The School Story

<table>
<thead>
<tr>
<th>System:</th>
<th>School Name:</th>
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<tbody>
<tr>
<td>Catholic Education</td>
<td>EMMAUS COLLEGE</td>
</tr>
<tr>
<td>Diocese of Rockhampton</td>
<td></td>
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<table>
<thead>
<tr>
<th>School Based Contact Person</th>
<th>Principal’s Full Name:</th>
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<tbody>
<tr>
<td></td>
<td>Mr Terence Joseph Beaton</td>
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<table>
<thead>
<tr>
<th>Address:</th>
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<tbody>
<tr>
<td>185 Main Street and 362 Yaamba Road</td>
</tr>
<tr>
<td>ROCKHAMPTON NORTH Q 4701</td>
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<table>
<thead>
<tr>
<th>Total Enrolments:</th>
<th>Year Levels Offered:</th>
<th>Type of School:</th>
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<tbody>
<tr>
<td>1177 – Feb Census</td>
<td>8-12</td>
<td>Co-educational</td>
</tr>
<tr>
<td>1179 – Aug Census</td>
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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. The Senior curriculum structure promotes University entrance courses, work-placement, achievement of certificates and traineeships. Students from Years 8 to 12 are issued with personal laptop computers.

Extra Curricular 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 preforms 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).

**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, Relay for Life, St. Vinnies and Shave for a Cure. Often students themselves initiate activities to support charities.

**Debating and Public Speaking:** Junior and Senior teams competed in Interschool competitions.

**Year 9 Outdoor Camp:** All year 9 students participate in a three day outdoor camp.

**Clubs:** Various clubs support interest groups for example -: Writers group; Chess; Eco Group; Book club

Social Climate

The college has a fundamental belief in the promotion of a Catholic spiritual and religious ethos. 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. Years 8 – 10 have two year coordinators, while years 11 and 12 have one year coordinator, as well as a coordinator who assists across both year levels. Their duty is the pastoral care of that year group. Counselling services are provided by the college with four 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. Emmaus College aims to protect and affirm the dignity and self-worth of every member of the Emmaus community.
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.

**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 community is kept up to date about developments in this area. All Diocesan and school policies are reviewed on a regular basis.

**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.
- **Parent assistance** in co-curricular activities, such as sport and cultural events, as well as in the tuckshop, is appreciated by students and staff. A number of parents registered for ‘Just one thing’ – a campaign to encourage parents to be involved in the life of the school.

**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 efficiency has been considered in the construction of new buildings, with energy saving lights and water saving shower heads in change rooms. Student projects have focused on ways in which the college can reduce the environmental footprint. An eco-club consisting of student and staff members has engaged in recycling activities both at the school and in association with an aged care facility nearby.

**Characteristics of the Student Body**

At Emmaus College, the overwhelming majority of students who commence their secondary schooling in year 8 finish in year 12 at Emmaus. The majority of the enrolments into year 8 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. 8.2% 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. 4% 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 138 staff. This total includes 87 teachers and 51 auxiliary staff. 75.4% of employees are employed full-time while 24.6% of employees are employed part-time. There are 4 Indigenous staff members.

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**Qualifications of all teachers**

<table>
<thead>
<tr>
<th>Qualification – highest level of attainment</th>
<th>Doctoral / Post-doctoral</th>
<th>Masters</th>
<th>Bachelor degree</th>
<th>Diploma</th>
<th>Certificate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of staff with this Qualification</td>
<td>%</td>
<td>5.1%</td>
<td>92.9%</td>
<td>2%</td>
<td>%</td>
</tr>
</tbody>
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**Expenditure on and teacher participation in professional development**

(i) **TOTAL FUNDS** expended on teacher professional development according to Australian Government Quality Teacher Program reporting requirements

$226,800

(ii) **MAJOR PROFESSIONAL DEVELOPMENT INITIATIVES**

- Bishop’s In-service Day for all staff for 6 hours. Spirituality in Workplace for all staff for 6 hour period. RTP In-service for Teaching staff. Curriculum specific inservice for the different learning areas for teaching staff. Training in Literacy for all teacher and teacher aides by a research officer from Melbourne University. Ethos, Vision Statement & Mission Statement inservice for all staff. All teaching staff attended a two day intensive inservice on Art and Science of Teaching; inservice for teachers on Australian Professional standards for Teachers; Student Protection in service for all staff. Workplace Health & Safety for all staff. IT inservice for staff.

(iii) The percentage of the **TEACHING STAFF INVOLVED IN PROFESSIONAL DEVELOPMENT**

100%

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**Average staff attendance for the school year, based on unplanned absences of sick and emergency leave for periods of up to 5 days**

98.31%

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**Percentage of teaching staff retained from the previous school year**

88.73%
School Income

School income broken down by funding source is available via the My School website at http://www.myschool.edu.au/.

(The School information below is available on the My School web site).

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 http://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 some 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 (%)

90.9%

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 non-attendance developing, a letter is sent to parents, listing the dates of unexplained absence. Year level coordinators also make contact with parents, through personal contact or interview, if the non-attendance pattern is likely to cause a disruption to the student’s learning.
**Year 10 to 12 Apparent Retention Rate**

90%

**Year 12 Outcomes**

<table>
<thead>
<tr>
<th>Outcomes for our Year 12 cohort of 2014</th>
<th>(Data are available to schools from the QSA secure website using your existing security code)</th>
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<tbody>
<tr>
<td>Number of students awarded a Senior Statement</td>
<td>211</td>
</tr>
<tr>
<td>Number of students awarded a Queensland Certificate Individual Achievement (QCIA)</td>
<td>1</td>
</tr>
<tr>
<td>Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12</td>
<td>192</td>
</tr>
<tr>
<td>Number of students awarded one or more Vocational Education and Training (VET) qualifications.</td>
<td>101</td>
</tr>
<tr>
<td>Number of students who are completing a School-based apprenticeship or Traineeship (SAT)</td>
<td>20</td>
</tr>
<tr>
<td>Number of students receiving an Overall Position (OP)</td>
<td>119</td>
</tr>
<tr>
<td>Percentage of OP eligible students with an OP 1-15</td>
<td>69</td>
</tr>
<tr>
<td>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.</td>
<td>96</td>
</tr>
<tr>
<td>Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving a tertiary offer.</td>
<td>98</td>
</tr>
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**Value Added**

**The story of distance travelled**

The focus on improving teaching and learning has been maintained with advancements made in the implementation by teachers of the learnings and teaching strategies from the Art and Science of Teaching. Further work has been done on student interventions - behavioural, academic, study pathways and social development. There has been a whole school approach to literacy education with a variety of programs introduced to accommodate the various reading levels of students. The school has reviewed the nature in which we make use of data and possible new testing programs to enhance our decision making regarding individual students has been investigated. There has been continued investment, both in human resources and time, in maintaining the Responsible Thinking process. There has been emphasis on the importance of pathways in senior education, with students accessing school-based apprenticeships, certificate courses and traineeships. Building projects continue to improve current facilities and in preparation for year 7 students moving to secondary school.

**The story of where you are going**

To continue to maintain the focus on quality teaching and learning by providing further professional development on the Art and Science of Teaching for all teachers. Continue to provide teachers with professional development on innovative teaching strategies through the use of ICT. Continue programs aimed at developing literacy and numeracy skills of students as required. To ensure that all staff members have a full understanding of the principles that underpin the Responsible Thinking Process. To widely promote the Vision and Mission statements to all members of the Emmaus community. More effectively use data to assist student development, teacher planning and whole school approaches. To review Senior phase offerings with a view to ensuring optimal pathways are available to every student. To review Middle Schooling curriculum to address all aspects of the Australian Curriculum and to ensure a supportive transition of Year 7 students to high school.

**Information, in plain language, about parent, teacher and student satisfaction with the school**
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. The Dare to Lead review conducted in 2014 indicated very positive parent and student feedback. SRC meetings usually focus on future events and Social Justice and outreach activities rather than concerns about 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.