

EMMAUS COLLEGE  
ROCKHAMPTON

# Emmaus College Rockhampton

## 2019 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

1268

# 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 curricular 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, 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, 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. Two new committees were formed in 2019. 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.

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# 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.

## 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.

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# 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. 10.3% 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. 4.8% 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 (%)

92.02 %

## 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

76 %

# Staffing Information

## Workforce Composition

Workforce Composition	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	114.00	80.00	2.00
Full-time equivalents	103.74	62.70	1.63

## Qualifications of all Teachers

Qualification – highest level of attainment	Percentage of staff with this Qualification
Doctoral / Post-doctoral	
Masters	5.22 %
Bachelor Degree	86.96 %
Diploma	7.83 %
Certificate	

## Major Professional Development Initiatives

The most significant initiatives have involved the implementation of the new senior curriculum. These have included: 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. General initiatives have included: 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, Collins Writing, data analysis using TASS and TrackOne Studio, use of IT such as Google Classrooms, Vиви and Turnitin to support teaching and learning, Highly Accomplished and Lead Teacher application processes, 'Be You' training and subject specific skill development.

The percentage of teacher participation in professional development was

100 %

## Total funds expended on Professional Development

\$ 420,000

## Average Staff Attendance and Retention

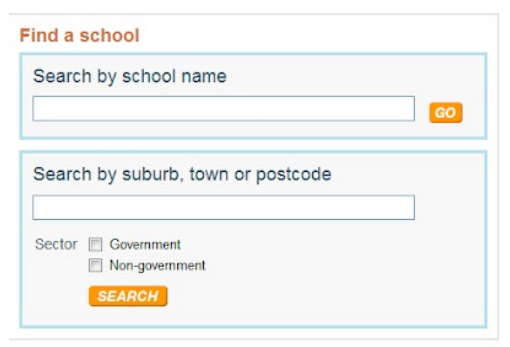
94.37 %

Percentage of teaching staff retained from the previous school year was

85.93 %

# 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).



The screenshot shows the 'Find a school' section of the My School website. It features two search boxes: 'Search by school name' with a 'GO' button, and 'Search by suburb, town or postcode' with a 'SEARCH' button. Below the second search box, there are checkboxes for 'Sector' with options 'Government' and 'Non-government'.

## 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 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	111
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	90

Number of students awarded one or more Vocational Education and Training (VET) qualifications.	58
Number of students who are completing a School-based apprenticeship or Traineeship (SAT)	11
Number of students receiving an Overall Position (OP)	50
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.	91%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving a tertiary offer.	85%

## Strategic Improvement: Progress and Next Steps

### Strategic progress in 2019

The College had four Strategic Goals for 2019

1. The college strived to further enhance all relationships with the wider Catholic Community through established practices such as attendance at parish masses and facilitating a sacramental program for staff and students. The Junior and Senior Vinnies are growing in numbers and activities, and strongly connected to the Rockhampton Vinnies Network.
2. A Catholic Identity Group consisting of a mixture of staff was established. Opportunities for staff and students to tangibly experience Catholic rituals and prayer has been prioritised with the establishment of term whole school masses, continued timetabling of daily prayer time and prayer in assemblies and significant events. The development of our new House system aligned with our charisms is progressing, however, this project has been extended to 2020.
3. Continue to build teacher's data literacy embedding the use of TrackOne Suite and practices of the NCCD. Staff to focus on differentiation strategies. Teachers trained in the use of the TrackOne Suite especially to support the NCCD and NAPLAN. Teachers were trained and supported in the provision of Individual Learning Plan information. Collins Writing, Reading Plus, Accelerated Reader, Maths Pathways and many other platforms were developed or introduced to enhance student experiences.
4. Continue to have a collaborative culture exemplified through 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 and preparation for Year 12 implementation. Participation in QCAA Accreditation Courses and senior syllabus professional development was encouraged and taken up by a significant number of teachers. Art and Science of Teaching updates were offered as well as a significant number of faculty based training opportunities.

### Strategic priorities for 2020

The College will continue to explore ways for students, staff and parents to be more actively engaged with the Rockonia Parish. Involvement of students and staff in parish masses, the connection between school and Parish Vinnies and the opportunity for Sacramental Preparation are seen as key strategies.

Staff will continue to be engaged in discussions on how the major principles of Catholic teaching can permeate the curriculum. The Mission team will continue to enhance the retreat program and the importance of student and staff prayer will continue to be enhanced. Staff will continue to develop a new house system aligned to the charisms of the College.

There will be a continued emphasis on data literacy for staff and how this informs teacher practice, Extension opportunities, such as reading plus and accelerated reader will continue to be provided in the middle school. Implementation of the new senior curriculum (Year 12) and development and improvement of Year 11 coursework will continue.

Staff are encouraged and supported in a variety of professional development opportunities. The model of student leadership was restructured in 2019 for a 2020 implementation. Opportunities for student voice in decision making and college life will continue to be developed and encouraged in forums such as the College Board.

## **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.