



2021 ANNUAL REPORT

TO THE SCHOOL COMMUNITY

Emmaus College
Vermont South



SCHOOL REGISTRATION NUMBER: 1592

Table of Contents

Contact Details.....3

Minimum Standards Attestation.....3

Governing Authority Report.....4

Our College Vision.....5

College Overview.....6

Principal’s Report.....8

Education in Faith.....10

Learning & Teaching.....12

Student Wellbeing.....15

Child Safe Standards.....19

Leadership & Management.....20

College Community.....23



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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 2021 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 Schools.

04/04/2022

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



Governing Authority Report

2021 has been a momentous year for Catholic education in the Archdiocese of Melbourne, with Melbourne Archdiocese Catholic Schools Ltd (MACS) assuming governance and operations of 290 schools which previously operated under unincorporated structures.

MACS was established to ensure these schools continue the mission of Catholic education to proclaim the Good News while equipping our young people with the education, knowledge, skills and hope to live meaningful lives and enrich the world around them.

Our schools were again asked this year to respond to the challenges of the coronavirus pandemic. Although asked to implement many measures to keep our staff and students safe, our schools were able to continue delivering a high-quality Catholic education through the resilience and dedication of our principals, school leaders and teachers.

Alongside this important work, we were also able to deliver a new policy suite for schools to ensure our students are safe and which enhance the consistency and transparency of school decision-making, while preserving school autonomy and respecting the local context of our schools.

School Advisory Councils have been established to actively support the principal and embed the life of the local Church in the life of each school. It has been wonderful to see so many parents and members of the wider parish community engaged in these critical forums.

Thank you for the support you have given our schools in 2021. We look forward to continuing to work with you as we strive to provide the young people of the Archdiocese of Melbourne with the best kind of education possible, one that fosters a formation of the whole person that is deeply and enduringly humanising.

Yours sincerely,

Jim Miles
Executive Director
Melbourne Archdiocese Catholic Schools Ltd



Our College Vision

MOTTO

To Know Christ

VISION

To foster a community that nurtures the full flourishing of each learner, inspiring excellence as they come 'To Know Christ' on their own road to Emmaus.

MISSION

Emmaus College, as a Christ centred Community, has fundamentally at the heart of its spirituality, the person of Jesus Christ. The story of the Walk to Emmaus in the Gospel of Luke and from which the College is named, nourishes our spirituality. Students are encouraged to live by the key core values of faith, community, respect, excellence, integrity and service and to empower them to achieve their best academically. Emmaus aims to ensure that learners acquire and utilise the knowledge and skills to be future ready. 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. Pastoral care is a key focus of the College, and promotes and enhances student wellbeing of a personal, social, physical, emotional, cognitive and spiritual nature.

CORE VALUES

- Faith
- Community
- Respect
- Excellence
- Integrity
- Service

GRADUATE QUALITIES

- Compassionate
- Curious
- Faith-filled
- Independent
- Resilient
- Creative

WE SUPPORT THIS WITH FOUR VITAL FOUNDATIONS

- Catholic identity and mission
- Learning, innovation and improvement
- Wellbeing and student engagement
- Community and sustainability

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.

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.

Emmaus College occupies two sites. The Vermont South Campus (Year 7, 8, 10, 11 and 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, Learning Diversity, VCAL, Careers and Psychologists.

Older buildings at the College have all undergone substantial renovations in recent years. They are now contemporary learning areas. A new Music and Digital Media learning centre began construction in 2021 and is due for completion in the middle of the 2022 school year.

The Burwood Campus (Y9@E) caters for Year 9 students and is situated between Central Avenue and Warrigal Road, Burwood, next to and behind 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 strive 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 Year 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

Welcome to the 2021 Annual Report to the College Community.

A year celebrating the tapestry of new beginnings.

It has been another remarkable year that will go down in the history books! Following a year where the covid-19 pandemic was declared on 11 March 2020, on the first day of the 2021 school year, Melbourne had recorded zero new cases of covid-19, and the seven-day average was two cases. Therefore, we began the year with much optimism and essentially hoping that the worst of the pandemic was over and we were in the clear for a more 'normal' school year. Looking back at 2021, I see a year of two halves. The first half of the year went relatively smoothly, with very few outbreaks of covid-19 and two short and sharp lockdowns that caused little disruption to the school calendar of events. We revelled in the opportunity to have school assemblies, Eucharistic celebrations, competitive sports, music concerts, drama production and social gatherings. It wasn't until August 2021 that the highly infectious delta strain of covid-19 hit our shores, and we went into an extended lockdown that seemed to last forever. Most of Term 3 was in lockdown, where students completed all their lessons remotely, and teachers delivered all their classes from home. It was not the year I imagined as my first year as Principal of Emmaus College; however, I can honestly say that I feel blessed to have the privilege to lead this exceptional school community where everyone looks out for each other. Despite the enormous challenges and uncertainty, our students, parents, guardians and staff share a special bond that fosters strength and resilience in challenging times. The Emmaus College community should be rightly proud of the many achievements and successes of 2021.

I moved into the Principal's office on Monday, 18 January 2021, feeling incredibly energised and excited about being part of this outstanding College. I could not have been welcomed more warmly and openly. On Wednesday, 27 January 2021 our Year 12 students joined staff for a Eucharistic celebration before they boarded the buses for a three-day retreat with their House Leaders, pastoral teachers and group facilitators. These retreats proved to be profound experiences for our Year 12 students as they began the journey of their final year of school, which resulted in a more challenging year than anyone would have imagined.

It has been a delight to welcome our Year 7 students to Emmaus with their abundant enthusiasm, a few nerves and much anticipation for their high school journey! They have been remarkable in the way they have managed their first year of high school. Our Year 9 students settled into their own campus at Burwood very quickly, and I have thoroughly enjoyed meeting them in assemblies, classrooms and around the school-yard. Our Year 8, 10 and 11 students settled into the rhythm of the school year beautifully, and despite the extended lockdowns and remote learning periods, they have embraced their learning journey with courage, finishing the school year strongly.

Our College theme for 2021 was 'To know Christ through new beginnings'. It has been a meaningful and timely theme that we explored throughout the year. This theme inspired our Catholic College community taking us on a rich journey of exploring our faith and reflecting on the opportunities that new beginnings bring us. We've had plenty of new beginnings this year. Our annual school theme provided us with a deep and meaningful framework to explore the rich and life-giving charism we have been blessed with. Our yearly theme offers a particular lens through which we journey in the ongoing understanding of our faith and our relationship with Christ. The Road to Emmaus story in Luke's gospel is all about new beginnings. Christ does not limit Himself merely to affirming God's love but makes it visible and tangible. This year's challenge was to make the action of new beginnings visible and tangible for the whole school community and beyond. It is through these actions that we truly experience joy and hope in our life. Extending the opportunity of a new beginning to the other, particularly in the form of forgiveness and reconciliation, is what we are called to do as a faith-filled community.

I believe that every person is a gift from God, full of potential and the capacity to give and receive great

love. Catholic education is about recognising each student's gifts and cultivating them to enable each individual to reach their potential. Each Emmaus student is named and known; we are responsible for ensuring they feel safe and inspired to achieve their own personal best. This yearbook provides you with a snippet of their outstanding achievements.

I extend my gratitude to the student leaders for their insight into formulating the 2021 theme and leading the journey of discovering the depth of its meaning for our school community as we embraced the many new beginnings of 2021.

A new beginning for me was to witness the House spirit at our House Swimming and House Athletics carnivals. Students enthusiastically dressed in their house colours and competed with passion for their House. There was lots of cheering and encouragement as students entered the various races to gain points for their House! There is a unique spirit of belonging, unity and family in our House system at Emmaus.

Our students and staff worked actively through the Season of Lent to raise money for the work of Caritas Australia by generously donating to its Project Compassion Appeal. The fund-raising events at the College demonstrated the generosity of this Emmaus community, raising awareness of the Christian imperative to give a hands-up to those who are battling poverty, natural or human-made disasters, offering them a new beginning. Project Compassion has become an essential element in the Catholic parish and school landscape over more than 50 years. The practical financial support and awareness-raising have changed for the better the lives of many people worldwide. It brings to life the true meaning of our Easter story, the gift of hope and new unimaginable beginnings amid the challenges of life. Emmaus students, staff and families finished the year through the generous gifts purchased from our 'Christmas giving tree' for the work of the St Vincent de Paul Society. The generosity of our school community is heart-warming, and I extend my sincere gratitude to everyone involved.

Our new Creative Industries Learning Centre began in June and is taking shape, and we look forward to opening in the middle of the 2022 school year.

Unfortunately, apart from the Year 9 Welcome BBQ, Mingle with Mums and Year 7 Family Fun Day, the other parent and family events did not eventuate during the year because of the covid-19 restrictions. However, we gathered at the end of the year for our Presentation Evening and Twilight Christmas Concert. It was a delight to come together at the end of a long year for these events.

I extend my gratitude to all Emmaus parents and guardians for your support from afar. Your support of our remote learning program has been much appreciated and valued. Your attendance at online events such as the inaugural Emmaus Day family trivia night was much appreciated.

I'd like to congratulate all students of Emmaus College for your resilience, independence and optimism during a challenging year interrupted by the covid-19 pandemic. I hope every student has experienced a sense of achievement in their learning this year.

I am grateful to all staff members for their dedication, commitment and enthusiasm for this school community. So much was achieved because of the enormous effort of our Emmaus staff - simply the best.

I am looking forward to leading the College in the next phase of its history. I am grateful for the very warm welcome I have received in my first year at Emmaus College, and I look forward with energy, passion and hope for the future of this wonderful College.

Karen Jebb
Principal

Education in Faith

GOALS & INTENDED OUTCOMES

Goal: As a Catholic school community, we seek meaningful and relevant engagement of all (students, families, staff) in their faith journey

Intended outcome: That student engagement in faith is enriched and deepened.

ACHIEVEMENTS

College Theme

Prior to the commencement of each year, the newly elected Student Council members and Peer Supporters meet to discern the theme for the following year. After reflecting upon their understanding of the College motto 'To Know Christ' and discussing what that meant to the group, the 2021 student leaders selected the theme 'New Beginnings' - 'To Know Christ Through New Beginnings'. The theme was incredibly fitting for the year as we looked forward to welcoming our new principal, Ms Karen Jebb, the college entered a new decade, and we held hopes for a year of renewed opportunities and celebrations.

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 Inquiry Learning approach frames the Years 7-10 landscape, with learning focused on seeking knowledge, information, or truth through questioning, research, learning skills, thinking critically and creatively. VCE units are undertaken from Semester Two in Year 10, with single units over the year at Years 11 and 12.

Throughout the year, the Religious Education Learning Area were quick to adapt to an online learning environment and remained committed to providing opportunities for students to continue to spiritually grow despite the challenges of the year and remote learning.

Prayer and Liturgy

In 2021 students and staff participated in liturgy and a range of prayer opportunities that make up the daily rhythm of school life. During the year, some celebrations were moved into an online format to ensure that students were still able to engage as a community. The Liturgy Committee took the opportunity to lead a Friday Morning Whole School Prayer, a format that was refined and continued upon the return to onsite learning.

In Term Two, we celebrated Fr Julian Langridge and his retirement after serving the college community for over a decade. The college held a special Friday morning mass, and he was presented with a special gift reflecting our gratitude for his dedication and guidance over the many years.

Retreats and Reflection Days

Due to remote learning, in 2021 only Year 12 students and Year 8 students were able to participate in a Retreat / Reflection Day.

- The Year 8 Reflections were celebrated in class groups and facilitated by an external presenter, Ange Virgona. The days were focused on exploring the sacraments and how a meaningful prayer life can enhance many aspects of life.
- Year 12 students participated in a 3-day retreat at the beginning of the year prior to formal classes commencing. In House groups, students were given the opportunity to disengage from the world for a while, to reconnect with peers and teachers, and to reflect on their journey so far, focus on the journey ahead, and discern the role of the sacred in their world and relationships.

Staff Professional Learning

Throughout 2021, staff engaged in several professional learning opportunities which aimed to deepen their understanding of how our Catholic values, identity and knowledge influence the way we teach, lead and learn. Although the Catholic Identity Conference was cancelled, many opportunities were provided across the year.

- A Lenten Transformation: new beginnings and commitment to renewal
- Critically Engaging in Creative Arts: An approach to scripture
- Experiencing Advent through Ignatian Spirituality
- Horizons of Hope: An Invitation to Dialogue

Outreach and Social Justice

Staff and students at Emmaus have a keen desire to contribute positively to the community and world around them. Despite the challenges of remote learning, the college was able to continue to support several charities and organisations who advocate for, and support, those most vulnerable in our world. Through the many awareness-raising and fundraising efforts, students were immersed in a culture that is Catholic in service and activities that put faith into action.

- Caritas Australia - Project Compassion (Term One)
- Social Justice at Home - contributing to our home communities (Term Two & Three)
- St Vincent De Paul - The Giving Tree (Term Four)

VALUE ADDED

Daily Prayer Opportunities:

- Daily morning prayers (provided on College bulletin)
- 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

Formal Prayer and Liturgical Celebrations (onsite):

- 2021 Staff and Year 12 Beginning of the Year Eucharist
- 2021 Opening School Eucharist and Investiture
- More House and Rice House Feast Days
- Semester One Friday Morning Celebrations of the Eucharist
- End of Semester Whole School Eucharist
- Year 10 & 11 End of Year Eucharist
- Month of Remembrance Liturgy
- Year 7 - 9 End of Year Eucharist
- Staff End of Year Eucharist

Formal Prayer and Liturgical Celebrations (remote):

- Friday Morning Whole School Prayer
- Emmaus Day Liturgy
- Graduation Liturgy

Learning & Teaching

GOALS & INTENDED OUTCOMES

Goal: To facilitate the continuing development of a culture of learning that supports the realisation of the learning potential of students and staff alike.

Intended Outcomes:

- That student learning outcomes demonstrate growth across all areas of the curriculum
- That every teacher is a highly effective practitioner who facilitates contemporary learning in his/her classroom to meet each student's needs.

ACHIEVEMENTS

The Emmaus College community showed incredible resilience during 2021, a year that continued to see learners flipping from remote learning and face to face models, then back again. This year, the decision was made to adopt a synchronous model where students and teachers followed the normal timetable each day, connecting to the lesson via video conferencing and accessing learning materials on Emmlink. As a community, we thrived during remote learning and embraced new technologies to connect with students and families at this time.

In house, expertise was utilised as staff-led professional development sessions focusing on eLearning tools and strategies to engage students in the online space. Staff shared their knowledge with each other through online and face to face workshops covering Emmlink, Microsoft and Web 2.0 tools to enhance the student learning experience and model best practise.

Year 12s were able to participate in practice exams during the September holidays via an online tool, Exam.net. This software enabled teachers and students to feel confident in the delivery of exams during remote learning and ensured equity across the year level.

Clevershare boards were a welcome addition to each classroom at Vermont South and Burwood enabling teachers to maximise interactivity and visibility. Multi touch points on the interactive screen meant increased student collaboration and engagement through this technology.

The Subject Selection Evening was a highlight for learners looking to map out their pathway and follow their passions. The online format of this evening and live Q and A session with Learning Area Leaders ensured that students were well-informed when making decisions about their strengths and interests. A process of consultation lead to changes to the timetable for 2022 which included;

- an increase in elective choices for Year 9 and an additional Careers subject
- an increase in elective choices for Year 10 electives and new hybrid science electives.

These changes created a great buzz at the selection evening as students felt empowered due to greater choice over their learning program.

Emmlink continued to evolve, and we discovered new ways to assess, feedback and deliver content via our learning management system. Continuous reporting requirements ensured that our families were always in the loop with student progress and maintained a window into their child/s classroom.

The College participated in its year of review and external reviewers conducted inquiries into our school and all aspects of the teaching and learning program. This process highlighted our strengths to be;

- Comprehensive and accessible data is available to staff
- Expertise among staff and collegial support in teams
- Staff energy, goodwill and readiness to consider new ideas in supporting students, strengthening learning outcomes and enriching the student experience.

STUDENT LEARNING OUTCOMES

NAPLAN resumed in 2021 for students in Years 7 and 9. Emmaus participated in NAPLAN Online for the first time, enabling students to access the adaptive test mode and a new style of delivery for this national standardised test.

- Year 7 Writing results are positive with 32% of our students in the top two bands and our school mean 25 points above the state. Also, 37% of students have shown high growth
- A very low percentage of students in the bottom two bands in Year 7 for Reading, Writing and Numeracy (<7%)
- Despite the drop in results for Year 9, there are signs of good growth in Writing, Numeracy, Grammar & Punctuation and Spelling domains
- The school mean (573) for Writing was 19 points above the state mean.

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. Teachers are able to track student achievement against their predicted score and identify those who are performing at, above or below expected.

The types of Year 12 university courses (and numbers of students) that has been chosen by our graduating students from 2021 are: Aviation (3), Community Service & Social Work (4), Business, Commerce & Marketing (21), Computer Science/IT (5), Education (14), Engineering (19), Health & Health Science (27), Law (1) Science (9), Design & Fashion (4), Sport (5), and Film, Music and Media (4).

MEDIAN NAPLAN RESULTS FOR YEAR 9

Year 9 Grammar & Punctuation	587.6
Year 9 Numeracy	599.4
Year 9 Reading	587.6
Year 9 Spelling	590.1
Year 9 Writing	572.9

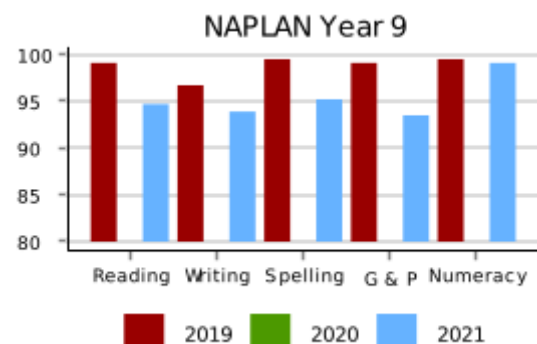
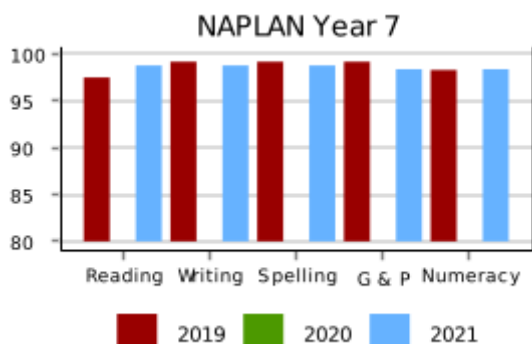


PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2019 %	2020 *	2019 - 2020 Changes *	2021 %	2020 - 2021 Changes *
YR 07 Grammar & Punctuation	99.2	-	-	98.4	-
YR 07 Numeracy	98.3	-	-	98.4	-
YR 07 Reading	97.5	-	-	98.8	-
YR 07 Spelling	99.2	-	-	98.8	-
YR 07 Writing	99.2	-	-	98.8	-
YR 09 Grammar & Punctuation	99.1	-	-	93.5	-
YR 09 Numeracy	99.5	-	-	99.1	-
YR 09 Reading	99.1	-	-	94.7	-
YR 09 Spelling	99.5	-	-	95.2	-
YR 09 Writing	96.7	-	-	93.9	-

* 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

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 continues to be 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 continued to be critical in 2021 when the covid-19 pandemic continued to disrupt the rhythm of the school year. Our Pastoral Care support for students and families was seen, heard and felt in fundamentally important ways.

We continued to use the daily traffic light safety and wellbeing check-in model. The daily check-in provided connection and visible care for our students. Students were comfortable sharing how they are feeling and a significant adult, pastoral teacher or House Leader, had regular conversations with students who indicated they needed to speak with someone. This fostered a stronger pastoral connection and wellbeing focus. Kindness continued to be a priority. Pastoral Teachers and Groups felt they could choose activities that appealed to them and there were opportunities to emphasise students' strengths. Students were specifically taught how to manage situations and emotions.

Wellbeing audits were undertaken during remote learning and on-site learning, targeting whole-school, small-group and individual interventions. We shared periodic reminders about keeping mental health sound during covid-19, 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.

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 the voice of our students, 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 Emmpsych platform used for referrals to the College Psychology and Counselling Service. Students can self-refer in addition to the referrals that House Leaders and teachers make. College Psychologists use Emmpsych for all record keeping and reports are generated from Emmpsych to determine appropriate programs for students. Specific programs for targeted concerns and ages were planned and implemented.

VALUE ADDED

Despite the challenges of COVID-19 with 14-16 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 Year12
- Year 12 Retreats
- Year 7 Orientation Camp
- Mental Health Week
- Subject Student Competitions
- Senior Student Council (Student Leadership Representatives Years 11-12)
- Middle Student Council (Student Leadership Representatives Years 7-8 and Year 9)
- Leadership Seminars
- Year 10 Peer Support Program for Year 7 students
- Emmaus Day - online liturgy, concert, competitions, activities and trivia
- House Celebration Days - online activities and reflection
- Year 12 Final Week Celebrations and Activities
- Year 12 Graduation online
- Year 12 Valedictory Dinner for students and parents/guardians
- Champion House Competition

STUDENT SATISFACTION

The MACSSIS Student Data indicated positive responses in the following areas:

- Students feel that their teachers hold them to high expectations of their effort, understanding, persistence and performance
- There are positive perceptions of the social and learning climate of the school
- Strength of the social connection between teachers and students, within and beyond the school
- Students feel they are valued members of the community
- Students affirm physical and psychological safety while at school
- Students believe there is access to and quality of staff support in order to feel connected, safe and respected while at school.

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 Deputy 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 MACS 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.

Teachers continued to complete the class roll during periods of remote learning and teachers contacted parents when the student didn't join the online class.

YEARS 9 - 12 STUDENT RETENTION RATE

Years 9 to 12 Student Retention Rate	94.9%
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AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

Y07	95.6%
Y08	94.6%
Y09	92.6%
Y10	93.6%
Overall average attendance	94.1%

SENIOR SECONDARY OUTCOMES	
VCE Median Score	30.0
VCE Completion Rate	100.0%
VCAL Completion Rate	95.0%

POST-SCHOOL DESTINATIONS AS AT 2021	
Tertiary Study	66.0%
TAFE/VET	5.0%
Apprenticeship / Traineeship	12.0%
Deferred	6.0%
Employment	9.0%
Other - The category of Other includes both students looking for work and those classed as Other	1.0%



Child Safe Standards

GOALS & INTENDED OUTCOMES

To continue to build our understanding of the issues surrounding mental wellbeing to improve the resilience, independence and persistence of students.

To continue to embed the Child Safe standards at the College.

ACHIEVEMENTS

Emmaus College underwent the VRQA school review in 2021, meeting all standards for a registered school. With the Governance of the College moving to MACS at the start of 2021, all policies were updated and communicated with the school community. Changes were made to the College website to ensure access to the Child Safety Policies and Procedures were easy to find. The Child Safe Code of Conduct was updated and signed by all employees.

Staff professional learning included completing the Mandatory Reporting Module and attending presentations to ensure the ongoing implementation of the 'PROTECT, Identifying and Responding to all Forms of Abuse in Victorian Schools' procedures and resources. There was a presentation to staff about their professional boundaries and responsibilities.

The Child Safety team consisting of all the House Leaders, Director of Students, Deputy Principal - Students, College nurse and psychologists meet regularly to discuss student safety issues.

Presentations were made to all students promoting and empowering student voice focusing on embedding a child safe environment for all students. Student committees include a Student Wellbeing Committee, Senior Student Council, and a Middle Student Council. Child safety and wellbeing are regular agenda items.

Policies and Procedures were shared with parents via online parent forums, newsletters, emails and Emmlink posts. The Child Protection Risk Register was reviewed and updated.

All recruitment processes follow the Child Safety guidelines where all potential applicants are screened with the Child Safe questions for all referees, Criminal Record Checks, Working with Children Checks and VIT registration.



Leadership & Management

GOALS & INTENDED OUTCOMES

Goal: To increase the professional capabilities of all leaders.

Intended Outcomes: That all leaders will be empowered to lead rather than manage.

ACHIEVEMENTS

This year, the College welcomed a new Principal and three new members of the Leadership Team due to retirements and new opportunities at other schools. This prompted a focus on building relationships within the Emmaus Community. The Leadership Team wants our school community to experience a cohesive, supportive, passionate and optimistic leadership team. The Leadership Team aims to facilitate and promote a culture of personal and collective excellence, where student learning is at the centre.

Leadership and management at Emmaus College required a flexible and adaptive approach to leading the College during the second year of the covid-19 pandemic. Although the start of the year was relatively 'normal', a series of restrictions and lockdown began in late February and continued throughout the year. Most of Term 3 was in lockdown with remote and flexible learning for all students in Victoria. Students experienced between 14 and 16 weeks of remote learning in 2021.

The Leadership Team continued to respond to the covid-19 pandemic in the following ways in 2021:

- Using the learning from last year, transitioning to remote and flexible learning as we entered further lockdown periods
- Facilitating Professional Learning for teachers and support staff online
- Promoting online opportunities to enhance skills and provide support
- Providing regular updates to our school community, both written and video
- Preparing for the return to on-site learning when permitted. This included managing a staged return to onsite learning and facilitating a combination of remote and on-site depending on the year level
- Updating covid-safe plans in line with Government and Health department guidelines
- Managing onsite learning with the Covid-safe restrictions in place due to covid-19, including VCE exams

The Literacy Team (LACE) continued to focus on the recommendation from the literacy review in 2019. Led by our Literacy Leader, this team represents many curriculum areas and oversees the College in implementing robust literacy learning strategies for all students. Although there were challenges with remote learning, this team continued to meet and implement strategies.

The College continued to develop the skills of teachers in using the learning data packages, Emmtrack and Emmadjust. Teachers use the learning data to plan lessons that meet the learning needs of their students. NCCD record keeping and learning adjustments have been significantly streamlined and enhanced using this package.

Parent Forums were provided to families online, and the Alumni tutoring program continued to offer one-to-one support to students, online and in-person, at no cost to parents. Numerous other activities were facilitated on the virtual platform again. These included Emmaus Day, Parent-Teacher Interviews, Family Trivia Night, School Tours, Year 12 Graduation Liturgy and Ceremony, and Year 7 2022 Transition Program. We were fortunate to have the Presentation Evening at the College, in the Tony Frizza Stadium, and the Valedictory Dinner at the Crown Palladium, providing an in-person celebration event for our Year 12 students.

The Creative Industries Building for Music and Digital Media commenced in 2021 and is on track to finish at the end of July 2022.

The College has leased the St Benedict’s Primary School next to our Burwood Campus, Y9@E. This has provided our students with significantly more outdoor and indoor spaces. The Property Team renovated the building in preparation for 2022.

There has been a smooth change of Governance for Emmaus College. The Melbourne Archdiocese Catholic Schools (MACS) Board had their first meeting at Emmaus College. We have adopted all the new MACS Policies and the new Emmaus College Advisory Council was formed.

The College successfully underwent a school review; this occurs every four years but was postponed in 2020. All VRQA minimum standards for schools were successfully met. The school review report summary was shared with the school community and, following consultation with staff, students and parents, a new Strategic Plan was created for 2022 to 2025.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2021
 Teachers and support staff engaged in a variety of professional learning programs, workshops, conferences, and training. For example, subject specific conferences, HALT certification workshops, mental health and wellbeing programs (SEARCH framework), network seminars, leadership webinars, MACS regional workshops, Faith and Catholic Identity conferences and learning sessions, Accreditation to teach Religious Education in a Catholic School, VCE marking and assessment, Technology training, OHS and Covid-safe training, Mandatory reporting modules, First aid, Anaphylaxis and Asthma training, professional supervision and coaching.

Number of teachers who participated in PL in 2021	120
Average expenditure per teacher for PL	\$525

TEACHER SATISFACTION

Emmaus College participated in the MACS School Improvement Surveys in 2021.

The College recorded high teacher satisfaction in the following areas:

- Student safety - perceptions of student physical and psychological safety while at school
- School climate - perceptions of the overall social and learning climate of the school
- Staff-leadership relationships - perceptions of the quality of relationships between staff and members of the leadership team
- Professional learning - perceptions of the quality and coherence of professional learning opportunities
- Collaboration in teams - how well teachers work together in teams to improve teaching and learning
- Support for teams - teachers’ perceptions of how well school leadership sets the condition for teams to collaborate effectively
- Collective efficacy - teachers’ perceptions that staff at the school have what it takes to improve instruction
- Catholic Identity - teachers’ perceptions of the Principal’s faith leadership and of a particular dimensions of Catholic identity in school like.

Overall, 2021 showed an improvement in staff perceptions in most domains.

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	91.3%

ALL STAFF RETENTION RATE	
Staff Retention Rate	86.5%

TEACHER QUALIFICATIONS	
Doctorate	2.7%
Masters	25.5%
Graduate	43.6%
Graduate Certificate	4.5%
Bachelor Degree	87.3%
Advanced Diploma	14.5%
No Qualifications Listed	4.5%

STAFF COMPOSITION	
Principal Class (Headcount)	7.0
Teaching Staff (Headcount)	131.0
Teaching Staff (FTE)	113.5
Non-Teaching Staff (Headcount)	82.0
Non-Teaching Staff (FTE)	69.1
Indigenous Teaching Staff (Headcount)	0.0

College Community

GOALS & INTENDED OUTCOMES

Goal: To develop greater inclusiveness among all Emmaus stakeholders.

Intended Outcomes:

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

ACHIEVEMENTS

2021 was a year full of expectations for the Emmaus community after the previous challenging year. The year started with successful Year 12 Retreats and the Year 7 Orientation Camps. Parents of our new Year 7 students gathered to learn about Emmaus and meet each other from which many friendships began. The Year 7 Family Fun Day was held successfully in March again providing an opportunity for families new to the College to meet other community members.

The rescheduled Debutante Balls from 2020, which became our first Year 12 Debutante Balls, were held with wonderful community spirit in May. Both were lovely evenings of connection and enjoyment for our students, families and staff.

After a short lockdown in February, which we hoped would be our last, unfortunately, saw us go into a series of extended lockdowns throughout Terms 2 and 3.

Covid-19 again changed everything for us all in mid-May. Learning for all year levels returned to 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 conducted many of these in an online format. Parent-Teacher interviews were held remotely and feedback from families since has been overwhelmingly positive for this new arrangement. This format and mode of delivery is likely to continue in our post - COVID world.

MS Teams was also used for staff meetings and professional learning which facilitated staff connection on a regular basis. College Advisory Council meetings proceeded on a Teams 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 during Terms 2 and 3 but returned in Term 4. The planned Central Australia trip was deferred to 2022. 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. It was wonderful that both of these proceeded in person before and after lockdown respectively. Emmaus Day was held remotely with fantastic student participation and a creative staff initiative showing wonderful talent. The night of Emmaus Day saw the first-ever family trivia event, another outstanding success. 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. Members of the College Leadership Team and support staff delivered hampers to all Year 12 families to enjoy whilst watching the ceremony in their

homes. It was possible to farewell our Year 12 students on-site for their final day which was a great celebration.

The 2021 Presentation Night was held in the Tony Frizza Stadium for the first time and saw our students who had excelled in the areas of achievement and/or effort be acknowledged in front of their families. Maintaining community connection through these traditional events taking place in altered ways was a very positive feature of 2021 building on the successes of 2020.

Throughout the course of the year, a strong online presence was maintained 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 second COVID-19 impacted year. Importantly, our College Principal, Ms Karen Jebb provided regular clarification and explanation of government decisions and measures to our community in an Emmaus context.

Throughout 2021, 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 and Emmlink
- Greater interconnectivity with the College community through social media
- Operoo electronic permission slips & medical information
- Increased attendance for the eighth year at the Parents & Friends Family Fun Day
- Informative use of the SMS system
- Regular communication of events to parents via Emmlink notifications
- Current and informative "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
- 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 via MS Teams
- Increased visibility and promotion of Emmaus Alumni through our social media platforms
- Online bookings of scheduled school tours conducted through MS Teams as a Q and A session with members of the Leadership Team
- Year 7 Transition day in December
- Parent-Teacher Interviews via MS Teams
- Student Pastoral Wellbeing Daily Check-In System during remote learning
- Remote Year 12 Graduation Ceremony and Family Hamper Delivery
- Year 8 and Year 10 2022 Transition Days
- Presentation Night Years 7 - 11

PARENT SATISFACTION

Parent Satisfaction

The following areas were identified positively by parents in the MACS School Improvement Surveys in 2021.

- School climate - families' perceptions of the school and learning climate of the school
- Student safety - perceptions of students' physical and psychological safety while at school
- Communication - the timeliness, frequency and quality of communication between the school and families
- Catholic identity - families' perceptions of and engagement with the overall Catholic identity of the school

