



Melbourne Archdiocese
Catholic Schools

2024

Annual Report to the School Community



Emmaus College

503 Springvale Road, VERMONT SOUTH 3133

Principal: Karen Jebb

Web: www.emmaus.vic.edu.au

Registration: 1592, 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 2024 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.

Attested on 30 May 2025

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

Whether in classrooms or across communities, Melbourne Archdiocese Catholic Schools (MACS), took bold and ambitious steps this year to bring our MACS2030 Strategy: Forming Lives to Enrich the World, to life.

In 2024, MACS moved forward with purpose, transforming vision into action and progress into lasting impact. From aligning our teaching practices to enhancing our early years education, we took meaningful strides towards elevating learning experiences – and fostering excellence across our entire network.

In chartering our vision for 2030 and our pursuit of a world-leading Catholic education system, we made significant progress across the four strategic pillars beneath our Purpose and Vision.

Inspired by Faith, we advanced our multi-year program to lift the theological capabilities of all teachers to support the teaching of RE in MACS schools. Our bold ambition here is for all teachers to be accredited by 2026. We developed a new faith formation strategy and are in the process of developing resources to facilitate vastly improved formation for our teachers.

To continue developing our Flourishing Learners, we delivered our Vision for Instruction, leading the way in Victoria as the first education system of scale to unify teaching approaches across almost 300 schools to ensure every student benefits from high-impact, evidence-based teaching methods.

With nearly 100% of our educators engaged in professional learning programs to bring this vision to life, our approach is also resonating beyond our own system, providing a model for best practice that is informing educational discussions across the state.

The year also marked the establishment of MACS Early Years Education (MACSEYE) to bring Outside School Hours Care services to MACS schools and to establish early childhood education centres in new and existing MACS primary schools. MACSEYE is now providing OSHC services in 34 MACS schools, and is expanding to over 100 by the end of 2025. While change brings challenges, the progress MACSEYE has made in 2024 has been remarkable and we're confident it will have a profound impact on our communities.

Our principals and teachers continue to raise the bar across our schools and our work to support them as Enabled Leaders is ongoing. In the past year, we set to work re-imagining leadership and, in the process, strengthened our principal appointment process and introduced more flexible models of principalship.

We established a new MACS Code of Conduct that embodies our collective commitment to fostering a safe, respectful and nurturing culture across every school and office.

And lastly, but not least, we continue to find ways to strengthen our partnerships and create new and Enriched Communities that ultimately deliver an education that inspires young people to enrich the world with several new schools opening their doors in 2024. By adapting to shifting community needs, we are ensuring that high-quality MACS education remains accessible where it is needed most.

As we continue working towards our MACS2030 vision, we are deepening our understanding of what it means to be a truly connected Catholic education system – one where collaboration strengthens outcomes and a shared mission drives success.

Thank you to all our students, staff, families and community members for being part of our journey so far.

Yours sincerely,

Dr Edward Simons

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Vision and Mission

Our School Motto: To Know Christ

College 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

College 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 and Service

Graduate Qualities: Compassionate, Curious, Faith-filled, Independent, Resilient and 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

In keeping with a long-held tradition at the College, our student leaders, on their training day, assisted us in choosing the 2024 College theme. This year, our focus was, "To Know Christ through Growth". A school community should always be on a journey of growth; growth in knowledge, understanding, well-being, faith and learning; however, this word is more profound this year because Emmaus College will merge with Holy Saviour and St Timothy's Primary Schools to grow into a K to Year 12 school in 2025, so the 2024 school year was a journey in preparing for the growth of the College.

Growth implies someone has yet to reach their full potential and so we are all on a journey of growth. What does it mean to know Christ through growth? The best way to do this is to turn to the Gospels. Almost every parable told by Jesus in the Gospels is an opportunity for growth. Jesus spent his life teaching us about forgiveness, mercy, acceptance, justice and love. Everything is aimed at growing our understanding of God's grace and to know the message of Christ for us today,

I'd like to focus on one particular parable that demonstrates a strong image of growth from the Gospels that is found in John 15:1-18, Jesus the True Vine. John's gospel is very poetic and symbolic. It is written to inspire faith - that Jesus is the son of God. John's Gospel was written long after the other three synoptic gospels and therefore has figurative language and unique content.

"I am the true vine, and my Father is the vinegrower. He removes every branch in me that bears no fruit. Every branch that bears fruit he prunes to make it bear more fruit. You have already been cleansed by the word that I have spoken to you. Abide in me as I abide in you. Just as the branch cannot bear fruit by itself unless it abides in the vine, neither can you unless you abide in me. I am the vine, you are the branches. Those who abide in me and I in them bear much fruit, because apart from me you can do nothing. Whoever does not abide in me is thrown away like a branch and withers; such branches are gathered, thrown into the fire, and burned. If you abide in me, and my words abide in you, ask for whatever you wish, and it will be done for you. My Father is glorified by this, that you bear much fruit and become my disciples.

In this one lesson, Jesus talked about how grapes grow and compared it to how we should grow. In the story, Jesus is like the vine that gives the branches food, water and everything it needs to grow fruit. We are like the branches that grow out of the vine. When we're connected to Jesus, we'll produce fruit, too, namely love, joy, peace, patience, kindness, generosity, faithfulness, gentleness, and self-control. Whilst each of the verses symbolically expresses a deeper meaning, this overall message that we grow when we are connected to Jesus is a powerful one for our school community this year, when we aspire "To Know Christ

through Growth". As you explore this annual report, you will see many examples of growth and the development of a deeper faith in Jesus and what He seeks of us.

We began the school year on Monday, 29 January, where our Year 12 students joined staff for a commencement Eucharist before departing for their three-day retreat experience. It is a powerful way for our Year 12 students to begin the year, knowing that the staff at Emmaus is by their side as they embrace the challenges of the year ahead. The retreat program is designed to provide a strong and meaningful start to their final school year and by all accounts, they had a profound experience. It was a joy to be with them on this journey and to journey with them throughout the year.

There was much energy, a few nerves and lots of anticipation as the students began the school year. Our new Year 7 cohort was assisted by our Year 10 peer supporters, which was very special. Our youngest students embraced the challenge of their new school journey with enthusiasm and eagerness and this continued throughout the entire year.

Following the very successful 'Head Start' program at the end of last year, our Year 9 students settled into the Burwood campus quickly. We were thrilled to have so many Year 9 parents join us for the welcome BBQ and information night, supported by members of our Parents and Friends Committee. Many of these parents were students of Emmaus College when the Burwood Campus was for Year 11 and 12 students. The visit triggered many memories of their time at Emmaus College.

Our Opening School Eucharist was an inspiring occasion, where the whole community, including many parents, joined in prayer to give thanks to God for the start of the school year and launch our theme for 2024. The involvement, music and atmosphere were very special, and I could not think of a more beautiful way to gather the school community for the first time in 2024.

One of the major whole-school gatherings at the start of the year is the Investiture Assembly. In addition to our Senior School Student Council consisting of 19 Captains, appointed at the end of Term 3 last year, we inducted an additional 92 students as Emmaus student leaders. These students join one of the following student committees: Middle School Student Council, Peer Supporters Team or one of the Academic, Arts, Environment, FIRE Carrier, Liturgy, Social Justice and Wellbeing Committees. Student voice and agency are an important part of the College and we value the leadership that students bring to the College. They initiate many student activities and programs. They also raise awareness and support many social justice causes.

At the beginning of this year, we opened a new Food Technology Room at Vermont South, adding to the current Food Technology Room at the College and one at Burwood. Food Technology is a popular subject, so we wanted to maximise student choice and practical application by providing another learning space for this subject. We are thrilled with the outcome and it has been utilised fully throughout the school year, producing lots of delicious

food all year long. I extend my thanks and appreciation to Ms Sonya Slocombe, Director of Business Operations, for coordinating the building of this room, and utilising the expertise of our Property Team to build this facility in-house.

A couple of weeks before the end of Term 1, on 14 March, the announcement of an Emmaus College Junior School, Prep to Year 6, and an Early Learning Centre for three and four-year-old kindergarten for the start of the 2025 school year was made. It has been exceptionally well received and throughout the year, we have attracted enrolments that have resulted in over 100 students in the Junior school for the 2025 inaugural year. Students enrolled at St Timothy's and Holy Saviour Primary Schools this year will transfer to Emmaus College next year. We are thrilled with this new adventure for the College. 44 years ago, Emmaus College was formed through the amalgamation of two secondary schools, and now, Emmaus College makes its next formation with the amalgamation of two additional schools, offering a high-quality K to 12 Catholic School in the Vermont South, Vermont and Burwood areas. Emmaus College is honoured to be merging with these two small Catholic Primary schools to create a future education hub, where Emmaus College will offer an outstanding K to 12 education for families seeking Catholic education for their children from 3 years old to adulthood. We look forward to welcoming many new families to the Emmaus school community in 2025, with the Junior School at the Holy Saviour Campus, 765 Highbury Road, Vermont South.

We are proposing to utilise the St Timothy's Campus for our Year 9 program in the future. We are planning for the building of specialist classrooms, such as Science Laboratories, a Food Technology room, and Art and Technology rooms. The St Timothy's Campus facilities, which include an oval, will suit our Year 9 program very well. In the future, the Burwood Campus will be used to expand our vocational learning opportunities. We are investigating VET, trade training and vocational learning programs at this campus.

It has been a pleasure working with our College Captains, Miranda Liu and Sam Wain. They have been outstanding student leaders who have given so much to the College this year. Their commitment and dedication to all formal and student run events has been fabulous. They embody the Emmaus School Spirit and have been exceptional role models for the student community. I am also grateful to our College Vice Captains, Megan Clark and Cooper Dawson. They have extended their wonderful support to the College Captains and the Senior Student Council, and have led the Middle Student Council exceptionally well. Their commitment to all school events has been very much appreciated.

This year has been filled with many talented music, drama and dance concerts, outstanding sporting achievements, exceptional academic results, inspiring faith experiences and immense learning growth. We have witnessed the skills and talents of our students in many unique ways. Our College Production, *Funny Girl*, received rave reviews, awards and continues the excellence of our performing arts opportunities at Emmaus.

The year began with the aspiration "To know Christ through Growth", and it has been wonderful to see this theme come to life throughout the year. It was indeed a year of growth, and I congratulate all students for their achievements this year. I look forward to seeing these grow in the years ahead.

With every blessing

Ms Karen Jebb

Principal

Catholic Identity and Mission

Goals & Intended Outcomes

Goals

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

As we journeyed together throughout 2024, our theme, To Know Christ Through Growth, guided and inspired us to deepen our understanding of Jesus' teachings. His messages of humility, compassion, justice, and hope flourished within us, growing through our words, deeds, and actions.

The symbol for our year was a pot plant, one for each year level. This simple yet powerful reminder connected us not only to our personal and communal growth but also to the natural world, reinforcing our commitment to care for creation.

Religious Education Curriculum

Throughout the year, students were engaged in an enriching journey of inquiry, exploration, and understanding of the essential elements of the Christian faith through our comprehensive Religious Education curriculum. Our curriculum is designed to foster the pursuit of knowledge, truth, and understanding, through meaningful dialogue and opportunities to

engage with rich, recontextualised faith experiences. Students are encouraged to question, research, and develop skills in critical and creative thinking, as they seek to understand their faith and the world around them.

This year, students had numerous opportunities to deepen their understanding of the Catholic faith, its rich traditions, and its teachings on social justice. A significant addition to the Year 9 curriculum was a unit on the Holocaust. This unit challenged students to reflect deeply on themes of human suffering, injustice, and the importance of upholding human dignity.

A spirit of collegiality among staff was central to delivering the best learning outcomes for our students. Teachers consistently collaborated, shared expertise, and engaged in moderation to ensure the curriculum met high standards—both academically and spiritually. This collective effort enriched our educational programs and reinforced our commitment to nurturing faith, knowledge, and integrity in our students.

The 2024 senior RE pathway maximised student engagement and quality learning for our students:

Year 10 Students studies Religious Education in one Semester with the same time allocation as a VCE subject. The curriculum covered the Gospel of Mark, Laudato Si, and Conscience and Decision-making.

Year 11 students studied their choice of either Unit One Religion and Society or Texts and Traditions. Religion and Society explored the spiritual origins of religion and its role in society. Texts and Traditions examined the sociocultural, political, religious, and historical contexts of texts from the Old and New Testaments.

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.

Unit 3 & 4 Religion and Society was successfully delivered, resulting in outstanding VCE outcomes. Focusing on the role of religion in seeking meaning and purpose in life, as well as understanding the impact of challenge and change on both religion and society, students engaged in thoughtful, complex discussions and experienced profound moments of faith.

Retreats and Reflection Days

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

The Year 12s began 2024 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 featured two impactful reflection days, designed to inspire students to look beyond their own circumstances and make a meaningful difference in the world. Through faith-based workshops, students were encouraged to recognise the presence of God in everyday life, discovering the divine through art, nature, science, ethics and in their relationships with one another. The second Year 10 Reflection Day was led by the Passionist Youth Team, who guided the students in exploring the importance of relationships and striving to be the best version of themselves.

Our Year 9 students actively engaged with the Youth Mission Team during their reflection day, while Year 8 students were inspired by the Gen Bryant Team, whose message centered on using one's gifts and talents to contribute to a compassionate world. Although Year 7 students do not have an official Reflection Day, prayer and faith were seamlessly woven into their orientation and camp programs, providing opportunities for spiritual growth and reflection.

Staff Professional Learning

Throughout 2024, 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 87.5% of teaching staff participated in 5+ hours of in-house Catholic Identity Professional Learning throughout the year, with a total of 10 hours of professional learning offered.

A number of staff took advantage of workshops facilitated by external providers including Melbourne Archdiocese Catholic Schools (MACS) and Garratt Publishing.

Throughout the year, 25 staff members participated in various professional learning lectures offered through Catholic Theological College (online series).

The in-house professional learning program included:

2024 Emmaus Catholic Identity Conference: The college welcomed Dr. Ernesto Valiente from Boston College, who delivered keynotes on "Jesus' Identity and Mission" and "God's Revelation and Christian Faith." Participants also engaged in workshops exploring God's presence through music, art, nature, and scripture, fostering a deeper spiritual connection. This program was attended by all teaching and non-teaching staff at the college.

Respond Like Jesus: Reflecting on the example of Jesus in the scriptures to influence our response to challenges within and beyond the classroom.

Life in 1st Century Palestine: A lecture delivered by Clifford Samuel exploring life in 1st Century Palestine (at the time of Jesus) and covering topics related to Roman rule and oppression, the population and daily life, religious practices and beliefs about death and the afterlife.

The Climate Challenge & Laudato Si: During the Season of Creation, staff engaged in the history, influence and action platform of the 2015 papal encyclical, 'Laudato Si' and the implications and opportunities for the school community.

An Introduction to Ignatian Spirituality: Staff were introduced to the key principles of Ignatian Spirituality, explored ways to integrate Ignatian practices into daily life, and participated in a guided Lectio Divina session as a contemplative practice.

Exploring the Incarnation: Staff explored the Incarnation through Matthew, Luke, and John to deepen their personal faith. Through discussion, reflection, and Lectio Divina, they connected Scripture with their lives, nurturing a transformative understanding of God's love made visible in Jesus, the Word made flesh.

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 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.

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 2024, including:

- Tłusty Czwartek (Polish Doughnut Day) for Project Compassion – Caritas Australia (Term One)
- Ks for Caritas for Project Compassion (raising \$11K) – Caritas Australia (Term One)
- Laudato Si Week (Term Two)
- National Sorry Day Assembly and National Reconciliation Week (Term Two)
- Clean Up Emmaus Day (Term Two)
- National Refugee Week (Term Two)
- Indigenous Literacy Day and Book Drive (Term Three)
- Season of Creation (Term Three)
- Crazy Sock Day – Catholic Mission (Term Four)
- The Christmas Appeal – St Vincent De Paul (Term Four)

- House Feast Day – Edmund Rice Foundation (Rice), Australian Marist Solidarity (Colin), Opening the Doors Foundation (More), McAuley Community Services for Women (Chavoïn)

Value Added

Prayer and Liturgy Opportunities:

- Daily morning prayers (provided on college bulletin and 'Monday Slides')
- 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:

- Commencement Eucharist for Year 12 students with staff
- 2024 Opening School Eucharist
- Ash Wednesday Prayer Service
- Holy Thursday Liturgy
- House Feast Day Prayer Services
- End of Semester Whole School Eucharist
- Feast of the Assumption Eucharist
- Emmaus Day Eucharist
- October 7 'Global Day of Prayer' Service
- Year 12 Graduation Eucharist
- Year 7 & 8 Family Eucharist
- 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

Learning and 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
- To develop greater accountability and purpose for VCE students
- For teachers to explore innovative and creative structures and ways to engage students in their learning
- To embed the assessment and reporting of the Victorian Curriculum Capabilities across all year levels

Achievements

Embedding Formative Assessment

The Emmaus teachers engaged with the second year of the 2-year professional development program, Embedding Formative Assessment. The program, written by Professor Dylan William 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).

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

The majority of teaching staff have participated in the following sessions:

- 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

- Activating students as owners of their own learning
- Using success criteria well
- Using student feedback to improve our teaching
- Exploring the practice of others
- Giving students comments to move their learning forward
- Using student feedback to improve our teaching

Staff have participated in Peer Observations, entering each other's classrooms and gaining targeted feedback on their practice. Professional learning gave time between sessions for teachers to observe each other and try 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 maximise 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 go 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 2025, the Teacher Learning Community will take a further dimension, with the College creating Collaboration Teams where all staff can work together in groups based on the subjects they teach. These teams will collaborate regularly on all aspects of teaching, including planning, decision-making, and problem-solving, creating a base of pedagogical knowledge distributed among teachers.

We are excited to see the positive impact of this whole-school approach on student learning outcomes. Collaboration fosters change beyond individual classrooms, leading to overall school improvement. When educators enhance their skills through shared learning, all students benefit.

VCE Accountability Procedures

Scheduled VCE Teacher meetings continued in 2024 with a focus on sharing best practices and how we can improve student results, clarifying and enhancing VCE guidelines and procedures and fine-tuning of student/parent notifications.

Collaborating with the Director of Learning Outcomes, students at risk of performing below expected achievement levels were closely monitored. Additional career advice and counselling on their VCE pathway were provided to students. Notification was given to parents/carers if their child was underperforming. The college now has a clear procedure that involves a three-step process. Initially, a 'Study Progress Notification' is issued to assist students in their studies and to ensure that concerns are dealt with quickly. Secondly, a 'Redemption Task' for students who received less than 50% in a SAC/SAT is scheduled when they cannot meet the outcome and consolidate their understanding. Finally, notification to parents/carers occurs if a student cannot demonstrate a satisfactory understanding of the

key skills and knowledge encountered in a subject.

The VCE Handbook was revised to provide clear procedures and information, ensuring that staff, students and parents know the expectations related to VCE.

Year 12 students took part in practice exams during the September holidays in a face-to-face format, marking the first time in two years. Attendance was high, and students were able to pinpoint key areas to focus on during the final weeks of revision for their Unit 3 and 4 studies

Assessment and Reporting

The curriculum defines the knowledge and skills all students should acquire throughout their schooling. We are responsible for enabling students' progress along this continuum. The curriculum includes knowledge and skills, categorised by learning areas and capabilities, with the latter helping students develop values, dispositions, and self-efficacy to become successful learners.

In the latter half of 2024, a review of the assessment and reporting procedures was undertaken to ensure compliance and that our reporting procedures reflect both the academic progress and the unique aspects of our curriculum, helping parents/carers understand their child's development and learning outcomes.

Curriculum Planning

To conclude the year, curriculum writing teams were established in each Learning Area and Year Level, with two days dedicated to reviewing and planning the curriculum for 2024. During this time, teachers could explore innovative and creative approaches to engage students in their learning and design lessons that encourage critical thinking, collaboration and problem-solving, ensuring that students become active participants in their learning journey. The teams were highly productive, collaborating on unit overviews, assessments, and classroom activities and ensuring all documentation was up-to-date and prepared for the 2025 academic year.

Student Learning Outcomes

NAPLAN Results

The 2024 NAPLAN results for both Year 7 and Year 9 cohorts reflect overall strong achievement in key areas of literacy and numeracy, with the majority of students meeting or exceeding the proficient standard across the assessed domains.

The percentage of students meeting the proficient standard represents those who achieved results in the Strong or Exceeding proficiency bands. This means these students are demonstrating the knowledge and skills expected for their year level or higher.

In Year 7, results were particularly strong in Numeracy (86%), Writing (83%), and Spelling (83%), with slightly lower proficiency in Reading (79%) and Grammar and Punctuation (75%). These outcomes suggest that students are developing solid foundational skills, particularly in written expression and mathematical understanding.

The Year 9 cohort demonstrated solid results in Spelling (80%), Writing (79%), Reading (71%), and Numeracy (70%), with Grammar and Punctuation (60%) emerging as an area for further development. Grammar and Punctuation, identified as a relative area of challenge, is a key focus within the curriculum to strengthen students' understanding of language conventions alongside ongoing development in reading comprehension skills.

It is important to note that, with the introduction of the revised NAPLAN reporting scale, direct comparisons to previous years are no longer possible. The new scale better reflects whether students are meeting the expected proficiency for their year level.

STANDARDISED ASSESSMENT

Formative and summative assessment data is collected from all teachers in all subjects. The results are uploaded to EmmTrack to provide a comprehensive student achievement report for individual students, classes, year levels and the College. Teachers can track student achievement against their predicted score and identify those performing at, above or below expected. This approach is designed to engage students, teachers, and families in dialogue early on to ensure that the students' learning goals are clear and that growth is prioritised.

VCE

The total number of students who applied for and received an offer for further study in 2024 was 100%.

The types of Year 12 university courses (and numbers of students) that our graduating students have chosen from 2024 are:

- Health, Health Science, Nutrition (32)
- Business, Commerce, Marketing Public Relations (29)
- Engineering & Construction Management (20)
- Film, Music, Media & Communication (16)
- Science (16)
- Law & Criminology (10)
- Education (9)
- Psychology (9)

- Architecture, Design, Fashion (8)
- IT & Computer Science (7)
- Exercise and Sports Science (5)
- The Arts (3)

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 7	558	75%
	Year 9	565	60%
Numeracy	Year 7	567	86%
	Year 9	571	70%
Reading	Year 7	555	79%
	Year 9	574	71%
Spelling	Year 7	547	83%
	Year 9	571	80%
Writing	Year 7	575	83%
	Year 9	603	79%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2024 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	31
VCE Completion Rate	100%
VCE VM Completion Rate	97%
VPC Completion Rate	*

*Data not reported for 2024 due to insufficient data i.e. less than 4 student enrolments for VCE/VCE VM/VPC or none of the students in a school received study scores.

Post-School Destinations as at 2024	
Tertiary Study	74%
TAFE / VET	7%
Apprenticeship / Traineeship	6%
Deferred	0%
Employment	10%
Other - The category of Other includes both students Looking for Work and those classed as Other	2%

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 are 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, our morning pastoral and pastoral periods have proven instrumental in building and fostering relationships. Our Pastoral program has focused on cultivating students' social and emotional learning, strengthening connections among peers and with their teachers. There has also been a keen focus on cyber safety and online relationships across the Middle Years, including presentations to both students and parents from Victoria Police. The Year 10 Peer Support Program successfully facilitated the integration of Year 7 students while fostering relationships with senior students, extending the program to classes throughout the year. The attendance of these leaders during the Year 7 camps further supported the transition of the Year 7s into Emmaus and enhanced the leadership development of the Year 10 students. With the continued focus on student voice and agency, students across a range of year levels continued to seek new avenues to engage with the broader community on the importance of positive well-being coping strategies. This involved lunchtime activities, promotion of educational resources and engaging with the Psychology and Counselling Services to ensure messaging was accurate and consistent with the school's approach to wellbeing. This student involvement ensured that students would actively 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 on multiple levels—within the close-knit Pastoral Group, where students remain for two years in the middle years, have a mixed pastoral group at Year 9 while being on a separate campus, before returning to be in their senior pastoral group for the remaining three years of senior school. 2024 has seen an enhanced focus on developing the understanding and critical role that all Pastoral teachers play in supporting each student in their pastoral group. With a consistent message of 'connect then correct', highlighting the critical notion of the establishment of connection prior to the focus on engaging in conversation that supports positive change in behaviour.

The College offers a range of events such as House Athletics, Swimming, Cross Country, Emmaus Day and the inaugural Push Up Challenge to further build House spirit and camaraderie, keeping the House spirit strong and alive within our Houses. These whole school days allow 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 gets to know them well. 2024 also saw the implementation of lunchtime co-curricular clubs across both campuses. This catered to a wide variety of student interests and skills; all led by staff who could bring to life their passion in areas including LEGO, Textiles, Art Design, Fitness Group, Social Justice and Debating. Students enrolled in the club for the semester, showing their commitment to the program and were acknowledged for outstanding commitment and attendance.

Our SRC and Student Wellbeing Committee contributed significantly to the development of the Commendations @ Emmaus program, which was launched in Semester 2. This program ensures that the College recognises the behaviours of students that align with our College Values and are uploaded to their individual dashboards and to their parents.

The introduction of the STAR (Students at Risk) is a whole College approach, which ensures Emmaus College lives out the Mission and Values it promotes. The College implements STAR as an integral part of its best practice in identifying, planning and managing concerns from learning and pastoral dimensions.

STAR is aimed at providing early intervention with all students, specifically through the House Leader and Director of Students role. The House system allows for ongoing development of relationships between students, families and the College. The Pastoral teacher and House Leader are the staff members who see the students daily and build the day-to-day connection with the students, forming an overall picture of how each student is tracking both academically and pastorally.

The College implemented Year 7-8 STAR, Year 10-12 STAR and Year 9 STAR at Burwood.

STAR will consist of:

- Deputy Principal Students
- Director of Students
- Director of Learning Outcomes
- Director of Learning Diversity
- Learning Diversity Year Level Co-Ordinators
- Head of Psychology and Counselling Service
- Head of VCE (Specific to 10-12 STAR only)

Other roles, who may be invited to attend:

- Members of Leadership
- House Leaders
- Careers
- VET Co-Ordinator
- Psychology and Counselling Services Team Members

The chair of STAR is the Deputy Principal Students.

These roles are integral to ensure a comprehensive approach can be applied efficiently when identifying, planning and managing successful outcomes. They can provide their expertise and experience to ensure the support needed is matched to the right individual/s and, when appropriate, engage outside support as required according to the Child Safe Standards.

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 regularly meet pastoral teams at all levels to discuss consistent approaches, current initiatives and programs, and action student wellbeing interventions as required. These Teams are also integral in ensuring a consistent approach to delivering the Pastoral Program within the College. 2024 also led to the introduction of this model at Burwood, where both Assistant Directors, Y9@E, meet regularly with Pastoral teachers to ensure consistency across the College.

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.

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 Feast Day for Chavoin, Colin, More, and Rice Houses. Other whole school events included K's for Caritas, Emmaus Day, Christmas Concert, International Women's Day breakfast, Fathers' Day Breakfast, Year 9 Showcase, plus many music events and assemblies throughout the year. Our new Year 7 students were 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 all Year 7s and their families are invited to attend and 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 students' experiences and holistic development throughout the year.

Our Head Start program at the end of the year supported students in building connections and relationships with teachers and peers prior to the 2025 school year. At Year 9, a two-week transition program took place, allowing students to familiarise themselves with their new campus and environment at Burwood. The Head Start program on both campuses successfully supported students to feel comfortable and settled into their new classes before 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 8.00am 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.

Professional Development and Community Engagement

Staff professional learning in Term 3 focused on a variety of teacher-led sessions that focused on a deeper understanding of pertinent topics that impact the everyday lives of our students. Sessions were led by College Leaders and the Psychology and Counselling Services Team, which explored the learning impact of students with neurodiverse needs and the supporting strategies to assist them by the teacher in the class. A strong focus of all these sessions was the functional impact of the neurodiverse needs and the evidence-based approach to the science of learning. A parent forum focusing on e-Safety was delivered by members of the Victorian Police Force. It provided valuable insights into the reality of being a young person today, navigating the online world in which they live, how parents can support their child in this space and common signs of distress that their child may be showing if they

need support. The parents and staff who attended found the evening, and the resources made available, very useful and positive.

Child Safe Standards - Achievements

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 Safety 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

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 seven 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 focused on enhancing student interactions and building relationships across year levels. Their goals were to include more students in their committee meetings, promote their committee and engage more frequently with the Y9@E program and have multiple committees work together to develop more effective and education-based initiatives. The senior student leaders hosted sports competitions during lunchtimes with a formalised approach to these events, ensuring that crowds were in attendance and competition was done in a healthy and competitive manner.

- Opening School Mass and End of Semester Masses
- Easter and Christmas Liturgies
- Whole School Assemblies
- Emmaus Day
- College Production of "Funny Girl"
- Subject Selection Process and Subject Selection and Information Expo in July
- 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
- Reunions of the 1984, 1994, 2004 and 2014 Alumni at Vermont South
- Online bookings of scheduled school tours through our College website and conducted on-site by College Student Leaders
- Year 6 PAT Testing
- House Swimming Carnival
- House Athletics Carnival
- House Cross Country Carnival
- Year 7 Transition Day in December
- Year 7 Orientation Day in January
- Year 7 Parent Information Night
- Year 9 Parent Information Night
- Year 9 Investigations Parent Evening
- Year 9 Showcase
- Year 11 Debutante Balls
- Year 12 Formal
- Year 10 Social
- Year 7 Orientation Camp to Grantville in May
- Year 8 Canberra Tour in May
- Year 9 Discovery Camps in October
- Parent Student Teacher Conferences in April and August
- Subject Selection Expo 2025 Evening in the Tony Frizza Stadium
- Year 12 Celebration Day
- Year 12 Graduation Mass and Ceremony
- Years 8 – 12 2025 Head Start
- Presentation Night Years 7 – 11

- Senior and Middle Music Soirees
- Vocal, Instrumental and Percussion Ensembles
- Visual Arts Exhibition and Australian Music Concert
- Year 7 Drama Nights
- Year 7 and 8 Music Concerts
- Years 9 – 12 Drama, Dance and Theatre Studies performances
- Christmas Concert
- Years 11 and 12 Central Australia Tour
- German and Italian Student Exchanges

Student Satisfaction

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

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

Student Attendance

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

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

Years 9 - 12 Student Retention Rate	
Years 9 to 12 Student Retention Rate	84.81

Average Student Attendance Rate by Year Level	
Y07	91.2
Y08	89.6
Y09	89.4
Y10	88.5
Overall average attendance	90.5

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
- To engage the community in the development of a new College Masterplan

Achievements

In 2024, the College initiated several noteworthy projects.

We built a Lumination Learning Lab. This is an automated, multi-purpose, and immersive smart classroom designed to support students and teachers in achieving exceptional results through immersive learning. The Lab provides new ways for teachers to teach and students to learn. The equipment includes Virtual Reality headsets and 360-degree cameras.

The planning for Emmaus College to merge with two small Primary schools to become a K-12 College in 2025 was underway in 2024. This exciting project will offer a K to Year 12 Catholic College in the eastern suburbs. The following projects were started during 2024 to be ready for the 2025 school year:

- ELC and OSHC Refurbishment: The refurbishment at the former Holy Saviour Primary School Hall to be operational as an authorised facility by January 2025.
- Junior Campus Renovation: Renovations will upgrade seven classrooms, student toilets, and facilities, with a target completion by January 2025. This project also includes improvements to the boundary fences to ensure child safety compliance, as well as the rebranding through significant signage throughout to Emmaus College Junior Campus.
- Junior Campus Building Project: Funding from the State Government was secured for the upgrade of an open space area and four adjoining classrooms.
- MasterPlan Projects: The finalisation of MasterPlan projects on the Senior Campus and the submission of the Town Planning application for Stage 1 were progressed. The project includes plans for an Administration Building, Chapel, Civil Works, a Piazza, and landscaping.

- Year 9 Specialist Building: The concept and design for a new building for the Y9@E campus in Vermont, located at the former St Timothy's Primary School, commenced development.

In 2024, we continued to enhance our cybersecurity posture. In partnership with MACS, the College has:

- Adopted a combination of the NIST and Essential 8 Frameworks tailored to our specific context.
- Conducted cyber technology audits.
- Increased our capacity for monitoring and identifying threats.
- Improved endpoint protection.
- Implemented multifactor authentication and updated password complexity requirements.

Cybersecurity remains a continually evolving focus for the College and will remain a key agenda item in 2025.

Additionally, the Tony Frizza Stadium has undergone an upgrade to its audio system. This upgrade includes the installation of additional front-of-house speakers, subwoofers, delays, and smart controls. As a result, the overall sound quality and coverage of the stadium have significantly improved, making it more effective for presentations and performances. By leveraging network-based audio technology and industry-standard AV equipment, these systems now interact seamlessly across campuses and various areas within the College.

Data plays a crucial role in all organisations, and Emmaus is no exception. In 2024, we implemented better ways to view and analyse our numerous data sources effectively. These improvements aim to enhance learning insights, monitor student well-being, streamline processes, and equip teachers with the tools they need to better understand their students. Additionally, our efforts in maintaining and backing up data have strengthened our readiness for recovery.

Expenditure And Teacher Participation in Professional Learning	
List Professional Learning undertaken in 2024	
Teachers 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, 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 2024	124
Average expenditure per teacher for PL	\$1039.00

Teacher Satisfaction

Emmaus College participated in the MACS School Improvement Surveys in 2024. 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.

Teacher Qualifications	
Doctorate	1
Masters	51
Graduate	48
Graduate Certificate	7
Bachelor Degree	127
Advanced Diploma	10
No Qualifications Listed	10

Staff Composition	
Principal Class (Headcount)	5
Teaching Staff (Headcount)	144
Teaching Staff (FTE)	126.29
Non-Teaching Staff (Headcount)	90
Non-Teaching Staff (FTE)	73.75
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
- Continue to strengthen the home, school and parish partnership
- Create, document and embed sustainable practices within the Emmaus College community
- Streamline cohesive communication with all stakeholders

Achievements

Throughout the history of Emmaus College, the relationships that are formed between all stakeholders – students, staff and parents – has been a source of pride for all involved. In a year where the community has celebrated and lived our motto of “To Know Christ through Growth”, this strength of relationships and pride in our community has been at the forefront once again.

After successful Orientation programs at the end of 2023, we welcomed our new Year 7 students, as well as many students also joining Years 8 – 12, to our College community. Year 10 Peer Support students welcomed and supported our new Year 7 students as they started the journey, building peer relationships across year levels. With many students being the only student from their primary school and with over 60 primary schools providing education to our new students, the building of friendships and support structures as students start their secondary journey at Emmaus continues to be a strength of our orientation programs. Parents also attended information nights at both the end of 2023 and the start of 2024 and importantly had the opportunity to meet with their child's pastoral teacher and House Leader, as these staff play crucial roles in the start of our students' secondary journey. Fun was had by all at the annual Year 7 Family Fun Day, with Colin House again proving victorious.

Year 7 students attended their Orientation Camp in May at the new venue of Bayview Adventure Camp, Grantville. The three-day two-night camp was filled with activities ranging from high ropes, giant swing, canoeing, feeding farm animals and conservation awareness. All activities helped students cement initial friendships and develop new ones.

The Opening School Mass was a beautiful gathering celebrating our Emmaus Community in our year, "To Know Christ through Growth". At assemblies throughout February, our student leaders were invested with their badges of office and we also acknowledged our top achievers from 2023. Parent-Student-Teacher Conferences were held 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 and thus assist prospective families to make informed choices in regard to enrolments that were 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 for Emmaus College that they hear in our students' voices as well as what they see in their manner and appearance.

Staff meetings and Professional Learning afternoons provided staff learning but also focused on collegial connection throughout the year. Staff worked in small groups to complete the Assessment For Learning program developed by Dylan Wiliam. 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 once a term.

The Year 11 Debutante Balls were again a highlight of the year for our students. 66 couples took the opportunity to connect with each other as they prepared over many weeks with new dance routines and working out their right foot from their left. Importantly, the Year 11 Debutante Balls continue to be 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 the Term 2 holidays, 136 students and 14 staff journeyed to the centre of our beautiful country. This trip has been a feature of Emmaus College for nearly 30 years, being held every two years to provide an opportunity for Year 11 and 12 students to be part of this adventure during their senior years. Visits to Uluru, Kings Canyon, Alice Springs, MacDonnell Ranges and Coober Pedy were again highlights. The common feature of all Central Australia trips is the strengthening of relationships and the sharing of amazing once in a lifetime experiences. The students' representation of Emmaus College was outstanding and the 2024

Central Australia trip will firmly be embedded in the memories of all who were able to take part. It was an amazing community experience.

ANZAC Day and Remembrance Day were special days for all as we took time to focus on everyone in our immediate and extended community who has given of themselves for the benefit of us all.

Emmaus Day was celebrated in late August to great excitement. Rides, food stalls and trivia all were again part of the day and this year many additional activities were organised and facilitated by all Houses and student committees. These proved to be a big hit and will be built upon over coming Emmaus days. There was fantastic student participation all day. Great competition between Year 11 and 12 students took place in both Sheely Challenge footy 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 with More House taking out the win.

Year 8 students participated in the Canberra tour this year which greatly supplements their classroom Civics education in Humanities. 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 third year of the Discovery camp to Katherine in the Northern Territory saw 18 students and 3 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 were offered for the Class of 2024. The pride in the room at 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.

Extensive planning took place throughout the year and continues to take place to prepare for the exciting new phase for Emmaus College as we move to a K-12 school in 2025. As Holy Saviour Primary School and St. Timothy's Primary School close at the end of this year and become part of the Emmaus Junior School based on the Holy Saviour site, a new chapter in the history of our College will be written. Our immediate and extended community have been an integral part of the planning for this significant move and we all look forward to the fruition of the Emmaus College Junior school in 2025.

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.

In the second half of 2024, a project commenced to redevelop the College website. Scheduled for release in 2025, the new site will feature a fresh design and targeted information, making it easier for those interested in Emmaus to learn more about the College. Concurrently, EmmLink has undergone significant changes and improvements to provide relevant information to the expanding Emmaus Community.

2024 saw the growth 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 2025. We each may have our own road on which we travel but our community shares their pride and gifts with each other.

Increased use and continued enhancement 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 eleventh 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 payments, timetables, attendance, and parent use of the portal

Parent Satisfaction

The following areas were identified positively by parents in the MACS School Improvement Surveys in 2024

- 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

Financial Performance

The school's financial performance information and a report of the financial activities of the school's boarding premises (if applicable) 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