



Melbourne Archdiocese
Catholic Schools

2023

Annual Report to the School Community



Emmanuel College

423 Blackshaws Road, ALTONA NORTH 3025

Principal: Janine Biggin

Web: www.ecmelb.catholic.edu.au

Registration: 1654, E Number: E1250

Principal's Attestation

I, Janine Biggin, attest that Emmanuel College is compliant with:

- The minimum standards and other requirements for school registration and school boarding premises (if applicable) as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2017 (Vic).
- Australian Government accountability requirements related to the 2023 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2023 (Cth).
- The Child Safe Standards as prescribed in Ministerial Order 1359 – Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises.

Attested on 10 May 2024

About this report

Emmanuel College is registered by the Victorian Registration and Qualifications Authority (VRQA). The Annual Report to the School Community (ARSC), provides parents and the wider community with information about the school's activities and achievements throughout the year including information about various aspects of school performance. The Report is supplementary to other forms of regular communication to the school community regarding initiatives, activities and programs which support the learning and wellbeing of its students. Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can also be obtained from the [My School website](#).

Governing Authority Report

When Melbourne Archdiocese Catholic Schools (MACS) launched our inaugural strategic plan MACS 2030: Forming Lives to Enrich the World just over a year ago, I spoke about the need for our whole organisation to reflect on the biggest challenges that confront us, and to work at speed to find practical, ambitious, student-centred solutions.

As a relatively new governing authority, 2023 set us on the path to achieving our first goals, as we focussed our efforts on building strong foundations for success. The four pillars of MACS2030 – Inspired by Faith; Flourishing Learners; Enabled Leaders; and Enriched Communities - serve to guide our work on how we achieve our strategic intent.

When we surveyed our teachers in late 2022, over 80 per cent told us that they want access to quality teaching and assessment resources. So in January 2023, we secured a system-wide licence for MACS primary and secondary schools to access the Progressive Achievement Test (PAT) assessment suite. The inclusion of the Social and Emotional Wellbeing Survey allows schools to monitor the wellbeing of their students and target resourcing to specific areas of need. Together, these tools provide a coherent and systematic approach to student assessment.

In partnership with Ochre Education, we began work on F-6 Mathematics curriculum resources, being developed in a phased approach over three years, and delivered the first tranche for F-2. A key consideration in developing the materials is ensuring teachers retain autonomy to tailor curriculum implementation to meet the individual and local needs of students.

This is an exciting development for our MACS community, clearly demonstrating the commitment we all share to delivering the best possible education opportunities for our 120,000 students and supporting our 10,000 classroom teachers to be the very best that they can be.

Archbishop Peter commissioned a comprehensive review of Religious Education curriculum, the first in over a decade. It offers us some challenges, but fundamentally is a hope-filled report that invites a path of ongoing work to develop a new RE curriculum for all Catholic schools. We continued Working Together in Mission with Parish Priests throughout the Archdiocese, including through regular roundtable discussions.

Across greater Melbourne, one in five students attend a Catholic school and 2023 saw steady growth in enrolments across our system, demonstrating the value families place on a Catholic education and the high quality, holistic education MACS schools provide.

As a system of schools, we can be better together, reducing the administrative load on our schools and freeing our teachers and principals to focus on what they do best.

I would like to pay tribute to our MACS school and office colleagues who have worked so hard to achieve our goals. 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

Dr Edward Simons

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Vision and Mission

Vision Statement

Emmanuel College, sharing the mission of the Church and the principles of a Marianist education, characterised by 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. The College supports all dimensions of their growth and learning: faith, intellectual, emotional, social, psychological, and physical.

Mission Statement

At Emmanuel College we hold the care, safety and wellbeing of children and young people as a central and fundamental responsibility of our school. Our commitment is drawn from, and inherent in, the teaching and mission of Jesus Christ, with love, justice, and the sanctity of each human person at the heart of the Gospel (CECV Commitment Statement to Child Safety).

The person of each individual human being, in his or her material and spiritual needs, is at the heart of Christ's teaching: that is why the promotion of the human person is the goal of the Catholic school (Congregation for Catholic Education 1997, n.9).

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

College Overview

In the 1960's St Paul's College was established by the Marianist Order. They were 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 2023 February census, enrolments at St Paul's Campus were 783 and 1598 at Notre Dame Campus, with the total College enrolments being 2381 students.

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 2023

- Develop adult faith understanding
- Implement new year 9 curriculum units
- Build student connection and voice
- Pursue coaching and class observations
- Art/learning centre construction and operation
- Plan Ranson building renovation

- Plan Marianist building construction

Action plans

- Staff collaboration
- Improvement strategy teams
- Provision for inclusive practices
- Future provision planning
- Curriculum review and enhancement

Principal's Report

2023 was a year in which students continued to be provided with many opportunities to be immersed a broad range of learning opportunities and extra-curricular learning events.

Of paramount importance has been the opportunity for first hand engagement with our Marianist roots. The College was fortunate to have Brother Robert Resing travel from the United States to attend the opening of the new Arts precinct at the Notre Dame Campus, named in his Honour. This building provides space for all Visual Arts subjects as well as generalist rooms for the Senior students. The students were provided with first hand re-telling of the early days of the College, which proved to be engaging for all the current students and staff. Brother Bob was able to reconnect with staff and students who he worked with when he was at the College in the 1980 and 1990s. Of particular importance was his acknowledgement that the Marianist characteristics are alive and well, and viewable in the College from what he observed during his visit.

Planning for the replacement of the Marianist Building at the St Paul's Campus has progressed through the year, with the building to occur in 2024. The Ranson refurbishment also started during the latter part of 2023, with the students attaining access to 5 science classrooms and 2 technology classrooms. Additionally, extra provision for storage and safety have also been provided.

The College introduced full day professional learning for teachers, with one day provided for learning program development and one focused on student wellbeing. This will be extended into our professional development practices into the future as the building of staff capacity is central to the improved students learning and wellbeing outcomes.

The launch of the year 9 curriculum provided for greater diversity in what students were studying within their learning program, promoting greater engagement. In addition, the College Vocational Major Program has also provided great scope for hands-on learning for students, with the promotion of beyond the classroom opportunities.

The revision of leadership structures, curriculum offerings and teacher working needs have led to implementation of some changes for 2024.

The College enabled students to travel to the United States and visit NASA. Additionally, students completed immersion trips and visited interstate aboriginal communities. A contingent of both staff and students also represented the College at World Youth Day, which was held in Portugal. These experiences enhance the offerings within the College, expanding the academic and spiritual experiences.

The College provided students in years 7 and 9 with camp experiences with the year 7 camp occurs early in the year to promote the building of friendships and the year 9 camp occurring later in the year. The year 9 camp for outdoor education or a pastoral experience for students.

Of paramount importance is the continued engagement of students in faith and spiritual experiences. The year 12 retreat is a core component of this program for senior students. Students in other year levels also engage in these immersive experiences, convened by external facilitators.

Curriculum review and renewal has continued to be a focus of staff collaboration, as the College continually seeks to improve practice.

Catholic Identity and Mission

Goals & Intended Outcomes

Goal: Continue to explore and develop a post critical and recontextualised understanding of the Catholic faith at Emmanuel College.

Intended outcomes:

- Develop a renewed Catholic school profile through a reinterpreted understanding of the Catholic faith in the modern world.
- Increased staff participation in professional development aimed to provide a strong foundation of the Catholic faith and a renewed understanding of its relevance in the 21st century.
- Increased opportunities for staff and students to continue their formation in faith.
- Increased participation of staff and students to facilitate faith in action through practising service, justice, peace and integrity of creation.

Achievements

1. Develop a renewed Catholic school profile through a reinterpreted understanding of the Catholic faith in the modern world.

Evidence:

- Continued development of curriculum, with particular focus at year 9, that attempts to recontextualise the Catholic faith in a modern context.
- Teachers were provided tools through PL opportunities to recontextualise the role of the Catholic faith in a modern context.
- Continued attendance by staff to RE accreditation sessions to re-interpret the importance of the Catholic faith in society.
- Discussions with external professionals to interpret school ECSI data and to ensure the formation of a dialogical and recontextualised school.

2. Increased staff participation in professional development aimed to provide a strong foundation of the Catholic faith and a renewed understanding of its relevance in the 21st century.

Evidence:

- A significant percentage of staff have attended after hours accreditation sessions at the College. This has resulted in many staff renewing and obtaining accreditation to teach at a Catholic School.
- Greater awareness and participation of external presentations to engage in faith in the contemporary world.
- Greater awareness and understanding amongst staff of meeting minimum requirements of teaching at a Catholic School.
- More staff have registered for sponsored study.
- High staff attendance at Staff Mission Day.
- Opportunities have been provided to middle leaders to allow them to be more comfortable with the Catholic faith and facilitating inter- and intra- faith dialogue in their domains.

3. Increased opportunities for staff and students to continue their formation in faith.

Evidence

- Staff and students have participated in different faith experiences including being readers, eucharistic ministers, playing music, singing at all masses including College Thursday morning masses.
- Students have represented the College in Sunday morning masses in local parishes.
- Staff and students have participated in class liturgies in College sacred spaces during Lent and Advent.
- College staff and students have attended World Youth Day 2023 in Portugal.
- College staff have attended Teaching As Ministry conference in USA.
- College staff and students have attended the Ignite Conference in Brisbane.
- Year 12 students have participated in a three-day retreat in Term 1.
- Students at all year levels have participated in Mission Retreat to explore their own faith lives.

4. Increased participation of staff and students to facilitate faith in action through practising service, justice, peace and integrity of creation.

Evidence

- Staff and students have willingly shown interest in participating in social justice opportunities in the local community (eg. West Welcome Wagon, Reaching out in the inner west, St Vincent de Paul, Environmental Cleanup, St Mary's House of Welcome)
- College staff and students have participated in Indigenous Immersion Trips interstate.
- Staff and students have demonstrated a willingness to engage in reconciliation and inclusion events, including being a Fire Carrier School.

- The development of a 2024 Cambodia immersion trip in partnership with Catholic Mission.
- Students were highly engaged in the Retreat Program events offered at different year levels. External speakers provided an understanding of the cause social injustice in the community.
- Continuation of the successful Year 9 Justice Week to emphasise social injustice in Melbourne and Indigenous Reconciliation.
- Staff and students have engaged in Environmental Week and Anti Human Trafficking week to highlight these important themes.
- Staff and students have continued to support different organisations with awareness and financial support (eg. Casual Dress Days for Justice, Relay for Life, Camino for Caritas and Winter Warmup and Sleepout for St Vincent de Paul)
- Development of a stronger alignment of social justice with gospel values (eg. Effective use of the College theme - 'Faith can move mountains' (Mt 17:20) – to act upon global injustice)

Value Added

- Mission Retreat Program including 2-3 days of sessions per year level.
- Masses for major celebrations – Opening and closing school masses (for students and staff), Marianist Day mass, etc.
- Weekly morning masses.
- Youth faith group meetings.
- Weekly social justice meetings.
- Parish Sunday morning mass program.
- Weekly outreach program – St Vincent de Paul, West Welcome Wagon, St Mary's House of Welcome.
- Internal social justice events – Camino for Caritas, Relay for Life, Winter Warm Up and Winter Sleep out, West Welcome Wagon toy drive.
- Environmental and Anti-Human trafficking weeks.
- Year 9 Justice Week.
- Indigenous immersion trips to Queensland and South Australia.
- Ignite conference in Queensland.
- Student lead faith events including Ash Wednesday liturgies in homeroom.
- Year 12 Retreat.
- Staff mission day.

Learning and Teaching

Goals & Intended Outcomes

Goal 1

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

1. That growth in literacy and numeracy outcomes will be achieved.
2. That student data is more easily accessed, understood and utilised to support practise and the improved tracking of growth for each student.
3. That the Senior Pathways offered are reviewed and revised to ensure growth in Senior Pathways Outcomes is achieved.

Goal 2

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

1. That students-centred learning is recognised as the pedagogical approach to Emmanuel College.
2. That students are provided with a contemporary and engaging learning program.
3. That a Digital Learning policy and framework are developed for the College.
4. That staff are engaged in the Professional Learning Cycle for continuous improvement.
5. That a whole school Literacy policy and framework is developed.

Achievements

In 2023 Learning and Teaching at Emmanuel continued its positive transformation. In semester two a significant restructure of the Learning Executive roles was implemented, bringing back together Learning and Teaching and Learning and Innovation.

Work continued on further refinement of the Year 9 semester based units, the Year 7 and 8 Arts and technology Units introduced and the writing of the Year 12 Vocational Major units ready to implement in 2024. In addition 2023 saw the first units released from the Victorian Curriculum 2.0, with Maths available and work beginning on moving to the new curriculum

framework, supported by a new Maths resource in years 7 – 10 called Maths Space, replacing Maths Pathways.

The College involvement in the Secondary Disciplinary Literacy program with MACS continued and grew, with a number of Learning Leaders undergoing Learning Area specific training in the pedagogical approaches supporting the approach, in support of full implementation college wide in 2025. The Embrace Program expanded into years 7 and 8 and was enhanced with the addition of the renaissance reading program giving teachers data to work with.

Work also began on shifting pedagogy away from the substantial formative assessments in PBL to more regular teacher decided formative assessments dependent on the individual needs of each class. A focus on the implementation of coaching, learning walks and observations also continued.

In 2023 teachers were supported via the full implementation of the new Multi-Employer agreement and a renewed focus on staff well-being.

An overall percentage was added to the semester-based reports supporting teachers with their ability to gather and utilize data effectively.

High ability students were supported by an updated Acceleration program in 2023 in which students attaining the required academic results were offered a place and could choose which subject on offer they are going to undertake.

Student Learning Outcomes

NAPLAN in 2023 utilised a new reporting scale making it impossible to accurately compare 2023 results with previous years.

For reading, our College year 9 mean was 568 compared with 572 for the State and 564 Nationally. For year 7 the College Reading mean was 545 compared with the State mean of 545 and the National mean of 536.

For writing, our College year 9 mean was 588 compared with 579 for the State and 5647 Nationally. For year 7 the College writing mean was 555 compared with the State mean of 547 and the National mean of 534.

For numeracy, our College year 9 mean was 588 compared with 579 for the State and 567 Nationally. For year 7 the College numeracy mean was 546 compared with the State mean of 544 and the National mean of 538.

For spelling, our College year 9 mean was 574 compared with 570 for the State and 568 Nationally. For year 7 the College spelling mean was 544 compared with the State mean of 541 and the National mean of 539.

For Grammar and Punctuation, our College year 9 mean was 574 compared with 570 for the State and 568 Nationally. For year 7 the College Grammar and Punctuation mean was 537 compared with the State mean of 543 and the National mean of 539.

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.

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 7	537	64%
	Year 9	544	51%
Numeracy	Year 7	546	73%
	Year 9	566	68%
Reading	Year 7	545	74%
	Year 9	568	69%
Spelling	Year 7	544	75%
	Year 9	574	74%
Writing	Year 7	555	73%
	Year 9	588	70%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2023 due to participation not meeting these criteria or no students were assessed. Participants include students who were assessed, including non-attempt, or those exempted from the test.

Senior Secondary Outcomes	
VCE Median Score	28
VCE Completion Rate (includes VCE VM completions)	99.70%
VCAL Completion Rate (VCAL Intermediate)	*

*Not reported due to insufficient data i.e. less than 4 student enrolments for VCE/VCAL.

Post-School Destinations as at 2023	
Tertiary Study	49%
TAFE / VET	19%
Apprenticeship / Traineeship	13%
Deferred	0%
Employment	16%
Other - The category of Other includes both students Looking for Work and those classed as Other	3%

Data is based on On Track Year 12 completer survey 2023 for Post School Destinations of Year 12 or equivalent completers in 2022.

Student Wellbeing

Goals & Intended Outcomes

The goals for 2023 as the final year of the School Improvement Plan was to draw particular focus on the final areas of goals and intended outcomes. Of particular focus in 2023 was to continue to develop a culture where wellbeing is integral to learning and students grow as independent, interdependent, self-motivated and self-managing learning and leaders, taking responsibility for self and others. In addition to this the Pastoral Team continued to investigate and deliver upstream pastoral and wellbeing initiatives which improved the connectedness of all students to the College. A continual focus and goal within the wellbeing area of the college was that student voice continue to be an integral part of consultation regarding wellbeing initiatives and that Student Safety is always at the forefront of all our policies and practices, and that this involves student voice. In order to maintain the high standard that the college strives for, a continued focus on clear understanding for all students and parents - the importance of systems issues and that structures and protocols that are in place to deliver expectations and consequences.

Achievements

The focus on wellbeing is always at the core of what the college strives for. With a focus on developing self-motivated and directed learners within the college. Focus on the pastoral/ learning advisor program provided dedicated allocation of time for students to self determine learning goals, subject selection and focus on reports and exam result from previous semesters. Initiatives including the 'Principals List' and recognition awards as a key motivator for the students to strive for improved results.

Continued use of the "PULSE" wellbeing check in to ensure the wellbeing of the students, we strong link with Catholic Care through is counselling services and strong development of programs such social skills, connections through the college Youth Liaison Officer and inclusion in the RESP program to provide a stronger connection for students of diverse cultural backgrounds. The use of conferencing professional learning with staff and the implementation of the 'Wellbeing Activity Scope and Sequence' have all assisted in improved wellbeing across the college.

With a continued focus on student voice with consultation with students regarding wellbeing, strong emphasis continued to be placed on the role of the student leadership group within the college. Regular leadership executive amongst the students under the guidance of the

college pastoral leaders and meetings of student leaders across all year levels have provided the portal by which students can have voice and impact into the life at the college. The use and roll out of the college inclusion statement, uniform changes, student lead assemblies and curriculum consultation with students have all proven to allow a stronger sense of voice amongst the students. With a focus always on student safety, initiatives including parent forums through external providers such as Wellio, Cybersafety and the continued participation of the resilience program have all proved impactful amongst all with the college.

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. Increased participation and initiative such as focused parent evening around students addictions, raising teenagers, counselling connections and school refusal have all proved to be worthwhile connections made with families around the safety and wellbeing of all students within the college.

Value Added

- College inclusion statement allowing all to feel welcome and connected to the community.
- Social skills for all students that struggle fitting in and strategies to assist students with this.
- Youth Liaison Officer – family connections.
- Participation in the Refugee Education Support Program.
- Reconnect for disengaged students.
- Wellbeing check in through Pulse.
- Year 12 retreat programs.
- Year 7 transition camps promoting connections and transition into the college .

- Transition programs for year 7 students commencing with year 4 – 6 programs connecting Emmanuel College with primary feeder schools.
- Student lead assemblies – providing students voice.
- Well developed music and drama program engaging all students through the arts.
- Homeroom and House competitions – building connections amongst staff and students.
- Outreach programs allowing students to give to the community living out our catholic mission and identity.
- Marianist Immersion opportunities to connect with our wider Marianist Community and days including Marianist Day.
- International immersion opportunities for students to develop a wider concept of our global community.

Student Satisfaction

Emmanuel college had 1219 students participate in the MACSIS survey in 2023. It was pleasing to see that “How much students feel that their teachers hold them to high expectations of their effort” was sitting at the MACS average of 53%. Emmanuel College students were above the MACS average for students invested in their school sitting at 31%. Areas such as social connections, mindset about themselves and opportunities to have an impact on the college all showed higher results than the MACS school averages. It was pleasing to note that these are all areas that the college have been putting a significant amount of time and effort into through a variety of school based programs.

Although only slightly lower than the MACS average of 47%, an areas for focus is “How much students feel they are valued members of the community”. Where Emmanuel College students at 46% - it is an areas that the college would like to spend a targeted focus on moving forward. It was pleasing to note that 52% of students had a positive mindset to learning and that the students perception of Catholic Identity was also higher than the MACS average. All promising results from the data.

The “Overall School positive endorsement percentage in 2023 matched the MACS average for like school with 51%.

Student Attendance

Student attendance is an areas of the college that is always a core focus. The use of SEQTA attendance provides the college with clear and accurate data of students attendance on a daily basis. In the case of students arriving late to school – accurate timings of arrivals are noted and shared with families if there appear to be patterns developing. The role of the Homeroom teacher is to monitor closely the attendance percentage of students in their homerooms and make contact where a pattern of non-attendance is showing. Students who are absent at the college without parent notification on any given day have a message sent to the parents notifying them of their nonattendance.

Students who display low or irregular attendance at the college are monitored by the pastoral and wellbeing teams and managed in support of the students. If attendance is dropping below 80% - parent meetings are held to discuss the low attendance and support strategies that can be put into place in getting the students back to school. Individual plans are implemented if there are key triggers for low attendance and commitment of parent support is always sought.

All attendance is reported on each term so that parents and guardians of informed of accurate attendance in class specific subjects. Each campus at Emmanuel College has an attendance officer in charge of:

- Daily recording of absences.
- Anomalies of class attendance.
- Communication to families for absent students.
- Communication to staff of unmarked rolls.
- Excursions
- Exams and school events attendance.

In the case of genuine school refusal – links to the college counselling and wellbeing teams are set up with external support including Navigator, Orange Door and Origen may be required to intervene to support the students. Strong connections are made with the Careers department at the college in support of those students who may be struggling with mainstream school in the higher year levels and genuine guidance is provided for them to

seek alternative schooling opportunities or pathways in employment or flexible learning environments.

Years 9 - 12 Student Retention Rate	
Years 9 to 12 Student Retention Rate	83.3%

Average Student Attendance Rate by Year Level	
Y07	91.7%
Y08	89.5%
Y09	88.2%
Y10	87.8%
Overall average attendance	89.3%

Leadership

Goals & Intended Outcomes

Goals and Intended Outcomes:

The College has the key focus of Building Collaborative Leadership for Growth.

- To build the culture of coaching and feedback for enhancement of capacity.
- To enhance the capacity of POL holders in the College and provide professional learning opportunities.
- To promote collaboration within and across the St Paul's and Notre Dame Campuses of the College with the use of technology to support this collaboration as required.

Achievements

- Introduced staff full day professional learning to promote collaboration focused on curriculum design, in particular, the new year 9 courses.
- Berry Street Education Model Professional Learning introduced to be offered over an 18 month period in inform the Emmanuel College approaches to learning and wellbeing.
- Review of specific roles in the College Leadership Team and within the College positions of leadership to provide more support to teachers
- Further enhancement of support for students, teachers and families through the review of the Learning Diversity structure and the Inclusion Lead Teacher Team
- The expansion of the members of the Learning and Teaching Leadership with review learning to the inclusion of a Pedagogy Leader at SPC and a Director of Learning
- Reviewed the Enterprise Bargaining Agreement and adjusted the learning structures to meet the learning needs of students and the working conditions for teachers

Expenditure And Teacher Participation in Professional Learning	
List Professional Learning undertaken in 2023	
<ul style="list-style-type: none"> • First Aid Training • Berry Street Education Model • Learning Support • Professional Practice • Learning Specific Areas • Leadership • Occupational Health and Safety • RE Accreditation 	
Number of teachers who participated in PL in 2023	180
Average expenditure per teacher for PL	\$1419.00

Teacher Satisfaction

In 2023, the MACS School Improvement Survey was conducted, and staff feedback continued to be incorporated in leadership team deliberations.

The data indicated that while staff are committed to the College improvement strategy, working to make the strategies more coherent to staff would support the ease of support by teachers.

Of significance was the increase in satisfaction of the non-teaching staff at the College as they work in partnership with the teaching staff to deliver the goals as defined for College Improvement.

A relatively high retention rate, and the capacity to employ a high number of new staff given the increased need to increase staff was all positive. A dedicated focus on consultation is a key goal for increasing teacher satisfaction in the future.

Teacher Qualifications	
Doctorate	1.2%
Masters	18.6%
Graduate	20.6%
Graduate Certificate	7.1%
Bachelor Degree	49.3%
Advanced Diploma	2.7%
No Qualifications Listed	0.6%

Staff Composition	
Principal Class (Headcount)	8
Teaching Staff (Headcount)	206
Teaching Staff (FTE)	196.6
Non-Teaching Staff (Headcount)	107
Non-Teaching Staff (FTE)	93.6
Indigenous Teaching Staff (Headcount)	2

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 Tabloid Sports, Year 4 Experiences and Year 7 Roadshow for example.
- 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: 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

- 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 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

- Continued growth in to student-led onsite versions of key engagement events
- Maintained growth in enrolments at St Paul's Campus
- Continued implementation of College Strategic Marketing Plan
- NDC signage upgrade including digital screen monument sign.
- Minor staff restructure to add new role of Alumni Relations Officer.

Parent Satisfaction

- Primary school district sports events
- Soccer Academy and Soccer Fun Day
- VET/VCAL/VCE:VM support of primary school events.
- Grade 4 Emmanuel College Experience.
- Year 7 Roadshow Program.

Financial Performance

The school's financial performance information and a report of the financial activities of the school's boarding premises (if applicable) have 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.

For more detailed information regarding our school please visit our website at www.ecmelb.catholic.edu.au