

ANNUAL REPORT

TO THE SCHOOL
COMMUNITY

2018



Emmanuel College, Altona North and Point Cook



SCHOOL REGISTRATION NUMBER: 1654

Contents

Contact Details	2
Minimum Standards Attestation	2
Our College Vision	3
College Overview	4
Principal's Report.....	5
Church Authority Report	7
College Board Report	8
Education in Faith	10
Learning & Teaching.....	13
Student Wellbeing	19
Child Safe Standards	23
Leadership & Management	24
College Community	27
Future Directions.....	29
School Performance Data Summary	34

Contact Details

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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 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 2018 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*

19 February 2019

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 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 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 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 Catholic secondary education options for the students of the region, extending from Yarraville to Point Cook. In 2018, enrolments at St Paul's Campus were 597 and at Notre Dame Campus, total enrolments were 1251.

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 2018

- Continue development of Emmanuel's Catholic, Marianist identity
- Continue the Improving English and Maths strategies.
- Continue the Improving VCE Outcomes strategy.
- Continue the Improving Teacher-Student Connection strategy.
- Expand learning sprints into all professional learning teams.
- Continue building leadership capacity for collaborative team improvement
- Implement the Resilience Project in Year 8.
- Implement Maths Pathway in Year 8.
- Continue implementation of the College marketing strategy plan.
- Continue future provision and masterplan planning.

Action plans

- Future provision planning
- Pastoral improvement teams
- Core Domain Improvement Teams
- Professional Learning Teams
- VCE success strategy
- Learning sprints



Principal's Report

In 2018 we celebrated 10 years of Catholic education, in the Marianist tradition, at Emmanuel. The Class of 2018 at Notre Dame Campus was the first group to have completed 6 years of schooling as part of a Years 7-12 campus, with the College cohort the first group to be involved in Project Based Learning as the key learning-teaching approach during their Year 7-10 studies. Congratulations to the Class of 2018 on the outstanding VCE results, with 21 students ranked in the top 10% in the State, and a median study score of 30.

The support of Father John Healy, President of the Association of Canonical Administrators, and members of the Association was, again, very much appreciated, as was their commitment to the College and its mission of Catholic education. Equally, my thanks again to Board Chair, Keith Brown, for his continued support, insightful advice and generous availability, including as a member of the Reputation Management team. My thanks also to my Leadership Team colleagues, Campus Leaders, David Barr and Chris O'Malley, Leader of Learning, Rose Connolly, and Leader of Staff Development and Mission Integration, Kelley Revelman, and to Business Manager, Mario Puopolo, for their wonderful support and sterling leadership of operational and strategic dimensions of College life over 2018.

Our Opening School and Graduation Masses, both celebrated at St Patrick's Cathedral, continued to be powerful expressions of the formation in faith of the young people in our care. The continued efforts of our social justice teams were an important dimension of our Marianist identity in their outreach to those in need through programs such as *Friends of Alice*, Juraki surf carnival, and the Winter Sleep Out. Colleagues who attended the *Teaching as Ministry* Marianist conference in St Louis, MO were enriched in their understanding of the Characteristics of Marianist Education.

Visits to our parish primary schools by our Year 7s and 10s, and support of various primary school events, helped to share our Emmanuel family spirit, as did welcoming our primary students and families to performances of this year's outstanding production, *Beauty and the Beast*, Soccer Fun Day, tours of the college and our very successful Information Mornings and Open Day. Well done to our Community and Marketing team, led by Gavin Deller, on their continued success in building connections both within the College community and the broader regional community.

It has been wonderful to see the continued growth in our Year 7 music program, with each student learning an instrument and performing in concert for parents at the end of the program. The substantial development in our college band, choir and string ensemble has also been exciting. One of many highlights for the year was the ACCent music production at Hamer Hall, involving Emmanuel musicians and singers, and students from Associated Catholic Colleges (ACC) schools. Congratulations to Director of Music, Carmelo Puglisi, on his continued leadership of the music program.

The *Life to the Full* program made a substantial contribution to our Year 7s achieving a successful transition from the primary years to Emmanuel. Very important skills in managing the challenges confronting young people in today's world were also developed through the *Resilience Project* dimension of the program. Further development of these skills will be pursued with the incorporation of the *Resilience Project* in the Year 9 Healthy Living program in 2019, following the successful introduction of the project in the Year 8 Healthy Living program this year.

The roll-out of Maths Pathway continued into Year 8, allowing Maths learning to be targeted more accurately for each student and an assessment provided of both growth and level of achievement. Rich tasks and collaborative problem-solving are also an important dimension of our Maths program. The outstanding Maths

growth achieved, last year, by Year 7 students, and replicated in both Year 7 and 8 this year, emphasised the power of the pathways approach to Maths learning which will continue into Year 9 next year.

The College decision, at the end of 2018, to purchase the Archdiocesan land, adjacent to Notre Dame Campus, was a welcome commitment, as part of planning and implementation of the Campus Masterplan in response to continued demand for Catholic education at the College.

Celebrations with staff and the College Board at the end 2018 were certainly well-deserved given the clear progress in many dimensions of College life supporting the growth and learning of the young people whom we serve.

Christopher Stock
Principal

Church Authority Report

Members of the Association of Canonical Administrators, 2018

- 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; Yarraville
- Fr Paul Tru, Parish Priest of Altona North
- Fr Binh Le, Parish Priest of Spotswood; Newport

President of the Canonical Administrators

During 2018 Emmanuel College continued to live up to its motto: Life to the Full. Under the guidance of Mr Christopher Stock, the Leadership Team and all staff in the college community once again provided an environment that nurtured the faith and the teaching and learning of our students. Their enthusiasm and energy enabled the College to have a year that was filled with many highlights.

As a very public sign that Emmanuel College is a Catholic school and aims to place all that they do under the guidance and inspiration of Jesus the Great Teacher, the school community began their year with both campuses gathering in St Patrick's Cathedral for the opening School Mass. Students were involved in all areas of the celebration, displaying their gifts and talents especially in the area of music. Certainly one highlight each year for our Parishes is when our students join us for the celebration of Sunday Mass. Such a gathering gives us a chance to acknowledge and encourage the young men and women who will form our Church and Nation in the future.

From a faith perspective, the College Community displayed its living out of Gospel Values through such activities as Project Compassion, the Winter Sleep Out, and the Winter and Christmas Appeals. The students' journey in faith was nurtured by the various retreats that were held. With guidance by the Board, Christopher has enabled the College to both maintain and improve the physical environment of the College which enables current trends in teaching and learning to be achieved. The vision of Christopher, the Board and the Leadership Team should be commended. It is also worth noting in this report the great results achieved by our Year 12 Students.

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 achieved and aspires to be as a Catholic College. We acknowledge the dedicated work of Mr Christopher Stock, his Leadership Team, staff, the Board and parent support for giving life to the education and faith of our students.

With every blessing.

Fr John Healy

President of the Canonical Administrators

College Board Report

Members of the College Board in 2018

Mr Keith Brown	(Chairperson, Co-opted member)
Ms Karen Cook	(Deputy Chair, Parent member)
Dr Charles Gauci	(Minutes Secretary, Parent member)
Fr Greg Trythall	(Canonical Administrator)
Fr John Healy	(Canonical Administrator)
Ms Rosalie Jones	(Honorary appointee)
Ms Suzanne Gracias	(Parent member)
Mr Ray Martin	(Parent member)
Mr Malcolm Willetts	(Staff member)
Mr James Bosnar	(Student member)
Ms Ashleigh Brooker	(Student member)
Mr Christopher Stock	(Principal)
Ms Rose Connolly	(Deputy Principal)
Mr Mario Puopolo	(Co-opted member)

The Board met on four occasions in 2018, with pre-cursor meetings of the Finance and Risk Committee and meetings of the Executive Committee of the Board as required. The Executive Committee is empowered to make decisions between Board meetings if timeframes demand that, but always subject to ratification by the subsequent Board Meeting, as was the case in 2018.

The Board continued to be broadly representative of the key constituencies of the College during 2018, and this contributed to a well-balanced consideration of both current and future directions of the College in a frank but collegial manner. This proved to be a particular strength of the Board in the face of some strategically challenging matters for consideration and decision during the year.

At each meeting, the Board considered and discussed reports from the Principal, Deputy Principal – Staff Development and Mission Integration, Business Manager and Director of Marketing. In this way the Board was able to maintain a comprehensive view of the operation and direction of the College and provide input to the key issues along the way. The Board is grateful to the Principal and College staff for the provision of those reports, and for the openness and transparency evident in appraising the Board of all key matters during the year.

A very important aspect of the work of the Board and its Finance and Risk Committee was the ongoing financial health of the College. The Board was grateful for the comprehensive reports on those matters provided by the Business Manager and pleased to understand and monitor the excellent financial position of the College which is so important to the sustainability of its directions and operations into the future. This was all the more important during a period of uncertainty and volatility concerning the structure and quantum of future Government funding for the College, and also consideration of significant capital expenditure to meet future College requirements.

In approving the Annual Budget for consideration by the Canonical Association as the College Governors, a key consideration is always the structure and level of fees to be charged each year. As it is every year, this matter was keenly discussed in an attempt to find the delicate balance between the financial needs of the College and the impost that fees place on the parent community. The Board considered that its decision did strike that balance in the current environment, particularly in the light of the financial demands driven by future College planning. The Board also noted that the overall level of fees remain very competitive in the region.

Through the year the Board also continued to pay considerable attention to master planning for the development of facilities to meet projected future demand on the College at both campuses, but particularly the demand driven by the current and projected growth in student numbers at the Notre Dame campus. This planning was complicated by the acquisition of land on the Eastern (Chalmers Road) boundary of the Campus by VicRoads to facilitate a significant development of that road. A further related and significant matter was the consideration of the potential purchase by the College of the remaining Archdiocese land on the northern boundary of the College to cater for future development of the campus. As the year ended this matter was near to finalisation, which will give a more settled landscape for master planning in 2019.

At the same time, the Board continued to move to better understand and contribute to the balance in strategic investment between developing/redeveloping College facilities to cater for demand, and the quality of educational and personal growth and achievement outcomes for students. In this way the Board is better able to ensure a balanced investment to produce the best outcomes for the College and its students overall, and further pleasing progress was made on that front in 2018.

As has been the case in previous years, I must once again thank the Principal, Christopher Stock, for his strong commitment and contribution to the work of the Board, along with many of his colleagues who did likewise. Similarly, I thank the Canonical Administrators, as the Governors of the College, for their advice and strong support throughout the year. I am grateful too, for the commitment of all the members of the Board, whose contribution has ensured the good governance of the College. Several members completed their service to the Board at the end of 2018, and I thank them for all they contributed, and wish them well for the future.

Keith Brown
Chairperson

Education in Faith

Goals & Intended Outcomes

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

Evidence

- Accreditation levels 'to work in Catholic school' to at least 55% and at least 10% 'to teach RE'.

So that our Catholic, Marianist identity is deepened, and with the leadership of the Mission Integration Team, continue to strengthen our understanding, and implementation in the life of the College, of the *Characteristics of Marianist Education* (CME), incorporating relevant dimensions of *Horizons of Hope* (CEM November 2016).

Evidence

- Staff CME PL day 2018
- Commenced process of identifying graduate outcomes
- Continued incorporation of CME in VCAA ethics framework and domain documentation

So that our Catholic, Marianist identity is deepened, continue our service programs.

Evidence

- Service programs continued

So that rich student faith reflection and participation are provided, continue to build powerful and quality experiences both in liturgies at each campus and through the College retreat program at each year level.

Evidence

- Planning/implementation of creative/participative liturgies that are student planned and led.
- Continued development of the retreat program

As part of deepening our Catholic, Marianist identity, continue exploring opportunities for student ministry

Evidence

- Mission Integration Team implementation of student ministry opportunities

Achievements

RE Accreditation and Professional Learning

2018 saw many opportunities for staff to participate in faith development opportunities as well as more formal Professional Learning to work towards Accreditation to Teach in a Catholic School and the Accreditation to Teach RE in a Catholic School. Mr Bernard Dobson led a series of Professional Learning twilight seminars for staff on a variety of topics, such as Catholic Social Teaching, Reading the New Testament and Gospel Values. These sessions were well attended by staff at the College, along with staff from nearby Catholic colleges to whom we extend an invitation. In addition, other Accreditation opportunities are regularly advertised. The College supported the application of two staff members for the CEM Online Accreditation Program, in conjunction with Dayton University for 2019. The percentage of accredited teachers exceeds 65% Accredited to Teach in a Catholic School and 20% Accredited to teach RE in a Catholic School.

Development of CME's

The Characteristics of Marianist Education were further embedded into the culture of the College through visual identification and a focus throughout faith activities and student assemblies. Each term, a different CME

is highlighted. In addition, this year, the student leadership team formed portfolio groups based on the CMEs which provide a scaffold for the theme of their activities, events and leadership work. The Leadership Retreat further supported this work into next year, with activities, discussion and goal setting based around the CMEs. Our Staff Retreat Day focussed specifically on an exploration of the CME 'Education in Family Spirit'. Staff reflected on their own experience of family and how family traits such as care, support and unconditional love can be replicated in our school community.

Service, Justice and Peace

The College community aims to encourage every member to make a contribution to our commitment to Service, Justice and Peace throughout the year. Myriad programs and events are organised throughout the year to support the needy in our community and to give students the opportunity to make a difference to others. In 2018, students participated in Caritas' Project Compassion, Relay for Life, our Winter Appeal for food for the Asylum Seeker Resource Centre (ASRC) and warm clothing for St Vincent de Paul, the Winter Sleep Out, Live Below the Line Challenge, Casual Clothes fundraising days supporting worthy charities in our local community and our final Christmas Appeal which saw students donating food to the ASRC and toys to Joseph's Corner. Other programs promoted education and understanding of important social justice issues, such as the Year 9 Social Justice Project, during which students spent three days learning about and creating resources to inform the College community about homelessness in Melbourne. Our focus is on raising awareness of social justice issues and providing students with the means by which to take action.

Religious Education Curriculum

The curriculum within Religious Education continued to be developed and improved throughout 2018, utilising new resources and focussing on current events. Student engagement was also well supported through a continued focus on the consolidation of Project Based Learning projects. Students were provided the opportunity to explore their own and others' faith experiences through excursions and retreats. Events such as at the Year 9 PBL RE Project Day saw students visit a variety of locations, including St Patrick's Cathedral, the Mary MacKillop Centre, and the Corpus Christi College seminary to examine how art and architecture strengthen Catholicism. Senior leaders of Faith and Religious Education attended CEM Professional Learning opportunities and the RE Conference, which supported the introduction of the CEM Pedagogy of Encounter to all Religious Education staff. Staff continue to explore innovative ways to educate students in faith by encouraging dialogue, diverse viewpoints and real-world experiences.

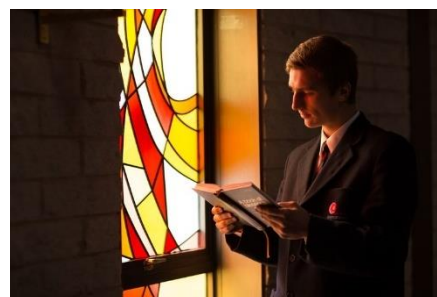
Education in Faith

Opportunities for involvement in liturgy were frequent throughout the year, with celebrations for key events such as our Opening Mass and Graduation held at St Patrick's Cathedral, along with other campus-based masses. Our morning Masses for Mother's Day and Father's Day were very well attended by students and their parents and were a beautiful opportunity for family to join in our liturgical celebrations. The attendance of staff and students at Sunday Parish masses at each of our feeder primary schools was warmly welcomed by our Parish Priests. Involvement in Homeroom Prayer was supported by the creation of a Homeroom Prayer Book. Staff were encouraged to utilise our beautiful Chapel at St Paul's Campus and Sacred Space at Notre Dame Campus to involve students in liturgies during key times of the year, such as All Soul's Day and Advent/Christmas. The College was able to send five staff members to the Marianist-run Teaching as Ministry Conference, held in St Louis in 2018. This was an incredible opportunity to join with staff from Marianist

colleges in Australia and America and share discussion and exploration of our faith and our calling to be Marianists. Work done during the conference helped to inform our own Staff Retreat Day back at home.

Kelley Revelman

Deputy Principal Staff Development & Mission Integration



VALUE ADDED

Events and Activities

- Opening Mass
- Graduation Mass
- Mothers' and Fathers' Day Masses
- Marianist Day Mass and Activities
- Social Justice awareness raising, events and fundraisers
- Student Leadership Camp

Retreat Program

The College Retreat program continues to enable students to explore their faith in a supportive context. Current and relevant issues are a focus, along with opportunities for prayer, reflection and communication. Each year level attends a retreat suited to their particular needs:

YEAR	TOPIC	PRESENTER
• Year 7	"One with God"	Youth Ministry Team
• Year 8	"Made in the Image of God"	Values for Life
• Year 9	Social Justice Days – Homelessness	College Staff
• Year 10	Respectful Relationships	College Staff
	Drugs and Alcohol	Values for Life
• Year 11	Preventing Violence	Pat Cronin Foundation
	"Be the Change"	Andrew Kitchen
	"Things that Matter"	Values for Life
• Year 12 VCAL	"We are all God's Creation"	College Staff
• Year 12	"I have carved you in the palm of my hands"	College Staff

Learning & Teaching

Goals & Intended Outcomes

This year has been an exciting one for learning and teaching at Emmanuel as we have seen further consolidation of our project-based learning (PBL) and personalised learning pedagogical approaches across the college. The Class of 2018 are the first cohort of students to have benefited from the PBL approach, graduating with a developed capacity to meet the needs contemporary employers keep calling for. Furthermore, the ability to critically evaluate and work collaboratively will have only enhanced preparation for their final examinations. The ability for students to reflect on their own learning is further enhanced through the Maths Pathway program, which we continue to roll out across the college. The personalised approach of the program has seen our students across Years 7 and 8 achieve, on average, a growth rate of 120% - great progression for all the students involved.

As we work to ensure that all the experiences of our students are genuine, this year saw all Year 7-11 examinations take place in central venues and a subject-specific practice examination timetable for our Year 12 students. These practices have enabled students to experience their examinations in a more-authentic manner, thus assisting in their understanding of the process and required approaches. It has been proven that the more opportunities that students have at following a genuine examination and revision process, the more helpful it is for them in developing effective strategies and overcoming the emotional, psychological and academic challenges of examinations.

Recognising the importance of a student's VCE subject selections in managing their educational future, this year we introduced a new process that required students to investigate their post-secondary aspirations, discuss and reflect on their academic progress with their teachers and parents and make informed choices about their VCE courses. We found that many students experienced the benefit of this process and the discussions that occurred, enabling them to give due consideration to their strengths and interests. This process was complemented by an increase in the accelerated subject offerings for Year 10 2019 students. In addition to Business Management and Literature, eligible students can also select from Biology, General Mathematics and VET Sport and Recreation as acceleration options. This increase in options provides a broader breadth of subjects, enabling students to accelerate in an area that they are passionate about thus increasing their opportunity for success.

Student-centred learning

So that students continue to develop into autonomous, resilient, confident and responsible learners continue the implementation of visually confirmed Learning Intentions and Success Criteria for each class in all subjects and year levels

Evidence

- Learning Intentions visually confirmed for every class on a daily basis
- Students are able to articulate the learning intentions for a given class
- Success criteria for a given class/unit/outcome are clearly articulated in documentation provided to students and/or visually confirmed
- Students are able to articulate the success criteria for a given class/outcome/unit

So that students continue to develop into autonomous, resilient, confident and responsible learners:
Continue the development of Project/Problem Based Learning and New Tech Network connections

Evidence

- PBL teacher improvement teams use improvement sprints to target student learning improvement
- Evidence generated through improvement sprints identifies improved learning or is used to 'fail well'
- Supported the implementation of the Australian New Tech Network (AUNTN)
- Continued leader/teacher PL through College and NTN programs
- Focused on phase 2 focus on improved learning outcomes in identified PBL Units
- Expanded deep-learning outcomes in rubrics of identified PBL units
- Broaden delivery of the Year 7 STEM project to both campuses
 - plan a Year 8 STEM project for 2019

Continue the Maths strategy for improved learning outcomes

Evidence

- Maths teacher improvement teams use improvement sprints to target student learning improvement
- Evidence generated through improvement sprints identifies improved learning or is used to 'fail well'
- Improved learning outcomes in Year 7 Maths Pathway
- Implementation of Year 8 Maths Pathway
- Continue development of problem-based collaborative learning in Years 7-10 Maths

Continue the English strategy for improved learning outcomes

Evidence

- English teacher improvement teams use improvement sprints to target student learning improvement
- Evidence generated through improvement sprints identifies improved learning or is used to 'fail well'

Continue the VCE Performance improvement strategy

Evidence

- Continued development in the Years 11 & 12 study skills program
 - In semester 2, Year 11 teachers develop student capacity for revision and study incorporating Elevate insights.
- Continued focus on improved outcomes through Core Domain Year 12 teacher teams
- Strengthened use of Edrolo in relevant Year 12 subjects
- Continued monitoring and follow-up of Year 10-12 student underperformance.
- Growth in expertise for teachers across levels to support student exam preparation
 - Continue DL led implementation of learning-teaching protocols for preparing students for each subject exam
 - Continue teacher implementation of exam preparation protocol

Achievements

- On track data regarding the post school destinations for the class of 2017 indicated 58.5% enrolled at university, 22% in TAFE/VET or other training, 14.5% in employment. Once again for students entering into post school training, Emmanuel College exceeded the region and the state in our participation numbers.
- For the class of 2018 the top ATAR score was 97.85, and an overall median score of 30 with a 100% VCE and VCAL completion rate achieved.

As a community we continue to offer a range of opportunities for students to be involved in co-curricular activities that enable them to showcase and develop their individual talents.

Our Arts Domain, once again, hosted a range of important events that saw our young men and women take to the stage. Students from both campuses were provided with the opportunity to perform in the Showcase and present their visual works in the Art Show. Additionally, 2018 saw significant growth of our College Choir, Bands and Ensembles through which students were afforded the opportunity to perform at Hamer Hall in the ACCent on Music! event. This incredible experience provided an invaluable opportunity for students to perform to an authentic audience through their collaborations with students from various ACC schools. The impressive talents of our students were further evident through the College musical *Beauty and the Beast*. Through this musical, students from both campuses were exceptional in their performances and musical talents.

The varied learning program experiences provided to the students throughout 2018 enabled all those involved to be challenged and engaged in their learning. Our Year 7 students developed through Maths, Science and Technology skills through a STEM project during which they worked with Spheros (robots). Another interdisciplinary activity was offered through a Maths and Humanities Project Day in which students problem investigated relevant geographical, historical and mathematical elements of Lake Peigneur. Further Humanities-based activities throughout the year included a Year 8 Medieval Day and a cross-campus Model UN. Students also experienced programs at the Courts, the Zoo, the MCG and many other venues.

The Work Education Program at Year 10 included Work Experience and was a significant part of the transition of our Year 10 students into their VCE program. Students in Year 10 also participated in the Driver Education program. A significant focus of our work with staff this year has been the continued deeper and more extensive training of staff in the implementation of Project Based Learning. A number of teachers also completed a badge program with New Tech Network (NTN) which involved submitting examples of their work in specific elements of Project Based Learning and had them assessed by experts from NTN. In 2018 two more members of the teaching staff achieved their certification as trainers with NTN. Five of the College teaching staff attended the New Tech Annual Conference in St Louis.

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.
 - Alice Springs Reclink Experience
 - Juraki Surf Experience
- Leadership

- Homeroom Leaders
- House/Year Level Competitions
- Social Justice Committee
- Peer Mentoring
- Student Leadership Group
- Leadership Camp for Senior leaders
- 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
 - College Band
 - ACC Musical/Drama events
- Enrichment Programs
 - Year 9 Rock and Water Program delivered through Healthy Living Classes at the St Paul's Campus
 - Work Education – including Work Experience
 - Retreat experiences for senior students
 - Year 7 and 9 camps
 - Driver Education
 - Year 11 ski trip
- Clubs and Support Programs
 - Homework Club
 - Book Club/Chats
 - Philosophy Club
 - Chess Club

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

Sporting Competitions

- ACC Competitions in Australian Rules Football, Soccer, Hockey, Rugby, Golf, Cricket, Basketball, Volleyball, Table-Tennis, Tennis and Chess, and Carnivals in Golf, Swimming, Athletics, and Cross-Country.
- SACCSS provided Australian Rules Football, Cricket and Carnivals in Swimming, Athletics and Cross-Country, Tennis and Golf.
- House based sporting competitions - Athletics and Swimming Carnivals.
- Soccer Academy
- Volleyball Academy

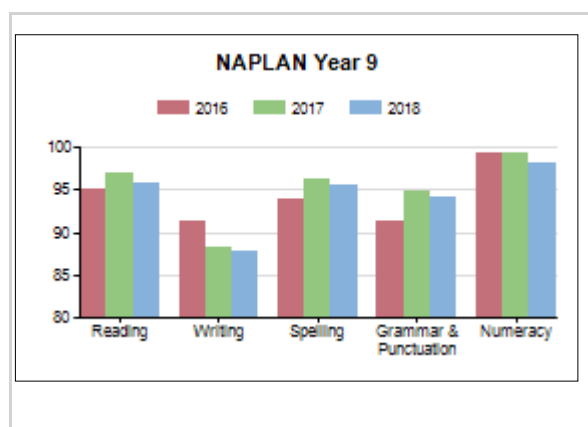
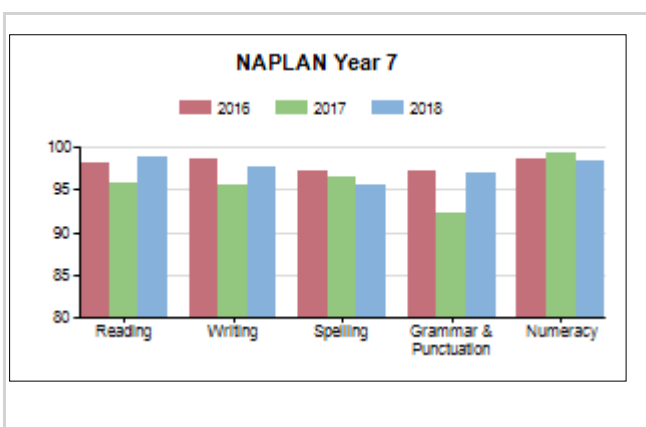
Ms Rose Connolly

Deputy Principal – Learning and Teaching

STUDENT LEARNING OUTCOMES

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2016 %	2017 %	2016 - 2017 Changes %	2018 %	2017 - 2018 Changes %
YR 07 Grammar & Punctuation	97.2	92.3	-4.9	97.0	4.7
YR 07 Numeracy	98.6	99.3	0.7	98.5	-0.8
YR 07 Reading	98.2	95.7	-2.5	98.8	3.1
YR 07 Spelling	97.2	96.6	-0.6	95.5	-1.1
YR 07 Writing	98.6	95.6	-3.0	97.6	2.0
YR 09 Grammar & Punctuation	91.4	94.8	3.4	94.1	-0.7
YR 09 Numeracy	99.3	99.3	0.0	98.2	-1.1
YR 09 Reading	95.2	96.9	1.7	95.9	-1.0
YR 09 Spelling	93.9	96.2	2.3	95.6	-0.6
YR 09 Writing	91.3	88.3	-3.0	87.8	-0.5

Our continued focus on English and Mathematics has seen a strategic approach to developing staff capacity within these areas. Our Structured Collaboration Time is dedicated to improving teacher practice by using student data through the Learning Sprints model. Each year we review the cohort data and reflect on how our learning and teaching programs can be enhanced following this reflection.



MEDIAN NAPLAN RESULTS FOR YEAR 9

Year 9 Grammar & Punctuation	583.2
Year 9 Numeracy	596.0
Year 9 Reading	591.7
Year 9 Spelling	589.9
Year 9 Writing	570.3

SENIOR SECONDARY OUTCOMES

VCE Median Score	30
VCE Completion Rate	98%
VCAL Completion Rate	93%

POST-SCHOOL DESTINATIONS AS AT 2018

Tertiary Study	58.5%
TAFE / VET	13.8%
Apprenticeship / Traineeship	8.2%
Deferred	2.5%
Employment	14.5%
Other - The category of Other includes both students Looking for Work and those classed as Other	2.5%

Student Wellbeing

Goals & Intended Outcomes

Action 1.

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

Evidence

- Small group strategies consolidated as part of the collaborative PaCT process in the effective delivery of DMA
- Written identification of teacher/team DMA targets
- Continued trialing peer class observations in providing feedback and measures of progress
- Continued to investigate options for feedback and measures of progress
- Whole school commitment to:
 - proactive email affirmation of student growth in Years 7& 8
 - teacher phone contact with parent in light of pattern of unacceptable class behaviour

Action 2.

So that students continue to develop into independent, resilient and responsible learners, teachers continue to build connectedness with students characterised by unconditional respect and growth mindset, through collaborative leadership of pastoral teams.

Evidence

- Growth in student belief that they belong in the class, their ability and competence grows with their effort, they can succeed at the task, and the work has value for them
- Improvement in PDC and SIF student survey measures

Action 3.

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

Evidence

- Continued the overnight leadership development camp in term 4
- Extended the Captain's award program
- Incorporation of SLG and SLG exec into identified decision processes
- Identified opportunities for student leadership in homeroom eg. resilience program; peer mentors

Action 4.

So that students continue to develop into independent, resilient and responsible learners:

Evidence

- Continued the Year 7 *Life to the Full* program, including Resilience Project units
- Introduced Resilience Project units in Year 8 Healthy Living
- Build on the homeroom resilience program

Achievements

Action 1

- Introductory DMA session held with new teachers.
- DMA focus for first Pastoral Coaching Team (PaCT) meeting.
- Teacher goals set and evidence identified.
- Year 7 and 8 email affirmation occurred over the year.
- In PaCT meetings - DMA focus on supporting teacher practice utilising case studies of teacher issues through Agile Sprints.
- House Leader (HL) support teachers on an individual basis to work through DMA processes.
- Leadership team members attended meetings in rotation to provide feedback on implementation.
- PaCT reviewed Performance Development Coaching (PDC) class data both aggregate data and teachers sharing their data. Strategies were identified and implemented with review at each meeting.
- Letter sent to Year 7 student leader parents as congratulations.
- PL emailing parents on student participation at assemblies.

Action 2

- PaCT focus on developing strong relationships with students and monitoring/reviewing progress through Agile Sprints.
- Teacher actions set at PaCT for sprint cycles with evidence identified.
- PaCT Teams developed sprints with individual targets around student encounter incorporating:
 - Students having a sense of belonging;
 - Students believing they are valued;
 - Students believing they can contribute to the class;
 - Students gaining a sense of success from their involvement in the class.
- Breakspear training videos used by HLs to enhance effectiveness of meetings.
- Professional learning sessions to further skill leaders in the use of the Agile Schools Tools.
- Teams have been trialling different meeting structures to enhance collaborative action.

Action 3

- Leadership team have had breakfast 'touch base' meetings with student leaders on both campuses.
- Senior students formed action teams with specific foci and presented at College, House and year level assemblies.
- Leadership training activities were undertaken in collaboration with Pastoral Leaders.
- An overnight Leadership development camp was held in 2017 in preparation for 2018.
- Increased student involvement in the delivery of resilience activities in Homeroom.
- Continue to increase student involvement in the delivery of resilience activities in Homeroom.
- Peer mentors (SPC) attended Year 7 camp for one day.
- Greater student involvement in House/College Assemblies.
- SLG portfolio's facilitated specific focused events ie. Environmental Week NDC and Reconciliation Week, RUOK Days.
- Student-run sessions at lunch times – joint action academic/wellbeing team [SPC].

Action 4

- Hugh and Martin (Resilience Project) presented to Year 7 students and parents at both campuses.

- Subscription to parent modules from Happy Schools Programme re: Cybersafety were promoted through newsletters.
- Introduced Resilience Project in “Life to the Full” classes in Year 8 and continued Year 7.
- Included resilience material in Student Handbook for Homeroom use.
- House Teams continued to develop Mindful and Gratitude activities for use in Homeroom.
- Liaising with Learning Leadership Team (LLT) re: incorporation of “Child Safe” programs into Assemblies.
- Leader of Learning (LOL)/ Domain Leader (DL) developing Year 9 roll out of Resilience Project through Healthy Living in 2019.
- Counsellor-run resilience program for Year 7 student during Homeroom. (SPC)
- Drop in centre for Year 7 at both campuses.
- Student curriculum materials included in student handbook for Years 7 and 8.
- Steven Dupon parent forum on resilience and gaming addictions.

Chris O’Malley & David Barr
Campus Leaders

VALUE ADDED

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

STUDENT SATISFACTION

- Student Wellbeing Index for 2018 was 65.9.
- Maintained high attendance rates across the College for 2018.

STUDENT ATTENDANCE

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y07	93.0
Y08	90.8
Y09	90.1
Y10	90.5
Overall average attendance	91.1

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	88.3%

Child Safe Standards

Goals and Intended Outcomes

- Ensure that all policies and procedures were compliant with Child Safe Standards outlined in Ministerial Order 870.
- Further inform all stakeholders of the College policies and procedures relating to Child Safety and Reporting Obligations.

Achievements

- Child Safety Report was made available to the community on the College website. This includes principles, definitions, commitments, responsibilities, procedures, expectations, student participation, reporting and responding, recruitment procedures, staff training, risk management, relevant legislation and related policies. It also includes Appendices that provide information and guidance regarding the three new criminal offences that came into effect in Victoria on 1 August 2016, as well as the relevant Ministerial Order 870 and CECV's Commitment Statement to Child Safety.
- Workshop with staff and board around the Child Safe Policy and Code of Conduct. Annual review and signature collection.
- All staff have completed Mandatory Reporting online module through DEET – an annual activity.
- All staff have completed the, "Four Critical Actions - Responding to Incidents, Disclosures and Suspicions of Child Abuse" module online - an annual activity.
- Development of a Reportable Conduct Policy.
- Further updated excursion WHS check list and risk assessment to include requirements to address Child Safe Standards.
- Information provided to the community via website, newsletter and in student diary.
- Full implementation of procedures outlined in CECV guideline regarding employment of staff, contractors and volunteers.
- Explored ways of delivering Child Safe curriculum across the year levels.
- Consultation with Passtab with view to implementation of streamlined procedures in engagement of contractors as outlined in the CECV Guidelines.

Leadership & Management

Goals & Intended Outcomes

Action 1.

So that there will be a continued focus on teacher development and empowerment resulting in improved student outcomes, continue collaborative leadership of ADLT, PaLT and LLT, through consultative processes, in building agility, expertise, creativity, and responsibility in improvement team leaders.

Evidence

- Termly workshops with the agileschools team built middle leader capacity in leading improvement sprints
- Growth in agile collaborative leadership of improvement teams for Improving PBL/Maths/English, and DMA/connection in PLT, CDT and PaCT meetings.

Action 2.

So that there will be a continued focus on teacher development and empowerment, continue agile, collaborative leadership of Core Domain, Pastoral and Professional Learning Teams, through improvement sprints in which improvement teams review, reset and pursue team targets for improved student outcomes based on evidence.

Evidence

- Growth in agile collaborative leadership of improvement teams for Improving PBL/Maths/English; and DMA/connection in PLT, CDT and PaCT meetings.
- Continue the work of Improvement Support Teams in English, Maths and PBL.
- Growth in the impact of the Improvement Strategy Teams on the work of improvement teams
- Evidence from the previous cycle used at the review/reset phase of monthly improvement sprints
- Improved classroom behaviour indicators

Achievements

The senior leaders of the Pastoral and Learning Leadership Teams continued to prioritise planning with middle leaders for the collaborative leadership of their improvement team and to attend and critique the work of leading improvement teams. Additional middle leaders completed the NTN *train-the trainer* program, with a team also attending the NTN annual conference in St Louis, MO. The leadership team and curriculum executive continued their strategic focus on supporting collaborative leadership of improvement teams.

Ricky Campbell-Allen led a professional development program with the Leader Group, building capacity for the leadership of Learning Sprints, in support of the expansion of learning sprints to all domain and pastoral teams. Ricky's continued commitment to work with leaders in 2019 is a strong vote of confidence in the progress being achieved.

Improvement Strategy Teams (ISTs) in Maths, English and PBL continued to meet monthly in support of the related work of domain improvement teams. The ISTs provided a broad range of feedback and perspective and more targeted support to strategy implementation. The Principal and Leader of Learning/Teaching were members of each of these teams. The successful implementation of Maths Pathway in Year 8 was achieved, following similar success in Year 7, the previous year.

Following implementation of a full learning sprint prototype in term 4, incorporating weekly learning sprint check-ins with Professional Learning Teams, and in light of related staff consultation, commitment to this full learning sprint model was confirmed for 2019.

Value Added

- Middle leader capacity grew in the collaborative leadership of teams for improved learning outcomes through training in learning sprints and continued support and feedback from senior leaders.
- Regular professional learning and support was provided in the implementation of Maths Pathway in Year 8.
- Teacher capacity in the evidence-based improvement of learning outcomes continued to grow.
- Professional learning across the year supported the continued implementation of PBL in Years 7-10 programs.
- Stage 2 Master-planning for Notre Dame Campus was completed and the decision to purchase land adjacent to the campus confirmed.
- Planning permit amendment, for increased student numbers at Notre Dame Campus approved.
- Implementation of year two of the marketing strategy completed.
- A staff team attended the New Technology Network Annual Conference in St Louis, MO, with further train-the-trainer capacity developed. A staff team attended the Teaching as Ministry Marianist conference in St Louis, MO, gaining a deeper understanding of the Characteristics of Marianist Education.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING**DESCRIPTION OF PL UNDERTAKEN IN 2018**

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

Curriculum
Learning and Teaching – Faculty Based
VET/VCAL
Religious Education Accreditation
Faith Development
Child Safety

Project Based Learning
Safety Training.
First Aid and Training
Personal Learning
Student Wellbeing

NUMBER OF TEACHERS WHO PARTICIPATED IN PL in 2018

154

AVERAGE EXPENDITURE PER TEACHER FOR PL

\$1346

TEACHER SATISFACTION

The Teaching Climate Index measure was 70.1 in 2018, exceeding both our 2017 Index of 65.4 and our 2018 target of 68.8.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	87.1%
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STAFF RETENTION RATE

Staff Retention Rate	84.7%
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TEACHER QUALIFICATIONS

Doctorate	1.5%
Masters	25.8%
Graduate	50.0%
Graduate Certificate	12.9%
Bachelor Degree	98.5%
Advanced Diploma	7.6%
No Qualifications Listed	1.5%

STAFF COMPOSITION

Principal Class (Headcount)	7
Teaching Staff (Headcount)	158
Teaching Staff (FTE)	148.7
Non-Teaching Staff (Headcount)	53
Non-Teaching Staff (FTE)	47.7
Indigenous Teaching Staff (Headcount)	1

College Community

Goals & Intended Outcomes

Action 1.

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

Evidence

- Progress in the development of an Alumni strategy
- Development of tailored partnership programs with primary schools based around their individual areas of need
- review the Maths/LOTE parent evening and pursue any capacity for learning related focus
- Trial developing vodcasts around parent engagement in student learning
- Implementation of a joint venture project with Hobson's Bay City Council and Tennis Australia for the development of a Tennis Academy at SPC
- Build teacher capacity for connection with parents, as part of pastoral team initiatives, through whole school commitment to:
 - teacher phone contact with parent in light of pattern of unacceptable class behaviour
 - proactive email affirmation of student growth

Action 2.

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

Evidence

- Implement a consistent branding and collateral around the four College experience activities (Meet the Principal, Open Day, Information Morning & Twilight Talk & Tour)
- Development of community use of facilities and partnerships with those organisations
- Greater promotion of college points of difference such as Project Based Learning, the Resilience Project, Growth Mindset & Maths Pathway.
- Provide greater opportunities for potential families to engage in and visit the College for events and activities
- Continue branding of college, resources and materials consistent with College Style Guide
- Oversight of uniform review and update.
- Further customer service training for all front office staff during finance and admin staff meetings at both campuses
- Provide engaging social media platforms as a forum for families to engage with the College and participate / celebrate College life

Action 3.

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

Evidence

- An alumni connections strategy identified and implemented
- Increased events for Alumni based on needs and wants survey

Achievements

- Continued to grow social media presence, with the introduction of the Instagram page to complement Facebook and the You Tube Channel
- Feeder primary school attendance at the College musical.
- Implement a tailored connections program with Catholic and government primary schools
- Style Guide developed and implemented to improve consistency of outputs and messaging.



VALUE ADDED

- Primary school district sports events
- Soccer Academy and Soccer Fun Day
- VET/VCAL support of primary school events.
- Grade 4 Emmanuel College Experience.
- Year 7 Roadshow Program.
- Bursary Parent Information Sessions.
- Feeder school Growing Together Activities (Mums and Daughter's Yoga and Mindfulness).

PARENT SATISFACTION

The community engagement measure for 2017 was 68.6.

Future Directions

Strategic intent

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

Education in Faith

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

Evidence

- Accreditation levels 'to work in Catholic school' to at least 55% and at least 10% 'to teach RE'.
- RE PD program published to staff early 2019.

So that our Catholic, Marianist identity is deepened, and with the leadership of the Mission Integration Team, continue to strengthen our understanding, and implementation in the life of the College, of the *Characteristics of Marianist Education* (CME), incorporating relevant dimensions of *Horizons of Hope* (CEM November 2016).

Evidence

- Examination of ECSI data to inform understanding of College culture
- Staff PL day 2019
- Commenced process of identifying graduate outcomes
- Continued incorporation of CME in VCAA ethics framework and domain documentation

So that our Catholic, Marianist identity is deepened, continue our service programs.

Evidence

- Service programs continued.
- Social Justice Group implemented at each campus.

So that rich student faith reflection and participation are provided, continue to build powerful and quality experiences both in liturgies at each campus and through the College retreat program at each year level.

Evidence

- Introduction of 'Prayer Spaces in Schools' on two occasions in 2019.
- Planning/implementation of creative/participative liturgies that are student planned and led.
- Increased use of Chapel and Sacred Space for liturgies in RE classes
- Establishment of new protocols for use of Chapel and Sacred Space
- Continued development of the retreat program, with a connection to RE curriculum topics.

As part of deepening our Catholic, Marianist identity, continue exploring opportunities for student ministry

Evidence

- Ministry Group re-established at each campus.
- Student attendance at Rise and Catholic Youth Festival 2019
- Continuation of Friends of Alice and Juraki Surf Trip
- Establish organisation of Vietnam World Challenge Trip

Student Wellbeing

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

Evidence

- Small group strategies consolidated as part of the collaborative PaCT process in the effective delivery of DMA
- Written identification of teacher/team DMA targets
- Use of PDC data to inform DMA practice in the classrooms.
- Trialing peer class observations in providing feedback and measures of progress.
- Continued to investigate options for feedback and measures of progress
- Continued DMA in new staff induction program.
- Whole school commitment to:
 - proactive email affirmation of student growth in Years 7& 8
 - teacher phone contact with parent in light of pattern of unacceptable class behaviour.

So that students continue to develop into independent, resilient and responsible learners, teachers continue to build connectedness with students characterised by unconditional respect and growth mindset, through collaborative leadership of pastoral teams.

Evidence

- Growth in student belief that they belong in the class, their ability and competence grows with their effort, they can succeed at the task, and the work has value for them
- Agile sprints focused on subject teacher practice and informed by PDC data
- Improvement in PDC and SIF student survey measures
- Utilisation of PDC Data to inform student efficacy.

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

Evidence

- Continued the overnight leadership development camp in term 4
- Incorporation of SLG and SLG exec into identified decision processes.
- Identified opportunities for student leadership in homeroom eg Resilience Program; peer mentors.
- Strengthen the link between leadership portfolio's and CME's.
- Further development of non – formal leadership at the college: Super Soccer, Tours, Open Days.

So that students continue to develop into independent, resilient and responsible learners via programs offered:

- Continued the Year 7 *Life to the Full* program, including Resilience Project units.
- Build on the homeroom resilience program.
- Introduce Resilience Project units in Year 9 Healthy Living.
- Introduction of mindfulness workshops into 9 Healthy Living.

Learning and Teaching

Student-centred learning

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

Continue the implementation of visually confirmed Learning Intentions and Success Criteria for each class in all subjects and year levels

Evidence

- Learning Intentions visually confirmed for every class on a daily basis
- Students are able to articulate the learning intentions for a given class
- Success criteria for a given class/unit/outcome are clearly articulated in documentation provided to students and/or visually confirmed
- Students are able to articulate the success criteria for a given class/outcome/unit

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

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

Evidence

- PBL teacher improvement teams use improvement sprints to target student learning improvement
- Evidence generated through improvement sprints identifies improved learning or is used to 'fail well'
- Continued leader/teacher PL through College and NTN programs
 - Internal workshops for staff in the areas of student collaboration and agency.
 - Refocus on staff skills to develop structured programs.
- Expanded deep-learning outcomes in rubrics of identified PBL units
- Consolidation of Year 7 STEM project across both campuses.
- Inclusion, and assessment, of collaboration in Maths projects.
- Renewal of Year 7 Religious Education curriculum, including projects.
- Reduction of use of textbooks in Science classrooms.

Continue the Maths strategy for improved learning outcomes

Evidence

- Maths teacher improvement teams use improvement sprints to target student learning improvement.
- Evidence generated through improvement sprints identifies improved learning or is used to 'fail well'.
- Improved learning outcomes in Maths Pathway.
- Implementation of Year 9 Maths Pathway.
- Inclusion, and assessment, of collaboration in at least one/semester Maths project at Years 7-9.
- Focused development of staff capacity to work with small groups of students and run workshops.
- Review of the Numeracy Support Program.

Continue the English strategy for improved learning outcomes

Evidence

- English teacher improvement teams use improvement sprints to target student learning improvement.
- Evidence generated through improvement sprints identifies improved learning or is used to 'fail well'.
- Review of the Literacy Support Program.
- Renewal of Year 7 and 11 curriculum to enable a greater focus on the development of skills.

Continue the VCE Performance improvement strategy

Evidence

- Continued development in the Years 11 & 12 study skills program
 - In semester 2 Year 11 teachers develop student capacity for revision and study incorporating Elevate insights.
- Implement extended Y11 HeadStart
- Staff participation in an Elevate session.
- Continued focus on improved outcomes through Core Domain Year 12 teacher teams.
- Strengthened use of Edrolo in relevant Year 11 and 12 subjects
- Continued monitoring and follow-up of Year 10-12 student underperformance.
- Implementation of a system for recording, monitoring and following up Year 7-10 student progression.
- Implementation of a timely process for monitoring student progression in VCE.
- Growth in expertise for teachers across levels to support student exam preparation
 - Continue LL led implementation of learning-teaching protocols for preparing students for each subject exam
 - Continue teacher implementation of exam preparation protocol

Leadership and management

So that there will be a continued focus on teacher development and empowerment resulting in improved student outcomes, continue collaborative leadership of ADLT, PaLT and LLT, through consultative processes, in building agility, expertise, creativity, and responsibility in improvement team leaders.

Evidence

- Continue workshops with Ricky Campbell-Allen, one per semester, building middle leader capacity in leading improvement sprints
- Conduct workshops with Ricky Campbell-Allen and senior/POL4 executive leaders, one per semester, to complement her work in middle leader capacity building for improvement sprints
- Growth in collaborative leadership of improvement teams for Improving PBL/Maths/English, and DMA/connection in PLT, CDT and PaCT meetings.

So that there will be a continued focus on teacher development and empowerment, continue agile, collaborative leadership of Core Domain, Pastoral and Professional Learning Teams, through learning sprints in which improvement teams review, reset and pursue team targets for improved student outcomes based on evidence.

Evidence

- Introduce learning sprint check-ins in the full implementation of learning sprints.
- Growth in collaborative leadership of teacher teams for Improving PBL/Maths/English; and DMA/connection in PLT, CDT and PaCT meetings.
- Continue the work of Improvement Support Teams in English, Maths and PBL.
- Growth in the impact of the Improvement Strategy Teams on the work of improvement teams
- Increased effective implementation of improvement sprints

So that there will be a continued focus on teacher development and empowerment, implement a consultation process with regard to the POL structure for appointment in 2020.

Evidence

- Consultation conducted
- POL structure confirmed for 2020+
- POL positions appointed for 2020+

College Community

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

Evidence

- review current activities within the primary schools' connections programs
- trial developing vodcasts around parent engagement in student learning
- pursue implementation of a joint venture project with Hobson's Bay City Council and Tennis Australia for the development of a Tennis Academy at SPC
- continue to support the student leader attendance schedule for the parish Sunday Mass program
- continue to build teacher capacity for connection with parents, as part of pastoral team initiatives, through whole school commitment to:
 - teacher phone contact with parent in light of pattern of unacceptable class behaviour
 - 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

Evidence

- Build meaningful, mutually beneficial partnerships with local primary schools
- Establishment of tailored primary school programs based upon the individual needs of the schools
- Upgrade and launch of new website incorporating online enrolments
- Promote high profile engaging staff members to potential families and students
- Identify and develop college points of difference such as Project Based Learning, the Resilience Project, Growth Mindset.
- Further customer service training for all front office staff during finance and admin staff meetings at both campuses
- Continue branding of college, resources and materials consistent with College Style Guide
- Oversight of uniform review and update.
- Develop new College website and associated App

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.

Evidence

- An alumni strategy identified and implementation commenced

School Performance Data Summary

School performance Data has been included in the relevant sections.