2013 Annual Report to the School Community

Emmanuel College

Registered School Number: 1654
# Contact Details

<table>
<thead>
<tr>
<th>Address</th>
<th>St Paul's Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>423 Blackshaws Rd.</td>
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<tr>
<td></td>
<td>Altona North VIC 3025</td>
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<tr>
<td></td>
<td>Notre Dame Campus</td>
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<tr>
<td></td>
<td>2-40 Foxwood Drive</td>
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<tr>
<td></td>
<td>Point Cook VIC 3030</td>
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<tr>
<td>Principal</td>
<td>Mr. Christopher Stock</td>
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<tr>
<td>Parish Priest</td>
<td>Fr. Ian Ranson</td>
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<tr>
<td>School Board Chair</td>
<td>Mr. Keith Brown</td>
</tr>
<tr>
<td>Telephone</td>
<td>(03) 8325 5100</td>
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<td><a href="mailto:principal@ecmelb.catholic.edu.au">principal@ecmelb.catholic.edu.au</a></td>
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<tr>
<td>Website</td>
<td><a href="http://www.ecmelb.catholic.edu.au">www.ecmelb.catholic.edu.au</a></td>
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</tbody>
</table>

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 Victorian Registration and Qualifications Authority (VRQA).

23 May 2014
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 on-going Years 7-12 St Paul’s all-boys campus at Altona North and the co-educational Notre Dame campus at Point Cook, reaching Year 12 in 2013. Emmanuel College provides an all-boys and coeducational Catholic secondary education option for the students of the region, extending from Yarraville to Point Cook. In 2012, enrolments at St. Paul’s Campus were 802 and at Notre Dame Campus, with Years 7-11, total enrolments were 819.

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 2013

- Introduce Year 12 at Notre Dame Campus
- Implement Year 2 of the Performance Development and Coaching program
- Build on teacher skills in Developmental Behaviour Management
- Further explore Project Based Learning
- Build Digital Learning capacity
- Develop literacy/numeracy strategy

Action plans

- Project management of ElectroTechnology and other capital works
- Developmental Behaviour Management strategy with consultant
- Introduction of 1:1 laptops at Year 7
- Professional Learning Teams strategy with consultant
- Project Based Learning capacity building
- Implementation of Performance Development and Coaching
Principal’s Report

Another milestone was achieved in 2013 at Emmanuel College with Notre Dame Campus (NDC) reaching Year 12 and the construction of the Electro Technology building. Installation of the synthetic turf soccer pitch at NDC and synthetic basketball and cricket nets at SPC enhanced both the ambience and amenity of the campuses.

The successful implementation of VCE at NDC was enhanced by the College structure, with the existing VCE operation at SPC supporting the commencement of Year 12 at NDC. It was wonderful to celebrate the Year 12 Graduation Mass at St Patrick’s Cathedral with the Class of 2013, the first group of students to have commenced in Year 7 at Emmanuel College. The Graduation Dinner at Sofitel was an equally memorable event.

Following Board approval, planning commenced for Stage 5 construction at NDC of flexible learning and Drama spaces in 2014. The growth of the NDC continued with an increase to 8 streams of Year 7s enrolled for 2014.

The College production of Little Shop of Horrors was an outstanding success, with the number of committed staff in the production team contributing significantly to the quality of the production. Sporting achievement over the year included premierships in SACCSS Senior Boys Soccer; Year 9 and 10 Girls Volleyball, Year 7 Girls Netball and Boys Basketball, and in ACC in Senior Cricket, Open Golf and the Senior and Intermediate Aggregate.

Brophy Scholarship winner, John Huynh, attained an ATAR score of 99.3 and will pursue Chemical Engineering at RMIT in 2014.

Continuing to build teacher skills in the Development Management Approach in teacher management of students and orderly classrooms remained a priority.

The partnership with John Corrigan continued in Year 2 of the Performance Development and Coaching (PDC) program. Staff rate the program highly for the support PDC provides in their achievement of identified goals over the year. The program continues in 2014 with a review also to be conducted of the staff climate, with regard to the nature staff work in groups such as in meetings, given the importance of this to successful goal achievement.

I joined colleagues at the New Tech Network Annual Conference in New Orleans as part of our College preparation for the introduction of Project Based Learning in Year 8 next year. Over the year visits also occurred to Parramatta Marist High – our support school in this process. In November a team of leaders from Parramatta and New Tech delivered a three day Showcase at Sanctuary Lakes to support Year 8 planning with teachers.

In November the College was invited to join the University of Melbourne Network of Schools. The Network will focus on the use of data on student results to inform the work of teachers in improving these results.

It is pleasing to note that the key strategic dimensions are in place with regard to innovation in pedagogy, support for teacher goal achievement and measurement for success to continue building the College culture of student and staff pursuit of personal best.

Christopher Stock
Principal
Church Authority Report

Members of the Association of Canonical Administrators, 2013
Fr Ian Ranson, Parish Priest of Laverton (President)
Fr Paul Tru, Parish Priest of Altona North; Altona
Fr John O’Connor, Parish Priest of Kingsville; Yarraville
Fr Joe McMahon, Parish Priest of Newport; Spotswood
Fr Greg Trythall, Parish Priest of Williamstown

Matters considered by the Association through 2013 included:
- Approval of the College Budget for 2014
- 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
- The progress of building construction at Notre Dame Campus
- Support of College involvement in the federally funded Student Welfare Program

Over 2013 the Principal, Leader of Faith Development and 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 Annual Dinner with Board members and Parish School Principals again provided an important opportunity to celebrate Catholic education in the region.
College Board Report

Members of the College Board in 2013

Fr Greg Trythall (Canonical Administrator)
Fr Ian Ranson (Canonical Administrator)
Mr Keith Brown (Chairperson, Co-opted member)
Mr Tim O’Connor (Deputy Chair, Parent member)
Mr Andrew Styzinski (Parent member)
Ms Louise Taylor (Secretary, Parent member)
Ms Shelly Ann Reyes (Parent member)
Mr Michael Ricca (Student member)
Ms Nicole Garcia (Student member)
Mr Christopher Stock (Principal)
Ms Judith Weir (Deputy Principal)
Mr Mario Puopolo (Co-opted member)
Mr Malcolm Willetts (Staff member)
Mr Chris Maine (Honorary Accountant)
Ms Jennifer Webster (Observer)
Mr David Barr (Observer)

2013 was another significant year for Emmanuel that provided the Board with a broad and exciting program of activity that made being a Board member a very rewarding experience for those involved.

In striving for continuous improvement to meet the needs of 21st century students, the Board received updates from the College Leadership on progress to implement their ambitious Project Based Learning agenda. We have witnessed the professionalism, preparation and passion for teaching and learning of the College’s leaders and teachers.

The College has worked in partnership with the International New Technology Network of Schools and closely with the Network’s Australian member, Parramatta Marist High School. This year our inaugural intake of students at Notre Dame Campus completed their secondary studies at Emmanuel, graduating alongside students from the St Paul’s Campus.

Our capital works program delivered significant achievements to facilities at both our campuses. The College was pleased that former MP, Ms Nicola Roxon was able to open Stage 4 facilities at our Notre Dame Campus, and the College’s Trade Training Centre will be operational for classes in 2014. The Board has also received high quality reports on progress against the College’s Strategic Plan and important and ongoing matters such as management of finances, assets and corporate compliance.

The report from Christopher Stock on his sabbatical to the United States during June was highly informative. I thank him for his leadership and contribution to the work of the Board along with his colleagues who also served on the Board. I thank my fellow Board members for their commitment and contributions that ensure sound Governance of Emmanuel College. The Board is also grateful for the support of the Canonical Administrators, and in particular, Fr. Ian Ranson. I have every confidence that the College will continue to be a place where students and staff will continue to thrive.

Keith Brown
Chairperson
Education in Faith

Goals and Outcomes 2013

- Development of a rigorous and authentic RE curriculum based on To Know, Worship and Love – so that the links between faith and action are more explicit and classes more engaged.
- Enhance the College community’s understanding of our Catholic identity
- Develop a database for the tracking of staff accreditation and strategy for increasing the percentage of those accredited.
- Pursue broader staff/student involvement in responding to those in need.

Achievements

The highlights of the Faith Development/Religious Education program for 2013 were:

1. Religious Education Curriculum
   - Updated 7-12 curriculum with specific reference to TKWL including detailed unit outlines, clear curriculum goals and assessment of the introduction of whole school curriculum to SIMON and the development of units to introduce Project Based Learning into Year 8 from 2014.

2. Community Engagement
   - Students from both campuses continued to support the St Leo’s Healing Mass each term and 2013 saw the introduction of the Primary School Community engagement program where each term Year 10 students supported in the classroom at our feeder primary schools.
   - Staff and students continued to attend our Sunday Parish Masses where students would represent the College at one particular mass throughout the year and local community events were attended by staff, students and parents including the Wyndham Relay 4 Life and Reclink Community Run in Werribee.

3. Catholic Identity
   - In an attempt to continue awareness of our Catholic Identity within the College, regular newsletter articles on “Catholic Identity” were published by the Leader of Faith, five staff attended the Marist Conference during term three to better understand our Marian Tradition and connections and 2013 saw the introduction of Weekly class mass for Year 7 students across both campuses.
   - Halim Abboud, one of our Year 11 students, attended World Youth Day as part of the Melbourne Diocese contingent along with over 40 students from other colleges and twelve students from both campuses participated in the Catholic Youth Festival which was held in December with over three thousands young Catholics from around Australia.

4. RE Accreditation
   - The percentage of Accredited Staff has seen an increase over the past three years with regular opportunities for staff to participate in Accreditation related professional development offered through the CEO and other providers.
   - Accreditation opportunities offered directly through EC have included the Staff Faith Day run by Paul Spence and an evening PD session run by Professor Ismail Albayrak on Islam and Bible.
   - Introduction of staff and parent prayer group on both campuses on a weekly basis.
5. Justice & Service

- Weekly social justice meetings on both campuses with a significant increase in student participation occur with involvement of both staff and students including the Winter Sleepout, Live below the Line, Winter Appeal, Reclink Run, relay for life and the Caritas walk in their shoes.
- Fortnightly commitment to Matthew Talbot Soup Van has been maintained for two years including the support of the annual soup van Christmas party.
- Social Justice projects including Project Compassion has seen a significant increase from $7000 (2012) to $9157.80 (2013)
- Justice immersion opportunities have been developed including the Friends of Alice – Indigenous Immersion to Alice Springs, our first international immersion organised for 28 days in Cambodia with 24 students participating and 4 staff attended the Caritas Immersion trip to Bolivia in January.

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

Goals and Intended Outcomes 2013

- Assist teachers in incorporating elearning strategies. Introduction of PBL trials in 2013 to assess impact on Literacy and Numeracy levels. Extend the understanding of assessment for learning and of learning in providing feedback to students. The use of a UbD model as the template for the development of curriculum to lead to specific assessment and feedback models for students.
- Develop consistent assessment criteria across all subjects. The use of UbD to develop common assessment expectations in the Interdisciplinary areas of VELS and AusVELS. Enhance outcomes of professional learning teams' including cross curricular teams. Introduction of cross curricular focused teams around PBL. Develop student capacity for metacognition, self-discipline, self-regulation, motivation and responsibility for their learning.
- Continue sourcing and implementing programs which enhance literacy and numeracy Years 7 to 10.
- Focus on goal setting based on reports. Use of Personal Learning Data to guide student’s goals setting in class to be reviewed in Learning Advisor. Pursue the implementation of AusVels, using it to plan engaging programs, linked to real world issues and appropriately scoped and sequenced programs which meet the needs of all students.
- Improvement in Learning Street pedagogy
- Continue to ensure teachers of VCE studies set goals and improvement plans for their class.

Achievements

- For the class of 2013, the top ATAR score was 99.3, and an overall median score of 29 and 100% VCE completion rate were achieved. The completion rate for VCAL was 100%.
- On track data regarding the post school destinations for the class of 2012 indicated 57% enrolled at university, 23% in TAFE/VET, 8% to 10% in employment.
- The proportion of Year 9 students retained to Year 12 was 82.37%. 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.
- In 2013 for NAPLAN testing, 96.4 % of Year 7 students met the national minimum standards for writing, 94.6% for reading, 95.2% for spelling, 95.7% for grammar and punctuation and 97.6% for numeracy. For Year 9 the figures were 98.2% for reading, 92.7% for writing, 94.5% spelling, 94% for grammar and punctuation and 98.5% for numeracy.
- Change in the proportion of students meeting the national minimum standards:
Average Standardised Results (Estimated VELS Equivalent Score) – Year 9 2012

<table>
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<tr>
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<th>Average Standardised Results</th>
<th>Change in Average Standardised Results</th>
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<tbody>
<tr>
<td>Reading</td>
<td>5.25</td>
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<td>Spelling</td>
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<td>4.77</td>
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<tr>
<td>Grammar &amp; Punctuation</td>
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<td>Numeracy</td>
<td>4.64</td>
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Student Learning Outcomes 2011-13 Proportion of Students Meeting National Minimum Standards

<table>
<thead>
<tr>
<th></th>
<th>Year 7</th>
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<th>Year 9</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>98.2%</td>
<td>94.6%</td>
<td>98.7%</td>
<td>98.6%</td>
<td>98.2%</td>
<td>96.7%</td>
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<tr>
<td>Writing</td>
<td>93.6%</td>
<td>96.4%</td>
<td>97%</td>
<td>92.9%</td>
<td>92.7%</td>
<td>88.1%</td>
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<tr>
<td>Spelling</td>
<td>96%</td>
<td>95.2%</td>
<td>95%</td>
<td>95.7%</td>
<td>94.5%</td>
<td>94.1%</td>
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<tr>
<td>Grammar &amp; Punctuation</td>
<td>96.7%</td>
<td>95.7%</td>
<td>91.1%</td>
<td>95%</td>
<td>94%</td>
<td>89.8%</td>
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<tr>
<td>Numeracy</td>
<td>97.8%</td>
<td>97.6%</td>
<td>97.6%</td>
<td>98%</td>
<td>98.5%</td>
<td>94.7%</td>
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Change In the proportion of students meeting the National Minimum Standards from 2011

<table>
<thead>
<tr>
<th></th>
<th>Year 7</th>
<th></th>
<th>Year 9</th>
<th></th>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Reading</td>
<td>0.7%</td>
<td>-3.6%</td>
<td>4.1%</td>
<td>-0.1%</td>
<td>-0.4%</td>
<td>-1.5%</td>
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<tr>
<td>Writing</td>
<td>-3.7%</td>
<td>2.8%</td>
<td>0.6%</td>
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<td>Spelling</td>
<td>-0.8%</td>
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<td>Grammar &amp; Punctuation</td>
<td>3.7%</td>
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<td>-4.6%</td>
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<tr>
<td>Numeracy</td>
<td>-2.0%</td>
<td>-0.2%</td>
<td>0.0%</td>
<td>-0.7%</td>
<td>0.5%</td>
<td>-3.8%</td>
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In terms of value added to the College, students in Year 7 participated in Connected Learning Experiences trialling Project Based Learning (PBL). Students participated in two Connected Learning Experiences each semester focused on Humanities/RE and Science/Health and Physical Education. The Domain specific project days held at Year 7 and 8 were a highlight for students at these levels. The Arts Department hosted a number of important events including the Showcase Performance, Drama Performance and Short Film Festival which allowed students at both campuses to display their talents and gain valuable performing experience in front of large crowds. A College Musical “Little Shop of Horrors” 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 the Northern Territory. 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 training of staff in the implementation of Project Based Learning and the writing of new curriculum to be delivered in 2014. The whole teaching staff participated in a range of activities ranging from an introduction to PBL, intensive workshops for teams of Year 8 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. Our Principal and four of the College teaching staff attended the New Tech Annual Conference in New Orleans. The move to Project Based Learning has allowed us to review our assessments with a view to ensuring that student learning is focused on AusVELs standards, is rigorous and at the same time engaging and challenging for students.

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 competitions in Netball, Basketball, Soccer, Cricket and Carnivals in Swimming, Athletics and Cross-Country, Tennis, Golf.
- Year 8 House Sport program which allowed students the opportunity to engage in physical activity in an atmosphere of fun. Students had the opportunity to engage with a range of students from the Year Level and further develop their skills in team work and collaboration.
- House Based sporting competitions
- Soccer Academy
- Cricket 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.

- **Faith Experiences**
  - Masses and other liturgies to mark significant occasions in the calendar of the Catholic Church
  - Opportunities for students to be involved in the creation of personal prayer and liturgy
  - Community and Social service

- **Leadership**
  - Homeroom Leaders
  - House/Year Level Competitions
  - Social Justice Committee
  - Peer Mentoring
  - Student Leadership Group

- **Educational Competitions**
  - Chess Club
  - Public speaking
  - Debating (ACC and Debating Association of Victoria)

- **Music and Performing Arts**
  - Showcase performance
  - Drama Performance
  - Festival of the Moving Image
  - College choir
  - College Musical

- **Enrichment Programs**
  - Year 9 Rock and Water and MPower Programs delivered through Healthy Living Classes and an after school program
  - Work Education – including Work Experience
  - Retreat experiences for Senior students
  - Year 7 and 9 Camps
  - Driver Education
  - Year 11 Ski Trip
  - Northern Territory Trip

- **Clubs and Support Programs**
  - Homework sessions
  - Homework Club
  - Book Club/Chats
  - LOTE Club
Feedback on student and parent satisfaction with the College over 2013 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 2013.

Feedback also suggested a satisfactory level of teacher satisfaction with the College over 2013 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.

Ms Judith Weir
Deputy Principal – Leader of Learning
Student Wellbeing

Goals & Intended Outcomes 2013

- Ensure processes and structures are in place to track students in their journey from Years 7 to 12.
- Provide structures and avenues for students to be involved in decision making and to have a voice e.g. Trial Portfolio Leadership Positions in 2013 at SLG. Continue to develop student led assemblies and other initiatives.
- Continue to build a relational culture at the College based on unconditional respect for each student.
- Ensure that relevant signs are displayed in all areas and referred to regularly as part of behaviour management strategies. Recognition that new team of leaders will require development and support in their leadership role, therefore a focus on PL and expectations of the role. Continue to build the Development Management Approach (DMA) with a focus re-entry conferencing.

Achievements

Effective structural processes have been put in place to enhance pastoral care provision in their journey from Years 7-12.

- Our Pastoral Care Team meetings - The Pastoral Co-ordinator at each campus meets fortnightly with all house leaders to monitor, plan, support the progress of all students and to ensure there is consistent practice between individuals and regular feedback between houses.
- Vertical HR structure at NDC - Vertical Homeroom structure was further embedded at NDC.
- Student Learning Goals were entered on SIMON and available to parents
- Individual Subject Learning Goals established by students in liaison with subject teachers
- Commenced process for developing Commendations to be recorded on SIMON

Enhancement of student leadership and options for student voice were delivered through a range of initiatives:

- Student Leadership Group [SLG] Portfolios were assigned and key leaders rostered to speak at College Assemblies
- House Assemblies were largely student directed.
- All Portfolio Leaders had opportunity to report in College newsletters
- Community involvement fostered by leaders and groups of students actively involved in delivery of community programmes. Eg Soup van, RecLink – local and interstate, St Vincent de Paul connection
- Town Hall sessions trialled successfully
- The Pastoral Co-ordinator met regularly with leaders.
- Senior leaders ran leadership training day with younger students.
- Leaders also participated in senior leadership development days, (Westbourne, Geelong Football Club, John Paul College, and UNISEF).
2013 staff continued to build on their DMA program by incorporating their DMA goals into their Professional Development Coaching (PDC) programme.

- Ray Lewis continued to work directly with new staff while, House Leaders facilitated regular activities through house meetings with a focus on DMA skilling.
- Implemented use of visual tools to support classroom management plans.
- Focus area for DMA was re-entry conferences with students after exit to time-out.
- As part of our professional development coaching, house leaders worked with pastoral care teams with Glen Pearsell on ‘pivot questions’ to further develop skills of managing team members and dealing with difficult people.
- House Leaders also engaged in 1-1 coaching with Glen Pearsell to develop specific skills

The student engagement index was 64.3.

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<th>Campus</th>
<th>Year Level</th>
<th>Student Count</th>
<th>Student Attendance Percentage</th>
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<td>NDC</td>
<td>Year 7</td>
<td>205</td>
<td>94.17%</td>
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<td>Year 7</td>
<td>140</td>
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<tr>
<td>SPC</td>
<td>Year 8</td>
<td>117</td>
<td>94.24%</td>
</tr>
<tr>
<td>NDC</td>
<td>Year 8</td>
<td>208</td>
<td>92.06%</td>
</tr>
<tr>
<td>NDC</td>
<td>Year 9</td>
<td>176</td>
<td>90.93%</td>
</tr>
<tr>
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<td>Year 9</td>
<td>132</td>
<td>91.70%</td>
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<td>Year 11</td>
<td>142</td>
<td>90.92%</td>
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<td>NDC</td>
<td>Year 12</td>
<td>125</td>
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<tr>
<td>SPC</td>
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<td>108</td>
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Leadership & Management

Goals & Intended Outcomes 2013

- Embed learning and training in leadership, especially for middle leaders. Sustain the commitment to professional learning teams.
- Improve the clarity of decision making processes, with a focus on how teachers contribute to change. Engage in a formative program/process which provides informative and meaningful feedback to teachers about their practice.
- Improve understanding of and practice in distributed leadership.
- Strengthen and clarify lines of cross campus communication between and at all levels of the College, particularly around curriculum.
- Enhance staff wellbeing and relationship building programs.
- Attend to ongoing provision of ICT resourcing and prepare for the introduction of ICON.
- Ensure staff and student safety
- The Canonical Administrators and Board engage with CEOM with regard to planning for future provision of Catholic education in the region. Work collaboratively with staff and relevant communities with regard to implementation of the confirmed strategic plan. Develop NDC as a Year 7-12 campus by 2013.

Achievements

Middle leaders were supported in their leadership through the introduction of Performance Development and Coaching with the relevant senior leader, in the light of survey feedback from their team leaders, peers and teachers. The need to continue the skilling of coaches will be a focus of Leader Professional Learning in 2014.

Professional Learning Teams were based around the development of Project Based Learning units and Janine Enright continued as critical friend to the teams. Year 2 of the Performance and Development Coaching program continued the skilling of teachers and coaches in successfully achieving identified goals with class survey results shared with the coach. In 2014 a staff climate audit will be conducted on how teacher teams operate to support the continued building of a culture where teachers are engaged and contribute to change.

The School Climate index, as measured from School Improvement Framework staff surveys was higher at SPC (63.6) than NDC (54.4) with a College index of 58.6. It is pleasing to see the improvement of the SPC staff climate index over two years from 59.6 to 63.6. The same College wide structures and processes operate at both campuses. The larger and younger staff at NDC, less experienced middle leaders and the number of new staff appointed over recent years, as the campus has grown, may explain the difference in perception.

Planning for the implementation of Project Based Learning in Year 8 next year provided many teachers with another source of feedback in consideration of their current practice, including the leading of collaborative learning environments.

The Learning to Learn Working Party, comprising the Leadership team and Pastoral and Curriculum Executives, was successfully introduced with a focus on the VCE Strategy, termly subject teacher identification with students of learning goals, and preparation for exams. A Mathematics working party was established to consider improved Maths pedagogy. The appointment of a Leader of Innovation provided important support in the planning for Project Based Learning and regarding Maths pedagogy.
Campus Administration and Pastoral and Learning-Teaching teams worked closely across campuses. In 2014 to further strengthen cross campus communication Assistant Domain Leaders will attend Academic Council meetings.

Staff have not pursued the operation of a staff wellbeing committee. However Yoga and Pilates classes have been available at both campuses and access purchased to insightful Wellbeing articles aimed at staff working in schools which are published weekly. Regular morning teas were arranged by staff members in supporting staff morale. Contact with ACCESS counselling services was encouraged for relevant staff. Coaching sessions and the annual staff reflection day are viewed by many staff as effective means for relationship building.

The 1:1 laptop program was successfully rolled-out in Year 7. While CEOM continues to pursue development of ICON, it is unclear whether the learning management dimension will replace the SIMON system currently used at the College. Staff access was provided to the New Tech Network ECHO learning management system as part of planning for Project Based Learning.

In ensuring staff and student safety, staff completed an online WHS unit and WHS committee meetings were held on a termly basis. Follow-up of student behaviour involving harassment occurred and supervision of relevant leaders incorporated the management of stress as relevant.

With regard to future planning the Association of Canonical Adminstrators confirmed the continuation of the current College structure to the College and Primary school communities. NDC commenced its operation as a Year 7-12 campus.

Financial planning by the Board and Association was made difficult with the uncertainty around Federal and State funding to schools, which continued into the last weeks of the school year.

The Professional Learning Team program continued, with a focus on Project Based Learning, supported by the work of external consultant, Janine Enright and New Tech Network.

Staff were engaged in the following “whole staff” professional learning activities throughout 2013:

- A Staff Faith reflection day led by Paul Spence
- Continued work with Professor Raymond Lewis in the implementation of the Developmental Management Approach for orderly classrooms
- Staff met in Professional Learning Teams to develop Project Based Learning (PBL) Units and were part of Professional Learning sessions on aspects of PBL
- Coaches and teachers identified goals in professional practice and monitored achievement through the Performance Development and Coaching program
- First Aid and Anaphylaxis training

Staff also attended a range of external PL programs in areas which including Subject Association Conferences, Catholic Education Office programs, VCE subject inservices, ICT and Learning-Teaching programs.

The average attendance rate for teaching staff during 2013 was 96.1%.

The teaching staff retention rate from 2012 to 2013 was 93.75%. Most staff leave because of relocation or the proximity of new employment to home and family.
Our teaching staff of 128 teachers participated in an average of 50.5 hours of professional learning (per teacher) during the course of 2013. The average professional development expenditure per teacher was $1165.

### TEACHER QUALIFICATIONS 2013

<table>
<thead>
<tr>
<th>Qualification</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>DOCTORATE</td>
<td>1.6%</td>
</tr>
<tr>
<td>MASTERS</td>
<td>12.5%</td>
</tr>
<tr>
<td>GRADUATE</td>
<td>58.4%</td>
</tr>
<tr>
<td>CERTIFICATE GRADUATE</td>
<td>9.6%</td>
</tr>
<tr>
<td>DEGREE BACHELOR</td>
<td>11.7%</td>
</tr>
<tr>
<td>DIPLOMA ADVANCED</td>
<td>6.25%</td>
</tr>
<tr>
<td>NO QUALIFICATIONS LISTED</td>
<td>0%</td>
</tr>
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### 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>3</td>
</tr>
<tr>
<td>Teaching staff (Head count)</td>
<td>124</td>
</tr>
<tr>
<td>FTE teaching staff</td>
<td>126.6</td>
</tr>
<tr>
<td>Non-teaching staff (Head count)</td>
<td>51</td>
</tr>
<tr>
<td>FTE non-teaching staff</td>
<td>46.7</td>
</tr>
<tr>
<td>Indigenous teaching staff</td>
<td>0</td>
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</tbody>
</table>

Christopher Stock
Principal
College Community

Goals & Intended Outcomes (2013)

- Development of customer charter (what we expect of parents; what can be expected of us). Training stakeholders in process. (3 tiers Term 1) Support staff (BM, FPM, PIC), Middle Leaders(DPs), Teachers (MLs).
- Quality assure our brand touch points. Ensure online communications are effective and coherent. Redevelop website and explore potential of tablet/smartphone application. Reassess utilisation of promotional budget for marketing activity.
- Explore the opportunities of social media and other online tools to enhance communication and interaction with alumni. Facilitate alumni reunion to take place in 2014 (possibly 25 year). Maintain communication channels with more recent College graduates. Continue to profile alumni in our strategic communications and explore potential for distribution of 21st birthday cards.
- Broaden the opportunities for students to experience involvement in the local and global communities such as social justice, cultural and learning e.g. careers, camps, primary school connections.

Achievements

2013 has been a busy year for the College’s community engagement program that saw the reappointment of Michael Pickner as Leader of Community Relations, and the presentation of 2014-2016 Strategic Marketing and Engagement Plan to the College Board. During the year the College’s prospectus was refreshed to include powerful images of students pursuing their personal best at the College.

The College introduced a new feature in local media each term to celebrate the achievements of staff and students within our wider College community. The College continued to explore ways that would make communication and engagement easier for parents, staff and students. This included reviewing the College website, the exploration of smartphone applications, and the potential role of social media.

The College rolled out the newly developed customer charter (what we expect of parents; what can be expected of us). In Term 1 the clerical support staff and Pastoral Team were trained in the protocols. In Term 2 the House Leaders were skilled up in the area of train the trainer for teaching staff role out. In preparation for Mid-Year Parent Teacher interviews, teachers were briefed in regards to best practices for these meetings. The second semester focused on the skilling of teachers around phone and email protocols.

In order to ensure online communications are effective and coherent parents were provided with opportunities to engage with the College in a way that meets their needs, in 2013 the Parent Access Module (PAM) was more widely accessed by the College community. By accessing components of our student/learning management system, parents are in a better position to engage in their son/daughter’s learning and feel connected to College activity. The current PAM rollout enables parents to access the calendar, newsletters, book parent teacher interviews and view student reports. PAM will continue to provide parents with increased functionality each year.

This year saw particularly successful alumni program, with the class on 1993 and 2011 reunions very well attended. The alumni program for 2014 will grow on the success of this year’s initiatives including exploring potential for alumni to contribute to our Project Based Learning program and introduction of processes to maintain ongoing dialogue with more recent Emmanuel College alumnus.
Over the year there were many opportunities for students to experience involvement in the local and global communities. Students were able to interact with the community and other school groups in activities such as inter-school sporting associations, Project Days, Camps, ski-trips, Northern Territory Tour, school Retreats and involvement in academic competitions and work experience. Cross Campus connections at Year 10 & 11 were further enhanced and connections at Year 12 were established. Under the guidance of the Pastoral Co-ordinators, the Student Leaders from both Campuses were jointly involved in Peer Support Training and Leadership seminars with John Paul College.

In 2013 the social justice group encouraged students to participate in a range of fund-raising activities for such organisations as Corazon, St. Vincent de Paul, Centre Care, Matthew Talbot St Vinnies Soup Van, Centre Care and Missions. Students attended the “Friends of Alice” facilitated by Rec Link. Year 10 students, as a part of their Religious Education Program, visit Marina Aged Care Centre and lend support by having conversation and entertaining the residents, at the same time building relationships with the elderly.

Additionally this year the College expanded its Primary School emersion program. This program now includes:

- Grade 4 tours
- free attendance at the College’s musical
- participation in the soccer fun day held at the St Paul’s campus
- Year 10 Religious Education students providing support in the classroom in our primary feeder schools as well as extra curricular support.
- Outreach activity by members of the Emmanuel Soccer Academy and VET and VCAL students to support the running of primary school events as well as one-off activities within our local primary schools.

David Barr
Campus Leader – Notre Dame Campus
# Financial Performance

<table>
<thead>
<tr>
<th>REPORTING FRAMEWORK</th>
<th>ACCRUAL $</th>
</tr>
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<tbody>
<tr>
<td><strong>Recurrent income</strong></td>
<td>Tuition</td>
</tr>
<tr>
<td>School fees</td>
<td>4,039,100</td>
</tr>
<tr>
<td>Other fee income</td>
<td>157,836</td>
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<tr>
<td>Private income</td>
<td>787,040</td>
</tr>
<tr>
<td>State government recurrent grants</td>
<td>3,677,502</td>
</tr>
<tr>
<td>Australian government recurrent grants</td>
<td>13,355,910</td>
</tr>
<tr>
<td><strong>Total recurrent income</strong></td>
<td><strong>22,017,388</strong></td>
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</table>

<table>
<thead>
<tr>
<th><strong>Recurrent Expenditure</strong></th>
<th>Tuition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries; allowances and related expenses</td>
<td>14,426,499</td>
</tr>
<tr>
<td>Non salary expenses</td>
<td>6,514,778</td>
</tr>
<tr>
<td><strong>Total recurrent expenditure</strong></td>
<td><strong>20,941,277</strong></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Capital income and expenditure</strong></th>
<th>Tuition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Government capital grants</td>
<td>3,902,474</td>
</tr>
<tr>
<td>Capital fees and levies</td>
<td>1,594,048</td>
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<tr>
<td>Other capital income</td>
<td>13,402</td>
</tr>
<tr>
<td><strong>Total capital income</strong></td>
<td><strong>5,509,924</strong></td>
</tr>
<tr>
<td><strong>Total capital expenditure</strong></td>
<td><strong>3,585,488</strong></td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)</th>
<th>7,808,470</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total opening balance</strong></td>
<td><strong>8,441,093</strong></td>
</tr>
<tr>
<td><strong>Total closing balance</strong></td>
<td><strong>7,808,470</strong></td>
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</tbody>
</table>

Note that the information provided above does not include the following items:
- System levies charged to individual schools, intra-systemic transfers and diocesan supplementary capital fund (SCF) supported borrowings for primary schools. The information provided is not comparable with other educational sectors. This VRQA template is not comparable to the ACARA school-level income reporting requirements which are to be reported on the MySchool website. ACARA school level reporting requirements will require system level income from Government grants and some private income to be allocated by school. This will be a small adjustment in relation to the total level of school resources. At this stage, recurrent income from Government sources, school generated income and capital expenditure are to be reported by schools. Additionally when assessing the private income of the school include both recurrent and capital school fees.
Future Directions

As outlined in Emmanuel College’s Annual Action Plan for 2014

Education in Faith (1)

1.1 Action
Maintain the development of a rigorous and authentic RE curriculum based on To Know, Worship and Love, 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.

Evidence
Continue updating of curriculum and documentation. Continue developing membership of Social Justice group. Increased interaction with community, i.e. Aged Care visitation, Soup Kitchen, St. Leo’s Healing Mass etc. SIF measure, student Catholic Culture, improving from 53% (2011) towards 60%. Improvement in staff Catholic Culture SIF measure. Take part in the Catholic Identity project.

1.2 Action
Maintain our database for the tracking of staff accreditation and a strategy for increasing the percentage of those accredited. Introduce the role of Liturgy Captain into the SLG group as a strategy to increase awareness to faith and liturgy.

Evidence
Database is active. Staff able to access their records through SIMON. Graduate teachers are all accredited within 5 years. Increased number of staff attending accredited events or on sponsored study.

1.3 Action
Pursue broader student/staff involvement in responding to those in need, including the operation of the first World Challenge.

Evidence
Continue to develop student and staff engaged with Matthew Talbot Soup Kitchen. Continue increase in Project Compassion and awareness of Caritas for staff and students. Consolidate Social Justice Group NDC with SLG. Successful implementation of the first World Challenge.

Learning and Teaching (2)

2.1 Action
In developing teacher contemporary learning practice:
- Continue development of current PBL units in Year 7
- Introduce Year 8 PBL units in all domains, including full RE/HUM program
- Pursue literacy focus in all PBL units
- Introduce paired class delivery of HUM/RE Year 8 program
- Plan for full delivery of PBL in Year 8, 2015 and introduction to Year 9
- Teachers identify a PDC learning goal aligned with a learning-teaching AAP action.

Evidence
Year 7 PBL units further developed; Year 8 PBL implemented, including literacy focus; increase in student voice in learning through PBL units; full delivery Y8 PBL/intro Y9, 2015 planned. Teacher progress in PDC learning goal.
2.2 Action
In developing teacher contemporary learning practice and to improve literacy and numeracy outcomes, develop a Success Coordination strategy as part of the University of Melbourne network.

Evidence
Success Coordination strategy developed. Matched cohort NAPLAN improvement measures at least 40. Pre/post evidence developed in identified areas.

2.3 Action
In developing teaching contemporary learning practice, and to improve VCE outcomes, continue the work of the Learning to Learn team with a focus on improving performance at Years 10-12 through the use of evidence.

Evidence
A VCE median of 30 pursued.

2.4 Action
In developing teacher contemporary learning practice, and in developing student engagement in and responsibility for their learning, develop student metacognition and growth mindset through:

- Delivery of PBL units
- Subject teacher termly setting of individual student learning goals
- Continue emphasis, as outlined in the summary classroom poster, with teachers on their focus with students on the basic practices needed for effective learning-teaching, including in Learning Streets. Domain leaders attend the alternate campus regularly.

Evidence
The SIF student engagement index is moving towards 73.3. Teacher development of metacognition and growth mindset implemented. Improved teacher practice of the basics, including in Learning Streets.

2.5 Action
In supporting improved VCE outcomes implement Success Coordination as above. Support improved collaboration of partner VCE teachers at each campus, for improved student learning, including effective management of tensions that arise.

Evidence
VCE median study score moving towards 30, with the percentage of 40+ scores towards 7%. Collaboration of VCE partner teachers improved, including a joint commitment to any provision of additional classes etc.

Student Wellbeing (3)

3.1 Action
In continuing to develop a shared understanding of student wellbeing that empowers all to take responsibility for consistent practice, ensure processes and structures are in place to track students in their journey from 7 to 12. Teachers identify a PDC pastoral goal aligned to a student wellbeing AAP action.

Evidence
- Use of SIMON alerts/profiles to monitor/review student/cohort progress, including inappropriate internet use and uniform.
- House Leaders and Pastoral Coordinator termly review student academic progress with relevant follow-up.
- Teachers show unconditional respect to students, treat them as responsible individuals and encourage their success.
• Homeroom teachers/House Leaders consistently followup/monitor relevant action regarding systems issues and good order of physical environment.
• Teacher progress in PDC pastoral goal.
• Student engagement index moving towards 73.3

3.2 Action
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.

Evidence
• Continue development of Portfolio Leadership Positions
• Continue Town Hall sessions
• All house assemblies to be led by student leaders
• Regular House Leader meetings with House student leaders
• Student engagement index moving towards 73.3

3.3 Action
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. Teachers identify a PDC pastoral goal aligned to a student wellbeing AAP action

Evidence
• During Term 4 Year 7 transition program survey student views and feedback to transition planning for following year
• House meetings continue to focus on identified DMA goal
• Relevant signs are displayed in all areas and referred to regularly as part of behaviour management strategies
• Improved SIF data re classroom behaviour
• Teacher progress in PDC pastoral goal, if DMA, as measured against DMA checklist.

School Community (4)

4.1 Action
• To support improved parent engagement develop a stronger customer service culture
• Review actions with office staff and identify next steps
• Develop teacher skill for connecting with parents at parent gatherings and in communication with parents over the year
• Develop teacher skill in responding to identified parent feedback and implementing relevant action

Evidence
• All staff understands what is expected of them in relating with/responding to parents and what support they can receive to achieve this.
• Customer charter is communicated to parents.
• Office staff dealings with parents achieve specified targets
• Review protocol for management of parental complaints and implement relevant action
• Develop processes for reliably identifying parent satisfaction levels and implement identified improvements
• Parent satisfaction index increasing from 72.8 towards 77.6
4.2 **Action**
To ensure our communication channels meet the needs and preferences of existing and prospective parents build on the:
- Online communications which are effective and coherent
- Redevelopment of the College website
- Use of PAM
- Monitor focus on girls

**Evidence**
Improved parent satisfaction with College communication. NDC recognised as strong destination for girls

4.3 **Action**
- In utilising the power of alumni to enhance the reputation of the College and strengthen the impact of learning-teaching:
- Implement the use of social media and other online tools to enhance communication and interaction with alumni.
- Organise ‘decade reunions’ commencing with 2004/94/84/74 in 2014
- Facilitate other alumni reunions as identified
- Maintain communication channels with more recent College graduates.
- Continue to profile alumni in our strategic communications
- Continue to build alumni database with the aim of linking relevant alumni into PBL program
- Explore potential for distribution of 21st birthday cards.

**Evidence**
- Development of SPC and EC Facebook pages.
- Increased number of alumni active on our databases.
- Increased number of alumni initiating contact with College.
- Increased number of alumni engaged in school programs such as PBL

4.4 **Action**
Increase student involvement in the broader community through primary school connections.

**Evidence**
- Full implementation of the Year 10 primary outreach program at each feeder
- Sustain involvement of students in at least one whole school event at each feeder

Leadership and Management (5)

5.1 **Action**
In enhancing teacher efficacy and empowerment:
- Continue middle leader PL in leadership skilling with Glen Pearsell
- Senior leaders coach/appraise middle leaders in leadership skills, in their teams and other settings, which avoid narrow framing and sustain a leadership sensibility
- Sustain the commitment to professional learning teams
- Establish Assistant Domain Leader formal connection with Academic Council, with ADLs coached by DLs
- Continue identified DMA PL with Ray Lewis
- Identify succession plan for consultant DMA support from 2015
- Implement Year 3 of the PDC program, with an audit of staff climate in teacher meetings. Working in groups etc
Evidence
- Improved middle leader leadership skills
- Staff climate index moving from 57.4 towards 62.4 (2013I = 58.6)
- Improved PDC student survey measures
- Continued DMA consultant support into 2015.

5.2 Action
- Continue supporting staff wellbeing:
  - Continue to publish staff wellbeing weekly reflections
  - Support initiatives of the well-being committee
  - Provide relevant support through ACCESS and other programs

Evidence
- Staff climate index continues to improve

5.3 Action
Ensure staff and student safety

Evidence
Effective operation of WHS committee and related work of curriculum and pastoral teams

5.4 Action
To ensure that the enrolment strategy caters for increased demand and the continued provision of appropriate facilities and resources:
- Implement stage 5 construction at NDC and as identified at SPC
- Implement Year 2 of the 1:1 laptop program and upgrade staff laptops
- Confirm a fee structure which provides necessary income in light of any reduction in GAC funding
- Identify 2016 resource needs in light of enrolment demand

Evidence
- Action outcomes achieved