



# Emmaus College Rockhampton

## 2020 Annual School Report



**Catholic Education**  
Diocese of Rockhampton

## **Emmaus College, Rockhampton**

Catholic Education Diocese of Rockhampton

### **Principal**

Mr Eamon Hannan

### **Address**

185 Main Street  
North Rockhampton QLD 4701

### **Total enrolments**

1304

### **Year levels offered**

7-12

### **Type of School:**

Co-educational

## **School Overview**

**Emmaus College**, North Rockhampton, is a co-educational systemic Catholic secondary college administered by Rockhampton Diocesan Catholic Education. We are a two campus college of 1300 students, with Years 7-9 based on the Yaamba Road campus and Year 10 to 12 students on the Main Street campus.

Emmaus College was founded in 1993 with the amalgamation of Emmaus Senior College and Marian-St Stanislaus College. The college pays tribute to the Christian Brothers and Josephite Sisters acknowledging these orders founders Edmund Rice and St Mary MacKillop as patrons of two of its houses. The third house in the college is named for Caroline Chisholm “the emigrant’s friend”.

Emmaus College’s charism is based on its foundational story the well-known Journey to Emmaus story from the Gospel of Luke. The theme of “journey” is embraced by the college and is a metaphor for portraying the growth that all people experience in developing their spirituality, intellect, physical capabilities and wisdom.

The college’s Mission is threefold: Religious/Spiritual, Educational and Pastoral. At Emmaus College, we endeavour in all aspects of curriculum to present our students with a consistent and coherent view of life: a view that sees religion and spirituality as an integral part of life. Opportunities for the faith development of our students and staff are offered through activities such as retreats, social justice workshops and camps. The college has close links through our Pastor with Holy Family Parish where there are regular youth masses and a youth group.

Care and support for students is a responsibility shared by all at Emmaus College. It is expressed through the development of right relationships and the provision of positive learning experiences which acknowledge the gifts and respond to the needs of others. As a community of learners, the college offers a broad curriculum catering for tertiary education bound students and those interested in vocational education.

Through a wide variety of enriching learning experiences, each student is encouraged to reach their full potential. A strong learning support program is provided. The co-curricular programme is extensive with many sporting, academic, service and cultural activities being offered. Of particular note is the highly regarded annual Musical production which attracts a very significant involvement from students, staff members, parents and members of the wider community.

The college also has first class sporting facilities, four ovals, a swimming pool, three undercover basketball/netball courts, a futsal court, multipurpose hall and gymnasium. We encourage all students to be involved in co-curricular activities as they provide excellent opportunities for students to develop confidence, make friendships, learn new skills and experience success.

Parental involvement is sought through a variety of ways and is most appreciated. Parents are actively involved in college life through our monthly meetings of our Parents and Friends Committee where members of faculty regularly give input to the meeting and our College Board which also includes senior students. Communication with our families is through our college app and through TASS Parent Lounge and Student Café which enables our families to closely support their students and engage with the college. Regular meetings with families and faculty are held throughout the year – a welcome BBQ in February and two Parent Teacher evenings are held: one in Term 2 and one in Term 3.

The college has extensive partnerships with the five Catholic primary schools of North Rockhampton and Yeppoon through the delivery of a comprehensive counselling service. The college, in partnership with The Cathedral College, engages the six Rockhampton Catholic primary schools in a combined Catholic schools instrumental music program. The college has extensive partnerships with CQU and local employers enabling work placements, work experiences and other opportunities for our students.

The student population is drawn primarily from the North Rockhampton geographical area; however, numbers of students also come from more distant homes.

The college is fortunate to have very good facilities as a result of an extensive building program and major refurbishments on both campuses.

The college laptop program ensures all students have access to the very best IT resources.

More information on our school can be accessed from [myschool.edu.au](http://myschool.edu.au)

## **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 (Years 10 – 12) provides an engaging environment for the final years of schooling and offers students a wide range of subjects. The Senior curriculum promotes courses for university entrance as well as entrance to the workforce. The Middle school campus (Years 7 – 9) caters for the transition into high school and offers a broad curriculum with some ability to specialize in elective choices in year 8 and year 9.



## Extra Curricula Activities

Emmaus College offers students an extensive range of co-curricular activities to be involved in. The Emmaus College Annual Musical Production is a major community event for Emmaus each year with a large number of students, staff and parents participating. Running now for over thirty years, Emmaus musical productions enjoy an excellent reputation. Within the music program, students may be a member of the following Ensembles: String Ensemble, Concert band, Concert Orchestra, Emmaus College Choir. These ensembles play at various school events and compete in the local eisteddfod. In Partnership with The Cathedral College, Emmaus offers a comprehensive Instrumental Music program to students, as well as the six Catholic primary schools in Rockhampton. This program is coordinated by school personnel.

There is a large array of sports on offer for students including netball, basketball, rugby league, rugby union, football, futsal, rowing, water polo, touch football, athletics and volleyball. Emmaus enters teams in the local inter-school competitions as well as travelling to compete in state competitions. All students are encouraged to undertake community service activities each year, with a wide variety of opportunities advertised.

Interact and St. Vinnies groups operate and make a positive contribution to the community. Often students themselves initiate activities to support charities and engage in programs such as the Cooking for Cohesion program and the Vinnies Sleep Out. Students are also involved in the Duke of Edinburgh Awards program. In addition to Retreat days, voluntary camps/retreats are offered in years 10, 11 and 12. All year 8 students participate in a three-day outdoor camp.

Students represent Emmaus in a wide variety of academic quiz teams throughout the year, as well as Debating and Public Speaking competitions. Students compete in the Rostrum Voice of Youth Public Speaking competition.

Various clubs support interest groups for students, including Writers group, Japanese, Chess and Coding. The Connecting Cultures Committee was formed to improve and establish Indigenous traditions held at Emmaus. The Climate Sustainability Committee was developed with the aim of informing and subsequently improving the impact that the school community has on the environment.

## How Information and Communication Technologies are used to assist learning

Emmaus College operates a one-to-one laptop program, with students being provided with a laptop and relevant software in year 7 and replaced in yr 10. Teachers are also provided with a laptop, which is replaced every three years. All laptops have access to both the office suite and adobe creative cloud suite. Staff and students in particular subject areas are provided with subject specific software. Repairs to the laptops are done inhouse. Teachers use Lanschool for monitoring student laptop use during a lesson. Every classroom has an interactive touch screen flat panel. Wireless presentation is possible through Vivi. Every classroom has a wireless access point to allow network access. On site, students and staff are provided with fast and reliable internet, which allows them to access subject specific web-based programs and websites.

## Social Climate

### Strategies to Promote a Positive Culture

Emmaus College has a fundamental belief in the promotion of a Catholic spiritual and religious ethos and aims to affirm the dignity of every member of the College. This is achieved through staff formation, life-giving relationships and formal Religious Education. Emmaus College has a strong partnership with the Holy Family Parish, holding a youth mass there each month. Whole school masses are held for significant events and in addition there is a small weekly mass at the college. Prayer is an important part of daily life at Emmaus College, with sacred prayer spaces in each classroom. 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. 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.

## Cyber Safety and Anti-Bullying Strategies

Our college has implemented Diocesan policies on Acceptable Use Agreements for students and staff. The college communicates to parents and the college community about cyber safety issues. We also have appropriate procedures 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, and strongly supports the National Day of Action Against Bullying & Violence each year. 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 for involving parents in their child's education

The P & F Association is the peak parent body with elected parent executive members and holding monthly meetings. 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. The College App and Parent Lounge assists parents/carers to engage in their student's learning. Parents assist in a number of co-curricular activities including sport coaching, managing sporting teams and providing assistance with the annual musical production. This assistance is appreciated by students and staff.

## Reducing the school's environmental footprint

Nearly 95% of the college's power needs are supplied by solar panels which have been installed on most buildings on both sites. On the Main Street campus, a 270kW Solar PV array with 210kWh Battery storage is operational, while on the Yaamba Road campus, a 380kW Solar PV array and 630kWh Battery storage is operational. During school holidays, power is sent back to the grid. Energy efficient LED lights and water saving shower heads are used throughout all buildings. The Main St Campus has 4 x 10,000L water tanks and 1 x 3,000L water tank. The Yaamba Rd Campus has 2 x 10,000L water tanks. Water from the tanks is used for irrigation and cleaning of school vehicles. At the end of 2020 contracts were negotiated by Catholic Education so that for the 5% of the power that the college draws from the grid is from renewable sources.

## 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. Most enrolments into Year 7 come 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. 9.7% of our student body identify as either Aboriginal or Torres Strait Islander. Key events such as NAIDOC Week, Sorry Day and Harmony Week are celebrated within the college. 5.5% of our students use English as a second language. Students of non-Christian faiths, for example Islam, are offered prayer spaces should they wish to use these.

## Average student attendance rate (%)

The average student attendance rate was 94.12%

## Management of non-attendance

Parents are encouraged to contact the school on the day that a student is absent. Rolls are marked electronically in every lesson of the day. If students are absent without notification, a text message is sent to the parents on that day. If there is a pattern of non-attendance 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.

## Year 10 to 12 Apparent Retention Rate

The completion of Year 12 is recognized as a significant factor in ensuring that our students are well placed to enjoy success in their future work and life. The Year 10 to 12 apparent retention rate was 81%.

## Staffing Information

### Workforce Composition

Workforce Composition	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	113.00	86.00	10.00
Full-time equivalents	104.71	66.33	6.59

### Qualifications of all Teachers

Qualification – highest level of attainment	Percentage of staff with this Qualification
Doctoral / Post-doctoral	
Masters	11.50%
Bachelor Degree	85.84%
Diploma	2.65%
Certificate	

### Major Professional Development Initiatives

Professional development in the follow areas has been conducted during 2020: QCAA Accreditation Courses particularly for Endorsement and Conformation, Access Arrangements and Reasonable Adjustments (AARA) protocols, Australian Tertiary Admission Rank (ATAR) structure, Senior Curriculum implementation and specific subject training, College and IT Code of Conduct, Student Protection, Responsible Thinking Process, Art and Science of Teaching, differentiation, National Consistent Collection of Data protocols, Bishop's In-service day, forms of prayer, Emmaus story, data analysis using TASS and TrackOne Studio, use of IT such as Google Classrooms, Vivi and Turnitin to support teaching and learning.

The percentage of teacher participation in professional development was 100%.

### Total funds expended on Professional Development

The total of funds expended on teacher professional development was \$186,900.

### Average Staff Attendance and Retention

The average staff attendance for the school year, based on unplanned absences of sick and emergency leave for periods of up to 5 days, was 93.11%.

Percentage of teaching staff retained from the previous school year was 95.59%.

## School Income

School income broken down by funding source is available via the My School website at [www.myschool.edu.au](http://www.myschool.edu.au). (The School information below is available on the My School web site).

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## National Assessment Program – Literacy and Numeracy Results

In 2020, NAPLAN did not proceed as a result of the disruptions caused by COVID-19. Previous NAPLAN results are available via the My School website at [www.myschool.edu.au](http://www.myschool.edu.au).

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 and Value Added

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. Special programs are devised for students requiring extra support with their learning to ensure they are able to engage equitably with the curriculum. Students' progress to achieving a QCE/QCIA is monitored closely.

### Year 12 Outcomes

Outcomes for our Year 12 cohort of 2020	(Data are available to schools from the QCAA and QTAC secure website using your existing security code)
Number of Year 12 students who received a Senior Education Profile (SEP)	179 students
Percentage of Year 12 students awarded a Queensland Certificate of Education (QCE)	83%
Percentage of Year 12 students awarded a Queensland Certificate of Individual Achievement (QCIA)	0%
Percentage of Year 12 students awarded a Vocational Education and Training (VET) qualification	56%
Percentage of Year 12 students who undertook a School-based apprenticeship or Traineeship (SAT)	6.4%
Percentage of Highest reported ATAR	98.65%
Percentage of Queensland Tertiary Admission Centre (QTAC) applicants receiving a university offer	90%

## **Strategic Improvement: Progress and Next Steps**

### **Strategic progress in 2020**

In 2020 the college had a theme of “walk with us” from the Emmaus Gospel Story. This was summarized as an invitation to community and mastery. The community was encouraged to consider two focus questions.

- *How am I personally inviting students and colleagues to be part of our community and the local parish community? (Daily and weekly basis?)*
- *How am I encouraging and assisting my students and colleagues to gain mastery? (Daily and weekly basis?)*

#### Strategic Goals for 2020

- Continue to explore ways for students, staff and parents to be more actively engaged with the parish as part of the wider Catholic family.
- Continue to engage staff in discussions about how the major principles of Catholic Teaching can permeate the curriculum.
- Continue to build teachers’ data literacy so that differentiation and the effectiveness of school programs can be evaluated and enhanced.
- Continue to develop a self-reflective, collaborative culture among staff and students.

COVID 19 had a big impact on our college community in 2020 but our focus questions were very helpful to us in addressing the dynamic challenges that the college faced.

### **Strategic priorities for 2021**

In 2021 the college has the theme from the Emmaus Story of “stay with us – and eat”. We are seeing it as the year of engagement. Specific goals are –

- Creation of ECSI committee, Support of Alpha program for staff, Implementation of new Religious Education Curriculum.
- Engagement of students and staff in transparent and accountable goal tracking, Analysis of Senior data to inform practice.
- Develop sense of belonging through use of new house structure; in particular using the new structure for improved student voice. Achieve attendance rates of 95% and high student engagement in school life.
- Support for HAT and LT applications, Support of leadership development of school officers, Cultural Awareness training opportunities for all staff.
- Parents and Friends focus on engagement with families. Creation of symbols for houses in partnership with Darumbal community.
- School Capital Development Plan to be completed. Yaamba Road Administration Building to be completed. Support for high needs students in Year 7, Enhanced curriculum for students in the QCIA program.

### **Parent, teacher and student satisfaction with the school**

Many new teachers to the school 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.