

2019

ANNUAL REPORT

TO THE SCHOOL
COMMUNITY



EMMAUS COLLEGE, Vermont South/Burwood



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Minimum Standards Attestation

I, Antony Hirst, attest that Emmaus College is compliant with:

- all of the requirements for the minimum standards and other requirements for the registration of schools as specified in the *Education and Training Reform Act 2006 (Vic)* and the *Education and Training Reform Regulations 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 2019 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*;
- the Child Safe Standards prescribed in Ministerial Order No.870 – Child Safe Standards, Managing Risk of Child Abuse in School.

21 May 2020

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

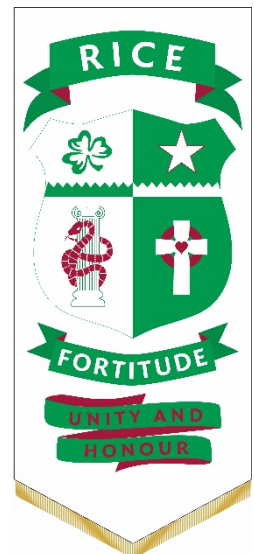
Our relationship with God through Jesus is not a lone journey, but one that is nourished and deepened through belonging to the community of faith, the Catholic Church.

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. 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 16 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 2019 there was a full one-to-one ICT device program for students at the College. Year 7 and Year 8 students had a designated laptop, iPads were used by all Year 9 students, while Year 10-12 students had the option of BYODD (Bring Your Own Designated Device). The College also has three 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 and 8 Music is a compulsory subject. A vocal and a number of other ensembles and bands practise and perform regularly.



Principal's Report

Our theme for 2019, selected by our Student Leaders on their training day in late 2018 was 'To Know Christ through Solidarity'. While there can be many aspects associated with the term solidarity, it is perhaps best described as 'valuing our fellow human beings and respecting who they are as individuals.'

Pope Francis states the following:

"The many situations of inequality, poverty and injustice, are signs not only of a profound lack of fraternity, but also of the absence of a culture of solidarity. New ideologies, characterised by rampant individualism, egocentrism and materialistic consumerism, weaken social bonds, fuelling that "throw away" mentality which leads to contempt for, and the abandonment of, the weakest and those considered "useless". In this way human coexistence increasingly tends to resemble a mere "do ut des" (I give so that you will give) which is both pragmatic and selfish."

This was another challenging theme for our school to take on board for 2019, and one that has certainly made us more aware of the needs of others.

There has been significant progress in our "The Emmaus 2020 Vision" in 2019. From a Teaching and Learning perspective, through the guidance of Deb Frizza, Executive Director of Strategic Outcomes, we commenced our strategy to maximise student potential. Initiatives included the formation of Teaching Learning Communities, Literacy Review and appointment of a Literacy Leader for 2020, Year 12 mentoring, and the development of EmmTrack, a College-wide data tracking of student capacity and progress to best inform decisions associated with student learning.

From an Emmaus infrastructure perspective, a number of improvements were made. This included the creation of a new science laboratory, bringing our total number of science labs to eight across both Campuses.

Looking forward, the major project to be undertaken during the Christmas holidays will be the conversion of former computer labs 112-114 into three modern classrooms. We will also refurbish the computer server room at Burwood

and create an Information Technology Services office.

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. Most of the hard work is now done, and we are waiting for it to go through the planning process with the City of Whitehorse. All going to plan, we hope to commence construction at the end of Term 1. Once construction does commence, there will be some inconvenience for the school, especially our Music department, as they will have to relocate. Some short-term inconvenience will be far outweighed by the contemporary and spacious new building.

2019 also saw the successful roll-out across the whole school of our EmmLink App. This has resulted in a much more streamlined access to EmmLink and its many wonderful attributes, including timely feedback through continuous reporting.

A re-vamped website was also rolled out in 2019. Again, this has greater functionality and has been designed to be more user-friendly with mobile devices.

Enrolment demand continued at an unprecedented rate. Fortunately, we have approval to go over our



enrolment ceiling of 224 students at Year 7 to 252 for 2020 and 2021. It should be noted that Emmaus again received considerably more applications for enrolment than any other Catholic school in the eastern region of Melbourne – and we continue to be by far the number one Catholic school of choice. The downside is that even with the increase in the enrolment ceiling, unfortunately many families will be on our waiting list or will miss out on a place at Emmaus in 2020.

The Emmaus College enrolment policy was also recently changed, so that we are better supporting the work of our priority parish primary schools. This will impact new families to the school for Year 7 2022 and beyond.

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 Director of Y9@E, Mr Sam Di Camillo and his dedicated team at Burwood.

There were many other highlights for the year. I would like to thank Denise McCann for 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 1,700 people accessing this type of information on a regular basis. Our popular monthly EmmCast presentation, which is available over a range of platforms, gives families a good overview of a selection of our major College activities for that month.

Our Sister School partnerships continued to thrive, and further emphasise the global nature of the world in which we live. We had visits from Kennedy Catholic High School, Seattle; Gymnasium Johanneum, Germany and Pinerolo, Italy. Our students were fortunate to visit our Indonesian Sister School and Kennedy Catholic in Seattle.



Thank you to the many families who have acted as hosts in 2019 to our overseas visiting 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 and around 160 Year 11-12 students headed to Central Australia. Multiple other learning opportunities outside the classroom occurred across all Year Levels.



The 2019 College Production, "The Addams Family", was an outstanding success, with five sell-out performances and has been nominated for a large number of awards. The Debutante Balls were also incredibly well supported with around seventy Emmaus couples involved over two great family evenings in late August.



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 Ashleigh Fraser and Jack Lucas for being exemplar School Captains and to our many other student leaders for their fantastic work in 2019.



The work of our wonderful Parents and Friends Association also has to be acknowledged. The Family Fun Day, despite the heat, was again an outstanding success, as was the Mingle with Mums and an expanded Fathers' Day Breakfast, which had an attendance of over 300 people. The P&F were also very active on Open Day, the Subject Selection Expo and at our Welcome to Y9@E barbecue. I would ask all families to support at least one Parents and Friends event per year.

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 Mr Michael Ballek, Chair of the College Board for their continued support and commitment to the College.

This year we also farewell a number of long-serving staff to the College and I would like to acknowledge: Michael Gartland (former Director of Education in Faith for 20 years), Maria Dowling, Kirsty Sanderson, Valerie De Lang, Sylvia Buczkowsky, Gerry De Lang and Teresa Talia.

2020 is a milestone year for Emmaus, as we celebrate our 40th Anniversary. All significant school events will be branded 40th Anniversary, and we will try to make them all that little bit more special. Please join in the many events that will take place in 2020 to mark this important year. From a parent perspective, our 40th Anniversary Gala at Crown Palladium promises to be a fun evening.

From very humble beginnings, we are now a very well-known and respected school in our community. 2020 and 40 years gives us all a chance to reflect on our journey, and more importantly look forward with great optimism to our future.

College Board Report

Looking back on 2019, there is much for which to be thankful.

Personally, it has been a big leap into my first year as Chair of the Board. Taking on the role brought me some trepidation, as my predecessor had performed so seamlessly. Thank you to Paul Allen for his dedication to the school over six years on the Board, the last few as Chair. He led us through some trying tests, in particular the funding negotiations with the federal government last year. Thank you, Paul!

So, what of this year? Again the educational journey of our children has been beautifully supported by parent and staff involvement on Committees. The Finance Committee has strengthened our monetary position, and we have welcomed the prudent initiative of our new Finance Manager, Laurie Federico who steered us through an audit tender process. The Education Committee enhanced learning opportunities for students and staff, fostering innovations such as the exciting EmmTrack data system, which is in final testing stages. The Parents and Friends Association, with a large cohort of enthusiastic parents, has again provided increasingly popular activities, coffees and barbecues that enrich the community life of Emmaus.

Finally, the College Board itself. Besides Laurie, we also welcomed Deb Frizza hitting the ground running in her first year as Executive Director of Strategic Outcomes, and were happy to note very positive results from her work already. A focus of the year has been interaction with our local primary schools, Canonical Administrators, Catholic Education Melbourne and our new Archbishop, which has led to an amended enrolment policy for Emmaus. The change gives enrolment priority to students in the parish primary schools – a

significant shift from previous arrangements. As Chair, I am grateful for the support provided by all Board members, especially Principal Tony Hirst, Fr Julian Langridge and the Deputy Chair, Rachel Colla. At the final meeting we farewelled Dionne Bird and thanked her for her years of service.

Emmaus is in good shape as it strives to know Christ better. Many thanks to the parents and staff members who have generously donated their time and expertise to the Board and other committees, and to all who have attended any of the events. By turning up, you give a wonderful example to our young people of how to build good society.



Education in Faith

Goals & Intended Outcomes

- To further develop Education in Faith
- That the Catholic Identity of the College be enhanced.

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. For 2019 student leaders selected Solidarity as the theme: 'To Know Christ through Solidarity.' 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 Solidarity resonated in prayer, liturgy and Social Justice activities, with students reflecting on the implications of the theme for their own living.

Achievements

Professional Learning

In 2019 a number of staff members undertook study to continue the process of Accreditation to Teach in a Catholic School and/or to Teach Religious Education. Two staff members completed study at the Masters level, and two finalised their study in the Graduate Certificate of Religious Education, while another staff member began studies in this area. Other members of staff undertook Professional Learning on a workshop basis and developed their hours to be granted accreditation.

Prayer and Liturgy

In 2019 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, including Year Level and House Assemblies.



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 College with an external facilitator;
- Year 9: 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 Day with a focus on the Kingdom of God and working for justice, facilitated by an external provider;
- 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 2019 service and outreach activities included the SVDP Soup Van program and a SVDP Winter Appeal. Tangible support of a range of charities including Caritas, St Vincent de Paul and Children First Foundation through fundraising activities – Charity Concert, sausage sizzles, casual dress days, cake stalls and fundraising events on our Celebration Day, Emmaus Day. 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. Year 9 students also have the option of participating in the World Challenge Program, which incorporates a Community Service element.



Building Bridges

In 2019 Emmaus saw the continued involvement of students in the Building Bridges Program. This is an interfaith dialogue program for Years 10-11 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 solidarity.



Learning & Teaching

Goals & Intended Outcomes

Goal	What will success look like
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

2019 was the first year of a five-year strategy to enhance the academic progress being made by our students.

Teacher Learning Communities

Teacher Learning Communities (TLCs) have been established, with groups of teachers visiting each other's classrooms and providing feedback on what they observed and heard, from the teacher and the students. The TLCs are based on the understanding that the key to improved learning for students is continuous, job-embedded learning for educators. Collaboration is a key part of the process. As the use of Teacher Learning Communities is the cornerstone of the 5-year strategy, in 2020 the TLCs will expand to include all teaching staff and will utilise some Literacy Strategies in addition to the Harvard Thinking Routines which have been used this year.

Tracking Student Progress

EmmTrack, a whole-College data system, has been built and in the latter part of the year was being used by staff to better inform them of each student's capacity. Bringing together the Allwell testing, NAPLAN testing and the teacher

assessments entered into EmmLink, we are able to garner a much stronger picture of each student and use this information to make decisions about the best way to promote each student's learning. Other schools are now showing interest in our system and Catholic Education Melbourne (CEM) is recommending the Emmaus system to other Catholic Schools.



Literacy Review

With the support of some of the country's leading literacy experts, we conducted a review into Literacy development at Emmaus. Changes have been, or will be, made on the basis of their findings. In 2020 we welcome Ms Kerry Dodson's appointment to the role of Literacy Leader. Kerry will work with staff across all learning areas to develop, and implement, strategies to improve whole-College literacy.

Gifted and Talented Review

Resulting from a "Gifted and Talented" Review, we will institute small steps in 2020 by creating further opportunities for those students who have been identified as "Gifted and Talented". In 2021, we hope to move more fully into this important area of student development.

Accelerated Maths Model Implementation

Beginning this year, students in Year 9 Accelerated Maths completed Years 9 and 10 Maths in the one year with the aim that they undertake VCE Methods 1 and 2 in Year 10. All of the Year 9 Accelerated Maths students from 2019 opted for this pathway and will be on track to complete Methods 3 and 4 in Year 11 in 2021.

From 2020, students in Year 10 will be following one of four pathways in Senior School Mathematics. This will allow them to access the level of Mathematics they are best suited to earlier in their schooling.

Enhancing Year 12 Outcomes

Year 12 students, for the first time in many years, undertook their final trial examinations during the September holidays. With an approximate attendance rate of 95% for each exam, the 2019 cohort have set the bar high for the 2020 cohort and beyond. With a move to the second week of

the holidays next year, we look forward to another successful trial examination week. This change has been undertaken to increase face-to-face teaching time in the important final few weeks and to give time for the examinations to be marked by external assessors, with time for feedback to the students. The ongoing mentoring program for our Year 12 students continues to evolve and develop.

Student Devices

Following a review of the BYOD policy, the Computer Committee recommended that students from Year 10 2020 be provided with a choice of two devices for the senior years. With the need for a device which will last the three years of senior school, it was determined that providing the choice of one designated Windows device and one designated Mac computer was the best option for the students.

With the phasing out of iPads next year, all students will have a laptop for 2020.

Rubicon Atlas

This year we fully rolled out Rubicon Atlas which is an on-line curriculum documentation platform. Based in the United States, Rubicon is the world leader in this area.

While Rubicon Atlas provides clear benefits for the College in greater consistency within the curriculum structure, better sharing of resources and increased collaboration among teachers, the real value will be the ability to map cross-curricular themes and issues.

Learning Collaborative

In May and September Emmaus College hosted and took part in the Catholic Education Melbourne Learning Collaborative led by the internationally renowned Lyn Sharratt. The Collaborative provided the opportunity to work with other secondary schools while beginning our own three-year project which will focus on Mathematics at Years 9 and 10.

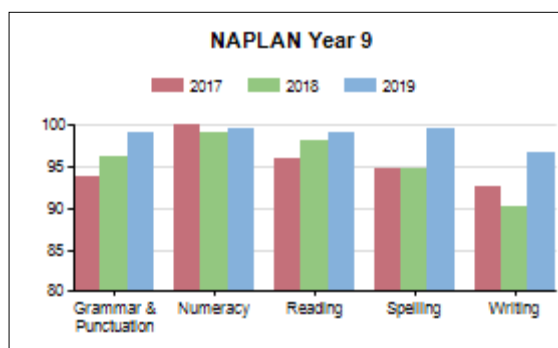
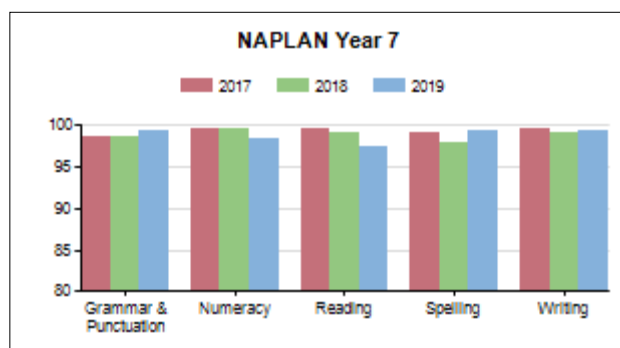
EmmLink/Continuous Reporting

Now in its second full year, Emmaus College Continuous Reporting is the process whereby marks and comments about student assessment tasks are made available to parents throughout the Semester via EmmLink. The immediacy of the results and feedback provided to the students has been welcomed by parents as well as providing detailed advice to students about how to improve their work.



NAPLAN Results

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2017 %	2018 %	2017 - 2018 Changes %	2019 %	2018 - 2019 Changes %
YR 7 Grammar & Punctuation	98.7	98.7	0.0	99.2	0.5
YR 7 Numeracy	99.5	99.6	0.0	98.3	-1.3
YR 7 Reading	99.5	99.1	-0.4	97.5	-1.6
YR 7 Spelling	99.1	97.8	-1.3	99.2	1.5
YR 7 Writing	99.6	99.1	-0.5	99.2	0.1
YR 9 Grammar & Punctuation	93.9	96.1	2.2	99.1	3.0
YR 9 Numeracy	100.0	99.1	-1.0	99.5	0.5
YR 9 Reading	96.0	98.1	2.1	99.1	1.1
YR 9 Spelling	94.8	94.7	-0.1	99.5	4.8
YR 9 Writing	92.5	90.3	-2.2	96.7	6.4



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 at Year 7 were minimal. There were minor positive or negative changes, but all figures were very high. It was a slightly different story at Year 9 with significant and pleasing gains in Writing, Spelling and Grammar and Punctuation. In fact, there were gains in all five areas at Year 9 compared to 2018 and this is unusual given the already high base scores.

MEDIAN NAPLAN RESULTS FOR YEAR 9	
Year 9 Grammar & Punctuation	596.3
Year 9 Numeracy	603.4
Year 9 Reading	598.8
Year 9 Spelling	590.2
Year 9 Writing	585.4

SENIOR SECONDARY OUTCOMES	
VCE Median Score	31
VCE Completion Rate	100%
VCAL Completion Rate	97%

The VCE Median score was the same as the previous year. The VCE completion rate was a pleasing 100%.

POST-SCHOOL DESTINATIONS AS AT 2019	
Tertiary Study	68.0%
TAFE / VET	11.0%
Apprenticeship / Traineeship	5.0%
Deferred	9.0%
Employment	4.0%
Other: The category of Other includes both students Looking for Work and those classed as Other	2.0%

While broadly consistent with the previous year, the post school destinations saw an increase in the percentage of students going onto to tertiary study from 61.5% to 68%.

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

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 & 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 2019. 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 Years 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 further embedded from Year 7-12, to very positive feedback. This important learning was engaged with by Senior House students in Pastoral Program sessions, and Middle House students in Health/PE, in 2019. The Emmaus College *Safety and Inclusivity Committee* continued its work in providing students and parents a voice in the College ongoing provision of a safe school and compliance with the Child Safe Standards. The *Safety and Inclusivity Committee* comprises 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 Year12

Year 12 Retreats

Year 7 Orientation Camp

Mental Health Week

Year 8 Canberra Trip

Years 10-12 Hawaii and Seattle Trip

Y9@E Discovery Camps

Years 10-12 Central Australia 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

Safety and Inclusivity Committee

Champion House Competition

STUDENT SATISFACTION

All students had the opportunity to complete CEMSIS surveys in 2019.

As this was the first year of CEMSIS surveys, we were unable to compare data with surveys from previous years (Insight SRC).

The CEMSIS data indicates that students of Emmaus College were higher on average than comparative CEM secondary schools for most indicators. This is certainly a positive endorsement of the school from our students.

The highest endorsement comparative results were for:

- Rigorous Expectations – how much students feel that their teachers hold them to high expectations of their effort, understanding, persistence and performance
- School Climate – perceptions of social and learning climate of the school.

The lowest figures, which were on a similar level to other CEM schools were for:

- Catholic Identity – students' perceptions about the Catholic Identity of the school
- Student Safety – perceptions of student physical and psychological safety while at school.

STUDENT ATTENDANCE

Year 7	93.1
Year 8	92.3
Year 9	91.2
Year 10	90.4
TOTAL	91.8

Parents are directed to contact the College by 9.30am if their child is absent that day. Parents are also directed to give the school ample advice if there will be an extended absence. SMS messages are sent by 10.30am on the same day as the absence, if parents have not contacted the school. Any absence that remains unexplained is followed up through the Pastoral Teacher or House Leader. Continued examples of unexplained absence leads to communication from the House Leader, then Director of Students, and then Assistant Principal – Students. A meeting is held, if necessary, to understand and respond to underlying causes, drawing on the full resources of the College. External agencies are engaged to assist if need be. Reports are made to Catholic Education Melbourne of any continuing attendance issues.

Students are supported at each and every stage to overcome the disadvantages experienced by absence, including but not limited to the full use of the College LMS to enable students to access learning, resources, feedback and support from their teachers.

YEARS 9-12 STUDENT RETENTION RATE

Year 9-12 Student Retention Rate	94.7
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Child Safe Standards

Goals and Intended Outcomes

- To further develop 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 maintain 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.

Achievements

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 2019 Child Safety Plan recognises that we are in community with one another and value the principles of acting in solidarity and for the common good. Child Safety strategies are developed and published for camps, excursions, overseas trips and homestay families following CECV guidelines and advice. All staff have access to the plans and procedures for responding to Child Safety concerns, as published by CECV. Training of staff to respond to incidences of Child Safety matters is ongoing.

Respectful Relationships

To enhance our commitment to the Standards, in 2019 the College continued the Government's Respectful Relationships initiative. A five-week course at senior years is completed during Pastoral Periods. Years 7-8 complete their Respectful Relationships course throughout Health and Physical Education classes, and Year 9 at Burwood completed 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.

Following the five-week course in the senior school, a student committee was convened to discuss the 2020 Respectful Relationships program. This committee consisted of students from Years 10-12 and met regularly with Ms Amy Long, Director of Students, to plan and refine the Respectful Relationships program for 2020. This committee gathered student survey data, interviewed external agencies, researched stimulus materials and presented their proposal to the College Leadership Team, a true example of student voice and agency in action. The student committee looks forward to the roll out of the program in Semester 2, 2020.



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 highlights of 2019 were:

- conversion of former computer lab FL7 into a new Science lab (bringing our total in the school now to eight); and
- conversion of former computer labs 112/114 into classrooms.

Looking forward, the major project to be undertaken during the 2019/2020 Christmas holidays will be the conversion of Room 112/114 listed above into three classrooms (112/114 were very large rooms). There was also a significant upgrade to the service room / ICT services area at the Burwood Campus.

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 Years 7-8 students. Plans were finalised and submitted for approval. As with many major projects, this process has taken longer than expected. We hope to start construction during the 2020 school year.

2019 also saw the second year of Continuous Reporting as a component of EmmLink. While this is likely mentioned in the Learning and Teaching sphere, from a Leadership and Management perspective, it should be noted that this major change is now consolidated within the school community. The more immediate reporting, and students and parents now having timely access to assessments results and feedback, has made a significant change to the partnerships between home and school. Parents are overwhelmingly positive receiving the easily accessible and timelier feedback on their child's progress. The development of the School App for EmmLink further enhanced accessibility, especially on mobile devices.

Another important change that was thoroughly planned for and executed was the successful roll-out of the new Emmaus College website in January 2019.

A major focus throughout 2019 was 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 113 (99.25 FTE) teachers were active participants in professional learning.

The primary professional learning goals for staff in 2019 were associated with the work of the newly appointed Executive Director of Strategic Outcomes, Ms Deb Frizza with Assistant Principal team members Dr William Keane and Mr David White. Some of their key initiatives included:-

- The establishment of Teacher Learning Communities (TLCs) which included peer classroom visits and feedback from both a teacher and student perspective. The 2019 pilot program will be expanded to include all teaching staff in 2020.
- Development of a whole school student progress/data system – known as EmmTrack.
- EmmTrack is able to integrate a number of data sources and is being used to better inform decision making around student progress.
- Hosting a large number of schools and participation in the Catholic Education Melbourne (CEM) Learning Collaborative with internationally renowned educator Lyn Sharratt.
- A Literacy Review for Emmaus College with a number of recommendations, including the appointment of a Literacy Leader (Kerryn Dodson has been appointed to the role for 2020).

- The expansion of the Year 12 student mentoring program, where members of the leadership team met a number of times with students to check in on their progress.
- The full roll-out of Rubicon Atlas, an on-line curriculum documentation platform.
- A 'Gifted and Talented Review' with implementation of recommendations commencing 2020, and more significant changes in 2021.
- Ongoing free Alumni Tutoring after school (Monday to Thursday) in the Library Learning Centre and Library hours extended until 5.00pm.

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.

The College also remains focused 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 embarked 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.'

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

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 2019, as already mentioned was the development and roll-out of EmmTrack, our custom built student data/progress system.

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 professional learning sessions on a range of other topics throughout the year.

Many staff at the College were participants for the first time in the CEMSIS. This data offered new insights into the school's strengths and potential areas for further improvement. Pleasingly, the data indicated a general 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. We eagerly await the opportunity to complete the surveys for a second time to see if trends develop.

Overall expenditure on staff professional development was \$69,809 or a per capita figure of \$617 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 (Headcount)	4
Teaching Staff (Headcount)	122
Teaching Staff (FTE)	105.3
Non-Teaching Staff (Headcount)	82
Non-Teaching Staff (FTE)	63.1
Indigenous Teaching Staff (Headcount)	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 2019 was 91.1%. 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	2.6%
Masters	24.6%
Graduate	49.1%
Graduate Certificate	4.4%
Bachelor Degree	88.6%
Advanced Diploma	15.8%
No Qualifications Listed	5.3%

Teaching 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 2019 was: 91.8%.

TEACHER SATISFACTION

The inaugural CEMSIS Staff Surveys indicated an above 55% 'overall school positive endorsement.' As there was no previous data to compare with, it is impossible to make any comment regarding any trends.

The highest raw figures in the CEMSIS were for Staff-Leadership Relationships, School Climate, Student Safety, Staff Safety and Catholic Identity.

The lowest raw scores in the CEMSIS were for Feedback, Collaboration in Teams and Professional Learning.



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

Throughout the year, many students, staff and parents often state how proud they are to belong to the "Emmaus College community". There is a dynamic, supportive and encouraging community at Emmaus College contributed to by the student body, staff and parents. Everyone works in partnership at the College to provide a safe, positive and encouraging environment for our students. Student outcomes are maximised through regular dialogue and interaction amongst all, as well as with a number of external organisations. Many initiatives that have been developed and enhanced over previous years continued to provide a common platform that strengthened the strong sense of community.

Communication is so very important in linking all members of a community. 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. School Tours throughout 2019, which were booked through the website, were held every three weeks and were often booked out with over 100 visitors at each tour. The College website, through the "Quick Links" facility, enabled parents to access Parent Teacher bookings, event bookings and payments, 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.

The full roll out of Continuous Reporting occurred in 2018 and this was consolidated throughout the 2019 school year. Parents received information regarding their child's progress at regular intervals. Parent Teacher Interview evenings were able to focus on discussions about student work habits as parents and students had already received timely information about academic progress. Teaching staff provided feedback on strengths that students possessed in relation to what and how they were learning and areas that required further attention for improvement. Regular email and phone contact between school and home when required was encouraged.

EmmLink, the College Intranet, was accessed by the College community on a regular basis. Learning Intentions and Success Criteria are now 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. Parents have access to EmmLink and thus work requirements and due dates, and can therefore play an increased and active part in their child's learning.



Emmaus College provides many opportunities for parents to liaise with school staff in both informative and social settings. The 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, "The Addams Family" was a sell out across all 6 performances, one performance more than past years. 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 Parents and Friends Association (P & F) continued to welcome new members throughout 2019 and organized a variety of successful functions. Year 7 families 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 just over 150 people in attendance and great numbers also supported a revamped and larger Fathers' Day Breakfast held in the Tony Frizza Stadium in September. The P & F continued to be a forum where parents could be involved in a hands-on capacity through regular meetings and activities and finished 2019 very strongly.

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 Vice Captains were again privileged to be part of discussion groups with student leaders from other Colleges 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. Student Leaders across the College worked tirelessly throughout the start of the year promoting involvement through action in fundraising for the World's Greatest Shave, raising over \$10000.

Social Media was further embraced by our school community throughout the year with increased use of Twitter, Instagram and Facebook. School functions and trips were posted in real time giving parents opportunities to share experiences with their children. 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.

Emmaus College hosted student leaders from our feeder primary schools for School Leader seminars. Different Learning areas such as Science and Health and Physical Education also invited potential Emmaus students to activity afternoons which were well received and greatly assisted with transition from primary to secondary school. 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 March, proved very successful.

Emmaus College is well supported by its school community and provided many avenues for involvement and belonging throughout 2019. Successful and informative communication with all stakeholders is essential and continual enhancement will remain a focus in 2020.



VALUE ADDED

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| <ul style="list-style-type: none"> • Additional features and expanded use of the College website • Greater interconnectivity with the College community through social media • Care Monkey electronic permission slips & medical information • Increased attendance for the sixth year at the P & F Family Fun Day • P & F 'Mingle with Mums' Function • Fathers' Day Breakfast Function in the Tony Frizza Stadium • 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 • 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 • Social Justice Committee visit to the Children First Retreat Centre • Expanded use of Synergetic for payroll, timetables, attendance and parent use of the portal • Community Service Program at Year 9 | <ul style="list-style-type: none"> • Parent Information Nights • Parent Forums addressing social issues • ANZAC Day and Remembrance Day Services • Year 12 Formal, Year 11 Debutante Balls, Year 10 Social and Valedictory Dinner • Subject Selection Information Nights and Student Subject Expos • Regular parent attendance at whole school assemblies • Career Interview Sessions for Year 10 students and parents • Increased visibility and promotion of Emmaus Alumni through our social media platforms; allocation of time in staff loads for alumni • Performances of the College Production "The Addams Family" • Online bookings of scheduled school tours every three weeks • Year 7 Orientation Day in November • Primary Student Leadership Days at the Vermont South Campus • Visits to Primary Schools • Primary School student attendance at College Production matinée • Open Day in March • Parent Teacher Interviews in the Galilee Centre • Presentation Night at Robert Blackwood Hall |
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PARENT SATISFACTION

Two hundred parents had the opportunity to complete CEMSIS surveys in 2019. The response rate was 25% (fifty families). As this was the first year of CEMSIS surveys, we were unable to compare data with surveys from previous years (Insight SRC). The CEMSIS data indicates that parents at Emmaus College had higher than average perceptions of the school compared with other CEM secondary schools for most indicators. This is certainly a positive endorsement of the school from our parents.

The highest endorsements (comparative results) were for:

- Communication – the timeliness, frequency and quality of communication between the school and families
- Barriers to engagement – fewer factors that hinder a family's interaction or involvement with their child's school.

The lowest figures, which were close to the average for other CEM schools were for:

- Student Safety – perceptions of student physical and psychological safety while at school
- School Fit – family's perceptions of how well a school matches their child's development needs.

Future Directions

As a component of our 2020 Vision, in 2019 we welcomed Ms Deb Frizza, to the role of Executive Director of Strategic Outcomes. Ms Frizza brought a wealth of proven experience to this new role, which focuses primarily on maximising learning outcomes for all students. 2019 saw the successful commencement of a five-year plan and we look forward to implementing further aspects in 2020.

The commencement of 2020 will also see a change to our ICT requirements for students. The move to designated devices at Year 10 2020 (Windows or Mac) will create greater consistency. It should be noted that with iPads phased out from the end of 2019, we will be for the first time a fully laptop school in 2020.

Further planning and final approvals are also expected in 2020 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 in the second half of the year.

2020 is a milestone year for Emmaus College as we celebrate our 40th Anniversary. There will be a number of events to mark the milestone, including the Whole School Photo (5 March) and the 40th Anniversary Gala (14 March). All other regular events will be branded 40th Anniversary, and be that little bit 'extra special' in 2020.

