

Emmanuel College

Altona North

2022

Annual Report to the School Community



Registered School Number: 1654

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Minimum Standards Attestation

I, Janine Biggin, 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 2017 (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 2022 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards as prescribed in both Ministerial Orders in effect in 2022:
 - Ministerial Order No.870 - Child Safe Standards, Managing the Risk of Child Abuse in Schools, in Semester 1, 2022;
 - Ministerial Order No.1359 - Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises, in Semester 2, 2022.

22/03/2023

NOTE: The School's financial performance information has been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at www.acnc.gov.au

Governing Authority Report

In 2022, Melbourne Archdiocese Catholic Schools (MACS) delivered its inaugural strategic plan, *MACS 2030: Forming lives to enrich the world*.

At the heart of this bold and ambitious strategic plan is a common purpose - "Forming lives of faith, hope and love in the light of Jesus Christ" - that gives MACS and its network of schools a common direction.

This new purpose speaks to the role of our schools as a place for students and their families to encounter the living God who in Jesus Christ reveals his transforming love and truth.

The strategic plan also establishes a common vision, "Every student is inspired and enabled to flourish and enrich the world", and outlines the initiatives that will make our purpose and vision real across four pillars:

- Inspired by faith
- Flourishing learners
- Enabled leaders
- Enriched communities

These four pillars are foundational to the distinctive educational experiences we offer. Our common purpose and vision will guide and sustain the high-quality Catholic education our 16,000 dedicated staff continue to provide to the 113,000 young people in our care.

Alongside the strategic plan, School Advisory Councils are now in place to engage parents, communities and parishes in the life of the school and provide support to principals on school matters. Combined with a strong focus on Working Together in Mission with our Parish Priests, this will ensure that we unite around our common purpose.

Enrolments continue to increase in the growth areas of Melbourne's north and west where MACS opened two new primary schools. MACS was also excited to welcome a well-established combined level primary/secondary school in Malvern into our organisation.

We are very grateful for the support we have received from some 300 school communities throughout 2022. We look forward to further strengthening those partnerships as we work together to deliver an education that inspires young people to enrich the world.

Yours sincerely

Edward Simons

Acting Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Vision and Mission

Vision Statement

Emmanuel delivers a Catholic secondary education to the young women and men of the region that optimises all dimensions of their growth.

Mission Statement

Emmanuel's Marianist ethos is expressed in a safe and secure Catholic environment, based on compassion, respect, justice and responsibility which fosters the development of the learning and faith 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 William 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 is comprised of the Years 7-12 St Paul's all-boys campus at Altona North and the co-educational Notre Dame campus at Point Cook. Emmanuel College provides Catholic secondary education options for the students of the region, extending from Yarraville to Point Cook. At the 2022 February census, enrolments at St Paul's Campus were 777 and at Notre Dame Campus 1513, total enrolments were 2290.

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

Key goals for 2022

- Develop adult faith understanding
- Build on teaching sprints for improved outcomes
- Build social-emotional learning
- Pursue coaching and class observations
- Improve student lateness/attendance
- Art/learning centre construction
- POL 23-25 appointment cycle

Action plans for 2022

- Staff collaboration
- Improvement strategy teams
- VCE success strategy
- Future provision planning
- Curriculum review and enhancement

Principal's Report

It was very pleasing that 2022 enabled many of the College events to be reinstated after a few years of covid interruption.

At the beginning of the 2022 school year the teachers moved into the Perigueux Building at Notre Dame Campus, a complex which houses staff work areas, meeting rooms and inside and outside dining areas. This modern facility provides teachers with the space to work individually and collaboratively.

The decision has also been made to progress with the application for the replacement of the Marianist Building at the St Paul's Campus. This will be to provide this campus with similar staff facilities to those that are now operational for staff at the Notre Dame Campus in the Perigueux Building. It will also include the provision of new Arts music facilities. Additional building works have commenced with the Arts precinct being constructed at the rear of the site along Foxwood Drive at the Notre Dame Campus. This building will provide space for all Visual Arts subjects as well as generalist rooms for the Senior students.

Emmanuel College continues to grow, and careful consideration must be given to the leadership structures within the College. During 2022, a successful process was undertaken to review all the positions of leadership and to then appoint staff to these roles for 2023 to 2025. Of importance, these leaders are crucial to the model of distributed leadership within the College, and leaders liaise closely with colleagues to lead collaborative teams.

The enhancement of leadership within the College has also been facilitated through the provision of a Leadership development program. POL 3 and POL 4 holders have undertaken professional learning sessions focused on enhancing their skills for team leadership, with the model initially focusing on the Breakspear model. This model of Agile leadership builds the capacity of leaders by introducing them to tools for decision-making and action planning. The leadership team has also undertaken professional learning under the agile leadership model.

A key success of 2022 was the writing of the new year 9 curriculum. This curriculum, utilizing the key components of student-centred learning, produced engaging learning units which were developed within learning areas. The teaching staff of the College are to be commended for the dedication to this endeavour and for the new and engaging curriculum that was developed in 12 months of preparation time.

Parish Priest's Report

Members of the Association of Canonical Administrators, 2022

- Fr Greg Trythall, Parish Priest of Williamstown
- Fr John Healy, Parish Priest of Laverton (President)
- Archpriest Michael Kalka, Parish Priest of Altona
- Fr John O'Connor, Parish Priest of Kingsville and Yarraville
- Fr Paul Tru, Parish Priest of Altona North
- Fr Binh Le, Parish Priest of Spotswood and Newport

President of the Canonical Administrators

During 2022 under the guidance of Mr Chris Stock, the Leadership Team and all staff, Emmanuel College continued to provide an environment that nurtured the faith and the teaching and learning of our students. The Emmanuel staff provided a learning environment that enable students to work from home and still achieve some amazing results. Many parents have spoken about the pastoral care of their sons and daughters by the staff. I see this as living gospel values, providing care and support to all.

Both the Leadership Team and the College Board are continually looking how to improve the facilities of both campuses. At the Notre Dame Campus work has begun on the new Arts Building which should be completed midway through 2023. Planning for the replacement of the Marianist Building at the St Paul's Campus has reached its final planning and building hopes to start in 2024. Emmanuel College aims to provide the state of art facilities for staff and students.

As always, the vision of the college looks in three directions. Firstly, to the past to celebrate our achievements and how we continue to build on our Marianist tradition. Secondly, to the present. Conscious that we engage with our students and their families in the here and now. Thirdly, to the future. As President of the Canonical Administrators, I am continually amazed by the vision and the abundant potential that comes to life both in the building of the physical environment of our College and that contemporary engagement in faith and learning. The vision of Chris, the Board and the Leadership Team should be commended.

The College continues to provide faith and learning that lives up to the College motto: "Life to the Full." The priests that make up the Canonical Administrations acknowledge the ongoing dedication of Emmanuel College to be a College that is Catholic, based on Gospel Values and in the Spirit of Mary.

2022 saw the announcement of Mr Chris Stock's retirement. Both School and parish Communities acknowledged the incredible Ministry of Faith and Learning Chris has given to Catholic Education and in particular Emmanuel College. Chris' dedication is to be praised. At the end of 2022 the School Community gathered to offer their thanks and to wish him well on his next journey.

With announcement of Chris Stock's retirement Melbourne Archdiocesan Catholic Schools (MACS) began the process of the appointment of a new principal. After the process of selection and interviews Dr Janine Biggin was appointed as the new Principal of Emmanuel College. Dr

Biggin brings with her a passion for faith and learning, a passion that will support and build on the excellence of Emmanuel College.

Trying to capture the life of our College Community over 12 months in one short report is impossible. The Canonical Administrators are proud of what the College had achieved and aspires to be as a Catholic College. We acknowledge the dedicated work of Mr Chris Stock, his Leadership Team, Staff, the Board and Parent support for giving life to the education and faith of our students. We look forward to walking alongside Dr Biggin as the new Principal of Emmanuel College in 2023.

With every blessing.

Fr John Healy

President of the Canonical Administrators

Catholic Identity and Mission

Goals & Intended Outcomes

Goal: To develop a post critical, recontextualised understanding of the Catholic faith within our College.

Intended Outcome:

1. That the College community deliberately engage in a common search of a renewed Catholic school profile, in and through a conversation with plurality aimed at a reinterpreted understanding of the Catholic faith in the contemporary diversifying world.
2. Staff Professional Development providing a recontextualized understanding of the Catholic faith within our College.
3. To develop and increase student participation and engagement in liturgy, prayer and faith experience.
4. To continue to provide opportunities for staff and students to engage in Service, Justice, Peace & Integrity of Creation experiences.

Achievements

1. That the College community deliberately engage in a common search of a renewed Catholic school profile, in and through a conversation with plurality aimed at a reinterpreted understanding of the Catholic faith in the contemporary diversifying world.

Evidence:

- We developed curriculum, particular focus at year 9, that articulate a recontextualised understanding of the Catholic faith within our college.
- Within the RE classroom, we provided teachers with the tools to bring the Catholic faith and understanding into a modern understanding through extensive Accredited PL opportunities.
- Education of staff, students and parents through regular articles in College newsletter, other publications and strategically targeted Accreditation PL.

2. Staff Professional Development providing a recontextualized understanding of the Catholic faith within our college.

Evidence:

- A high percentage of staff attended optional after-school accreditation sessions, with many gaining and renewing their accreditation.
- More staff will take up sponsored study.
- Maintain opportunities for middle leader faith days, leading to an increased number of middle leaders becoming more comfortable with faith dialogue, leading prayer and incorporating faith into their learning/pastoral areas.

3. To develop and increase student participation and engagement in liturgy, prayer and faith experience.

Evidence:

- Student's participation increased in outreach opportunities including volunteering at West Welcome Wagon, St Vinnies, St Mary's House of Welcome, Environment Justice events etc.
- More students were actively involved in designing and facilitating faith events.
- Increased student participation in faith experiences as eucharistic ministers, playing music at all masses and faith events, attending our Thursday morning 8am masses etc.

4. To continue to provide opportunities for staff and students to engage in Service, Justice, Peace & Integrity of Creation experiences.

Evidence:

- Students were highly engaged in the Retreat Program events with speakers who facilitated sessions which provided greater understanding, immersion and service to the marginalized and disadvantaged.
- Students demonstrated eagerness to engage in Reconciliation and Inclusion events at the College.
- Develop interstate and international outreach and immersion programs ready for 2023.
- Students continue to embrace the opportunity to dialogue with political leaders to influence policies which address the causes of injustice.
- We are developing a stronger alignment of Social Justice activities with gospel values.

VALUE ADDED

Mission Retreat Program including 2-3 days of sessions per year level.

Mission Retreat for dedicated students.

Weekly morning masses and youth faith formation gatherings.

Outreach events - St Vinnies, West Welcome Wagon & St Mary's House of Welcome.

Internal social justice events - Relay for Life, Camino for Caritas, Winter Sleep Out.

Student lead faith events i.e. Ash Wednesday liturgies run by students in each homeroom.

Learning and Teaching

Goals & Intended Outcomes

Goal: To develop a culture of classroom observations and coaching for improved teacher impact on student learning.

1. That teacher understanding and application of pedagogy will continually improve through the Learning Sprint process.
2. That a program of class observations is implemented.
3. That the Annual Review process promotes and supports the culture of observations, coaching and reflection.
4. That Leaders are equipped with the necessary skills and knowledge to lead targeted professional learning through coaching, observations and Learning Sprints.

Goal: To improve personalised learning pedagogical practices to ensure all students can achieve their personal best.

1. That students are provided with a contemporary and engaging learning program.
2. That student-centred learning is recognised as the pedagogical approach of Emmanuel College.
3. That the Math Pathways model is embedded within teacher practice.
4. That growth in literacy and numeracy outcomes will be achieved.
5. That student data is more easily accessed, understood and utilised to support practice
6. That the Vocational Pathway offered is reviewed and revised
7. That students are participants in driving their own learning
8. That student growth is tracked and monitored
9. That growth in VCE Outcomes will be achieved
10. That the future focused careers support provided will continue to develop

Achievements

2022 was a year of significant change and development in Learning and Teaching at Emmanuel College.

The focus of much of the Learning and Teaching efforts was the next steps in the implementation of the Curriculum Review that saw curriculum renewal take place in Year seven and eight Arts and Technology Learning Areas and Year Nine curriculum move to a semester based elective curriculum offering students, from 2023 onwards, more choice.

Curriculum renewal also took place in the Vocational Pathway with the preparations for the 2023 introduction of the VCE: Vocational Major replacing the VCAL certificate.

This curriculum renewal built upon our teacher understanding of student centered pedagogy, combined with a renewed and more effective new teacher induction program and the continued implementation of coaching, learning walks and observations.

In 2022 the College took up the offer to be part of the MACS Secondary Literacy Disciplinary Project which saw the Maths and Arts Learning Areas be involved in piloting the initiatives.

In addition, 2022 saw the next phase of SEQTA implementation put in place, the VOIP phone system introduced and a more significant move to using Microsoft Teams as our working and collaborating platform.

The Inclusion Framework was introduced, seeing an Inclusion Lead Teacher appointed for each year level on each campus, alongside a renewal of the ways we collect information about the needs and supports provided for our Students with Learning Needs. The Inclusion Lead Teachers (ILTs) built significant relationships with students and parents/guardians and worked to ensure every student was supported through the adjustments they needed to grow.

STUDENT LEARNING OUTCOMES

The percentage of year 7 students at Emmanuel College meeting the minimum standard remained at 98% for Numeracy, rose by 2% to 98% for writing and decreased by 2% to 97% for reading. The percentage of year 9 students at Emmanuel College meeting the minimum standard remained at 99% for numeracy, rose by 6% to 96% in writing and decreased by 1% to 95% in reading. The patterns for both year 7 and 9 were similar with numeracy remaining the same, writing increasing and reading decreasing.

The Maths Pathways program continued to be implemented throughout 2022 in support of our student's numeracy attainment. The ongoing implementation of a College reading program, Embrace was expanded in support of improved reading outcomes. In addition, Emmanuel College elected to join the MACs Secondary Interdisciplinary Literacy Program in 2022. The continued expansion of this program across more Learning Areas will gradually support further growth in literacy outcomes.

To identify students at risk NAPLAN, PAT and assessment data was triangulated to identify those students not meeting benchmarks. Each case was then investigated by the Inclusion Lead teacher for the year level to ensure supports were put in place. If no information was available for the student, parents were contacted and a testing process put in place to ensure we had a clear understanding of the challenges for that child. If appropriate a PLP was developed containing individual goals for the student and teachers to work towards. This may also include inclusion in the Language or Numeracy classes for extra support or other adjustments as appropriate.

MEDIAN NAPLAN RESULTS FOR YEAR 9

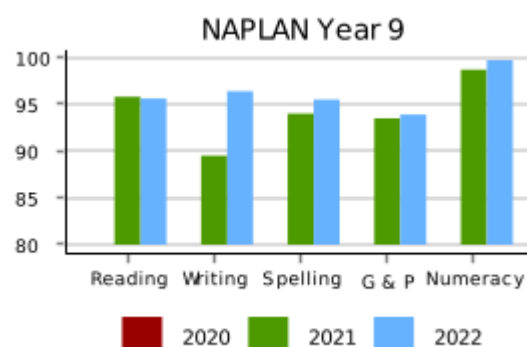
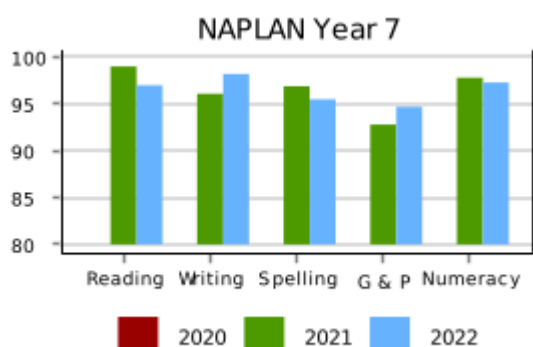
Year 9 Grammar & Punctuation	584.7
Year 9 Numeracy	587.4
Year 9 Reading	589.1
Year 9 Spelling	585.2
Year 9 Writing	585.4

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2020	2021	2020 – 2021 Changes	2022	2021 – 2022 Changes
	%			%	
	*		*		
YR 07 Grammar & Punctuation	-	92.8	-	94.7	1.9
YR 07 Numeracy	-	97.8	-	97.3	-0.5
YR 07 Reading	-	99.0	-	97.0	-2.0
YR 07 Spelling	-	96.9	-	95.5	-1.4
YR 07 Writing	-	96.1	-	98.2	2.1
YR 09 Grammar & Punctuation	-	93.5	-	93.9	0.4
YR 09 Numeracy	-	98.7	-	99.7	1.0
YR 09 Reading	-	95.8	-	95.6	-0.2
YR 09 Spelling	-	94.0	-	95.5	1.5
YR 09 Writing	-	89.5	-	96.4	6.9

* There are no NAPLAN results to report in 2020 as the Australian Government decided that due to the COVID-19 pandemic NAPLAN Assessments would not take place.

** Data cannot be reported for this year as the number of students that sat the test was below 5 and the data has been suppressed for privacy reasons in accordance with the ACARA NAPLAN data reporting provisions.

*** No students sat the NAPLAN tests in this year level and in one or both of the relevant years.



Student Wellbeing

Goals & Intended Outcomes

- 1.1 Change the current narrative on attendance and punctuality to “It’s not OK to be away or late.”
- 1.2 Develop increased parent engagement around attendance, punctuality and College expectations.
- 1.3 Improve adherence to College Policies regarding systems issues and ensure consistent application.
- 2.2 Explore initiatives that the Pastoral Team can implement to further develop student connectedness and sense of belonging.
- 2.3 Continue the parent-partnership initiative.
- 2.4 Develop strategy and practice around school refusers.
- 2.5 Celebrate and support students’ cultural backgrounds.
- 3.1 Empower students to have a greater voice in the College community.
- 3.2 Utilise student voice to encourage greater involvement of all students in college events.
- 4.1 Develop and deliver Child Safety education to empower students to protect themselves and others.
- 4.3 Continue to grow the use of DMA to enhance a students’ sense of physical and psychological safety in the classroom.
- 4.4 Incorporate student voice in safety protocols.

Achievements

In striving for improved attendance, the college displayed an increase in student attendance in the junior year and a consistent result with the senior years in line with the VCAA policy of 70% attendance. This was achieved through strategies including letters to parents, regular newsletter reminders, displayed attendance discrepancy list and regular reminders in homeroom through the student's homeroom and house leaders. Regular reminders including a VCE focus of 70% attendance letters assisted in the maintaining of student attendance particularly in the senior years. In consolidating and maintaining strong adherence to system issues of behaviour, uniform, initiatives including the reiteration of the Developmental Management Approach (DMA), targeted systems focus, and a monitored behaviour management list assisted in the areas of behaviour management. The overall achievement data was shown through a decrease in the annual number of timeouts, detentions and suspensions across the college.

Within the area of wellbeing, initiatives including targeted small group wellbeing programs such as social skills, the employment of a Youth Liaison Officer and inclusion in the RESP program to provide a stronger connection for students of diverse cultural backgrounds. The use of Reconnect, Pulse and the development of a ‘Wellbeing Activity Scope and Sequence’ have all assisted in improved wellbeing across the college measured through counsellor, house leader and PULSE data. The continued use of Agile Sprints, parent breakfasts, music and PBL

evenings have seen an improvement in parent partnerships throughout the college. In addition to this, the continued use of the school refusal guidelines, regular parent meetings, counselling and connections with external organizations including navigator have all been beneficial towards the improvement of school refusal resulting in a decrease in student school refusal across the year.

As a goal of empowering students to have a greater voice in the community, strategic initiatives including the college inclusion statement, regular involvements with the SLG, uniform survey, student lead assemblies and curriculum consultation with students have all proven to allow a stronger sense of voice amongst the students. In addition to this, the college goal of improved student safety has seen the introduction of parent forums including Wellio, Cybersafety and the continued participation of the resilience program. As a college the closer use of the CEMISIS data has allowed the college to explore student safety interviews with a focus group in year eight and the continued growth and use of DMA to promote and reinforce a sense of safety amongst the student body.

VALUE ADDED

- Implementation of college inclusion statement
- Student and parent uniform survey
- Student lead assemblies and curriculum consultation
- Targeted small group wellbeing programs such as social skills
- Employment of a Youth Liaison Officer
- RESP program for students of diverse cultural backgrounds.
- Reconnect for disengaged students
- Pulse for weekly wellness checkin for students.
- Whole school attendance improvement process

STUDENT SATISFACTION

In 2022, 1613 students at Emmanuel College took part in the MACS School Improvement Survey which contained a number of questions which measured student satisfaction. When asked “How often do you enjoy being together with students in your class?” 64% of student answered positively (MACS average 60%). “How important is it to you to do well in school?” 85% of students responded positively. “How much do your teachers encourage you to do your best?” 67% of students responded positively (61% MACS average). “How many teachers are respectful towards you” 77% of students responded favourably (74% MACS average). The Overall School Positive Endorsement was 50%. This result is above the MACS average of 45%.

STUDENT ATTENDANCE

When a student is absent without parental contact, a SMS message is sent to parents advising that their child is not in attendance. If there is no response from parents and absence continues beyond two days, the matter is referred to the House Leader for follow-up. Contact is made by telephone and agreed actions confirmed as required. This may involve reconfirming process of notification, meeting with family or possible referral to support family and student attendance. Longer absences would involve the Pastoral Co-ordinators, Campus Leader and student support team. An individualised 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 e.g. school refusal unit.

YEARS 9 – 12 STUDENT RETENTION RATE

Years 9 to 12 Student Retention Rate	87.0%
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AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

Y07	89.0%
Y08	87.3%
Y09	86.2%
Y10	85.4%
Overall average attendance	87.0%

SENIOR SECONDARY OUTCOMES

VCE Median Score	28.0
VCE Completion Rate	100.0%
VCAL Completion Rate	93.0%

POST-SCHOOL DESTINATIONS AS AT 2022	
Tertiary Study	61.0%
TAFE / VET	14.0%
Apprenticeship / Traineeship	10.0%
Deferred	5.0%
Employment	8.0%
Other – The category of Other includes both students Looking for Work and those classed as Other	2.0%

Child Safe Standards

Goals & Intended Outcomes

- Continue to provide training to all staff on child safety in all aspects of the college.
- To ensure all staff are aware of their legal obligations to reportable conduct and child safety.
- Student voice as a strategy for them to feel safe through participation and empowerment strategies.
- Risk Management strategies with a focus on child safety both on and off campus.
- Continue to develop a safe culture for all at the college.
- To continue to develop strategies that continue to provide a safe school.

Achievements

- Continued use of school wide data collection through PULSE, SIF, PDC and monitor connection.
- Staff induction on child safety and mandatory reporting.
- Links with the student wellbeing teams teaching the process of mandatory reporting.
- Child safe risk assessments for all external excursions including camps.
- Child safe compliance agreements/policy for all external providers including camps.
- Use of the child safe awareness - "You Have a Voice" at all levels and house assemblies.
- Visitor and external provider agreements to college child safe policies.
- The continued use of PULSE as a weekly child safe strategy within the college.
- Engagement in the RESP program allows for a cultural safe and diverse community.
- Allowing student voice through SLG, pastoral programs and structures.
- Strong links with external wellbeing providers including orange door, Life line, Headspace.
- Well-developed student counselling programs including youth workers and psychologists available to all students.
- Continued development of the pastoral structure allowing students to know who they can speak to in difficult times – House Leaders, Homeroom teachers or any teacher they feel safe with.
- Training and informing staff of the reportable conduct scheme.
- Detailed induction program for all new staff through recruitment and employment.
- Regular student and parent programs including Dr Kristy, Safe on Social on the safe use of technology including social media and the challenges that go with this.
- Participation and training for staff in "Youth Mental Health First Aid"

Leadership

Goals & Intended Outcomes

- Implement the Agile School Leader school improvement model through Impact thinking and Responsive implementation
- Continue to build the capacity of the POL 3 and 4 leaders
- Review and implement the new position of leadership model for 2023-2025

Achievements

- Position of Leadership review and appointments for 2023 to 2025 completed
- POL 3 and 4 leadership development program
- Distributed leadership model
- Core Learning Teams focused on student learning
- Pastoral Leadership Teams focused on enhancing student wellbeing
- Agile leadership model training undertaken

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2022

Student Centred Learning

SEQTA Training

Developmental Management Approach training

First Aid Training

NCCD training

Foundation House Refugee Support

RE Accreditation Session

Retrieval Practice

New Staff Induction

Number of teachers who participated in PL in 2022

170

Average expenditure per teacher for PL

\$1193

TEACHER SATISFACTION

In 2022, the MACS School Improvement Survey was conducted, and staff feedback continued to be incorporated in leadership team deliberations. The satisfaction levels of teaching staff were lower in 2022 when compared to 2021 results. This was a predictable

outcome given the demands teachers encountered in returning to face-to-face onsite teaching with student cohorts that were facing difficulties due to the impact of remote learning due to the covid impacted years. Despite the challenges faced, the staff continued to work very well in collaborative teams to develop new and exciting curriculum for our students, and further enhanced our pastoral and mission approaches and experiences.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	85.6%
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ALL STAFF RETENTION RATE

Staff Retention Rate	86.0%
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TEACHER QUALIFICATIONS

Doctorate	2.3%
Masters	34.7%
Graduate	40.9%
Graduate Certificate	14.2%
Bachelor Degree	95.5%
Advanced Diploma	6.3%
No Qualifications Listed	4.0%

STAFF COMPOSITION

Principal Class (Headcount)	8.0
Teaching Staff (Headcount)	197.0
Teaching Staff (FTE)	187.8
Non-Teaching Staff (Headcount)	88.0
Non-Teaching Staff (FTE)	74.9
Indigenous Teaching Staff (Headcount)	1.0

Community Engagement

Goals & Intended Outcomes

So that the participation of, and involvement with, the parent and wider community continue to grow, foster partnerships with parents, parish, primary schools and the wider community.

- annually review current activities within the primary schools' connections programs.
- implement connections programs such as G.I.R.L. Crew and the Melissa Barbieri Girls' Soccer Academy at Notre Dame and S.T.A.R. Squad at St Paul's
- continue to support the student leader attendance schedule for the parish Sunday Mass program and in College experience events
- continue to build teacher capacity for connection with parents, as part of pastoral team initiatives, through whole school commitment to:
 1. teacher phone contact with parent in light of pattern of unacceptable class behaviour,
 2. proactive email affirmation of student growth

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

- Build meaningful, mutually beneficial partnerships with local primary schools.
- Continue with tailored primary school programs based upon the individual needs of the schools.
- Promote high profile engaging staff members to potential families and students.
- Identify and develop college points of difference such as Project Based Learning, the Pastoral Care program, comprehensive transition program (commencing in March of Grade 6)
- Ongoing customer service and use of style guide training for all front office staff during dedicated non-teaching staff training events
- Continue branding of college, resources and materials consistent with College Style Guide; including the signage upgrade.

So that the participation of, and involvement with, the parent and wider community continue to grow, develop an alumni strategy including innovative and alternative ways to connect alumni to each other and to the College.

- An alumni strategy developed, and implementation continuing, elements including, but not limited to; Annual Reunions, Business Breakfast & Nexus Mentoring Program.

Achievements

1. Return to student-led onsite versions of key engagement events

2. Maintained growth in enrolments at St Paul's Campus
3. Continued implementation of College Strategic Marketing Plan
4. Enhancing, refining and growing the Nexus Mentoring Program
5. NDC signage upgrade including digital screen monument sign.
6. Minor staff restructure to add new role of Alumni Relations Officer.

VALUE ADDED

- Primary school district sports events
- Soccer Academy and Soccer Fun Day (to mbe replaced by the Liverpool
- VET/VCAL support of primary school events.
- Grade 4 Emmanuel College Experience.
- Year 7 Roadshow Program.
- Implementation of College Strategic Marketing Plan
- Alumni Business Breakfast
- Alumni Wellbeing Project
- G.I.R.L. Crew Activity clubs with Holy Trinity Parish students in Years 3 - 5
- Nexus Mentoring Program
- Tailored primary school engagement programs

PARENT SATISFACTION

In our 2022 MACSSIS survey, 151 parents completed the MACS School Improvement Survey where they were asked a series of questions which indicated their overall satisfaction. When asked "How approachable are school leaders at your school" 69% of parents responded favorably (3% above MACS average). When asked "How welcome they feel when entering school" they also responded with an above MACs average score. Parents clearly are engaged with our parent communication portal with over 99% responding favorably to their awareness of the portal and 98% reporting positive use of it. Parents reported above MACs average communication with teachers in the last year. Parents also indicated an above average engagement with the school regarding their childs learning and wellness.

Emmanuel College's overall School Positive Endorsement to this survey was at 54%. These results are near par with the MACS average. The feedback also provided the leadership of the College with clear areas for growth and improvement to enhance parent satisfaction.

Future Directions

We intend to continue to live out the mission of Emmanuel College as a Catholic school in the Marianist tradition through leadership of structured collaboration sessions, informed by strategic use of classroom observations, coaching and enhanced student voice, for improved teacher impact on student learning.

- Develop adult faith understanding
- Implement Y9 units/plan Y10 units
- Build student connection and voice
- Pursue coaching and class observations
- Art/learning centre operation
- Plan Ranson renovation
- New principal transition