



2022 ANNUAL REPORT

TO THE SCHOOL COMMUNITY

Emmaus College
Vermont South



SCHOOL REGISTRATION NUMBER: 1592

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Contact Details

ADDRESS	503 Springvale Road Vermont South VIC 3133
PRINCIPAL	Karen Jebb
TELEPHONE	03 9845 3211
EMAIL	principal@emmaus.vic.edu.au
WEBSITE	www.emmaus.vic.edu.au
E NUMBER	E1214

Minimum Standards Attestation

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

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in the *Education and Training Reform Act 2006 (Vic)* and the *Education and Training Reform Regulations 2017 (Vic)*, except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2022 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards as prescribed in both Ministerial Orders in effect in 2022:
 - Ministerial Order No.870 - Child Safe Standards, Managing the Risk of Child Abuse in Schools, in Semester 1, 2022;
 - Ministerial Order No.1359 - Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises, in Semester 2, 2022.

30/03/2023

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

In 2022, Melbourne Archdiocese Catholic Schools (MACS) delivered its inaugural strategic plan, MACS 2030: Forming lives to enrich the world.

At the heart of this bold and ambitious strategic plan is a common purpose - "Forming lives of faith, hope and love in the light of Jesus Christ" - that gives MACS and its network of schools a common direction.

This new purpose speaks to the role of our schools as a place for students and their families to encounter the living God who in Jesus Christ reveals his transforming love and truth.

The strategic plan also establishes a common vision, "Every student is inspired and enabled to flourish and enrich the world", and outlines the initiatives that will make our purpose and vision real across four pillars:

- Inspired by faith
- Flourishing learners
- Enabled leaders
- Enriched communities

These four pillars are foundational to the distinctive educational experiences we offer. Our common purpose and vision will guide and sustain the high-quality Catholic education our 16,000 dedicated staff continue to provide to the 113,000 young people in our care.

Alongside the strategic plan, School Advisory Councils are now in place to engage parents, communities and parishes in the life of the school and provide support to principals on school matters. Combined with a strong focus on Working Together in Mission with our Parish Priests, this will ensure that we unite around our common purpose.

Enrolments continue to increase in the growth areas of Melbourne's north and west where MACS opened two new primary schools. MACS was also excited to welcome a well-established combined level primary/secondary school in Malvern into our organisation.

We are very grateful for the support we have received from some 300 school communities throughout 2022. We look forward to further strengthening those partnerships as we work together to deliver an education that inspires young people to enrich the world.

Yours sincerely,

Edward Simons

Acting Executive Director

Melbourne Archdiocese Catholic Schools Ltd



Vision and Mission

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 students 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 (Years 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 multipurpose stadium for indoor sports. It has seven significant contemporary buildings – Senior Learning Centre, Performing Arts Centre, Science Technology Centre, Administration/Learning Centre, Sports Stadium and Fitness Room, the Galilee Centre, which houses a 250-seat lecture theatre, language classrooms, Learning Diversity, VCAL, Careers and Psychologists and our most recent building, the Marian Centre for Music and Media Studies.

Older buildings at the College have all undergone substantial renovations in recent years. They are now contemporary learning areas.

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 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 offers the VCE Vocational Major program for students in Year 11 and Year 12, who focus more 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
- Chess and Lego clubs
- A Gifted and Talented program
- 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. In Years 7 and 8, students learn a musical instrument in their music studies program. Vocal and several other ensembles and bands practise and perform regularly.



Principal's Report

A lovely tradition at Emmaus College is to have our student leaders involved in selecting the College theme each year. At the end of last year, our student leaders guided us in the selection of the word Hope.

To Know Christ, through Hope.

Our students expressed their desire to look forward to 2022 with much hope, and it has been a rich and meaningful theme for us to explore this year.

There has been a strong sense of hope all year, especially after two interrupted years and continued uncertainty. Knowing Christ through Hope gave us a sense of anticipation and the freedom to dream and plan. To go beyond the immediate and look ahead with optimism because we knew that getting back to the rhythm of school was crucial for the health and wellbeing of our school community.

We knew that if we could resume all the wonderful on-campus programs and activities that we know and love, the grief and anguish of the past two years will not feel as strong and will slowly but surely fade.

Our desire was to encourage continued Hope in the goodness of people, building our relationships again whilst exploring our faith at a deeper level.

We chose the lantern as our symbol of Hope. The light of the candle glowing in the lantern gives us vision, and it illuminates our path forward with confidence and clarity. Our symbol invites us to live in a new way, to follow the example of Christ, to have hope for the world and to live hope-filled lives. And most importantly, to be signs of hope for each other.

2022 has been built on hope, and through this, we have returned to the rhythm of the school year, a rhythm that we know and love, a rhythm that provides comfort, certainty and confidence.

Our camps, performances, assemblies, concerts, musicals, sports, exhibitions, competitions, carnivals, prayer, Masses and the beloved Emmaus Day were all returned. The experiences were shared with others, in person, drawing back crowds from our extended school community.

Who would have thought we would have two musicals in one year? Legally Blonde, our 2020 musical, was postponed three times, bringing performances to a live audience in January 2022. We were back again with the 2022 Musical, Anastasia, in July this year, again to rave reviews. We were delighted to receive many nominations and win the following awards: From the Lyrebird Youth Acting Awards, we won Best Costume Design, Best Female Lead, Best Musical Director, Best Musical Director of a Youth Musical and Overall Best Musical. From the Musical Guild of Victoria, we won Awards for Best Design, Best Junior Female in a Supporting Role, Best Junior Female in a Leading Role, Best Junior Choreography, Best Junior Musical Director, Best Director and Best Junior Musical of the Year.

All sports within the EISM interschool competition returned this year, and our students embraced the opportunities with gusto. We came third in Division One swimming and, for the first time ever, first in Division One Athletics, a competition that is 42 years old. In addition to many successful grand final wins, our students enjoyed getting back to playing sports with their friends as well as building new friendships on the sporting fields and courts.

Our music, drama and dance students have been craving the opportunity to perform in front of live audiences, to feel the exhilaration of the applause at the end. The resilience of our music, drama and dance students has been extraordinary over the past two years. They continued to take lessons, play music, perform and dance; however, most of this was done in front of a screen. The music concerts, dance performances and plays have been extra special this year, and with the opening of our Marian Centre for Music and Media at the beginning of next year, we all look forward to witnessing the soaring music, dance and drama programs at Emmaus into the future.

I am very proud of the way our students have embraced the challenges of this year. Returning to the

school routine hasn't been easy with many contracting the Covid-19 virus during the year, resulting in a week at home, and returning to catch up on what was missed. I congratulate each and every one of them. I hope they feel a strong sense of satisfaction with their achievements and can look ahead with much hope for the 2023 New Year.

To know Christ through Hope has brought so much joy, optimism and success to the Emmaus College community this year. I am incredibly grateful for all that we have achieved as a community, and I look forward with much hope that Emmaus can continue to go from strength to strength, fostering a community that nurtures the full flourishing of each learner, inspiring excellence as they come 'To Know Christ' on their own road to Emmaus.

Karen Jebb
Principal



Education in Faith

GOALS & INTENDED OUTCOMES

Goal:

- To provide a targeted Accreditation program that focuses upon recontextualisation, Catholic Identity, with links to Learning Areas; building upon a Theological understanding

Intended Outcomes:

- The school community makes connections between faith and culture as part of living out the Good News and illustrating a dynamic faith (recontextualisation), supporting all to take action in the community and wider Church
- To cultivate a prayer life of the College that explores the annual College themes to deeper levels
- To implement and embed the Laudato Si' student leadership strategy

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 2022 student leaders selected the theme 'Hope' - 'To Know Christ Through Hope.'

As we journeyed throughout 2022 together, our theme of knowing Christ through Hope encouraged us to move forward with optimism, to be open to opportunities, energised by new beginnings and to be witnesses to Christ, who is the source of all Hope. Our symbol for the year was our College Lantern. The Lantern was selected as a symbol of guiding light, of light for people to follow, and it was a reminder just as Jesus is our light, we are called to be a light for the world around us.

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 aspects of the Years 7- 9 landscape, with learning focused on seeking knowledge, information, or truth through questioning, research, learning skills, thinking critically and creatively.

In 2022 the senior RE pathway was altered to maximise student engagement and quality learning for our students:

- Year 10 students studied Religious Education in one Semester with the same time allocation as a VCE subject. The curriculum covered Scripture, Social Justice, and the History of the Australian Catholic Church.
- Year 11 students studied Unit One, Religion and Society, in one Semester, which included a detailed study of Islam and an excursion to the Islamic Museum of Australia.
- Year 12 students participated in a new school-based curriculum for the year exploring Music and Faith, Outreach and Justice, Religion and the Environment, Ethics in our World, and reflected on their Emmaus journey and how to be people of Emmaus beyond the school gates.

Prayer and Liturgy

In 2022 students and staff participated in liturgy and a range of prayer opportunities that make up the daily rhythm of school life. In addition to daily prayer, on a Friday morning, the whole school would participate in a pre-recorded Friday Morning Prayer Reflection, which provided the community 5 minutes to be in a state of mindful prayer. At times during the year, this reflection time was also used for short prayer services for special events, such as praying for victims of the Victorian floods and for

peace in Ukraine.

After two years online, the community came together onsite to celebrate Emmaus Day. The day began with the celebration of the Eucharist with the Blues Mass Setting and the Soul Band engaging everyone in the service. It was indeed a highlight of the day. We were also able to hold our Year 7 and 8 Family Mass which brought together the Middle School and their families.

Daily Prayer Opportunities:

- Daily morning prayers (provided on College bulletin)
- Friday Morning Whole School Prayers
- 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):

- 2022 Opening School Eucharist
- House Feast Days
- End of Semester Whole School Eucharist
- Emmaus Day Blues Mass
- Year 12 Graduation Mass
- Year 7 & 8 Family Mass
- Year 10 & 11 End of Year Eucharist
- The Month of Remembrance Liturgy
- Years 7 to 9 End of Year Eucharist
- Staff End of Year Eucharist

Retreats and Reflection Days

In addition to our Religious Education curriculum, students participate in a Reflection Day and Retreat program which is designed to connect, engage and inspire students on their faith journey.

The Year 12 students began 2022 together at the College and participated in a Reflection Day. Although students were initially meant to be on a three-day retreat, this one-day program allowed the time and space for students to reconnect with one another and their teachers and to reflect on their hopes for the year ahead.

Through the study of Religion and Society, the Year 11s visited the Islamic Museum in Thornbury; one group participated in a promotional video for the Australian Government focusing on the importance of interfaith learning. A group of aspiring leaders in Year 11 attended a once-in-a-lifetime opportunity to meet with Sr Joan Chittester, a world-renowned Benedictine nun, theologian, author, and speaker from the USA. Sr Joan is regarded as one of the most influential religious and social leaders of our time.

The Year 10 Religious Education program included two reflection days designed to inspire students to look beyond their own circumstances and make a difference in the world. They were encouraged to consider their gifts and talents and how they can positively contribute to the world around them. Presentations included The Gen Bryant Band, Christmas on the Streets (COTS), Caritas Australia and the Youth Engagement Project (YEP). Year 10s were also fortunate to hear from the passionate and informative Scott Darlow; a proud Yorta Yorta singer-songwriter and presenter who engages students in an authentic and unique perspective on the history of Australia and First Nation experiences.

A group of Year 10 students joined the Building Bridges Interfaith Network and connected with students from different faith traditions over pizza and enriching conversations. Emmaus hosted the final presentation evening, and students, parents and teachers from across Melbourne who participated in the program came together to celebrate the year.

Our Year 9 students energetically engaged with the Youth Mission Team on their Reflection Day. Year 8 students participated in a reflection day program that inspired them to see God in all things, including art, nature, science and each other. Although Year 7 students do not have an official Reflection Day, prayer and faith are interwoven throughout their orientation and camp programs.

Staff Professional Learning

Throughout 2022, 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.

- Eight Staff members graduated from the MACS Accreditation Pilot Program, coordinated by the College over two years. They attained Accreditation to Teach RE/Lead a Catholic School.
- Over 80% of teaching staff participated in 5+ hours of in-house Catholic Identity Professional Learning throughout the year.
- Several staff took advantage of workshops facilitated by external providers, including Garratt Publishing and the Catholic Theological College.

The in-house professional learning program included:

- 2022 Emmaus Catholic Identity Conference: this one-day program focused on Catholic Social Teachings and utilised the work of Dr Anna Rowlands.
- To Know Christ Through Hope: A scriptural exploration of the story of Luke 24:13-35 and how it inspires the 2022 College theme.
- The Themes of Advent: A hands-on workshop designed to explore the themes of Hope, Peace, Joy and Love in the journey to the Birth of Christ.

Outreach and Social Justice

Staff and students at Emmaus have a keen desire to contribute positively to the community and world around them. The College was able to continue to support several charities and organisations who advocate for and support those most vulnerable in our world.

This year, the College joined the Laudato Si' Movement which is taking place in Catholic communities throughout the nation and the world. Inspired by the Papal document in 2015 by Pope Francis, our Social Justice, FIRE Carrier, Environment and Liturgy Committees began the journey together to ecological conversion for the good of generations to come.

VALUE ADDED

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. There were many highlights in 2022 including:

- Tłusty Czwartek (Polish Donut Day) for Project Compassion – Caritas Australia (Term One)
- Ks for Caritas for Project Compassion – Caritas Australia (Term One)
- National Sorry Day Assembly and National Reconciliation Week (Term Two)
- Clean Up Emmaus Day (Term Two)
- National Refugee Week (Term Two)

- Launch of Kenshi Candle in support of the Brigidine Asylum Seeker Project (Term Three)
- Winter Warmers Appeal for Christmas on the Streets (Term Three)
- Crazy Sock Day – Catholic Mission
- The Christmas Giving Tree Appeal – St Vincent De Paul (Term Four)
- Rice and Colin House Days – Edmund Rice Foundation
- More and Chavoin House Days – Opening the Doors Foundation



Learning and 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:

- To develop a shared understanding of what powerful teaching and learning is at Emmaus College
- To utilise student data and student voice to maximise student learning outcomes
- To develop a reflective professional learning culture where peer feedback is utilised, embraced and valued

ACHIEVEMENTS

The Emmaus College staff had the knowledge and skills to deliver a learning and teaching program like no other, holding on to the best of remote learning and bringing this into the classroom. Many of the learnings from two years of online delivery have become a part of the face-to-face program with teachers using our Learning Management System, Emmlink, to document lesson plans, learning intentions and success criteria for the week. The year still posed its challenges, with many students and staff away for extended periods of time due to contracting the Covid-19 virus or being ill; however, with clear communication via the Emmlink platform, the learning program was seamless and accessible to all. The beginning of the year saw professional development delivered online to staff focused on diving into the data, ensuring that all students are named and known. The focus was on EmmTrack, our data management platform, and building an understanding of class dynamics, student needs and what differentiation can look like in a class of diverse learners.

Staff professional learning focused on High Impact Teaching Strategies, a set of 10 instructional practices recognised as some of the most reliable teaching strategies for improving learning outcomes (DET, 2022). The strategies include; Setting goals, Structuring lessons, Explicit teaching, Worked examples, Collaborative learning, Multiple exposures, Questioning, Feedback, Metacognitive strategies and Differentiated teaching. The teaching staff will continue to focus on these strategies to boost student engagement and deliver diverse learning experiences for our students.

The College also collaborated to design a whole school pedagogical model that encompasses the learning and teaching fundamentals here at Emmaus. Staff were engaged throughout the process and consulted at each stage, providing valuable feedback and ensuring the model is uniquely Emmaus. The core of the model represents the students and the graduate attributes we hope to instil in all learners at the College. The second layer represents the classroom environment and the elements it promotes, and the third outer layer is what Emmaus teachers plan for in their lessons.

Year 10 students participated in an online course through Coursera and Emmlink that aimed to give students insight into how they learn best and study techniques that are proven to improve memory. Students who completed the three modules were awarded a digital badge on their Emmlink profile as recognition for their dedication to discovering more about how their brain functions to enhance learning.

Careers testing was also introduced to all Year 10 students as part of a 2-day workshop which saw students participate in the Career Voyage assessment and visit multiple tertiary sites across Melbourne. The workshops identified student strengths, areas of interest and possible pathways to focus their attention on when making decisions about their future.

Subject selection evening was a highlight for learners looking to map out their pathways and follow

their passions. The myROAD VCE Pathways presentation was a highlight of the evening as students and families were exposed to the 'One VCE' model and the options available for Emmaus students in 2023. myROAD provides specific VCE Pathways for students at Emmaus College and respects the dignity of each learner as they strive for personal excellence. We recognise that not all students want or need an ATAR to pursue their chosen field of study or career. As a result of this and in light of the VCE Vocational Major launching in 2023, we will offer five different VCE pathways to our Year 11 and 12 students. All VCE students are encouraged to take their own road, the path that supports their goals and aspirations. Each learner is an individual, and in conjunction with their families, teachers and the Pathways Team, we encourage them to make informed decisions about their VCE and future. A road that they will not walk alone but with the support of the Emmaus College community.

There are five alternative VCE Pathways for students to select. They are;

VCE ATAR Pathway

VCE ATAR Pathway with VET

VCE Vocational Major

VCE Certificate Pathway

VCE Certificate Pathway with VET

Year 12 students participated in practice exams during the September holidays in a face-to-face format for the first time in 2 years. Attendance rates were high, and students could identify areas of focus for their final weeks of revision for their Unit 3 and 4 studies.

Emmlink professional development included ways in which to incorporate student feedback and goal setting via the student self-reflection tools, and this will remain a focus into 2023.

STUDENT LEARNING OUTCOMES

Year 7 NAPLAN results for 2022 indicated a slight decrease in the results for the Percentage of students at or above the National Minimum standard across all testing domains compared to 2021. Although this is the case, the most significant decrease was 3.2 percentage points in the Grammar and Punctuation domain. We can see that overall 95.0% of this cohort have met the NMS in all domains, most impressively, 98% of students in Writing and 97.6% of students in Numeracy.

Year 9 NAPLAN results showed an increase in students meeting the NMS in Reading, Grammar and Punctuation, and Writing domains. We see the most significant Percentage of students meeting the NMS in Numeracy at 97.2%, a 1.9 percentage point decrease from last year. Over 95.0% of the cohort meets the NMS in Reading and Writing. Areas for improvement include Spelling, Grammar and Punctuation.

MEDIAN NAPLAN RESULTS FOR YEAR 9

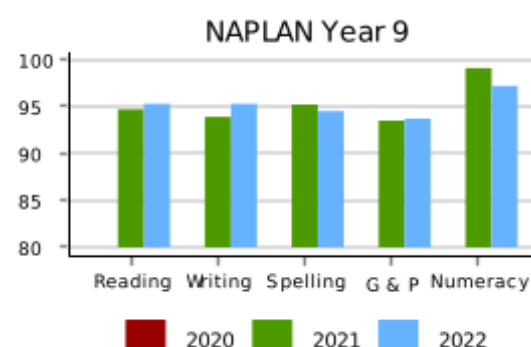
Year 9 Grammar & Punctuation	597.7
Year 9 Numeracy	596.8
Year 9 Reading	597.2
Year 9 Spelling	586.4
Year 9 Writing	591.5

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2020 %	2021 *	2020 - 2021 Changes *	2022 %	2021 - 2022 Changes *
YR 07 Grammar & Punctuation	-	98.4	-	95.3	-3.1
YR 07 Numeracy	-	98.4	-	97.6	-0.8
YR 07 Reading	-	98.8	-	97.2	-1.6
YR 07 Spelling	-	98.8	-	96.4	-2.4
YR 07 Writing	-	98.8	-	98.0	-0.8
YR 09 Grammar & Punctuation	-	93.5	-	93.7	0.2
YR 09 Numeracy	-	99.1	-	97.2	-1.9
YR 09 Reading	-	94.7	-	95.3	0.6
YR 09 Spelling	-	95.2	-	94.5	-0.7
YR 09 Writing	-	93.9	-	95.3	1.4

* 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

Goals:

- To enhance student engagement in the school community
- To improve students' social and emotional capabilities

Intended Outcomes:

- Embedding the SEARCH for Wellbeing framework in the College
- Development of a whole school behaviour management policy
- Increase student agency and voice
- Students actively engaged in the pastoral program that explicitly teaches positive social and emotional behaviour and wellbeing
- Improved student/teacher relationships
- Teachers work collaboratively to integrate the personal and social capabilities in core areas of curriculum frameworks

ACHIEVEMENTS

After the previous two years of remote learning, the morning pastoral and pastoral period was an excellent opportunity to rebuild and develop relationships. Our Pastoral program focused on building students' social and emotional skills and their connections with each other and their teacher. Our vertical House structure is a key framework for supporting student wellbeing and pastoral care, with strong relationships between school and family. Our Year 10 Peer Support Program supports the induction of our Year 7 students and builds relationships with our senior students. We continue to develop strong partnerships with families through the Pastoral teacher as the school's first point of contact for parents. Students and their families have a strong sense of being named and known at the College, a fundamental element to the ethos of Emmaus.

The Pastoral Group and the House system build a sense of belonging on several levels – a smaller, close-knit team in the Pastoral Group, where they stay for a minimum of two years, and an extended team (House) within the College community to foster sustained connections and relationships with students and families.

Our whole College approach to embedding wellbeing for learning continued to develop using the SEARCH Framework. SEARCH is an acronym for Strengths, Emotional Management, Attention and Awareness, Relationships, Coping, Habits and Goals. We engaged with the SEARCH Framework, focusing our Pastoral program on these pillars, explicitly teaching social and emotional skills and raising awareness of their essential elements. Relationships underpin the pastoral program, where students identify strengths in themselves and others throughout the year. Dedicated wellbeing days for each year level reflected the priority on friendships, mental and emotional health and interpersonal and coping skills.

Student leadership is an integral component of College life, with College Captains, Vice Captains, House Captains, and Committee Captains. In addition to the Middle School and Senior School Student Councils, we have six student committees: Academic, Arts, Liturgy, Social Justice, FIRE Carrier and Wellbeing. Our student leaders participate in a training day, using a character strength survey to identify their leadership strengths and skills and what they bring to the leadership team and the wider community. Student Representatives are elected in Years 7 to 9 for each House and form the Middle School Student Council. The Student Leadership teams established a visible connection with the student body, and they encouraged engagement in school events. The students had many

opportunities to show their talents and lead initiatives throughout the year. Student leadership is a way to listen to students' voices and empower student agency. The student leaders led most of the whole school events and were central to school tours and representing the College in many other school events and within the community.

Our Wellbeing Teams, formed with the House Leaders, College Psychologists, College Nurse, representatives from our Learning Diversity team, Director of Students and Deputy Principal Students, continued to meet fortnightly to develop strategies and actions that support the varied individual needs of our students. All staff attended a professional learning day focusing on social-emotional learning and explicit teaching practices. We were thrilled to offer a parent forum with the well-respected Child Educational Psychologist Andrew Fuller. This was well attended by our parents and they appreciated the expertise and advice shared.

During the year, the Behaviour Management Policy was reviewed in consultation with staff and students. The feedback informed changes to our Behaviour Management guidelines and procedures. This was trialled during our Head Start program before implementation in the new school year.

VALUE ADDED

Emmaus College was able to run the following activities, with some limits due to COVID restrictions in Terms 1 and 2:

- House Athletics Day
- House Swimming Day
- House Cross Country
- House days for Chavoin, Colin, More and Rice
- Year 7 Camp at Rawson
- Year 8 Canberra Trip
- Year 9 Discovery camps
- Elephant Education within Pastoral Program for Year 7 and Year 8 students
- Your Choicez program with Year 8 and Year 11 students
- TomorrowMan and TomorrowWoman with Year 10 and Year 12 students
- Brainstorm Productions Presentations with Year 8 and Year 10 students
- Respectful Relationships for selected students
- Student Leadership Camp

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 notice 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 unexplained absence 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 required. 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 (EmmLink) 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	85.3%
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AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

Y07	90.0%
Y08	87.5%
Y09	87.6%
Y10	85.5%
Overall average attendance	87.7%

SENIOR SECONDARY OUTCOMES

VCE Median Score	30.0
VCE Completion	100.0%
VCAL Completion Rate	98.0%

POST-SCHOOL DESTINATIONS AS AT 2022

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

Goals:

- To ensure the new Child Safety standards are actioned and strategies are developed to embed an organisational culture of child safety

Intended Outcomes:

- To implement 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 the College. Updated and additional Child Safety standards came into effect on 1 July 2022. The Standards set out minimum requirements and outline the actions organisations must take to keep children and young people safe. They provide further clarity for organisations and are more consistent with Standards in the rest of Australia. The College Child Safety Committee, staff, teacher, parent and student representatives met regularly to develop implementation strategies and actions for the eleven standards relating to child safety. The College supported staff with additional professional learning on the changes to the Child Safety Standards and their responsibilities.

Policies relating to child safety were all reviewed and updated to accommodate the changes. Other actions included changes to excursions and activity permissions, risk assessments, and induction of new staff and students. All staff complete the online Mandatory Reporting Learning Module, including non-teaching staff and volunteers, where appropriate. The Emmaus College recruitment processes include a rigorous child safety screening process as outlined on the College website.

Here is an audit for each of the standards.

Child Safe Standard 1: Culturally safe environments

- Review and update our 'Fair Go for All' policy to ensure a culturally safe environment for Aboriginal and Torres Strait Islanders
- Begin events and meetings with an Acknowledgement of Country as a standing agenda item. Use this as an opportunity to pause and reflect or to open a discussion
- Continue to fly the Aboriginal and Torres Strait Islander flags on school grounds
- Build school-wide knowledge of Aboriginal histories, cultures, perspectives, values, skills and attitudes

Child Safe Standard 2: Child safety and wellbeing are embedded in leadership, governance and culture

- Increase the level of consultation with key stakeholders
- The Child Safety Code of Conduct is visible on our school website
- Volunteers and contractors/anyone on site is required to read and sign the Child Safety Code of Conduct
- The Child Safety and Wellbeing Policy and Child Safety Code of Conduct are publicly available
- Register of Working With Children Check – regularly updated and followed up
- Compliance register

Child Safe Standard 3: Child and Student Empowerment

- How to report a concern presented at all student House assemblies

- MR training for all staff
- Clear, concise posters in each classroom
- Comprehensive community programs for students, staff and parents, such as forums, Professional Learning, Newsletter articles and publications
- Respectful relationships curriculum implemented, reviewed and further developed
- Respectful Relationships Student Working Party
- Added information to the Child Safety Emmlink tile accessed by students

Child Safe Standard 4: Family Engagement

- Child Safety tile on Emmlink dashboard with additional resources
- Ensure the Child Safety and Wellbeing Policy and the Engaging Families in Child Safety Policy are available on the school website
- Create a welcoming environment at school reception so community members and families feel respected, included and safe to come onto school grounds
- Provide frequent opportunities for parents and carers to engage with staff to discuss their children's experiences at school
- When needed, organise interpreters and/or translations to engage families from non-English speaking backgrounds in conversations about the school's child safety strategies

Child Safe Standard 5: Diversity and Equity

- Recurring agenda items - creating a child-safe culture
- Development of diverse support strategies for varied responses
- Promote the Child Safety and Wellbeing Policy to students in a student-friendly language
- Develop and promote the 'Community Care' tab for all students
- Communicate that discrimination and bullying are not tolerated – if incidents of bullying or discrimination occur, address the incident in line with the Anti-bullying Policy (including cyber bullying)

Child Safe Standard 6: Suitable staff and volunteers

- Provide all job applicants with the school's Child Safety and Wellbeing Policy, Child Safety Code of Conduct and links to child safety resources
- Appropriate background checks and cross-referencing of registration and qualifications
- Mandatory reporting modules for all support staff

Child Safe Standard 7: Complaints Process

- Accessible processes available on both internal and external platforms
- Formalise the procedures for responding to complaints or concerns relating to child abuse
- Continue to develop the pastoral teachers' and teachers' role to encourage students to raise concerns with a trusted adult if anything makes them feel uncomfortable or unsafe

Child Safe Standard 8: Child safety knowledge, skills and awareness

- Developing visitor guidelines, including protocols for contractors and visitors on site
- Mandatory reporting modules for all support staff and other staff in contact with students
- Burwood and Vermont South have a consistent approach
- Induction policy and procedure updated

Child Safe Standard 9: Child safety in physical and online environments

- Review the Responsible Use of Technology Policy (ICT)
- Provide clear links on the College website and EmmLink to e-Safety Commissioner
- Published how to report a concern
- Child safety articles in the newsletter

Child Safe Standard 10: Review of Child Safety Practices

- Ongoing review of policies and practices through educative sessions in a contextualised, age-appropriate approach
- Any new policies are contextualised and communicated to relevant parties

Child Safe Standard 11: Implementation of Child Safety Practices

- Ensure that all the child safety and wellbeing policies, procedures and practices related to the Child Safe Standards and Ministerial Order No. 1359 are effectively implemented and continue to be reviewed
- Review processes that ensure policies, procedures and any statements associated with child safety and wellbeing are understood and implemented by all relevant staff and volunteers
- Provide students, families, staff and volunteers with opportunities for regular input into policies, procedures, practices and risk strategies related to child safety and wellbeing



Leadership

GOALS & INTENDED OUTCOMES

Goals:

- The school has documented plans, structures, practices and processes to support the delivery of a high-quality curriculum
- To streamline cohesive communication with all stakeholders

Intended Outcomes:

- To enhance opportunities for consultation and collaboration in decision-making
- To review and update the College Risk Management framework
- Community awareness of College Policies and Procedures
- To engage the community in the development of a new College Master Plan

ACHIEVEMENTS

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 continued to require a flexible and adaptive approach to leading the College following two interrupted years due to the Covid-19 pandemic. There were some Covid-19 restrictions at the start of 2022, so some key events were postponed and re-scheduled, rather than cancelling completely. Fortunately, the restrictions eased and many of the traditional events and programs returned to their usual format. There was an optimistic feel within the school community.

It was an appropriate time for the Leadership Team to work with staff in reviewing the past two years to determine what we have learned and what has improved. New practices such as Parent Student Teacher Conferences remain online using the Microsoft Teams platform. There was strong parent support to retain the online format because it was convenient for families.

The teacher professional learning focused on High Impact Teaching Strategies (HITS) where all learning areas evaluated their pedagogical approaches and implemented HITS.

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 continue to be streamlined.

The Alumni tutoring program continues to offer one-to-one support to students, online and in-person, at no cost to parents.

The construction of the Marian Centre for Music and Digital Media was completed at the end of the year, ready for use in 2023.

The College entered a thorough consultation process to develop a new Master Plan. Focus groups with students, parents, staff and the Advisory Council happened early in the year. A drafted Master Plan was presented to all stakeholders with very positive and constructive feedback.

The appointment of the Risk and Compliance Officer was instrumental in reviewing and updating the College Risk Management procedures and processes. All College Policies were updated to align with the Melbourne Archdiocese Catholic Schools policies, templates and guidance. A communication strategy was developed to ensure the school community had access to the policies as required. All parents and students signed the updated Code of Conduct.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2022

Teachers and support staff engaged in a variety of professional learning programs, workshops, conferences, and training. For example, subject-specific conferences, National Teacher 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 Risk Management training, Mandatory reporting modules, First aid, Anaphylaxis and Asthma training, professional supervision and coaching.

Number of teachers who participated in PL in 2022	113
Average expenditure per teacher for PL	\$928

TEACHER SATISFACTION

Emmaus College participated in the MACS School Improvement Surveys in 2022. 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

Staff safety and psychological safety

Collaboration in teams - how well teachers work together in teams to improve teaching and learning

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 particular dimensions of Catholic identity in school life.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	87.6%
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ALL STAFF RETENTION RATE

Staff Retention Rate	77.0%
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TEACHER QUALIFICATIONS	
Doctorate	2.4%
Masters	33.1%
Graduate	36.3%
Graduate Certificate	4.8%
Bachelor Degree	85.5%
Advanced Diploma	8.9%
No Qualifications Listed	5.6%

STAFF COMPOSITION	
Principal Class (Headcount)	6.0
Teaching Staff (Headcount)	128.0
Teaching Staff (FTE)	114.1
Non-Teaching Staff (Headcount)	77.0
Non-Teaching Staff (FTE)	62.4
Indigenous Teaching Staff (Headcount)	0.0



Community Engagement

GOALS & INTENDED OUTCOMES

Goal:

- To develop greater inclusiveness among all Emmaus stakeholders

Intended Outcomes:

- That the home, school and parish partnership is strengthened

ACHIEVEMENTS

After two years of false starts, no starts and altered or cancelled schedules, we looked forward to 2022 being a more settled year. Apart from a delayed start to camps and College events in Term 1, 2022 saw all students and staff attend on-site all year as well as scheduled community events take place.

Year 7 students started well on their journey into secondary school but due to lingering Covid-19 concerns and guidelines, Year 12 students were not able to attend their retreat. The Year 7 Orientation camp was also postponed until the last week of term but, to assist our newer students with their transition, two fun-filled activity days were organised at Funfields Whittlesea and Werribee Open Range Zoo. These events enabled our Year 7 students to get to know each other and their teachers better and have a lot of fun doing so. On these days, many new 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. Chavoin was the successful House on this day.

The Opening School Mass, having been delayed until March, was a beautiful gathering celebrating belonging to the Emmaus Community in our year of knowing Christ through Hope. Our student leaders were invested with their badges of office, and we also acknowledged our top achievers from 2021. Parent Student Teacher Conferences continued online in April and August and were again embraced by parents and staff as rich sources of conversation about each child's learning and progress.

The rescheduled Debutante Balls from 2021, which was the second time in consecutive years we made these possible for our Year 12 students, were held with wonderful community spirit in May. Both balls were lovely evenings of connection and enjoyment for our students, families and staff.

Staff meetings and Professional Learning afternoons were held in person, but learnings from Covid-19 lockdowns also saw staff continue to connect as needed on Microsoft Teams on a regular basis, mainly when staff were on both campuses. School Advisory Council meetings were held once or twice a term on site, and members of the community who were looking at enrolling their child at Emmaus had regular opportunities to tour the Vermont South Campus under the guidance of our excellent student leaders, thus making informed choices in regard to enrolments due in August. Subject excursions and incursions proceeded all year, which were warmly embraced by students and staff to facilitate all meaningful out-of-classroom learning.

The rescheduled Central Australia trip from 2021 occurred in the Term 2 holidays. 114 students and 13 staff enjoyed eight wonderful days in the centre of our nation, exploring and immersing themselves in history and culture. It was a great opportunity to see the sights of the Red Centre and an immense privilege to also spend time in the Lilla Indigenous community. Everyone who attended would agree that memories made will last for a long time.

Student Leaders attended the schools' service at the Shrine of Remembrance in early April as ANZAC Day occurred during the school holidays. Remembrance Day proceeded on site, as did the long-awaited Emmaus Day. Great excitement greeted the first Emmaus Day for students in Years 7 to 9, with previous years being remote. There was fantastic student participation, and events were facilitated by student committees. Food stalls were well supported, Year 11 students were successful

in both Sheely Challenge games and a wide range of talent was displayed in the annual "Emmaus Has Talent" competition. A great day was had by all.

Year 8 students participated in the Canberra tours this year, which greatly supplemented their classroom Civics education. Year 9 students also were able to spend the last week of October on their Discovery camps which are a fantastic opportunity for connection with peers but also to experience a week of adventure which for many were activities outside their comfort zone. This year also saw the first Discovery Camp to Katherine in the Northern Territory. 18 students and 4 staff connected with an indigenous community and experienced the culture of their hosts. An outstanding addition to the Discovery program.

Our school community gathered to celebrate our Year 12 students at their Graduation Mass and Ceremony in mid-October. It was a beautiful night where each student was acknowledged, and prayers of support, encouragement, and thanks were offered for the class of 2022.

The 2022 Presentation Night was held in the Tony Frizza stadium 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 was a very positive feature of 2022 building on the successes of 2021.

Throughout the course of the year, a strong online presence was maintained through our social media platforms. Our College Principal discussed different items and events as they occurred, which is a fabulous way to maintain the connection with all members of our Emmaus community.

Throughout 2022, our lives slowly returned to "normal", and, as a College and a community, we continued to connect and support each other. We reflected on and celebrated what we had achieved, and the strength and resilience of our community were always on display. 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 and school documents
- Increased attendance for the ninth year at the Parents & Friends Family Fun Day
- Increased communication of events to parents via Emmlink notifications as the preferred platform
- 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 (student leader attendance at the Shrine this year) and Remembrance Day Service on site
- Opening School Mass and End of Semester Masses
- Whole School assemblies
- Emmaus Day Celebration on site
- Remote Subject Selection Process and Subject Information

- Availability of Career Interviews for all students and parents via MS Teams and in person
- Increased visibility and promotion of Emmaus Alumni through our social media platforms
- Online bookings of scheduled school tours through our College website and conducted on-site by College Student Leaders
- Year 7 2023 Transition Day in December
- Year 7 Orientation Camp
- Year 8 Canberra Tours (May & August)
- Year 9 Discovery Camps
- Parent Student Teacher Conferences via Microsoft Teams
- Subject Selection 2023 Evening via interactive EmmLink
- Year 12 Celebration Day
- Year 12 Graduation Mass and Ceremony
- Years 8 to 12 2023 Head Start
- Presentation Night Years 7 – 11
- Music Soirées and concerts
- Year 7 Drama Nights

PARENT SATISFACTION

The following areas were identified positively by parents in the MACS School Improvement Surveys in 2022

- Additional features and expanded use of the College website and Emmlink
- School fit - families' perception of how well the school matches their child's developmental needs
- 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

