

2015 ANNUAL SCHOOL REPORT



Emmaus Catholic College, Kemp's Creek

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Catholic Education
Diocese of Parramatta

Introduction

About the Annual School Report

Emmaus Catholic College is registered by the Board of Studies Teaching and Educational Standards (BOSTES) NSW, as a member of the Catholic system of schools in the Diocese of Parramatta.

The Annual School Report provides parents and the wider school community with fair, accurate and objective information about various aspects of school performance and development. The Report describes achievement of school development priorities in 2015 and gives information about the 2016 priorities.

This Report is a legislative requirement under the [Schools Assistance Act, 2008](#) and the [Education Amendment Act 2004](#).

The information in this Report is complemented by the school website where other school publications and newsletters can be viewed or obtained from the school.

Key Messages

Principal

I am proud to present to you the 2015 Annual School Report for Emmaus Catholic College. At Emmaus Catholic College we seek to be a Catholic, compassionate, dynamic learning community in which students, their families, the staff and pastors walk together with Jesus in a journey of connection and revelation. We believe that 'everything we do at the college is about learning'; that all students can learn and succeed; that quality relationships are fundamental to that learning; and that students are empowered by high expectations combined with structured guidance and affirmation.

The motto of the college is *We Walk With Jesus* and that is made concrete through the relationships that all members of the community have with one another. These relationships are governed by respect, inclusiveness and personal responsibility to both teach and learn to the fullness of one's capacity.

Parent

Parents have a vital role in partnership with the teachers of Emmaus Catholic College.

In the day-to-day running of the school, two way contact is a vital means of communication between parents and the college. Face to face interviews, initiated by parents or teachers, are frequent and essential. Parents are contacted to praise student achievement and to inform and discuss any problem. There are many ways parents are encouraged to participate in the life of the college and some of these include: dialogue between parents and teachers through the College Learning Planner; the use of a variety of online data and opportunities for parent online comment; information nights; parent teacher interviews; and invitations to academic assemblies, graduations and formals are some of the ways in which parents are involved in the life of the college. Surveys of parent opinion both hard copy and online through the college website allow the college to be informed of parent views.

Student

Throughout 2015 the students of Emmaus Catholic College took part in various college events ranging from fund-raising activities, social justice initiatives, performing arts, sporting achievements and community interaction with Emmaus Village.

Our students' collective efforts have been successful in raising awareness of, and securing funds for, various charities such as Parramatta Aboriginal Catholic Mission, Project Compassion, St Vincent de Paul Winter and Christmas Appeals, and several students joined the World's Greatest Shave for the Cancer Council of NSW. Our students participated in a wide range of college events which included: Emmaus Day; cross country, swimming and athletics carnivals, Clean Up Schools Day, Harmony Day Cup and Picnic, mock trials, and Showcase to name but a few. Our student leaders continued our annual tradition of hosting a Christmas luncheon and evening 'Carols in the Grove' for the residents of Emmaus Village.

Who we are

History of the school

Emmaus Catholic College was established in 1988. The foundation principal was a member of the Parramatta Mercy Congregation, and the Mercy charism of compassionate care, especially of those who struggle, continues to inform the practices of the school. The school is part of the Parramatta Diocesan system of schools and grew steadily with the development of surrounding residential areas. Our school can cater for up to 1050 students. The site has been developed to provide a well-resourced campus. The Sister Patricia Tully Centre accommodates the whole student body for assemblies and college liturgies and is a valuable facility, as are the basketball courts, cricket nets and ovals, and the industrial standard vocational education facilities.

Location/drawing area

The school, located in Kemps Creek in South Western Sydney, draws its students from the parishes of St Marys and St Clair and serves the youth of the surrounding suburbs of St Clair, Erskine Park, St Marys, Colyton, Luddenham, Kemps Creek and Mt Vernon. Its rural location, five kilometres from the suburbs it serves, is a great blessing. The large grounds of more than sixteen hectares are picturesque and covered with native shrubs and trees.

Kangaroos and other native fauna are regularly seen on campus. Whilst allowing for ovals and other recreational and sporting facilities, the spacious site also creates a peaceful ambience and allows attractive single storey buildings within this landscape. This makes Emmaus Catholic College accessible to wheelchair-bound students.

Workforce Composition

Category	Number of Staff
Number of teachers who hold teaching qualification from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines	77
Number of teachers who have a bachelor degree from a higher education institution within Australia or within AEI-NOOSR guidelines but lacking formal teacher qualifications	0
Number of teachers accredited to teach Religious Education	27
Number of teachers currently undertaking accreditation to teach Religious Education	3
Number of non-teaching staff (includes teachers' aides)	26
Percentage of teachers who are indigenous	0
The average teacher attendance for 2015	94.98
Percentage of 2015 teaching staff who were retained from 2014	85

Catholic Identity and Religious Education

Prayer, Liturgical Life and Faith Experiences

Regular opportunities are offered for students and staff to participate actively in prayer and liturgical celebrations. Students begin each lesson with prayer. Mass is celebrated both as a whole college and in small class and voluntary groupings. Students lead prayer in all whole-school and Year assemblies. A central space has been developed and dedicated as the Chapel of Mercy. The commissioned altar, ambo and presider's chair, the furniture and the decor make this a beautiful and reflective place where students and staff gather regularly for morning prayer. Mass is celebrated every Friday at lunchtime. There is also prayer every Friday morning before school. The community stops at midday each day to pray the Angelus, except for the period between Easter and Pentecost, where we pray the Regina Coeli.

Social Justice

Students and staff showed a strong commitment to social justice, demonstrated by active and generous support of Caritas, Australia's Lenten program, and collections for many charities including the St Vincent de Paul Winter and Christmas appeals. There were also funds raised for the Sisters of Mercy at Mamre House and Christmas presents were donated to the Parramatta Aboriginal Mission.

School home and parish partnerships

The college enjoys very supportive and positive relationships with the pastors of the two local parishes and with the body of parents.

Pastors are regularly welcomed to the college for mass and Reconciliation, and parents participate in many opportunities for partnership. Parents are the first educators of their children in their faith and are supported by the college in developing their understanding of the faith and their relationship with Jesus. The local parishes support the school and parents in nurturing these relationships. Students at Emmaus Catholic College are encouraged to attend weekly mass at the Mercy Chapel and play an instrumental role in developing all aspects of the liturgy.

Religious Education

Religious Education is the life force of the college's curriculum and underpins everything the college does. Central to the college's mission as a Catholic school are our Catholic values and these are explicitly taught through all teaching programs at the college.

The college follows the Parramatta Diocese Religious Education syllabus, *Sharing Our Story*, in Years 7 to 10 and offers a choice of Catholic Studies or Studies of Religion either one or two units in Years 11 and 12.

Professional Learning of staff in Religious Education

Staff members have the opportunity to undertake professional learning in Religious Education through their involvement in the Religious Education faculty. Faculty time is provided weekly for Religious Education staff to work collegially to build capacity and develop both quality programs and resources. Collaborative lesson planning and discussion further develop professional learning. In recent years we have had a number of staff complete the Certificate of Religious Education. One staff professional learning day each year is dedicated to staff spirituality. This year staff will also experience Christian meditation.

Learning and Teaching

National Assessment Program - Literacy and Numeracy (NAPLAN)

Students in Year 3, Year 5, Year 7 and Year 9 across Australia participated in National Assessment Program – Literacy and Numeracy (NAPLAN) in May 2015. The purpose of this test is to provide information to parents and teachers about the achievements of students in aspects of Literacy and Numeracy. The test provides a measure of the student’s performance against established standards and against other students in Australia. Each year the results are analysed by the school to inform teaching and learning with a view to improving student performance.

The Commonwealth Government sets minimum acceptable standards for literacy, numeracy, reading, writing, grammar, punctuation and spelling at particular ages. These are referred to as national minimum standards. Student performance in NAPLAN in our school is compared to these standards. The percentages of students achieving at or above these national minimum standards, and the percentages of students in the top three bands are reported in the table below.

NAPLAN RESULTS 2015		% of students at or above national minimum standard		% of students in top three bands	
		School	Australia	School	Australia
Year 7	Grammar and Punctuation	92	92	35	55
	Literacy	91	92	41	51
	Reading	95	95	42	57
	Writing	94	87	33	40
	Spelling	94	93	54	60
	Numeracy	97	96	29	53

NAPLAN RESULTS 2015		% of students at or above national minimum standard		% of students in top three bands	
		School	Australia	School	Australia
Year 9	Grammar and Punctuation	90	89	33	40
	Literacy	86	88	31	42
	Reading	94	92	38	47
	Writing	82	80	26	34
	Spelling	92	90	50	51
	Numeracy	97	96	37	51

Emmaus Catholic College students achieved above the national minimum standards in most areas of NAPLAN testing in 2015. The data collected from these tests were analysed closely at a variety of levels, by the college leadership team, faculty teams and individual class teachers, to

gain a better understanding of what the results tell us about the students' learning and their future learning needs. The data was used to complement the knowledge that our teachers have acquired about their classroom practice and to cater better for individual student needs. Examination of individual student NAPLAN data was a priority area of investigation and was supported by other test results to give us a more comprehensive picture of each student.

Record of School Achievement (RoSA)

From 2012, eligible students who leave school before receiving their Higher School Certificate will receive the NSW Record of School Achievement. The RoSA is a cumulative credential in that it allows students to accumulate their academic results until they leave school.

In 2015, no student requested a RoSA in Year 10 or Year 11.

Higher School Certificate (HSC)

Percentage of students in performance bands 4,5 and 6 compared to the state.

Higher School Certificate	Percentage of students in top 3 bands	
	2015	
	School	State
Studies of Religion I	62	78
English Standard	43	42
English Advanced	92	91
Construction Exam	89	65
Music 1	100	89

The Higher School Certificate results continue to demonstrate learning gain. Excellent performance in all Vocational Education and Training (VET) subjects was an outstanding feature with many of the subjects well above state average. Mainstream subjects performed with mixed results with a number of subjects above or close to state average. There is a need to investigate subjects that performed poorly.

School curriculum

The academic curriculum is constantly under review at the college as we aim to meet the individual learning needs of our students. Individualisation of learning programs is a skill, which all teachers are expected to employ to cater for the diverse range of learning styles and needs of students in their classes.

The college has a dedicated learning support team with a specific staff member responsible for students in each year group. There were 72 funded students in 2015 and those in Years 9 and 10 were offered extended opportunities to explore work placements. The learning support team also coordinates and guides transition programs, which provide individual educational plans for students. Both funded and non funded students benefit from the case management of their learning, personal development and transition arrangement by a member of the teaching staff. Members of the learning support team work closely with the careers adviser and North West personnel to arrange part-time work placements and support transition to full-time work on completion of their studies. Transitional support for all students is provided by the careers adviser and where necessary the college counsellor.

Selected students participate in Technical and Further Education (TAFE) courses and many of our Stage 5 and 6 students undertake a Vocational Education and Training (VET) examination which is one of their Higher School Certificate (HSC) units. Year 10 students are now able to begin a HSC VET course in Year 10 and finish the subject in Year 11. The college has been one of the first schools in New South Wales to take up this opportunity.

The Peer Support program is well established to ensure that our Year 7 students are supported

in their first year of high school and that senior students learn and use valuable leadership skills.

The school is involved in many co-curricular activities and sports. In 2015, these included community drama, mock trial, dance, music ensembles and all sports.

Initiatives to promote respect and responsibility

The *Student Management* policy and *Student Awards* policy are designed to ensure that students take full responsibility for their actions. In 2015 the college continued embedding these policies. The *Student Management* policy is based on restorative justice practices.

Uniform expectations are high at Emmaus Catholic College and students are expected to take pride in their uniform and themselves. On numerous occasions when Emmaus Catholic College students represented their college at official engagements, students received high commendation regarding their presentation.

The student leadership model was further enhanced throughout 2015 with additional responsibilities which gave student leaders increased responsibilities and profiles. The Student Representative Council continued to lead by example and leadership portfolios continued to be driven by members of the college Student Leadership Team.

Professional Learning

Teachers participate in a variety of professional development opportunities at the school level. Monday morning briefing includes a HOT idea session where a teacher will share a strategy used in class to promote higher order thinking skills in the classroom. Staff professional development also occurs through Professional Learning Communities where staff focus on key areas such as literacy and numeracy. In addition, whole-school staff development days involve learning for staff in a number of different areas. This Professional Development (PD) is driven by staff from the college who are able to share their expertise and drive the professional learning of their colleagues. Staff also attend external PD in the form of conferences and other training such as the English and Mathematics Stage 4 (EM4) days. The EM4 training is an opportunity for English and Mathematics teachers to be trained to implement high yield strategies aimed at improving literacy and numeracy outcomes for students. We also have staff who are currently completing masters degrees and other relevant post graduate courses.

School Improvement

Annual school priorities

Priority 1	Formation-all students to have a daily intention for classroom and whole school prayer
Reason for priority 1	<p>The reason for this intention related to the need for all students to be introduced to prayer or have the opportunity for prayer. A number of students and staff were in a Catholic community for the first time and therefore unfamiliar with prayer.</p> <p>At Emmaus Catholic College prayer plays an integral role in the catholicity of the college and therefore has an important place in everything that we do.</p>
Steps taken to achieve priority 1	<p>Teachers modelled and provided daily opportunities for meaningful prayer in the classroom.</p> <p>Students communicated their intentions.</p>
Status of priority 1	Ongoing
Priority 2	To develop literacy skills to enable students to write analytically
Reason for priority 2	Our historical and empirical data suggested this was an area which needed to be focused on. Teachers had been focusing on developing students' capacity to unpack questions successfully and think analytically around how to approach a range of questions.
Steps taken to achieve priority 2	<ul style="list-style-type: none"> ▪ the gradual release model used across all Year groups to model and develop the capacity of students to write with confidence ▪ a greater focus on evaluation of the process and purpose of writing
Status of priority 2	Achieved

Priority 3	To develop numeracy skills of all students
Reason for priority 3	The NAPLAN, HSC and Quality Catholic Schools (QCS) data indicated numeracy skills as an area requiring improvement. By focusing on the teaching of numeracy across all subjects we hoped to see an improvement and learning gain for 2015.
Steps taken to achieve priority 3	<ul style="list-style-type: none"> ▪ engagement in rich tasks to challenge Mathematical thinking ▪ development of a sense of risk taking and working mathematically ▪ understanding mathematical literacy and how to approach a range of different questions ▪ engagement in the English Mathematics Stage 4 (EM4) project
Status of priority 3	Ongoing

Projected school priorities

Priority 1	To engage students in Christian meditation across the school with a specific focus on the Year of Mercy.
Reason for Priority 1	<ul style="list-style-type: none"> ▪ to enable students to develop their relationship with God through prayer and meditation ▪ to allow students to meditate further upon the Year of Mercy and the call we have to act with mercy, justice and compassion towards others - truly living out our gospel values
Steps to be taken to achieve Priority 1	<ul style="list-style-type: none"> ▪ learning stillness ▪ learning and participating in the practice of Christian meditation ▪ developing a relationship with God ▪ understanding that the Year of Mercy calls us to be merciful, compassionate and to act with justice
Priority 2	To improve student writing skills using a consistent approach to the teaching of writing across Years 7 to 10, enabling all students to perform above the relevant cluster level on the writing continuum.
Reason for Priority 2	It is a response to a consistent decline in our NAPLAN writing results. There is a need to provide students with the tools required to understand that writing is a process.
Steps to be taken to achieve Priority 2	<ul style="list-style-type: none"> ▪ develop student metacognition around writing as a process, involving an understanding of purpose, audience, language, meaning and structure ▪ using the writing approach which focuses on Purpose, Audience, Language, Structure (PALS) which enables students to develop tools to make accurate decisions about different text types

Priority 3	To improve student ability to use and interpret mathematical information in a variety of contexts, measured through ongoing assessment, Progressive Achievement Tests in Reading (PAT-R) and NAPLAN
Reason for Priority 3	<p>Our data suggests students struggle with this aspect of numeracy/mathematics within NAPLAN testing as well as General Mathematics in Stage 6.</p> <p>There is a need to explore numeracy across the curriculum and teach students and staff numeracy skills.</p>
Steps to be taken to achieve Priority 3	<ul style="list-style-type: none"> ▪ develop the realisation that numeracy and mathematical reasoning is across the curriculum ▪ grow greater confidence and ability to deal with mathematical information and skills ▪ access and interpret mathematical information presented in a variety of ways and subjects such as worded problems and NAPLAN style tasks

Community Satisfaction

Parent satisfaction

During 2015, Catholic Education Diocese of Parramatta engaged Insight SRC to conduct the Quality Catholic Schools survey to provide feedback from parents, students and staff about our school. This survey will be conducted annually.

The QCS data collected and reported annually showed that parents commented about the general school climate and indicated increased satisfaction directly linked with the reporting system, in that it provided useful and easily accessible information about each student. Homework, which is referred to as Learning Preparation was an area where parents observed a noticeable improvement as students took ownership of their learning. The culture of the college, with its mantra of 'it's all about learning' was strengthened by greater student engagement, an atmosphere of academic rigour and a focus on 'personal best'.

Student satisfaction

The QCS data showed that the students at Emmaus Catholic College felt a strong sense of confidence in their learning ability, a fact aligned with the acknowledgement that they felt motivated to achieve and engage in the process of learning.

Students regarded Emmaus Catholic College as a friendly environment with boundaries regarding behaviour and a welcoming place which embraced all students. The culture of the college enabled students to seek out learning opportunities and embrace goals.

Student satisfaction has continued to develop with student voice being given specific attention in 2015.

Teacher satisfaction

The QCS data showed that the teachers at Emmaus Catholic College experienced a firm sense of ownership about how their goals and approach to work were aligned with the goals and vision of the college. The presence of a supportive leadership team which was approachable, could be relied upon, understood the problems facing staff, and communicated well with them was seen as a driving force within the college.

The teachers acknowledged the extent to which there was effective communication in planning the curriculum and saw this as an area of significant importance and ongoing improvement.

The aim to promote academic excellence became evident through the use of the *Student Management* policy and by the way staff understood, agreed on, and consistently enforced the discipline policy in the college.

Student Profile

Enrolment Policy

Emmaus Catholic College follows the Catholic Education Diocese of Parramatta (CEDP) *Enrolment Policy and Procedures*. This document can be obtained from the school office or can be accessed on the CEDP website <http://www.parra.catholic.edu.au/policy-central>

Current and previous years' student enrolment

Year	Boys	Girls	Total
2013	510	436	946
2014	465	521	986
2015	484	528	1012

Enrolments have been increasing at Emmaus Catholic College over the past few years .

Significant trends have been in the increase in females here at the college and a corresponding decrease in the enrolment of boys. The student population is very multi-cultural. The college has a positive reputation in the community which has enhanced our enrolments.

Student attendance rates

The table below shows the percentage of student attendance by Year level and school average.

Year 7	95
Year 8	89
Year 9	88
Year 10	86
Year 11	84
Year 12	89
School average	89

Characteristics of the student body

The table below shows the number of students in each of the categories listed.

Language background other than English (LBOTE)	455
Students with disabilities (SWD)	65
Indigenous	25

Managing Student Non-attendance

Regular attendance at school is essential if students are to maximise their potential. Schools in partnership with parents and guardians, are responsible for promoting the regular attendance of students. The compulsory schooling age is 6-17. Parents and guardians are legally responsible for the regular attendance of their children, explaining the absences of their children in writing within several days to the school, and taking measures to resolve attendance issues involving their children. School staff as part of their duty of care, monitor part or whole day absences.

They maintain accurate records of students' attendance, follow up unexplained absences through written and verbal communication, implement programs and practices to address attendance issues when they arise, and provide clear information to students and parents regarding attendance requirements and the consequences of unsatisfactory attendance. The principal or their delegate, may grant permission for late arrival or early departure from school, leave or exemption from attendance only in individual cases, on written request from parents and guardians.

The principal/delegate will undertake all reasonable measures to contact parents promptly if an unexplained absence occurs. If truancy is suspected, the principal will contact the parents/guardians to ascertain the reason for the absence. If a satisfactory response is not received, the matter will be referred to the relevant staff at the Catholic Education Office, Diocese of Parramatta who will follow up unexplained absences as per legislative requirements.

Student retention rates

The retention rate of students for Year 10 to Year 12 was 83%.

Many students have continued their education from Year 10 through to Year 12. There are a few factors that have influenced this decision. Most notably are the facilities, location and the student climate within the college. Access to transport facilities is also a significant factor in their decision. Our QCS data also indicates that students are very satisfied with the quality of teaching and learning they are experiencing as well as the image of the college in the local area.

Senior secondary outcomes

The following table shows the percentage of Year 12 students who undertook vocational training or training in a trade while at school, and the percentage that attained a Year 12 certificate or equivalent vocational education and training qualification.

Percentage of Year 12 students who undertook vocational training while at school	57
Percentage of Year 12 students who undertook training in a trade while at school	12
Percentage of Year 12 students who attained a Year 12 (HSC) or equivalent vocational education and training qualification	57

Post school destinations

Each year Emmaus Catholic College collects destination data relating to the Year 12 student cohort. The table below sets out the percentages of students for the various categories.

Student wellbeing

Student welfare, discipline and anti-bullying policies and pastoral care

Each leader of mission is designated as the ongoing leader of mission in each year group. Each leader of mission is responsible to the leader of welfare and assistant principal. The *Student Management* and *Bullying* policies, Peer Support program and the work of the college counsellor support pastoral care. The best pastoral care is to be found in the quality teaching and learning that is the core business of the college.

The *Student Management* policy, *Bullying* policy and *Student Awards* policy have been further embedded by the college staff in 2015. Underpinning each of these policies is the intrinsic value and dignity of the person. The *Student Management* policy has been developed with the understanding that for every action there is a consequence.

The *Student Awards* policy is critically linked to the *Student Management* policy and fosters the belief that children will learn best when their 'best' is affirmed.

The college's *Bullying* policy is designed to facilitate an immediate response for victims and to support them in developing skills and resilience. The perpetrators of bullying are held accountable for their actions and supported through counselling and parental intervention.

Repeat offences of bullying will result in a review of a student's enrolment.

Parents access to this information can be accessed through the college website as well as the student Learning Planner. There has been no change to the current policy as per previous years.

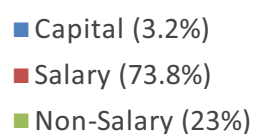
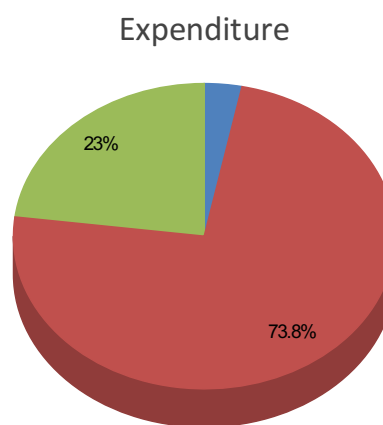
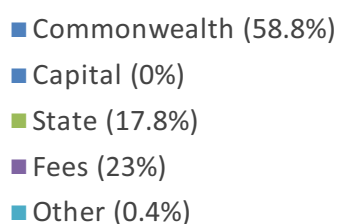
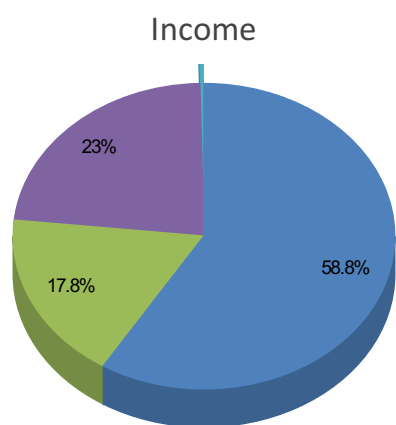
Complaints and grievances policy

The school has formal written protocols in place to address complaints and grievances. These protocols are in line with the Catholic Education Office *Complaint Handling* policy.

The college welcomes approaches from parents if there are matters of concern they wish to raise. To be aware of such matters alerts the college to the problem and enables action to be taken.

Parents can obtain a copy of these policies and procedures from our website at www.emmauskempscreek.catholic.edu.au

Section Eleven: Financial Statement



RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants ¹	\$8,451,121
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$2,562,249
Fees and Private Income ⁴	\$3,300,702
Other Capital Income ⁵	\$50,338
Total Income	\$14,364,410

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure ⁶	\$438,614
Salaries and Related Expenses ⁷	\$10,174,587
Non-Salary Expenses ⁸	\$3,168,525
Total Expenditure	\$13,781,726

1. **Commonwealth** relates to Commonwealth Recurrent Grants including per capita funding and special purpose grants.
2. **Capital** relates to Government Capital Grants.
3. **State** relates to State Recurrent Grants including per capita funding, interest subsidy and special purpose grants.
4. **Fees** relates to diocesan and school based fees, excursions and other private income from fundraisers.
5. **Other** refers to Other Capital Income including drawdowns from the Diocesan School Building Fund to fund Capital Expenditure.
6. **Capital** refers to Capital Expenditure including School Buildings, Furniture and Equipment.
7. **Salaries** refers to the total of all Salaries, allowances and related expenses such as superannuation, workers compensation and leave.

8. **Non-Salary** refers to all other Non-Salary Recurrent Expenses.