2014 Annual Report to the School Community

Emmanuel College – Altona Nth – Pt Cook

Registered School Number: 1654
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Contact Details

<table>
<thead>
<tr>
<th>ADDRESS</th>
<th>St Paul's Campus 423 Blackshaws Rd. Altona North VIC 3025</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Notre Dame Campus 2-40 Foxwood Drive Point Cook VIC 3030</td>
</tr>
<tr>
<td>PRINCIPAL</td>
<td>Mr. Christopher Stock</td>
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<tr>
<td>PARISH PRIEST</td>
<td>Fr. Ian Ranson</td>
</tr>
<tr>
<td>SCHOOL BOARD CHAIR</td>
<td>Mr. Keith Brown</td>
</tr>
<tr>
<td>TELEPHONE</td>
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</tr>
<tr>
<td>EMAIL</td>
<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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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 2014 school year under the Schools Assistance Act 2008 (Cth) and the Schools Assistance Regulations 2009 (Cth)

22 May 2015
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 2014

- Continue the growth of the Notre Dame Campus
- Align Performance Development and Coaching teacher goals with Action Plan
- Build teacher mastery in Developmental Behaviour Management
- Implement Project Based Learning in Year 8 subjects
- Improve staff climate measures
- Develop literacy/numeracy strategy
- Improve VCE performance

Action plans

- Project management of stage 5 building program at Notre Dame Campus
- Developmental Behaviour Management strategy with consultant
- Introduction of 1:1 laptops at Year 8
- Professional Learning Teams strategy with consultant
- VCE success strategy
- Project Based Learning units and teacher mastery development
- Performance Development and Coaching community of practice
- Identify parent satisfaction levels
- University of Melbourne Network of Schools strategy
Principal’s Report

Another milestone was achieved in 2014 at Emmanuel College with stage 5 construction of an additional learning centre at Notre Dame Campus (NDC) designed with flexible learning spaces to incorporate project based learning. Refurbishment of the three storey Jubilee building at St Paul’s Campus (SPC) included replacement of windows and surrounds and installation of split system climate control and new blinds.

The second year of celebrating the Year 12 graduation Mass at St Patrick’s Cathedral, followed by dinner at the Sofitel, saw another memorable event, with additional numbers well catered for in a second dining space. The relaxed and cooperative manner in which Year 12s celebrated their last day with staff at Werribee Zoo, followed by a BBQ lunch, was a wonderful affirmation of the quality of the Class of 2014.

The College production of *The Wiz* was an outstanding success, Sporting achievement over the year included premierships in SACCSS Senior golf, netball and chess, Year 10 girls volleyball and Year 8 boys basketball, girls soccer and netball and ACC Senior soccer and cricket.

Brophy Scholarship winner, Hyun-Suk Shin, attained an ATAR score of 98.05 and will pursue Science at The University of Melbourne in 2015.

The partnership with John Corrigan continued in Year 3 of the Performance Development and Coaching (PDC) program supporting leader and teacher achievement of identified goals over the year.

Project Based Learning (PBL) was introduced in Year 8 with planning for 2015 well-advanced for a broader roll-out of PBL in Year 8 and 9. Implementation was supported by attendance at the leadership summit held with our support school Parramatta Marist High and three-day PL programs conducted with PMH in July and November.

The College joined the University of Melbourne Network of Schools and developed local and network strategies around student growth in English and Maths.

Insights gained regarding the importance of ‘the group moving the group’ through collaborative leadership of teams shaped planning for teacher growth in areas of strategic focus.

Christopher Stock
Principal
Church Authority Report

Members of the Association of Canonical Administrators, 2014
Fr Ian Ranson, Parish Priest of Laverton (President)
Fr Paul Tru, Parish Priest of Altona North
Fr John O’Connor, Parish Priest of Kingsville; Yarraville
Fr Joe McMahon, Parish Priest of Newport; Spotswood
Fr Greg Trythall, Parish Priest of Williamstown
Fr Shabin Kaniampuram, Parish Priest of Altona

Matters considered by the Association through 2014 included:
- Approval of the College Budget for 2015
- 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 2014 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 commitment to social justice in programs such as Caritas immersion, soup van, REClíink indigenous connection, Refugee dinner and World Challenge was strongly supported.
College Board Report

Members of the College Board in 2014

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 Karen Cook (Secretary, Parent member)
Ms Shelly Ann Reyes (Parent member)
Mr Bryce Williams (Student member)
Ms Charlotte Bowen (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)

COLLEGE BOARD REPORT 2014

The Board met on four occasions in 2014, with pre-cursor meetings of the Finance Committee/Executive.

As the membership list shows the Board is broadly representative of the key aspects of the College operations and community. In 2014 this composition resulted in a well balanced consideration of both the current and future directions of the College at those meetings.

The Board was comprehensively briefed through the year on the important initiative of Project Based Learning and was impressed with the early signs of success with the project and supportive of its continued implementation. The Board was particularly grateful to Malcolm Willets and Judith Weir for their briefings and enthusiastic support and very impressed with the video presentation prepared by the students.

Financial reports presented to the Board throughout the year showed that the College is in sound financial health. This is important not only for the sustainability of the College operations on an ongoing basis but particularly as a foundation to meet the demands of continued growth to meet the growing demand, especially at the Notre Dame Campus. The Board was grateful for the comprehensive and transparent financial reports provided by the College’s Business Manager, Mario Puopolo, and also the professional analysis and contribution by the Honorary Accountant, Chris Maine.

An important aspect of the Board’s work during the year was the consideration of ‘Future Provision’ by the College, or how the College needs to develop its capacities and infrastructure to meet the projected future demand for student places. With so much development having now occurred on the Notre Dame Campus, the Board has supported the development of a new master plan which will provide the foundation for sound decisions on development priorities.

The Board has also been well briefed at each of its meetings through the Principal’s report as well as reports on Faith Development, Community Relations and Facilities and Workplace Health and Safety. These reports have been invaluable in ensuring the Board is well informed on the overall operations of the College.
I thank once again the Principal, Christopher Stock, for his continued contribution to the work of the Board along with his colleagues who also served on or attended Board meetings. I also thank the Canonical Administrators, who are in fact the Governors of the College, for their support throughout the year. Indeed I am grateful to all the members of the Board for the way in which they have so strongly contributed to the sound operation of the Board and therefore to good governance of the College.

Keith Brown
Chairperson

Education in Faith

Goals & Intended Outcomes

- 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 2014 were:

1. Religious Education Curriculum
   - Further development of the Religious Education curriculum across all year levels with specific links and connection to TKWL including detailed unit outlines, clear curriculum goals and assessment of the introduction of whole school curriculum to SIMON and the further development Project Based Learning into Year 9 from 2014 and the introduction of integrated curriculum between Humanities and RE in 2015.

2. Community Engagement
   - Students continued to be actively involved in the St Leo’s Healing Masses each term as well as the expansion of the Year 10 Community Engagement Program to expand to every term throughout the year. Students from both campuses continued to support the feeder schools athletics days and develop a strong connection with justice groups from these 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 and the Mathew Talbot Soup Van in Footscray.

3. Catholic identity
   - Staff, students and parents of Emmanuel College participated in the Enhancing Catholic Identity Project in an attempt to identify how our college views its own Catholic Identity. Regular newsletter articles on “Catholic Identity” were published by the Leader of Faith, the continued participation of Year 7 students in weekly class mass for across both campuses continued throughout 2014.
   - Further development of the unit “Our Community” with particular focus on Marianist Charism in Year 7 RE as well as continued student participation in the Archbishop’s Conversation, St Patrick’s Day Mass, and Friday afternoon prayer.
4. RE Accreditation

- The percentage of Accredited Staff has increased from 40% in 2013 to 45% in 2014 due to continued encouragement of staff to participate in CEOM accredited courses and the introduction of internally offered accredited PD by Bernard Dobson.
- Accreditation opportunities offered directly through EC have included the Staff Faith Day run by Amy Jill Levine at Thomas Carr College and six evening run sessions offered by Mr Bernard Dobson covering a wide variety of topics.
- Introduction of Friday staff prayer on both campuses on a weekly basis.
- The number of staff participating in external professional development rose from 19 staff in 2013 to 43 staff in 2014.
- The introduction of My Staff PD introduced the ability of staff to accurately monitor their own professional development records including RE Accreditation.

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 World Challenge Trivia Night.
- Fortnightly commitment to Matthew Talbot Soup Van by staff, students and parents has been maintained for three years including the support of the annual soup van Christmas party.
- Social Justice projects including Project Compassion has seen a significant increase from $9157.80 (2013) to $9654.00 (2014).
- Justice immersion opportunities have continued including staff and student participation in the Friends of Alice – Indigenous Immersion to Alice Springs, our first international immersion organised for 28 days in Cambodia with 24 students participating in 2014 and the introduction of the Catholic Mission Immersion to Cambodia in November 2015.

VALUE ADDED

- Year 9 City Justice Walk
- Matthew Talbot Soup Van
- World Religions Day
- Weekly Student Eucharist
- Monthly Parish Sunday Masses
- Cambodia Student Immersion
- World Youth Day
- Friday Afternoon Prayer

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

Goals & Intended Outcomes

- Continue implementation of Project Based Learning with all Year 8 focusing on projects and trialling in Year 9
- Increase student voice in learning
- Improve the student engagement SIF measure
- Continue the implementation of the Success Coordination strategy as part of the University of Melbourne network of schools
- Improve performance at Years 10-12 through the use of evidence
- Subject teacher termly setting of individual student learning goals
- Growth in student self-regulation strategies and growth mindset
- Teacher focus with students on basic classroom practices for effective learning-teaching.

Achievements

- For the class of 2014, the top ATAR score was 98.05, 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 2013 indicated 58.5% enrolled at university, 32.9% in TAFE/VET or other training, 6.7% in employment.
- The proportion of Year 9 students retained to Year 12 was 87.76%. 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 2014 for NAPLAN testing, 94.1% of Year 7 students met the national minimum standards for writing, 94.8% for reading, 94.6% for spelling, 94.8% for grammar and punctuation and 97.5% for numeracy. For Year 9 the figures were 94.6% for reading, 86.4% for writing, 94.3% spelling, 90% for grammar and punctuation and 99.2% for numeracy.

Student Learning Outcomes

Naplan results in 2011 were significantly above the State in all areas especially in writing. In that year the State means showed a relative growth from Year 7 to 9 of around 40. Since then our results have reflected the State trends which have struggled to reach a relative growth of 40 in all areas. In 2013 the NAPLAN testing changed to alternating the writing topic without providing schools with an indication of what the genre might be. This has resulted in a lower achievement across the State and in our school in writing.

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<tr>
<th>POST-SCHOOL DESTINATIONS</th>
<th>Percentage</th>
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<td>TERTIARY STUDY</td>
<td>76.8%</td>
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<td>TAFE / VET</td>
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<td>EMPLOYMENT</td>
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Proportion of Students meeting National Minimum Standard

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<tr>
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<tr>
<td></td>
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<tr>
<td>Reading</td>
<td>94.6%</td>
<td>98.7%</td>
<td>96.8%</td>
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<tr>
<td>Writing</td>
<td>96.4%</td>
<td>97%</td>
<td>94.1%</td>
<td>92.7%</td>
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<td>95.2%</td>
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<td>94.6%</td>
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<td>94.3%</td>
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<td>Grammar &amp;</td>
<td>95.7%</td>
<td>91.1%</td>
<td>94.8%</td>
<td>94%</td>
<td>89.8%</td>
<td>90.7%</td>
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<tr>
<td>Numeracy</td>
<td>97.6%</td>
<td>97.6%</td>
<td>97.5%</td>
<td>98.5%</td>
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Change in Proportion of Students meeting National Minimum Standard

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<tbody>
<tr>
<td>Reading</td>
<td>-3.6%</td>
<td>4.1%</td>
<td>-1.9%</td>
<td>-0.4%</td>
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<td>Writing</td>
<td>2.8%</td>
<td>0.6%</td>
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<tr>
<td>Grammar &amp;</td>
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<tr>
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<td>-0.1%</td>
<td>0.5%</td>
<td>-3.8%</td>
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Median Standardised Results (Estimated VELS Equivalent Score) - Year 9

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<th>Change in Average Standardised Results</th>
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<tr>
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<tr>
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<tr>
<td>Numeracy</td>
<td>4.73</td>
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In terms of value added to the College, students in Year 8 participated in the roll out of Project Based Learning (PBL) in Year 8 Humanities and Religious Education fully and the trialling of units in all other Domain areas. 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. In addition this year some students had the opportunity to perform in the Catholic Education Office “A Time to Shine” and the ACC Concert. A College Musical “The Wiz” 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 Italy. 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 2014. In total about 50 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 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 New Orleans. 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 competitions in Netball, Basketball, Soccer, 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, play Quidditch and learn some cool dance moves
  - 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
  - College Choir
  - College Ensemble
  - College Musical

- **Enrichment Programs**
  - Year 9 Rock and Water and MPower Programs delivered through Healthy Living Classes and an afterschool 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 2014 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 2014.

Feedback also suggested a satisfactory level of teacher satisfaction with the College over 2014 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

- Use of SIMON alerts/profiles to monitor/review student/cohort progress, including inappropriate internet use and uniform.
- Termly review student academic progress with relevant follow-up.
- Provide structures and avenues for students to be involved in decision making and to have a voice.
- 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.

Achievements

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

- Campus Pastoral 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. Includes review of SIMON alerts and rotational focus with system matters monitoring eg: uniform, grooming, diary use, punctuality
- Commenced process for developing Commendations to be recorded on SIMON
- House/Staff meeting focus included regular reinforcement of expectations regarding unconditional respect in all dealings with students
- In partnership with Learning Leadership Team [LLT], review/monitor/interviews conducted with identified students requiring motivation/support

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
- Student Leaders presented at all Parent Information Evenings/Mornings and were actively involved in tours with prospective families.
- Students played a significant role in promoting and participating in “Mindfullness in May”
- 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
- 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).

2014 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.
- Joel Roche attended final workshop with Ray Lewis in preparation for transition to working with Joel in 2015.
• Implemented use of visual tools to support classroom management plans.
• Focus area for DMA was use of ‘Model of Control’ in classroom management, based on teacher feedback
• House meeting PL times also had workshop sessions on: “Growth Mindset”, adult-adult conversations and identification of emotional triggers and how to manage them.

The student engagement index was 65.2

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<thead>
<tr>
<th>Campus</th>
<th>Year Level</th>
<th>Student Count</th>
<th>Student Attendance Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>NDC</td>
<td>Year 7</td>
<td>232</td>
<td>93.39</td>
</tr>
<tr>
<td>SPC</td>
<td>Year 7</td>
<td>114</td>
<td>93.67</td>
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<tr>
<td></td>
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</tr>
<tr>
<td>NDC</td>
<td>Year 8</td>
<td>203</td>
<td>92.65%</td>
</tr>
<tr>
<td>SPC</td>
<td>Year 8</td>
<td>135</td>
<td>91.76%</td>
</tr>
<tr>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>NDC</td>
<td>Year 9</td>
<td>199</td>
<td>90.25%</td>
</tr>
<tr>
<td>SPC</td>
<td>Year 9</td>
<td>107</td>
<td>93.15%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NDC</td>
<td>Year 10</td>
<td>173</td>
<td>90.17%</td>
</tr>
<tr>
<td>SPC</td>
<td>Year 10</td>
<td>116</td>
<td>91.74%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NDC</td>
<td>Year 11</td>
<td>161</td>
<td>89.64%</td>
</tr>
<tr>
<td>SPC</td>
<td>Year 11</td>
<td>107</td>
<td>92.62%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NDC</td>
<td>Year 12</td>
<td>127</td>
<td>85.99%</td>
</tr>
<tr>
<td>SPC</td>
<td>Year 12</td>
<td>131</td>
<td>90.20%</td>
</tr>
</tbody>
</table>

When a student is absent without parental contact, an SMS message is sent to parents confirming child is not in attendance. If there is no response from parents and absence continues beyond two days, 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 a meeting with family or possible referral to support family and student attendance. Longer absences would involve Pastoral Co-ordinator, 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 activities both within the curriculum and optional participation.
- Camp program at years 7, 9, 12 and voluntary ski trip at year 11
- Transition program at year 7, Sports Project Day at year 8, Healthy Living at years 8 & 9, Work Placement & Driver Education at year 10, Life and Faith at VCE
- Community Connection Program through RE
- Drop in center at both campuses linked with student support team
- Lunch time activities – eg: house sport, library
- Student Leadership initiated activities
- Musical Production

STUDENT SATISFACTION

- Student Wellbeing Aggregate Indicator for 2014 was 65.2.

Jennifer Webster & David Barr
Campus Leaders
Leadership & Management

Goals & Intended Outcomes

- Senior leaders coach middle leaders in leadership skills
- Continue identified DMA PL with Ray Lewis
- Support strategic focus on student learning growth
- Implement Year 3 of the PDC progress
- Continue supporting staff wellbeing:
  - Effective operation of WHS
  - Implement stage 5 construction at NDC and as identified at SPC
  - Implement Year 2 of the 1:1 laptop program and upgrade staff laptops
- Continue planning for future provision

Achievements

The key strategic focus on student learning growth continued to be supported by a focus on growth in teacher mastery of learning-teaching processes characterised by learning goals, feedback and success criteria which resulted in student engagement and collaborative learning.

Growth in teacher mastery was supported by:

- The first year of involvement in the University of Melbourne network of schools and the related appointment of two success coordinators. A Maths PLT, led by the success coordinator, aimed at developing mastery in the use of evidence to identify a student’s zone of proximal development as the basis for students’ next learning steps.
- The second year of involvement in the New Tech Network supporting the introduction of project based learning as the framework for learning-teaching in the middle years. Our lead school Parramatta Marist High continued to support Professional Learning programs through the year both in Parramatta and at Emmanuel in working with the Leaders of Innovation and Learning.
- A continued focus on the Developmental Management Approach led by House Leaders and Pastoral teams.
- The third year of involvement in the Performance Development and Coaching program with senior and middle leaders working as coaches with identified teams. Domain Leaders coaching Assistant Domain Leaders was introduced.

The community of practice model was introduced to support growth in coaching mastery. The leadership team developed in mastery in leading conversations for growth and commenced growing this mastery with their teams. Planning commenced for collaborative leadership of growth in teacher mastery in house and core domain teams with PDC supporting this focus on the ‘group moving the group’.

An additional pastoral coordinator role was introduced at Notre Dame Campus to both provide more supportive leadership to house leaders at Years 7-9 and provide more effective pastoral leadership at both the junior and senior levels.

In supporting staff wellbeing, weekly reflections on staff wellbeing were published and one less parent-teacher evening scheduled. A fully resourced fitness centre was provided at each campus.
An external safety audit was conducted, a safety action plan developed and action commenced in priority areas. The social media policy was discussed and distributed and a professional standards presentation conducted by Simon Davies, CEO. Building works were completed for improved emergency vehicle access at Notre Dame Campus.

Construction of a fifth learning centre and passive recreation areas at NDC was completed and works commenced for refurbishment of the Jubilee building at SPC. The official opening and blessing of the Applied Learning Centre at NDC was held. Planning continued for the recognition, in 2015, of 50 years of education in the Marianist tradition, through the construction of a history walk at St Paul's Campus. Planning also commenced for the development of further active and passive recreation areas at NDC.

Staff laptops were upgraded to Windows8 and touch screens, with similar devices introduced in the Year 7 1:1 program.

Following further consideration of future provision models the Board and Canonical Administrators confirmed that the current one College campus model would continue, including for any development of NDC. Given projected increased demand in Pt Cook from the end of the decade, an assessment was made of the College capacity to meet this demand at NDC. Discussion commenced with CEO with regard to the current Archdiocesan provision strategy, in light of the College decision regarding its future provision model and the projected increased demand.
### TEACHER QUALIFICATIONS 2014

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
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</tr>
<tr>
<td>Masters</td>
<td>18.5%</td>
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<tr>
<td>Graduate</td>
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</tr>
<tr>
<td>Certificate Graduate</td>
<td>3%</td>
</tr>
<tr>
<td>Degree Bachelor</td>
<td>21.4%</td>
</tr>
<tr>
<td>Diploma Advanced</td>
<td>3%</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>4</td>
</tr>
<tr>
<td>Teaching staff (Head count)</td>
<td>135</td>
</tr>
<tr>
<td>FTE teaching staff</td>
<td>132</td>
</tr>
<tr>
<td>Non-teaching staff (Head count)</td>
<td>54</td>
</tr>
<tr>
<td>FTE non-teaching staff</td>
<td>48.7</td>
</tr>
<tr>
<td>Indigenous teaching staff</td>
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</tbody>
</table>

### EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

**Description of PL undertaken in 2014**

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

**Number of teachers who participated in PL**: 145

**Average expenditure per teacher for PL**: $115,060.19

### TEACHER SATISFACTION

The teaching climate measure for 2014 was 63.3.

Christopher Stock
Principal
College Community

Goals & Intended Outcomes

- Grow our customer service culture
- Grow teacher mastery in connecting, communicating and responding with parents
- Online communications which are effective and coherent
- Redevelopment of the College website
- Sustain Notre Dame Campus as an attractive destination for girls
- Implement the use of social media and other online tools to enhance communication and interaction with alumni.
- Organise ‘decade reunions’ and facilitate other alumni reunions as identified
- Maintain communication channels with more recent College graduates.
- Continue to build an alumni database

Achievements

2014 has been a busy year for the College’s community engagement program. During the year the College continued to place articles 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. In particular, the redesign of the College website to include a phone application for the community. (to go live in Term 1 2015). Communications with our feeder primary schools continued with delivery of the EC News, promotion of College events via primary school newsletters and attendance at Sunday mass with staff and students.

The College continued to develop a stronger customer service culture by reinforcing the customer charter (what we expect of parents; what can be expected of us) with the relevant stakeholders. In Term 1 the clerical support staff refined Office responsibilities and the teaching staff revisited all aspects of the protocol over a number of House meetings over the year. 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. Positive feedback was received from parents during Parent Teacher Interviews identifying parent satisfaction levels.

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 2014 the Parent Access Module (PAM) continued to be 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 a particularly successful alumni program, with the classes of ’74, ’84, ’94 and 2004 attending a reunion evening at the St. Paul’s Campus. The alumni program for 2015 will grow on the success of this year’ with 50th anniversary functions and reunions to be held throughout the year.
2014 saw the continued growth and expansion of the Year 10 Community Engagement program with Emmanuel College students working alongside students from local primary schools on a weekly basis across the year. There was a strengthening partnership with feeder school sports days along with the attendance of community parish masses and local community events. The College continued its priority of connections with student leaders from John Paul College and Emmanuel College and the continued development of Student Leaders from both Campuses in Peer Support Training under the guidance of the Pastoral Co-ordinators. Project Days, Camps, ski-trips, school Retreats and involvement in academic competitions and work experience. In addition the continued cross campus connections of students in leadership initiative including Caritas leadership days, Archbishop Conversations and joint justice workshops to a strong priority within the College.

With the further development of the social justice groups across both campuses students have been actively participating in a wide variety of outreach programs including Joseph’s corner, St. Vincent de Paul Society, Matthew Talbot Soup Van, Reclink Australia and Corazon. A further development of the justice action within the college saw students participating in the Relay for Life, Indigenous support in Alice Springs with RecLink Australia, Cambodia Immersion with World Challenge and the continued support of refugees with the first Refugee Welcome Dinner.

**VALUE ADDED**

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 extracurricular 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.
- VCAL students completing projects at our feeder primary schools (landscaping)
- Use of College facilities and buses for primary school programs

**PARENT SATISFACTION**

The community engagement measure for 2014 was 65.4.

*Michael Pichner*
Community Relations
## Financial Performance

<table>
<thead>
<tr>
<th>REPORTING FRAMEWORK</th>
<th>ACCRUAL</th>
<th>$</th>
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</thead>
<tbody>
<tr>
<td><strong>Recurrent income</strong></td>
<td>Tuition</td>
<td></td>
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<tr>
<td>School fees</td>
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<td>2,621,966</td>
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<tr>
<td>Other fee income</td>
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<td>149,009</td>
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<td>Private income</td>
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<td>587,976</td>
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<tr>
<td>State government recurrent grants</td>
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<td>Australian government recurrent grants</td>
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<td><strong>Total recurrent income</strong></td>
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<tr>
<td><strong>Recurrent Expenditure</strong></td>
<td>Tuition</td>
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<tr>
<td>Salaries; allowances and related expenses</td>
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<td>15,685,205</td>
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<tr>
<td>Non salary expenses</td>
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<td><strong>Total recurrent expenditure</strong></td>
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<tr>
<td><strong>Capital income and expenditure</strong></td>
<td>Tuition</td>
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</tr>
<tr>
<td>Government capital grants</td>
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<td>651,542</td>
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<tr>
<td>Capital fees and levies</td>
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<td>4,146,213</td>
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<tr>
<td>Other capital income</td>
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<td>8,117</td>
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<td><strong>Total capital income</strong></td>
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<td>4,805,872</td>
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<tr>
<td><strong>Total capital expenditure</strong></td>
<td></td>
<td>4,185,081</td>
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<tr>
<td>Loans (includes refundable enrolment deposits and recurrent,</td>
<td></td>
<td>7,165,088</td>
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<tr>
<td>资本 and bridging loans)</td>
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<tr>
<td><strong>Total opening balance</strong></td>
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<tr>
<td><strong>Total closing balance</strong></td>
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<td>7,165,088</td>
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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 2015

Education in Faith (1)

1.1 Action
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.

Evidence
Continue updating of curriculum and documentation. Continue developing membership of Social Justice group. Increased interaction with community, Soup Kitchen, St. Leo's Healing Mass Yr 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.

Action
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.

Evidence
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.

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

Evidence
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.

Learning and Teaching (2)

2.1 Action
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.
Evidence
Year 7 PBL units further developed; Year 8 broader PBL implemented; increased student voice, engagement and growth mindset through PBL units; full delivery Y8 PBL/intro Y9, 2015 planned. Mathematics program includes PrBL elements at Years 7-10. Teacher progress in PDC learning goal. Growth mindset culture nurtured.

Action
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.

Evidence
- Delivery of identified outcomes in year 2 of network operation

Action
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

Evidence
- 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%.

Action
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

Evidence
- 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

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

Evidence
- Identified targets for action focus in teacher practice
- Evidence of improvement
Student Wellbeing (3)

3.1 Action
Action
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.

Evidence
- 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

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 by continuing to develop and clarify portfolio roles and responsibilities.

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

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. 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.

Evidence
- 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
School Community (4)

4.1 Action
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

Evidence
- 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

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

Evidence
- 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

4.3 Action
Identify and implement outreach priorities for 2015

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

4.4 Action
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

Evidence
- Increased parent satisfaction with College communication
- A dynamic website which reflects the life of the College
- NDC recognised as strong destination for girls
4.5 Action
Continue to build connections with alumni:

- Continue ‘decade reunions’ for 2005/95/85/75 in 2015
- Continue to build the alumni database

Evidence
- Increased number of alumni active on our databases.
- Increased number of alumni initiating contact with College.

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

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