



Melbourne Archdiocese
Catholic Schools

2024

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 28 May 2025

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 2024

The shift to Student-Centred Learning as the College pedagogical focus.

Continued development of differentiated pedagogical approaches.

Targeted identification of gifted and talented students.

A whole school Curriculum Strategic Plan has been developed and is being established

Staff and Music building final planning

Develop adult faith understanding

Build student connection and voice

Plan Callahan building renovation

Action plans

Collaborative and consultative processes development within the Learning and Teaching Vision.

Learning and Teaching to reflect the Student-Centred approach.

Establishment of an Emmanuel College Coaching approach.

Staff collaboration

Future provision planning

Principal's Report

The 2024 school year continued to be one of growth, innovation, and a deepened commitment to our Marianist values. At the heart of our work remained the holistic development of each student—mind, body, and spirit. This year saw significant progress across all aspects of College life, including learning and teaching, pastoral care, facilities development, faith formation, and community engagement.

Our Marianist charism continued to shape both the spiritual and cultural life of the College. Throughout the year, we maintained a strong focus on fostering a faith-filled, inclusive, and service-oriented community. Staff formation opportunities, student reflection days, liturgies, and intentional prayer moments allowed our values to be lived and witnessed in everyday life. Through these shared experiences, we continued to nurture a culture where faith is expressed through action, compassion, and a genuine sense of belonging.

In the area of curriculum and pedagogy, 2024 marked several exciting developments:

The launch of the Year 10 Ignite Trial Program provided students with opportunities to engage in high-agency, interdisciplinary learning. Early feedback pointed to strong levels of engagement, collaboration, and critical thinking.

The Vocational Major pathway continued to expand across both Years 11 and 12, offering applied, hands-on learning that aligns closely with real-world skills, training, and post-school pathways.

The Year 9 Curriculum Program was further refined to strengthen the balance between core academic skills and inquiry-based learning, better preparing students for the demands of senior study.

We launched our Vision for Instruction, a shared framework of high-impact teaching strategies that now guides classroom practice, lesson design, and professional dialogue across the College.

Cognitive science principles were introduced into our teaching and learning approach, with a focus on retrieval practice, managing cognitive load, and building deep knowledge transfer.

Professional learning remained central to our improvement agenda. Staff across the College participated in ongoing development across key areas, including teaching and learning, student wellbeing, and faith formation. Collaborative planning, instructional coaching, and professional learning teams supported a culture of reflective practice and continuous improvement, all grounded in our Marianist mission.

Our commitment to social justice was once again brought to life through a range of immersion and service initiatives. These included the Indigenous Immersion to Port Augusta—fostering reconciliation and cultural understanding—alongside our involvement in the Welcome West Wagon and strong support for Project Compassion. Each initiative reinforced our call to stand in solidarity with those at the margins of society.

Community life thrived through a variety of pastoral, faith and wellbeing learning programs included:

Year 7 and Year 9 camps, which promoted resilience, friendship, and self-discovery.

Outdoor education programs, offering challenge and meaningful reflection in natural environments.

The International Italy Immersion, which provided senior students with a profound journey of faith, culture, and Marianist heritage.

The Year 12 retreats, which gave students sacred time to reflect, give thanks, and prepare for life beyond school.

A major milestone this year was the commencement of Marianist House at SPC, as part of the broader College Building Program. This new space will serve as a hub for student wellbeing, music, formation, staff collaboration, and pastoral care—further enriching the fabric of College life. Preparations were underway for our 60 Year Celebrations, a moment to honour our rich history and celebrate the legacy, growth, and shared spirit that continue to define us in 2025

Catholic Identity and Mission

Goals & Intended Outcomes

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

Intended outcomes:

The college community strategically engage in a common search of a renewed Catholic school profile as informed from our ESCI data.

To develop and increase student participation and engagement in compelling liturgy, prayer, faith and social justice experiences.

Achievements

The college community strategically engage in a common search of a renewed Catholic school profile as informed from our ESCI data.

Evidence of Achievements:

Continued development of curriculum, with particular focus on our new school based compulsory year 12 subject, that attempts to recontextualise the Catholic faith in a modern context for our students.

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.

Mission Leadership Team targeted professional learning based on ESCI data and MACSSIS feedback and to ensure the formation of a dialogical, meaning making and recontextualised RE classroom and school.

Grow the recontextualised faith of our parent and staff community through regular articles in College newsletter and other publications.

2. To develop and increase student participation and engagement in compelling liturgy, prayer, faith and social justice experiences.

Evidence of achievements:

A significant percentage of staff have attended after hours accreditation sessions at the College. This has resulted in many staff obtaining 25 hours of accredited PL making them eligible to apply for accreditation to teach at a Catholic School.

Greater awareness and understanding amongst staff of meeting minimum requirements of teaching at a Catholic School.

Staff have registered for sponsored study.

High staff attendance and engagement at Staff Mission Day.

Staff attended the Marianist Founders Immersion Pilgrimage through France & Spain and Head to Heart: Marianist Spirituality Workshop conference in USA. We also had high staff applications for both events.

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.

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.

High numbers of 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.

Year 12 students have participated in a three-day retreat in Term 4.

Students at all year levels have participated in Mission Retreat to explore their own faith lives.

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.

Continuation of the successful Year 9 City Justice Program to emphasise elements of social injustice in Melbourne and our calling as Christians to respond in the light of Jesus' example, gospel values and catholic social teachings.

Staff and students have continued to support different organisations with awareness and financial support (eg. Casual Dress Justice Days, 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 and our mission theme 'Have the courage to replace your doubts with dreams' (Pope Francis)

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.

Year 9 City Justice Program

Indigenous immersion trips to Queensland and South Australia.

Student lead faith events including Ash Wednesday liturgies in homeroom.

Year 12 Retreat.

Staff mission day.

Learning and Teaching

Goals & Intended Outcomes

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

Intended Outcome:

1. Teachers are engaged in ongoing collaborative professional learning to ensure best pedagogical practice is employed in every class.
2. There is a focus on developing staff skill in differentiating and adjusting for the cognitive, social/emotional, physical and sensory needs of all students.

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

Intended Outcome:

1. Teachers utilise a student-centred learning program in each class that meets VCAA requirements and addresses College and MACS specific priorities.
2. Teachers are supported in utilising inclusive best practice in support of improved outcomes for all students through collaborative planning and differentiated curriculum documentation.

Achievements

In 2024 Learning and Teaching at Emmanuel College continued its positive transformation. In semester two a trial program for applied leaning was introduced called Ignite. This successful program focused on students being able to experience parts of different VETS and Work Related Skills with a view to taking on VCE VM as their Senior Pathway. This trial allowed us to expand our options for Year 10 students to select from a standard Year 10 pathway or a more applied learning pathway.

New units were introduced to the Year 9 semester based courses, and refinement of the Year 7 and 8 Arts and Technology Units continued. VCE Vocational Major was successfully introduced with the view to expanding the offerings of this course in the future. The first units released from the Victorian Curriculum 2.0, with Maths continuing to be implemented and English beginning its development.

The College continued its involvement in the Secondary Disciplinary Literacy program with MACS and had specific whole school PL for staff with experts in the Literacy field working through a framework of vocabulary, reading and writing which the school continues to develop in every Learning Area. 2024 focused on the development of subject specific

language at a tier 2 and 3 level to grow student knowledge of these words from year 7 to Year 12.

Our Acceleration program continued to be offered to higher achieving students, in which those attaining the required academic results were offered a place and could choose which subject on offer they are going to undertake from the list of VCE options.

The College formally launched the MACS Vision for Instruction with staff beginning their learning on the Science of Learning and the impact of Cognitive Science on student Learning. This was done with an expert from La Trobe University with the whole staff. This was directly linked with the explicit teaching of vocabulary in classes for the benefit of our students learning.

We continued developing our Learning and Teaching Coaching program with greater uptake from staff and the formalised recording and tracking via Steplab.

Our Unit planners were further developed with the addition of specific differentiation strategies for lessons and tasks available to all staff to ensure they are able to best address the needs of the students in their classes.

Student Learning Outcomes

For reading, our College year 9 mean was 571 compared with 573 for the State and 565 Nationally. For year 7 the College Reading mean was 550 compared with the State mean of 545 and the National mean of 535.

For writing, our College year 9 mean was 587 compared with 585 for the State and 574 Nationally. For year 7 the College writing mean was 566 compared with the State mean of 552 and the National mean of 540.

For numeracy, our College year 9 mean was 569 compared with 571 for the State and 565 Nationally. For year 7 the College numeracy mean was 556 compared with the State mean of 554 and the National mean of 540.

For spelling, our College year 9 mean was 566 compared with 569 for the State and 567 Nationally. For year 7 the College spelling mean was 551 compared with the State mean of 541 and the National mean of 540.

For Grammar and Punctuation, our College year 9 mean was 554 compared with 558 for the State and 555 Nationally. For year 7 the College Grammar and Punctuation mean was 546 compared with the State mean of 541 and the National mean of 537.

To identify students at risk NAPLAN, PAT, ASS 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	546	66%
	Year 9	554	55%
Numeracy	Year 7	556	78%
	Year 9	569	69%
Reading	Year 7	550	76%
	Year 9	571	69%
Spelling	Year 7	551	80%
	Year 9	566	74%
Writing	Year 7	566	80%
	Year 9	587	73%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2024 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	99%
VCE VM Completion Rate	100%
VPC Completion Rate	I/D

*Data not reported for 2024 due to insufficient data i.e. less than 4 student enrolments for VCE/VCE VM/VPC or none of the students in a school received study scores.

Post-School Destinations as at 2024	
Tertiary Study	56.6%
TAFE / VET	14.8%
Apprenticeship / Traineeship	9.8%
Deferred	0%
Employment	16.4%
Other - The category of Other includes both students Looking for Work and those classed as Other	2.4%

Student Wellbeing

Goals & Intended Outcomes

Goal

To develop a culture where wellbeing is integral to learning and students grow as independent, interdependent, self-motivated, and self-managing learners and leaders, taking responsibility for self and others.

Intended outcomes

1. Pastoral Team investigate and deliver upstream pastoral and wellbeing initiatives which improve the connectedness.
2. That student voice be an integral part of consultation regarding wellbeing initiatives and events.

Achievements

The pastoral team made significant inroads in deliver upstream pastoral and wellbeing initiatives which improve student connectedness. Significantly we are proud of the increased number of student commendations logged on SEQTA by staff and the formation of a cultural norm of wellness check ins with students particularly by homeroom teachers after pulse check-ins. The increased general logging of information about students on SEQTA provided more information on students to monitor wellness, positive relationships and general connectedness to their learning and peers. The number of emails and positive phone calls to parent increased indicating another solid sign of the commitment of staff to this important goal.

Student voice initiatives resulted in an increased ability for student leaders to genuinely be the voice of their peers, particularly in specific focus areas across the year. This greater sense of ownership by the student leaders regarding wellbeing initiatives and events had a significant impact on the whole school engagement in these initiatives.

Value Added

Successful implementation of weekly pastoral program at each year level.
Successful use of wellio as a tool for education students on wellbeing and pastoral topics.
Ongoing use of pulse to monitor student wellness.
Introduction of focus areas for students in the student leadership group.
Increased number of commendations and positive parent emails/phone calls.

Student Satisfaction

Student MACSSIS data for 2024 in the domain of:

Student Voice indicated Emmanuel students are at or close to MACSSIS average across all 5 questions posed.
Student Engagement indicated Emmanuel Students were at MACSSIS average
School Belonging indicated Emmanuel students are 2% above MACSSIS average for their enjoyment with other students at school, and at or close to MACSSIS average for other school belonging questions.
School Safety, students results improved compared to 2023 in six out of the seven questions asked.

Student Attendance

Unexplained non-attendance to school is managed primarily by communication from the student attendance officer to the parents/guardians on the same day, as soon as practical. Attendance is recorded in homeroom and every period of the day, as logged through SEQTA by classroom teachers. Patterns of non-attendance are monitored by members of the pastoral and student progression team for follow up with students and their parents/carers.

Years 9 - 12 Student Retention Rate	
Years 9 to 12 Student Retention Rate	88.29

Average Student Attendance Rate by Year Level	
Y07	90.4
Y08	87.8
Y09	86.6
Y10	85.6
Overall average attendance	87.6

Leadership

Goals & Intended Outcomes

Goal: Continued development of Collaborative Leadership for Growth amongst leaders within the college.

Intended Outcomes

- To cultivate an environment of coaching and feedback to enhance skills and capacity.
- Develop the capacity of middle leaders in the College providing opportunities for professional learning.
- To build a collaborative culture across the St Paul's and Notre Dame Campuses

Achievements

- Professional opportunity fostering collaboration in the curriculum design of new and current courses.
- Final day of Berry Street Education Model Professional Learning offered completing the entire Berry Street program.
- Continued development in the College Leadership Team and middle leadership to provide support to teachers across both campuses.
- Continued support for all stakeholders through a comprehensive review of the Learning Diversity framework and the Inclusion Lead Teacher Team.
- The consolidation of the Learning and Teaching Leadership with the college.
- Aligned learning structures with the Enterprise Bargaining Agreement to enhance outcomes for students and uphold teacher working conditions.

Expenditure And Teacher Participation in Professional Learning	
List Professional Learning undertaken in 2024	
Compliance	
RE Accreditation	
Whole school literacy	
First Aid	
Science of learning	
Vision for insturction	
Classroom management	
Berry Street	
Curriculum	
Leadership	
Learning Support	
Professional practice	
Student Wellbeing	
Inclusion and differentiation	
Number of teachers who participated in PL in 2024	227
Average expenditure per teacher for PL	\$1714.00

Teacher Satisfaction

A record high number of 217 staff completed the 2024 staff MACSSIS survey, which is a strong indication of their commitment to the College.

The data indicated that the staff are passionate about the students and their learning, and committed to the school improvement strategy. Non teaching staff indicated higher levels of overall school positive endorsement, which is a positive indicator that the work undertaken to recognise and support their important work is producing positive results.

Overall 71% of staff said they felt successful in their role. Teachers indicated higher results in 4 out of the 5 questions related to professional learning at the college, compared to previous years.

A relatively high retention rate and a strong capacity to attract new staff are positive indicators of overall satisfaction on positive college reputation. A dedicated focus on improving communication is a key goal for future years to further enhance staff satisfaction.

Teacher Qualifications	
Doctorate	4
Masters	82
Graduate	77
Graduate Certificate	25
Bachelor Degree	210
Advanced Diploma	10
No Qualifications Listed	7

Staff Composition	
Principal Class (Headcount)	8
Teaching Staff (Headcount)	230
Teaching Staff (FTE)	221.12
Non-Teaching Staff (Headcount)	109
Non-Teaching Staff (FTE)	92.02
Indigenous Teaching Staff (Headcount)	3

Community Engagement

Goals & Intended Outcomes

Goal 1. So that the participation of, and involvement with, the parent and wider community continue to grow, foster partnerships with parents, parishes, primary schools and the wider community.

Intended Outcome

Constantly review activities in the primary schools' connection program.

Continue to develop roles and events for student leaders to participate in beyond the College. Such as; parish masses, primary school fetes and activity days. As well a provide internal opportunities for Student Ambassadors to engage with external visitors to the College, such as; Open Days, and tours.

Continue to build teacher capacity in connecting with current and future parents through school events as well as tours and other engagement activities.

Goal 2. So that the participation of, and involvement with, the parent and wider community continues to grow, review and refine the College promotion strategy.

Intended Outcome

Build upon the meaningful and mutually beneficial partnerships that already exist between the College and primary schools.

Continue to deliver the College Marketing Strategy and commence the search for the next research project and marketing strategy co-design partner.

Tailor purpose designed and delivered school programs based upon the individual needs of feeder primary schools.

Deliver ongoing style and branding guide training for admin staff as well as customer service training.

Goal 3. 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 the College.

Intended Outcome

Continue to run events such as Annual Reunions and the Annual Business Breakfast.
Implemented the former students tutoring program in senior years
Engaged alumni members in the Annual Careers Expo

Achievements

Continued growth and development of Student Ambassador opportunities.
Continued growth in female numbers at the Notre Dame Campus and overall increase of student population and catholicity at the St Paul's Campus.
Preparations for the next iteration of the College's Marketing and Alumni strategies.
Re-settling of staff after departures and new hires.

Parent Satisfaction

In our 2024 MACSSIS survey, 308 parents completed the MACS School Improvement Survey where they were asked a series of questions which indicated their overall satisfaction. When asked "How approachable are staff at your school" 61% of parents responded favorably. When asked "How welcome they feel when entering school" 61% of parents responded favorably. Parents clearly are engaged with our parent communication portal with over 99% responding favorably to their awareness of the portal and 97% reporting positive use of it. Parents participation in the MACSSIS survey in 2024 was about double that of previous years, also providing a good indicator to their willingness to engage in school life.

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