



EMMAUS COLLEGE
ROCKHAMPTON

Emmaus College Rockhampton

2018 Annual School Report



Catholic Education
Diocese of Rockhampton

System

Catholic Education Diocese of Rockhampton

Principal

Eamon Hannan

Address

PO Box 5700
Red Hill
Rockhampton Qld 4701

Total enrolments

1305

Year levels offered

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 (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. The College offers a comprehensive Instrumental Music program to students of Emmaus College, as well as the three Catholic primary schools on the northside of 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 and volleyball. Emmaus enters teams in the local interschool 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, including door-knock appeals, Clean Up Australia, Interact and St. Vinnies. Often students themselves initiate activities to support charities and engage in programs such as the Cooking for Cohesion program. 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, Chess, Eco Group and Robotics.

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. 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. 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, 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

On the Main Street campus, a 270kW Solar PV array with 210kWh Battery storage has been installed. On the Yaamba Road campus, a 380kW Solar PV array and 630kWh Battery storage has been installed. Energy efficient LED lights and water saving shower heads have been installed in buildings. The installation of solar panels on both campuses was completed in 2018. This has provided up to 95% of the college's power needs on normal school days. In holidays, power is sent back to the grid.

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.

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. 10.9% 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. 4.3% 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.

Average student attendance rate (%)

90.1 %

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

90.23%

Staffing Information

Workforce Composition

Workforce Composition	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	108.00	77.00	6.00
Full-time equivalents	98.48	60.46	4.86

Qualifications of all Teachers

Qualification – highest level of attainment	Percentage of staff with this Qualification
Doctoral / Post-doctoral	
Masters	7.34 %
Bachelor Degree	87.16 %
Diploma	5.50 %
Certificate	

Major Professional Development Initiatives

All staff attended Bishop's In-service day, student protection and code of conduct in-service. Teachers had training in Responsible Thinking Process, Art and Science of Teaching, differentiation in the classroom, Collins Writing, data analysis using Trackone, use of IT to support teaching and learning and the new senior syllabuses. In 2018 a spirituality day for all staff examined recontextualisation and permeation of Catholic ethos into the curriculum.

The percentage of teacher participation in professional development was

100 %

Total funds expended on Professional Development

\$ 387,700

Average Staff Attendance and Retention

90.1 %

Percentage of teaching staff retained from the previous school year was

95.74 %

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 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 undertake specific preparation for the QCS test in year 12. Students' progress to achieving a QCE/QCIA is monitored closely.

Year 12 Outcomes

Outcomes for our Year 12 cohort of 2018	(Data are available to schools from the QCAA secure website using your existing security code)
Number of students awarded a Senior Statement	219
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	183
Number of students awarded one or more Vocational Education and Training (VET) qualifications.	94

Number of students who are completing a School-based apprenticeship or Traineeship (SAT)	33
Number of students receiving an Overall Position (OP)	126
Percentage of OP eligible students with an OP 1-15	64%
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.	90.5%

Strategic Improvement: Progress and Next Steps

Strategic progress in 2018

The college had four Strategic Goals in 2018.

1. Explore ways for students, staff and parents to be more actively engaged with the parish as part of the wider Catholic family. *In 2018 great progress was made in engagement with Holy Family Parish at all levels. A Youth Ministry class was introduced, leadership team members were involved in Parish leadership, a monthly Youth Mass was initiated, Weekly mass and conversations continued to be supported and the college St Vinnies group was integrated with parish.*
2. Engage staff in discussions about how the major principles of Catholic Teaching can permeate the curriculum. *In 2018 a spirituality day for all staff examined recontextualisation and permeation of Catholic ethos into the curriculum. Staff were also involved in a Jesuit retreat day. The Companion Awards for students were further developed. There was further exploration of the Dialogue school (ECSIP Project) and the reinforcement of spirituality practices in Tute Prayer and, for example, with the prayer card for ANZAC day.*
3. Build teachers' data literacy so that differentiation and the effectiveness of school programs can be evaluated and enhanced. *In 2018 progress was made to this goal in ways including an audit of the extension opportunities for students, development of opportunities for Student Voice in SRC and College Board, the introduction of TrackOne Suite to enable easy access to a range of student data by classroom teachers. There was extensive sharing of data, evaluation of reporting methods for modified results and introduction of the NCCD across the whole school.*
4. Continue to develop a self-reflective, collaborative culture among staff and students. *In 2018 the college continued the use of Educator Impact, had further professional development in The New Art and Science of Teaching, PD for the new Senior Curriculum and worked collaboratively with all schools in the region. ReadingPlus was introduced across the college to enhance student reading. Partnerships with church, community, schools, colleges, University and community groups were further enhanced. A new timetable structure was created for the implementation of the new Senior Curriculum.*

Strategic priorities for 2019

In 2019 the college continues to engage with the wider Catholic Community and initiatives of 2018 have been enhanced and further developed.

We also are continuing to engage with permeating Catholic Teaching across the curriculum and with the ECSI project. Four whole school masses are being implemented across the year and there is staff and student involvement in the creation of sacred spaces across the college. We are also developing a new house system aligned with our charisms.

In 2019 we have continued to build data literacy amongst staff embedding the use of TrackOne Suite and practices of the NCCD. Staff have focused on differentiation strategies and use of Collins Writing. ReadingPlus has been timetabled as a separate lesson in order to be more effective.

The college continues to have a collaborative culture exemplified through the Monday afternoon PD time where staff lead each other in PD. The new senior curriculum has been a major focus with its introduction in Year 11. The introduction of Master Learning Lessons in the senior school has been a great success.

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.