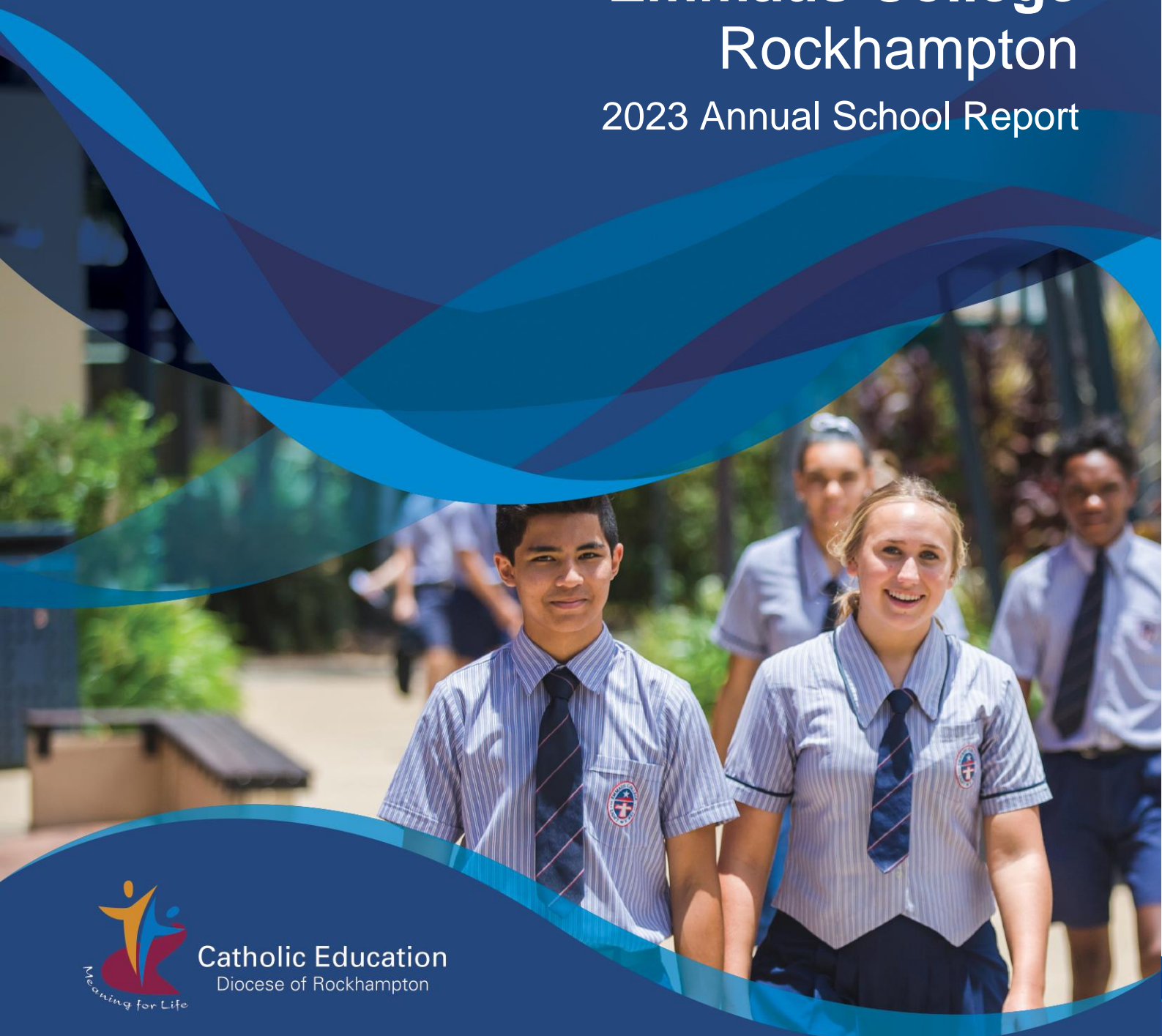


Emmaus College Rockhampton

2023 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

1322

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 conjunction 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 Central Queensland University 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 due to 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.

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. The Emmaus College Annual Musical Production is a major community event 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 conjunction 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. 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 Vinnies program and the Vinnies Sleep Out. In addition to Retreat days, voluntary camps/retreats are offered in years 10, 11 and 12. Year 8 students participate in a three-day outdoor activities programme.

Students represent Emmaus in a wide variety of academic quiz teams throughout the year. 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 and other cultural 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. The college holds an annual Sacred Art Competition sponsored by the Parents and Friends Association.

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 year 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 are the central communication tools between parents, teachers and students. Repairs to the laptops are done inhouse. 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. Students and staff are able to participate in a sacramental program in conjunction with the Parish. Whole school masses are held for significant events and in addition there is a 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 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. The college has implemented a Restoring Relationships Process which has been well received.

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 several 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

Due to the completion of the reroofing programme the college has renewed solar systems and added extra battery capacity. 2023 saw 50kW of new solar installed on the Main St Administration building and another 100kW installed on Yaamba Rd as well as additional battery capacity.

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. 11.57% 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. 3.02% 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.

26 percent of all indigenous year 12 graduates in the Rockhampton Diocese were from Emmaus College.

Average student attendance rate (%)

The average student attendance rate was 84.01%.

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 2023, the Year 10 to 12 apparent retention rate was 83.7%.

Staffing Information

Workforce Composition

Workforce Composition	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	116.00	85.0	6.00
Full-time equivalents	107.66	67.46	5.07

Qualifications of all Teachers

Qualification – highest level of attainment	Percentage of staff with this Qualification
Doctoral / Post-doctoral	
Masters	13%
Bachelor Degree	86%
Diploma	1%
Certificate	

Major Professional Development Initiatives

Professional development in the following areas has been conducted during 2023: QCAA Accreditation Courses particularly for Endorsement, Confirmation, teaching cognitive verbs, and understanding General and Applied syllabuses; Access Arrangements and Reasonable Adjustments (AARA) protocols; senior syllabus updates and implementation and specific subject training; College and IT Code of Conduct; Student Protection; the Responsible Thinking Process; the New Art and Science of Teaching; National Consistent Collection of Data protocols; Bishop's In-service day; prayer life in and mission of the Catholic school; Australian Curriculum version 9 familiarisation, planning and implementation; Berry Street Education Model Trauma Informed practices; LawSense events for school; Safeguarding training; Teach for Australia "Future Leaders" program; differentiation, with a focus on Universal Design for Learning; CPR and First Aid; cultural awareness; AI workshops; creating quality assessment; IT workshops.

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 \$198,100.

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 90.57%.

Percentage of teaching staff retained from the previous school year was 86.26%.

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 Years 7 and 9 are available via the My School website at 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 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 2023	(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)	83.6%
Percentage of Year 12 students awarded a Queensland Certificate of Individual Achievement (QCIA)	1.1%

Percentage of Year 12 students awarded a Vocational Education and Training (VET) qualification	82.5%
Percentage of Year 12 students who undertook a School-based apprenticeship or Traineeship (SAT)	7.9%
Percentage of Queensland Tertiary Admission Centre (QTAC) applicants receiving their first preference for university study	92.1%

Next Steps Survey

The report from the Queensland Government, *Next Step 2023 Year 12 Completers Survey* is available on our College website. This report details the post-school destinations of Year 12 completers from 2022. 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 2023

- Opportunities were provided for staff and students in a range of retreat, prayer and faith exploration; Classroom teaching of Religion was further enhanced through the continued roll out of the 7-10 Diocesan Religious Education Program.
- Teachers and staff focused on improving classroom practice with Berry Street and Trauma Informed training; Staff collaboration focused on implementation of version 9 of the new Australian curriculum – initially developing units for Year 7 and new subjects. In the Senior School new applied syllabus familiarisation and planning occurred for implementation in 2024; Backward mapping and systematising of the Senior curriculum into the Middle School curriculum occurred – including the introduction of the P-10 curriculum planning App from QCAA; Timetable allocation enabled teaching staff to embed practices associated with NCCD.
- A range of activities across 2023 embedded a sense of belonging for students using our houses with focus on lunch time activities e.g. Super Mario competition, skipping, Keepy Uppy, Scrabble, chess, round the world and theatre sports creating a co-curriculum element during the school day; Promotion of student voice through student leadership at all year levels, students continued on school board – Year 11 student leaders contributed the focus question for the entire school in 2024 “What does this moment require of me?” Trauma informed practices of Welcome Circles and brain breaks were introduced. The college continued to embed its version of the Daily Examen.
- Staff were supported to be a HAT and LT assessor, Program Leader Pedagogical Practices Middle Leader was created, E-learning advocate team was created; the college continued to create opportunities for the development of leadership capacity and capability in our staff. In 2023 there was a focus on and celebration of our college Reconciliation Action Plan and the college continued to engage all staff in Cultural Awareness training; enhance teacher collaboration opportunities were created to improve teaching and learning with a focus on differentiation, inclusive practices, new Australian curriculum and Universal Design for Learning.
- Parents and Friends focus on engagement with families with guest speakers from Faculties attending monthly meetings; Engagement with the Darumbal Community developed symbols, languages and stories for houses; Delivered a consistent and contemporary communications approach with an emphasis on ‘Walk with Us’ – Attendance, Attention and Achievement; The college celebrated 30 years with a staff dinner, and the 30 years was a special focus of the annual Emmaus Day celebrations.
- Due to increasing costs and budget constraints the construction of a new Yaamba Rd Administration Building has been put on hold for the time being; College student toilets were refurbished on both campuses to current Catholic Education standards.; New grounds sheds were completed on both campuses in 2023, a sealed laneway a new staff carpark was commenced and completed in mid-2024; In collaboration with CQU, final year Occupational Therapy Students had a project in Term 3 to review middle school classrooms with a view

to make them more autism friendly. The report has supported minor refurbishment of these classrooms being implemented progressively in 2024.

Strategic priorities for 2024

In 2024 the college has the theme from the Emmaus Story of “Stay with Us and Eat” – “What does this moment require of me?”. Specific goals are:

- Provide holistic and inclusive formation opportunities for staff and students that nurture post-critical belief; Promote authentic contemporary expressions of Catholic identity using dialogue and recontextualization; Enhance the classroom teaching, assessment and reporting of Religion using the revised Religious Education Curriculum and its pedagogy.
- Establish clear and consistent expectations of the roles of teachers and students in the pursuit of excellence in learning; Provide continuous feedback to students and families; Continued focus on the development and implementation of the Australian Curriculum V9; Introduce staff to the Universal Design for Learning (UDL) framework as a way of delivering quality, accessible curriculum experiences for our students.
- Continue to embed a culture and structure to promote student voice, wellbeing and learning; Embed Welcome Circles and Ready to Learn Plans across the college; Achieve attendance rates of 95% and high student engagement in school life; Continue to develop sense of belonging through use of the house structure and associated opportunities and activities; Continue the re-development and refinement of the Student Success Process.
- Continue to cooperate with Catholic Education to Support HAT and LT applications; Continue to create opportunities for the development of leadership capacity and capability; Focus and celebrate our college Reconciliation Action Plan and continue to engage all staff in Cultural Awareness training; Enhance teacher collaboration opportunities to improve teaching and learning with a focus on – Differentiation, Inclusive practices and New Australian curriculum.
- 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; Deliver a consistent and contemporary communications approach with an emphasis on “Stay with us and Eat” - What does this moment require of me?. Engage with Sponsorship Ready to further develop partnerships in the Rockhampton community.
- Continue in conjunction with Catholic Education in planning for the Yaamba Rd Administration Building; Continue to engage with CQU to develop autism friendly spaces within the college; Continue early planning phase of Performing Arts Auditorium; Review of whole of school practices to support high needs students; Review expenditure to maximise student learning and by working to align our college budget and staffing schedules to Queensland Catholic College benchmarks; Continue to work with CEDR initiatives to optimise service delivery to our students and community.

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.