

ANNUAL
REPORT
TO THE SCHOOL
COMMUNITY

2017



EMMAUS COLLEGE, Vermont South / Burwood



SCHOOL REGISTRATION NUMBER: 1592

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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 Paul Allen
TELEPHONE	(03) 9845 3211
EMAIL	principal@ecvermontsth.catholic.edu.au
WEBSITE	www.emmaus.vic.edu.au
ABN	78693629425
E NUMBER	E1214
FEDERAL DET NUMBER	Aga 764 – Vermont South Aga 77057 – Burwood

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 2017 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth).

21 May 2018

Our College Vision

Emmaus College, 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, which 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 College 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 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 (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 six significant buildings less than a 14 years old – Senior Learning Centre, Performing Arts Centre, Science Technology Centre, Administration/Learning Centre, Sports Stadium and Fitness Room.

Mid 2017 saw the completion of the Galilee Centre, which houses a 250-seat lecture theatre, language classrooms, educational support, VCAL, careers and psychologists. Older buildings at the College have all 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 2017 there was a full one-to-one ICT device program for students at the College. iPads were used by all Years 7-9 students, while Year 10-12 students had the option of BYODD (Bring Your Own Designated Device). The College also has four state-of-the-art computer labs and a number of smaller pods.
- There is an extensive co-curricular program including:
 - A range of excursions and incursions across many subjects and Year Levels
 - compulsory camps for students Years 7-9 and Year 12
 - Outdoor Education (Year 10)
 - Student Leadership
 - Robotics Club
 - Social Justice Initiatives
 - Public Speaking and Debating Competitions
 - Language and Sister School Exchange Programs
 - 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 7-8 Music is a compulsory subject. A vocal and a number of other ensembles and bands practise and perform regularly.



Principal's Report

Our College theme for 2017 was to Know Christ through Harmony. Certainly a challenging theme, especially when there appears to have been so much disharmony in our world. While we likely have little influence over global affairs, using Jesus as our role model, we can certainly influence what occurs within the context of our family, friends, workplaces and immediate neighbourhoods.

The highlight of the year was likely the Blessing and Opening of our state-of-the-art Galilee Centre. Monsignor Greg Bennet, Vicar General of the Archdiocese of Melbourne, blessed and opened the new building at the Vermont South campus on 18 July. It has been named the Galilee Centre to recall how Jesus in Galilee guided, counselled, and healed those who would seek help, taught the crowds new perspectives and tutored those close to him. In Galilee he opened for many, new ways of thinking, learning and being. This new building is where students and staff, too, have the opportunity for thinking, learning and becoming.



With a cutting-edge façade and striking contemporary interior design, the Galilee Centre incorporates a 250-seat lecture theatre, a language centre, and precincts for VCAL, careers, psychologists, education support and has extensive study/passive recreation spaces for students.

The building was named after a number of staff were pilgrims on an Emmaus Staff Charism tour in April. This tour was led by Mr Michael Gartland and Fr Julian Langridge, and among the many highlights was Mass in Emmaus and a visit to Galilee. It was from the spiritual encounter that many experienced in Galilee that paved the way for an appropriate name for our new Learning Centre.

Additional infrastructure improvements included the total gutting and rebuilding of a new Food Technology Centre at the Y9@E campus. This has been a vast enhancement for our many Year 9 Food Technology students.

2017 also saw the successful roll-out of EmmLink, our new Learning Management System, Portal and Intranet. EmmLink has provided students with a rich learning

environment for developing higher order thinking skills and contemporary skills of communication, collaboration, and creativity. The functionality of the system also allows for better communication with parents and teachers. After some investigation, a consistent method of recording homework became readily available to parents and students each afternoon.

Year 11 students also experienced the many advantages of Continuous Reporting, which is a function available in EmmLink. After a successful trial year, this more immediate reporting will be rolled-out to the whole school in 2018. This is a significant whole school change for the better, where students and parents will have ready access to assessments results and speedier feedback, rather than waiting until the end of the semester.

Further change in the Learning and Teaching area was seen with the enhancement and expansion of our Peer Coaching for teachers. We now have three coaches involved in the program, which in 2018 will be aligned with Visible Learning and be known as Visible Learning in Practice. The goal is to ensure that evidence-based contemporary practice is taking place in classes throughout the school, based on the work of noted educationalist, John Hattie.

For what is likely the first time in the school's history, Emmaus College had a representative team in a world championship. Five students and two staff journeyed to Louisville Kentucky for the 2017 VEX World Robotic Championships. Students travelled via Orlando Florida on the inward journey, with a major highlight being two days at the Kennedy Space Centre and lunch with an astronaut. The students performed incredibly well on the 'world stage' finishing in the top two thirds of all world teams competing.



The Y9@E Campus continued to thrive and its program is constantly evolving. Y9@E is such a memorable year, so thank you to the ongoing work of our staff at Burwood. We wish the Director of Y9@E, Mr Michael Lafferty well, as he takes on the position of Assistant Principal at Whitefriars College in 2018.

There were many other highlights for the year.

- Extremely strong demand for enrolment at Emmaus – more than 300 applications for 224 places in Year 7 2018 and Year 7 2019
- Further Expansion of our Social Media platforms to better inform the Emmaus community through Facebook and Twitter.
- Some outstanding individual performances by students in a wide variety of fields.

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

There were many other extracurricular camps including a record 156 students venturing to Central Australia in the winter holidays, Year 12 Retreats, Year 10 Tasmania, numerous Year 9 Discovery Camps, the inaugural Year 8 Civics Study Tour to Canberra, Year 7 Rawson Orientation Camp and Outdoor Education experiences to the Glenelg River region and the Cathedral Ranges. Multiple other learning opportunities outside the classroom occurred across all Year Levels and subjects including Debating, Public Speaking, and Tournament of the Minds.

The 2017 College Production, "The Little Mermaid", was an outstanding success, with five sell-out performances and has been nominated for a number of awards. The Debutante Balls were also incredibly well supported with sixty-three Emmaus couples being presented over two great family evenings in September.



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. I would particularly like to acknowledge the efforts of our School Captains - Vy Nguyen and Tomas Bolger and thank our many student leaders for their work throughout 2017.

The work of our wonderful Parents and Friends Association also has to be acknowledged. The Family Fun Day was again an outstanding success, as was the Mingle with Mums and Father's Day breakfast. The Parents and Friends were also very active on Open Day and the Subject Selection Expo. I would ask all families to support at least one Parents and Friends event per year. Thank you also to our many parents who volunteered in the Canteen.



This, and further progress would not be 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 Julian Langridge, President of the Association of Canonical Administrators and Paul Allen, Chair of the College Board for their continued support and commitment to the College.

The Board is currently in the process of developing a 2020 Vision, and we hope to have this three-year plan distributed to the school community prior to Christmas. A major component of this vision is further planning for a new Music/Digital Media facility in the relatively near future.

We have experienced a 'speed bump' in our planning with much publicized funding challenges becoming a real issue in recent weeks. The College Board has worked incredibly hard trying to get the best outcome for Emmaus College through exerting influence with key stakeholders. Thankfully the College is in a very sound financial position, and while there will be some pain, we will confidently be able to work through the situation.

2018 promises to be another year of change for Emmaus. As well as Continuous Reporting, the Canteen will be transformed into a walk through self-service style Café. We will also see a change in personnel at senior leadership level. Mr Stephen Bourbon will return to the College as Assistant Principal Students, and Ms Anne McLachlan will replace Mr Michael Gartland as Director of Education in Faith. We thank Michael for his twenty-two years of dedicated service in this vitally important role. Mr David White and Dr William Keane will also see changes to their current Assistant Principal roles.

Each day I reflect on how truly privileged I am to be principal of such a wonderful school community, where each year there is ongoing change and improvements. I thank God for walking with us in this mysterious journey of life and as an Emmaus community, let us continue to spread the joy of Christ's love by our words and actions importantly by being people of hope.

Church Authority Report

I have now been involved with Emmaus College for four years. I have become very impressed by the direction of the school as a Catholic College, not just another Secondary College with good "values". This is due to great leadership and support for that leadership in the College.

Through Michael Gartland's role, there have been wonderful opportunities for both the students' and the staffs' faith development. Our retreat day this year offered a few different topics for our faith and personal development. Topics on Scripture, Love Languages and a program called 'Who do you say I am?'

Our Charism Pilgrimage provided an amazing insight into the spiritualities of the various patrons of our College, and in particular of Christ as centre of who we are. In turn, those who attended this pilgrimage were able to bring their experiences back to College life for further growth of our community. Yes, we have been truly blessed with these opportunities.



Our Friday morning Mass and other Masses throughout the year are an important part of our nourishment for living the Gospel values in our life: they are important to who we are as Emmaus College. We not only recognise that the bread and wine become the Body and Blood of Christ, but as St Paul says, "we too are the Body of Christ in this world - made up of many parts, yet One Body in Christ." Our weekly Friday 15-minute Mass is simple, prayerful and strengthening for the day ahead. At the end of this Mass, most of us would say how wonderful it is to come away renewed, peaceful and with a short message that is encouraging. Sometimes, just a word or phrase can make all the difference to how we face every new day with God alongside. Some of our senior students who attended the Friday Mass have been great models for the importance of being in this College. I have no doubt they will continue to keep Christ as centre of their lives and therefore make a difference to our world.

I take this opportunity to thank all who have been a great support and model for the College. I know you will continue to be like Mary in response to God's invitation in your life to give birth to Christ each day. This is what Christmas is. Merry Christmas and a Happy and Holy New Year.

(Rev) Fr Julian Langridge – *President of the Association of Canonical Administrators*

College Board Report

Our Road to Emmaus

"Nearly 2,000 years ago, two disillusioned youths consoled each other as they walked that seven-mile stretch of road separating Jerusalem from Emmaus. A dark disappointment dampened their spirits. And there was fear. The fear that comes from the realization that perhaps nothing makes a difference after all.

Then a stranger caught their step and their mood. They didn't recognize him.

His words burned in them, touching and soothing that same deep part of the heart where the dream had lain.

Suddenly their eyes opened. They understood. Jesus was with them. The dream exploded anew.

Today, in terms of feeling, we live in a similar time.

We need to remain on the road to Emmaus. The stranger still stalks that same road. In his company we need to discuss our doubts, discuss the scriptures and continually offer each other bread and encouragement.

At some moment too, our eyes will be opened. We will understand and recognize the risen Lord. Then the dream will explode anew like a flower bursting in bloom after a long winter."

Ronald Rolheiser
(Sacred Fire – 2014)

Ring any bells? To my mind, these words from Rolheiser have never more adequately represented the mood that pervades our community today. As this year concludes, there will rightly be more public attention drawn to our Church, its leaders, funding models, governance and lack of transparency. There is disillusionment, but always abundant hope.

We have an exceptional school. This year I was privileged to witness first-hand how hard our Principal Tony Hirst, and all school staff, work to create the dynamic learning experience from which our children benefit. Their out-of-hours contribution alone is extraordinary.

During 2017, the efforts of the Emmaus Board have been centred on the "dream" for our College and how amidst constant change and challenge, we can continue to provide the optimum educational environment for our students.

The launch of our 2020 Vision will outline this in more detail and I invite all families to read it, discuss it and consider what role you can play in our College's ongoing development. The vibrancy and ongoing effectiveness of Emmaus College in educating your children requires this.

Mr Paul Allen – Chair, Emmaus College Board

Education in Faith

Goals & Intended Outcomes

- To further develop Education in Faith.
- To further articulate the importance and relevance of a faith education.

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 2017 student leaders selected harmony 'To Know Christ through *harmony*. 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 harmony resonated in prayer and liturgy with students reflecting on the implications of harmony for their own living.

Achievements

Prayer and Liturgy

In 2017 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.
- Prayer and reflection to begin parent meetings, Information Evenings 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. A focus on each student’s uniqueness and profound dignity, created in the image of God and loved unconditionally by God, conducted by the Youth Mission Team.
- Year 10 Reflection days with focus on the Kingdom of God and working for justice.
- Year 12, three-day Retreat allowing 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 2017 service and outreach activities included Migrant Information Centre Volunteer Tutor Program, St Peter and Paul South Melbourne soup kitchen, and volunteering in charity op-shops.

Tangible support of a range of charities including 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 Yr9@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

In 2017 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 harmony.

Staff and Parent Education in Faith

In 2017 the offering to parents and staff of the Twilight Theology Seminars focused on gaining a deeper appreciation and understanding of Catholic Thought and History. The seminars were run by Dr Michael Kelly CSsR, Department of Theology: Mission and Ministry University of Divinity – Yarra Theological Union as follows:

Seminar 1: Wednesday, 22 February 2017: 5-8pm – “The beginning of Catholicism in Australia”

Seminar 2: Wednesday, 1 March 2017: 5-8pm – “The story of Catholic Education in Australia”

Seminar 3: Wednesday, 8 March 2017: 5-8pm – “Contemporary concerns about church and schools”.

The seminars afforded the opportunity to further explore the story of faith and the opportunity to explore current faith thinking and praxis in the context of a pluralistic and ever-changing society.

Staff Charism Tour

In the first term holidays, twenty-two staff members were afforded the opportunity to embark on a Charism Tour which embraced visiting sites of importance in the story of the College's history. Staff, accompanied by the Canonical Administrator and Pastoral Associate, travelled to Israel to garner a further appreciation of the Emmaus story in its physical setting, as the account of Jesus meeting the disciples on the road to Emmaus is central to the College's establishment and offers the base from which comes the College's motto 'To Know Christ.' Highlights included visiting Jerusalem, one of the possible sites of Emmaus, Bethlehem, Galilee, including a boat ride across the Sea of Galilee, Caesarea and Nazareth. The group then travelled to Marist sites in Bugey, France as two Houses at Emmaus, Chavoin and Colin, pay respect to the Marist influence on the College through the amalgamation of Chavoin College and St Thomas More. The final leg of the journey was to visit Ireland, particularly Waterford, in recognition of the Christian Brothers' association with the College, through Rice and More Houses.



Learning & Teaching

Goals & Intended Outcomes

- To facilitate the continuing development of a culture of learning that supports the realisation of the learning potential of students and staff alike.
- That student learning outcomes demonstrate growth across all areas of the curriculum.
- That every teacher is a highly effective practitioner who facilitates contemporary learning in his/her classroom to meet each student's needs.

Key Improvement Strategies

- Continue to support all staff in their development and application of a range of effective pedagogical practices that meet the learning needs of all students.

Achievements

Visible Learning

In addition to the continued emphasis on the use of Learning Intentions and Success Criteria, a key development of the Visible Learning Project has been the implementation of the Learning at Emmaus program for students in Years 7 and 8. The



Program has four modules and is delivered in conjunction with the Pastoral Program, with the teaching materials delivered through Emmlink. The four modules for 2017 were:

Term 1: You as a Learner

Key concepts: Learning to Learn, Metacognition, Mindframes and Goal Setting;

Term 2: Learning Skills

Key concepts: Strategies to build effective study habits; distractors that limit effective study; assistance in developing personalised study plans and learning goals; how to take effective notes during class and while researching for assessment tasks;

Term 3: Creative and Critical Thinking

Key concepts: Reasoning, problem solving, hypothesise, application, mind-maps;

Term 4: Learning Strategies

Key concepts: What to do when you don't know what to do, Where to next? Self-monitoring; help-seeking; test strategies.

Professional Learning

As required, 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, Victorian Curriculum information sessions and pastoral care seminars as well as updates in mandatory reporting, first aid and anaphylaxis, child safety standards and teaching students with special needs.

While external facilitators led sessions in VCE data analysis, Think Square for Mathematics, Theology, and Dyslexia, a new feature for 2017 was the introduction of structured internal professional learning sessions. There were sessions on NAPLAN data analysis, the SOLO Taxonomy, Visible Learning, EmmLink implementation, Continuous Reporting and the use of Rubrics amongst many, varied offerings. There was a return to the Staff Retreat with three streams on offer to cater for staff interest.

Peer Mentoring

Another key part of professional learning is the Peer Mentoring Program, which involves a small group of staff each term who work intensively with three Peer Coaches to reflect upon their own practice. During the program, coaches observe several classes of the teachers they are mentoring as well as conducting student surveys.

NESLI Schools Leadership Colloquium Program

At the end of term one, eighteen teachers elected to undertake the Schools Leadership Colloquium. This is an intensive twelve-month leadership development program that focuses on the critical dimensions of effective leadership. The program aims to equip school leaders or aspiring leaders with the insights, skills and confidence to accelerate their own development as they strengthen the performance of those around them. This two-year program is facilitated at the College by a Certified School Leader, who has already undertaken the course and is supported in their own professional learning.

In 2017 the Modules covered in the program were:

- Leadership and Authenticity
- Communication, Presence and Influence
- Team Dynamics
- Driving Performance

EmmLink / Continuous Reporting

In 2017 the College adopted what is commonly referred to as Continuous Reporting for reporting at Year 11. This Year Level was chosen as there is a reasonably standard structure for assessment using the VCE and the tools used to assess these are well developed.

Continuous reporting is the process whereby results achieved on student assessment tasks are made available to parents throughout the Semester via the College Learning Management System, EmmLink. Parents were able to log onto EmmLink and see what mark or grades students received for the various assessment tasks at Year 11. Rather than waiting until the end of the Semester, parents could immediately read what advice students had been given in order to improve their work. Detailed comments remained available on EmmLink in the archived section while a summary Semester document was made available on the parent portal.

Competitions

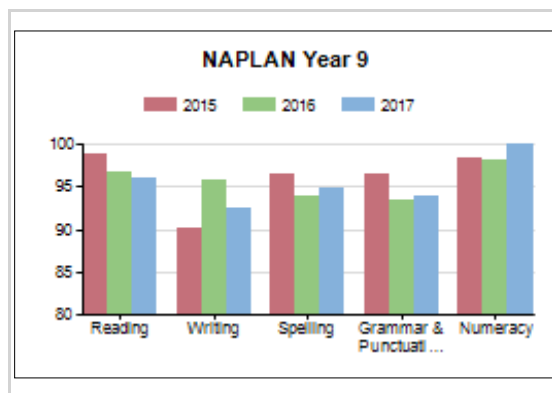
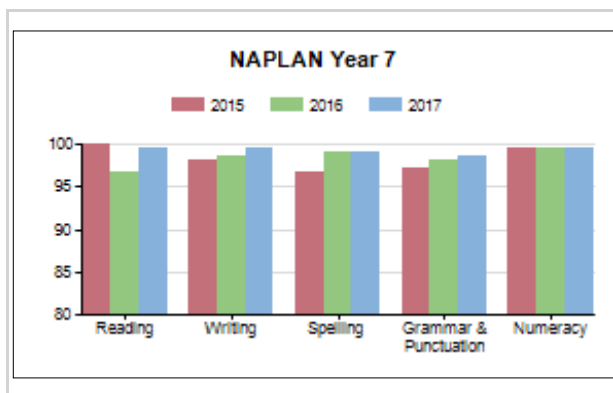
Emmaus College students competed in a number of competitions throughout the year. Some, such as the Writers' Guild and the Susan Randall competition, were conducted within the College. Others were state, institutional or national competitions such as the Australian Mathematics Competition, as well as competitions in Geography and Italian poetry to name just a few.

The stand-out success was that of the VEX Robotics team – the RoboRoos – who were invited, as one of only two Australian teams, to the World Championships in Louisville, Kentucky. Overall, more than 500 teams participated. The RoboRoos performed very well, finishing 60th in the engineering division of 90 high school teams.

NAPLAN Results

Results in NAPLAN testing were consistent with past performances and, once again, the attendance levels of students were outstanding. There was a significant change of the writing genre from narrative to persuasive.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2015	2016	2015 - 2016	2017	2016 - 2017
	%	%	Changes	%	Changes
			%		%
YR 07 Grammar & Punctuation	97.2	98.1	0.9	98.7	0.6
YR 07 Numeracy	99.5	99.5	0.0	99.5	0.0
YR 07 Reading	100.0	96.8	-3.2	99.5	2.7
YR 07 Spelling	96.7	99.1	2.4	99.1	0.0
YR 07 Writing	98.1	98.6	0.5	99.6	1.0
YR 09 Grammar & Punctuation	96.5	93.5	-3.0	93.9	0.4
YR 09 Numeracy	98.5	98.1	-0.4	100.0	1.9
YR 09 Reading	98.9	96.7	-2.2	96.0	-0.7
YR 09 Spelling	96.5	94.0	-2.5	94.8	0.8
YR 09 Writing	90.2	95.8	5.6	92.5	-3.3



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. At Year 7 there was either no change or the change was positive. The improvement in the Year 7 Reading result was particularly significant given the already high figure. It was a slightly different story at Year 9. While the Numeracy could not be better, there was a small decline in the percentage meeting the minimum standard for Reading at Year 9. The other noteworthy figure was the decline in the figure for Writing in Year 9 after the significant gain the previous year. This is likely explained at least in part by the change in genre from narrative to persuasive.

MEDIAN NAPLAN RESULTS FOR YEAR 9	
Year 9 Reading	598.10
Year 9 Writing	594.50
Year 9 Spelling	590.00
Year 9 Grammar & Punctuation	571.50
Year 9 Numeracy	608.10

SENIOR SECONDARY OUTCOMES

VCE Median Score	30
VCE Completion Rate	100%
VCAL Completion Rate	100%

Once again, the VCE and VCAL completion rates were 100%. The Median score of 30 was one less than in 2016.

POST-SCHOOL DESTINATIONS

TERTIARY STUDY	66.0%
TAFE / VET	16.0%
APPRENTICESHIP / TRAINEESHIP	5.0%
DEFERRED	10.0%
EMPLOYMENT	3.0%

The post school destinations for 2017 is consistent with previous years.



Student Wellbeing

Goal

- To foster a safe, supportive and stimulating learning environment characterised by realistic, achievable expectations.

Intended Outcomes

- That student resilience, independence, persistence and engagement in learning are enhanced.

Achievements

2017 was the sixth year of the House system as the key Student Wellbeing framework, with the Year 9 program on a separate stand-alone campus (Burwood). For the first time, all Emmaus students have now only known the vertical House structure as our framework for supporting student wellbeing and pastoral care. The Emmaus House system can be said to have reached maturity, with goals now being identified for further development and growth.

Over the last six years, the College House structure has developed beyond a framework for sporting events, to being one of the fundamental building blocks of a student's connection to Emmaus and identity as an Emmaus student. Through the Pastoral Group, and the House, students feel a sense of belonging to a family (Pastoral Group) within an extended family (House), within the community of our College. Students and their families have a strong sense of being known and welcome in the life of the College. Furthermore, the House model actively fosters deeper and more sustaining connections and relationships with students and families. The College encourages the concept of the Pastoral Teacher being 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 continuation of a buddy activity, an element of the Pastoral Program which has been in place for several years now. 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, which saw further development of House based activities. This will be an area of ongoing development as the House/Pastoral system continues to grow. 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 students at the point of their need. 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. The Student Wellbeing Committee, established in 2014, continued to meet once a fortnight to discuss student needs.

The Year 7-8 program on personal development, introduced in 2016 as a pilot program, was rolled out across all Houses in 2017. Planning occurred throughout 2017 for the implementation of the *Respectful Relationships* program. This is to be rolled out for Senior House students in Pastoral Program sessions, and Middle House students in Health/PE, in 2018. A pilot program of *Respectful Relationships* was trialled in Year 8, in 2017.

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: 93.11.

AVERAGE STUDENT ATTENDANCE RATE	
Overall average attendance	93.11

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Year 7	94.83
Year 8	92.80
Year 9	91.89
Year 10	92.92
Overall average attendance	93.11

YEARS 9-12 STUDENT RETENTION RATE	
Year 9-12 Student Retention Rate	82.35



VALUE ADDED

- Student Programs
(Keys Please Year 10, Spin Chat Year 11,
Safe Partying Year 11, Building Positive Relationships Year 10,
Personal Development Year 7-8)
- Year 12 Retreats
- Year 7 Orientation Camp
- Mental Health Week
- Year 8 Canberra Trip
- Years 9-12 Europe Trip
- Y9@E Discovery Camps
- Year 10 Tasmania Trip
- Senior Student Council (Student Leadership Representatives Years 11-12)
- Middle Student Council (Student Leadership Representatives Years 7-8)
- 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)
- 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
- Essay Writing competitions

STUDENT SATISFACTION

All students had the opportunity to complete SIF surveys in 2017. The SIF survey results demonstrated that relationships between students and staff are comfortable (very high results for teacher relationships in the SIF survey) and that classroom behaviour allows learning to take place (equal second highest ranking).

Students see themselves as very confident learners (highest ranking) and are very connected to the school (equal second highest ranking).

Student Safety scores showed improvement from 2016, while Student Distress has become the survey response that now requires the greatest attention.

Child Safe Standards

Goals and Intended Outcomes

- To implement strategies which enable all students to feel safe and be safe at all times.
- To take deliberate steps to protect children from physical, sexual, emotional, psychological and cultural abuse, and neglect.
- To foster a culture in which the whole College community – staff, volunteers, parents, carers and children feel confident, enabled and supported to safely disclose child safety concerns.
- To be a welcoming community.
- Our 2017 Child Safety Plan recognizes that we are in community with one another and value of the principles of acting in solidarity and for the common good.

Achievements

Policy Framework

Our policy framework consists of the following documents which have been approved by the Education Committee of the College Board in August 2017.

- CECV Child Safe Standards
- CECV Commitment Statement to Child Safety (Standard 1)
- Child Safety Policy 2017 (Standard 2)
- Child Safety Code of Conduct (Standard 3)
- Staff Selection Checklist 2016 (Standard 4)
- Child Protection Reporting Obligations Policy (Standard 5)
- Child Protection Reporting Obligations Procedures (Standard 5)

Child Safe policies and procedures have been embedded into everyday practice at the College in a number of ways. The policies have been uploaded onto the College website for job applicants, prospective parents and members of the College community to access directly. They have also been uploaded for staff on the policies and procedures page on EmmLink, the College Intranet.

All staff have Victorian Institute of Teaching registration and or a Working with Children Check for support and property services staff (including cleaners, maintenance staff, etc.). Visitors to the College, having direct contact with children are requested to provide their details (including Working with Children Check numbers and expiry dates and VIT registration details) on Passtab, which is installed on iPad's at reception. We also have a portable iPad available to support our visitor management system.

Training is provided each year to teachers at regular staff meetings and Staff Conference Days. We have purchased the Complispace Policy Plus and Assurance modules and we will eventually adopt the Staff Learning Centre on that system to deliver and test staff understanding of Child Safe strategies and reporting obligations. The Learning Centre will be a valuable tool for staff induction.

Consultation with the Community

Staff have attended training on the Child Safe Standards and their implementation into the Emmaus College Community. The relevant policies and procedures have been uploaded to the College website so that parents and prospective employees are made aware of our commitment to child safety.

Human Resources Practice

Role descriptions and advertisements include direct references to the College commitment to child safety and direct reference to expectations of staff in the child safety area. Job applicants in all categories are directed to Child Safety policies on the website. Applicants complete an online form and prior to interview upload copies of proof of identity documents (licence or passport), their VIT registration card or Working with Children Check.

We have prepared checklists for the preparation of advertisements and the pre selection process to ensure adherence to child safety strategies, transparency and natural justice in the selection process. The interview procedures ensure questions address the applicant's understanding of child safety and a checklist for background screening checks to verify the applicant's identity, suitability for the role and qualifications. At interview applicants are informed about child safety standards, the CECV Commitment to Child Safety and the Emmaus College policy and Code of Conduct.

Selection panels prepare open-ended questions designed to determine how the interviewee will behave in certain situations when presented with challenging situations in their relationships with the children under their care. A designated member of the panel will ask the applicant a direct question in relation to Child Safety.

Child Safety Risk Management Approaches

The College has engaged SAM4Schools to provide information to contractors and suppliers of goods and services. We have uploaded our Child Safety Policy, Code of Conduct, the Child Safety Standards and the CECV Commitment to Child Safety. Contractors upload insurance documents and Working with Children Checks to become compliant and registered providers for schools with subscriptions to the site.

Our 2017 Child Safety Plan recognizes that we are in community with one another and value of the principles of acting in solidarity and for the common good. Child Safety strategies are being developed and published for camps, excursions, overseas trips and homestay families following CECV guidelines and advice.

Respectful Relationships

To enhance our commitment to the Standards, the College has signed up to be a part of the Government's Respectful Relationship initiative. Emmaus has implemented a three-week course at senior years to be completed during 2018. Year 7 and 8 will complete their Respectful Relationships course throughout Health and Physical Education classes, and Year 9 at Burwood will complete their course during Mind and Body. This course is equipping students with the skills to build positive relationships and communicate respectfully with each other. As we develop the course, it will also be embedded in our College community. This is a deliberate strategy to assist students to create relationships that are positive to further protect them from physical, sexual, emotional and other forms of abuse by building a strong framework for self-esteem and relationships that will allow them to seek help in the face of abuse. By being involved in programs such as Respectful Relationships, students feel confident, enabled and supported to safely disclose child safety concerns.

Emmaus College Student Safety Committees

We are looking to establish Student Safety Committees on each Campus including staff, students and parents. This will allow for the student and parent voice, empowering the students and building their ownership of school culture. This is a deliberate initiative to directly involve students in developing strategies for their own protection in the face of challenging issues such as cyber safety.

These Committees will meet at least quarterly or more frequently if required. They will deal with issues around child safety including cyber safety. Specialist staff will be invited to the Committees as required to provide expert support in technological, psychological and counselling strategies to assist students and staff on the Committees.

Cyber Safety Team

The House Leaders have been named as Cyber Safety primary contacts (under the auspices of the Student Safety Committees). This team is put forward to the College community as the first contact for students, staff and parents if a cyber-safety issue, such as grooming, stalking or cyber bullying arises.

These Committees will be formed in the second half of 2018 and we will look to continue to develop and review the role of the Committees and their contribution to the protection of our students.



Leadership & Management

Goals & Intended Outcomes

To increase the professional capabilities of all leaders so that all leaders will be empowered to lead rather than manage.

Achievements

From a facilities perspective, the major highlight was undoubtedly the completion of the Galilee Centre. This contemporary building houses a 250-seat lecture theatre, language classrooms, educational support, VCAL, careers, psychologists and student toilets. It also incorporates extensive indoor open spaces that can be utilised as break out learning spaces, or as passive recreation areas for students during non-class times. Landscaping around the building has also created a number of pleasant vegetated precincts for students, including a small amphitheatre.

The other major project completed was the total renovation of the Food Technology Room at the Y9@E Campus. The previous kitchen which was in 'original' condition has been replaced by a more contemporary food technology centre, with stainless steel fixtures and fittings dominating. Renovation of the Year 7/8 wing of the school has been completed. Classrooms have been systematically overhauled in recent years, with the final two rooms renovated in 2017.

A major focus throughout 2017 was the implementation of the School Review which took place in 2016. The broad goal from a Leadership and Management perspective for the period 2017-



2020 coming from the School Review is to increase the professional capabilities of all leaders. The intended improvement outcome is that all leaders will be empowered to lead rather than manage. A key improvement strategy over the period is that a shared understanding of distributed leadership is developed at Emmaus College.

2017 saw major planning for organizational change through Positions of Leadership (POLs) in preparation for a new structure 2018-2020. The major organizational changes to the leadership structure, was the recommendation for Assistant Learning Area Leaders (ALAL). The ALAL will support the work of Learning Area Leaders and the position also allows leadership experience which can support succession planning. It should also be noted that a Human Resources/Compliance Officer was appointed during 2017 to oversee these ever-expanding and complex areas in school management.

Professional learning supports school improvement and highlights the commitment of teachers to the growth of their own professional knowledge and practice. All 123 (109 FTE) teachers were active participants in professional learning.

The primary professional learning goal for staff in 2017 was the successful roll-out of Emmlink, our new Learning Management System, Portal and Intranet. Significant professional learning has ensured that Emmlink has provided students with a rich learning environment for developing higher order thinking skills and contemporary skills of communication, collaboration, and creativity. The functionality of the system also allows for better communication with parents and teachers. After some investigation, a consistent method of recording homework each afternoon became readily available to parents and students.

Further extensive professional learning was also undertaken during our trial year of Continuous Reporting for Year 11, which is a function available in Emmlink. After a successful trial year, this more immediate reporting will be rolled-out to the whole school in 2018. Again, the importance of ongoing professional learning, through our CORE teams (Continuous Online Reporting @ Emmaus) must be noted, as this is a significant whole school change: - one where students and parents will have ready access to assessment results and feedback, rather than waiting until the end of the semester.

The further focus for ongoing professional learning was the third year of Visible Learning. Ongoing professional development associated with the program explored how evidence can be used to create innovation in the learning environment. The Visible Learning Team and Learning Area Leaders and their teams were responsible for ensuring that this is firmly ingrained in Teaching and Learning at Emmaus.

The Peer Mentoring Program that was introduced in 2014 was continued and further 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. A further coach was introduced in 2017, bringing the number to three. The Peer Coaches work intensively with a small group of staff each term.

Ongoing program development and professional learning also occurred with the sixth 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.

The College also remains focussed on maintaining and enhancing its Catholic Identity. A professional learning component of Faith Development for staff and the wider Emmaus community were sessions facilitated by Dr Michael Kelly from the University of Divinity (YTU) with twilight theology sessions for members of the Emmaus Community during Term 1 on the theme of Australian Church History. There was also professional learning associated with Emmaus College being a Pilot School for the CEM Religious Education Curriculum enquiry-based learning.

Staff continued to be active participants in numerous other professional learning programs and activities. Many of these were associated with the ICT (iPads and Bring Your Own Dedicated Device). The change to laptops at Year 7 2018 also involved some professional learning.

More traditional professional learning opportunities were provided by a wide variety of conferences, subject associations and networks and the VCAA. The Educational Support Department again covered topics relevant for staff, particularly associated with teaching children with special needs. Compliance required professional learning took place associated with First Aid, Anaphylaxis and Mandatory Reporting and the Child Safety Standards.

It should also be noted that there were numerous other internal led professional learning sessions on a range of other topics throughout the year.

All staff at the College were again 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 contributed to the 2017 School Review and subsequent Emmaus 2020 Vision.

The 2020 Vision is a short-term strategic plan to guide the progress of the school for the next three years and is a viable way that we can communicate to our school community the "Road" ahead. Four key pillars have been developed – Faith, Learning, Serving and Community. Each pillar has four goals, and importantly, what success will look like for Emmaus. At the completion of the second and fourth terms each year, a progress report on each of the sixteen initiatives will be published to the school community.

Overall expenditure on staff professional development was \$65,101 or a per capita figure of \$529 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 postgraduate studies in fields associated with educational leadership, student wellbeing and theology.

STAFF COMPOSITION	
Principal Class	5
Teaching Staff (Head Count)	123
FTE Teaching Staff	109
Non-Teaching Staff (Head Count)	75
FTE Non-Teaching Staff	59.9
Indigenous Teaching Staff	0

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 2017 was 90.74 %. During the year there were a small number of staff that moved on to other schools to further their careers. This allowed for new staff to bring to the school enthusiasm, skills and new ideas, including graduate teachers.

Teacher Qualifications

This data indicates a high level of skill and professionalism, commitment to lifelong learning and a variety 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

TEACHER QUALIFICATIONS	
Doctorate	1.89%
Masters	18.87%
Graduate	50.94%
Certificate Graduate	4.72%
Degree Bachelor	93.40%
Diploma Advanced	18.87%
No Qualifications Listed	1.89%

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 2017 was: 90.99%.

TEACHER SATISFACTION

Insight SRC Staff Surveys indicated a high level of Staff Satisfaction. The 2017 figure saw increases in thirteen of the twenty-two indicators with decreases in five while the other four were about the same. The highest raw figures were for Student Behaviour (in both the classroom and school) Individual Morale and Parent Partnerships. The two lowest scores in staff survey data were for Empowerment and Teacher Confidence.



College Community

Goals & Intended Outcomes

Broad Goal

To develop greater inclusiveness among all Emmaus stakeholders.

Intended 2017 Outcomes

That the home, school and parish partnership is strengthened and that strategic community partnerships be enhanced.

Achievements

A strong community in which all stakeholders are invested has been a strength of Emmaus College over many years. Students and staff are supported, parents are welcomed and all contribute to a safe, encouraging and positive environment. The partnership between all stakeholders was enhanced throughout 2017 as initiatives and programs, both new and established, provided connectedness and belonging.

The College website, which our parents are very familiar with as is the wider community, is now our main tool with which we communicate with the College community. It provides information about Emmaus and upcoming events. During 2017, bookings for College tours were made through the website and the numbers of visitors to the College increased significantly throughout the year. The College held three morning tours every Term throughout 2017 with numbers of visitors being in excess of 100 for every tour. The College website, through the "Quick Links" facility, enabled parents to access Parent Teacher bookings, events bookings, the uniform shop and the College Intranet. The Parent Portal, also accessed through the website, continues to provide our parents with access to financial details and other matters relating to the enrolment of their child/ren. Both the website and portal continue to be well received by our community.

Parent Teacher Interviews continued to be a great source of communication between parent and teacher and was supplemented by regular email and phone contact. During 2017, continuous reporting was trialled with all Year 11 families and was extremely well received. Together with online summative reports for all Year Levels, parents have prompt access to their children's results and performance.

The full roll-out of the new College intranet, EmmLink, took place during 2017 and was accessed by the College community on a regular basis. Learning Intentions and Success Criteria became part of the language of learning at Emmaus and many assessment tasks continued to be submitted on line, highlighting the effectiveness of EmmLink as a resource tool and communication tool.

The Parents and Friends Association continued to welcome new members throughout 2017 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 has seen a continued increase in numbers since its inception in 2014. Mums and Dads had the opportunity to attend their respective Mother's and Father's Day functions. Mingle with Mums in May had just over 100 people in attendance and great numbers also supported the Father's Day Breakfast in September. The P & F continued to be a forum where parents could be involved in a hands-on capacity and finished 2017 in a very strong state.

Opportunities for parents to engage with staff in both formal and informal settings are a strength of our College. 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 Year 11 Debutante Balls are a wonderful community night where the students are showcased and are proudly presented to their parents and the school community. These evenings provide a very relaxed setting for parents, staff and family members, including many alumni, to enjoy each other's company. The Year 12 Valedictory Dinner is also a wonderful night of celebration and achievement for our families. The Year 9 Subject and Program Expos showcased student achievement and engagement at the Burwood Campus. The College Production, "The Little Mermaid" was a sell-out again in 2017. Many of our Year 7 parents also took the opportunity to meet staff and enjoy each other's company at the annual House Breakfasts run by Middle House Leaders and the Middle School Council, ably supported by Year 10 Peer Support Leaders.

The students of Emmaus College valued opportunities to be amongst the wider community, especially in a service capacity. Connections with external bodies were enhanced throughout 2017. The Year 9 Community Connections program continued to provide an outlet for 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 Middle School Council 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 and Assistant Treasurer, Michael Sukkar. The Social Justice Committee, together with the College Captains and Vice Captains, continued their annual visit to the Children First Retreat Centre in Kilmore to spend time with the children who are in Australia for life-altering surgery. The children from the Retreat Centre, in particular Daniel and Trophimus who were directly sponsored by the fundraising efforts of our student body, were also able to attend a special assembly at Emmaus.

Social media, as a medium for communication about our school and our community, was embedded as a vital tool for detailing all that Emmaus is about. The use of Twitter and Facebook, particularly to highlight school events and trips, was greatly advanced in 2017. Greater connections were also made with the College Alumni through social media.

Increased interaction with feeder Primary Schools took place in 2017 with visits to the Primary Schools as well as visits by the Primary Schools to Emmaus for scheduled activities. School Tours, as has been mentioned, conducted by the Leadership Team were well received and student leaders conducting tours and working with staff to highlight the College on Open Mornings and the annual Open Day in June, proved very successful. The inaugural Primary School Leadership days were well received by the community.

Emmaus College is well supported by its school community and, as our College continues to grow and thrive, so do the relationships with our College community. Successful and informative communication with all stakeholders is essential and further and continual enhancement will remain a focus in 2018.



VALUE ADDED

- Additional features and expanded use of the College website
- Greater interconnectivity with the College community through social media
- Everyday use of Care Monkey electronic permission slips and medical information
- Increased attendance for the fourth year at the P & F Family Fun Day
- P & F Mingle with Mums Function
- Father's Day Breakfast
- Year 7 Term 1 House Breakfasts
- Regular and informative use of the SMS system
- Continued Newsletter circulation through full email distribution
- Development and use of EmmLink as a teaching tool and information outlet for parents and students
- Vice-Captain attendance at local Federal MP Regional Student Leader luncheons
- Middle School Council attendance at City of Whitehorse Sorry Day event
- Social Justice Committee visit to the Children First Retreat Centre
- Expanded use of Synergetic for payroll, timetables and attendance
- Expanded use of the Synergetic Parent Portal
- Community Connections Program at Year 9
- Parent Information Nights
- Parent Forums addressing social issues
- Subject Selection Information Nights
- Career Interview Sessions for Year 10 students and parents
- Promotion of the Alumni Association with attendance at and publicity of reunions; staff with time allowance to develop the association
- Performances of the College Production "The Little Mermaid"
- On line bookings of scheduled school tours every three weeks
- Consolidation and enhancement of the Year 7 Orientation Day in November
- Visits by Primary Schools to Emmaus College and engagement in organised activities
- Visits to Primary Schools
- Primary School students' attendance at College Production matinée
- June Open Day
- Continuous Reporting at Year 11
- Parent Teacher Interviews in the new Galilee Centre
- Presentation Night at Robert Blackwood Hall



PARENT SATISFACTION

200 randomly selected parents were given the opportunity to complete the Insight SRC Parent Surveys. The surveys indicated an extremely high level of satisfaction with the College, and figures were up from already high levels in the previous year.

Student Behaviour (Student Safety/ Classroom Behaviour) and Peer Relations (Social Skills/ Connectedness to Peers) rated the highest, closely followed by Community Engagement.

Staff Approachability, Reporting, and Learning Focus were the next highest ranking

The lowest figure (just below an average for all Australian secondary schools) was parent perception of Student Motivation.



Future Directions

The College Board was very active on a number of fronts in 2017 to work for the best possible outcomes for Emmaus College. The most public of these has been for a fairer funding deal, and families would have seen the Emmaus name in various media outlets during Term 4 outlining our concern with changes that have taken place. We will continue to work for the benefit of our families in this complex environment in 2018.

Another main focus for the Board has been to develop a short-term strategic plan to guide the progress of the school for the next three years. This has been termed the Emmaus 2020 Vision and is a viable way that we can communicate to our school community the “Road” ahead. Four key pillars have been developed – Faith, Learning, Serving and Community. Each pillar has four goals, and importantly, what success will look like for Emmaus. Each of the Pillars has a staff member and Board member to contact, should our school community require further clarification. At the completion of the second and fourth terms each year, a progress report on each of the sixteen initiatives will be published to the school community.

A copy of the Emmaus College 2020 Vision has been distributed to all members of the school community, and is available from College Reception.

