

Emmaus Catholic College

2023 Annual School Report



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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 2023 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 Mr. Gregory Malone

It is a great delight that I present the 2023 annual report for Emmaus Catholic College, Kemps Creek, a school with a strong academic culture; exceptional well-being programs, a priority to establish relational trust whilst modelling our five Pillars of: mercy, faith, respect, service and hospitality. Emmaus Catholic College is a co-educational secondary school which is part of the Catholic Education Diocese of Parramatta. Founded in 1988 the college is enlivened by the charism of the Mercy tradition and has the motto, We Walk With Jesus, taken from Luke's Gospel 24:13-33, which depicts the narrative of the Emmaus journey.

Emmaus Catholic College has a dual moral purpose of being Catholic in its identity and ensuring the best possible learning and teaching outcomes for the whole person as part of a rich tradition of Catholic schooling. My hope and prayer for all students who enrol at the college is to develop skills, values and attitudes; to fully utilise and share their individual gifts; to take up the challenge of academic rigour; and to always be unashamedly Catholic at all times. The college is blessed to be set on approximately 14 hectares and has outstanding facilities supporting twenty first century learning. All members of the community are reminded that we are stewards of this magnificent semi-rural setting that we always care for, nurture and protect all times.

The college aims to work in partnership with parents and carers, families and the wider community to educate and prepare our students for lives beyond their school days. To do this we pride ourselves on using teaching and learning strategies that aim to engage and transform our students so that they will contribute in meaningful and dignified ways in our 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 at all times 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 and along with our instagram and Facebook feeds. In addition parent/student/teacher interviews occurred twice during the year and each year group 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

2023 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, 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, clean up schools day. We also participated in Harmony Day, mock trials, public speaking, debating, Captivate, Music, Art, Dance and Drama (MADD) and a Well-being 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	104
Number of staff who identify as Aboriginal and Torres Strait Islander people	0
Number of full time teaching staff	60
Number of part time teaching staff	15
Number of non-teaching staff	29

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	363
Provisional Teachers	125
Proficient Teachers and/or above	3495

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:

- Staff Meeting - Explicit Teaching practices.
- PLC - Unpacking RAP Data and DeCoursey Analysis.
- PLC - Language Across the Disciplines (LATD).

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:

- St Vincent De Paul Winter Appeal.
- St Vincent De Paul Christmas Hampers.
- Project Compassion Fundraising Initiatives.

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:

- Reconnecting with the Mercy Charism
- Engaging with the Emmaus Pillars of Faith, Respect, Service, Hospitality and Mercy
- Engagement with the Synod outcomes and dialogue.

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 2023

Year 7	Percentage of students in the top 2 proficiency standards	
	School	Australia
Reading	54%	68%
Writing	50%	63%
Spelling	63%	73%
Grammar and Punctuation	48%	64%
Numeracy	50%	67%

NAPLAN Results Year 9 2023

Year 9	Percentage of students in the top 2 proficiency standards	
	School	Australia
Reading	60%	63%
Writing	55%	58%
Spelling	66%	71%
Grammar and Punctuation	44%	56%
Numeracy	56%	64%

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 2023:

- The number of students issued with a RoSA in Year 10 was 7.
- The number of students issued with a RoSA in Year 11 was 0.

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					
	2023		2022		2021	
	School	State	School	State	School	State
English Standard	64%	59%	62%	56%	73%	58%
English Advanced	100%	95%	100%	94%	100%	93%
Studies of Religion 1	61%	84%	61%	79%	79%	69%

Total number of Year 12 students engaged in either a VET or NESA endorsed courses: 98.

NESA endorsed courses and or VET courses undertaken by Year 12 students include: Beauty Services (Make-Up), Sport Lifestyle and Recreation, Studies in Catholic Thought Life Skills, 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	
	2023	
	School	State
Society and Culture	100%	80%
Investigating Science	85%	69%

HSC Results Comment

In 2023, the College achieved 21 Band 6 results. This was a significant percentage increase of 4.2% from the previous year. The College also received 1 of the top achievement awards, an All Rounder result which is awarded to a student who receives

Band 6/E4 results in at least 10 units. An Accelerated English Advanced program was conducted and one student was able to achieve a Band 6 by completing this course in year 11. Learning gains were achieved in 5 different subjects - English Advanced and Standard, Society and Culture, Biology and Investigating Science. We are very proud of the results in Society and Culture which were the second highest in the diocese.

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 2023	
Number of Boys	Number of Girls
361	388
Total Enrolments: 749	

Student attendance

Student attendance rates 2023			
Year	Attendance Rate	Year	Attendance Rate
7	93%	10	89%
8	92%	11	92%
9	92%	12	91%
College Average: 91%			

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 72%.

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	75%
Technical and Further Education (TAFE)	7%
Workforce	12%
Other/Unknown	6%

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)	288
Students with disabilities (SWD)	230
Aboriginal and Torres Strait Islander	20

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:

- The Resilience Project.
- National Day of Action Against Bullying.
- RUOK? Day.

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:

- Embedded in School Diary and part of Coaching Conversations.
- Pledge signed by all students.
- A novelty race was set up and run to raise awareness.

Community Satisfaction

During 2023, 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:

- The school supports positive behaviours.
- Parents feel welcome.
- Learning is supported at home.

Areas of strength from the student feedback include:

- Students take learning seriously and report that it is important to them.
- Students feel their teachers encourage them to do better.
- Teachers give extra support to students and have high expectations

Areas of strength from the staff feedback include:

- Teachers feel supported by Leadership
- Teachers use a variety of strategies in the classroom
- Teachers are collaborative in their planning for learning

School Improvement and Learning

Priorities

Current Year Priorities		
Priority 1	For all students to experience growth in writing, measured in Naplan data from Years 7 to Year 9. The school will be using LATD and Explicit Teaching in their Professional Learning to help meet this goal.	Still Working Towards.
Priority 2	For all students to experience growth in writing, measured in Naplan data from Years 7 to Year 9. The school will be using LATD and Explicit Teaching in their Professional Learning to help meet this goal.	Still Working Towards.

Projected School Priorities	
Priority 1	To increase challenge and high expectations in students learning.
Priority 2	To ensure all students are achieving growth in their learning.

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 2023 is detailed below:

Recurrent and Capital Income	
Commonwealth Recurrent Grants ¹	\$10,451,426
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$2,859,958
Fees and Private Income ⁴	\$3,173,977
Other Capital Income ⁵	\$380,710
Total Income	\$16,866,071

Recurrent and Capital Expenditure	
Capital Expenditure ⁶	\$361,485
Salaries and Related Expenses ⁷	\$12,283,524
Non-Salary Expenses ⁸	\$4,212,822
Total Expenditure	\$16,857,831

¹ Commonwealth relates to Commonwealth Recurrent Grants including per capita funding and special purpose grants

² Capital relates to Government Capital Grants received for construction of school assets

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

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

⁵ Other refers to Other Capital Income including amounts charged for Diocesan Building Levy from parents

⁶ Capital Expenditure refers to expenses incurred mainly for 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