 3.43% of our students have been born overseas or use English as a second language. Students of non Christian faiths, for example Islam, are offered prayer spaces should they wish to use these.

Staffing Information

Emmaus College employs 167 staff. This total includes 101 teachers and 66 auxiliary staff. 70.05% of employees are employed full-time while 29.0% of employees are employed part-time. There are 4 Indigenous staff members.

Qualifications of all teachers

Qualification – highest level of attainment	Percentage of staff with this Qualification
Doctoral / Post-doctoral	
Masters	9 %
Bachelor Degree	86 %
Diploma	5 %
Certificate	

Expenditure on and teacher participation in professional development

- (i) **TOTAL FUNDS** expended on teacher professional development according to Australian Government Quality Teacher Program reporting requirements.

\$360,400

(ii) MAJOR PROFESSIONAL DEVELOPMENT INITIATIVES

Staff are involved in training in three significant areas. 1. Spiritual: All staff attended the Bishop's Inservice workshop and an inservice day on Catholic Identity. 2. Pastoral: All staff had training in Student Protection and teachers undertook training in the Responsible Thinking Process as part of the behaviour management program. 3. Academic: Teachers had inservice on the Art and Science of Teaching; data use, literacy training; differentiated learning, senior schooling changes (QCAA) and the usage of IT to support learning.

(iii) The percentage of the **TEACHING STAFF INVOLVED IN PROFESSIONAL DEVELOPMENT**

100 %

Average staff attendance

Average staff attendance for the school year, based on unplanned absences of sick and emergency leave for periods of up to 5 days.

95.92 %

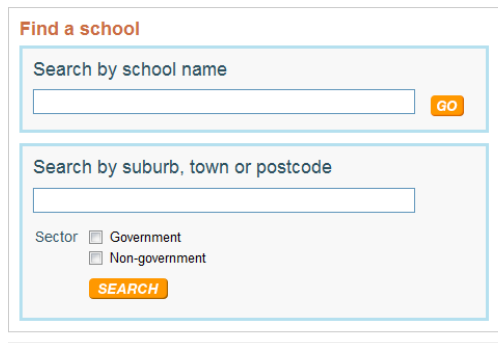
Percentage of teaching staff retained from the previous school year

87.88 %

School Income

School income broken down by funding source is available via the My School website at www.myschool.edu.au.

(The School information below is available on the My School web site).



Find a school

Search by school name
 GO

Search by suburb, town or postcode

Sector Government
 Non-government

SEARCH

National Assessment Program – Literacy and Numeracy Results

Our reading, writing, spelling, grammar and punctuation, and numeracy results for Year 9 are available via the My School website at www.myschool.edu.au.

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Key Student Outcomes

Emmaus College is a two campus school, with a middle school campus and senior school campus. With this structure, we feel that we are better able to meet the individual learning needs of students at different stages of their schooling. Enrolment at Emmaus College is open to all who seek the values of the college, and our students are drawn from a wide range of backgrounds. There is preparation for the NAPLAN test in terms of literacy, numeracy and test preparation. There is a growing emphasis on testing students on entry to school and at different points during the middle years. Along with NAPLAN results, this data is used to monitor students' academic progress, and where required, specific programs to address needs have been implemented. For our learning support students, special programs are devised to ensure they are able engage appropriately with the curriculum. Students undertake specific preparation for the QCS test in year 12. Students' progress to achieving a QCE/QCIA is monitored closely.

Average student attendance rate (%)

88 %

Describe how non-attendance is managed by the school

Parents are encouraged to contact the school on the day that a student is absent. If students are absent without notification, a text message is sent to the parents on that day. If there is a pattern of nonattendance developing, a letter is sent to parents, listing the dates of unexplained absence. Heads of Year also make contact with parents, through personal contact or interview. When the non-attendance pattern is likely to cause a disruption to the student's learning, intervention is put in place through the Directors of Campus, Heads of Year, school's counsellors and Head of Academic Performance.

Retention Rates – SECONDARY COLLEGES ONLY

Apparent Retention Rate

Year 10 to 12 Apparent Retention Rate

90.6 %

Year 12 Outcomes

Outcomes for our Year 12 cohort of 2016	(Data are available to schools from the QSA secure website using your existing security code)
Number of students awarded a Senior Statement	217
Number of students awarded a Queensland Certificate Individual Achievement (QCIA)	1
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	184
Number of students awarded one or more Vocational Education and Training (VET) qualifications.	70
Number of students who are completing a School-based apprenticeship or Traineeship (SAT)	9
Number of students receiving an Overall Position (OP)	134
Percentage of OP eligible students with an OP 1-15	35.07
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE or VET qualification.	87%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving a tertiary offer.	94%

Value Added

The story of distance travelled

The focus on improving teaching and learning has been maintained with advancements made in the implementation by teachers of the learnings and teaching strategies from the Art and Science of Teaching. Further work has been done on student interventions - behavioural, academic, study pathways and social development. There is a whole school approach to literacy education with a variety of programs in place to accommodate the various reading levels of students. The school has reviewed the nature in which we make use of data to enhance our decision making regarding individual students. There has been emphasis on the importance of pathways in senior education, with students accessing school-based apprenticeships and certificate courses.

The story of where you are going

To continue to maintain the focus on quality teaching and learning by providing further professional development on the Art and Science of Teaching for all teachers. Continue programs aimed at developing literacy and numeracy skills of students as required. More effectively use data to assist student development, teacher planning and whole school approaches. To ensure that all staff have a full understanding of the principles that underpin the Responsible Thinking Process. To fully prepare for state wide changes to senior schooling in 2019 / 2020. To widely promote the Vision and Mission statements to all members of the Emmaus community. To review Senior and Middle curriculum ensuring optimal learning and pathways are available to every student in the various system of training, OP /ATAR.

Strategies planned for the future include those that address the specific strengths and weaknesses of pedagogy that may have been identified through the whole teaching staff engagement with the Educator Impact Program. Professional development opportunities have begun and will continue with the emphasis on quality feedback from colleagues, students and self that translate into quality teaching and learnings. The college also intends to investigate timetable changes that will cater for literacy and numeracy programs that provide for our changing cohort of students from a variety of feeder schools. We intend to continue our professional development in regards to data where we review the nature of the data collected and stream line the process to allow for better collocation of data to more specifically inform teachers in their planning and implementation of targeted programs. Finally, an increase in the number of teachers involved in inclusive curriculum is planned for the future.

Parent, Teacher and Student Satisfaction

Many teachers make comments about the inviting atmosphere of the school environment, as well as the support they receive from the leadership team and their colleagues. Student representative council meetings usually focus on future events and Social Justice and outreach activities rather than concerns about the functioning of the school. Each year parents are strongly encouraged to communicate with the school about matters relating to their children's education and to speak to staff regarding concerns. This is effective, as parental concerns are almost always, promptly and satisfactorily resolved. P&F and Board meetings are conducted in a friendly and collaborative environment with very little, if any, tension apparent.