ANNUAL REPORT TO THE SCHOOL COMMUNITY

2015

Emmanuel College
Altona Nth – Pt Cook

Registered School Number: 1654
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Contact Details

| ADDRESS          | St Paul’s Campus                        | 423 Blackshaws Rd                      |
|                 | Notre Dame Campus                       | Altona North VIC 3025                  |
|                 |                                           | 2-40 Foxwood Drive                     |
|                 |                                           | Point Cook VIC 3030                    |
| PRINCIPAL       | Mr. Christopher Stock                    |                                          |
| PARISH PRIEST   | Fr. Ian Ranson                           |                                          |
| SCHOOL BOARD CHAIR | Mr. Keith Brown                      |                                          |
| TELEPHONE       | (03) 8325 5100                           |                                          |
| EMAIL           | principal@ecmelb.catholic.edu.au         |                                          |
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Minimum Standards Attestation

I, Christopher Stock attest that Emmanuel College is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2007 (Vic), except where the school has been granted an exemption from any of these requirements by the VRQA

- Australian Government accountability requirements related to the 2015 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth)

20 May 2016
Our College Vision

Emmanuel College, sharing the mission of the Church and the principles of a Marianist education, with its devotion to Mary, the Mother of Jesus, delivers a Catholic secondary education, directed particularly to the young women and men from the parishes of the region, supporting all dimensions of their growth and learning; faith, intellectual, emotional, social, psychological and physical.

Mission Statement

Our values are underpinned by our commitment to bear witness to the following shared values as modelled by Jesus Christ and exemplified in the life of William Chaminade.

- Justice
- Commitment & Endeavour
- Respect
- Honouring Diversity
- Responsibility
- Honesty
- Compassion

The essence of the College is learning and teaching, with faith education as a primary focus.

The learning-teaching program, operating within the context of a learning community, provides a curriculum that is challenging, ever-changing and suited to the needs of each learner using appropriate technology and engaging methodologies informed by good pedagogy.

The curriculum seeks to develop a love of learning and enhance the capacity for life-long learning with an appropriate connection to work and industry.

The College’s resources and facilities are upgraded and maintained so as to enhance learning and teaching.

The pastoral care structure and practices value and nurture the uniqueness of each individual within our community.

The discipline structures are designed to support student growth in self-discipline and personal development as mature citizens of their family and the broader community.
College Overview

In the 1960’s St. Paul’s College was established by the Marianist Order inspired by the vision of their founder, Blessed Joseph Chaminade that through education people would discover their part in God’s family and understand the message of human dignity and Christ’s saving love.

In 2006 Emmanuel College was established and comprises the all-boys St Paul’s Campus at Altona North, and the co-educational Notre Dame Campus at Point Cook. The College provides Years 7-12 at both campuses. In 2015, enrolments at St Paul’s Campus were 652 and at Notre Dame Campus were 1155.

The vision of Marianist education for quality teaching and learning, care of students, the development of faith and values and strong discipline and academic standards, continues to be expressed at Emmanuel College.

Key goals for 2015

- Build-on the improving English and Maths strategy
- Develop collaborative team leadership for growth
- Implement Year 8/Year 9 Project Based Learning (PBL) roll-out
- Improve VCE outcomes
- Continue capital works program
- Continue future provision and masterplan planning
- Build growth mindset culture

Action plans

- Future provision planning
- Pastoral team collaborative leadership - Developmental Behaviour Management strategy
- Core Domain Team collaborative leadership – PBL, Improving VCE outcomes
- Professional Learning Teams programs – Improving English, Improving Maths, PBL
- VCE success strategy
- University of Melbourne Network of Schools success coordinator strategy
Principal’s Report

In 2015, the College reached the milestone of 50 years of education in the Marianist tradition. This was celebrated with the opening of the Neff Centre at Notre Dame Campus by Br Don Neff S.M. The naming of the Trenquelleon, Lamorous, Zaragoza, Bordeaux, Gapp, and Quiroga buildings recognised our connection to the Marianist journey, while the naming of the Ranson building honoured the contribution to the development of the College made by Father Ian Ranson during this time as Laverton Parish Priest. The history walk and landscaping of Cassidy Court at St Paul's Campus, commemorating the 50 year milestone, was also completed and renovation of the Marian Chapel commenced.

The Year 12 graduation Mass at St Patrick’s Cathedral, followed by dinner at the Sofitel, was another memorable event. The relaxed and cooperative manner in which Year 12s celebrated their last day with staff was a wonderful affirmation of the quality of the Class of 2015. Congratulations to Ali Noura and Eden Krnac, St Paul’s and Notre Dame Campuses respectively, on their outstanding VCE results and to other members of the Class of 2015 who worked at their studies in a dedicated, persevering and resilient manner. It was pleasing to see that the successful introduction of leader supervision of Year 12 Study Hall resulted in improved student use of this time.

The College production of Joseph’s Technicolour Dreamcoat was an outstanding success, Sporting achievement over the year included premierships in SACCSS Junior golf, Senior boys cricket, Senior girls volleyball, hockey and soccer and ACC U13 swimming.

Project Based Learning (PBL) was introduced in Year 9 and consolidated in Year 8, with planning for 2016 well-advanced for a broader roll-out of PBL in Year 9. Implementation was supported by attendance at the Sydney New Tech Network (NTN) leadership summit, the Annual Conference and NTN Professional Learning programs at the College in March, July and November.

The Improving English and Maths strategies, part of the continuing Success Coordination program with the University of Melbourne, incorporated the development of teacher leaders working with Year level based teams of teachers.

Insights gained regarding the importance of ‘the group moving the group’ through collaborative leadership of teams shaped the work of Pastoral and Core Domain Teams for teacher growth in areas of strategic focus.

Future provision and related Masterplan planning included meetings with Wyndham Council, the Archdiocese and Catholic Education Melbourne. An updated Masterplan is scheduled to be completed by mid-2016.

The four yearly College Review was conducted, led by reviewers Liz Monahan and Jan Hayes. Their report to the Board emphasised the quality of the School Self-Reflection Report and the importance of recognising what had been achieved at the College over 2012-15. In the main, reviewer recommendations for action over the next four years reflected those outlined in the above report. The strategic intent of the School Improvement Plan 2016-19 was identified as:

We intend to live out Emmanuel’s Catholic and Marianist mission and, through collaborative leadership for growth, to continue development of Project/Problem Based Learning, student achievement in English, Mathematics and VCE, and teacher expertise in the Development Management Approach.

Christopher Stock
Principal
Church Authority Report

Members of the Association of Canonical Administrators, 2015
Fr Ian Ranson, Parish Priest of Newport, Spotswood (President)
Fr John Healy, Parish Priest of Laverton
Fr Shabin Kaniampuram, Parish Priest of Altona
Fr John O’Connor, Parish Priest of Kingsville; Yarraville
Fr Paul Tru, Parish Priest of Altona North
Fr Greg Trythall, Parish Priest of Williamstown

Matters considered by the Association through 2015 included:
- Purchasing vacant land from the Archdiocese at Notre Dame site
- The potential possibility of a Church on Notre Dame site
- Approval of the College budget for 2016
- Board planning for the future direction of the College
- Analysis and discussion of College enrolments
- Reports from the Leader of Faith Development regarding RE and Faith Programs
- Over 2015 the Principal, Leader of Faith Development, Leader of Community Relations, parents and students represented the College at a Sunday Mass in each of the parishes. The celebration of College liturgies through the year was an important part of the priestly work of the Association. The commitment also to social justice programs was strongly supported and appreciated.
College Board Report

Members of the College Board in 2015
Fr Greg Trythall (Canonical Administrator)
Fr Ian Ranson (Canonical Administrator)
Mr Keith Brown (Chairperson, Co-opted member)
Ms Karen Cook (Deputy Chair, Parent member)
Mr Charles Gauci (Parent member)
Mr Andrew Styzinski (Parent member)
Ms Shelly Ann Reyes (Parent member)
Mr Malcolm Willetts (Staff member)
Mr John Franco (Student member)
Ms Emma Genovese (Student member)
Mr Christopher Stock (Principal)
Mr Christopher O’Malley (Deputy Principal)
Mr Mario Puopolo (Co-opted member)
Mr Chris Maine (Honorary Accountant)

COLLEGE BOARD REPORT 2015

The Board met on four occasions in 2015, with pre-cursor meetings of the Finance and Risk Committee/Executive.

As can be seen from the membership list, the Board continued to be broadly representative of the key constituencies of the College, and this contributed to a well-balanced consideration of both current and future directions of the College in a frank but collegial manner.

At each meeting, the Board considered and discussed reports from the Principal, The Leader Faith and Staff Development, the Leader Community Relations, the Facilities and OHS Manager and the Business Manager. In this way the Board was enabled to maintain a comprehensive view of the operation and direction of the College, and provide input to the key issues along the way. The Board is grateful to the Principal and College Staff for the provision of those reports.

During the year, the Board was presented with the ‘External Review Report’ which encompassed all aspects of the development, direction, operations and quality of outcomes of the College. That this report was highly complimentary to the College, while providing input for further development of the ‘School Improvement Framework’ was considered by the Board to be testament to the professionalism, care and commitment of the staff.

A very important aspect of the work of the Board and its Finance and Risk Committee was the ongoing financial health of the College. The Board was grateful for the comprehensive reports on those matters provided by the Business Manager, and pleased to understand and monitor the excellent financial position of the College which will ensure the sustainability of its directions and operations.
In approving the Annual Budget for consideration by the Canonical Association as the College Governors, a key consideration is always the level of fees to be charged each year. As it is every year, this matter was keenly discussed in an attempt to find the delicate balance between the financial needs of the College and the impost that fees place on the parent community. The Board considered that its decision did strike that balance in the current environment.

Through the year the Board also approved several projects to develop or redevelop the College infrastructure and landscaping. The Board considers that the projects are critical so that the College may continue to have the appropriate amenities and ambience for both students and staff.

As has been the case in previous years, I must once again thank the Principal, Christopher Stock, for his strong commitment and contribution to the work of the Board, along with many of his colleagues who did likewise. Similarly, I thank the Canonical Administrators, as the Governors of the College, for their advice and strong support throughout the year. I am grateful too, for the commitment of all the members of the Board, whose contribution has ensured the good governance of the College.

Keith Brown
Chairperson
**Education in Faith**

**Goals & Intended Outcomes**

- Maintain the development of a rigorous and authentic RE curriculum including PBL such that classes are more engaged and the links between faith and action are more explicit. Enhance the College community's understanding of our Catholic identity through the use of newsletter, staff meeting, RE classes and PD.

- Continue updating of curriculum and documentation. Continue developing membership of Social Justice Group. Increased interaction with community, Soup Kitchen, St. Leo’s Healing Mass Year 10 Community Engagement. SIF measure, student Catholic Culture, improving from 60.1% (2014) towards 64.8% Improvement in staff Catholic Culture SIF measure from 71% (2014) to 77.2% and increase parent catholic culture from 70.4% to 76%. Use and implement the results of the Catholic Identity project.

- Maintain our database for the tracking of staff accreditation and a strategy for increasing the percentage of those accredited from 45% (2014) to 50% (2015). Introduce the role of Liturgy Captain into the SLG group as a strategy to increase awareness to faith and liturgy.

- Ensure the Accreditation Database is active and Staff are able to access their records through My Staff. Graduate teachers are all accredited within 5 years. Increased number of staff attending accredited events or on sponsored study.

- Pursue broader student/staff involvement in responding to those in need, including the operation of continued Immersion programs.

- Continue to develop student and staff engaged with Matthew Talbot Soup Kitchen with records of participation. Develop Social Justice Connections with feeder schools and consolidate Social Justice Group participation and staff/student leadership. Continued encouragement of immersions to Central Australia and Cambodia.
Achievements

1. Religious Education Curriculum
   Continued development of the Religious Education Curriculum to include World Religions Day as part of Year 10 religious education program and the re-shaping of the Year 10 Marina Aged Care as part of curriculum. The religious education curriculum uploaded fully onto SIMON and ECHO along with weekly Year 7-10 class Mass are being continued as well as regular newsletter articles of catholic culture and identity. Updated curriculum to reflect NDC Building Names in ‘Our Community’ Unit in addition to solid development and delivery of PBL units in Year 8/9 RE.

2. Justice, Service and Community Engagement
   The ongoing commitment to the Matthew Talbot Soup Van moved to student run by social justice leaders along with increased numbers of student and staff participation with records of participation maintained. The Friends of Alice Central Australia Immersion with Year 11 students as a focus towards working with Indigenous with VCAL students taking on a role has become a solid part of the College. The successful implementation and continuation of the Cambodia immersion through Catholic Mission with 14 students as an alternative to schoolies for Year 12 students was continued and well supported. Continued participation of Year 9 Justice walk, Social Justice Seminar Days, solid support of justice activities have continued with strong leadership from students as active drivers of outreach from within the College. Staff and students continued Community Engagement program for Year 10 students as well as the invitation to refugees and asylum seekers in the local community. Regular attendance to local parish masses throughout the year, primary school mentoring, Relay for Life, soup van and local community events continued to be a strong focus within the College throughout the year.

3. Catholic Identity
   The Catholic Identity team continued newsletter articles about catholic identity as an avenue to reach the wider community and the College Liturgy Captains became more active in the running and development of faith dimension for students. Commitment to building stronger connections with our Marianist Charism was further strengthened with the commitment to sending 4 staff to America to work closer with the Marianist in 2016, the visit of Br Don Neff from America, and the naming of buildings as a way of strengthening the Marianist Charism. Continued unpacking of the Enhancing Catholic Identity survey and SIF results became a regular focus for the Faith and RE teams throughout the year and a commitment to sending 3 students to World Youth Day in 2016 was decided.

4. RE Accreditation
   Focused support for graduate teachers in pursuing accreditation within 5 years was a strong emphasis throughout the year and an increased number of staff attending accredited events or on sponsored study grew substantially in 2015. Staff accreditation increased to 45% and the continued use of MyStaff PD records was accessible to all staff allowing staff to monitor and take responsibility for personal professional development became a strong focus. 2015 saw ten internal RE Accredited opportunities for Professional Development offered and 43 Staff attending RE accreditation PD in semester two. There has been an increased number of Staff participating in formal RE/Theological studies and 5 staff attending the Caritas Immersion PD gaining 28 hours accreditation. Whole staff faith day with Richard Gaillardetz on the 29 July was provided along with the continued partnership with Mr Bernard Dobson to provide opportunities for RE professional development.
VALUE ADDED

- Visual symbols of Catholic Identity displayed around the College.
- Weekly class mass.
- Regular staff prayer opportunities.
- Strong connections with parishes.
- Accreditation opportunities increased.
- Strong development of Marianist Charism.

Christopher O’Malley
Deputy Principal Faith & Staff Development
Learning & Teaching

Goals & Intended Outcomes
In developing teacher contemporary learning practice and strengthening student voice, collaboration, engagement and growth mindset:

- Continue development of current PBL units in Year 7
- Introduce Year 8 PBL units in all domains, including full RE/HUM program
- Implement broader delivery of PBL in Year 8, 2015 and introduce RE/HUM in Year 9
- Plan for broader delivery of PBL in Year 9, 2016
- Build elements of PrBL in Mathematics units
- The SIF student engagement index is moving towards 70.1

Year 7 PBL units further developed; Year 8 broader PBL implemented; increased student voice, engagement and growth mindset through PBL units; full delivery Year 8 PBL/intro Year 9, 2015 planned. Mathematics program includes PrBL elements at Years 7-10. Teacher progress in PDC learning goal. Growth mindset culture nurtured.

In developing teacher contemporary learning practice and to improve literacy and numeracy outcomes, continue the Success Coordination strategy as part of the University of Melbourne network.

- Delivery of identified outcomes in year 2 of network operation

Implement a growth strategy in the operation of PLTs and CDTs focused on leadership of collaborative teams which builds teacher mastery in learning goals, success criteria, ZPD and improving VCE outcomes

- Improving Maths and English strategies implemented
- PDC teacher learning-teaching goals are the PLT/CDT goals
- The use of pre/post testing evidence further developed
- Subject teacher termly setting of individual student learning goals
- Matched cohort NAPLAN improvement measures at least 40
- VCE median study score moving towards 30, with the percentage of 40+ scores towards 7%

Curriculum executive to collaboratively lead Learning Leadership Team in growing safe, active, purposeful teacher operation including in the classroom eg. moving around room; checking for understanding; individual help; monitoring screen use

- WHS a focus in domain meetings and teacher practice
- Regular purposeful teacher movement around the classroom
- Use of past papers in preparation for mid/end year exams

Collaborative leadership by DL/ADL of VCE core domain team for improved VCE outcomes

- Identified targets for action focus in teacher practice
- Evidence of improvement

Achievements

- For the class of 2015 the top ATAR score was 97.6, and an overall median score of 28 and 100% VCE completion rate was achieved. The completion rate for VCAL was 100%.
- On track data regarding the post school destinations for the class of 2014 indicated 60.8% enrolled at university, 15.1% in TAFE/VET or other training, 8.4% in employment.
• The proportion of Year 9 students retained to Year 12 was 86.78%. There were many different reasons for student departure from the College of this cohort, including students taking up apprenticeships or other job pathways or relocation for family reasons.

Student Learning Outcomes
NAPLAN Achievements 2015

<table>
<thead>
<tr>
<th></th>
<th>Year 7</th>
<th>Year 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>98.7%</td>
<td>96.8%</td>
</tr>
<tr>
<td>Writing</td>
<td>97%</td>
<td>94.1%</td>
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<tr>
<td>Spelling</td>
<td>95%</td>
<td>94.6%</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>91.1%</td>
<td>94.8%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>97.6%</td>
<td>97.5%</td>
</tr>
</tbody>
</table>

Change in Proportion of Students meeting National Minimum Standard

<table>
<thead>
<tr>
<th></th>
<th>Year 7</th>
<th>Year 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>4.1%</td>
<td>-1.9%</td>
</tr>
<tr>
<td>Writing</td>
<td>0.6%</td>
<td>-2.9%</td>
</tr>
<tr>
<td>Spelling</td>
<td>-0.2%</td>
<td>-0.4%</td>
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<tr>
<td>Grammar &amp; Punctuation</td>
<td>-4.6%</td>
<td>3.7%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>0.0%</td>
<td>-0.1%</td>
</tr>
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</table>
Programs offered in 2015 to support students included Language Assistance classes in Years 7-9 and Numeracy support classes in Year 7-9. In addition students for whom English is an Additional Language (EAL) were also offered support in managing their programs.

All students who are funded because of a disability are supported in the programs listed above, where appropriate, and in addition teachers provide an Individual Learning Plan (ILP). Students are also supported by a Support Officer to assist them in class to access the material being covered. Special arrangements are also made to support students during the Year 7-11 exams. Students in Year 12 are supported in accordance with the instructions from the VCAA.

Feedback on student and parent satisfaction with the College over 2015 was gained through forums such as Board meetings, student leadership and community group meetings, parent forums, parent-teacher interviews and the many contacts that occurred with parents and students over the year. In addition, as part of the process for our School Improvement Framework students and parents were surveyed. This feedback indicated, overall, that parent and student satisfaction with the College was at the benchmark level in all areas of the teaching and learning program over 2015.

Feedback also suggested a satisfactory level of teacher satisfaction with the College over 2015 in line with the benchmarks for this area. Additional feedback was gained through annual review meetings, various contacts and meetings held over the year and feedback from visitors such as student teachers, guest speakers and critical friends.

**Value Added**

In terms of value added to the College, students in Year 8 participated in the full implementation of Project Based Learning (PBL) in all Domain areas. Year 9 students were involved in the implementation of Project Based Learning in Humanities and Religious Education with trialling in a range of other subjects. The opportunities for students to present to audiences beyond the school also grew this year and our students have developed in both confidence and expertise. The Arts Department hosted a number of important events including the Showcase Performance and Drama Performances which allowed students at both campuses to display their talents and gain valuable performing experience in front of large crowds. A College Musical, *High School Musical* was conducted and included staff and students from both campuses. The activities program in Year 8 continued to provide a variety of experiences for students and the Rock and Water program in Year 9 focused on skills for life management.

In addition two Year 9 Project Weeks were conducted at both campuses focusing on a City Experience and a Social Justice Experience that saw the College donate a large number of toys and other presents to needy families. These activities were both challenging and exciting experiences using a range of in class and out of class learning experiences. Successful camps were conducted in Years 7 and 9, Ski trip at Year 11 and retreats at Year 12 as well as a tour to Turkey and the battle fields of World War I in France and England. The Work Experience program and Driver Education programs were a significant part of the Year 10 program. Students who demonstrate consistent strengths in their learning are invited to participate in the Stairways program. This culminated in a very successful presentation evening with students from both the St Paul’s and Notre Dame Campuses demonstrating their learning to the broader community.
A major focus of this year has been the continued training of staff in the implementation of Project Based Learning and the writing of new curriculum to be delivered in 2016. In total about 70 teachers have been trained. The whole teaching staff participated in a range of activities ranging from an introduction to PBL, intensive workshops for teams of Year 8 and 9 teachers and the writing of curriculum in our Professional Learning Teams. In addition the Leadership Team participated in professional learning focusing on a Leadership Track with our mentor school Parramatta Marist High School. Five of the College teaching staff attended the New Tech Annual Conference in Chicago. The introduction of Project Based Learning has been an initiative which has provided students with many opportunities and allowed them a much greater voice in their learning.

Inter-school sport competition through the Sports Association of Catholic Co-educational Secondary Schools (SACCSS) and Associated Catholic Colleges (ACC) provided a range of sports for student participation. These and other opportunities provided to students are listed below.

**Sporting Competitions**

- ACC Competitions in Australian Rules Football, Soccer, Hockey, Rugby, Golf, Cricket, Basketball, Volleyball, Table-Tennis, Tennis and Chess, and Carnivals in Golf, Swimming, Athletics, and Cross-Country.
- SACCSS provided Australian Rules Football, Cricket and Carnivals in Swimming, Athletics and Cross-Country, Tennis, Golf.
- Year 8 Fitnessworx partnership saw students engaged in a range of fun activities that allowed them to see ways of being active which can be fun. Students had the opportunity to learn circus skills, develop dance and rhythm movements and learn some cool dance moves whilst competing for House Points in a competition that culminated on the last day of activities in Term 4
- House Based sporting competitions- Athletics and Swimming Carnivals
- Soccer Academy

**Co-curricular Activities and Other College Programs**

Emmanuel College provides a range of activities designed to “add value” to the educational experience of our students.

- **Leadership**
  - Homeroom Leaders
  - House/Year Level Competitions
  - Social Justice Committee
  - Peer Mentoring
  - Student Leadership Group
• Educational Competitions
  o Chess Club
  o Public speaking
  o Debating (ACC and Debating Association of Victoria)

• Music and Performing Arts
  o Showcase performance
  o Drama Performance
  o College choir
  o College Ensemble
  o College Musical

• Enrichment Programs
  o Year 9 Rock and Water and MPower Programs delivered through Healthy Living Classes and an afterschool program
  o Work Education – including Work Experience
  o Retreat experiences for Senior students
  o Year 7 and 9 Camps
  o Driver Education
  o Year 11 Ski Trip
  o Turkey Trip

• Clubs and Support Programs
  o Homework sessions
  o Homework Club
  o Book Club/Chats
  o LOTE Club
  o Sewing Club

Ms Judith Weir
Deputy Principal – Leader of Learning
Student Wellbeing

Goals & Intended Outcomes
In continuing to develop a shared understanding of student wellbeing that empowers all to take responsibility for consistent practice, there is a focus on refining and improving the quality of SIMON reports. HL and PC continue to review student academic progress and implement relevant follow-up

- Improved quality of SIMON alerts
- Pro-active monitoring based on evidence of student progress.
- Broader scope of triggers to identify students in need of support – looking at anomalous results as well as overall trends
- Student engagement index moving towards 70.1

In ensuring students have a voice in their learning and develop as independent learners, provide structures and avenues for students to be involved in decision making and to have a voice by continuing to develop and clarify portfolio roles and responsibilities.

- Clear understanding of portfolio responsibilities and outcomes achieved
- Student engagement index moving towards 70.1

In ensuring that classroom behaviour continues to improve, continue implementation of DMA and building a relational culture at the College based on unconditional respect for each student. DMA PL activities embedded in House Meeting schedule and Middle Leader group meetings. Teachers identify the house team DMA goal as their PDC pastoral goal. The house team track teacher progress in PDC pastoral goal as measured against relevant items in the DMA checklist.

- Teachers show unconditional respect to students, treat them as responsible individuals and encourage their success.
- Develop capacity of HL to lead a collaborative process of the ‘group moving the group’ in improving teacher DMA mastery
- Teacher improvement in DMA goal achievement
- Relevant signs continue to be displayed in all areas and referred to regularly as part of behaviour management strategies
- Improved SIF data re classroom behaviour

Achievements

Action 1

- HL commenced the year focussing on students with special circumstances in all year levels to ensure that the school year has started smoothly for them.
- HL closely tracked home studies to identify trends of concern.
- Ensuring clear lines of communication were open with HL notifying relevant staff of specific student issues.
- Proactive communication between the PCs/HLS and Counselling Dept.
- Student data was reviewed at regular intervals and where appropriate, followed up with an interview with the student/parents.
- In partnership with counselling team, focus on risk factors of school refusal and impact on learning/engagement in classroom.
- Continue to work with SIMON to refine ability to show Home studies separately from behavioural tracking.
Action 2
- Portfolios have been allocated and Portfolio presentations were conducted at SLG and Assemblies.
- Portfolio Teams developed action plans, based on suggestions from student body through suggestion box.
- Students continue to present at College, House and Year level Assemblies.
- Introduction of Environmental Portfolio Captain at Notre Dame Campus for more focussed leadership in this area.
- Senior student leaders supporting in PBL classrooms at St Pauls Campus.
- Student run study workshops at lunch times.
- Survey administered to Year 7 students with focus on pastoral & learning issues.

Action 3
- Pastoral coaching teams developed (Notre Dame Campus - 7 teams rather than 5 House Teams) specifically focussed on DMA and the minimising of disruption in the classroom.
- Teams considered actions, targets & evidence in order to achieve the goals.
- PC meetings focussed on skilling team members in developing collaborative teams.
- DMA signage is in place in all learning spaces.
- Teams used data to identify developing foci.
- Action research process used – goal identified, strategy implemented, reviewed in meetings and new action identified.
- Surveys developed to seek student views on disruption at St Pauls Campus.
- Review of Year 7 survey data to identify foci.

<table>
<thead>
<tr>
<th>Campus</th>
<th>Year Level</th>
<th>Student Count</th>
<th>Student Attendance Percentage</th>
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</thead>
<tbody>
<tr>
<td>NDC</td>
<td>Year 7</td>
<td>203</td>
<td>93.90%</td>
</tr>
<tr>
<td>SPC</td>
<td>Year 7</td>
<td>116</td>
<td>93.72%</td>
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<tr>
<td>NDC</td>
<td>Year 8</td>
<td>232</td>
<td>91.89%</td>
</tr>
<tr>
<td>SPC</td>
<td>Year 8</td>
<td>110</td>
<td>93.41%</td>
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<tr>
<td>NDC</td>
<td>Year 9</td>
<td>203</td>
<td>90.97%</td>
</tr>
<tr>
<td>SPC</td>
<td>Year 9</td>
<td>122</td>
<td>92.20%</td>
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<tr>
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</tr>
<tr>
<td>NDC</td>
<td>Year 10</td>
<td>199</td>
<td>90.48%</td>
</tr>
<tr>
<td>SPC</td>
<td>Year 10</td>
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<tr>
<td>NDC</td>
<td>Year 11</td>
<td>173</td>
<td>91.25%</td>
</tr>
<tr>
<td>SPC</td>
<td>Year 11</td>
<td>107</td>
<td>92.37%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NDC</td>
<td>Year 12</td>
<td>154</td>
<td>90.73%</td>
</tr>
<tr>
<td>SPC</td>
<td>Year 12</td>
<td>105</td>
<td>93.47%</td>
</tr>
</tbody>
</table>
When a student is absent without parental contact, a SMS message is sent to parents that their child is not in attendance. If there is no response from parents and absence continues beyond two days, the matter is referred to HL for follow-up. Contact is made by telephone and agreed actions confirmed as required. This may involve reconfirming process of notification, may involve meeting with family or possible referral to support family and student attendance. Longer absences would involve the Pastoral Co-ordinators, Campus Leader and student support team. An individualized approach would be developed to support full engagement of the student at the College. It may also include an outside referral to a relevant agency eg school refusal unit.

VALUE ADDED
- Students have the opportunity to be involved in a number of extra-curricular activities both within the curriculum and optional participation
- Camp program at Years 7, 9, 12 and voluntary ski trip at Year 11
- Social Justice interstate and international trips
- Community Connection Program through RE
- Transition Program at Year 7, Sport Worx days at Year 8, Healthy Living at Years 8 and 9, Work placement and Driver Ed. at Year 10, Life and Faith at Year 12
- Access to student support team via drop in centres at both campuses
- Active and passive lunch time activities – eg House sport competitions and library activities Musical Production and Talent Quests

STUDENT SATISFACTION
- Student Wellbeing Index for 2015 was 63.3
- Note the increased attendance percentages for 12 students:
  - NDC 85.99 in 2014 to 90.73 in 2015
  - SPC 90.20 in 2014 to 93.47 in 2015

Jennifer Webster & David Barr
Campus Leaders
Leadership & Management

Goals & Intended Outcomes

In enhancing teacher efficacy and empowerment:

Build a success zone culture:
- Senior leaders model unconditional respect and optimistic listening in structured and crucial conversations with members of the College community
- Senior leaders build the capacity of middle leaders for structured and crucial conversations in collaboration with their teams
- Senior leaders build the capacity of middle leaders to lead team gatherings that are relevant, collaborative and result in learning
- Senior and middle leaders prioritise attendance and support at scheduled ‘the group moving the group’ building for mastery

Build DMA mastery:
- Through the Middle leader Community of Practice for Performance Development and Coaching (PDC), Pastoral Leader and House teams, further develop teacher classroom management skills using the Development Management Approach (DMA)
- Campus leaders build the capacity of House Leaders to build teacher capacity in DMA in collaboration with their teams

Build mastery for deep learning:
- Implement the Improving Maths and English strategies and evaluate for 2016-19 planning
- Sustain the commitment to the Wednesday cycle of Professional Learning Teams to support the Improving Maths and English strategies and Project/Problem Based Learning implementation
- Continue P/PrBL teacher capacity building in implementation of P/PrBL in Years 8 and 9
- Trial class observation/feedback as part of the above strategies
- Improved SIF and PDC data regarding classroom disruption
- Organisational climate index moving from 58.1 towards 61.8
- Improved PBL learning-teaching
- Improved Maths and English learning-teaching

Minimise external disruptions to timetabled class learning-teaching programs
- Approve only those incursions/excursions/PL aligned with strategic goals
- Sustain CAT rigour in containing disruptions to the weekly timetable
- Reduction in timetable disruptions

Build staff capacity for managing their well-being
- Continue to publish staff wellbeing weekly reflections
- Provide relevant support through ACCESS and other programs
- Explore well-being capacity building e.g. mindfulness month
- Organisational climate index moving from 58.1 towards 61.8

Continue to grow college WHS capacity
- Termly monitoring and development of the safety action plan (SAP) by the WHS committee with WHS improvement outcomes as recorded in the SAP
Develop a 10 year College plan
- Develop a viable master plan for NDC in light of enrolment projections
- Develop a viable College business plan and future provision strategy with CEOM
- Pursue relevant approvals from relevant authorities
- A viable master plan, business plan and future provision strategy for 2016-25

Achievements
Expertise in collaborative leadership for growth of Leadership, Learning Leadership, Pastoral Leadership, Pastoral and Core Domain teams developed over the year, although there was variation in inter-campus progress of Pastoral teams and inter-domain progress of Core Domain teams.

Similarly there was growth in the expertise of PLT leaders in the newly introduced Improving English and Maths strategies supported by the continued involvement of the College in the University of Melbourne Success Coordination program. More progress was achieved in the work of the English teams, underlining the challenges experienced in building momentum in some of the Maths teams. Peer observation of English lessons was introduced and became more regular in second semester.

Project Based Learning (PBL) across most subjects in Year 8 was implemented and PBL units introduced in Year 9. Teacher and domain leader expertise in PBL continued with professional learning programs delivered at the College in March, July and November. Teachers and leaders also attended Meeting of the Minds Network subject seminars, as well as the Network leadership summit and Annual Conference.

Through the effective leadership of working parties an excellent School Self-Reflection process was completed for the College Review. College reviewers noted the quality of the Self-Reflection Report and, in the main, goals identified for the College 2016-19 reflected those outlined in the above report.

External disruptions in 2015 to class programs were mapped by leadership team and further reductions in disruptions pursued eg in better targeting of who took SACCSS coaching and the withdrawal from some CEOM PL. The campus leaders conducted a similar mapping of disruptions for the 2016 program to ensure minimal class disruption in 2016 and generate evidence around the quantum of disruption at each year level

Initial planning was conducted with Hugh Cuylenberg regarding the Resilience Project with an initial staff session to be conducted in the first week of 2016.

Termly meetings of the WHS committee were conducted and action targets for each term identified by the Leadership Team in concert with the Business Manager. Outcomes of action were tracked in the Safety Action Plan.

In light of meetings with the Archdiocese, CEOM and Wyndham Council concerning projected increased enrolment demand in the Laverton Parish by the end of the decade, the next phase of master planning with the projected inclusion of the adjacent parcel of land commenced. This followed the development of the financial forecast which projected viable College capacity to provide for the projected demand. A traffic plan was developed as part of the above planning. The possible involvement of Laverton Parish, for the joint development of a chapel, was considered, with further discussion to continue in 2016.
**TEACHER QUALIFICATIONS 2015**

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>1</td>
</tr>
<tr>
<td>Masters</td>
<td>28</td>
</tr>
<tr>
<td>Graduate</td>
<td>72</td>
</tr>
<tr>
<td>Certificate Graduate</td>
<td>4</td>
</tr>
<tr>
<td>Degree Bachelor</td>
<td>23</td>
</tr>
<tr>
<td>Diploma Advanced</td>
<td>3</td>
</tr>
<tr>
<td>No Qualifications Listed</td>
<td>0</td>
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</table>

**STAFF COMPOSITION**

<table>
<thead>
<tr>
<th>Role</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal</td>
<td>4</td>
</tr>
<tr>
<td>Teaching staff (Head count)</td>
<td>131</td>
</tr>
<tr>
<td>FTE teaching staff</td>
<td>130.7</td>
</tr>
<tr>
<td>Non-teaching staff (Head count)</td>
<td>46</td>
</tr>
<tr>
<td>FTE non-teaching staff</td>
<td>40</td>
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<tr>
<td>Indigenous teaching staff</td>
<td>0</td>
</tr>
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</table>

**EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING**

**DESCRIPTION OF PL UNDERTAKEN IN 2015**

Professional learning undertaken by staff covered a variety of areas through the college, listed by category:

- College Operations
- Learning and Teaching – Faculty Based
- E-Learning and Training
- Religious Education Accreditation
- Faith Development
- Project Based Learning
- Safety Training
- First Aid and Training
- Personal Learning
- Student Wellbeing

<table>
<thead>
<tr>
<th>Number of Teachers Participated in PL</th>
<th>186</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average Expenditure per Teacher for PL</td>
<td>$645</td>
</tr>
</tbody>
</table>

**TEACHER SATISFACTION**

The teaching climate measure for 2015 was 63.3

**Christopher Stock**
Principal
College Community

Goals & Intended Outcomes

To support improved parent engagement develop a stronger customer service culture:

- Continue to develop office staff skills in dealing with parents and visitors.
- Develop teacher skill for connecting with parents at parent gatherings and in communication with parents over the year
- Continue developing teacher skill in responding to identified parent feedback and implementing relevant action
- All staff understand what is expected of them in relating with/responding to parents and what support they can receive to achieve this
- Continue to develop customer charter through 3 identified targets ie. telephone manner
- Office staff dealings with parents achieve specified targets
- Pursue full implementation of protocol for management of parental complaints and implement relevant action. Record protocol in Staff Handbook and monitor practice
- Parent satisfaction index increasing from 65.4 towards 70.0

Celebrate fifty years of secondary education in the Marianist tradition in 2015

- Br Don Neff to spend time at the College working with classes on the Marianist story
- Br Don to open the stage 5 building, named in his honour, on 29 April
- Bishop Long to announce the names of NDC buildings, linked to the Marianist story, at the opening
- Build and launch the Marianist history walk at SPC

Identify and implement outreach priorities for 2015

- Connection with primary parish schools through links with Maths team explored

To ensure our communication channels meet the needs and preferences of existing and prospective parents:

- Build online communications which are effective and coherent
- Launch the new College website and implement full operation of functions
- Monitor focus on girls
- Increased parent satisfaction with College communication
- A dynamic website which reflects the life of the College
- NDC recognised as strong destination for girls

Continue to build connections with alumni:

- Continue ‘decade reunions’ for 2005/95/85/75 in 2015
- Continue to build the alumni database
- Increased number of alumni active on our databases.
- Increased number of alumni initiating contact with College
Achievements

In conjunction with Year 10 re, VCAL and soccer academy program Emmanuel College provided classroom and extra curricula support to our feeder schools. In particular, IT support, arts, sports carnivals, facility improvement and general classroom activities. This has been supported by our feeder primary school principals and teachs. It continues to be a powerful and positive experience and enables the College to maintain a presence and connection.

In addition to this, the College continues to provide transition programs for our feeder schools through the grade 4 tours held during term 2 in which all our feeder schools participate in a program that focuses on provided interactive activities in the arts, technology and science at both the co-educational and all boys campuses. In addition to this, the annual musical and soccer fun day has and still continues to be the one of the many highlights for our feeder school community.

From a communications perspective, regular half page ads in the leader newspapers featuring excellence at the Co-Educational and all boys’ campus, ads for information mornings, meet the principal, open day and twilight talk and tours has enabled the College to maintain a presence within our region. This is best demonstrated by consistent numbers of families attending these promotional activities at NDC and more specifically, higher numbers at SPC, as compared to previous years.

The College website continues to evolve with initiatives such as the comprehensive College calendar, access to newsletters and the quarterly EC news. The College app function of "alerts" for significant events has been successfully trialled.

The alumni/old collegian network continues to develop with a focus for 2015 to investigate and propose a strategy for 2016 to implement an Emmanuel College alumni Facebook site for St. Paul's and Emmanuel College old collegians. During 2015, the class of 95 attended at reunion in which 40 old collegians attended.

VALUE ADDED

- Feeder Primary School attendance at the College musical Joseph.
- Year 10 Community Engagement Program
- VCAL support of College Parishes.
- Soccer Academy.
- VET/VCAL support of primary school Events.
- Grade 4 Tours

PARENT SATISFACTION

The community engagement measure for 2015 was 67.0

Michael Pichner
Community Relations
## Financial Performance

<table>
<thead>
<tr>
<th>REPORTING FRAMEWORK</th>
<th>MODIFIED CASH</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$</td>
</tr>
<tr>
<td><strong>Recurrent Income</strong></td>
<td></td>
</tr>
<tr>
<td>School fees</td>
<td>4,279,796</td>
</tr>
<tr>
<td>Other fee income</td>
<td>191,847</td>
</tr>
<tr>
<td>Private income</td>
<td>634,656</td>
</tr>
<tr>
<td>State government recurrent grants</td>
<td>3,587,080</td>
</tr>
<tr>
<td>Australian government recurrent grants</td>
<td>15,033,384</td>
</tr>
<tr>
<td><strong>Total recurrent income</strong></td>
<td><strong>23,726,764</strong></td>
</tr>
<tr>
<td><strong>Recurrent Expenditure</strong></td>
<td></td>
</tr>
<tr>
<td>Salaries; allowances and related expenses</td>
<td>16,684,730</td>
</tr>
<tr>
<td>Non salary expenses</td>
<td>6,731,825</td>
</tr>
<tr>
<td><strong>Total recurrent expenditure</strong></td>
<td><strong>23,416,554</strong></td>
</tr>
<tr>
<td><strong>Capital income and expenditure</strong></td>
<td></td>
</tr>
<tr>
<td>Government capital grants</td>
<td>-</td>
</tr>
<tr>
<td>Capital fees and levies</td>
<td>2,760,363</td>
</tr>
<tr>
<td>Other capital income</td>
<td>5,740</td>
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<tr>
<td><strong>Total capital income</strong></td>
<td><strong>2,766,103</strong></td>
</tr>
<tr>
<td><strong>Total capital expenditure</strong></td>
<td><strong>2,111,688</strong></td>
</tr>
<tr>
<td>Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)</td>
<td></td>
</tr>
<tr>
<td><strong>Total opening balance</strong></td>
<td>7,165,088</td>
</tr>
<tr>
<td><strong>Total closing balance</strong></td>
<td>6,510,673</td>
</tr>
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</table>

The information provided above does not include system levies charged to individual schools, intra-systemic transfers and, for primary schools, the diocesan supplementary capital fund supporting primary schools’ capital borrowings.

The information provided in this VRQA template is not comparable with other educational sectors or to ACARA school-level income reports displayed on the MySchool website. ACARA school level reporting requires system level income from Government grants and some private income to be allocated to each school resulting in a small adjustment to the total level of school resources. Currently, recurrent income from Government sources, school generated income and capital expenditure are reported by schools. When assessing the private income of the school, both recurrent and capital school fees are included.
Future Directions

As outlined in Emmanuel College’s Annual Action Plan for 2016

Education in Faith

Action
So that our Catholic, Marianist identity is deepened, continue to provide professional learning and raise awareness of external opportunities in raising the percentage of accredited staff.

Evidence
- In light of staff departures re-establish accreditation levels: in Catholic school to at least 50% and on increasing level to teach RE.

Action
So that our Catholic, Marianist identity is deepened, build literacy and capacity in leaders and staff in the Faith Community dimension of their role.

Evidence
- Implement, with the Leader Group, the VCAA ethics framework to incorporate Catholic Identity.

Action
So that our Catholic, Marianist identity is deepened, with John Paul College explore American Marianist community contacts, to build stronger understanding in the Board, leaders, staff and students of the Marianist charism and educational vision.

Evidence
- Joint program with JPC, in Melbourne, led by Bro Bill Campbell
- Staff members to attend the Teaching As Ministry Conference in Dayton
- Explore links with Bro Adam and Chaminade College
- Establish an Identity and Mission working party as part of the above process in preparing for the renewal of the College Mission Statement.

Action
So that our Catholic, Marianist identity is deepened, continue the focus on developing PBL for student engagement and deeper learning in RE, including the development of real-world project foci around service, involving all students.

Evidence
- Development of PBL Year 10 Outreach project
- Explore strategies which allow incorporation of scaled up service, including any on-line connections or some parallel program eg community service commitment
**Action**
So that our Catholic, Marianist identity is deepened, articulate links between the RE curriculum and Gospel values in our lives in the Emmanuel community.

**Evidence**
- Add a section in RE documentation for relevant units, heading ‘Articulating Links’ to enable RE teachers and students to ‘talk the walk’
- Regular links in RE meetings to Gospel Values.

**Action**
So that our Catholic, Marianist identity is deepened, build on provision and participation in liturgy and prayer, inviting student engagement in planning and delivery of opportunities.

**Evidence**
- Include Liturgical dimension in pursuing the establishment of a Ministry group with students
- Weekly class liturgies that are student driven.

**Action**
As part of deepening our Catholic, Marianist identity, consider expansion of retreat programs to allow for deeper student spiritual involvement.

**Evidence**
- Options for retreats have been considered and any outcomes confirmed, including any student ministry retreats

**Action**
So that our Catholic, Marianist identity is deepened, broaden opportunities for staff faith leadership.

**Evidence**
- Opportunities for staff faith leadership identified, including POL cycle options.

**Action**
As part of deepening our Catholic, Marianist identity, explore the development of a student ministry group.

**Evidence**
- Development of a student ministry group considered and any outcomes confirmed.
Learning and Teaching

Student-centred learning

So that students will continue to develop into autonomous, resilient, confident and responsible learners:

1. Continue the development of Project/Problem Based Learning and New Tech Network connections

Evidence

- Development of the Australian New Tech Network supported
- Annual review of PBL conducted by NTN in March
- Continue staff PL through College and NTN programs
- PrBL targets identified/implemented in Maths
  - Explore observation connections with exemplar programs
- PBL Units implemented:
  - Humanities and RE units in Year 10
  - Develop an additional English project in Year 7/9
- An honours unit trialled
- Real world projects in the areas of STEM and service developed
- Domain critique and planning processes implemented regarding the quality of projects and student outcomes

Action

Introduce instrumental music for all Year 7 students as part of the Music program

Evidence

- Instruments purchased; distributed and used in the Year 7 instrumental dimension of the Year 7 Music program

Numeracy and Literacy

Growth in literacy and numeracy pursued

- Success Coordination strategy reviewed and next phase developed.
  - Achievement in Maths and English trial continued, through collaborative leadership for growth, informed by evidence and peer observation.
- Data used to monitor student learning growth in all domain areas and improve the quality of teacher feedback.
- Growth in teacher expertise in using data to know, understand and respond to the impact of the work in their classes
VCE Performance

Growth in VCE outcomes pursued.

Evidence

- Innovative practice in VCE e.g. problem-solving, flipped classroom.
- Development in the Years 11 & 12 study skills program
  - In semester 2 Year 11 teachers develop student capacity for revision and study incorporating Elevate insights.
- Growth in Year 12 teacher expertise through Core Domain Teams
- Strengthen use of Edrolo in relevant Year 12 subjects
- Continued monitoring and follow-up of Year 10-12 student underperformance.
- Extend the Year 12 orientation program to 6 days and Year 11 to 3 days
- Building expertise for teachers across levels to support student exam preparation
  - LLT develop learning-teaching protocol for preparing students for each subject exam
  - Teacher implementation of exam preparation protocol

Assessment and Feedback

Students continue to develop into autonomous, resilient, confident and responsible learners

Evidence

- Revision is conducted in each class in the week prior to midyear and endyear exams
- Student growth in 21st Century learning measured against the Victorian Curriculum standards.
- Progressive reporting consolidated
- A school wide rubric template developed
Student Wellbeing

**Action**
So that a common understanding is shared and a consistent approach is used by all staff in behaviour management, sustain and strengthen teacher expertise in the effective delivery of DMA through collaborative leadership of pastoral teams.

**Evidence**
- Small group strategies consolidated as part of the collaborative team process
- Growth measures of student on-task behaviour identified and used in assessing the impact of actions implemented
- Team members’ *Success Zone* skills developed
- Whole school commitment to:
  - teacher phone contact with parent in light of pattern of unacceptable class behaviour
  - proactive email affirmation of student growth

**Action**
So that students continue to develop into independent, resilient and responsible learners, continue to build teacher mastery of engaging and challenging pedagogy characterized by strong relationships with students and a growth mindset.

**Evidence**
- Improvement in SIF student survey measure

**Action**
So that students grow as learners and leaders, taking responsibility for self and others, identify ways to make student leadership more visible, available and respected across the College:

**Evidence**
- student focus group incorporated into identified decision processes
- improvement in SIF student survey measure

**Action**
So that students continue to develop into independent, resilient and responsible learners:
- implement the eSmart Framework
- review and develop the resilience program through involvement with the Resilience project
- enhance the scope and sequence of the personal development program
School Community

Action
Foster partnerships, with parents and the wider community, to support student learning

Evidence
• review current activities within the primary schools connections programs
• identify primary feeder school benchmarks established with Grade 6 parents through the regional parent partnership strategy
• review the Maths/LOTE parent evening and pursue any capacity for learning related focus
• Trial developing vodcasts around parent engagement in student learning
• Build teacher capacity for connection with parents, as part of pastoral team initiatives, through whole school commitment to:
  o teacher phone contact with parent in light of pattern of unacceptable class behaviour
  o proactive email affirmation of student growth

Action
So that the participation of, and involvement with, the parent and wider community continue to grow
review and refine the College promotion strategy

Evidence
• Appoint a marketing consultant with innovative and creative thinking about promoting the College
• Consider staff experiences and ideas, particularly those who live in the local community
• Identify and develop college points of difference such as Project Based Learning, the Resilience Project, Growth Mindset
• Refresh the College branding and consolidate/safeguard the identity of the College, including renewal of the prospectus, renewal of images/logos etc.
• Assess the introduction, for Year 7/2017, of bursaries to SPC for NDC male applicants to enhance numbers at SPC

Action
Improve alumni connections through a broader approach to innovative and alternative ways to connect alumni to each other and to the College.

Evidence
• An alumni connections strategy identified and implemented
Leadership and Management

Action
So that there will be a continued focus on teacher development and empowerment resulting in improved student outcomes, continue to build expertise, creativity, and responsibility in leaders and team members.

Evidence
- Continue the Leader group development program, including through the Learning Organisation NTN leadership program
- Continue development of PLT leader capacity
- Growth in effective collaborative leadership of teams in the identification and pursuit of goals in context of the School Improvement Plan.

Action
So that there will be a continued focus on teacher development and empowerment resulting in improved student outcomes, continue collaborative leadership of Core Domain, Pastoral and Professional Learning Teams through which members assess and redefine team goals based on evidence and feedback.

Evidence
- Continued growth in the leadership and operation of collaborative teams
- Improvement in classroom behaviour indicators
- Growth in literacy, numeracy and VCE indicators in targeted areas

Action
So that effective teams will continue to build expertise, creativity, and responsibility in their members, continue the development of a Success Zone culture:

Evidence
- Growth in leaders and staff unconditional respect and optimistic listening in structured and crucial conversations
- Growth in team expertise for interactions characterized by unconditional respect and optimistic listening

Action
So that there will be a continued focus on teacher development and empowerment, continue to build expertise in Work Health and Safety through monitoring and development of the Safety Action Plan.

Evidence
- Implementation of identified termly WHS targets
Action
So that there will be a continued focus on teacher development and empowerment, refine communication and response processes.

Evidence
- College communication processes reviewed and identified outcomes implemented.
- Adequate and appropriate response is made to staff consultation.

Action
Sustain the focus on teacher development and growth in student outcomes as planning for the future provision of the College continues

Evidence
- Implementation and review of agreed strategies for improvement

VRQA Compliance Data
All College Performance Data has been included in each relevant sections above.