2013 ANNUAL REPORT

to the School Community

EMMAUS COLLEGE
Vermont South/Burwood

REGISTERED SCHOOL NUMBER: 1592
Contents

Contact Details ......................................................................................................................... 2
Minimum Standards Attestation ............................................................................................... 2
Our College Vision .................................................................................................................... 3
Principal’s Report ....................................................................................................................... 4
College Board Report ............................................................................................................... 6
Education in Faith ..................................................................................................................... 7
Learning & Teaching ............................................................................................................... 9
Student Wellbeing ..................................................................................................................... 13
Leadership & Management ................................................................................................. 16
College Community .................................................................................................................. 19
Financial Performance ............................................................................................................ 21
Future Directions ..................................................................................................................... 22
Contact Details

| ADDRESS                  | 503 Springvale Road, Vermont South VIC 3133  
|                         | 285 Warrigal Road, Burwood VIC 3125 |
| PRINCIPAL               | Mr Antony Hirst                            |
| CHAIR OF THE ASSOCIATION OF CANONICAL ADMINISTRATORS | Fr. Chris Murphy                         |
| SCHOOL BOARD CHAIR      | Mr Louis Souchon                           |
| TELEPHONE               | (03) 9845 3211                             |
| EMAIL                   | principal@ecvermontsth.catholic.edu.au     |
| WEBSITE                 | www.emmaus.vic.edu.au                      |

Minimum Standards Attestation

I, Antony Hirst, attest that Emmaus College is compliant with all of the requirements for the minimum standards and other requirements for the registration of schools as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2007 (Vic), except where the school has been granted an exemption from any of these requirements by the VRQA.

Principal of Emmaus College

23 May 2014
Our College Vision

For Emmaus College to be a Christ centred community and provide a caring and supportive environment that enables students to develop their full potential in all areas of life.

Aims

- Give witness to Catholic belief, liturgy and community;
- Establish a Christian atmosphere that fosters self-worth and respect for others;
- Provide an effective and dynamic learning environment;
- Demand excellence in professional practice and in provision of the learning experience;
- Complement the work of parents in the formation of their children.

College Overview

Emmaus College opened in February 1980. It was established from the amalgamation of St Thomas More College (1968–1979) at Forest Hill and Chavoin College (1966–1979) at Burwood. While the school is relatively new, it has benefited from the rich traditions of the two Colleges.

Emmaus College was established to provide co-educational choice for Catholic families from parishes in our region. These originally included:

St Michael’s, Ashburton; St Thomas the Apostle, Blackburn; St Scholastica’s, Bentworth; St Philip’s, Blackburn North; St Luke the Evangelist, Blackburn South; St Benedict’s, Burwood; Our Lady of Victorias, Camberwell; St Cecilia’s, Camberwell South; St Timothy’s, Forest Hill; Holy Saviour, Glen Waverley North; St Christopher’s, Syndal; Our Lady of Perpetual Succour, Wattle Park.

The College now welcomes Catholic children from priority parishes: St. John the Baptist, Ferntree Gully; St. John’s, Mitcham; St. James, Vermont; St. Jude’s, Scoresby; Holy Trinity, Wantirna South and St. Luke’s, Wantirna. Catholic students from non-priority parishes may be accepted on Pastoral Grounds. Enrolment guidelines allow for non-Catholic children, should places be available.

The College occupies two sites. The Vermont South Campus (Year 7-12) is on a spacious twenty two acre setting with two playing fields, basketball and tennis courts and a multi-purpose stadium for indoor sports. It has five significant buildings less than a decade old.

The Burwood Campus (Y9@E) caters for Year 9 students and is situated in Warrigal Road, Burwood, next to St Benedict’s Church.

Emmaus College offers a broad curriculum designed to cater for the needs and abilities of all students:

- The College has seven computer labs and also over 100 laptop computers available for class use. iPads were introduced in 2013 for Year 7 and Year 9 students while Netbook computers were used by all Year 10 and Year 11 students in 2013. In 2014 there will be a full 1:1 ICT device program for students at the College.

- There is an extensive co-curricular program including Outdoor Education (Year 10) and compulsory camps for students Years 7-9 and Year 12. There are a range of interstate and overseas tours offered each year including Europe, Indonesia and the United States of America.

- VET/Dual Recognition programs are conducted in conjunction with Box Hill and Holmesglen Institutes of TAFE, and through the Mullum Cluster of Schools.

- An extensive Music program is offered from Year 7 to VCE. At Years 7 and 8 Music is a compulsory subject and all students learn keyboard, a woodwind and a brass instrument. A choir and a number of ensembles and bands practise and perform regularly.
Principal’s Report

The 2013 school year could best be described as one of consolidation. After the massive changes of the preceding years, and in particular 2012, when virtually everything was ‘new’, 2013 has been a year where everyone has more or less known what to expect. Greater role clarity and further program development have seen the school strengthen its position.

While consolidation can hint everything remains the same, we all know change is a constant in education. This year the most obvious change at Emmaus has been the introduction of iPads at Year 7 and 9. iPads are simply technology that allows students instant access to information, Apps and even e-textbooks. They do not replace the important role of the teacher in the learning process; they are simply a high-tech tool. They do mean that the nature of teaching often changes, and they can in fact be a high-tech distraction if not used appropriately.

For the first time next year, we will see all students at Emmaus with a device - either the iPad, Netbook or the option of a BYOD for our Year 12s. This digital education revolution has impacted greatly across virtually all secondary schools in the country, and there is no doubt that Australia is a world leader in this aspect of education. It is often described as a ‘brave new world’ by many, and parents have a vital role to play to ensure that devices, and more importantly, the content on the devices is appropriate. Emmaus, like most schools, has to spend far too much time dealing with social media issues that are preventable through students self-policing and parents being more proactive in monitoring online content. In Term One 2014, we will be running a number of evening sessions to better equip parents in this important aspect of technology use.

In 2013 Emmaus commenced its School Improvement Framework (Strategic Plan) for the next four years. A key focus has been a more contemporary approach to teaching and learning. A Catholic Education Office of Melbourne initiative, Change², has seen all staff reflect on their own teaching practice, develop a clear and shared statement of what effective (contemporary) teaching looks like at Emmaus, and have worked more collaboratively in teams to enhance the use of technology and improve student engagement.

There have also been a number of other key goals for the year, including better utilising available data to assist and guide student learning. There have been a number of sessions for staff using NAPLAN data, our Learning Assessment Testing figures and VCE results to gain a clearer understanding of areas of strength and areas for further growth.

From a Leadership and Management perspective, a major component of the year has been to develop the leadership capacities of staff in middle level leaders at the College. Relevant Assistant Principals have worked closely with House Leaders and Learning Area Leaders to create a middle level leadership structure that is characterised by shared vision, a strong sense of team work and a focus of continuous improvement.
Central to the educational programs at Emmaus College is the ongoing success of the Y9@E program at the Burwood Campus. I would like to commend the work of Michael Lafferty and his dedicated team of staff for ensuring that academic rigour has been retained while offering Year 9 students so many ‘extras’. Community Connections, Discovery Camps, City Explore, Mind and Body, Creating Solutions and Active Life ensure that this key year in secondary education is a meaningful one for our students.

Other highlights for 2013 have been another outstanding College Production ‘Oliver!’; successful Sister School visits, including the first from Kennedy Catholic High School Seattle, and ongoing interstate and overseas tours. Pleasingly, the Bill Holligan Performing Arts Centre was recognised at the Building Designers Association of Victoria Awards for the best alteration/addition to a Public Building, and our recent extensive building projects were also featured in a double page article in the Catholic Development Fund newsletter.

There were many direct opportunities for parents to be actively supporting their children’s education. Students involved in performing arts held numerous concerts, soirees, drama and dance performances that were well attended. The Debutante Balls were again major community events and incredibly well supported with over two thirds of Year 11 involved. From a sporting perspective, teams performed well in EISM events, and we look forward to further developing this aspect of the school. Students were involved in many other extra-curricular activities including interschool debating, Building Bridges, Reconciliation activities and social justice initiatives.

From a wider school perspective, the formation of the Emmaus Parents and Friends Association, after almost two decades in recess, has been a most welcome change. A core team of parents have volunteered their time and expertise and importantly, enthusiasm to run a number of social events to improve connectedness amongst Emmaus parents. These events included a ‘Mingle with Mums’ Evening, Hot August Night Live Music and Trivia, and Dads’ Footy Evening. With further plans for 2014 already underway, if every family supported just one P & F Association event, each would be a huge success.

In 2014 we hope to have extensively renovated our Vermont South Food Technology Room, and also improved the appearance of our Springvale Road frontage that has started to look a little neglected. Consideration will also be given to investigate options for the relocatables at Vermont South which have served us so well for the past 25 years, but could be better utilised by more contemporary learning spaces.

While 2013 may well be remembered as the ‘year after the big year of change’ Emmaus College has certainly not stood still. Ongoing improvements to the school in so many areas would not have been possible without the assistance of the College Board, the Sub-Committees of the Board, the College Leadership Teams and the dedicated work of our school staff. Particular thanks to Fr. Chris Murphy, President of the Association of Canonical Administrators and Louis Souchon, Chair of the College Board, for their continued support and commitment to the College.
It is with pleasure and a sense of achievement by the whole College community I am presenting to you this report on behalf of the Board for 2013.

At the time of writing, the VCE students have just had their last school day. That same evening the Board was meeting. One could feel a sense of satisfaction and achievement from the staff seeing another Year 12, six years in the making, finishing school and joining adulthood. The day before, I was fortunate enough to attend their farewell mass celebrated by Father Chris Murphy. During the homily he told with confidence all the great fundamentals that can bring us closer to God and encounter his love, hope and peace. A strong message for us all to hold in difficult and good times, fundamentals which have been discussed through many avenues and religious classes throughout the school years, raising the students in goodness and hope as they move into adulthood.

During the year we saw many significant developments, none of the least were the technological ones. While we are using a mix of Netbooks, iPads and moving towards BYOD (Bring Your Own Device) across the years, investments in the I.T. infrastructure is substantial and ongoing. It is pleasing to see the search for improvements in education delivery, whether it’s through an Information Technology point of view or looking further afield in terms of new research and studies on education. For example, during the year the Principal was in Europe on a study tour observing various successful schools, their journeys and achievements. All of these contribute in bringing improvements to the school.

Visits by overseas students were very active this year with students from Pinerolo – Italy, Jakarta – Indonesia, Germany and, for the first time, Seattle – USA. The students spent some time at Emmaus while being hosted by school families. They came from sister schools providing a great means for all to appreciate their culture, learning their language and leaving great memories of special moments together, all part of education and life.

The artistic and musical life of the College has been memorable and I can remember the arts presentation evenings, many music concerts culminating with the College Production ‘Oliver!’. It is pleasing to see the students being extended and growing in these fields while facilitating group participation and friendships. Befitting to this, the Bill Holligan Performing Arts Centre this year won the Building Designers Association of Victoria Award for ‘Public Buildings – Alterations/Additions’. We certainly have a warm auditorium with great acoustics and supporting rooms to support these activities.

While the many sport events, social functions, camps and trips are well presented in the Annual, we should also mention an important milestone in the College life, being the re-establishment of the Parents and Friends Association after almost two decades. It is good to see the involvement of parents again with three evenings organised for Mums and Dads... The Hot August Night was well attended with around ninety people and thoroughly enjoyable – certainly a space to watch in 2014.

The College keeps progressing through its first year of action plans (part of a four year improvement plan) structured under the Catholic Education Office of Melbourne School Improvement Framework. This is evidenced by the education outcomes which have been achieved during the year and reported through the various newsletters, specifically the outstanding school position in the group of Catholic Co-educational Colleges, in terms of, VCE results and NAPLAN outcomes. It is most opportune to extend a warm and sincere thank you from the Board to the Principal, the leadership group and all staff for the excellent year which 2013 has been.

It is good to see the staff are actively preparing and planning for the year ahead, mindful of the various governance frameworks with which we all have to comply, but also attentive to the school mission and specially that of witnessing our belief and creating a Christian atmosphere as a key foundation to the education required.

Mr Louis Souchon – Chairperson
Education in Faith

Goals & Intended Outcomes

- To continue to enhance the Catholic Identity of Emmaus.
- To increase the opportunity for prayer and liturgy through the Religious Education curriculum delivered via the classroom.

Achievements

Religious Education is not confined to the classroom; it is rather the mission of the whole College. Immersion of students into the life of a faith community in a way that enables the understandings, values and actions flowing from the community's faith to be experienced and internalised can only occur if the community is clear about the faith it communicates, that is, it has a shared faith vision. To this end the College has been involved in the Catholic Identity Project.

Involvement in the Enhancing the Catholic Identity Project from its beginning has led to a focus on staff development. Here the focus has been on staff coming to an understanding of what is intended and described by Catholic Identity and how this identity can be recognised and further developed within the College community. Clearly for students to engage in a religious interpretation of the world, all staff must be open to this possibility, hence staff formation is an ongoing endeavour.

Prayer and liturgy relevant to the units of work being studied is now included in the Religious Education Curriculum Documentation. An increased utilization of the College Chapel and Cleopas Room by religious education classes at various levels across the College.

Value Added

College Theme

The College motto is ‘To Know Christ’ and each year a particular virtue of Jesus is selected as a theme for the year. In 2013 student leaders selected acceptance: ‘To Know Christ through Acceptance’. The task for the year is to reflect on this characteristic or virtue of Jesus, making it a lived reality on both campuses. Through pastoral class activities, House and General assemblies, combined with outreach programs and a focus on ‘community’ through prayer and liturgy, this virtue is developed into a lived reality.

Retreats and Reflection Days

Retreats and reflection days draw upon the building up of community through enjoyment and getting to know others better. It is through this experience that these days begin to lay the foundations of the Kingdom of God... how we could and should be as God’s children away from routine and stereotypical behavior.

- Year 8, focusing on ‘The Person I Am and the Person I Am Becoming’, conducted at the Salesian Retreat Centre, Lysterfield.
- The Year 9 Program. A focus on each student’s uniqueness and profound dignity, created in the image of God and loved unconditionally by God.
- Year 10 Justice Retreats with focus on the Kingdom of God and working for justice.
- Year 12 Emmaus Camp: Ensuring time for prayer and spiritual growth amidst the demands of VCE.
Prayer and Liturgy

In 2013 students and staff participated in liturgy and a range of prayer opportunities that make up the daily rhythm of school life. These included:

- Weekly Friday Morning Mass in the College Chapel,
- Eucharistic and non Eucharistic Liturgies to celebrate and mark the seasons and events of the year: including Opening and closing of the academic year, Lent, Easter and Pentecost, Emmaus Day,
- Eucharistic and non Eucharistic liturgies on retreat and reflection days,
- Class prayer to begin the day,
- Prayer, meditation and reflection time in the Chapel,
- Students lead prayer at assemblies and prayer services,
- Staff prayer at briefings, staff meetings and retreat days, and
- Prayer and reflection to begin parent meetings, information sessions and all formal College meetings.

Outreach and Social Justice

A further dimension to the integration of faith and life is through community service and outreach initiatives. Through involvements in community service, fund raising for charities, advocacy and support for the marginalised and social justice awareness programs, students are immersed in a culture that is Catholic in service. In 2013 service and outreach activities included Nazareth Nursing home program, Aboriginal Reconciliation initiatives and Social Justice Day programs. Tangible support of a range of charities such as Caritas, St Vincent de Paul and Opening the Doors Foundation through fund raising activities - charity concert, sausage sizles and casual dress days. As part of the Religious Education curriculum and community connections module in the Y9@E program, all Year 9 students were involved in community service placements. These included working with people with disabilities, Neighbourhood Houses, and Aged Care Homes.

Building Bridges

In 2013 ‘The Year of Acceptance’ at Emmaus saw the continued involvement of students in the Building Bridges Program. This is an interfaith dialogue program for Years 10 and 11 students in which students discuss topics and issues of faith, spirituality and culture with students from different faith traditions to their own. The program builds bridges of trust and friendship through students learning key skills of dialogue and the sharing of experiences and stories that have shaped them. Such sharing of personal stories creates relationships and connections fostering trust, dispelling ungrounded fear of those who are ‘different’ to ourselves. In this way a foundation to negotiate, respect and engage with each other’s differences and commonalities is developed. Such skills and qualities are important for leaders of our country into the future.
Learning & Teaching

Goals & Intended Outcomes

- To maximize the learning growth of all students in all areas of the education program.

Intended Outcomes

That the following will improve:

- VCE results,
- Literacy and numeracy outcomes across the curriculum,
- Student engagement in learning.

Achievements

The Introduction of iPads

No doubt the most significant initiative for 2013 was the introduction of iPads for all students in Years 7 and 9. Year 9 students in previous years had been issued with netbooks so the new program marked a change in direction. Any concerns about the impact of this change were alleviated by research conducted in conjunction with Swinburne University which indicated that the actual device was less important than the teaching and learning program which it supported. Even so, there was a good deal of staff learning which had to take place.

The decision to introduce iPads was made after extensive consultation with the school community about how Emmaus College could best meet the educational needs of our students in a world driven by rapidly changing technology. It seemed an opportune time to introduce this technology in order to further enhance the quality of education at Emmaus.

The introduction of iPads was supported by an iPad Portal which contained a great deal of important information for all members of the College community. This information includes various policies and advice about the use of the iPad.

Following a successful implementation the iPad program will be extended for 2014 to cover all of Years 7–10. As the Year 11 students have Netbooks, the Year 12 students will be invited to participate in a Bring Your Own Device (BYOD) program for 2014.

Learning Area Leaders

The Learning Area Leaders continue to have an important leadership role in the development of teaching and learning strategies which are designed to improve student learning outcomes. These leaders have particular responsibility for the gradual implementation of the Australian Curriculum.

Australian Curriculum

The start of the school year in 2013 marked the formal introduction of the Australian Curriculum in Years 7–10. There are four phase 1 studies: English, Mathematics, Science and History. Because the administration of education remains a State rather than a Commonwealth responsibility there was a fairly smooth transition between the Victorian Essential Learning Standards (VELS) Curriculum and the Australian Curriculum. In fact the ‘new’ curriculum, along with the ‘old’ curriculum, is known in Victoria as AusVELS.

The most immediate change was with levels. In the previous organisation each level of the curriculum covered two years, except for Prep which was a stand-alone level. With AusVELS there are 12 levels with Prep or Foundation being level 0. Students at Year 7 are now at Level 7 and so on to Year 10 with extension beyond Year 10 progressing to 11.5.
Change
Facilitators from the Catholic Education Office in Melbourne led a group of House Leaders and Learning Area Leaders in developing a Change² initiative on Contemporary Teaching and Learning. This group of leaders, chaired by Mrs Antoinette Siarabalos, the eLearning Coordinator, planned the major sessions for the Staff Conference Day in May as well as sessions on other Conference Days.

The team members have been working through the implementation plan with a number of milestones having been completed, including:

- Establishment of a sub-committee,
- Online Resource Exchange Bank presented to and populated by staff,
- Development of a survey tool to assess student attitudes to learning activities, and
- Highly successful professional development initiatives.

At the December Staff Conference days there were more than 20 professional development sessions run by members of staff. These seminar days included sessions on QR codes, Stop Motion, Nings, blogs and wikis, various iPad apps, cloud capability and Snagit and Camtasia.

Professional Learning
In terms of professional learning teachers attended a wide variety of conferences, in-services and network meeting throughout the course of the year. These activities included subject conferences, examiners’ meetings, Australian Curriculum information sessions, pastoral care seminars as well as updates in First Aid and anaphylaxis. The Principal, Mr Hirst attended a conference in New Zealand as well as undertaking a study tour in Europe. He and Dr Keane also attended the EduTech Conference in Brisbane where they heard from a number of internationally renowned speakers including Stephen Heppel, Alan November, Sir Ken Robinson, Salman Khan, Ewan McIntosh, Daniel Pink and Professor Barry McGraw. Key points from the Conference included the importance of students having a device, the possibilities of the Flipped Classroom, the emphasis on creativity and the trend towards Personalised Learning. These themes greatly reinforced the importance of the iPad program.

There was a great deal of internal professional learning held within the College including sessions on VCE and Allwell data analysis to improve learning outcomes. We were also fortunate to have Joanne Harris from Downs Syndrome Victoria as our keynote speaker for Term Four.

Teaching and Learning Programs
- Semester One Examinations at Years 7 and 8
  It was agreed that Semester Examinations would be more spread at these Year levels.
- Year 10 Period 6 Wednesday
  Students in Year 10 undertook a Study Skills program entitled Applying Solutions or participated in English or Mathematics seminars.
- Headstart Program
  This was extended in 2013 to include the next year’s Year 11 and Year 12 students for the first time.
- Changes to Report Comments
  From the Semester One Reports, teachers wrote one comment to cover both areas of achievement and improvement rather than two comments.
Proportion of Students meeting National Minimum Standard

<table>
<thead>
<tr>
<th>NAPLAN TESTS</th>
<th>YEAR 7</th>
<th></th>
<th>YEAR 9</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>99.5%</td>
<td>98.2%</td>
<td>97.7%</td>
<td>98%</td>
</tr>
<tr>
<td>Writing</td>
<td>98.7%</td>
<td>96.8%</td>
<td>99%</td>
<td>98.1%</td>
</tr>
<tr>
<td>Spelling</td>
<td>98.7%</td>
<td>97.7%</td>
<td>99%</td>
<td>98.1%</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>98.2%</td>
<td>99.1%</td>
<td>96.7%</td>
<td>97.6%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>99.5%</td>
<td>98.2%</td>
<td>99.5%</td>
<td>98.5%</td>
</tr>
</tbody>
</table>

Change in Proportion of Students meeting National Minimum Standard

<table>
<thead>
<tr>
<th>NAPLAN TESTS</th>
<th>YEAR 7</th>
<th></th>
<th>YEAR 9</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>0.0%</td>
<td>-1.3%</td>
<td>-0.5%</td>
<td>0.5%</td>
</tr>
<tr>
<td>Writing</td>
<td>0.1%</td>
<td>-1.9%</td>
<td>2.2%</td>
<td>5.1%</td>
</tr>
<tr>
<td>Spelling</td>
<td>-0.4%</td>
<td>-1.0%</td>
<td>1.3%</td>
<td>3.6%</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>1.9%</td>
<td>0.9%</td>
<td>-2.4%</td>
<td>-0.4%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>0.4%</td>
<td>-1.3%</td>
<td>1.3%</td>
<td>0.5%</td>
</tr>
</tbody>
</table>

This table shows the median NAPLAN results for Year 9 students on the Australian Curriculum Scale.

**MEDIAN NAPLAN RESULTS FOR YEAR 9**

<table>
<thead>
<tr>
<th>Test</th>
<th>Median Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>599.80</td>
</tr>
<tr>
<td>Writing</td>
<td>594.50</td>
</tr>
<tr>
<td>Spelling</td>
<td>602.50</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>595.00</td>
</tr>
<tr>
<td>Numeracy</td>
<td>614.00</td>
</tr>
</tbody>
</table>
Student Learning Outcomes

As can be seen from the table, a very high proportion of Year 7 and Year 9 students met the National Minimum Standards in each of the five assessed areas. Changes over time were minimal. While a number of the changes are in the negative, this is hardly surprising given the very high base for some figures. For example the proportion of students at Year 7 meeting the minimum standard in Grammar and Punctuation fell away slightly from the very high figure of 99.1. Similarly, it was hardly surprising that the Year 9 numeracy figure declined from 100%.

There has been little change in the proportion of students meeting the National Minimum Standards from 2011 to 2013. Very high percentages remained very high. It was pleasing to see improvement in the figures for Writing and Spelling in Year 7 and for Reading in Year 9.

The table below is a summary of the 2013 VCE and VCAL results.

<table>
<thead>
<tr>
<th>SENIOR SECONDARY OUTCOMES</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>VCE Median Score</td>
<td>31</td>
</tr>
<tr>
<td>VCE Completion Rate</td>
<td>100%</td>
</tr>
<tr>
<td>VCAL Completion Rate</td>
<td>100%</td>
</tr>
</tbody>
</table>

The following table shows the destination of the 2013 Year 12 students.

<table>
<thead>
<tr>
<th>POST-SCHOOL DESTINATIONS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Tertiary Study</td>
<td>63.9%</td>
</tr>
<tr>
<td>TAFE / VET</td>
<td>13.9%</td>
</tr>
<tr>
<td>Apprenticeship / Traineeship</td>
<td>11.5%</td>
</tr>
<tr>
<td>Deferred</td>
<td>2.5%</td>
</tr>
<tr>
<td>Employment</td>
<td>7.4%</td>
</tr>
</tbody>
</table>
Student Wellbeing

Goals & Intended Outcomes

Goal: To ensure that all students feel positive about and confident in the school, and are enabled to establish meaningful relationships.

Intended Outcomes:

- Enhance the role of the pastoral teacher,
- Further develop the House System,
- Consolidate the Pastoral Program.

Achievements

2013 saw the consolidation of work which had taken place in the college the year prior, with the transition into a House system as the key Student Wellbeing framework, and the accommodation of the Year 9 program on a separate stand – alone Campus (Burwood). This structure saw the expansion of the existing four Houses (Chavoin, Colin, More and Rice) from organisations which supported essentially sporting events, into vehicles which provide a smaller community within the larger college student body. The vision for this shift was to provide a stronger sense of connection for students (and their families) by having a sense of belonging to a House and fostering relationships between students and staff of a less transient nature, as each student works with a Pastoral Teacher and House Leader for several years, two years in the Middle School (Years 7 and 8) and three years in the Senior School (Years 10-12). A particular push in 2013 was to encourage Pastoral Teachers to be the first point of contact for parents, and for Pastoral Teachers to be a more effective conduit between the parents and College by taking on a more active role in contacting parents with concerns.

The eight House Leaders, two in each House (one at Middle School, one at Senior School) worked together to foster the House spirit, while also managing the day to day demands of seeing to the needs of the students. A stronger link was created between the Middle and Senior sections of each House with the introduction of a buddy activity in Term Two, with a view to increasing this element in 2014. While the Year 9 students are on a separate campus and maintain the horizontal structure, their homerooms were once again based on the Houses to which the students belong, and they joined the rest of the House and College populations on major occasions. Two of the programs at Year 9 (Mind and Body and Creating Solutions) are also based on the House organisation, which helps to foster a sense of belonging to a House as the Year 9 timetable does not contain the Tuesday Pastoral Period present in the 7–8 and 10–12 timetable.

A formal Pastoral Care Program continued but it also incorporated the introduction of House based activities, which will be an ongoing development as the House/Pastoral system continues to take shape in coming years. Speakers and activities that were pertinent to year levels were maintained and others introduced, all of which took place in the designated Pastoral Period (P4 each Tuesday) and were included in the program as an attempt to meet student needs at the respective Year levels.

2013 provided an opportunity to further develop the expanded Student Representative Council introduced in 2012. In addition to College Captains, College Vice- Captains were voted for and each House had 7-8 representatives on each committee-Academic, Liturgy, Arts and Social Justice which once again expanded significantly the numbers of students involved in student leadership, at both House and College levels.
Six hundred and twenty four students from across all year levels at the College were participants in the School Improvement Framework surveying in September. The data offered insights into the school’s strengths and potential areas for further improvement. The data indicated that students believed they felt very connected to the school, engaged in their learning, and had good relationships with their teachers. Students indicated that student safety was an area for further improvement.

**Attendance**

In order to achieve success and to develop and maintain meaningful relationships, regular attendance at school is vital. The importance of school attendance is communication to parents and monitored on a daily basis by the school. Parents are notified by SMS if their child is marked absent from school (ideally by 9.30am) and a phone call is made if there is no response to the SMS. The average student attendance rate across the College was:

<table>
<thead>
<tr>
<th>AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 7</td>
<td>96.90</td>
</tr>
<tr>
<td>Year 8</td>
<td>95.70</td>
</tr>
<tr>
<td>Year 9</td>
<td>93.31</td>
</tr>
<tr>
<td>Year 10</td>
<td>94.85</td>
</tr>
<tr>
<td>Overall average attendance</td>
<td>95.19</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>YEARS 9 – 12 STUDENT RETENTION RATE</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Years 9–12 Student Retention Rate</td>
<td>77.32</td>
</tr>
</tbody>
</table>
VALUE ADDED

- Student Programs (Keys Please Yr. 10, RACV Free2go Year 12, SpinChat Year 11, Safe Partying Year 11, Building Positive Relationships Year 11, Victoria Police Year 12),
- Year 12 Retreats,
- Year 7 Orientation Camp,
- Year 8 City Experience/Canberra Trip,
- Years 9-12 Europe Trip,
- Y9@E Discovery Camps,
- Year 10 Tasmania Trip,
- Student Representative Council (Years 7-12),
- Year 10 Peer Support Program for Year 7 students,
- Years 7-12 Charity Concert,
- House, EISM and other sporting competitions,
- Anzac/Remembrance Day Services,
- Emmaus Day,
- College/House/Year Level Assemblies,
- Whole House Celebration Days,
- College Production,
- Student Performance Evenings (Music/Drama/Theatre),
- Years 9-12 Interschool Debating,
- Exchange Student Programs with sister schools (Italy, Germany, Indonesia),
- Year 10 Work Experience,
- Year 11 Debutante Balls,
- Year 10 Social,
- Year 12 Formal,
- House Athletics/Swimming/Cross Country,
- Valedictory Dinner,
- Lunchtime Sport Competitions/ Chess Club/Knitting Club.
Leadership & Management

Goals & Intended Outcomes

A number of initiatives were implemented in 2013 to further develop the organisational health of the school. A broad goal in the Leadership and Management sphere for the Student Improvement Framework (SIF) 2013-2016 is:

- to create a work environment that is characterised by shared vision, a strong sense of team work and a focus on continuous improvement.

Key improvement strategies across all spheres for this time period related to Leadership and Management include:

- Implementing strong and distributed leadership at all levels of the College.
- Ensuring strong and effective teamwork practices.

A more specific goal setting for Leadership and Management in the 2013 Annual Action Plan (AAP) were:

- To further develop the leadership capacities of middle level leaders.

Achievements

The major emphasis throughout 2013 was to consolidate on the many changes made in the previous twelve months at Emmaus College. It was discernable that all members of the school community became more familiar with the significant changes to campus structure (Y9@E at Burwood and all other Year levels at Vermont South), the new vertical pastoral care and leadership structures in the school.

From a facilities perspective, major highlights included the Bill Holligan Performing Arts Centre winning the Building Designers Association of Victoria Awards for the best alteration/addition to a Public Building (and associated recognition that comes with this award). During 2013 planning was also undertaken for the complete refurbishment of the Food Technology facility at Vermont South which was to commence late in the year.

Professional learning supports school improvement and highlights the commitment of teachers to the growth of their own professional knowledge and practice. All 102 (91.702 FTE) staff were active participants in professional learning. The focus for ongoing professional learning continued to be increasing the leadership capacity of staff and to further build a culture of shared leadership at the school. With twelve months of the new leadership structure to reflect on, it was important to continue to equip all leaders with the skills required for their roles. This is particularly the case with the middle level leadership roles of Learning Area Leaders and House Leaders. These staff were encouraged to apply for programs such as the CEOM Leadership Continuum courses, CEOM Leadership for Learning in Catholic Secondary Schools Project, Purposeful Teaching of Mathematics project and tertiary study options. Two Assistant Principals were participants in the CEOM Aspiring to Principalship program.

Ongoing program development and professional learning also occurred with the second year of the Year 9 Program (Y9@E) at the Burwood Campus. The dedicated team of Y9@E staff were able to further refine the program as required. The advantages of a separate campus to run the complete program, with the flexibility required, was again fully apparent in 2013.

A major Professional Learning focus was the Change2. Change2 is a Catholic Education Office of Melbourne initiative which is a proven structured method for leading sustainable and complex change in schools. Throughout 2013 a number of key staff members worked with CEOM staff to drive the project. A variety of in-house professional learning sessions took place during the year with presentations and workshops associated with the theme ‘Transforming teaching and learning through an understanding and enactment of contemporary practice’.

Another major professional learning focus was enhancing the role of the Pastoral teacher. During the year staff led sessions that displayed best practice in the pastoral care program and also the innovative work taking place in the Y9@E program. What was pleasing about these, and the Change2 sessions, was the fact that they were planned and facilitated by Emmaus staff in middle level leadership roles. The goal now is to ensure that sustainable and continuous improvement takes place.

The College also remains focussed on the ‘Enhancing Catholic Identity’ project. This aims to strengthen the Catholic identity of schools by developing processes and instruments to assist in measuring Catholic identity and thereby provide a basis for enhancing the Catholic culture of Catholic schools. While less time was devoted to this in 2013, it will remain a longer term focus.
Staff continued to be active participants in numerous other professional learning programs and activities. Many of these were associated with the roll-out of iPads at Years 7 and 9. While the devices are not difficult to use, the focus was continually on how they can be used to improve the educational outcomes for students. e-Books, Apps and maximising the functionality of the devices were also important elements staff had to become more familiar with. The majority of this professional learning related to iPads was again in-house. Compliance required professional learning took place associated with First Aid, Anaphylaxis and Mandatory Reporting.

More traditional professional learning was provided by subject associations and other external providers, such as subject associations and the VCAA. Specific VCAL staff also attended professional learning associated with Certificate IV in Training and Assessment. The Learning Support department again covered topics relevant for staff. The school also committed to replace in 2014 the paper based College Planner with an App and introduce an on-line student medical register.

All staff at the College were participants in the School Improvement Framework survey. This data offered insights into the school’s strengths and potential areas for further improvement. Staff overwhelmingly indicated that student behaviour was excellent and that staff wellbeing was positive. Areas for further development included ongoing professional learning and a more team based approach to teaching and learning. Staff and the College Board were taken through the data, which partly contributed to the 2014 Annual Action Plan.

Overall expenditure on staff professional development was $59,001 or a per capita figure of $578 per teacher. This figure in most cases does not include the cost of replacement teachers. Many of the ‘in house’ activities previously listed were delivered at no cost.

To assist teaching staff with record keeping, in compliance with VIT requirements, all were provided with an Emmaus College ‘Professional Learning Recorder’. A number of staff also undertook postgraduate studies in fields associated with education and information and communication technology.

### Staff Composition

<table>
<thead>
<tr>
<th>PRINCIPAL CLASS</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>TEACHING STAFF (HEAD COUNT)</td>
<td>102</td>
</tr>
<tr>
<td>FTE TEACHING STAFF</td>
<td>91.702</td>
</tr>
<tr>
<td>NON-TEACHING STAFF (HEAD COUNT)</td>
<td>62</td>
</tr>
<tr>
<td>FTE NON-TEACHING STAFF</td>
<td>43.054</td>
</tr>
<tr>
<td>INDIGENOUS TEACHING STAFF</td>
<td>0</td>
</tr>
</tbody>
</table>

Calculation of staff composition

FTE Teaching Staff = Total of FTE for all staff included in Teaching Staff Head Count.

FTE Non-Teaching Staff = Total of FTE for all non-teaching staff included in Teaching Staff Head Count.

Non-Teaching Staff includes Specialist Support, Aides and Assistants, Administrative and Clerical etc.

### Staff Retention

This indicator refers to the rate of retention of individual teaching staff members from one school year to the next.

The figure for Emmaus College for 2013 was 96.88%. During the year there was a very small number of long standing members of staff that retired and other staff moved on to other schools or positions to further their careers. This allowed for new staff to bring to the school enthusiasm, new skills and ideas. Included in the new staff were graduate teachers.

### Teacher Qualifications

This data indicates a high level of skill and professionalism, commitment to lifelong learning and a range of professional qualifications which adds to the College’s capacity to deliver a range of programs. As per statutory requirements, all members of the teaching staff are registered with the Victorian Institute of Teaching.
Qualification levels for Emmaus College teaching staff are as follows.

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>EMMAUS</th>
<th>ALL SCHOOLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>DEGREE – DOCTORATE</td>
<td>1.04%</td>
<td>0.93%</td>
</tr>
<tr>
<td>DEGREE - MASTERS</td>
<td>18.75%</td>
<td>15.55%</td>
</tr>
<tr>
<td>DIPLOMA - GRADUATE</td>
<td>28.13%</td>
<td>43.85%</td>
</tr>
<tr>
<td>CERTIFICATE - GRADUATE</td>
<td>2.08%</td>
<td>6.01%</td>
</tr>
<tr>
<td>DEGREE - BACHELOR</td>
<td>86.46%</td>
<td>79.92%</td>
</tr>
<tr>
<td>DIPLOMA - ADVANCED</td>
<td>26.04%</td>
<td>21.99%</td>
</tr>
<tr>
<td>NO QUALIFICATIONS LISTED</td>
<td>9.38%</td>
<td>10.37%</td>
</tr>
</tbody>
</table>

Staff Attendance
This indicator includes all aspects of staff leave (sick leave etc.), including extended leave such as:

- Long service leave
- Long term sickness
- Leave without pay
- Maternity leave
- Study leave
- Enrichment or sabbatical leave

The average attendance rate of staff at Emmaus College from January – December 2013 was:

| TEACHING STAFF | 88.77% |
College Community

Goals & Intended Outcomes

A number of initiatives were implemented in 2013 to further develop and enhance the Emmaus College school community. A broad goal in the Community sphere for the SIF 2013-2016 is:

- To continually nurture and grow the connectedness of the College with the school and wider community.
- Specific goals for this time period related to Community include:
  - The formation of a Parents and Friends (P & F) Association.
  - Continued development of the Alumni Association.

Key Improvement Strategies for the Community sphere for 2013 are:

- Invitation to parents and the school community to be involved in the formation and function of a Parents & Friends Association.
- Advertising of the Alumni Association through school publications.

Achievements

Working with all members of the school community assisted the College in providing and enhancing a safe and positive environment for all students in 2013. The academic pursuits of our students are greatly enhanced and maximized through productive dialogue with our parent body and strong and constructive relations with outside organisations.

Many initiatives implemented during 2012 were built on throughout 2013. The Vertical House structure continued to provide and enhance belonging for all of our students as well as their families. Whole school events such as Swimming and Athletic Sports and Whole School assemblies celebrated House Spirit and were well attended by parents. Emmaus College continued to be a strong participant in the EISM Competition through involvement in Year 7, 8 and Senior Sport.

Students returning to the Vermont South Campus after the first year at the Year 9 Campus (Y9@E) showed improved connectedness, team work and responsibility as a year level. Programs undertaken during Year 9 in school such as Creating Solutions and Active Life together with community projects outside of school such as Community Connections, provided avenues that assisted the growth of each individual student.

In 2013, the College formalised the College Brand and invested in brandmark guidelines to strengthen its presence in the community, and to provide a sense of identity and belonging with staff and students.

The goal of initiating a Parents and Friends Association was achieved with a P & F Association being established and regular meetings taking place throughout 2013. Parent support for this initiative was strong and this body will provide, and will continue to provide, an enhanced role for parents in our school community. Successful events initiated by the P & F Association during 2013 included both Mother’s and Father’s Day functions together with a Music Trivia Dance Night. Regular meetings took place throughout 2013 facilitated by parents. Representatives of the P & F Association also spoke at all major Parent Information evenings to update the school community on events and also to continually extend the invitation for other parents to be involved.

Student progress is always enhanced through home and school working together in partnership.

Information to the school community through College Newsletters and the invitation to attend Parent Forums continued to provide a link between home and school. This was also the case with the school portal, StudyWiz, in providing a link between the classroom and home. Parents were updated on both school events and their child’s progress academically. Parent communication with the school, was and continues to be, encouraged through email and regular attendance at Parent Teacher evenings. Five formal Parent Teacher sessions were held throughout 2013 enabling face to face contact with staff, parents and, in many cases, students. The Parent Teacher On-Line system (PTO) continued to be utilized well throughout the year to maximize the opportunity for bookings. Career Interviews for Year 10 students were also booked through PTO.
The Alumni Association was regularly mentioned in school publications and past students continued to be part of the school community in 2013 through their involvement in the College Production, tutorials and senior student seminars. School Reunions were advertised and assisted through the Alumni and were very successful throughout 2013.

Emmaus College continued to have strong links with outside organisations through relationships with TAFE Colleges and businesses in the VCAL and VET programs. This assisted students not undertaking the VCE to gain their accredited certificate. Community Connections at Year 9 continued to have benefits for both Emmaus and community groups with students gaining increased confidence and pride and our community partners receiving assistance from our students. Visits to our Primary schools and Primary school visits to our College Production matinee continued to improve connection between Emmaus and younger students.

Two hundred parents at the College were randomly offered the opportunity to participate in the School Improvement Framework surveying in September. The data gained from the surveying offered insights into the school’s strengths and potential areas for further improvement from a parent perspective. The overwhelming trend from parent data was that of a school with a definite learning focus, that was safe and where staff were approachable. Areas for further improvement were extra-curricular activities, and more opportunities for parent partnerships. Only four of the eighteen indicators were below the fifty per cent quartile relative to all Victorian secondary schools.

Other activities on offer in 2013 that value added to each student’s experience were:

| VALUE ADDED                                                                 |
|                                                                             |
| • Year 7–8 and Senior Interschool Sport,                                   |
| • Year 7 Rawson Orientation Camp,                                          |
| • Year 12 Study Camp,                                                     |
| • College Athletics, Swimming and Cross Country Carnivals,                 |
| • Reflection Days Years 8, 9 and 10,                                       |
| • Year 10 Work Experience,                                                 |
| • Year 9 Discovery Camps,                                                  |
| • Parent/Teacher Evenings,                                                 |
| • Debutante Balls,                                                        |
| • College Production of ‘Oliver!’,                                         |
| • Emmaus Day,                                                              |
| • Year 8 City Experience,                                                  |
| • Art Exhibition                                                           |
| • Presentation Evening,                                                    |
| • Student Leadership Training,                                             |
## Financial Performance

<table>
<thead>
<tr>
<th>REPORTING FRAMEWORK</th>
<th>MODIFIED CASH $</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recurrent income</td>
<td>Tuition</td>
</tr>
<tr>
<td>School fees</td>
<td>3,885,950</td>
</tr>
<tr>
<td>Other fee income</td>
<td>1,020,573</td>
</tr>
<tr>
<td>Private income</td>
<td>251,949</td>
</tr>
<tr>
<td>State government recurrent grants</td>
<td>2,449,914</td>
</tr>
<tr>
<td>Australian government recurrent grants</td>
<td>8,449,945</td>
</tr>
<tr>
<td><strong>Total recurrent income</strong></td>
<td><strong>16,058,330</strong></td>
</tr>
<tr>
<td>Recurrent Expenditure</td>
<td>Tuition</td>
</tr>
<tr>
<td>Salaries; allowances and related expenses</td>
<td>11,531,657</td>
</tr>
<tr>
<td>Non salary expenses</td>
<td>3,884,997</td>
</tr>
<tr>
<td><strong>Total recurrent expenditure</strong></td>
<td><strong>15,416,654</strong></td>
</tr>
<tr>
<td>Capital income and expenditure</td>
<td>Tuition</td>
</tr>
<tr>
<td>Government capital grants</td>
<td>169,587</td>
</tr>
<tr>
<td>Capital fees and levies</td>
<td>1,415,465</td>
</tr>
<tr>
<td>Other capital income</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total capital income</strong></td>
<td><strong>1,585,052</strong></td>
</tr>
<tr>
<td><strong>Total capital expenditure</strong></td>
<td><strong>828,361</strong></td>
</tr>
<tr>
<td>Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)</td>
<td></td>
</tr>
<tr>
<td><strong>Total opening balance</strong></td>
<td><strong>8,450,113</strong></td>
</tr>
<tr>
<td><strong>Total closing balance</strong></td>
<td><strong>7,693,422</strong></td>
</tr>
</tbody>
</table>

*Note that the information provided above does not include the following items: System levies charged to individual schools, intra-systemic transfers and diocesan supplementary capital fund (SCF) supported borrowings for primary schools. The information provided is not comparable with other educational sectors. This VRQA template is not comparable to the ACARA school-level income reporting requirements which are to be reported on the MySchool website. ACARA school level reporting requirements will require system level income from Government grants and some private income to be allocated by school. This will be a small adjustment in relation to the total level of school resources. At this stage, recurrent income from Government sources, school generated income and capital expenditure are to be reported by schools. Additionally when assessing the private income of the school include both recurrent and capital school fees.*
Future Directions

The major focus for the 2014 school year will again be further consolidating the changes made to school structures at the Vermont South and Burwood campuses that have been in place for 24 months. From a physical resources perspective, the complete rebuild of the Food Technology rooms is expected to be completed early in the 2014 school year. Very early planning is also likely to take place regarding a new building to replace the LOTE/Learning Support Centre.

The School Improvement Framework (School Review) completed in 2012 identified a number of key improvement strategies for the school community to work on for the period 2013-2016. These are:

- Enact our Catholic culture and values in all we do as a school.
- Implement strong and distributed leadership at all levels of the College.
- Ensure strong and effective teamwork practices.
- Build teachers’ capacity to deliver contemporary teaching and learning practice.
- Build relationships that foster self-worth and respect for every individual.

Broad goals across the five spheres for the school community to focus on for the next four years, and specific goals related to the 2014 Annual Action Plan are listed below:

Education in Faith

- To continue to enhance the Catholic identity/identities of Emmaus.
  - Use the results from the Enhancing Catholic Identity project to further influence long term actions to develop Catholic Identity.

Learning and Teaching

- To maximise the learning growth of all students in all areas of the educational program.
  - Further enhance professional learning that exposes teachers to contemporary teaching and learning practices that enable students to be consistently engaged in meaningful activities, including a whole school focus on student self-reporting and providing students with effective feedback.

Student Wellbeing

- To ensure that all students feel positive and confident about school, and enabled to establish meaningful relationships.
  - To supplement existing pastoral programs to ensure that they support a broad range of student wellbeing needs.

Leadership and Management

- To create a work environment that is characterised by shared vision, a strong sense of team work and a focus on continuous improvement.
  - For Emmaus College teams (LALs, House, Y9@E, VCAL, Learning Support etc.) to work collaboratively to identify key tasks, and develop action plans, and evaluate progress towards goals as the year progresses. These are to be signed off by relevant Assistant Principals.

Community

- To continually nurture and grow the connectedness of the College with the school and wider community.
  - Improve online and social media communication with the parent community.
  - Improve information sharing with the school community through Apps4schools, SMS, Twitter, Synergetic, College Website and StudyWiz.