



EMMAUS COLLEGE
ROCKHAMPTON

Emmaus College Rockhampton

2017 Annual School Report



Catholic Education
Diocese of Rockhampton

System:

Catholic Education Diocese of Rockhampton

Principal:

Eamon Hannan

Address:

PO Box 5799

Red Hill

Rockhampton Qld 4701

Total enrolments:

1310

Year levels offered:

Enter years (e.g 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 courses. 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; STEM club.

Social Climate

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. 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. A Campus Minister exists to provide a spiritual support base for students and staff.

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. 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

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 efficient lights and water saving shower heads have been installed in new buildings. The installing of solar panels on both campuses began late 2017 and will be completed in 2018. This will reduce the annual power bill by approximately 95%. 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. 10.8% 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. 6.8% 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 164 staff. This total includes 97 teachers and 67 auxiliary staff. 73.8% of employees are employed full-time while 26.2% of employees are employed part-time. There are 3 Indigenous staff members.

Qualifications of all teachers

Qualification – highest level of attainment	Percentage of staff with this Qualification
Doctoral / Post-doctoral	
Masters	8.49 %
Bachelor Degree	85.85 %
Diploma	5.66 %
Certificate	

Expenditure on and teacher participation in professional development

TOTAL FUNDS

\$361,600

MAJOR PROFESSIONAL DEVELOPMENT INITIATIVES

Staff attended Bishop's Inservice day, inservice on the language of our mission statement and Prayer workshops. Staff had training in Student Protection. Teachers had training in the Responsible Thinking Process, assisting students with anxiety. Wellbeing workshops were offered. Teachers had inservice on the Art and Science of Teaching; data use, literacy training; differentiated learning, senior schooling changes (QCAA), IT to support learning and Educator Impact (for teachers) was introduced.

The percentage of the **TEACHING STAFF INVOLVED IN PROFESSIONAL DEVELOPMENT**

100 %

Average staff attendance

95.57 %

Percentage of teaching staff retained from the previous school year

90.39 %

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

PERFORMANCE of our STUDENTS

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 (%)

86.5 %

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

91 %

Year 12 Outcomes

Outcomes for our Year 12 cohort of 2017	(Data are available to schools from the QCAA 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)	0
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	187
Number of students awarded one or more Vocational Education and Training (VET) qualifications.	67
Number of students who are completing a School-based apprenticeship or Traineeship (SAT)	5
Number of students receiving an Overall Position (OP)	121
Percentage of OP eligible students with an OP 1-15	28.93%
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.	89%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving a tertiary offer.	91%

Value Added

Report on 2017 Strategic goals

Our goals for 2017 were:

- Spirituality day for all staff – exploring language of our mission statement – *inservice occurred at the start of the school year*

- Continued support of the Diocesan initiative to support Cert IV in Christian Ministry – *three staff completed the certificate*
- Development of Sacred Spaces – *Prayer Labyrinth on Main St Campus was completed*
- Improve connections with parish – *involvement of tute groups in parish mass at school and third Sunday of the month at Holy Family.*
- Introduction of Companion award to include Christian Leadership, Service, Academic Effort, Cultural Awards in addition to our Academic and Sporting Awards
- Continue to develop culture of welcoming for new families, prospective families and past students – *enrolment procedures and information nights were revamped*
- Introduction of Educator Impact for teaching staff; assist with engagement with Art and Science of Teaching and AITSL standards
- Continue to support in-house Professional Development – *very good use made of weekly staff meetings for in-house professional development*
- Improved transparency of data and availability of data to Middle Leaders, staff and community - *NAPLAN, CATS, attendance recording etc all available within Teacher Kiosk*
- Develop New Semester reports Format – *input was sought from the college community and a new format implemented in Semester 1 and 2 reports*
- New Senior Curriculum Professional Development Day (term 2) and further twilight occurred in Term 3 in conjunction with all secondary schools in the region and QCAA
- Continue to support development of new senior curriculum – *staff attended QCAA subject inservice in Semester 2 in preparation for the new system*
- Introduction of a counsellor dedicated to well being including staff work support – *part time counsellor was employed and this role was developed*
- Continue Beyond Blue and Morecombe Strategies – *these strategies were implemented*
- Stand Up program enhanced – *program was developed by counselling team and implemented and celebrated in the whole college*
- Set up more procedures for attendance support – *procedures developed by the pastoral team to enhance attendance*
- Responsible Thinking Process inservice for all staff – *a refresher Professional Development session was held for this*
- Community Engagement Team working with leadership – *this team developed social media strategies, revamped significant events – eg Feb 14 Welcome to Emmaus Day*
- Continued support of QELi programs for Middle Leaders and prospective leaders – *a number of staff were engaged in these programs throughout 2017*
- Continue to develop Partnerships with CQU, businesses and TCC
- Greater connections with past students – *creation of a Facebook presence for alumni of Emmaus, St Stan's, Marian and St Stan's-Marian Colleges.*
- Construction of new walkways, Yaamba Campus, refurbishment of Yaamba Manual Arts, construction of new gym, refurbishment of college hall and driveways
- New Main St Administration - construction began in Term IV

The school made good progress on the goals for 2017 by:

The school made good progress on the goals for 2017. The strategies identified above were about the college engaging with our Catholic Ethos, engaging with our community and engaging with teaching and learning. This has occurred in revamping and remodeling major events and structures in the school and making increased use of the technologies available.

We have worked on partnerships with other colleges and are looking to build on these in 2018 and beyond. Facilities that were built in 2017 have been designed to support these processes.

The story of where you are going

The key goals for 2018 in our School Improvement Plan include:

In 2018 we have four key goals and a number of strategies within each. The first two goals are about connecting and engaging further with our spirituality building on the work begun in 2017. The third and fourth goals are about creating better teaching and learning through engagement with data and the creation of a reflective culture of continuous improvement.

Key goals for 2018 are:

- Explore ways for students, staff and parents to be more actively engaged with the parish as part of the wider Catholic family.
- Engage staff in discussions about how the major principles of Catholic Teaching can permeate* the curriculum
- 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.

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.