



# Emmaus Catholic College

## 2024 Annual School Report



Emmaus Catholic College

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Catholic Schools  
Parramatta Diocese

## Introduction

### **About the Annual School Report**

Emmaus Catholic College is registered by the New South Wales Education Standards Authority (NESA) as a member of the Catholic system of schools in the Diocese of Parramatta.

The Annual School Report provides parents and carers and the wider school community with fair, accurate and objective information about various aspects of school performance and development. The Report describes the achievement of school development priorities in 2024 and gives information about the next years 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 news can be viewed or obtained from the school.

## Key Messages

### **From the Principal Mrs Gabriela Osterlund**

I am pleased to present the 2024 annual report for Emmaus Catholic College, Kemps Creek. This institution is characterized by a robust academic culture and exceptional well-being programs, with a strong emphasis on building relational trust while embodying our five Pillars: mercy, faith, respect, service, and hospitality. Emmaus Catholic College is a co-educational secondary school within the Catholic Education Diocese of Parramatta. Established in 1988, the college is inspired by the Mercy tradition and embraces the motto, "We Walk With Jesus," derived from Luke's Gospel 24:13-33, which illustrates the Emmaus journey.

Emmaus Catholic College is committed to its dual moral purpose: maintaining a Catholic identity while striving for optimal learning and teaching outcomes for every student, in line with the rich legacy of Catholic education. My aspiration for all students who join our college is to cultivate skills, values, and attitudes; to fully harness and share their unique talents; to embrace the challenge of academic excellence; and to embrace the Catholic identity of the college. Emmaus Catholic College is fortunate to occupy approximately 14 hectares of land, featuring outstanding facilities that support academic, spiritual, sporting, creative and social- emotional learning. We remind all community members of our responsibility as stewards of this beautiful semi-rural environment, which we must care for, nurture, and protect.

The college is dedicated to collaborating with parents, carers, families, and the broader community to educate and prepare our students for life beyond school. We take pride in employing explicit teaching and learning strategies designed to engage and transform our students, enabling them to contribute meaningfully and with dignity to society.

The Annual School Report is a government initiative that allows our parents and carers to gain information about some of the structures and performance of our school and its role in the wider community. It is, however, a written document that cannot replace that very real and human need for personal interaction. We invite all parents and carers who wish to discuss any aspect of this report to make contact and work with us collaboratively.

### **From the Parents/Carers**

The college has worked in strong partnership with parents and carers, families and the wider community to educate and prepare our students for life and for living. Parents played a vital role in conjunction with the school in being the first educators of our young adults, strongly supported at all times by the teaching and support staff of Emmaus Catholic College.

Communication was seen as vital between parents and carers and the staff and to that end dealings were always transparent and focused on the learning and pastoral needs of all students.

Methods of communication on a daily basis included face to face interviews, communication via phone, email, SMS, our information management system, COMPASS, and the student learning planner. The college website is vibrant and always updated for

our community, along with our instagram and Facebook feeds. In addition parent/student/teacher interviews occurred twice during the year and some year groups had an information night to disseminate details to the parents and carers.

Other community events took place such as the Year 7 Welcome to Emmaus night, academic and other scheduled assemblies, masses and liturgies and awards days.

Parents and carers were formally surveyed in a centrally administered feedback system that provided information to staff about their child's experience and their own experience of college. The results will be used to look at further improvements at the college.

### **From the Students**

2024 highlighted the generous and caring nature of our student group at Emmaus Catholic College, with students once again committing to numerous events. Activities ranged from fundraising activities, social outreach initiatives, performing and creative arts showcases, sporting tournaments and other community interaction, including supporting the nearby retirement centre, Emmaus Village and the Parish of Holy Spirit, St Clair and Our Lady of the Rosary, St Mary's.

Of significant note was the fact that our students had a strong sense of social justice and compassion for the broader community, supporting areas such as the Parramatta Aboriginal Catholic Mission, Project Compassion, St Vincent de Paul Winter and Christmas Appeals, Vinnies Van service, the Winter Sleepout, and Returned Services League (RSL) dawn services. Our students participated with great spirit in a wide range of college events including Emmaus Day, cross country, swimming and athletics carnivals. We also participated in public speaking, debating, Captivate, Music, Art, Dance and Drama (MADD) Night and a Wellbeing week.

Students at the college were formally surveyed in a centrally administered feedback system that provided information to staff about the students and their experience of school.

## School Context

### History of the college

Emmaus Catholic College has been educating young people in Western Sydney since it was established in 1988. Whilst we are a systemic college, not linked to a particular religious charism, the foundation principal was a member of the Parramatta Mercy Congregation, and the Mercy Charism of compassionate care, especially of those who struggle, informs some practices of the school. The College is part of the Parramatta Diocesan system of schools and in its initial years grew steadily with the development of the surrounding residential areas of Mount Vernon, Kemps Creek, Erskine Park, St Clair and St Marys. Our College currently caters for 780 students with most year groups hosting five streams. The site has been developed to provide a well-resourced and multi-faceted curriculum campus. The Sister Patricia Tully Centre accommodates the whole student body for assemblies and college masses and is a valuable all-round facility, as are the chapel, basketball courts, cricket nets, ovals, and the industrial standard Vocational Education and Training facilities, including kitchens and workshops. The continued focus on an educational master plan by the school with the support of the Catholic Schools Parramatta Diocese (CSPD) has ensured contemporary new learning spaces. The College also has electronic signage along with totem signs naming our major general learning areas after our four houses: Mamre, Cana, Jordan and Tabor.

### Location / Drawing Area

Emmaus Catholic College located in Kemps Creek in Western Sydney, draws its students from the parishes of Our Lady of the Rosary St Marys, and Holy Spirit 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, a few kilometres from the suburbs it serves, is a great blessing and considered to be a peaceful oasis by the entire community. The large grounds of more than fourteen hectares are picturesque and are covered with native shrubs, trees and wildlife including regular visits from our kangaroo population that reside in our surrounding bush lands and creek. Whilst our learning spaces are now very much transformed for twenty-first century learning and whilst allowing for ovals and other recreational and sporting facilities, the spacious site also creates a peaceful ambience and is complemented by our attractive single storey buildings, designed in the shape of a cross to represent the fact that we are Christ-centred. Emmaus Catholic College is also an inclusive college catering for all and to that end is accessible to students and community members with disabilities and also hosts and integrates an Autism Spectrum Australia (Aspect) unit.

## Workforce Composition

### Staffing Profile

Staffing Profile	
Total Number of Staff	92
Number of staff who identify as Aboriginal and Torres Strait Islander people	0
Number of full time teaching staff	58
Number of part time teaching staff	12
Number of non-teaching staff	22

### Total number of teaching staff by NESA accreditation level

Teachers at the college are either accredited as conditional, provisional or proficient as defined by the Teacher Accreditation Act 2004 (NSW). Accreditation at the levels of Highly Accomplished and Lead Teacher is voluntary.

The contracted number of accredited teachers within Catholic Schools Parramatta Diocese (CSPD) are as follows:

Catholic Schools Parramatta Diocese (CSPD) accredited teachers	
Conditional Teachers	458
Provisional Teachers	102
Proficient Teachers and/or above	3258

Teacher status at Emmaus Catholic College can be sourced directly from the college.

## Professional Learning

The ongoing professional development of each staff member working within CSPD is highly valued. Professional learning can take many forms including: whole of school staff days, subject-specific engagements, conferences, meetings and a range of professional learning opportunities provided by CSPD.

The college takes responsibility for planning, implementing, evaluating and tracking its staff's professional learning and individual staff members take responsibility for their ongoing professional development. All teachers have been involved in professional learning opportunities during the year related to improving student outcomes.

Specific and focused Professional Learning for the staff of the college this year has included:

- Our Professional Learning program focussed on Languages Across the Disciplines (LATD), designed in partnership with Adjunct Associate Professor Misty Adoniou.
- Consistent classroom management routines and set up for lessons to establish good learning.
- Connecting with our Catholic identity and Mercy charism through our staff prayer and spirituality day.

## Catholic Identity and Religious Education

### Prayer, Liturgical Life and Faith Experiences

Education within the Diocese of Parramatta is a ministry of the Catholic Church, walking with humility in the way of Jesus, serving all of God's people. The Gospel messages of love, forgiveness, tolerance and compassion are lived experiences that are visibly evidenced at college. We offer families high-quality accessible education that challenges each student to discover a meaningful, hope-filled and flourishing life. Our caring teachers share faith and learning with students, including through their own example. Every day, be it in the playground, at an assembly or in the classroom our students experience a genuinely religious way of understanding the world. The invitation to meaningful prayer and liturgy, as well as participation in the Sacraments, nurture and give expression to the religious dimension of school life in the context of the Church's celebration of the liturgical year.

### Social Justice

All students at the college are encouraged to regularly engage in activities to support Catholic Mission with fundraising and awareness-raising initiatives. Students are encouraged to work closely with their local parish, community groups, support local charities and participate in outreach or immersion experiences for the benefit of the whole community and the student's personal development.

This year students and staff from the college engaged in the following initiatives and activities:

- Staff and students were involved in the Vinnies Van, attending to the need of the homeless once a month.
- On Wednesday afternoons a group of students attended the Emmaus Village Nursing home to offer hospitality and company.
- The FIAT team did the Winter Sleepout in the College Hall and collected donations to help support those in need.

All of these initiatives enabled the students and staff to practise their faith through action as Jesus demonstrated in the Gospels.

### School, Home and Parish Partnerships

Parents and carers have been actively encouraged to engage in a variety of school activities including parent forums, information evenings, parent/teacher/student meetings, liturgies, social events and opportunities to provide feedback. Regular communication with parents and carers occurred through phone calls, meetings and the Compass information platform.

### Religious Education

At the heart of our college is the Religious Education program. It is through this area of study that students learn to value the Catholic identity, traditions, values and Christ's teaching. Our Religious Education program is embodied by the quality of our relationships and how we deal with the daily issues of life.



CSPD schools use Sharing Our Story, a Religious Education curriculum that has been used for more than 20 years. In all subject areas, we offer an education completely consistent with the teaching of the Church on the dignity of all aspects of the human person. We also appreciate the need to provide age-appropriate learning opportunities.

### **Professional Learning of Staff in Religious Education**

Professional Learning in Religious Education offered to staff this year included:

- Staff were re-engaged with the Five Pillars of Emmaus: Faith, Mercy, Respect, Service, Hospitality.
- Staff were involved in professional Learning with the new Religious Education program, Encountering Jesus.
- The College Principal attended the Enhancing Catholic Identity course in Belgium to help understand and action the data in the ECSI report.

## Learning and Teaching

### **National Assessment Program - Literacy and Numeracy (NAPLAN)**

Students in Years 3, 5, 7 and 9 across Australia participated in the National Assessment Program – Literacy and Numeracy (NAPLAN). The purpose of NAPLAN is to provide information to parents and carers and teachers about the achievements of students in literacy and numeracy. Questions are based mostly on the literacy and numeracy knowledge and skills students have learnt from previous years of schooling.

Each year the results are analysed by the school to inform teaching and learning with a view to improving student performance. Commencing in 2023, NAPLAN test results are reported using proficiency standards. Students' results show how they performed in each of the NAPLAN assessment areas against 4 proficiency levels:

- Exceeding: The student's result exceeds expectations at the time of testing
- Strong: The student's result meets challenging but reasonable expectations at the time of testing
- Developing: The student's result indicates that they are working towards expectations at the time of testing
- Needs additional support: The student's result indicates that they are not achieving the learning outcomes expected at the time of testing. They are likely to need additional support to progress satisfactorily.

The percentages of students achieving at Exceeding and Strong proficiency levels are reported in the table on the next page.

### NAPLAN Results Year 7 2024

Year 7	Percentage of students in the top 2 proficiency standards	
	School	Australia
Reading	63%	67%
Writing	67%	65%
Spelling	74%	72%
Grammar and Punctuation	50%	61%
Numeracy	54%	67%

### NAPLAN Results Year 9 2024

Year 9	Percentage of students in the top 2 proficiency standards	
	School	Australia
Reading	64%	63%
Writing	57%	61%
Spelling	77%	72%
Grammar and Punctuation	45%	55%
Numeracy	55%	63%

### Record of School Achievement (RoSA)

Eligible students who leave school before receiving their Higher School Certificate (HSC) will receive the NSW Record of School Achievement (RoSA). The RoSA has been designed to provide grades for all Stage 5 (Year 10) and Stage 6 (Preliminary) courses completed during secondary education.

In 2024:

- The number of students issued with a RoSA in Year 10 was 0.
- The number of students issued with a RoSA in Year 11 was 1.

## Higher School Certificate (HSC)

Percentage of students in performance bands 4, 5 and 6 (trend data) in select courses as compared to the state.

HSC Results						
HSC Subject	Percentage of students in top 3 bands					
	2024		2023		2022	
	School	State	School	State	School	State
English Standard	80%	67%	64%	59%	62%	56%
English Advanced	100%	96%	100%	95%	100%	94%
Studies of Religion 1	66%	80%	61%	84%	61%	79%

Total number of Year 12 students engaged in either a VET or NESA endorsed courses: 51.

NESA endorsed courses and or VET courses undertaken by Year 12 students include: Sport Lifestyle and Recreation, Studies in Catholic Thought, Work Studies.

## School HSC Highlighted Performances

Percentage of students in performance bands 4, 5 and 6 (trend data) in highlighted courses as compared to the state.

HSC Results		
HSC Subject	Percentage of students in top 3 bands	
	2024	
	School	State
Society and Culture	100%	78%
Investigating Science	100%	68%

## HSC Results Comment

Students achieved excellent results in the HSC. Subjects achieving above-state average results included Society and Culture, Music 1, English Standard, Food Technology, Investigating Science and Business Services. The Society and Culture class had over 55% of the class achieve a Band 6 result. The school also had a total of six nominations in

practical subjects, namely Music, Dance, Design and Technology and Industrial Technology. Students performed well in VET subjects with Band 6 achieved in Construction and Entertainment exams. Our highest ATAR was 96.15, however we are most proud of the growth achieved by our students.

## Student Profile

### Enrolment Policy

Emmaus Catholic College follows the Catholic Schools Parramatta Diocese (CSPD) Enrolment Policy Procedures and Guidelines. The full text or a link to the full text of the school's enrolment policies, including all prerequisites for continuing enrolment, can be obtained from the school office or can be accessed on the school's website.

### Student enrolments

Student enrolments 2024	
Number of Boys	Number of Girls
319	376
Total Enrolments: 696	

### Student attendance

Student attendance rates 2024			
Year	Attendance Rate	Year	Attendance Rate
7	88%	10	85%
8	87%	11	85%
9	85%	12	89%
College Average: 87%			

### Managing non attendance

Regular attendance at school is essential if students are to maximise their potential. Schools, in partnership with parents and carers, are responsible for promoting the regular attendance of students.

The compulsory schooling age range is 6-17. Parents and carers 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/carers regarding attendance requirements and the consequences of unsatisfactory attendance.

The school 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 carers. For longer exemptions, an application for approval is made through Diocesan authorities. The principal/delegate will undertake all reasonable measures to contact parents/carers promptly if an unexplained absence occurs. If truancy is suspected, the principal will contact the parents/carers to ascertain the reason for the absence. If a satisfactory response is not received, the matter will be referred to the relevant staff at CSPD 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 66%.

### **Post School Destination**

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

Post School Destination	
University	62%
Technical and Further Education (TAFE)	12%
Workforce	7%
Other/Unknown	17%

### **Characteristics of the student body**

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

Student Body Characteristics	
Language background other than English (LBOTE)	43
Students with disabilities (SWD)	231
Aboriginal and Torres Strait Islander	28

## Wellbeing

The wellbeing and safety of all students is central to the purpose of Catholic Education and we acknowledge that healthy relationships and exceptional pastoral care are core to each child's positive experience at school. Emmaus Catholic College is a place where students are nurtured to grow, to belong and to be safe.

A sense of wellbeing and connectedness promotes optimal development of the person as a whole and contributes to academic success. We have a strong focus on pastoral care and our school has a counsellor to support our students. CSPD provides resourcing for additional wellbeing initiatives and teams to support attendance, behaviour and intervention for students at risk.

Our wellbeing initiatives include:

- Launched an improved student management program to track behaviour and use data to improve student outcomes
- Improved counsellor facilities by creating 2 offices and a group space.
- Student bathrooms were improved to increase visibility and safety.

Emmaus Catholic College bases student wellbeing on the [CSPD Student Wellbeing Policy \(2022\)](#) and the [CSPD Student Wellbeing Framework](#). The guidelines identify the rights and responsibilities of every student in the school and are based on the principles of natural justice and procedural fairness. Corporal punishment is expressly forbidden at the college.

Related policies include:

- [Bullying of Students - Prevention and Response Procedure \(2022\)](#)
- [Student Use Of Digital Devices And Online Services Policy \(2022\)](#)
- [Guidelines for Parents and Carers in Raising Complaints \(2023\)](#)
- [Student Wellbeing Policy \(2022\)](#)
- [Student Wellbeing Framework](#)
- [Student Attendance Policy \(2021\)](#)
- [Student Attendance Procedures \(2022\)](#)
- [Bullying of Students - Prevention and Response Procedure \(2022\)](#)
- [Weapons Procedures \(2022\)](#)
- [Banned Substances Student Procedures \(2022\)](#)
- [Family and School Partnership Principles](#)

### **Actions promoting respect and responsibility**

Emmaus Catholic College actively promotes respect for others and responsibility for self. During the past year, our community has engaged with the following actions and opportunities:

- Focused activities using The Resilience Program wellbeing program across all year levels.
- Active partnership with Jarara Cultural Centre including opportunities to yarn and finish a dedicated yarning circle.
- Student leaders visited Parliament House and also had our local member join our student leadership day.



## Community Satisfaction

During 2024, CSPD and our college utilised a variety of measures to obtain feedback from parents and carers, students and staff regarding community satisfaction.

Areas of strength from the parents/carers feedback include:

- Teachers are supportive of students and foster positive relationships
- Students are experiencing an increased sense of belonging and safety, supported by improvements to school facilities.
- Students are given various opportunities to contribute to the life of the college.

Areas of strength from the student feedback include:

- The school has implemented programs to address students wellbeing and safety
- Teachers are supportive and actively engage in providing assistance to students when needed.
- Staff are professional and dedicated.

Areas of strength from the staff feedback include:

- Staff are well supported through professional learning
- Staff have high expectations of students and themselves
- There is a clear direction to improve student learning

## School Improvement and Learning

### Priorities

Current Year Priorities		
Priority 1	To increase challenge and high expectations in students learning.	Still Working Towards.
Priority 2	To ensure all students are achieving growth in their learning.	Still Working Towards.

Projected School Priorities		
Priority 1	To continue to work on Teir 1 universal practices. Focus is on routines and explicit teaching.	
Priority 2	To enhance our Catholic Identity by focusing on data from the ECSI survey and unpack scripture with staff and students and the symbolism used.	

## Financial Statement

Financial information is based on the detailed information provided to the Commonwealth and State Government in the Financial Questionnaire.

School Financial Information for 2024 is detailed below:

Recurrent and Capital Income	
Commonwealth Recurrent Grants <sup>1</sup>	\$10,452,444
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$2,770,011
Fees and Private Income <sup>4</sup>	\$2,948,446
Other Capital Income <sup>5</sup>	\$332,412
Total Income	\$16,503,313

Recurrent and Capital Expenditure	
Capital Expenditure <sup>6</sup>	\$662,395
Salaries and Related Expenses <sup>7</sup>	\$12,760,912
Non-Salary Expenses <sup>8</sup>	\$4,048,705
Total Expenditure	\$17,472,012

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<sup>1</sup> Commonwealth relates to Commonwealth Recurrent Grants including per capita funding and special purpose grants

<sup>2</sup> Capital relates to Government Capital Grants received for construction of school assets

<sup>3</sup> State relates to State Recurrent Grants including per capita funding, interest subsidy and special purpose grants

<sup>4</sup> Fees relate to Diocesan and school based fees, excursions and other private income from parents/carers

<sup>5</sup> Other refers to Other Capital Income including amounts charged for Diocesan Building Levy from parents

<sup>6</sup> Capital Expenditure refers to expenses incurred mainly for School Buildings, Furniture and Equipment

<sup>7</sup> Salaries refers to the total of all Salaries, allowances and related expenses such as superannuation, workers compensation and leave

<sup>8</sup> Non-Salary refers to all other Non-Salary Recurrent Expenses