



# Emmaus College Rockhampton

## 2021 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**

1288

### **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 offered. 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. The college uses a range of learning management platforms relevant to subject areas. TASS and the College App is the central communication tool between parents, teachers and students. 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 Vиви. 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. Contracts have been negotiated by Catholic Education so that for the 5% of the power that the college draws from the grid is from renewable sources.

Due to storm damage in 2020 there is a roof replacement program underway throughout the college. This has impacted our solar panels which will all be replaced with newer and more efficient panels. Battery storage will be upgraded in this process to improve the college's self-sufficiency with energy supply.

## 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. 10.5% 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. 4.01% 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.

One third of all indigenous graduates in the Rockhampton Diocese were from Emmaus College.

## Average student attendance rate (%)

The average student attendance rate was 92.30%.

## 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. In 2021, the Year 10 to 12 apparent retention rate was 87.77%.

## Staffing Information

### Workforce Composition

Workforce Composition	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	113.00	89.00	7.00
Full-time equivalents	105.76	68.57	5.18

### Qualifications of all Teachers

Qualification – highest level of attainment	Percentage of staff with this Qualification
Doctoral / Post-doctoral	
Masters	13.27%
Bachelor Degree	83.19%
Diploma	3.54%
Certificate	

### Major Professional Development Initiatives

Professional development in the following areas has been conducted during 2021: 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, New 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, 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 \$123,200.

### 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 92.51%.

Percentage of teaching staff retained from the previous school year was 89.59%.

## 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).

**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 Years 7 and 9 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 2021	(Data are available to schools from the QCAA and QTAC secure website using your existing security code)
Percentage of Year 12 students who received a Senior Education Profile (SEP)	100%
Percentage of Year 12 students awarded a Queensland Certificate of Education (QCE)	91.35%
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	95.14%
Percentage of Year 12 students who undertook a School-based apprenticeship or Traineeship (SAT)	5.95%

Percentage of Queensland Tertiary Admission Centre (QTAC) applicants receiving their first preference for university study	76.92%
----------------------------------------------------------------------------------------------------------------------------	--------

## Next Steps Survey

The report from the Queensland Government, *Next Step 2021 Year 12 Completers Survey* is available on our College website. This report details the post-school destinations of Year 12 completers from 2020. Annual survey reports are issued in November and will be uploaded to the College website as soon as they are available.

## Strategic Improvement: Progress and Next Steps

### Strategic progress in 2021

In 2021 we were successful in forming ECSI (Enhancing Catholic Identity Committees) and supporting the Alpha program for staff.

- The new Religious Education Curriculum was introduced in Year 7 for further implementation in 2022.
- A program called “Stay Above Zero” was developed in the Middle School to enable transparent and accountable goal tracking for students in the Middle school. This is being further developed in 2022.
- The introduction of the new three house structure was very successful and the accompanying change to student leadership led to greater sense of belonging and student engagement and voice.
- We have not yet met our 95% attendance target and are continuing to work on strategies with students and families to improve attendance.
- We are continuing to work on finding ways to support more applications for HAT and LT and to support leadership development of school officers.
- Cultural awareness training was provided for all staff.
- Parents and Friends meeting had invited guest speakers and had staff and students attending to explain requests for donations for various programs.
- COVID in 2021 restricted our ability to work in partnership with our local Darumbal elders on house symbols. We are reconnecting as able in 2022.
- The Yaamba Rd Administration building was delayed by reroofing works but is slated now for 2022. A new School Capital Development Program was approved in November 2021.
- Support was provided for our high needs students in Year 7 and the Curriculum for students in the QCIA program was enhanced.

### Strategic priorities for 2022

In 2022 the college has the theme from the Emmaus Story of ‘Sharing the Good News with “hearts burning”– A year of inspiration.’ Specific goals are –

- Provide opportunities for staff and students in whole group and voluntary formation opportunities including retreat, prayer and faith exploration, Continued support of Catholic Identity committees, Enhance the classroom teaching, assessment and reporting of Religion using the revised Diocesan Religious Education Program.
- Continue the engagement of students and staff in transparent and accountable goal tracking, Refresh staff focus on the New Art and Science of Teaching to inform classroom practice, differentiation and extension



opportunities, Continue the backward mapping of the Senior curriculum into the Middle School (Australian Curriculum).

- Continue to develop sense of belonging through use of the house structure and associated opportunities and activities, continue to create a culture and structure to promote student voice, Review of Student Personal Development programs, Achieve attendance rates of 95% and high student engagement in school life.
- Continue to cooperate with Catholic Education to Support HAT and LT applications, continue to explore opportunities for the support of leadership development of school officers, Continue to engage all staff in Cultural Awareness training, Enhancing teacher collaboration opportunities to improve teaching and learning.
- Parents and Friends focus on engagement with families, Continued engagement with the Darumbal Community for the appropriate development of symbols, languages and stories for houses.
- School Capital Development Plan to be completed, Yaamba Rd Administration Building to be completed, in conjunction with CEO Insurance reroofing and replacement of solar panels across both campuses, Subject to approval of SCDP begin planning phase of Performing Arts Auditorium, Review of whole of school practices to support high needs students.

### **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.