



2023 ANNUAL REPORT

TO THE SCHOOL COMMUNITY

Emmaus College
Vermont South

Table of Contents

Contact Details.....3

Principal’s Attestation.....3

About this Report.....4

Governing Authority Report.....4

Our College Vision.....5

College Overview.....6

Principal’s Report.....8

Education in Faith.....10

Learning & Teaching.....13

Student Wellbeing.....17

Leadership.....22

Community Engagement.....25

Financial Performance.....27



Contact Details

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

Principal's Attestation

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

- The minimum standards and other requirements for school registration and school boarding premises (if applicable) as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2017 (Vic).
- *Australian Government accountability requirements related to the 2023 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2023 (Cth).*
- The Child Safe Standards as prescribed in Ministerial Order 1359 – Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises.

13/05/2024

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



About this Report

Emmaus College is registered by the Victorian Registration and Qualifications Authority (VRQA). The Annual Report to the School Community (ARSC), provides parents and the wider community with information about the school's activities and achievements throughout the year including information about various aspects of school performance. The Report is supplementary to other forms of regular communication to the school community regarding initiatives, activities and programs which support the learning and wellbeing of its students. Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can also be obtained from the [My School website](#).

Governing Authority Report

When Melbourne Archdiocese Catholic Schools (MACS) launched our inaugural strategic plan MACS 2030: Forming Lives to Enrich the World just over a year ago, I spoke about the need for our whole organisation to reflect on the biggest challenges that confront us, and to work at speed to find practical, ambitious, student-centred solutions.

As a relatively new governing authority, 2023 set us on the path to achieving our first goals, as we focussed our efforts on building strong foundations for success. The four pillars of MACS 2030 – Inspired by Faith; Flourishing Learners; Enabled Leaders; and Enriched Communities - serve to guide our work on how we achieve our strategic intent.

When we surveyed our teachers in late 2022, over 80 per cent told us that they want access to quality teaching and assessment resources. So in January 2023, we secured a system- wide licence for MACS primary and secondary schools to access the Progressive Achievement Test (PAT) assessment suite. The inclusion of the Social and Emotional Wellbeing Survey allows schools to monitor the wellbeing of their students and target resourcing to specific areas of need. Together, these tools provide a coherent and systematic approach to student assessment.

In partnership with Ochre Education, we began work on F-6 Mathematics curriculum resources, being developed in a phased approach over three years, and delivered the first tranche for F-2. A key consideration in developing the materials is ensuring teachers retain autonomy to tailor curriculum implementation to meet the individual and local needs of students.

This is an exciting development for our MACS community, clearly demonstrating the commitment we all share to delivering the best possible education opportunities for our 120,000 students and supporting our 10,000 classroom teachers to be the very best that they can be.

Archbishop Peter commissioned a comprehensive review of Religious Education curriculum, the first in over a decade. It offers us some challenges, but fundamentally is a hope-filled report that invites a path of ongoing work to develop a new RE curriculum for all Catholic schools. We continued Working Together in Mission with Parish Priests throughout the Archdiocese, including through regular roundtable discussions.

Across greater Melbourne, one in five students attend a Catholic school and 2023 saw steady growth in enrolments across our system, demonstrating the value families place on a Catholic education and the high quality, holistic education MACS schools provide.

As a system of schools, we can be better together, reducing the administrative load on our schools and freeing our teachers and principals to focus on what they do best.

I would like to pay tribute to our MACS school and office colleagues who have worked so hard to achieve our goals. 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

Dr Edward Simons
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. The College 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 five Cs of Critical Thinking Skills, Communication, Collaboration, Curiosity 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, parents 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



Principal's Report

Our College theme for 2023 is 'To Know Christ through Wisdom.' Following our theme of hope last year, wisdom provides a pathway to hope. Wisdom is about deepening knowledge, compassion, respect and intellect. At Emmaus, we strive to assist our students in developing a deeper understanding of their learning journey and inspire a sense of purpose in each and every one of them. We want them to have continued hope and optimism in their abilities, drive and passion for life. We want them to see they can positively impact this school community, the wider community and the world.

What has knowing Christ through wisdom meant for us this year? It has given us a sense of anticipation, an opportunity for deep listening and a desire to search for understanding, independence, aspiration and purpose. We explored our faith at a deeper level, where wisdom, as described in Scripture, provides a framework for a good and honest life. These have all been important messages for us in 2023. The story of the Road to Emmaus, from the Gospel of Luke, and for which our school is named, is a story that inspires wisdom. Jesus appears to the two walking along the road, listening deeply to their concerns and anguish, imparting much wisdom as they come to see Christ and know that Christ is with them always. At Emmaus, we provide students with a learning environment that promotes a discerning mind and the wisdom to know the difference between the superficial and fluff, and the authentic and genuine.

Our College Captains, Harrison and Alannah, have been instrumental in bringing our College theme to life this year. Their assembly addresses have provided wise counsel and insightful advice. They live and breathe the values of Emmaus College and have inspired our students through Wisdom, role modelling the attributes of an Emmaus student.

We were delighted to open our Marian Centre for Music and Media Studies at the start of the 2023 school year. The Opening and Blessing ceremony was extra special and I am grateful to the many students who were involved in the ceremony. Our dancers, readers, singers and musicians shared their gifts and talents to make this occasion very special indeed. I am grateful to all the special guests, parents and families who attended this unique and special occasion. We were honoured that the Very Reverend Mark Reynolds, Episcopal Vicar of Catholic Schools, accepted our invitation to bless and open the Marian Centre.

Very Rev Mark Reynolds: "It is a great honour and privilege to officially open the Marian Centre. May this building be a place of music, performance, media studies, film, vibrancy, engagement, learning and faith. May those who enter these doors always see education and the arts as a gift and privilege and an opportunity to be a transformative presence in the world, and just like Jesus' mother, Mary, ready and willing to say yes to God. I officially open this wonderful building - the Marian Centre on this day 30 March 2023."

On 8 March, we were delighted to host our second International Women's Day breakfast. We were thrilled to have an Emmaus Alumna as guest speaker, the Hon. Gabrielle Williams MP. Gabrielle is Minister for Government Services, Consumer Affairs and Public and Active Transport. It was fabulous to see many mothers, fathers, and grandparents in attendance with their daughters and sons. Two-hundred people attended and we hope to continue to build upon this number in the future. The issue of gender equality, the theme of International Women's Day, can only be achieved when both males and females tackle the issues together; therefore, our coeducational school is ideally placed to educate and empower our young people to embrace equity and justice.

Our guest speaker challenged the many stereotypes and expectations of our current society, particularly when it comes to inequity in the workforce and parliament. I hope that all students who graduate from Emmaus College have the courage and confidence to explore their passions, interests and dreams and not have to face any prejudice or bias in our world. Sadly, for many women and men, a world without prejudice and bias is not a reality as yet. Unless we name and address these issues, we will never make the changes that should be made to our society and world. Fortunately, our students have many wonderful role models who have broken the glass ceiling and shown what is possible. The Hon. Gabrielle Williams MP is one of those people. The students at Emmaus College are our future and so I am sure this International Women's Day breakfast inspired them with a wonderful message that gender inequality is not acceptable and they have every right to pursue a future that is fair, just

and equitable, not just for themselves but for the good of all. I congratulate Alannah and Harrison, our College Captains, for hosting this event and sharing their insightful reflections. I also extend my thanks to our Vice Captains, Bethany and Noah, and our Senior Student Council who arrived very early to assist with the set-up.

Each year, the College supports the work of Caritas Australia via Project Compassion, and this is a very concrete way we can be Easter people and bring good news to those in most need. Given the success of the 'Ks for Caritas' fundraising event last year, our students were keen to do it again, and what a lunchtime event it turned out to be, bigger and better than last year. Our school community rallied once again to raise a significant amount of money, over \$10,000 for Caritas Australia.

House identity and House spirit are integral elements of the Emmaus College community and this has been evident during our House Feast Day celebrations this year. Our House Captains led by welcoming all members to the liturgy and House celebration, delivering very inspiring speeches. The liturgy focused on the life of the House patron and the social justice action the students in the House are encouraged to understand and embrace. This year, we welcomed parents who are alumni of each of the Houses at Emmaus. Students in the House were presented with the Alumni badge. Each of the four Houses has between 50 and 80 parents who are alumni of the College.

Emmaus Day is always a highlight of the year! This year's program included a whole school Eucharist, carnival rides, trivia, the Emmaus-ing Race, the Sheely AFL Challenge, House Soccer games, lots of food stalls, a social justice stand and our annual Emmaus Has Talent competition. The Emmaus Day Eucharistic Celebration invites us into the rich traditions and deep faith of this Emmaus College community and we were pleased to welcome back again from retirement Fr. Julian Langridge to lead our celebration of the Eucharist. The experience of Emmaus Day is explored further in this Annual.

We have had a fantastic 2023 school year with many highlights, achievements and learning experiences. I'd like to extend my sincere thanks to everyone in our Emmaus College community who has supported the College in small and large ways this year. The Emmaus community is very special indeed. I feel blessed to work with very talented, dedicated and inspiring staff, and honoured to lead this school community.

With every blessing

Karen Jebb
Principal



Education in Faith

GOALS & INTENDED OUTCOMES

Goals

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

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
- Staff, students and parents actively engage in opportunities to encounter the sacred and celebrate the mystery of Christ, and consider this to be an important part of the life of a Catholic school community
- The school nurtures discipleship in the context of the community, creating opportunities for all to take action and act for the common good in the world.

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 2023 student leaders selected the theme 'Wisdom' - 'To Know Christ Through Wisdom.'

As we journeyed throughout 2023 together, our theme of knowing Christ through Wisdom encouraged us to tune into the words and example of Jesus and consider how his wisdom could guide us on our collective and individual pathways. Our symbols for the year were a collection of books that represented the many kinds of wisdom that can be shared through stories, studies and our sacred text, The Bible.

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 Pedagogy of Encounter Model provided many rich learning opportunities across all stages of learning.

The use of an Inquiry Learning approach in various areas of the curriculum framed aspects of the Years 7 to 9 landscape, with learning focused on seeking knowledge, information, or truth through questioning, research, learning skills, thinking critically and creatively.

The 2023 senior RE pathway maximised 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 the Gospel of Mark, Laudato Si, 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
- Year 12s participated in a 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

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 12s began 2023 together on a three-day retreat at PGL Campaspe Downs campsite. This retreat program provided an integral opportunity for students to step back from the normal routine and rigours of daily life, a time to make space for aspects of life and spirit that are often overlooked. It gave each individual the opportunity to disengage from the world's rhythm for a while and explore the world of relationships and the sacred.

The Year 10 Religious Education program included two reflection days that were 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. The first program was facilitated by The Gen Bryant Band and included an inspiring talk by Rose from Christmas on the Streets (COTS). The second program was run by the Passionist Youth Team from Queensland who engaged the year level in a day focused on relationships and being the best version of ourselves.

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. The final network day and presentation evening were both hosted by Emmaus College, and students, parents and teachers from across the Eastern network came together to celebrate the year.

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

Staff Professional Learning

Throughout 2023, 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.

- Over 92% of teaching staff participated in 5+ hours of inhouse Catholic Identity Professional Learning throughout the year, with a total of 8.5 PL hours offered
- A number of staff took advantage of workshops facilitated by external providers including Garratt Publishing and the Catholic Theological College

The in-house professional learning program included:

- 2023 Emmaus Catholic Identity Conference: this one-day program focused on the theme of synodality, and we were joined by Emeritus Professor John Warhurst from the Australian National University who was our keynote speaker
- To Know Christ Through Wisdom: A prayerful and scriptural exploration of the college theme
- Whole Staff Prayer PL: In line with the Annual Action Plan, this workshop inspired and empowered staff and faculties to lead prayer throughout the year for all staff meetings
- The Christmas Story: An interactive and engaging series of workshops that explore the Christmas story through scripture, art, history and relationships

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 organizations who advocate for, and support, those most vulnerable in our world.

This year, the college continued its commitment to 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 are leading the journey together to ecological conversion for the good of generations to come.



VALUE ADDED

Outreach and Social Justice

Daily Prayer Opportunities:

- Daily morning prayers (provided on college bulletin)
- 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:

- 2023 Year 12 & Staff Eucharist
- 2023 Opening School Eucharist
- Ash Wednesday Prayer Service
- Holy Thursday Liturgy
- 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 Mass of Thanksgiving
- Year 9 Mass of Thanksgiving
- Month of Remembrance Liturgy
- Year 7 – 9 Christmas Liturgy
- Staff End of Year Eucharist

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 2023 including:

- Tłusty Czwartek (Polish Donut Day) for Project Compassion – Caritas Australia (Term One)
- K's 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)
- Crazy Sock Day – Catholic Mission (Term Four)
- The Christmas Appeal – St Vincent De Paul (Term Four)



Learning & Teaching

GOALS & INTENDED OUTCOMES

Goal

- For teachers to maximise student engagement in learning through powerful teaching

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
- Teachers explicitly teach metacognitive and reflective strategies so that students can identify the next steps in their learning
- Teachers explore and implement innovative and creative ways to engage students in their learning
- To empower professional learning teams to implement evidence-based learning and teaching strategies and to share their findings
- To develop a reflective professional learning culture where peer feedback is utilised, embraced and valued

ACHIEVEMENTS

Embedding Formative Assessment

This year, the Emmaus teaching staff began their participation in a two-year professional development program titled Embedding Formative Assessment. The program written by Professor Dylan Wiliam and Siobhan Leahy is based on the premise that all teachers can improve their practice by developing their use of Assessment for Learning (AfL) through membership in a Teacher Learning Community (TLC).

We believe that this professional development opportunity provided an excellent opportunity for Emmaus teachers in their assessment for the learning journey. It presents educators with both the challenge and the support needed to embed formative assessment teaching practices consistently across our whole school.

So far, the teaching staff have participated in seven sessions, focusing on:

- Working collaboratively
- Clarifying and sharing learning intentions
- Finding out what students are learning during a lesson
- Providing feedback that moves learners forward
- Activating students as instructional resources for one another
- Developing hinge-point questions
- Making formative use of summative tests

All staff participated in Peer Observations, entering each other's classrooms over a four- week period, gaining targeted feedback on their practice. The professional learning occurred every four weeks, giving time between each session, for teachers to observe each other and trial one of the strategies covered in the previous session.

The assessment for learning approach aligns with the intended outcome of using student data and voice to maximize student learning outcomes. The professional development has allowed teachers to spend time focusing on ways to enhance student voice in the classroom through formative assessment, taking readings from students at multiple points in the lesson to gauge their understanding and make decisions about where to next. The strategies explored are examples of powerful teaching and will continue to form the basis of our instructional practice here at Emmaus.

Moving into 2024, staff will continue to spend time together in their TLCs unpacking the key elements of assessment for learning and work towards embedding these elements into their teaching practice.

We look forward to seeing the students benefit from this whole school approach to improving student learning outcomes via an evidence-based professional development program.

VCE Accountability

VCE Teacher meetings were a termly event in 2023, an initiative that built cohesion between staff, VCE procedures and created another forum to share best practices in teaching and learning. The Leadership Team, Director of Learning Outcomes and VCE Coordinator led the meetings. With the introduction of the Director of Learning Outcomes in 2023, we saw this as an opportunity to tighten the expectations around VCE SAC procedures and to closely monitor students at risk or performing below expected achievement levels.

We introduced the “Study Progress Notification” that was delivered to parents/carers to assist students in their studies and to ensure that concerns are dealt with quickly. Redemption sessions for students who received less than 40% in a SAC/SAT were held to ensure they were able to meet the outcome and consolidate their understanding. We consulted with VCE teachers to ensure that the VCE Handbook had clear procedures and that all staff and students knew of the expectations surrounding VCE.

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 were able to identify areas of focus for their final weeks of revision for their Unit 3 and 4 studies.

Examinations Re-sits

For the first time this year, students in Years 9-11 who demonstrated minimal effort in the Semester 2 academic examinations were required to attend an examination re-sit, to ensure they met the course requirements. We believe this initiative will assist in boosting student preparation and participation in the examinations and assist in discussions with families selecting the best pathway for their child.

Curriculum Planning

To round out the 2023 year, curriculum writing teams were formed in each Learning Area and two days were devoted to reviewing curriculum through the lens of maximising student engagement. Teams were productive and collaborated on unit overviews, assessments and lesson plans, ensuring all documentation is up-to-date and ready for the 2024 academic year.

STUDENT LEARNING OUTCOMES

2023 is the first year of a new NAPLAN scale; therefore, making comparisons to previous NAPLAN results is not possible. The new NAPLAN proficiency standards (four levels) are: Exceeding, Strong, Developing and Needs Additional Attention.

Year 7 NAPLAN results for 2023 indicated an average above state and national levels for all five domains: Reading, Grammar and Punctuation, Writing, Spelling and Numeracy. The strongest domain at Year 7 is Writing where the average is significantly higher than the state. Fewer than 9 students in each of the domains fall into the Needs Additional Support standard.

Year 9 NAPLAN results for 2023 indicated an average above state and national levels for four domains: Grammar and Punctuation, Writing, Spelling and Numeracy. The strongest domain at Year 9 is Writing where the average is significantly higher than the state. The Year 9 NAPLAN Reading domain is the same as the state average. Fewer than 11 students in each of the domains fall into the Needs Additional Support standard.

The College uses these results and other diagnostic testing to determine what additional support and extension our students need to improve their learning outcomes.



NAPLAN - Proportion of students meeting the proficient standards			
DOMAIN	YEAR LEVEL	MEAN SCALE SCORE	PROFICIENT
Grammar & Punctuation	Year 7	556	77%
	Year 9	564	65%
Numeracy	Year 7	557	80%
	Year 9	582	76%
Reading	Year 7	552	80%
	Year 9	578	70%
Spelling	Year 7	549	81%
	Year 9	577	83%
Writing	Year 7	563	80%
	Year 9	598	80%

* A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2023 due to participation not meeting these criteria or no students were assessed. Participants include students who were assessed, including non-attempt, or those exempted from the test.

SENIOR SECONDARY OUTCOMES	
VCE Median Score	30.0
VCE Completion Rate (includes VCE VM completions)	99.0%
VCAL Completion Rate	100%



POST-SCHOOL DESTINATIONS AS AT 2023	
Tertiary Study	*
TAFE/VET	*
Apprenticeship/Traineeship	*
Deferred	*
Employment	*
Other - The category of Other includes both students looking for work and those classed as Other	*

The On Track Year 12 completer survey 2023 is not available yet.



Student Wellbeing

GOALS & INTENDED OUTCOMES

Goals

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

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

This year our pastoral program, morning pastoral and pastoral lessons have proven instrumental in rebuilding and fostering relationships. Our Pastoral program has focused on cultivating students' social and emotional skills, strengthening connections among peers and with their teachers. There has also been a keen focus on cyber safety and online relationships. The foundational House structure has played a pivotal role in supporting student wellbeing, continuing to build robust ties between the school and families. The Year 10 Peer Support Program has successfully facilitated the integration of Year 7 students while fostering relationships with senior students, extending the program to classes throughout the year. During Terms 3 and 4, there was a targeted approach to promoting respectful relationships. This was in response to student voice and aimed at their current developmental stages. At Year 9, workshops and discussions took place with a focus on racism, misogyny, inclusivity and respectful interactions with others. Students had the opportunity to contribute to the sessions and consider the perspectives of others, allowing for meaningful and valuable learning. The collaboration with families continues to thrive through the Pastoral teacher, who serves as parents' primary point of contact. At Emmaus College, students and their families experience a profound sense of being recognised and valued, a cornerstone of our ethos.

The pastoral groups and the House system contribute to a sense of belonging in many ways. Students remain in their pastoral groups for two years in our middle school, and have a mixed pastoral group at Year 9 when on a separate campus, before returning to be in their senior pastoral group for the remaining three years of senior school.

The school offers a range of events such as House Athletics, Swimming and Cross Country to further build House spirit and comradery, keeping the House spirit strong and alive within our Houses. These whole school days are an opportunity for students to interact with each other and across year levels within their Houses to build a strong sense of belonging and connection. The broader House community fosters enduring connections and relationships between students and their families, and with the staff, particularly their pastoral teacher and House Leader who knows them well.

Our holistic approach to student wellbeing, anchored in the SEARCH Framework (Strengths, Emotional Management, Attention and Awareness, Relationships, Coping, Habits, and Goals), is continuously evolving. The Pastoral program, aligned with the pillars of the SEARCH Framework, explicitly imparts social and emotional skills, emphasizing the essential elements of these skills. Relationships form the bedrock of our pastoral program, with students identifying strengths in themselves and others throughout the academic year. Dedicated sessions and seminars for each year level underscore our commitment to friendships, mental and emotional health, and the development of interpersonal and coping skills.

STUDENT LEADERSHIP

Student leadership is a vibrant aspect of life at Emmaus College, with College Captains, Vice-Captains, House Captains, and Committee Captains actively shaping our community. The Middle School and Senior School Student Councils, along with six specialised student committees, provide avenues for leadership development. All student leaders from Years 8 to

12 complete a student leadership training day to build their leadership capacity while engaging with each other and planning initiatives for the year ahead. These leaders play a pivotal role in connecting with the student body, encouraging participation in school events, showcasing talents, and leading initiatives. Their impact is evident in their involvement in whole-school events, school tours, and representation of the College within the broader community.

The Student leaders had a big focus on getting students interacting, building relationships across year levels. Their goals were to include more students in their committee meetings, hosting open meetings, having their meeting notes available to students on Emmlink and working together to develop bigger initiatives. Having lunchtime sports and other opportunities for recreation and building friendships was a key goal this year. The senior student leaders hosted sports competitions during lunchtimes and created pastoral activities to reignite the 'Buddy program' which saw Year 12 students working with Year 7 students and Year 11 students with Year 8 students.

Our Student Wellbeing Committee contributed daily jokes and affirmations in the student bulletin and on all the screens around the College to create a positive start to the day and for pastoral groups to use them as a strategy to increase interactions and engagement during morning pastoral.

WELLBEING TEAMS

Our Wellbeing Teams, comprising House Leaders, Assistant Director Y9@E - Student Engagement, College Psychologists, College Nurse, representatives from our Learning Diversity team, Director of Students, Director Y9@E and Deputy Principal Students, convene regularly to develop strategies and actions tailored to meet the diverse individual needs of our students.

House Leaders have regular meetings with pastoral teams at all levels to discuss consistent approaches, current initiatives and programs, and action student wellbeing across the school.

BEHAVIOUR MANAGEMENT AND SCHOOL ACTIVITIES

The reviewed Behaviour Management Policy was implemented this year, consolidating our approaches across both campuses in a clear and concise manner. These changes created consistency across the school to create a safe and equal learning environment for all students.

Our Head Start program at the end of the year supported students in building connections and relationships with teachers and peers prior to the 2024 school year. At Year 9, a two week transition program took place, allowing students the opportunity to familiarise themselves with their new campus and environment at Burwood. The Head Start program on both campuses was successful in supporting students to feel comfortable and settled in their new classes prior to the summer break.

In addition to being a learning environment, our College Library also functions as a space where students can connect with like-minded peers. Open from 8am to 4.30pm daily, the library runs a range of lunchtime activities, including Maker Space and Chess Club. Born out of student voice, varied lunchtime activities allow students the opportunity to build social connections and relationships with each other in a safe and supportive environment.

CHILD SAFE STANDARDS

At Emmaus College, ensuring the safety and wellbeing of our students has been a continuous and proactive effort. Regular reviews of our child-safe strategies have been conducted, with a steadfast commitment to placing child safety at the forefront of all our endeavours.

Since the updated Child Safe standards on July 1, 2022, the College has responded swiftly and decisively. The College Child Safety Committee, consisting of staff, teachers, parents and student

representatives, met regularly to review and continually update the implementation strategies and actions aligned with the eleven standards developed since the update governing child safety. Staff members were supported through additional professional learning sessions to familiarise them with the Child Safe Standards changes and reinforce their responsibilities. A parent working party was also developed to gather perspectives from a range of stakeholders.

Our policies related to child safety continue to be reviewed and updated. Practical actions, such as modifications to excursion and activity permissions, risk assessments, and the induction process for new staff and students, have been refined. All staff, including non-teaching staff and volunteers, completed the online Mandatory Reporting Learning Module. The College's recruitment processes incorporate a rigorous child safety screening process, detailed on our website.

VALUE ADDED

This year's calendar was full of events.

Emmaus College successfully organised various activities, including House Athletics Day, House Swimming Day, House Cross Country, and House Days for Chavoin, Colin, More, and Rice Houses. Other whole school events included K's for Caritas, Christmas Concert, International Womens' Day breakfast, Fathers' Day Breakfast, Year 9 Showcase plus many music events and assemblies throughout the year.

Our new Year 7 students are welcomed into our community with an Orientation Day in the prior year, before their first day on campus as the only students, allowing them time to get settled and get to know each other.

Family Fun Day is an annual event at the start of Term 1 that Year 7 students and their families are invited to participate in fun games and House activities to build a sense of community and House spirit.

Additionally, our diverse student programs, such as camps, excursions, and educational initiatives, continue to enrich the student's experiences and holistic development throughout the year.

- Increased use of Emmlink as the main form of communication across the College
- Greater interconnectivity with the College community through social media
- Operoo electronic permission slips, medical information and school documents
- Increased attendance for the tenth year at the Year 7 Parents & Friends Family Fun Day
- 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
- Opening School Mass and End of Semester Masses
- Whole School assemblies
- Emmaus Day
- Remote Subject Selection Process and Subject Information
- Availability of Career Interviews for all students and parents' vis MS Teams and in person
- Online bookings of scheduled school tours through our College website and conducted on-site by College Student Leaders
- Year 7 Transition Day in December
- Year 7 Orientation Camp

- Year 8 Canberra Tour
- Year 9 Discovery Camps
- Parent-Student-Teacher Conferences via MS Teams
- Subject Selection 2024 Evening via interactive Emmlink
- Year 12 Celebration Day
- Year 12 Graduation Mass and Ceremony
- Years 8 to 12 2024 Head Start
- Presentation Night Years 7 to 11
- Music Soirees
- Year 7 Drama Nights
- Year 7 and 8 Music Concerts
- Years 9 – 12 Drama, Dance and Theatre Studies performances

STUDENT SATISFACTION

The College conducts an annual survey of students to gain feedback about what is working well and where there is room for improvement. The results of the surveys are taken seriously.

In 2023, the students indicated the following areas of strength:

- rigorous expectations - their teachers hold them to high expectations
- school belonging - students feel they are valued members of the school community
- learning dispositions - students’ positive mindset about themselves as learners
- student safety - students feel physically and psychologically safe at school
- enabling safety - students believe they have quality support and feel connected, safe and respected safe and respected 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 notice if there will be an extended absence and this is acknowledged with a letter from the Principal. 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.

YEARS 9 - 12 STUDENT RETENTION RATE

Years 9 to 12 Student Retention Rate	92.3%
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AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y07	92.2%
Y08	90.8%
Y09	89.9%
Y10	89.7%
Overall average attendance	90.6%



LEADERSHIP

GOALS & INTENDED OUTCOMES

Goal

- The school has documented plans, structures, practices and processes to support the delivery of a high-quality curriculum

Intended Outcomes

- To enhance opportunities for consultation and collaboration in decision-making
- To review and update the College Risk Management framework

ACHIEVEMENTS

The College has implemented clear and detailed processes for Risk Management and completing Risk Assessments for all school activities, excursions and camps. The process is supported by our Risk and Compliance Officer, ensuring all calendared excursions, camps, and incursions have risk assessment meetings well in advance. A detailed Risk Assessment is completed using the template and all staff involved in the activity/event attend a briefing to ensure they understand their role in risk mitigation.

The OH&S Committee worked proactively to foster a safe work environment. Their focus was the Emergency Management Plan ensuring all stakeholders are aware of their responsibilities in an emergency. This included Emergency drills and Warden training throughout 2023. We practised a different drill each term, rehearsing a different event, bringing attention and familiarity to various situations the College may one day be in a situation of experiencing. After each emergency drill, a review was undertaken and improvement implemented and documented.

In 2023 the College further developed the Master Plan working with our architects Branch Studio and Orchard Design detailing the Stage One Projects. The progression of the Stage One projects has seen our concepts approved by stakeholders followed by our governing body MACS approval. The projects will be of significant benefit to resolving the traffic management concerns of safe and clear access for both pedestrians and vehicular within the College grounds. Stage One will also provide a new purpose-built Chapel in the centre of the site to highlight the importance of our faith-based identity. The redevelopment of the Administration building will replace where the current Maintenance sheds are at the front of the College making access for our parents and visitors an easier experience. This will then create space for an academic Student Hub to be in the centre of the campus providing updated learning spaces, beautiful surrounding gardens and outdoor classroom opportunities. The College is hoping to commence construction of the Stage One Projects in 2024.

The College continues to be environmentally responsible with our digitisation program of our records and archives. We have created a system to assist the administration of the College in converting physical analogue records to digital representations. Our new practice of a 'paper-light' workplace has reduced our waste and it benefits the environment using fewer natural resources.

Cyber Security continues to be a significant focus for the College, with numerous strategic approaches and technologies to protect both the edge and internal security. In addition, training and understanding of the risks are essential in the Emmaus cyber security landscape. In response to the ever-increasing risks, additional work was undertaken to protect data and evolve our response to disaster recovery planning.

The Marian Centre had its first year of usage in 2023, during which the multitude of technologies enabled students to engage with ensemble rehearsals and live performances, record in the studio, and create podcasts and film videos in the purpose-built green screen room.

Continued improvement works in the Tony Frizza Stadium allow the space to serve as a multipurpose venue with the addition of large LED screens, carpet tiles and various staging equipment. These works continue to enable the College to transform its most significant space into a live presentation and performance venue when required for larger gatherings.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2023

Teachers and support staff engaged in a variety of professional learning programs, workshops, conferences, and training. For example, subject-specific conferences, VCAA workshops and subject-specific curriculum days, 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. The College in-house professional learning program for 2023 was based on the work of Dylan Wiliam Assessment for Learning.

Number of teachers who participated in PL in 2023	106
Average expenditure per teacher for PL	\$1059.00

ACHIEVEMENTS

The College conducts an annual survey of teaching and support staff to gain feedback about what is working well and where there is room for improvement. The results of the surveys are taken seriously.

In 2023, the teaching staff indicated the following areas of strength:

- the quality of staff-leadership relationships
- staff safety at school
- psychological safety at school
- collaboration around an improvement strategy
- collaboration in teams
- support for teams
- collective efficacy
- catholic identity

TEACHER QUALIFICATIONS

Doctorate	0.9%
Masters	18.8%
Graduate	20.2%
Graduate Certificate	2.8%
Bachelor Degree	49.3%
Advanced Diploma	4.7%
No Qualifications Listed	3.3%

STAFF COMPOSITION	
Principal Class (Headcount)	6
Teaching Staff (Headcount)	131
Teaching Staff (FTE)	115.7
Non-Teaching Staff (Headcount)	80
Non-Teaching Staff (FTE)	71.0
Indigenous Teaching Staff (Headcount)	1



COMMUNITY ENGAGEMENT

GOALS & INTENDED OUTCOMES

Goal

- To streamline cohesive communication with all stakeholders

Intended Outcomes

- To support families to be proactively involved in the school community
- To build community awareness of College Policies and Procedures

ACHIEVEMENTS

When parents, students and staff are asked about the strengths of Emmaus College, one word that is always mentioned is “community”. For many years, Emmaus College has prided itself on the relationships it forms between all stakeholders – students, staff and parents – as well as our wider community. This strengthening of relations was again evident throughout 2023.

The start of the school year saw 260 Year 7 students and their families welcomed into the Emmaus College community. Many students also joined the College in Years 8 – 12. With students coming from over 60 primary schools, it was wonderful to see new friendships blossom from day one. Information Nights, both at the start of 2023, and in November the previous year, helped to prepare and orient families into the College. Parents met with their child’s pastoral teacher as they would be the primary contact for the first two years of a students Emmaus journey. Families also enjoyed a wonderful afternoon at the 2023 Year 7 Family Fun Day. Games, races, and healthy competition was the order of the day and Colin House were successful in winning the House trophy.

Year 7 students attended their Orientation Camp in mid-February at Rawson. The three-day two-night camp was filled with activities ranging from high ropes, climbing wall, kayaking on the Thomson River and an Amazing Race through the township of Walhalla. All activities were part of students cementing initial friendships and developing new ones as they participated in their House and Year Level community.

The Opening School Mass was a beautiful gathering celebrating our Emmaus Community in our year of Knowing Christ through Wisdom. At assemblies throughout February, our Student Leaders were invested with their badges of office and we also acknowledged our Top Achievers from 2022. Parent Student Teacher Conferences continued online in April and August. Parents and guardians again embraced the opportunity to connect with staff about their child’s learning and students were present as well for these rich and informative sources of feedback.

An area of the College that continues to go from strength to strength is student involvement in activities and events, both during the school day and outside College hours. All whole school assemblies are student-facilitated. The beautiful Easter Liturgy held at the end of Term One as well as our Semester Masses were student-led. Student Leaders guide our visitors around the College on school tours. These occasions provide regular opportunities to tour the Vermont South Campus thus making informed choices in regard to enrolments due in August. Many of our community comment on the excellent leadership and manner of our students on Open Day and whenever they are out and about in our extended community. Visitors often comment about the pride that they hear in our students’ voices and that they see in their manner and appearance for their College.

Staff meetings and Professional Learning afternoons provided staff learning opportunities but also focused on collegial connection throughout the year. Subject excursions and incursions for many classes proceeded all year which were warmly embraced by students and staff to facilitate all important out-of-classroom learning. School Advisory Council meetings were held regularly.

The Year 11 Debutante Balls were again a highlight of the year for our students. These two evenings are not just a chance for our young people to connect with each other as they prepare over many weeks with new dance routines, as they worked out their right foot from their left, but they are also wonderful community nights for our college. Mothers, fathers, siblings, many of whom are alumni of the College, uncles, aunts and grandparents attend these nights and celebrate our young women and men and our college. The Year 11 students do themselves, their families, and the College proud.

In September, fifteen Year 11 students and two staff enjoyed a World Challenge expedition to the North Island of New Zealand. The aim of the tour was enjoyment, challenge, and sustainability. Students were able to immerse themselves in local communities and work on restoring and enhancing their environments. Tours of Auckland and Rotorua were also much enjoyed by all. Opportunities such as these where students work on their own skills and talents, many at times in settings that put them outside their comfort zone, help build self confidence as well as connection with each other. A great new initiative.

Remembrance Day was a special day for all as we took time to focus on everyone in our immediate and extended community who have given of themselves for the benefit of us all.

Great excitement greeted Emmaus Day in September. There was fantastic student participation and events were facilitated by student committees. Food stalls were well supported, great competition between Year 11 and 12 students took place in both Sheely Challenge games and a wide range of talent was on display in the annual "Emmaus Has Talent" competition. The participation in the House Singing section of the competition was a definite highlight.

Year 8 students participated in the Canberra tours this year which greatly supplement their classroom Civics education. Year 9 students also were able to spend the last week of October on their Discovery camps which are a wonderful opportunity for connection with peers but also to experience a week of adventure which for many were activities they were experiencing for the first time. The second year of the Discovery camp to Katherine in the Northern Territory saw 18 students and 4 staff connecting with an indigenous community, experiencing the culture of their hosts.

The Year 12 Graduation Mass and Ceremony in mid-October is always a highlight of the school year. It was a beautiful night where each student was acknowledged and prayers of support, encouragement, and thanks we offered for the Class of 2023. The pride in the room of the achievement of our students as the culmination of their six-year journey on their own road at Emmaus was very special indeed.

Presentation Night in November saw our students who had excelled in the areas of achievement and/or effort be acknowledged in front of their families. These students had given their all throughout the year and the importance of celebrating academic success and personal achievement is the goal of our school and community. This night was a culmination in our support and guidance of all students in the Emmaus community to strive for excellence in all that they do.

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

Enhancements to Emmlink and connected applications continue to foster parent insights and connections to activities at the College. The addition of online group pages for camps and retreats, GeoSnapShot for permission-based photo sharing and Emmshop for online lunch orders and cashless purchases from the Emmaus cafés has enhanced the online experience for our community.

2023 saw the wisdom within the Emmaus community at the forefront of all that we strived to achieve. Our community supported the College with all events and the College continues to have a strong enrolment base moving into 2024. We each may have our own road on which we travel but our community shares their pride and gifts with each other as we travel together on the road at Emmaus.

PARENT SATISFACTION

The College conducts an annual survey of parents to gain feedback about what is working well and where there is room for improvement. The results of the surveys are taken seriously.

In 2023, the parents indicated the following areas of strength:

- School fit - families believe the school matches the needs of their children
- School climate - families positive perception of the social and learning climate of the school
- Student safety - families' positive perception of the physical and psychological safety of their children
- Communication - high quality of communication between school and families
- Catholic identity of the College

FINANCIAL PERFORMANCE

The school's financial performance information and a report of the financial activities of the school have 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.

For more detailed information regarding our school please visit our website at www.emmaus.vic.edu.au.

