



2020 ANNUAL REPORT

TO THE SCHOOL COMMUNITY

Emmaus College
Vermont South



SCHOOL REGISTRATION NUMBER: 1592

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Minimum Standards Attestation

I, Karen Jebb, attest that Emmaus College is compliant with:

- All of 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 2020 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.

01/06/2021

NOTE: The School's financial performance information has been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at www.acnc.gov.au



Our College Vision

VISION

Emmaus College as a Christ-centred community provides a caring and supportive environment that enables students to develop their full potential in all areas of life through rich and varied experiences of authentic learning.

MISSION

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



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 is proud to be a co-educational Catholic school, and we firmly 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 can 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.

Well-being 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.

Emmaus College occupies two sites. The Vermont South Campus (Year 7-12) is on a spacious and attractive twenty-two acres 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. At the end of the 2020 school year, the College signed the contracts to construct a new Creative Industries Building (Music and Digital Media. Building works will commence in 2021.

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 skill development programs to better prepare them for their senior years and opportunities as young adults. The program is well regarded by students and the wider school community.

Emmaus College offers a broad curriculum designed to cater for the needs and abilities of all students. We base our Year 7 to 10 curriculum on the Victorian Curriculum, which incorporates the Australian Curriculum and Victorian priorities and standards. Our teachers endeavour to make the learning engaging and contemporary. Students enjoy attending a range of excursions and incursions across many subjects and Year Levels.

Emmaus College offers a wide range of subjects at the VCE level, where students in Year 10 can accelerate by undertaking VCE units. Emmaus also 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 College offers an extensive co-curricular program including:

- Camps for students Years 7-9 and Year 12
- Outdoor Education (Year 10)

- Student Leadership
- Robotics Club
- Social Justice initiatives and actions
- Public Speaking and Debating Competitions
- Language and Sister School Exchange Programs
- A range of interstate and overseas tours offered, including Europe, Indonesia and the United States of America

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 several other ensembles and bands practise and perform regularly.



Principal's Report

The year 2020 commenced with plenty to look forward to, especially as it was our 40th Anniversary, with much planned for this milestone year.

The year commenced with many traditional events such as the Opening School Mass and Investiture, Year 12 Retreats, Year 7 Orientation Camp and Swimming Carnival. As the weeks progressed, so did the Coronavirus, COVID-19.

We were fortunate to hold our much-anticipated Emmaus 40th Anniversary Gala Event, as imminent restrictions were announced for Australia. It was certainly an evening to remember, and, as it turned out, it was the last social function many that many of us attended in 2020. Regrettably, within two weeks, the situation in Australia became more serious, and students ceased onsite learning and entered into a new phase of education, often referred to as remote learning. These changes all occurred at incredibly short notice, and teachers, students and households had to scramble to ensure that it would be possible. Thanks to the hard work of many, this first phase of remote learning, while far from perfect, ensured the continuity of learning for our students.

On a national level, the government appeared to generally manage the situation as well as could be expected with an unprecedented global pandemic, and restrictions during the first wave were slowly eased. Thankfully, this resulted in a gradual return of students during Term 2. With the disruption to learning, we cancelled our usual end of semester exams. There were a few ominous signs in Victoria in late June, and fortunately, we advised students to take their books home before the holidays. This proved fortuitous, as Year 7 to 10 students were not permitted to physically return to school at the commencement of Term 3 due to the increase in COVID-19 cases in Victoria. Our Year 11 and 12 students were allowed to return to onsite learning; however, it became apparent that COVID-19 cases were rapidly increasing, forcing us into the dreaded second wave. For the remainder of Term 3, all students were confined to remote learning. For everyone living in Melbourne, it was a challenging time.

During the September school holidays, we saw the second wave COVID-19 numbers drop. This enabled our Year 7 and senior students to return to onsite learning early Term 4. A few weeks later, all students returned to on-site learning.

While 2020 has been a year to remember for many reasons, there is no doubt we have learnt a great deal.

I am proud of how the school community has managed to deal with this once in a lifetime pandemic. Emmaus College continued to maintain its strong focus on the health and wellbeing of our school community. Communication and transparency was the key to everyday operations, even when we didn't know what tomorrow would bring. We embraced our Social Media platforms, creating regular EmmCasts to provide a more personalised focus to all our communications and provide a platform for our school community to gather in fun and creative ways.

With COVID news and announcements changing almost daily, we constantly change plans to suit the new contexts. Teachers have never before been placed in a situation where they were given a couple of days to move into a completely different way of teaching. This was the same for the students, and in many cases, for parents. It is a credit to all involved, especially our ICT team, that this was all possible, and learning remotely became the 2020 'normal'. Thankfully, students and staff quickly adopted Microsoft Teams and EmmLink (already well-populated with resources). This allowed us to maintain connection and continue to deliver the learning program to all students.

The Emmaus school community should be very proud of what has been achieved in these extraordinary circumstances. While each family situation is different (and often with various challenges), many students have improved their organisational skills, become self-motivated, developed greater resilience and independence as learners. This will have a positive impact on their learning in the future.

2020 has allowed us the time to be more introspective. Many families have appreciated the forced situation of slowing down, not navigating children or themselves from one activity to the next. Those fortunate to retain employment would acknowledge that while working from home has its drawbacks; it also saves time on the daily commute and the opportunity to spend more quality time with the family. Allocating time for exercise, again often challenging in a family environment, would have to be positive.

We have learnt to be more patient, more adaptable and take a longer-term perspective of life. The pandemic has also reminded us of our vulnerability. COVID-19 has also expelled the myth that "history is something that happens to other people."

Tony Hirst, Principal 2020



Church Authority Report

In the Gospel, Peter professed his faith in Jesus as the Christ. He had the idea of triumph and jubilation and not suffering and death. Peter missed the mark in understanding what Jesus' journey must be. We, too, like Peter, sometimes struggle with our faith in difficult times and want a new direction. For us to listen to Jesus inviting us to take up our cross means we need to see in these difficult times a sense of hope. Jesus takes the time to teach his disciples the true meaning of following through pain and suffering. Let us, too, be aware of his teaching us what it means to accept pain and suffering and death.

Matthew's community experienced the pain, suffering and death that came with following Jesus, and yet they persevered because they knew that there is life to be found in their faith. Jesus' death and resurrection was their hope. Even today, we hear people saying in difficult times, "what would we do without our faith?" For them, their faith is their strength.

For us to persevere through these challenging times, it is important to have the hope that our faith gives us. These times of COVID-19 and the lockdown have not been easy for many but, through prayer, meditation and thinking of others, we come to model our faith. Often our selfishness hinders our faith and hope. So, let us continue to place our trust in the Christ who has given us hope.

Yes, this year has been challenging, but let us look back to see what we have learnt and how it has made us better people. Let us also look forward with a sense of hope that Christ brings to us because of his incarnation. Because of Jesus coming into the world we come to understand more about who we are and who we can become ... even in difficult times.

I encourage you to take time out to thank God for the strength, resilience and the hope you held on to as you journeyed through this year of COVID restrictions.



College Board Report

In reviewing 2020, our 40th year, several enormous transitions for Emmaus College come to mind - appropriate for a school named after a journey of discovery.

Early in the year, our remarkable principal Mr Tony Hirst announced his decision to leave after more than thirty years at the College, eleven as the leader. While preparing to say goodbye to Tony, we embarked on a search for his successor and were proud to name Ms Karen Jebb as the new principal. Karen comes with much experience and enthusiasm and we look forward to her leading our journey from the start of 2021.

Then came the roller-coaster of COVID-19. From the start, the Board determined to bring all our families and all our staff with us, while maintaining the financial viability of the school for the future. To that end, arrangements were made to support families who found themselves in financial difficulties beyond their control. It has not been an easy process for anyone. We all made many sacrifices and adjustments, while Jesus walked with us.

Despite our 40th anniversary celebrations being affected; we were thankfully able to celebrate a wonderful Gala evening at the Crown Palladium just before the lock-down.

Our leadership team, and all staff working with them, ensured a continuation of student learning and wellbeing during the challenges of the year. Although much was lost from 2020, we also gained many extraordinary innovations.

Not only have we survived 2020, the College is in strong shape, and we can look forward with optimism. The Creative Industries Building is expected to start construction soon, and the lease of the St Benedict's school building in Burwood will present new benefits for our Year 9 program.

In line with changes to the governance of Melbourne Catholic schools from the start of 2021, the College Board will transition into what is called a School Advisory Committee. I take this opportunity to thank all who have served on the Board over the years and encourage continued parental involvement as a feature of the Emmaus journey.

Mr Michael Ballek - Chair, Emmaus College Board



Our College Vision

GOALS & INTENDED OUTCOMES

- To deepen the faith experience of Emmaus through liturgical celebrations, student retreats, Reflection Days, the Curriculum, publications and gatherings.
- To enhance the Catholic identity of the College through Charism, the integration of faith and life formation and promotion.

ACHIEVEMENTS

As a Christ-centered community, we began the 2020 academic year with the whole school Eucharist in the Tony Frizza Stadium on Tuesday, 4 February. Of the over 1,500 students, staff and parents in attendance, 254 people were our new Year 7 students.

The tradition of the new Year 7 students being called in and welcomed to the Emmaus Community by the College Captains preceded the Eucharist. The Year 7 students entered in Houses led by their respective House Leaders and House Captains.

College Theme

The College motto is 'To Know Christ', and each year a particular characteristic, quality or virtue of Jesus is selected as a theme and focus for the year. By working to develop the virtue in ourselves, we can better know Christ by becoming Christ-like. Unity was the chosen theme for the 2020 school year: To Know Christ through Unity. The task each year is to reflect on our theme, making it a lived reality on both Campuses.

Formal Religious Education Curriculum

Students enquire, explore, understand and come to know the essential elements of the Christian faith journey through the delivery of the Religious Education Curriculum. The Enquiry Learning approach frames the learning landscape, with Enquiry Learning focused on seeking knowledge, information, or truth through questioning, research, learning skills, thinking critically and creatively.

Outreach and Social Justice

Through involvement in community service activities, such as fundraising for charities, advocacy, and support for the marginalised and social justice awareness programs including St Vincent de Paul, students are immersed in a Catholic culture of service and activities that put faith into action. Events such as a Virtual Family Trivia Night and Mask Making, under the auspices of the Social Justice and SVDP Teams provided opportunities for students to initiate and encourage others to continue to look outwards.

Retreats and Reflection Days

Retreats and reflection days draw upon the building up of community through enjoyment and getting to know others better while allowing participants time to explore further their path in life. The Year 9 Program focused upon each student's uniqueness and profound dignity, created in the image of God and loved unconditionally by God. The 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.

Despite the difficulties experienced this unusual year, the students across the College are to be commended for seeking out new and varied ways to express our theme of Unity.

We are a people on a journey - a most apt image, given the Gospel story on which the College is named, Emmaus. We are a pilgrim people; significantly, we have the power of the Spirit moving us towards God through Jesus in a faith tradition and through each other. Because of this, we cannot neglect our responsibilities as members of the faith community in our role in leading each other to God. To lead our young on their faith journey involves discussing issues of faith and belief at home, being directly involved in parish life, liturgy, in social activities, being involved in social justice and giving active witness to their own faith through all the possibilities of life. Despite the Covid-19 pandemic, we were pleased with the experiences of faith that were on offer in 2020.

VALUE ADDED

Prayer and Liturgy

In 2020 students and staff participated in liturgy and a range of prayer opportunities that make up the daily rhythm of school life. However, adjustments had to be made to the manner in which students participated and the mode of delivery. These included:

- Filmed and live Friday morning Mass by Fr Julian Landgridge
- Filmed and live 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 Celebrations and liturgies on retreats and Year 9 reflection days
- Class prayer to begin the day posted on EmmLink for staff and student reference
- 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 sessions and all formal College meetings



Learning & Teaching

GOALS & INTENDED OUTCOMES

Goals

- To continue to embed Teacher Learning Communities to enhance teacher effectiveness through collaboration and targeted professional learning
- To foster individual academic excellence and growth by the best use of integrated data to inform teaching
- To adapt to remote learning quickly and effectively

Intended Outcomes

- Improve the use of Emmlink as a learning management system to facilitate the delivery of teaching and learning
- Introduce Microsoft Teams as a tool to facilitate the delivery of teaching and learning
- To ensure that continuous reporting provides feedback to students and parents on learning progress
- Effective collaboration in Teacher Learning Communities through the use of Microsoft Teams
- The promotion/sharing of online tools/apps to further engage students in their learning and enhance understanding
- Continued development of EmmTrack
- Professional discussions on individual and group data

ACHIEVEMENTS

2020 was the second year of a five-year strategy to enhance the academic progress being made by our students. The strategy took a necessary detour as we all entered a different mode of teaching and learning due to COVID19. The partnership between home and school became even more vital as we all worked together to become accustomed to remote learning. The whole school community is commended on the way we worked together to ensure that our students continued their learning through uncertain times.

Remote Learning

Emmaus College adopted a hybrid model with a combination of synchronous and asynchronous learning through Emmlink and Microsoft Teams. Students were provided with a weekly outline in each subject and attended each subject at least once a week, but often more, in each subject area. Assessment became more regular, with smaller tasks, allowing much greater formative assessment to guide students in their learning.

Tracking Student Progress

Continuous Reporting enabled regular updates for students and parents on academic growth. Using our data tracking system, EmmTrack, we monitored student progress and intervened where necessary. Opportunities were provided for students to attend onsite to assist with engagement and learning at those times permitted by State Regulations. We presented EmmTrack to a group of other Catholic Schools, within Victoria and NSW, and some schools have now purchased the system developed at Emmaus College.

Literacy and Gifted and Talented Appointments

Following the reviews conducted by outside experts during 2019, a Literacy Leader and Gifted and Talented Coordinator were appointed. The Literacy Across the Curriculum at Emmaus (LACE Team) was established to audit and evaluate the teaching of literacy across all subject areas, including subject-specific literacy, not just that within English.

The College entered several public speaking and debating competitions, with a great deal of success in our junior debating teams as they defeated independent, government and Catholic schools across the State. Several students entered Public Speaking and Writing Competitions, with one of our students being published for her article addressing the value of the ATAR.

STUDENT LEARNING OUTCOMES

There were no NAPLAN tests in 2020; therefore, teachers tracked student learning outcomes via our Emmtrack learning data management system. Formative and summative assessment data is collected from all teachers in all subjects. The results are uploaded to Emmtrack to provide a comprehensive student achievement report for individual students, classes, year levels and the College.

The types of Year 12 courses (and numbers of students) that has been chosen by our graduating students from 2021 are: Aviation (1), Arts/Social Science/Law/Psychology (24), Business/Commerce (39), Computer/IT (8), Education (12), Allied Health/Nursing (19), Architecture/Construction (4), Science (10), Engineering (9), Design (13), Sport (5), and Music (4).

MEDIAN NAPLAN RESULTS FOR YEAR 9		*
Year 9 Grammar & Punctuation		
Year 9 Numeracy		
Year 9 Reading		
Year 9 Spelling		
Year 9 Writing		

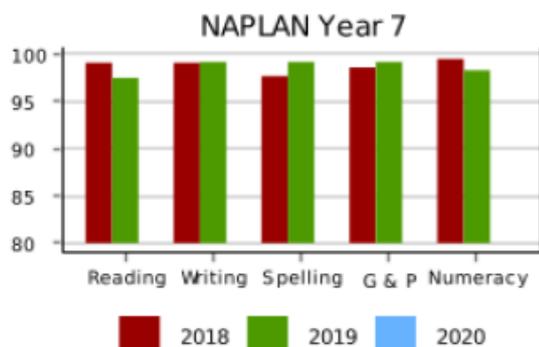
* There are no NAPLAN results to report in 2020 as the Australian Government decided that due to the COVID-19 pandemic NAPLAN Assessments would not take place.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2018	2019	2018 - 2019	2019	2018 - 2019
	%	%	Changes	%	Changes
			%	*	*
YR 07 Grammar & Punctuation	98.6	99.2	0.6		
YR 07 Numeracy	99.5	98.3	-1.2		
YR 07 Reading	99.1	97.5	-1.6		
YR 07 Spelling	97.7	99.2	1.5		
YR 07 Writing	99.1	99.2	0.1		
YR 09 Grammar & Punctuation	96.1	99.1	3.0		
YR 09 Numeracy	99.1	99.5	0.4		
YR 09 Reading	98.0	99.1	1.1		
YR 09 Spelling	94.7	99.5	4.8		
YR 09 Writing	90.3	96.7	6.4		

* There are no NAPLAN results to report in 2020 as the Australian Government decided that due to the COVID-19 pandemic NAPLAN Assessments would not take place.

** Data cannot be reported for this year as the number of students that sat the test was below 5 and the data has been suppressed for privacy reasons in accordance with the ACARA NAPLAN data reporting provisions.

*** No students sat the NAPLAN tests in this year level and in one or both of the relevant years.



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 our College community. 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 a point of contact. The value to our students and the College community of the House System was particularly apparent in the unique circumstances of 2020. Our Pastoral Care and Wellbeing support for students and families were seen, heard and felt in fundamentally important ways.

As a whole-College approach to embedding wellbeing in learning, we introduced the SEARCH Framework to support our use of Visible Wellbeing. SEARCH is an acronym for ***Strengths, Emotional Management, Attention and Awareness, Relationships, Coping, Habits and Goals***. We engaged with the SEARCH Framework at Staff Professional Learning sessions, taking the VIA Character Strengths survey. We shared our reflections on what strengths were most apparent for us at this time and how using them can help us do well and feel well. We began using the SEARCH Framework with our students at the Middle House level, again starting with strengths. We also began sharing with families resources and ideas for use at home to complement our approach at school and help families continue to stay strong during COVID-19.

At the start of Remote Learning, we introduced a daily traffic light safety and wellbeing check-in model. The feedback received:

- The daily check-in provided connection and visible care
- There were more opportunities for students to share how they are feeling and speak with a significant adult
- A stronger pastoral connection and wellbeing focus. This was evident in subject classes too, and communication was felt to be richer
- A sense that both teachers and students were seeking to know and understand each other: *"we're all in this together"*
- Kindness was a priority
- Students and teachers felt that there was more student voice in learning; that it was sought and listened to

- Pastoral Teachers and Groups felt they could choose activities that appealed to them
- There were opportunities to emphasise students' strengths
- Some building of student self-awareness and self-regulation.....how to manage situations and emotions

We conducted regular wellbeing audits in remote learning and onsite, targeting whole-school, small-group and individual interventions. We shared periodic reminders about keeping mental health sound during COVID, including specific advice, resources and support for anxiety. We maintained the continuity of Psychologist counselling support via a telehealth model.

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. Student Leadership teams established a visible and active presence on our Learning and Teams platforms and our social media platforms, offering connection, support, and resources for our community.

The Student Wellbeing Committee continued to meet once per fortnight to discuss high-level student needs, developing strategies and actions to best support our students. The Senior Pastoral Team developed and presented short life-skills sessions in Pastoral Periods. Life skills sessions were presented on topics of interest such as *Budgeting; Travel; Buying a car; Living out of the home the first time; Studying and working abroad, How to Vote; Healthcare and insurance*. The Pastoral Program team developed and curated a catalogue of high-quality podcasts on issues that students told us, through surveys and forums, that they would like to know more about. This was another way we sought to listen to student's voice, empower student agency and choice, and respond to the needs of our students in the new normal. At the same time, we sought to make the best use of the opportunities and positive possibilities that have been revealed through the remote learning experience.

We also introduced the Emmaus College Psychology and Counselling Service, 3-Tier Response to Intervention model.

VALUE ADDED

Despite the challenges of COVID-19 with 16 weeks of remote and online learning, Emmaus College was able to run the following activities:

- House Athletics Day
- House Swimming Day
- Student Programs
- Road Smart Year 10
- Your Choicez Year 11
- Safe Partying Years 11-12
- Building Positive Relationships Year 10
- Personal Development Years 7-8
- Your Choicez Year 8
- Gambling Education Year 12
- Year 12 Retreats
- Year 7 Orientation
- Mental Health Week

- Online, live parent forums with Professor Lea Waters and Dr Andrew Fuller
- Subject Student Competitions
- 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
- Emmaus Day - online mass, concert, and Emmaus Day Kindness Awards
- House Celebration Days - online activities and reflection
- Christmas In July Celebrations
- Year 12 Final Week Celebrations and Activities
- Year 12 Graduation
- Champion House Competition

STUDENT SATISFACTION

Here is a sample of some student comments:

"Online school has been really positive for me because it has meant that school happens during school time, and when the school day is over, I get to spend more time with my family. Also, I have really loved being able to work through things in my time, I have liked being able to do assignments for other classes if they are due the next day and then catching up with any classwork I haven't done later."

"Going back to school will make me less stressed about school work, and I will have much more motivation to do the work. Unlike at home, where there are no others motivating me."

"Teachers have been very understanding while we have been learning online from home."

"I complete my work much faster at home because I tend to work more effectively in that environment. This gives me more free time and lets me structure my learning based on what I need to improve on."

The three most used strategies for remote learning at home were:

1. **Worked at my own pace**
2. **Attended all classes**
3. **Had a consistent place to work**

"Having access to the recordings of each class really helped with revision as it helped answer a lot of questions that I had about each subject."

"I have a checklist for all classwork and tasks for each day and week."

"I completed all work as soon as it was given to me, allowing me more time for interaction with friends, exercise and other enjoyable activities which I can't do at school."

The College provided an alumnae tutoring program for our students. This tutoring program was offered online during the lockdown period. Over 90% of our students indicated they would be interested in accessing the tutoring program next year because of the positive experience they had with their tutors. Some of the comments were:

"Having the option of online tutoring means that it is convenient and suits students who are shyer."

"It's been a great program, and we really appreciate the tutoring program. THANK YOU."

“The flexibility to schedule a session after school was helpful.”

“Thank you for your help in 2020. It has been the best thing for my son and daughter. We have been very happy with results since being tutored.”

“This is a fantastic service that you guys offer. Thank you.”

90% of students were feeling optimistic about returning to school after the first lockdown.

STUDENT ATTENDANCE

Parents are directed to contact the College by 9.30 am 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 10.30 am 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 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 Learning Management System to enable students to access learning, resources, feedback and support from their teachers.



YEARS 9 - 12 STUDENT RETENTION RATE

Years 9 to 12 Student Retention Rate	85.1%
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AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

Y07	97.5%
-----	-------

Y08	96.2%
-----	-------

Y09	96.9%
-----	-------

Y10	94.0%
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Overall average attendance	96.1%
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SENIOR SECONDARY OUTCOMES

VCE Median Score	31.0
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VCE Completion Rate	99.0%
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VCAL Completion Rate	100.0%
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POST-SCHOOL DESTINATIONS AS AT 2020

Tertiary Study	58.0%
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TAFE/VET	8.0%
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Apprenticeship / Traineeship	10.0%
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Deferred	15.0%
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Employment	5.0%
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Other - The category of Other includes both students looking for work and those classed as Other	0.0%
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Child Safe Standards

GOALS & INTENDED OUTCOMES

- To develop strategies that embed an organisational culture of child safety
- To implements child-safe strategies and inform the school community of them
- To take account of and make reasonable efforts to accommodate the diversity of all children in implementing the Child Safe Standards

ACHIEVEMENTS

Emmaus College regularly reviews the implementation of our child safe strategies, where child safety is at the forefront of all we do at Emmaus College.

Our policy review schedule invites feedback from the school community, and staff examine policies regularly during staff meetings and briefings. The staff induction program includes an online child safety module and fortnightly in-person briefings for at least the first term. All staff complete the online Mandatory Reporting Learning Module, including non-teaching staff and volunteers where appropriate. The 2020 school year focused on learning diversity and inclusion, resulting in a data collection platform called Emmadjust.

Student representatives are members of the Child Safe committee. The Parents and Friends committee provide specific feedback about child-safe issues as required.

The Emmaus College recruitment processes include a rigorous child safety screening process as outlined on the College website.



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

This year, leadership and management at Emmaus College required a flexible and adaptive approach in leading the College during a once in a century pandemic. There was no rule book or procedures to follow, and every day was unpredictable. Here are some ways the Leadership Team responded to the COVID-19 pandemic:

- Quickly preparing for remote learning as we entered the first lockdown
- Moving Professional Learning for staff onto the MicroSoft Teams Platform
- Managing remote learning and providing regular updates to our school community
- Preparing for the return to onsite learning on two occasions (and for many weeks having a combination of Remote and Onsite depending on the year level)
- Managing onsite learning with the Covid-safe restrictions in place due to COVID, including exams at Year 11 - 12

This year, the formation of the literacy team (LACE) occurred as per the recommendation from the literacy review in 2019. Led by our Literacy Leader, this team represents many curriculum areas and will lead the College in implementing strong literacy learning strategies for all students.

The College suite of learning data packages was expanded with the successful roll-out of EmmAdjust, a school developed NCCD software solution. Teachers have been trained to use this platform for all record keeping and learning adjustments.

We held our first ever online Parent Forums with Dr Lee Waters and Dr Andrew Fuller and expanded our free online tutoring program to meet the needs of the school community during lockdown.

Numerous other activities were moved to a virtual platform, including Emmaus Day, Parent-Teacher Interviews, EmmUnity Art and Design Exhibition, Oz Harvest Trivia Night, School Tours, Year 12 Graduation Mass and Ceremony, Year 7 2021 Transition Program and Presentation Evening.

The appointment of a new Principal, Ms. Karen Jebb, commencing 2021 was announced in May 2020.

The Creative Industries Building for Music and Digital Media was approved by the City of Whitehorse and a building company appointed to begin construction in 2021. The lease of St. Benedict's Primary School for our Y9@E program will be finalized for 2021.

The renovation of rooms 112, 113, 114 at Vermont South and the ICT office and server room at Y9@E Burwood occurred at the beginning of the year, and we moved our second-hand uniform shop to the Galilee Centre in preparation for demolishing the old Administration/Music Centre.

Finally, Emmaus College has been planning to change Governance from the Association of Canonical Administrators to Melbourne Archdiocese Catholic Schools (MACS). This change will occur on 1 January 2021.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2020

The professional learning undertaken by staff at Emmaus College in 2020 focused upon our school strategic directions and subject-specific learning. Many teachers completed online courses and attended webinars whilst working from home during the lockdown. The main categories of professional learning by staff in 2020 were:

- Use of Technology for learning
- Careers Education
- Gifted Education
- Building Leadership Capacity
- Learning Diversity Leaders Network
- Subject-specific Conferences
- Subject-specific Masterclasses
- HALT Certification Workshops
- Legal Advice for Schools
- STEM Education
- School Improvement
- School Library
- Supporting Children & Adolescents Experiencing Grief & Loss
- Theology & Religious Education
- VCAA Exam Assessor Training
- VCE Exam Masterclasses
- VCE Meet the Assessors Online
- VCE SAC Workshops
- VCE Webinars Conducted by VCAA
- Visible Learning
- Youth Mental Health First Aid

Number of teachers who participated in PL in 2020	123
Average expenditure per teacher for PL	\$683

TEACHER SATISFACTION

This year highlighted the collegiality of staff at Emmaus College. It began in a celebratory manner, with many 40th Anniversary events planned. Once the COVID-19 pandemic hit our shores, the Leadership Team set about working with staff to support them working and teaching from home. Teachers were satisfied with the Microsoft Team and Emmlink platforms to facilitate teaching and learning. A combination of synchronous and asynchronous model were chosen to meet the needs of staff who have young children at home. A home working care package was provided for all staff.

Staff commented that they were amazed at how quickly they could adjust to the new form of teaching and learning and that their technical skills improved. Staff were supportive of each other and willing to assist when someone was going through a more difficult time.

The Leadership Team supported staff through updates via a weekly diary, feedback about positive comments from parents or students, and wellbeing checkups.

In a survey conducted with teachers during the second lockdown periods, the following comments were made by teachers:

- Great teamwork within the faculty, better communication about what people do in their classes, and sharing resources
- More frequent meetings online to discuss ideas is easy to organise and achieve
- We continued to work together as a team to develop content and tasks
- Teams also work well for staff and faculty meetings
- Lots of shared resources, new systems for storing and sharing resources
- The use of classwork to emphasise visible learning which helps with assessments
- Collaborative teamwork. I would like to see this practice continue
- Planning together and developing fantastic resources

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	94.0%
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ALL STAFF RETENTION RATE

Staff Retention Rate	90.7%
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TEACHER QUALIFICATIONS	
Doctorate	2.7%
Masters	26.5%
Graduate	47.8%
Graduate Certificate	4.4%
Bachelor Degree	90.3%
Advanced Diploma	15.9%
No Qualifications Listed	3.5%

STAFF COMPOSITION	
Principal Class (Headcount)	4.0
Teaching Staff (Headcount)	120.0
Teaching Staff (FTE)	105.0
Non-Teaching Staff (Headcount)	86.0
Non-Teaching Staff (FTE)	62.6
Indigenous Teaching Staff (Headcount)	0.0



College Community

GOALS & INTENDED OUTCOMES

- To develop greater inclusiveness among all Emmaus stakeholders
- That the home, school and parish partnership is strengthened

ACHIEVEMENTS

2020 was a year of challenges that saw the Emmaus community continue to connect through many forums. This year was the 40th Anniversary of the College with many events planned for the year. It was wonderful that our College community, both past and present students, staff and parents, could gather at Crown Palladium on 14 March to celebrate our 40 years. Stories and memories were shared and three of our four College Principals also had the opportunity to reflect on the College during their tenures. It was a wonderful night and one that our community will remember for a long time to come.

The Year 12 Retreats and the Year 7 Orientation Camps, as well as the Year 7 Family Fun Day, were all held successfully in February. New families to the College met other community members at the Family Fun Day which was wonderful.

COVID-19 changed everything for us all in mid-March. Learning for all year levels went online and connections between our families and the College went remote. Lessons were delivered via the MS Teams platform and the continued use of EmmLink enabled our families to be in regular contact with teachers as required. Each student checked in at the start of the day using a traffic light system and this facilitated connection between pastoral teachers and their students with the opportunity to seek extra support as needed.

With normal College events such as assemblies, parent forums and parent-teacher interviews not possible in person, the College adapted many of these into an online format. Parent-Teacher interviews were not held at the start of the year, but many families took the opportunity to meet with their child's teachers online through Microsoft Teams in August. MS Teams was also used daily for lessons as well as staff meetings. College Board meetings proceeded on a Zoom platform as did interactive Information sessions for prospective parents and students. Members of the community who were looking at enrolling at Emmaus had regular opportunities to view a video presentation from our College Principal followed by live "Question and Answer" sessions with members of the Leadership Team. This enabled members of the community to continue to learn about Emmaus College and thus make informed choices in regard to enrolments in October.

Subject excursions and incursions did not proceed in 2020. The planned Europe trip also had to be cancelled. Learning areas did utilise webinars for staff professional development where possible as well as providing students with necessary links to assist learning.

Presentations for ANZAC Day and Remembrance Day were prepared by staff and student leaders to reflect on these important days. In October, Year 12 students were filmed receiving graduation certificates in a COVID Safe manner and an online graduation ceremony was made available to all families to watch from home on the same night. The same initiative took place for our annual Presentation Night. This was a way in which the traditions of Emmaus College could proceed, although very differently, and the connections with our community be maintained. Both evenings were wonderful, and importantly it gave our students their moments of celebration that would be part of a usual Emmaus College year.

Throughout the course of the year, over 140 "Emmcasts" were filmed and made available to our community through our social media platforms. Our College Principal and members of the Leadership Team discussed different items as they occurred, particularly how the College and our community

could continue to support and work with each other during this COVID-19 impacted year. It also enabled celebration of student successes whilst in remote format eg. achievements in visual and performing arts. Importantly, clarification and explanation of government decisions and measures were explained to our community in an Emmaus context.

A highlight of any year is Emmaus Day. This year, students who had shown exceptional support to each other during remote learning were acknowledged and celebrated. Many students also prepared a short clip of themselves and entered the online "Emmaus Has Talent". Again, although not present in person, Emmaus Day was a day of celebration of the College community.

Throughout 2020, our lives were impacted and restricted but, as a College and a community, we continued to connect and support each other in different and remote ways. We learnt many things about ourselves and each other and all of our community will reflect and celebrate what we did achieve and the strength and resilience that we displayed. Emmaus College continues to be a strong, dynamic and Christ centred community.

VALUE ADDED

- Additional features and expanded use of the College website
- Greater interconnectivity with the College community through social media
- Operoo electronic permission slips & medical information (February / March)
- Increased attendance for the seventh year at the Parents & Friends Family Fun Day
- Regular and informative use of the SMS system
- Regular communication of events to parents via email
- Regular "Emmcasts" through the College Social Media platforms
- 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
- Expanded use of Synergetic for payroll, timetables, attendance and parent use of the portal
- Remote ANZAC Day and Remembrance Day Services
- Remote Emmaus Day Celebration
- Remote Subject Selection Process and Subject Information
- Availability of Career Interviews for all students and parents vis MS Teams
- Increased visibility and promotion of Emmaus Alumni through our social media platforms; allocation of time in staff loads for alumni
- Online bookings of scheduled school tours conducted through MS Teams as a Q and A session with members of the Leadership Team
- Year 7 Orientation Afternoons in Houses in December
- Primary Student Leadership Days at the Vermont South campus
- Parent-Teacher Interviews via MS Teams
- Student Pastoral Wellbeing Daily Check-In System during remote learning
- Remote Year 12 Graduation Ceremony and Remote Presentation Night

PARENT SATISFACTION

A survey was sent to parents during both lockdown periods. Here are some parent satisfaction comments from the survey:

- Thanks to all teachers for their hard work
- Overall, I believe it was handled as well as could be expected but compared to other schools
- School and teachers have been amazing. Looking forward to not ever homeschooling again
- Well done to everyone during a very challenging fluid time
- The school did an amazing job for my year 11 student. Very happy with everything on the days she was able to go to school I was confident she was protected
- This time around was much better with the normal class timetable being followed and students having cameras on
- The school was great with communication and was prepared for remote learning. The school did this well with their health and safety measure on-site too
- Thank you for all your hard work and effort. Thank you for Christmas in July and a beautifully modified Emmaus Day Celebration. My own last Emmaus Day was in 1986 and to be able to sit with my Year 10 Daughter during the 2020 Emmaus Day mass and other activities was special to me. Thank you for your constant communication and updates
- They have the best they can, considering the ever-changing environment with the virus. Everyone has had to change and adapt the way they learn and teach

FUTURE DIRECTIONS

Emmuas College will undertake a school review in 2021. A new Strategic Plan for 2022 and beyond will be developed. A ten-year financial plan will inform a new Master Plan.

