

ANNUAL  
REPORT  
TO THE SCHOOL  
COMMUNITY

2018



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
E NUMBER	E1214

## 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 2017 (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 2018 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*

24 May 2019

## 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, 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 15 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. In 2018, planning commenced on the Creative Industries Building (Music and Digital Media).

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 2018 there was a full one-to-one ICT device program for students at the College. Year 7 students had a designated laptop, iPads were used by all Year 8-9 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 focused on practical career pathways post-secondary education.
- VET/Dual Recognition programs are conducted in conjunction with Box Hill and Holmesglen Colleges of TAFE, and through the Mullum Cluster of Schools.
- Emmaus has an excellent reputation in the Performing Arts, with the College Production each year being a major highlight. Each show is usually a sell-out and the school has received many Theatre Guild and Lyrebird Awards in recent years.
- An extensive Music program is offered from Year 7 to VCE. At Years 7 and 8 Music is a compulsory subject. Vocal and a number of other ensembles and bands practise and perform regularly.

## Principal's Report

Our College theme for 2018 was to Know Christ through Perseverance. Our life journey will inevitably have its highs and lows, its challenges. Perseverance is our continued effort to do or achieve something, despite the difficulties, potential failure, or opposition. Walter Elliot once said that "perseverance is not a long race; it is many short races one after the other."

It is perhaps easy to associate the theme of perseverance with students and their learning journey. A by-product of persevering is often the development of resilience – a key attribute to get you through life's journey.

For all of us, perseverance is required in continuing to work on our relationships with family and friends. These relationships are too important to simply cast aside when the going gets tough.

Perhaps there was no greater example of perseverance in 2018, than that of the rescue of the young soccer team and their coach trapped in a cave in Thailand. From a rescuer's viewpoint and also the actual team, the ability to 'stick with it' despite the obvious challenges, adversity and danger was paramount over the seventeen days they were trapped. In a world often filled with bad news stories, the positive outcome was one long to remember.

From an Emmaus infrastructure perspective, the highlight of the year was clearly the opening of our wonderful new La Strada Café. This very attractive walk-through self-service facility has completely transformed the food and drink offerings to our school community, with a much greater range available. Our Year 12 students also have the option of accessing La Strada during their free periods. The café is also open before school. It has turned into a real hub for both students and staff.



Looking forward, the major project to be undertaken during the Christmas holidays will be the conversion of former computer lab FL7 in the Fabris Centre into another science lab at Vermont South, bringing our total number to 6. We will also be converting two other former computer labs, 112 and 114 into classrooms.

Extensive work has also taken place in planning for our new Creative Industries Building, which will house Music, Digital Media and create extensive break-out areas for our Year 7/8 students. Detailed finance modelling and due diligence has been completed by the Finance Committee and College Board, and the overall design concept is almost finished. With appropriate approvals, it is our aim to commence construction late next year, but we now enter a stage where timelines will generally be out of our control.

2018 also saw the successful roll-out across the whole school of Continuous Reporting as a component of EmmLink. This more immediate reporting has been a significant whole school change. Students and parents now have timely access to assessment results and feedback, rather than waiting until End of Semester Reports. The vast majority of comments the school has received have been overwhelmingly positive with parents feeling more directly connected to their children's learning and students appreciating the timelier feedback. Thank you to our teachers who have spent considerable time becoming familiar with this new method of reporting.

Another important change has been associated with enrolment. Due to unprecedented demand, a decision was made by the College Board this year to increase our 2019 and 2020 Year 7 enrolment from 224 to 252 students. It should be noted that Emmaus received considerably more applications for enrolment than any other Catholic secondary school in the eastern region of Melbourne – and we are now undeniably the school of choice. This is an outstanding achievement and one in which we should all be justifiably proud. The downside is that even with the increase in enrolment numbers, unfortunately many families will be on our waiting list or will miss out entirely on a place at Emmaus in 2020.

Our Y9@E Campus continued to thrive and is constantly evolving. Y9@E is such a memorable year so thank you to the work of the new Director of Y9@E, Mr Sam Di Camillo and his dedicated team at Burwood.

There were many other highlights for the year. Denise McCann continued the further expansion of our Social Media platforms to better inform the Emmaus community and Alumni through Facebook and Twitter. We now have well over around 1,500 people accessing this type of information on a regular basis.

Our Sister School partnerships continued to flourish, and further emphasise the global nature of the



world in which we live. We had visits from Santo Yoseph, Jakarta, Gymnasium Johanneum, Germany and Pinerolo, Italy. A special dinner was held to acknowledge the 10th Anniversary of our Sister School in Italy. A number of students were, or will be in coming weeks, privileged to have overseas exchange experiences with our German and Italian Sister Schools. Thank you to the many families who have acted as hosts in 2018 to our Exchange students.

There were many other extracurricular camps including Year 12 Retreats, numerous Year 9 Discovery Camps, the 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.

The 2018 College Production, "Seussical the Musical", was an outstanding success, with five sell-out performances and has been nominated for multiple awards. The Debutante Balls were also incredibly well supported with around seventy-five Emmaus couples (around two thirds of the Year 11 cohort) involved over two memorable family evenings in Term 3.

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. Congratulations to Ella McKersie and Charles Sexton for being fine School Captains and to our many other student leaders for their work in 2018.



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 an expanded Fathers' Day Breakfast and a new addition, the welcome to Year 9 BBQ in early February. The P&F 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.



All families in 2018 received the Emmaus 2020 Vision, our Strategic Plan for the next three years. A 2020 update will be distributed every six months to keep our school community informed of progress.

2019 promises to be another year of change for Emmaus. The College has appointed one of Australia's leading educators, Ms Deb Frizza, to the newly-created position of Executive Director of Strategic Outcomes. Ms Frizza will work closely with teaching staff to focus on further enhancing the academic outcomes of our students. There are also a number of Student Wellbeing initiatives in the planning phase which we anticipate to roll-out in 2019. As mentioned previously, another focus will be ongoing planning work on our new Creative Industries Building which will see the completion of our long term master plan. The commencement of the 2019 school year will also see a new, mobile device-friendly school website and new app to greatly enhance the accessibility to EmmLink.

This, and further progress would not be possible without the assistance of our dedicated school staff, the College Leadership Teams, the College Board, the Sub-Committees of the Board. Particular thanks to: -

- Fr Julian Langridge, President of the Association of Canonical Administrators for his continued support and commitment to the College; and
- Mr Paul Allen, Chair of the College Board, who will step down from the role at the Board AGM in March. Paul has guided the Board through some challenging times associated with school funding and was a key driver of the Emmaus 2020 Vision.

## Church Authority Report

Another year gone and so much has happened. Our College is thriving in so many different ways – sport, academic, arts and music, and most importantly our Catholic Identity. This year for Emmaus Day Celebrations we had a Mass with music that was more relevant to our youth.



I take this opportunity to thank Mr Michael Gartland for all he has contributed to the faith development for the whole College, and welcome Ms Anne McLachlan as the new leader in faith development. Anne too, brings many gifts to her role, but above all, her faith is a living example of what we are on about as a College.

Our “Emmaus 15-minute Mass” on Friday mornings each week is something I look forward to. It is a simple Mass with an average of 30 people attending (both students and teachers) sometimes more or less. It is fifteen minutes because people need to move off to class, but the Mass is never rushed. I try to give a thought in a sentence or two for people to go away with for the day.

Each person comes with their own intention for the day; some just come because they want to have that time of prayer with space for themselves. Others have come seeking prayer for someone who may be ill or for other reasons. Whatever the reason, they come with a genuine heart and a deep love of God to celebrate the Meal of Love.

For me, this Mass has given me a sense of hope for our church because of the young people who attend, not forgetting our teachers. They come in freedom and love for something that appears to enrich them for the day ahead. This gathering on a Friday morning has rekindled the mystery of Christ’s presence in people gathering for Eucharist. As in the Eucharistic Prayer 2, I pray “let your Spirit come upon these gifts and upon us” to become the Body of Christ – I actually experience the reality of this in our gathering.

Parents are always welcome. Remember it is only fifteen minutes out of a day being given in faith to our God.

Finally, I want to acknowledge the families who have nurtured the faith of these people and Emmaus College who have supported the students by word and example. I want all to know that they are always welcome to celebrate our “Emmaus 15-minute Mass” each week or even just when you need or someone you know needs a prayer of love.

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

## College Board Report

As I conclude in my role as Chairperson of the Board, it is only fitting that I express my respect and extend my appreciation to each and every member of the Board and Sub-Committees with whom I have had the pleasure of working.

Given the selfless and humble nature of this group of parents, I will refrain from naming names and refer to them as a whole. Your preparedness to step voluntarily into an official position is appreciated. I thank you for embracing a role that comes without job description and for giving of your time, experience and expertise.

Board and Committee Members attend meetings. They complete pre-reading. Their partners and families juggle extra-curricular events on the evenings of meetings to afford attendance. Members double-check and calculate in their own time. They have input regards recruiting, policy and can be involved in interviews and reviews. They must listen, discuss, give considered opinions and, sometimes, act boldly and courageously! It is apparent to me that Board and Committee Members are invested in their children, but look beyond their own progeny to a bigger, better and more secure Road for all at Emmaus.

It is always in giving and serving others and our community that we grow and benefit too. Feedback from Board and Committee Members constantly highlights the satisfaction and enjoyment of meaningful relationships and seeing projects through. Such involvement affords Members an opportunity to share the ideas and experience of teaching staff beyond the classroom. Teachers are generous (and patient!) with these parents and the school community undoubtedly benefits from these rich exchanges.

My family has been at Emmaus for nine years; undertaking a role with the Board for six years. We never chose the life of a Board Member or Chairperson, it chose us! Being a Board Member and Chairperson was nothing like I expected and more than I could have thought possible. Thank you to the Members of the Board and associated Committees. Your role is truly valued and contributes to the unparalleled reality and reputation that is Emmaus College.

**Mr Paul Allen** – Chair, Emmaus College Board



## Education in Faith

### Goals & Intended Outcomes

- To further develop Education in Faith
- Intended 2018 Outcomes: that the importance and relevance of a faith education be further articulated

#### 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 2018 student leaders selected Perseverance – 'To Know Christ through Perseverance'. 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 Perseverance resonated in prayer and liturgy with students reflecting on the implications of perseverance for their own living.

### Achievements

#### Prayer and Liturgy

In 2018 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.
- Pilot program with Chavoin House – to be expanded in 2019 – of designated Year 7 Religious Education classes attending Friday Morning Mass.
- 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.

#### Building Bridges

In 2018 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 perseverance.

## 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, focussing 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. In 2018 the groundwork was laid for the establishment of a St Vincent de Paul Conference. 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 2018 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.

## Physical Profile Enhancement

In 2018 the Chapel and Cleopas Room were given bigger and improved signage, and the College Jerusalem Cross decal was added to windows to emphasise our College identity and the special purpose of these spaces.

The Chapel and Cleopas Room were also identified as RE Centre on the booking system in EmmLink to emphasise their existence as a unit and emphasise Religious Education, rather than them being viewed simply as rooms.

## Learning & Teaching

### Goals & Intended Outcomes

Emmaus 2020 Goals	Intended Outcomes
Entrench the culture of Visible Learning in Practice (VLP) within the school.	All teachers will use Learning Intentions and Success Criteria to make learning visible to students (in classroom practice). Students will know how to learn as well as what to learn (Learning at Emmaus). Feedback will be timely and focus on improvement (EmmLink Continuous Reporting).
Promote best practice in contemporary learning and teaching by enhancing teacher effectiveness through Visible Learning.	Effective collaboration in teams (Team meeting, walkthroughs). Enactment of the 4 Cs (Critical Thinking Skills, Communication, Collaboration and Creativity) through classroom practice and assessments.
Foster individual educational excellence and academic achievement by best use of available data to inform teaching.	Teachers will become confident in the use and interpretation of data. Knowledge gained from data will inform classroom practice.
Further progress in innovative, multifaceted, dynamic and technology-rich learning environments.	Innovative and contemporary learning and use of EmmLink and a range of other tools.

### Achievements

#### Implementation of Continuous Reporting

In 2018 Emmaus College introduced Continuous Reporting across the whole College. The implementation of Continuous Reporting represents a significant and far-reaching change in the way that results and feedback are communicated to students and to parents.

Continuous Reporting means that marks and comments about assessment tasks are made available to both students and parents throughout the semester via EmmLink. Therefore, rather than waiting until the end of the semester, parents are able to see immediately where their sons and daughters have done well, as well as discover what advice students have been given in order to improve their work. The responses that parents provided in surveys clearly demonstrated that continuous reporting has been embraced. Perhaps the most telling conclusion from the survey results is that the timely nature of continuous reporting has changed the kinds of conversations that parents are having with their sons and daughters.

## Visible Learning

A crucial aspect of professional learning at Emmaus College is the Visible Learning in Practice Coaching Program which involves a small group of staff each term who work intensively with three College Coaches on reflecting on and improving their own practice.

A key component of the Visible Learning Project has been the implementation and development of the Learning at Emmaus program for students in Years 7 and 8. The Program has four modules at each Year Level and is delivered in conjunction with the Pastoral Program, with the teaching materials delivered through EmmLink. The four modules are:

Year 7	Year 8
Term 1: You as a Learner	Taking Charge of My Learning
Term 2: Learning Skills and Strategies	Learning Dispositions and Aspirations
Term 3: Creative and Critical Thinking	Deeper Learning
Term 4: Motivation and SMARTER Goals	Transfer Learning

## Best Practice Professional Learning and Collaboration

As usual 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.

## NESLI Schools Leadership Colloquium Program

At the end of the year ten members of the teaching staff moved towards the completion of the Schools Leadership Colloquium as produced by NESLI (National Excellence in School Leadership Institute).

The course, facilitated at Emmaus College by Dr William Keane, a NESLI Certified School Leader, required participants to complete seven modules, attend fourteen live sessions, engage with on-line content, write an average of six reflections, tasks and evaluations for each of the sessions, complete a change project and undertake peer coaching.

The successful participants were:

Scott Eddington, Lauren Anderson, Julie Hepburn, Ann Hyland, Jenni Monaghan, Maria Sabo, Antoinette Siarabalos, Helen Sirianni, Stephen Willis and Jane Willison.

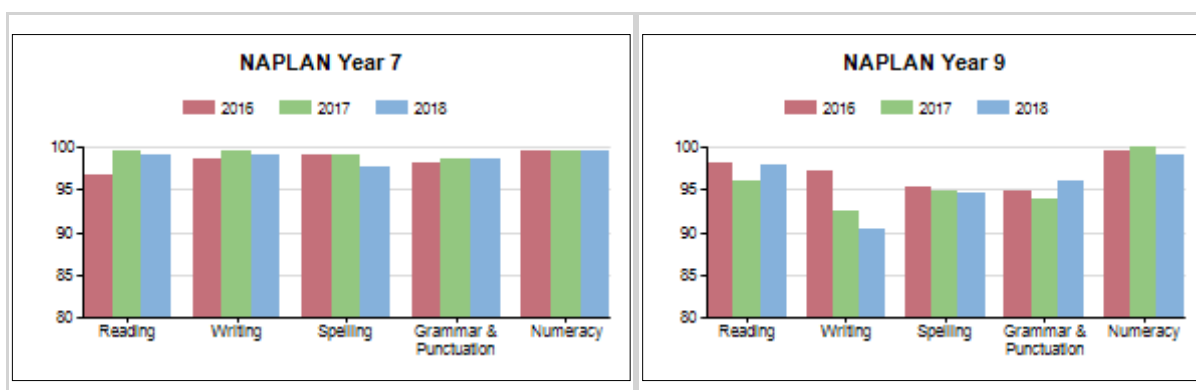
The Course Modules were:

- Leadership and Authenticity
- Communication, Presence and Influence
- Team Dynamics
- Driving Performance
- Leadership Innovation and Change
- Thinking Strategically
- Purpose, Priorities and Professional Development

## NAPLAN Results

Overall, Emmaus students in Years 7 and 9 achieved results consistent with those achieved in previous years.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2016 %	2017 %	2016 - 2017 Changes %	2018 %	2017 - 2018 Changes %
Year 07 Grammar & Punctuation	98.1	98.7	0.6	98.6	-0.1
Year 07 Numeracy	99.5	99.5	0.0	99.5	0.0
Year 07 Reading	96.8	99.5	2.7	99.1	-0.4
Year 07 Spelling	99.1	99.1	0.0	97.7	-1.4
Year 07 Writing	98.6	99.6	1.0	99.1	-0.5
Year 09 Grammar & Punctuation	94.8	93.9	-0.9	96.1	2.2
Year 09 Numeracy	99.5	100.0	0.5	99.1	-0.9
Year 09 Reading	98.1	96.0	-2.1	98.0	2.0
Year 09 Spelling	95.3	94.8	-0.5	94.7	-0.1
Year 09 Writing	97.1	92.5	-4.6	90.3	-2.2





## 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 minor negative changes but these were from a very high base. It was a slightly different story at Year 9. Despite a fall the result for Numeracy remained excellent. The improvement in the Year 9 Reading result was particularly significant given the already high figure. The other noteworthy figure was the continued decline in the figure for Writing in Year 9, a decline which was reflected across the nation.

### MEDIAN NAPLAN RESULTS FOR YEAR 9

Year 9 Grammar & Punctuation	583.2
Year 9 Numeracy	603.2
Year 9 Reading	591.7
Year 9 Spelling	600.4
Year 9 Writing	570.3



SENIOR SECONDARY OUTCOMES	
VCE Median Score	31
VCE Completion Rate	99%
VCAL Completion Rate	100%

The Median score of 31 represented an improvement on 2017.

POST-SCHOOL DESTINATIONS AS AT 2018	
Tertiary Study	61.5%
TAFE / VET	13.5%
Apprenticeship / Traineeship	4.2%
Deferred	10.4%
Employment	10.4%
Other - The category of Other includes both students Looking for Work and those classed as Other	0.0%

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



## Innovation

### Year 7 Laptop Program

After an extensive evaluation, the decision was taken to phase out the iPads as the student device and begin the process of implementing a laptop program. Furthermore, rather than have a BYOD program, the Year 7 program was with a designated device. The laptop program will, therefore, be implemented over the course of three years, so that by 2020 all students in the College will have a laptop or tablet computer.

Having accumulated a significant amount of experience in the introduction of student devices, key members of the College were confident that the program would be executed well. Not surprisingly then, the implementation of the Year 7 laptop program could not have been smoother.

### Edrolo

Edrolo, a comprehensive and up-to-date online video instruction and testing platform, was expanded to include Year 11 subjects. The platform provides detailed explanations of content along with step-by-step worked examples from past exams. Over 318,700 video lessons and quizzes were accessed by our students in 2018, totalling 11,685 hours of instruction. There were also 686 exams submitted and 14,312 practice/past VCAA questions completed.

### Alumni tutoring

An innovation in 2018 was the introduction of free tutoring provided after school in the Library by well-performing past students of the College. This service was very well received and has been targeted for expansion in 2019.

## Development of New Subjects for 2019

### New Accelerated Maths Model

During the course of 2018 it became apparent that it was time to review the structure and pathways of the accelerated maths offering. With the realisation that various changes to VCE requirements had taken some of the flexibility from the model, it was decided that significant change was required. Beginning in 2019, students in Year 9 Accelerated Maths will essentially be completing Years 9 and 10 Maths in the one year. Following on from that, in 2020, students who have completed Accelerated Maths in Year 9 will be able to undertake VCE Methods 1 and 2 in Year 10 (followed by Methods 3 and 4 in Year 11) to ensure a genuinely accelerated pathway.

### Hope Labs (Year 10)

The development of Hope Labs for Year 10 in 2019 is not only a new elective but a new type of study. The unit is designed to enable students to explore how to use their strengths and talents to fuel their sense of purpose and develop key strategies to use this in their study and future career options. The unit is grounded in the science of optimal performance and positive psychology as the subject develops key skills that are designed to prepare students for careers in the 21st century. These key skills include creative and critical thinking, collaboration, creativity and communication.

## New Year 9 Electives



There were many changes of electives at Year 9 for 2019. Some subjects departed (Philosophy, Psychology, Media) others merged (Drama and Theatre) and new integrated subjects have been introduced (Fact and Fiction; STEM and Can You Dig It?) and there were name changes for many.



## Student Wellbeing

### Goals & Intended Outcomes

- To foster a safe, supportive and stimulating learning environment characterised by realistic, achievable expectations.
- That student resilience, independence, persistence and engagement in learning are enhanced.

### Achievements

The House system is the key Student Wellbeing framework for all students at Emmaus. The vertical House structure is our framework for supporting student wellbeing and pastoral care, with strong relationships between school and family, through the agency and efforts of House Leaders and Pastoral teachers, being a crucial goal.

The College House structure is 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. 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 Pastoral Teachers are encouraged to act as a conduit between the parents and College, assuming an active role as point of contact.

The eight House Leaders, two in each House (one at Middle School, one at Senior School) work together to foster the House spirit, while also managing the day-to-day demands of responding to the needs of the students. The College aims to develop strong links between Middle and Senior sections of each House through buddy activities and House days. 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.

The College's formal Pastoral Care Program continued and saw further development of House based activities through 2018. During the designated Pastoral Program time, the College hosts Year Level-specific speakers and seminars, relevant to students at their age and stage of development, and seeking to address students at their point of need. Student leadership is a vibrant component of College life, with College Captains, Vice-Captains, House Captains, and Committee Captains and members: Academic, Liturgy, Arts and Social Justice. Student Homeroom Representatives are elected at Year 7 and Year 8, and form a Middle School Student Council.



The Student Wellbeing Committee, meets once per fortnight to discuss high-level student needs, developing strategies and actions to best support individual students. The *Respectful Relationships* program was implemented from Year 7-12, to very positive feedback. This was rolled out to Senior House students in Pastoral Program sessions, and Middle House students in Health/PE, in 2018. The Emmaus College *Safety and Inclusivity Committee* was established in 2018, comprising student representatives at all Year Levels, and parent and staff representatives.

### VALUE ADDED

- Student Programs: (RoadSmart, Year 10; Spin Chat, Year 11; Safe Partying, Years 11-12; Building Positive Relationships, Year 10, Personal Development, Years 7-8; Gambling Education, Year 12)
- Year 12 Retreats
- Year 7 Orientation Camp
- Mental Health Week
- Year 8 Canberra Trip
- Years 9-12 Europe Trip
- Y9@E Discovery Camps
- 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
- Safety and Inclusivity Committee
- Champion House competition

### STUDENT SATISFACTION

All students had the opportunity to complete SIF surveys in 2018.

When comparing Emmaus data to other Australian secondary schools the following is apparent:-

- The SIF survey results indicated high student connectedness to the school.
- Surveys also demonstrated that positive relationships exist between students and staff (top third percentile for teacher relationships in the SIF survey) and that classroom behaviour allows learning to take place (this was the highest percentile strength indicated in the survey). Pleasingly, students see themselves as very confident learners (highest ranking).
- Areas for attention included Student Safety, where percentiles scores were again lower than would be anticipated (close to 50 in percentile ranking), and Student Distress (improvement from 2017, but further work to be undertaken).



### STUDENT 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: 92.3

Y07	94.6
Y08	93.4
Y09	89.6
Y10	91.8

### YEARS 9 – 12 STUDENT RETENTION RATE

Years 9 to 12 Student Retention Rate	93.3
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## 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 2018 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 were 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 iPads 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 the 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, in 2018 the College implemented the Government's Respectful Relationship initiative. A three-week course at senior years is completed during Pastoral Periods. Year 7 and 8 complete their Respectful Relationships course throughout Health and Physical Education classes, and Year 9 at Burwood complete their course during *Mind and Body*. This course equips students with the skills to build positive relationships and communicate respectfully with each other. The College also seeks to embed the principles and practices of the course in our College community life. 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

The College established a Safety and Inclusivity Committee on each Campus including staff, students and parents. This allows for the student and parent voice, empowering 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 meet at least quarterly or more frequently if required. They 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. The Safety and Inclusivity Committee is developing a bullying survey to further improve how we seek and act upon student voice in matters of child safety.



## Leadership & Management

### Goals & Intended Outcomes

- Further development of professional learning to build capacity and ensure expertise and excellence for all staff in their roles within the College.
- Enhancements to a continuous learning culture to further develop the leadership capacity and human resource / compliance requirements at the College.

### Achievements

From an Emmaus infrastructure perspective, the highlight of 2018 was clearly the opening of our wonderful new La Strada Cafe. This facility has completely transformed the food and drink offerings to our school community, with a much greater range of food and drinks available. Our Year 12 students also have the option of accessing La Strada during their study periods. With the café also open before school, it has turned into a real hub for both students and staff.

Looking forward, the major project to be undertaken during the Christmas holidays will be the conversion of former computer lab FL7 in the Fabris Centre into another science lab at Vermont South, bringing our total number to six. We will also be converting two other former computer labs, 112 and 114 into classrooms. We hope that all projects will be completed for the commencement of the 2019 school year.

Extensive work has also taken place in planning for our new Creative Industries Centre, which will house Music, Digital Media and create extensive break-out areas for our Year 7/8 students. Detailed financial modelling and due diligence has been completed by the Finance Committee and College Board, and the overall design concept is almost finished. With appropriate approvals, it is our aim to commence construction late in 2019, but many of these timelines will now be out of our control.

2018 also saw the successful roll-out across the whole school of Continuous Reporting as a component of EmmLink. While this is mentioned in the Learning and Teaching sphere, from a Leadership and Management perspective, it should be noted that this major change was well planned and implemented. This has resulted in more immediate reporting, with students and parents now having timely access to assessments results and feedback, rather than waiting for End of Semester Reports. The vast majority of comments the school has received from surveying have been overwhelmingly positive with parents feeling more directly connected to their children's learning and students appreciating the timelier feedback.

A major focus throughout 2018 was commencing the implementation of the Emmaus 2020 Vision. This document was created by the College Board in 2017 and strategically guides the school through to 2020. The broad goal from a Leadership and Management perspective is to further develop professional learning to build capacity and ensure expertise and excellence for all staff in their roles within the College. Such professional learning supports school improvement and highlights the commitment of teachers to the growth of their own professional knowledge and practice. All 123 (105.8 FTE) teachers were active participants in professional learning.

As discussed, the primary professional learning goal for staff in 2018 was the successful roll-out of Continuous Reporting as a component of EmmLink. Further extensive professional learning was devoted to the Nationally Consistent Collection of Data on School Students with a Disability (NCCD). The NCCD data draws on teachers' professional judgement and practices throughout the year to determine the level of adjustments students receive to access and participate in education on the same basis as other students. These are broken down into four categories. The data from the NCCD will be used to inform funding by the Federal Government.

In 2018 Emmaus continued to be heavily invested in Visible Learning in Practice (VLIP). The program involves a Peer Coaching Program and also gives selected staff the opportunity to undertake some of their own evidence-based research for the benefit of our school community. Now in its fourth year, the basic principles of 'Visible Learning' are now entrenched across Emmaus. In 2019, this will be further expanded with Emmaus College's involvement in 'The Learning Collaborative' Project. This will see noted international education expert, Lyn Sharratt at Emmaus for four days in 2019 running a program for Catholic Education Melbourne. We are acting as hosts and a number of teams from Catholic primary and secondary schools will be participants.

A number of staff in middle level leadership roles, such as House Leaders and Learning Area Leaders completed the two year NESLI Schools Leadership Colloquium Program. This was facilitated by Assistant Principal Learning and Innovation, Dr William Keane.

Ongoing program development and professional learning also occurred with the seventh year of the Year 9 Program (Y9@E) at the Burwood Campus. The dedicated team of Y9@E staff met regularly and are always seeking ways to ensure the program best meets the needs of the students.

The College also remains focussed on maintaining and enhancing its Catholic Identity. Emmaus continued to dedicate professional learning time associated with the CEM Religious Education Curriculum Enquiry-based Learning Project which has now been adopted throughout Years 7-10. In 2019 Emmaus will be embarking on our third round of data collection for the Enhancing Catholic School Identity Project (ECSI). The project is a research-based one, with the survey seeking to 'accomplish the goal of understanding our current Catholic identity and where the school community might like to see itself in the future.'

Staff continued to be active participants in numerous other professional learning programs and activities. Many of these were associated with ICT. A big change for 2018 that required a strategic approach was moving to one standard laptop computer for all Year 7 students. While iPads had served the students well for a number of years, laptops have become more affordable and their educational functionality was seen to be preferable to iPads. Feedback from students and parents has been overwhelmingly positive in moving to laptops. Year 9 2019 students will continue with iPads until they are phased out at the end of the 2019 academic year.

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, 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 were taken through the data, which helps shape future school goals.

Overall expenditure on staff professional development was \$87,546 or a per capita figure of \$711 per teacher. This figure in most cases does not include subsidies for staff undertaking postgraduate 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.

<b>STAFF COMPOSITION</b>	
Principal Class	6
Teaching Staff (Head Count)	123
FTE Teaching Staff	105.8
Non-Teaching Staff (Head Count)	77
FTE Non-Teaching Staff	60.6
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 2018 was 95.5 %. During the year, a small number of staff retired or moved on to other schools to further their careers. This allowed 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	2.7%
Masters	23%
Graduate	51.3%
Certificate Graduate	3.5%
Degree Bachelor	87.6%
Diploma Advanced	17.7%
No Qualifications Listed	6.2%

## 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 2018 was: 91.4%.

### TEACHER SATISFACTION

Insight SRC Staff Surveys indicated a generally high level of Staff Satisfaction. The 2018 figure saw increases in a number of the indicators.

The highest raw figures were for Student Behaviour (in both the classroom and school), Respect for Students and Teacher Confidence. From a percentage of favourable responses Teacher Confidence, Respect for Students and School Improvement Focus were the top three.

The two lowest raw scores in staff survey data were for Work Demands, Student Motivation and Empowerment. From a percentage of favourable responses, the lowest three were Work Demands, Empowerment and School Distress.

## College Community

### Goals & Intended Outcomes

- To develop greater inclusiveness among all Emmaus stakeholders.
- That the home, school and parish partnership is strengthened.
- That strategic community partnerships be enhanced.

### Achievements

Emmaus College, in providing a safe, positive and encouraging environment for our students, is strongly focussed on building a supportive, dynamic and fruitful partnership with our school community. Student outcomes are maximised through regular dialogue and interaction with our parent body and external organisations. Many initiatives that have been developed in previous years continued to be enhanced during 2018 to consolidate and strengthen this partnership.

Parents are very familiar with the College website and they, and the wider community, are accessing it to communicate with the College together with seeking information about Emmaus and upcoming events. During 2018, bookings for College tours were made through the website and the number of visitors to the College at scheduled tours continued to increase throughout the year. 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 related to the enrolment of their child(ren). Both the website and portal continue to be well received by our community.

After trialling Continuous Reporting with Year 11 in 2017, this was enacted across all Year Levels in 2018. Parents received information regarding their child's progress at regular intervals and this was supplemented by the Parent Teacher Interview evenings where discussions on work habits that matched academic progress took place. Regular email and phone contact between school and home when required was encouraged.

The College intranet, Emmlink, was accessed by the College community on a regular basis. Learning Intentions and Success Criteria became more embedded as part of the language of learning at Emmaus and many assessment tasks continued to be submitted online, highlighting the effectiveness of Emmlink as a resource and communication tool.

The Parents and Friends Association continued to welcome new members throughout 2018 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 saw a continued increase in numbers since its inception in 2014. Mums and Dads had the opportunity to attend their respective Mothers' and Fathers' Day functions. Mingle with Mums in May had over 140 people in attendance and great numbers also supported the Fathers' Day Breakfast in September. The P & F continued to be a forum where parents could be involved in a hands-on capacity and finished 2018 in a very strong state.

Emmaus College provides many opportunities for parents to liaise with school staff in both informative and social settings. The social functions, primarily Year 11 Debutante Balls and the Year 12 Valedictory Dinner, were supported in great numbers and the Year 9 Subject and Program Expos were both great nights of interaction for parents with students and staff.

The College Production, "Seussical: The Musical" was a sell-out across all 5 performances. 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. Many of our Year 7 parents also took up the opportunity to meet staff and enjoy each other's company at the annual House Breakfasts run by Middle House Leaders, Peer Support Leaders and the Middle School Council.



The students of Emmaus College valued opportunities to be amongst the wider community especially in a service capacity. The Year 9 Community Service program continued to provide an outlet to Year 9 students to be directly involved with members of the wider community who need some assistance and students learnt about their own capacity and abilities whilst doing so. The College 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 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.

Social Media continued to be an avenue of communication for our school community and increased use of Twitter and Facebook, particularly to highlight school events and trips, was fully embraced by many. Both social media and the College Alumni Association had human resources devoted to them which greatly assisted their use as a communication tool and as a forum for community connections.

Increased interaction with feeder primary schools took place in 2018 with visits to the primary schools as well as visits by the primary schools to Emmaus for scheduled activities including School Leader Days. 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.

Emmaus College is well supported by its school community and throughout 2018 every endeavor has been made for the College to do the same. Successful and informative communication with all stakeholders is essential and further and continual enhancement will remain a focus in 2019.





**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 & medical information
- Increased attendance for the fifth year at the P & F Family Fun Day
- P & F Mingle with Mums Function
- Fathers' Day Breakfast
- Year 7 Term 1 House Breakfasts
- Regular and informative use of the SMS system
- Regular communication of events to parents via email
- Continued Newsletter circulation through full email distribution
- Development and use of EmmLink as a teaching tool and information outlet for parents and students
- Continuous Reporting via EmmLink for all Year Levels
- 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 Service Program at Year 9
- Parent Information Nights
- Parent Forums addressing social issues
- Subject Selection Information Nights
- Regular parent attendance at whole school assemblies
- 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 oversee the association
- Performances of the College Production "Seussical: The Musical"
- Online bookings of scheduled school tours every three weeks
- Year 7 Orientation Day in November
- Visits by Primary Schools to Emmaus College and engagement in organised activities such as School Leader Days
- Visits to Primary Schools
- Primary School students' attendance at College Production matinée
- June Open Day
- Parent Teacher Interviews in the 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.

When comparing the data with other Australian secondary schools, the following can be noted:

- Student Behaviour (Student Safety/ Classroom Behaviour), Staff Engagement (Teacher Morale, Stimulating Learning, Behaviour Management) and Community Engagement (School Improvement, Approachability, Reporting) rated the highest.
- Surprisingly parent surveys indicated a fall in Peer Relations (Social Skills and Connectedness to Peers) despite further initiatives being introduced in this area.



## Future Directions

The College Board was very active during 2017 to work for a fairer funding deal for Emmaus, after the Federal government outlined proposed changes. It was very pleasing to note that by the end of 2018, a more appropriate model had been achieved, and funding certainty was confirmed for the next decade. This funding guarantee now allows the College to move forward confidently with its 2020 Vision, and further develop longer term plans for the 2020s.

As a component of our 2020 Vision, in 2019 we will welcome Ms Deb Frizza, to the role of Executive Director of Strategic Outcomes. Deb brings a wealth of proven experience to this new role, which focuses primarily on maximising learning outcomes for all students. A five year plan has been developed that will commence in 2019.

The commencement of 2019 will also see the roll-out of our new College website and EmmLink (our Learning Management system), become app based. This will allow parents and students ready access to EmmLink, without the need to login to the system constantly. Both initiatives will significantly improve communication to our school community.

Further planning and approvals are also expected in 2019 for our proposed Creative Industries Building (Music/ Digital Media). While timelines are beyond the control of the school, if all goes well, construction could commence before the end of the year.

