2015 ANNUAL REPORT to the School Community
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<tbody>
<tr>
<td>PRINCIPAL</td>
<td>Mr Antony Hirst</td>
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<td>PARISH PRIEST</td>
<td>Fr Julian Langridge</td>
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<td>SCHOOL BOARD CHAIR</td>
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<td>WEBSITE</td>
<td><a href="http://www.emmaus.vic.edu.au">www.emmaus.vic.edu.au</a></td>
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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
- Australian Government accountability requirements related to the 2015 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth)

20 May 2016
Our College Vision

Emmaus, as a Christ-centred Community, has fundamentally at the heart of its spirituality, the person of Jesus Christ. The story of the Walk to Emmaus in the Gospel of Luke and from which the College is named, nourishes our spirituality. It is a relationship with God that can enable a person to make sense of life and live it fully. Furthermore it is through journeying with, and in relationship with Christ, that deepens and enriches the relationship with God.

*Were not our hearts burning within us while he was talking to us on the road, while he was opening the scriptures to us?* Luke 24: 32

Our relationship with God through Jesus is not a lone journey but one that is nourished and deepened through belonging to the community of faith, the Catholic Church.

The four Houses: Chavoin, Colin, More and Rice supplement the spirituality of the College. These Houses call to mind the charisms of their namesakes, encouraging the members of the House to explore how they too can live their Christian calling.

The School encourages students to live by the key core values of faith, knowledge and service and to assist them to achieve their best academically.

Emmaus College is proud to be a co-educational Catholic school, and we strongly believe that co-education has clear benefits for the vast majority of students. In the contemporary society in which we live, it makes perfect sense for young people to be together in a co-educational environment during their formative teenage to young adult years. We believe that this then best prepares students for their post-school life.

Emmaus College aims to ensure that students are able to acquire the skills necessary for 21st Century learning, especially the four Cs of Critical Thinking Skills, Communication, Collaboration and Creativity. These skills will enable students to be flexible in their problem solving methodology, have enhanced thinking abilities and a collaborative attitude to communication skills. Students need to develop these skills alongside the foundation skills of literacy and numeracy.

Wellbeing is the total climate of pastoral care arising out of the action taken by the College to promote and enhance student wellbeing of a personal, social, physical, emotional, mental and spiritual nature. Key elements of student wellbeing are positive self-regard, respect for others, positive relationships, responsible behaviours, personal resilience and engagement with learning.

Our mission as a Christ-centred community, provides a caring and supportive environment that enables students to develop their full potential in all areas of life.
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 Scholastica’s, Bennettswood;
- St Philip’s, Blackburn North;
- St Thomas the Apostle, Blackburn;
- St Luke the Evangelist, Blackburn South;
- St Benedict’s, Burwood;
- Our Lady of Victories, 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 also 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 also allow for non-Catholic children, should places be available.

The College occupies two sites. The Vermont South Campus (Years 7-12 with the exception of Year 9) is on a spacious and attractive twenty two acre setting with two playing fields, basketball and tennis courts and a double court multi-purpose stadium for indoor sports. It has five significant buildings less than a decade old (Senior Learning Centre, Performing Arts Centre, Science Technology Centre, Administration/Learning Centre, Sports Stadium and Fitness Room) and older buildings have undergone substantial renovations in recent years.

The Burwood Campus (Y9@E) caters for Year 9 students and is situated in Warrigal Road, Burwood, next to St Benedict’s Church. This pivotal year in secondary education offers students a range of engaging educational and ‘life-learning’ programs to better prepare them for their senior years and opportunities as young adults. The program is a great success, and seen as a real bonus for our students.

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

- In 2015 there was a full one-to-one ICT device program for students at the College. iPads were used by all students Years 7-11, while Year 12 students had the option of BYODD. BYODD has been expanded to Year 10-12 for 2016. The College also has six state-of-the-art computer labs.
- 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.
- Emmaus has a long established and respected VCAL program for students in Year 11 and Year 12 who are more focussed on practical career pathways post-secondary education.
- VET/Dual Recognition programs are conducted in conjunction with Box Hill and Holmesglen Colleges of TAFE, and through the Mullum Cluster of Schools.
- Emmaus has an excellent reputation in the Performing Arts, with the College Production each year being a major highlight. Each show is usually a sell out and the school has received many Theatre Guild and Lyrebird Awards in recent years.
- 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 vocal and a number of other ensembles and bands practise and perform regularly.
Principal’s Report

The Theme for Emmaus College in 2015 was ‘To Know Christ through Empathy.’ Empathy makes us a more caring family member, helps to develop responsible citizenship, assists us in listening critically, communicating with sensitivity, and reflects values founded in Catholic social teaching. Jesus showed us great acts of empathy during His time on earth. We have the same opportunity today to model empathy in our dealings with everyone in our lives. We understand empathy to mean the ability to identify with and feel other people’s concerns. We believe that as members of a Catholic faith community, we share our identity as human beings mirrored in the image and likeness of God. As members of God’s family, we need to treat each other with care and concern for our feelings.

From an educational perspective, 2015 has been one of moving forward with our School Improvement Framework (SIF) 2013-2016 goals, and specifically the 2015 Annual Action Plan. More details of these will be included in the 2015 Annual Report to the school community which will be released early in 2016. Planning also commenced in the second half of 2015 for the next full School Review, which will take place in August 2016. This Review will look at SIF achievements 2013-2016 and areas for further growth.

One of the major components of the SIF has been to enhance teaching and learning across the College. A focus for the last two years was Change² (creating more collaborative learning environments that promote and inspire contemporary teaching and learning practices) and this has been augmented by Emmaus College being selected as a pilot secondary school in the Visible Learning Project. This is a professional development program for teachers that explores how evidence can be used to create innovation in the learning environment. It is focused on noted educator, John Hattie’s research. This outstanding research involved millions of students and represents the largest ever evidence-based research into what actually works best in schools to improve learning. Our goal is to use these findings to improve our understanding of learning at Emmaus, to enrich teaching practices and maximise student outcomes.

All students at Emmaus continued to have an ICT device, either the iPad, Netbook or the option of a Bring Your Own Designated Device (BYODD) at Year 12. The effective iPad program will continue, but we will commence phasing in Notebook computers for Year 10-12 students, with the option of BYODD from 2016. The success of the BYODD program, combined with research that indicates that senior secondary education requires computers that have higher end capabilities which enable students more timely and efficient completion of assessment tasks. The introduction of Edrolo, which offers online teaching and testing to Year 12 students, was also a welcome addition in 2015, as was the Peak Skills program for Year 11 and 12 students.

The 100th anniversary of the ANZAC landings in Gallipoli were acknowledged at Emmaus with a moving commemoration ceremony attended by around 1400 people, including special guest, the Member for Deakin, Mr Michael Sukkar. Many months in the planning, the ceremony was a fitting tribute to the ANZACs. White crosses with details of local soldiers from 100 years ago started to adorn the entrance to the school in the weeks leading up to 25 April, each telling the real story of sacrifice from 100 years ago. Thank you to Terry Carman and all staff involved in this milestone anniversary.

There were many other highlights for the year. These included a record 120 Year 11 and Year 12 students journeying to Central Australia. This was on top of Year 12 Retreats, multiple Year 9 Discovery Camps, the Year 8 City Experience and Canberra trip, Year 7 Rawson Orientation Camp and Outdoor Education experiences to the Glenelg River region and the Cathedral Ranges.

Our Sister School partnerships continued to thrive, and further emphasise the global nature of the world in which we live. We had visits from Kennedy Catholic High School (Seattle), Santo Yoseph (Jakarta), Pinerolo (Italy) and Gymnasium Johanneum (Germany). A number of students were privileged to have exchange experiences with our Italian and German Sister Schools.

The 2015 College Production, “Beauty and the Beast”, was a sell out for each of the four performances and has been nominated for a number of awards. To have all shows sold out many weeks prior to opening night
is an indication of the reputation Emmaus has in the area of performing arts. The Debutante Balls were also incredibly well supported with more than 73 Emmaus couples involved over two evenings in August.

Emmaus reached the National Finals of the Evatt Competition (a Model United Nations Security Council diplomacy competition for students in Years 9-12). More than 2,000 students compete in Evatt each year, with Jack Allen and Baherathan Balamaheswaran progressing through various rounds, being one of five Victorian schools to progress to National Finals in November. Our debating teams performed credibly, with the B-Grade team reaching the finals (Top 2.5% in the state). Lara Griffin was the recipient of the “Swannie Award” for Debating which is awarded to the speaker in each grade who has the highest average speaker score – a fine achievement.

EISM Sport continued to grow from strength to strength, with improved participation and many outstanding team and individual performances. Our Senior Teams won four EISM premierships and were runner up in another seven finals. A number of students won State and National titles in sporting pursuits outside the College, or were selected in state teams. We even had a World Champion, with Michael Di Pasquale winning the Gold Medal for International Sporter in the World Shooting Championships.

It is important to acknowledge the ongoing work of student leadership at Emmaus. Each year students continue the many great traditions of the College, and raise awareness and funds for a variety of charitable causes. Thank you to all Student Leaders for their wonderful commitment in 2015.

The Y9@E program at the Burwood Campus continues to engage students at this pivotal time in their secondary education. Developments this year included the introduction of the World Challenge Discovery Camp to Thailand and refinements to the Creating Solutions and Mind and Body programs. In 2016 there will be further strengthening of the Certification program, and a stronger focus on the City Explore days.

The work of our wonderful Parents and Friends Association also has to be acknowledged. The Family Fun day was an outstanding success and the Mingle with Mums was well attended. The Book Sale in October was a welcome addition to the P & F calendar.

From a school infrastructure perspective, a number of projects were successfully undertaken. The most significant was the renovation of the top oval. New turf, irrigation and drainage as well as associated infrastructure, should ensure a first class playing surface for many years. Old change rooms located near the canteen were completely transformed into a very attractive Café space for Year 7 and 8 students. Further work was also undertaken in the Year 7/8 building with a number of classrooms modernised with extensive use of glass and new carpet. Hundreds of new chairs and tables were also purchased for classrooms elsewhere in the school.

On a much larger scale, ongoing planning was finalised for the replacement of the relocatable classrooms with a building that will house a lecture theatre, language classrooms, educational support, careers and psychologists. As with many projects, the town planning phase took longer than anticipated, but construction should commence early in 2016.

2015 also has marked the retirement of Mr Dominic De Sarro, a long serving member of staff. Dom held a number of important positions of leadership over the years, including Campus Co-ordinator and Teacher in Charge of Maths.

To conclude, I would like to thank Anne McLachlan for so capably being Acting Principal during my absence in the early part of 2015, and the Leadership Team and school staff for filling in any gaps.

I would also like to acknowledge the work of the College Board, the Sub-Committees of the Board, for their governance. Particular thanks to Fr Julian Langridge, President of the Association of Canonical Administrators and Louis Souchon, Chair of the College Board for their continued support and commitment to the College. Father Julian in his first full year in the role, has been a great supporter of the College, and has led our Eucharistic celebration each Friday morning before school.
College Board Report

From a Board perspective, the year began with some concern with Mr Hirst, our Principal, suffering from a cancer identified late last year. It was most commendable to see the support of the Leadership Group and many others, determined to bridge his absence and provide to the good running of the School while he needed a few months of treatment. I am sure many will have seen the messages of collegiality and hope that transpire in these moments. On a personal note, I have been impressed with Tony’s perseverance and faith despite the odds.

We have been fortunate to have Fr Julian Langridge as our Canonical Administrator from the beginning of the year. He has spent a lot of his time contributing to the School. It has been encouraging to hear his words of wisdom and keen eye in keeping the development of the School Catholic identity.

The year progressed well and as witnessed in the many pictures and writings inside the 2015 College Annual, which I will not repeat here. Suffice to say that the various reports received and observations made during the year were pleasing. We have an excellent School, not without difficulties here or there but with right ethos, one can see the goodness that constantly emerges. Improving the educational content and delivery has also been an area of focus for the Board during the year. An example of this is the Change² program discussed in the Principal’s Report.

Next year will see some changes at the Board level. The number of Board meetings have been rationalized and refocussed to four a year while the Finance and Education sub-committees have been maintained. Another sub-committee of the Board has been created to review the College constitution next year. The last review was in 2004 and some sections are now dated.

We are looking forward to the year to come supported by the sound strategic direction and clarity of purpose in place. In 2016 let us keep giving thanks to God for the wonder of human life while opening our hearts to his vision.

Mr Louis Souchon – Chairman
Education in Faith

Goals & Intended Outcomes

To continue to enhance the Catholic identity/identities of Emmaus.

- Intended 2015 Outcomes: To continue to enhance the Catholic Identity of Emmaus through Social Justice.

VALUE ADDED

The College motto is ‘To Know Christ’ and each year a particular virtue of Jesus is selected as a theme for the year. In 2015 student leaders selected empathy. ‘To Know Christ Through Empathy.’ The task for the year is to reflect on this characteristic or virtue of Jesus, making it a lived reality on both Campuses. Throughout the year, the theme of empathy resonated in prayer and liturgy with students reflecting on the implications of empathy for their own living. In House and pastoral classes, activities allowed students to respond to this theme through trying to understand people and see from another’s perspective rather than accepting common held criticisms and judgements of others. Social justice and outreach programs allowed students to identify with the plight of those in need.

Achievements

Prayer and Liturgy

In 2015 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;
- liturgies to celebrate and mark the seasons and events of the year: including opening and closing of the academic year, Lent, Easter, Emmaus Day, House Days, End of Semester;
- Eucharistic and non-Eucharistic liturgies on retreat and Reflection Days;
- class prayer to begin the day;
- prayer, guided scriptural and thematic meditation and reflection time in the Chapel;
- student-led 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.
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 behaviour.

- 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 focuses 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, 3 day Retreat allows students the opportunity to disengage from the world’s rhythm for a while and explore the world of relationships and the sacred.

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, fundraising 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 2015 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 fundraising activities - Charity Concert, sausage sizzles and casual dress days. As part of the Religious Education curriculum and community connections module in the Y9@E program, all Year 9 students are involved in community service placements. These included sheltered workshops, neighbourhood houses, special schools and aged-care homes.

Building Bridges

2015, the year of ‘empathy’ 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. The program provides students the opportunity to truly practise the virtue of empathy.

Staff and Parent Education in Faith

In 2015 the offering to parents and staff of the Twilight Theology Seminars focusing on Catholic Moral Thinking continued the work in Enhancing Catholic Identity. The seminars afforded the opportunity to explore current thinking and praxis in the context of a pluralistic and ever-changing society.
Learning & Teaching

Goals & Intended Outcomes
To ensure that the contemporary pedagogy articulated in the Charter for Contemporary Teaching and Learning are embedded in classroom practice.

That teachers, through professional learning, develop contemporary teaching and learning practices that enable students to be consistently engaged in meaningful activities.

Achievements

Contemporary Teaching and Learning

An important milestone in meeting a key recommendation of the last school review was the development of the Emmaus College Charter for Contemporary Teaching and Learning. This document aimed to encapsulate the essence of effective teaching for learning in the 21st Century. The Charter was the culmination of developing and sharing ideas and strategies to enhance contemporary teaching practices. In terms of the best characteristics of learners in the College, the Charter highlights the need for students to become self-directed, independent learners.

The next stage in developing independent learners was to join, in partnership with the Melbourne Catholic Education Office and in conjunction with a number of other schools, the Visible Learning Project. This project, run through an external agency, is the next step of our exploration of contemporary teaching and learning by developing assessment capable learners.

Assessment Capable Learners are students who:

- know about their learning and can plan their next steps with assistance;
- are active in their learning;
- understand the learning intentions;
- set learning goals;
- can answer: Where am I going? How am I going? Where to next?

On the Foundation Day for staff, a number of key points were covered beginning with a consideration of what factors create the greatest impact in terms of improving student learning outcomes. Tied in with this research is using Effect Sizes to measure impact. Foundation Day ended with a session on the importance of teacher mind frames which are focused on the positive ways that teachers understand the feedback to them about learning. The most immediate action was to develop Learning Intentions and Success Criteria for each lesson.

Later in the year, the Impact Coaches investigated student attitudes to learning, along with measuring the effect size of various programs. Classroom walkthroughs were conducted. Toward the end of the year, there was a great deal of emphasis on effective feedback.
Professional Learning

College-wide professional learning was dominated by the Visible Learning Project which is outlined above. The other major professional learning activity for staff members took place in May when noted speaker Andrew Douch presented a Keynote titled *Rethinking Teaching and Learning in an Anywhere, Anytime World*. Mr Douch’s argument was that far from making teachers redundant, the current technological evolution makes effective teachers more necessary than ever, but what makes a teacher effective is changing.

In terms of other professional learning, teachers attended a wide variety of activities throughout the course of the year. These activities included subject conferences, examiners’ meetings, Australian Curriculum information sessions and pastoral care seminars as well as updates in mandatory reporting, first aid and anaphylaxis.

There was a great deal of internal professional learning held within the College including sessions on NAPLAN data analysis.

A feature of professional learning at the College is the amount of time devoted to facilitating the work of teachers meeting in teams. In 2015 the following times were especially set aside:

<table>
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<tr>
<th>LEARNING AREA</th>
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<tbody>
<tr>
<td>Mathematics</td>
<td>Whole day (10 June)</td>
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<tr>
<td>Mathematics</td>
<td>Whole day (16 November)</td>
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<td>History VCE</td>
<td>Part day (29 April)</td>
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<tr>
<td>Physical Education</td>
<td>Part day (18 May)</td>
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<tr>
<td>Physical Education Year 8</td>
<td>Part day (29 July)</td>
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<tr>
<td>Physical Education Year 9</td>
<td>Part day (4 September)</td>
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<td>English Year 8</td>
<td>Part day (14 August)</td>
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<tr>
<td>Y9@E</td>
<td>Part day (30 November)</td>
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<tr>
<td>Music</td>
<td>Whole day (3 December)</td>
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<tr>
<td>Science Year 9</td>
<td>Part day (3 December)</td>
</tr>
<tr>
<td>Languages</td>
<td>Part day (3 December)</td>
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Mentoring Program

An important aspect of professional development for teachers is the mentoring program which focuses on enhancing teaching practice to improve student outcomes. This program includes professional reading, student surveys and mentor observation visits to classes. Teachers from the Mathematics and Science Learning Areas were involved in 2015.
Improving Outcomes

With a particular focus on improving outcomes at all levels, the following initiatives were undertaken in 2015:

- **Peak Skills** which has been delivered twice this year so that Year 11 and 12 students had the opportunity to benefit from it.
- **Edrolo** which is a video instruction platform. As proof that this is the video generation, over 45,000 videos were accessed by Year 12 students in 2015.
- **Mid-Year Year 12 Trial Exams** on the report writing days.
- **Inaugural Semester 1 Academic Assembly.** This Assembly, which took place in the first week of Term 3, was an awards presentation for Academic Excellence in Semester 1. For students at Years 7-10, approximately the top 20 students from each Level were presented with certificates. For Year 11 and 12 students, awards were presented to the top-performing student in each subject.

Curriculum Changes for 2016

There are a number of changes to the curriculum for 2016. At the system level the AusVELS will be replaced by the Victorian Curriculum from 2017 and there will also be some changes to reporting. One area of major change is with Mathematics where wide-ranging changes in the VCE Mathematics studies have had a ripple effect throughout the College. From next year there will be different pathways in Mathematics in Semester Two of Year 10 to better prepare students for the different levels of VCE Mathematics.

There are three new VCE subjects on offer in 2016. Year 11 and 12 students are able to choose English Language as an alternative to English and Literature and VCE Media has been offered for the first time. The final and most exciting new subject is VCE Extended Investigation which should appeal to students with a passionate interest. Extended Investigation is a student-driven research-based task for which students will produce an extensive report of 4,000 words.

Parent Portal

The College rolled out a Parent Portal as a way to book Parent/Teacher Interviews as well as view PDF versions of Student Reports. From 2016 Reports will no longer be printed as they will be available on the Portal.
NAPLAN RESULTS

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<td>99.5</td>
<td>0.5</td>
<td>98.1</td>
<td>-1.4</td>
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<td>Year 07 Spelling</td>
<td>99.0</td>
<td>98.1</td>
<td>-0.9</td>
<td>96.7</td>
<td>-1.4</td>
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<td>Year 07 Grammar &amp; Punct</td>
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<td>98.1</td>
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<td>-0.9</td>
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<tr>
<td>Year 07 Numeracy</td>
<td>99.5</td>
<td>100.0</td>
<td>0.5</td>
<td>99.5</td>
<td>-0.5</td>
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| Year 09 Reading         | 98.6   | 97.0   | -1.6                | 98.9   | 1.9                 |
| Year 09 Writing         | 95.8   | 88.4   | -7.4                | 90.2   | 1.8                 |
| Year 09 Spelling        | 97.7   | 97.5   | -0.2                | 96.5   | -1.0                |
| Year 09 Grammar & Punct | 96.8   | 97.0   | 0.2                 | 96.5   | -0.5                |
| Year 09 Numeracy        | 97.7   | 99.0   | 1.3                 | 98.5   | -0.5                |

MEDIAN NAPLAN RESULTS FOR YEAR 9

| Year 9 Reading          | 596.10 |
| Year 9 Writing          | 576.40 |
| Year 9 Spelling         | 591.70 |
| Year 9 Grammar & Punct  | 568.10 |
| Year 9 Numeracy         | 599.40 |
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 were 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 Mathematics declined slightly from 100%. Pleasingly, in addition to other very high figures, there was 100% for Reading at Year 7. Overall, there has been little change in the proportion of students meeting the National Minimum Standards from 2014 to 2015 in most areas. Already high percentages remained very high. It was pleasing to see improvement in the figures for Reading at Year 7 and Year 9 and, especially, in Writing at Year 9.

VCE AND VCAL

<table>
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<th>SENIOR SECONDARY OUTCOMES</th>
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<tr>
<td>VCE Median Score</td>
<td>31</td>
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<tr>
<td>VCE Completion Rate</td>
<td>100%</td>
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<tr>
<td>VCAL Completion Rate</td>
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POST-SCHOOL DESTINATIONS

| TERTIARY STUDY                | 68.2% |
| TAFE / VET                   | 11.8% |
| APPRENTICESHIP / TRAINEESHIP | 8.2%  |
| DEFERRED                     | 0.9%  |
| EMPLOYMENT                   | 9.1%  |
Student Wellbeing

Goals & Intended Outcomes

- To develop further strategies which enhance an environment where students feel safe and supported by all members of the school community.

Achievements

- Stronger connectedness with peers to further develop more positive relationships
- Build more clearly defined connections between the Middle /Senior School students

2015 was the fourth year of the House system as the key Student Wellbeing framework, with the Year 9 program on a separate stand-alone campus (Burwood). The College has moved well beyond the House structure being a framework for sporting events, into vehicles which provide a smaller community within the larger college student body. The vision for this shift was, and continues to be, 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 two years in the Middle School (Years 7 and 8) and three years in the Senior School (Years 10-12). A particular push in 2015 was to continue 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 2013 and this was increased slightly last year, and in 2015. 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 (Period 4 each Tuesday) and were included in the program as an attempt to meet student needs at the respective year levels.

2015 continued to provide an opportunity to further develop the larger Student Representative Council introduced in 2012. In addition to College Captains, College Vice-Captains were voted for and each House had 7 to 8 representatives on each committee - Academic, Liturgy, Arts and Social Justice which once again expanded significantly the number of students involved in student leadership, at both House and College levels. The Student Wellbeing Committee, established in 2014, continued to meet once a fortnight to discuss student needs. An additional Student Wellbeing position (Director of Students) was introduced for Semester Two 2015; a Year 10 pilot program on relationships was introduced, which will be incorporated into the Pastoral Program for all students in 2016.
Emmaus College 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 communicated 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:

**AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL**

<table>
<thead>
<tr>
<th>Year Level</th>
<th>Average Attendance Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Y07</td>
<td>95.62%</td>
</tr>
<tr>
<td>Y08</td>
<td>94.96%</td>
</tr>
<tr>
<td>Y09</td>
<td>93.44%</td>
</tr>
<tr>
<td>Y10</td>
<td>94.09%</td>
</tr>
<tr>
<td>Overall average attendance</td>
<td>94.53%</td>
</tr>
</tbody>
</table>

**YEARS 9–12 STUDENT RETENTION RATE**

| Years 9–12 Student Retention Rate | 85.78% |

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![Image of people riding camels in a desert landscape]
VALUE ADDED

- Student Programs
  (Keys Please Yr. 10, Spin Chat Yr. 11, Safe Partying Yr. 11, Building Positive Relationships Yr. 10)
- Year 12 Retreats
- Year 7 Orientation Camp
- Year 7 Resilience Program
- Mental Health Week
- 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)
- Leadership Seminars
- 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/Dance)
- Years 9-12 Interschool Debating
- Exchange Student Programs with Sister Schools (Italy, Germany, Indonesia, United States)
- 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/Robotics Club

STUDENT SATISFACTION

All students in the school had the opportunity to complete SIF surveys in 2015. The pattern of the survey results indicated that Emmaus students feel emotionally attached to the school and experience positive emotions at school such as enthusiasm and pride. The survey results also demonstrate that students feel that their classes are engaging and meet their learning needs. Students feel relatively positive about their ability to learn, but could be more motivated to learn. Students indicate in their survey results that student behaviour in the classroom is not getting in the way of learning, but as in previous years, student’s safety scored lower than classroom behaviour.
Leadership & Management

Goals & Intended Outcomes
To create a work environment that is characterised by shared vision, a strong sense of team work and a focus on continuous improvement.
To further develop the skills required by middle level leaders to undertake their roles and develop more effective teams.

Achievements
The major emphasis throughout 2015 was to consolidate and further develop the capabilities of middle level leaders now that they had been in their roles for three years. This was undertaken through a range of programs, particularly through the Action Plans listed in the AAP above. Members of the school community were now fully aware of the school structures in place, and School Improvement Framework (SIF) data from stakeholders (students/staff/parents) indicated a high level of satisfaction with school operations.

From a facilities perspective, major highlights included the refurbishment of the old change rooms into a vibrant Café style location for Year 7 and Year 8 students. This space gives Middle School students another weather protected/climate controlled indoor area to relax. The other major project was substantial renovations to three classroom in the Year 7/8 building. This involved addition of glass walls to the corridors, new carpet, furnishings and painting.

Outside saw the completion of drainage, irrigation, and turfing to the top oval to improve its appearance and more importantly provide a safe and playable year-round sport surface. The oval is planted with drought tolerant grass and water is pumped from our three water tanks near Stanley Road to irrigate the oval when necessary.

On a much larger scale, significant work was undertaken to obtain planning approval for the new Learning Centre. This substantial building will house a 250-seat lecture theatre, language classrooms, educational support, VCAL, careers and psychologists. It is hoped that construction of the new Learning Centre can commence early in 2016.

Professional learning supports school improvement and highlights the commitment of teachers to the growth of their own professional knowledge and practice. All 117 (103.504 FTE) teachers were active participants in professional learning. The focus for ongoing professional learning was the introduction of the Visible Learning Project after Emmaus College was selected as one of two pilot secondary schools. The Visible Learning Project is a cutting edge professional development program for teachers that explores how evidence can be used to create innovation in the learning environment. It is focused on noted educator, John Hattie’s research and the principles of Visible Learning and visible teaching.

As per our 2013-2016 SIF goals, there was also a continued focus on increasing the leadership capacity of staff and to further build a culture of shared leadership at the school.

The Peer Mentoring Program that was introduced in 2014 was continued and expanded with the aim to foster an environment where teachers are always looking at strategies to improve practice to maximise student outcomes. This is closely linked with the goals of the Visible Learning Project.

Ongoing program development and professional learning also occurred with the fourth year of the Year 9 Program (Y9@E) at the Burwood Campus. The dedicated team of Y9@E staff met regularly and were able to further develop the program to best meet the needs of the students. An example of further refinement included the introduction of the World Challenge expedition to Thailand as part of the Discovery program. SIF data indicated a very high level of satisfaction for the program, and again highlighted the advantages of a separate Year 9 campus at Emmaus College.
The College also remains focused 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. The major focus for 2015 was dialogue with Catholic Education Melbourne staff. Another important component of Faith Development for staff and the wider Emmaus community were sessions facilitated by Father Bernard Teo (C.Ss.R) from the University of Divinity (YTU). These occurred during Term 1 and focused on the theme of Moral Theology.

Staff continued to be active participants in numerous other professional learning programs and activities. Many of these were associated with the ongoing roll-out of iPads and Bring Your Own Dedicated Device across the school. Further refinement of the use of e-Books, multiple subject-based Apps and maximising the educational benefits of the devices were clear focus areas. In 2015, a brand new website was also rolled out for the benefit of the school community. Compliance required professional learning took place associated with First Aid, Anaphylaxis and Mandatory Reporting.

More traditional professional learning opportunities were provided by subject associations and other external providers, such as subject associations and the VCAA. The Learning Support Department again covered topics relevant for staff.

All staff at the College were participants in the School Improvement Framework with a full round of surveying of the school community taking place. This data offered insights into the school’s strengths and potential areas for further improvement. Pleasingly, the data indicated a high level of satisfaction from all stakeholders in the vast majority of the surveyed areas. Staff and the College Board were taken through the data, which will partly contribute to the 2016 Annual Action Plan. This data will also be invaluable for the 2016 School Review.

The major organisational change to the Leadership structure was the creation of a new position, Director of Students. This role supports and enhances the already excellent student wellbeing and management provisions in the College. While there were a small number of changes in personnel, minimal change to organisational structures have helped ensure stability for the school community.

Overall expenditure on staff professional development was $66,438 or a per capita figure of $567 per teacher. This figure in most cases does not include subsidies for staff undertaking post-graduate study or the cost of replacement teachers. Many of the ‘in house’ activities previously listed were delivered at no cost.

A number of staff also undertook post-graduate studies in fields associated with educational leadership, student wellbeing, theology and information and communication technology.

<table>
<thead>
<tr>
<th>STAFF COMPOSITION</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal Class</td>
<td>4</td>
</tr>
<tr>
<td>Teaching Staff (Head Count)</td>
<td>117</td>
</tr>
<tr>
<td>FTE Teaching Staff</td>
<td>103.504</td>
</tr>
<tr>
<td>Non-Teaching Staff (Head Count)</td>
<td>69</td>
</tr>
<tr>
<td>FTE Non-Teaching Staff</td>
<td>53.066</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 2015 was 90.2%. During the year there were a small number of long-standing members of staff who retired or moved on to other schools or positions to further their careers. This allowed for new staff to bring to the school enthusiasm, skills and new ideas. Included in the new staff were two graduate teachers.

<table>
<thead>
<tr>
<th>STAFF RETENTION RATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff Retention Rate</td>
</tr>
</tbody>
</table>

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.

All Qualifications: Emmaus College

<table>
<thead>
<tr>
<th>TEACHER QUALIFICATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
</tr>
<tr>
<td>Masters</td>
</tr>
<tr>
<td>Graduate</td>
</tr>
<tr>
<td>Certificate Graduate</td>
</tr>
<tr>
<td>Degree Bachelor</td>
</tr>
<tr>
<td>Diploma Advanced</td>
</tr>
<tr>
<td>No Qualifications Listed</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 2015 was: 92.04%.

<table>
<thead>
<tr>
<th>TEACHING STAFF ATTENDANCE RATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching Staff Attendance Rate</td>
</tr>
</tbody>
</table>

TEACHER SATISFACTION

Insight SRC Staff Surveys indicated a high level of Staff Satisfaction. The highest figures were for Student Behaviour (in both the classroom and school) followed by Staff Wellbeing. There were continued improvements in the area of Team Based Practice, Engagement and Learning. Survey data indicated that staff see the Teaching and Learning sphere as an area for continued focus.
College Community

Goals & Intended Outcomes

- To continually nurture and grow the connectedness of the College with the school and wider community.
- To roll out a new College website and make further enhancements during the course of the year.

Achievements

Emmaus College highly values community engagement, and believes that continual, effective communication and involvement with all stakeholders is essential for ensuring continued growth.

The College website has been fully redeveloped during 2015 and is now the first "port of call" for parents and members of the wider community to not only find out details about the College but also to communicate directly. The website is very user friendly and a “Quick Links” feature enables our community to be directed to places of interest and interact accordingly. Parents and the community are able to book and pay for extracurricular trips and the College Production through direct links on the website as well as accessing the new Parent Portal which was also introduced to parents during 2015. The Parent Portal contains more financial information than 2014 as well as student timetables and classes. Parents were able to book Parent Teacher interviews directly as well through the portal. The portal has been well received and will continue to be developed throughout 2016.

Parent Teacher Interviews continued to be a great source of communication between parents and teachers and was supplemented by regular email and phone contact. In the latter half of 2015, reports were made available to parents online as well as a hard copy with the intention being that reports will be totally online in 2016.

Staff, parents and students access Studywiz on a regular basis. It provides information and resources for study for students and continues to give parents a window into their child’s classroom. Assessment Tasks, Learning Intentions and Success Criteria were posted on Studywiz and a greater number of work tasks were submitted by students via Studywiz throughout 2015 highlighting its effectiveness as a resource tool and communication link. Studywiz also continues to be a show case for the display of excellent student work to the Emmaus community.

The Parents and Friends Association welcomed more members throughout 2015 and organized a variety of successful functions. New and existing Year 7 families to the College had the opportunity to participate in the Family Fun Day in March, which again proved to be a successful welcoming activity for new members to the College community. Mums and Dads had the opportunity to attend their respective Mother’s and Father’s Day functions and these were supported with good attendance and enthusiasm. The P&F continues to be a very viable link between the school and its parent community.

Emmaus College provides many opportunities for parents to be involved in the life of the school. The Social functions, primarily Year 11 Debutante Balls and the Year 12 Valedictory Dinner, were supported in great numbers and the Year 9 Elective and Program Expos were both great nights of interaction for parents with the students and staff. The College Production, “Beauty and the Beast” was a sell-out and was well supported by our school community. Information Nights and Subject Selection Nights were well attended and the parents who took advantage of the scheduled parent forums found them enlightening and informative.
The students of Emmaus College valued opportunities to be amongst the wider community especially in a service capacity. The Year 9 Community Connections program continued to provide an outlet to Year 9 students to be directly involved with members of the wider community who need some assistance and students learnt about their own capacity and abilities whilst doing so. The College Student Leaders attended the annual Sorry Day commemoration at Whitehorse Council and the College Vice Captains were again privileged to be part of discussion groups with other student leaders hosted by Federal MP for Deakin, Michael Sukkar.

Social Media continued to be an avenue of communication for our school community and increased use of Twitter and Facebook will be a focus of 2016 with extra resources devoted to this area.

Increased interaction with feeder Primary Schools took place in 2015 with visits to the Primary Schools as well as visits by the Primary Schools to Emmaus for scheduled activities. School Tours were conducted by the Leadership Team and Student Leaders on a regular basis and the moving of the annual Open Day to October proved a great success.

Further enhancement of successful and informative communication with the College’s stakeholders will remain a focus in 2016.

VALUE ADDED

- Development and roll out of the new College website
- Increased use of the website and greater interconnectivity with the College community
- Everyday use of Care Monkey electronic permission slips & medical information
- Successful usage of Apps4Schools
- Second year of increased attendance at P & F House Family Fun Day
- P & F Mingle with Mums’ Function
- P & F Dads’ Footy Night
- Regular and informative use of the SMS system
- Continued newsletter circulation with full email distribution
- Studywiz used as a teaching tool and information outlet for parents and students
- School Leader attendance at local Federal MP luncheons
- Student Leader attendance at City of Whitehorse Sorry Day event
- Expanded use of Synergetic for payroll, timetables and attendance
- Successful roll out of Synergetic Parent Portal
- Community Connections Program at Year 9
- Parent Information Nights
- Parent Forums addressing topics of interest relevant to families
- Subject Selection Information Nights
- Career Interview Sessions for Year 10 students and parents
- Formation of an Alumni association with attendance at and publicity of reunions; staff with time allowance to develop the association
- On line bookings of scheduled school tours every three weeks
- Introduction of the Year 7 Orientation Day in November
- Visits by Primary Schools to Emmaus College and engagement in organised activities
- October Open Day
PARENT SATISFACTION

- 200 randomly selected parents were again given the opportunity to complete Insight SRC Parent Surveys. The parent surveys again indicated a significant level of satisfaction with Emmaus College. Student behavior and student safety continued to rate extraordinarily high as did behaviour management and student motivation. Parents were happy with reporting structures and also homework. Parents also thought staff were generally approachable although there were drops in parent input and parent partnerships in comparison to 2014 figures. Interestingly, despite the same number of activities as 2014, opportunities for extra-curricular scored significantly lower.
### Financial Performance

<table>
<thead>
<tr>
<th>REPORTING FRAMEWORK</th>
<th>MODIFIED CASH</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Recurrent income</strong></td>
<td><strong>Tuition</strong></td>
</tr>
<tr>
<td>School fees</td>
<td>4,276,258</td>
</tr>
<tr>
<td>Other fee income</td>
<td>1,237,793</td>
</tr>
<tr>
<td>Private income</td>
<td>450,944</td>
</tr>
<tr>
<td>State government recurrent grants</td>
<td>2,420,851</td>
</tr>
<tr>
<td>Australian government recurrent grants</td>
<td>9,949,938</td>
</tr>
<tr>
<td><strong>Total recurrent income</strong></td>
<td><strong>18,335,784</strong></td>
</tr>
</tbody>
</table>

| **Recurrent Expenditure**                         | **Tuition**         |
| Salaries; allowances and related expenses        | 13,074,444          |
| Non salary expenses                              | 4,236,012           |
| **Total recurrent expenditure**                  | **17,310,456**      |

| **Capital income and expenditure**               | **Tuition**         |
| Government capital grants                        | 0                   |
| Capital fees and levies                          | 1,587,646           |
| Other capital income                             | 0                   |
| **Total capital income**                         | **1,587,646**       |
| **Total capital expenditure**                    | **746,425**         |

**Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)**

| **Total opening balance**                        | **7,260,140**       |
| **Total closing balance**                        | **6,418,919**       |

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The information provided above does not include system levies charged to individual schools, intra-systemic transfers and, for primary schools, the diocesan supplementary capital fund supporting primary schools’ capital borrowings.

The information provided in this VRQA template is not comparable with other educational sectors or to ACARA school-level income reports displayed on the MySchool website. ACARA school level reporting requires system level income from Government grants and some private income to be allocated to each school resulting in a small adjustment to the total level of school resources. Currently, recurrent income from Government sources, school generated income and capital expenditure are reported by schools. When assessing the private income of the school, both recurrent and capital school fees are included.
Future Directions

The major focus for the 2016 school year will be the 2016 School Review, the continuation of the Visible Learning initiative and the commencement of construction of the new Learning Centre. From a physical resources perspective, the focus will be the further renovation of the Year 7/8 building (which is expected to be completed early in the 2016 school year), along with finishing touches to the oval (fencing, protective netting, perimeter track).

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 2016 Annual Action Plan are listed below:

**Education in Faith**

- To continue to enhance the Catholic identity/identities of Emmaus.
  - Intended Outcomes: that the importance and relevance of a faith education be further articulated.

**Learning and Teaching**

- To maximise the learning growth of all students in all areas of the educational program.
  - Intended Outcomes: to make progress towards developing assessment capable students in a Visible Learning School.

**Student Wellbeing**

- To ensure that all students feel positive and confident about school, and enabled to establish meaningful relationships.
  - Intended Outcomes: better informed students as to issues and the resources available to assist students to manage their response to them. Sequential development of a Pastoral Program to reflect the focus on social issues.

**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.
  - Intended Outcomes: through a variety of professional reading sources further develop the required skills of middle level leaders to undertake their roles and develop more effective teams.

**Community**

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