EMMAUS COLLEGE

503 Springvale Road, Vermont South
285 Warrigal Road, Burwood

2014 ANNUAL REPORT
to the School Community

REGISTERED SCHOOL NUMBER: 1592
Contents

Contact Details ............................................................................................................................................ 2
Minimum Standards Attestation .................................................................................................................. 2
Our College Vision ....................................................................................................................................... 3
College Overview ......................................................................................................................................... 4
Principal’s Report ......................................................................................................................................... 5
College Board Report .................................................................................................................................. 7
Education in Faith ........................................................................................................................................ 8
Learning & Teaching ................................................................................................................................... 10
Student Wellbeing ....................................................................................................................................... 14
Leadership & Management ......................................................................................................................... 17
College Community ..................................................................................................................................... 21
Financial Performance ................................................................................................................................. 24
Future Directions .......................................................................................................................................... 25
Contact Details

| ADDRESS                  | Vermont South Campus: 503 Springvale Road Vermont South 3133  
|                         | Y9@E Campus: 285 Warrigal Road Burwood 3125 |
| PRINCIPAL               | Mr Antony Hirst |
| PARISH PRIEST           | Fr Julian Langridge |
| SCHOOL BOARD CHAIR      | Mr Louis Souchon |
| TELEPHONE               | (03) 98453211 |
| 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

- Australian Government accountability requirements related to the 2014 school year under the Schools Assistance Act 2008 (Cth) and the Schools Assistance Regulations 2009 (Cth).

22 May 2015
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 earning.

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.
Emmaus College Vermont South / Burwood

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. Jame’s, 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 (Year 7-12) 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 2014 there was a full one-to-one ICT device program for students at the College. iPads were used by all students Year 7-10, while Netbook computers were used by all Year 11 and Year 12 students and BYOD will be an option for 2015. 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.

• 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

2014 was another very successful year for Emmaus College. There was further progression on our School Improvement Framework (SIF) (2013-2016) goals, and specifically the 2014 Annual Action Plan. 2014 was also the final year of Emmaus College’s participation in Change2, which is a Catholic Education Office of Melbourne initiative focussed on enhancing teaching and learning. Our school focus has been to create more collaborative learning environments that promote and inspire contemporary teaching and learning practices.

The Navigating Intersections project has aimed to continue to develop knowledge and understandings around contemporary Catholic curriculum and pedagogy. The project in 2014 has primarily focussed on students and their experience in learning and interpreting their world in dialogue with the Catholic tradition.

From a learning perspective, the most obvious change has been reaching the milestone of a one-to-one device across the whole school. All students at Emmaus had a device, either the iPad, Netbook or the option of a BYOD at Year 12. While iPads have proved a very valuable learning tool, constant monitoring and enforcing is required from parents and teachers to ensure that the device is being used for its intended educational purpose. As has been stated many times, the technology does not replace the important role of the teacher in the learning process. A homework App was also rolled out, which helped to ensure that all students and parents were aware of the daily homework commitments. This App replaced the traditional paper-based College Planner.

Central to the recent school change process has been the continued development of the Y9@E program at the Burwood Campus. Under the leadership of Michael Lafferty and his team, students have again experienced a wide variety of life skill programs over and above their traditional studies. Feedback has again been very positive. SIF surveys of parents, students and staff clearly indicated that the program is being very well received, and that a very strong community bond is formed while the year level is at Burwood.

There were many other highlights for the year. These included the inaugural trip to Gallipoli and the Western Front in April with participants fortunate enough to be present at Villers-Bretonneux for the ANZAC Day Dawn Service. A major ANZAC service is planned at Emmaus for the 24th April 2015 to commemorate the 100th Anniversary of the Gallipoli landing. Another first was a West Coast USA trip, which included an exchange visit to our sister school in Seattle. Other overseas tours included Europe, Italian Exchange, German Exchange and the Performing Arts tour to New York and Los Angeles. These were on top of the regular trips to Tasmania, multiple Year 9 Discovery Camps, Canberra, the City Experience, Rawson, and Outdoor Education experiences to the Glenelg River region and the Cathedral Ranges. We also had an exchange visit from Indonesia, with staff and students from Santo Yoseph continuing the long association they have with Emmaus.

The 2014 College Production, “Anything Goes”, was again an outstanding success and has been nominated for numerous awards. Full credit must go to our many talented students and staff who each year are able to produce such a high quality show. The Debutante Balls were incredibly well supported with more than seventy Emmaus couples involved over two evenings in August. EISM Sport continued to grow from strength to strength, with many outstanding team and individual performances.

It is important to acknowledge the ongoing development of student leadership at Emmaus. Each year students continue the many great traditions of the College, while adding something new. This year we saw for the first time, Emmaus Masterchef and Blink Day, which raised awareness and funds for women’s and men’s health issues. Thank you to all student leaders for their work.

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, Hot August Night and the Family Footy Evening were well attended.
From a school infrastructure perspective, a number of projects were successfully undertaken. The most significant was the demolition of the old Food Technology rooms and the creation of a wonderful Food Technology Centre and adjacent Dining Room. This has completely transformed this area of the school and students have loved cooking in the new facility. The Springvale Road frontage has been enhanced with new signage, banner poles and a new fence. The watering system for the oval has been upgraded and we hope to improve the quality of the surface in winter with improved drainage in 2015.

On a much larger scale, ongoing planning is taking place with the replacement of the relocatables with a building that will house an auditorium, language classrooms, educational support, careers and psychologists. We hope to go to Council with final plans in early 2015, and would anticipate construction commencing before the end of the 2015 school year (subject to town planning approval).

It was with much sadness that Father Chris Murphy, President of Association of Canonical Administrators, informed the College that due to medical advice, he would no longer be able to continue in his parish and school roles. Father Chris has been a great leader and supporter of Emmaus in recent years, and his presence will certainly be missed. We wish him well for the future. We were able to farewell Father Chris at the Presentation Evening at Monash University in November.

2014 also marked the retirement of a number of long serving members of staff from Emmaus. We thanked Wayne McGough, Joseph McDermott, Jude Wright, Michael O’Connor-Byrne and Lyn Fraser for their teaching and pastoral support offered to our students.

The achievements of 2014 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. In 2015 we will welcome Fr Julian Langridge, Parish Priest of Holy Saviour Parish, will take over the role of President of the Association of Canonical Administrators.
College Board Report

Another year has passed by and it is a pleasure to ponder over all the good things that have happened. They are now the fond memories that bring true confidence and allow us to grow – an essential element on our Christian journey.

Fr Chris Murphy this year had to resign as the Canonical Administrators’ Representative due to ill health. It was a pleasure having him around especially when one appreciates his kindness, which was at the heart of his thoughts and considerations for the College. At the Presentation Evening, he was interviewed by a few students – the notion and focus on goodness were ever-present in his replies which were so full of life. We welcome Fr Julian Langridge who has recently accepted the position of President of the Association of Canonical Administrators. Fr Julian is the Parish Priest at Holy Saviour, Vermont South, and has the personal qualities and experience to more than capably take on this role. During the year, there was a review of the Principal. The outcomes of this review were excellent and I warmly congratulate Tony Hirst for his dedication and efforts in this difficult role.

At Board level, the year progressed well without a lot to report - a sign of good administration. The College continues to implement, monitor and improve its annual actions plans. The financial position and stability of the school is healthy allowing the Canonical Administrators to approve the building of a new Wellbeing and Language Centre. The new food technology room was completed early this year and the Springvale road frontage was upgraded. We are now looking forward to some refurbishment around the canteen at the Vermont South Campus and adding drainage and irrigation to the front oval. This will be a great enhancement to the oval enabling year-round use.

The popular school activities are alive and well – the Formal, Social evening and overseas trips for the various years covering, Europe, USA, Turkey and the Western front. The exchange programs with Indonesia, Italy and Germany have also brought many benefits, while the trips to Canberra and Tasmania are very popular. This year’s production, “Anything Goes” is worth a special mention as evidence with its strong ticket sales.

Towards the end of the year, there is the annual Board Dinner where many volunteers from the various committees are invited. It is also an occasion where staff who have worked for 10, 15 or other milestone years at the College are formally recognised and thanked for their efforts. I have attended quite a few of these dinners and each time I look forward to listening to the staff talk about their vocation and experiences. What always stands out in their speeches are the emotions, passion and gratitude the feel. It really inspires so much confidence in the College and its staff when one hears these speeches. I take this opportunity, on behalf of the Board, to say a warm thank you to all the staff for the education they are supporting and providing.

2014 has been a great year and with enthusiasm, the school is looking forward to the year ahead trusting in God and in the peace he gives us.

Mr Louis Souchon – Chairperson
Education in Faith

Goals & Intended Outcomes

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

- Further develop a dialogical model between students and teachers in Religious Education
- Use the results from the Enhancing Catholic Identity project to further influence long term actions to develop Catholic Identity.

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 2014 student leaders selected gratitude – ‘To Know Christ through Gratitude’. 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 gratitude resonated in prayer and liturgy with students reflecting on the implications of gratitude for their own living. In House and pastoral classes, activities allowed students to respond to this theme through acknowledging the people and opportunities they have been given rather than taking these for granted. Social justice and outreach programs allowed students to give to others as an expression of gratitude for all that they enjoy.

Achievements

Prayer and Liturgy

In 2014 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 and Pentecost, 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-lead prayer at assemblies and prayer services;
- staff prayer at briefings, staff meetings and retreat days;
- 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, focussing on each student’s uniqueness and profound dignity, created in the image of God and loved unconditionally by God.
- Year 10 Justice Retreats focussing 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.

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 2014 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 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 were involved in community service placements. These included sheltered workshops, neighbourhood houses, and age care homes.

Staff and Parent Education in Faith

In 2014 a new initiative for Education in Faith was the Twilight Theology Seminars. These were offered to staff and parents for ongoing adult education in the Catholic faith. The focus for the seminars in 2014 was understanding the Scriptures.

Building Bridges

In 2014 the year of ‘gratitude’ 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

Goal

• To maximise 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

Change 2: Towards a Charter of Contemporary Teaching and Learning

Led by facilitators from the Catholic Education Office, a group of House Leaders and Learning Area Leaders undertook what is known as a Change2 initiative. This team, chaired by Mrs. Antoinette Siarabalos, the eLearning Coordinator, focused on the goal of creating collaborative learning environments that promote and inspire contemporary teaching and learning practices.

As a key part of meeting these goals the Change2 team developed a Charter for Contemporary Teaching and Learning:

Emmaus College is a nurturing Catholic community whose members work in partnership to continually create innovative, dynamic and effective learning environments. This inspires all individuals to challenge themselves and to be proud members of Emmaus.

Partnerships between students, parents, teachers and the community bring mutual benefits and maximise student engagement and achievement.

Our teaching and learning program is student centred and encourages them to become self-directed learners. Students are encouraged to communicate, collaborate and be creative problem solvers.

This is achieved through innovative curriculum delivery. Our curriculum aims to;

• Be relevant to students
• Be rich and timely
• Develop core knowledge across the curriculum
• Emphasise deep learning and higher order thinking
• Prepare students for life beyond the classroom
• Seamlessly integrate ICT and learning goals
• Incorporate evidence based practice

Our purpose is to foster a community which will provide students with the knowledge skills, attributes and values that will enable them to be resilient, independent, life-long learners.

This emphasis on contemporary teaching and learning to promote student engagement and improve student outcomes is an important and significant focus for the coming years. As well as traditional literacies, students are expected to develop the contemporary skills of communication, collaboration, critical thinking and creativity in their learning.
The Further Development of the Use of iPads

While contemporary learning is more than dealing with technology the iPad program in 2014 expanded to include all students in Years 7-10. To support the program the iPad Portal on the College Website was further developed as a repository of advice and information about iPad use, policies, digital citizenship and cyber safety. Another priority in 2014 was the provision of Parent Information Sessions.

The first information session was at the first term Parent Forum. This was conducted by Robyn Treyvaud, the founder of CyberSafeKids.

The second information session was delivered by Greg Gebhart from the Australian Communications and Media Authority (ACMA). There were three sessions, with three different audiences including Year 8 students, staff members and parents.

BYOD for Year 12 Students

Following the successful deployment of Netbooks in 2011 and the introduction of iPads in 2013, the decision was made to implement a BYOD policy for students in Year 12. The implementation of this policy ensures that students are able to stay up to date with their learning.

Professional Learning

In terms of professional learning, teachers attended a wide variety of conferences, in-services and network meetings 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.

There was a great deal of internal professional learning held within the College including sessions on Allwell data analysis, contemporary teaching and learning, Google Apps for schools and other areas. Each of the Year 12 teachers had a one on one session with an expert in the interpretation of VCE results. The purpose of the VCE sessions was to use data to improve student learning outcomes.

Peer Mentoring Program

An important aspect of professional development has been the introduction of a mentoring program for teaching staff. The aim of the program is to foster an environment where improved practice is sought after by all teachers in order to ensure that students’ learning is maximised. The focus of the program includes professional reading; self and peer reflection through classroom visits; mentor to visit classes to observe teaching practice and ongoing feedback. Teachers from the Science Learning Area were the first group to undertake this program.

Navigating Intersections

There has been a continuing focus on Catholic identity. On one of the staff professional development days, Paul Ferme of the CEO reflected on the orientations which a Catholic school can have and reflected on the data from the last Catholic Identity survey from 2011.

The clear direction from the data was the need for the school to be a place of re-contextualisation. This means becoming a school which embraces dialogue as a central part of the faith conversation.

An important part of the response to this was the formation of a Navigating Intersections team whose brief was to look at how Catholic identity is understood.
Proportion of Students meeting National Minimum Standard

<table>
<thead>
<tr>
<th>NAPLAN TESTS</th>
<th>YEAR 7</th>
<th>YEAR 9</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2012</td>
<td>2013</td>
</tr>
<tr>
<td>Reading</td>
<td>98.2%</td>
<td>97.7%</td>
</tr>
<tr>
<td>Writing</td>
<td>96.8%</td>
<td>99%</td>
</tr>
<tr>
<td>Spelling</td>
<td>97.7%</td>
<td>99%</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>99.1%</td>
<td>96.7%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>98.2%</td>
<td>99.5%</td>
</tr>
</tbody>
</table>

Change in Proportion of Students meeting National Minimum Standard

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

Median NAPLAN Results for Year 9

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>583</td>
</tr>
<tr>
<td>Writing</td>
<td>570</td>
</tr>
<tr>
<td>Spelling</td>
<td>591</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>581</td>
</tr>
<tr>
<td>Numeracy</td>
<td>604</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, with one notable exception, 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 Spelling declined slightly from the very high figure of 99%. Pleasingly, there were very high figures for numeracy at both levels of 100% at Year 7 and 99% at Year 9.

There has been little change in the proportion of students meeting the National Minimum Standards from 2012 to 2014 in most areas. Already 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 one notable exception to the general trend is with the decline in the number of students meeting the National Standard for Writing in Year 9. The task itself did attract some criticism and may have been especially challenging for some students.

SENIOR SECONDARY OUTCOMES

<p>| | |</p>
<table>
<thead>
<tr>
<th></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>97%</td>
</tr>
</tbody>
</table>

POST-SCHOOL DESTINATIONS

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Tertiary Study</td>
<td>63.9</td>
</tr>
<tr>
<td>TAFE / VET</td>
<td>15.5</td>
</tr>
<tr>
<td>Apprenticeship / Traineeship</td>
<td>9.9</td>
</tr>
<tr>
<td>Deferred</td>
<td>2.5</td>
</tr>
<tr>
<td>Employment</td>
<td>7.4</td>
</tr>
</tbody>
</table>
Student Wellbeing

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

Intended Outcomes
To supplement existing pastoral programs to ensure that they support a broad range of student wellbeing needs.

Achievements
2014 saw the consolidation of work which had taken place in the college the years 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 2014 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 Term Two 2013, with a view to increasing this element in 2014, which came to fruition with a second activity incorporated into the Pastoral Program in Term Three 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. In 2014 Pastoral Teachers were asked to nominate an activity for which students across the House could sign up. 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.

2014 provided 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 numbers of students involved in student leadership, at both House and College levels. A Student Wellbeing Committee was established in 2014 and met once a fortnight to discuss student needs. This committee consisted of Assistant Principal - Students, College Counsellors, Learning Support Coordinator, College Nurse and Assistant Director Y9@E.
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:

<table>
<thead>
<tr>
<th>AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 7</td>
<td>95.70</td>
</tr>
<tr>
<td>Year 8</td>
<td>94.49</td>
</tr>
<tr>
<td>Year 9</td>
<td>91.49</td>
</tr>
<tr>
<td>Year 10</td>
<td>92.47</td>
</tr>
<tr>
<td>Overall average attendance</td>
<td>93.54</td>
</tr>
</tbody>
</table>

YEARS 9–12 STUDENT RETENTION RATE

<table>
<thead>
<tr>
<th></th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Years 9–12 Student Retention Rate</td>
<td>86.67%</td>
</tr>
</tbody>
</table>

STUDENT SATISFACTION

- Students are generally happy to attend school. The data shows student responses to be in the middle to upper range on the positive side to a significant number of the survey questions. The data demonstrates that most students feel safe at school and that there is a strong sense of connectedness and motivation to do their best. There is some concern that younger students indicated a fall in their sense of safety, which will be explored in 2015.
VALUE ADDED

- Student Programs (Keys Please Yr. 10, RACV Free2go Yr. 12, SpinChat Yr. 11, Safe Partying Yr. 11, Building Positive Relationships Yr. 11, Victoria Police Yr. 12)
- 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
- Years 10-12 Gallipoli/Western Front 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, 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
Leadership & Management

Goal

A number of initiatives were implemented in 2014 to further develop the organisational health of the school. A broad goal in the Leadership and Management sphere for the 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 2014 Annual Action Plan (AAP) was:

- Teams (Learning Area, House Leader, Y9@E, VCAL, Learning Support etc.) work collaboratively to identify key tasks and develop action plans and evaluate as they go. These are to be signed off by relevant Assistant Principals.

Achievements

The major emphasis throughout 2014 was to consolidate and further develop the capabilities of middle level leaders now that they had been in their roles for two 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 much more aware of the relatively new 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 complete refurbishment of the Food Technology facility at Vermont South. This comprised of a new kitchen, demonstration area, associated cool room and storage areas and dining room. Another major undertaking was the enhancement of the Springvale Road frontage new signage, banner poles and an attractive new steel fence.

On a much larger scale, Board approval was obtained for the replacement of the relocatables with a building that will house an auditorium, language classrooms, educational support, careers and psychologists. Final planning is underway with consultants, and we hope to go to Council with final plans in early 2015, and would anticipate construction commencing before the end of the 2015 school year (subject to town planning approval).

Professional learning supports school improvement and highlights the commitment of teachers to the growth of their own professional knowledge and practice. All 125 (116 FTE) teachers 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.

Another major Professional Learning focus was the second year of the Change2 project. Change2 is a Catholic Education Office of Melbourne (CEOM) initiative which is a proven structured method for leading sustainable and complex change in schools. During 2014 a number of key staff members worked with some assistance from CEOM staff to drive the project. Change2 staff ran a variety of in-house professional learning sessions during the year continuing the theme ‘Transforming teaching and learning through an understanding and enactment of contemporary practice’ which included developing a Charter for Contemporary Teaching and Learning.
A Peer Mentoring Program was also introduced in 2014 with the aim to foster an environment where teachers are always looking at strategies to improve practice to maximise student outcomes. While in its infancy, the program has already demonstrated clear benefits and will be expanded in 2015.

Ongoing program development and professional learning also occurred with the third 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. 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 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. The major focus for 2014 was participating as a pilot school in the CEOM Navigating Intersections project. The aim of the project is to continue to develop knowledge and understandings around contemporary Catholic curriculum and pedagogy. Another important component of Faith Development for staff and the wider Emmaus community were Scripture Sessions facilitated by Associate Professor Mary Coloe (PBVM) from the University of Divinity (YTU). These comprised of three afternoon/evening sessions during Term One focussing on John’s Gospel.

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 at Year 7-10 and the use of other devices at senior levels. 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 2014, the traditional paper based College Planner was replaced by an App for students, parents and staff to access, while an online student medical register was also introduced. Compliance required professional learning took place associated with First Aid, Anaphylaxis and Mandatory Reporting.

More traditional professional learning 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 2015 Annual Action Plan. It is also hoped to use the survey data with students in 2015 to gain a deeper understanding of the perspectives of the school.

Reviews were undertaken in a number of areas, including the role of the middle level Positions of Leadership at Emmaus College for the period 2015-2017. While there were some small modifications, the current structure will essentially be retained for the period 2015-2017. This will ensure stability for the school community. A review also took place of the Learning Support Department. With Emmaus College planning a new building that will accommodate Learning Support (and other school requirements), it was an opportune time to ensure that the building will be designed to best meet the current and future needs of students. Current practices have been in place for a number of years, and a review was able to affirm the work of the department and also recommend enhancements to the provision of the programs.

Overall expenditure on staff professional development was $67,461 or a per capita figure of $539 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 staff 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></th>
<th>Emmaus</th>
<th>All schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal class</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Teaching staff (head count)</td>
<td>125.7</td>
<td></td>
</tr>
<tr>
<td>FTE teaching staff</td>
<td>116</td>
<td></td>
</tr>
<tr>
<td>Non-teaching staff (head count)</td>
<td>75</td>
<td></td>
</tr>
<tr>
<td>FTE non-teaching staff</td>
<td>60.60</td>
<td></td>
</tr>
<tr>
<td>Indigenous teaching staff</td>
<td>0</td>
<td></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 2014 was 89.58%. During the year there were a 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, skills and new ideas. Included in the new staff were three 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.

All Qualifications: Emmaus College compared to all schools as follows:

<table>
<thead>
<tr>
<th>Level</th>
<th>Emmaus</th>
<th>All schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree – Doctorate</td>
<td>1.94%</td>
<td>1.06%</td>
</tr>
<tr>
<td>Degree - Masters</td>
<td>17.48%</td>
<td>18.23%</td>
</tr>
<tr>
<td>Diploma - Graduate</td>
<td>47.57%</td>
<td>46.6%</td>
</tr>
<tr>
<td>Certificate - Graduate</td>
<td>3.88%</td>
<td>6.89%</td>
</tr>
<tr>
<td>Degree - Bachelor</td>
<td>94.17%</td>
<td>85.75%</td>
</tr>
<tr>
<td>Diploma - Advanced</td>
<td>20.39%</td>
<td>20.57%</td>
</tr>
<tr>
<td>No qualifications Listed</td>
<td>1.94%</td>
<td>4.29%</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 2014 was:

| Teaching Staff | 92.44% |

STAFF SATISFACTION

Insight SRC Staff Surveys indicated a high level of Staff Satisfaction. The highest figures were for Students Behaviour (in both the classroom and school) followed by Staff Wellbeing. There were pleasing improvements in the area of Teaching and Learning associated with Parent Partnerships, Student Motivation and Respect for Students. While relatively low, there was an improvement in Team-Based Practice and Engaging Practice/Quality Teaching.
College Community

Goal

- To continually nurture and grow the connectedness of the College with the school and wider community.

Intended Outcomes

- Improve online and social media communication with the parent community.
- Improve information sharing with school community through Apps4schools, SMS, Twitter, Synergetic, College Website and Study Wiz.
- Further development and growth of the Parents & Friends Association.

Achievements

Effective and timely communication with their immediate community is the aim for any successful organisation. Emmaus College, over the past 12 months, has endeavoured and succeeded to do just this.

Regular reporting on student progress has always been a successful and vital feature of the College. This continued throughout 2014 with the opportunity for parent feedback to staff at any time through both email and phone. Comments on end of semester reports were thorough and informative and interim reports were provided after Terms 1 and 3. Parents of students of concern were contacted as required, as well as formal reporting. Parent Teacher Interview nights were provided and well attended over four days during the year. An effective booking system through Parent Teacher On Line (PTO) continued in 2014.

The College website has continued to be a successful means of information sharing throughout 2014. A link to Twitter has been accessed by some members of our community and continues to be an effective means of communication. Updating and enhancement of the website was a focus of 2014 to be fully developed for the start of the 2015 year.

Staff, parents and students accessed Study Wiz on a regular basis. It provided information and resources for study for students and continued to give parents a window into their child’s classroom. The amount of assessment tasks requested by teachers and submitted by students via Study Wiz increased throughout 2014 highlighting its effectiveness as a resource tool and communication link. Study Wiz also continued to be a means of displaying the excellent student work to the Emmaus community.

Regular information nights, parent forums, subject selection evenings and career interview evenings were held throughout 2014. These nights enabled parents to meet with the College Leadership Team on many occasions as well as significant staff who could assist them with the continued progress and development of their child.

The Parents and Friends Association (P&F) continued to go from strength to strength in 2014. Regular meetings of the P&F took place throughout the year often with the attendance of new parents. The inaugural Family Fun Day was held in February to welcome and introduce new Year 7 parents and students to each other. This day also took on a House identity to enhance the House Pastoral system within our community. A very successful day was enjoyed by all with Chavoin House being the winning House. Overall, a great day for everyone getting to know each other. Two other functions, Mingle with Mums and Dads’ Footy Night were also very successful leading to new friendships and connections being made amongst the parent body. The “Dads” also had the chance to hold the AFL Premiership Cup which was a surprise “guest” at the footy night! The other highlight for the P & F was the winter function “Hot August Night” where many parents and staff shared an evening of dance, trivia and lots of fun.

The electronic means of communication available and accessed by the College in 2014 was increased and enhanced. Staff used Synergetic for accessing student and parent details as required and importantly this
year also moved to online attendance. This provided immediate data for student attendance both daily and lesson by lesson. Staff also used Synergetic more for accessing timetables.

At the start of 2014, the Care Monkey on line medical and excursion database was put in place at Emmaus College. This enabled parents to enter the medical data for their child(ren) themselves and importantly enabled them to continuously update this data as required. Care Monkey also provided the means to move to electronic permission forms rather than paper forms being sent home on numerous occasions. The system was met favourably by our parent body and stream-lined the College excursion process.

Students at Emmaus College in 2014 no longer were provided with paper planners and instead moved to an electronic planner through Apps4Schools. This enabled students to have ready access on their iPads and also enabled parents to log in to see and check the homework their child had received for a particular evening. This was welcomed by our school community.

The Y9@E program at the Year 9 Campus continued to have Community Connections as an important feature. Each Year 9 student throughout the year spent six afternoons helping their local community in neighbourhood houses, community workshops and other community based organisations. It provided the community with hands-on assistance but importantly, built relationship between the students, their staff and those in need.

Student Leaders at the College continued to represent the school at community events such as the City of Whitehorse Sorry Day Commemoration, luncheons facilitated by our local Federal MP, Michael Sukkar and fetes at local primary schools. Students from Emmaus College visited our primary schools in our area when opportunities arose, particularly, in regards to transition of Grade 6 to Year 7.

Emmaus College is always looking for the most effective ways of communicating with their parent body and local community. As new means of communication become available, they are explored as a possibility to enhance what is already in place. This will continue to be a focus in 2015.

**PARENT SATISFACTION**

Insight SRC Parent Surveys indicated a very high level of Parent Satisfaction with Emmaus College. Responses were in the upper quartiles for Community Engagement. Community Input and Reporting were the highest figures in this grouping. Parents also thought the school had a focus on School Improvement and that staff were very approachable. Other noteworthy positive responses were in the areas of Learning Focus, Social Skills, Student Safety, Classroom Behaviour. While higher than the majority of secondary schools, the lower figures related to Student Connectedness to School and Student Connectedness to Peers.
VALUE ADDED

- Conversion of excursions to Care Monkey electronic permission slips
- All student medical details listed on Care Monkey
- Successful roll-out and usage of Apps4Schools
- Regular and informative use of the SMS system
- Continued newsletter circulation
- Study Wiz 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 timetables and attendance
- Community Connections Program at Year 9
- Parent Information Nights
- Parent Forums
- Subject Selection Information Nights
- Career Interview Sessions for Year 10 students and parents
- Parents and Friends Association activities
  - Year 7 Family Fun Day
  - Year 7 Parent Breakfasts
  - ‘Mingle with Mums’ evening
  - Hot August Night evening
  - Footy Evening
- Year 7–8 and Senior EISM 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 ‘Anything Goes!’,
- House Days
- 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>4,058,761</td>
</tr>
<tr>
<td>Other fee income</td>
<td>1,377,068</td>
</tr>
<tr>
<td>Private income</td>
<td>260,227</td>
</tr>
<tr>
<td>State government recurrent grants</td>
<td>2,457,708</td>
</tr>
<tr>
<td>Australian government recurrent grants</td>
<td>9,749,675</td>
</tr>
<tr>
<td>Total recurrent income</td>
<td>17,903,439</td>
</tr>
<tr>
<td>Recurrent Expenditure</td>
<td>Tuition</td>
</tr>
<tr>
<td>Salaries; allowances and related expenses</td>
<td>12,197,993</td>
</tr>
<tr>
<td>Non salary expenses</td>
<td>4,334,770</td>
</tr>
<tr>
<td>Total recurrent expenditure</td>
<td>16,532,763</td>
</tr>
<tr>
<td>Capital income and expenditure</td>
<td>Tuition</td>
</tr>
<tr>
<td>Government capital grants</td>
<td>0</td>
</tr>
<tr>
<td>Capital fees and levies</td>
<td>1,320,020</td>
</tr>
<tr>
<td>Other capital income</td>
<td>0</td>
</tr>
<tr>
<td>Total capital income</td>
<td>1,320,020</td>
</tr>
<tr>
<td>Total capital expenditure</td>
<td>886,737</td>
</tr>
<tr>
<td>Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)</td>
<td>0</td>
</tr>
<tr>
<td>Total opening balance</td>
<td>7,693,423</td>
</tr>
<tr>
<td>Total closing balance</td>
<td>7,260,140</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 2015 school year will be further consolidating the many changes made across all areas of the school that have been in place for 36 months. From a physical resources perspective this includes: the further renovation of the Year 7/8 building (which is expected to be completed early in the 2015 school year), along with a complete makeover of the oval (drainage, irrigation, resurfacing). A Café area will also be created for Year 7/8 students adjacent to the Canteen. Final planning will also take place for a new building to replace the current LOTE/Learning Support Centre and it is hoped construction can commence towards the end of the year (subject to local government authority approval).

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 2015 Annual Action Plan are listed below:

Education in Faith

- To continue to enhance the Catholic identity/identities of Emmaus.
  - To continue to enhance the Catholic Identity of Emmaus through Social Justice.

Learning and Teaching

- To maximise the learning growth of all students in all areas of the educational program.
  - That teachers, through professional learning, develop contemporary teaching and learning practices that enable students to be consistently engaged in meaningful activities.

Student Wellbeing

- To ensure that all students feel positive and confident about school, and enabled to establish meaningful relationships.
  - Stronger connectedness with peers to further develop more positive relationships
  - Build more clearly defined connections between the Middle /Senior School students

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.
  - To further develop the skills required by 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.
  - Improve online and social media communication with the parent community.
  - Continue to improve information sharing with the school community through the new Emmaus website, Apps4schools, SMS, Twitter, Synergetic, and StudyWiz.