



Sharing Faith, Hope & Love

Emmanuel College Warrnambool

2022 Annual Report to the School Community



Registered School Number: 33

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Minimum Standards Attestation

I, Peter Morgan, attest that Emmanuel College is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in *the Education and Training Reform Act 2006 (Vic)* and the *Education and Training Reform Regulations 2017 (Vic)*, except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2022 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards as prescribed in both Ministerial Orders in effect in 2022:
 - Ministerial Order No.870 - Child Safe Standards, Managing the Risk of Child Abuse in Schools, in Semester 1, 2022;
 - Ministerial Order No.1359 - Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises, in Semester 2, 2022.

24/03/2023

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

Vision and Mission

Vision

Emmanuel College is a dynamic learning community, bringing to life the Gospel values of Faith, Hope and Love and continuing in the Catholic tradition of Catherine McAuley and Edmund Rice.

Values

Faith Hope Love

Guiding Principles

We encourage Emmanuel students to respect the traditions of the past, to grow their personal faith and spirituality in the present and embrace the future with confidence and hope.

We empower students to serve and act with compassion and justice as members of Church, local and global communities.

We employ staff who are progressive, innovative, and principled life-long learners who value the privilege to shape the learning of young people.

We provide a challenging and stimulating learning environment that encourages all to grow; to achieve and exceed their potential. We pursue excellence in education.

We value and foster the supportive relationship between students, staff, families, and parishes in Catholic Education. Our motivation for growth is built upon a foundation of respectful relationships.

We promote leadership built of courage and character that pursues excellence and is future focused.

We are a Child Safe environment that holds the safety, wellbeing, and pastoral care of young people as a fundamental responsibility and central to their learning.

College Overview

Emmanuel College acknowledges the land on which we learn, create and grow is the traditional land of the Peek Whurrong of the Gunditjmara - Maar Nation. Emmanuel College is a dynamic learning community bringing to life the Gospel values of Faith, Hope and Love and continuing in the Catholic tradition of Catherine McAuley and Edmund Rice (Vision Statement). Emmanuel College today is a co-educational Catholic secondary school with a proud history of 150 years.

Emmanuel College is a Catholic co-educational College formed from the amalgamation of St Joseph's Christian Brothers College and St Ann's College in 1991 to continue the education of young people in the Catholic faith, and provide a quality, broad based secondary education for young people in Warrnambool and the region. In 2022 the College enrolment was 1,253 students from 881 families and a CTC score of 95.

In 2021, the governance of the College transitioned to Mercy Education Ltd (MEL). Inspired by the vision of Catherine McAuley, a Mercy school fosters the values of service, hospitality, justice, compassion, respect, and courage. Our school holds the care, safety and wellbeing of children and young people as a central and fundamental responsibility.

Emmanuel College is a multi-campus school which allows the College to offer all of the options of a large school while retaining a small school atmosphere. Students attending the College are invited to "Grow With Us". Success and growth are experienced in many ways and Emmanuel students experience a broad core curriculum and multiple elective and co-curricular experiences to enable them to identify and pursue their preferred pathway. Students are encouraged to accelerate their learning where appropriate via the PACE model: Personal Advancement Cultivating Excellence. The College caters for students undertaking VCE, VCAL and VET studies both onsite and through the local TAFE.

The College's Guiding Principles are to encourage students to their full potential and to make a positive contribution to their community: locally, nationally, and globally. The College encourages students to be active and engaged within their communities. International relationships with schools located in France, Japan, Timor Leste, and Kenya provide students with opportunities to experience a worldly education. Overseas language study and an Alternative Schoolies program allow Emmanuel students to learn, experience, and contribute. The College promotes social justice through service at the local level and student leadership is valued highly.

Emmanuel College itself is growing. In 2022, Year 9 students commenced the 9@RICE program where RICE denotes Resilience, Innovation, Community and Exploration; characteristics that will shape and influence student's understanding of their learning and the role they play in thinking and working independently. 2022 also saw Years 10 to 12 based on one campus, a senior school with a vertical pastoral arrangement and teacher mentors who assisted students to identify and pursue their preferred pathway. Capital works undertaken saw students learning in a revitalised, extended library environment and a new science precinct.

The key improvement areas identified in 2022 are listed below. Actions planned by Emmanuel College are shaped by these overarching priorities and led by the College Principal and Leadership Team.

Faith Centred in Mercy

Integrate the different dimensions (Faith and Mission: four areas) including the Mercy charism to shape the Catholic culture of Emmanuel College.

Learning Centered Excellence and Teaching Improvement

Informed by educational research and student needs our Learning and Teaching demands a consistent pedagogical approach. The components we expect to see in any learning environment are clear and articulated.

Wellbeing and Student Growth

Grow a culture that that supports and empowers staff and students to be active in their own wellbeing as we transition to our reimagined learning community.

Principal's Report

The last two years have been milestone years for Emmanuel College, celebrating first in 2021 the 30th anniversary of the establishment of Emmanuel College and in 2022, 150 years since the arrival of the Sisters of Mercy in Warrnambool. These milestones provided the backdrop for another significant chapter in the story of Emmanuel. Across the last year a new college structure, the reimagined Emmanuel College, has taken shape and commenced operation. With the consolidation of the remaining students to one campus in little more than 18 months, Emmanuel College will be ready for the next 30, or even 150 years, as a dynamic learning community serving Warrnambool and South West Victoria.

The uninterrupted delivery of Catholic education on the same site for 150 years was a milestone worthy of celebration. On 1 July, 150 years to the day when the first students entered the doors of the original school, a tree was planted in the school grounds. The tree wasn't an ordinary tree, it was a seedling from the Elm tree that has stood in the school grounds for over 100 years linking our generation to the era when the school was operated solely by the sisters. The College mass and celebration that followed paid tribute to the founding sisters and those who support the Emmanuel community today, with special recognition afforded Fr Lawrence O'Toole, past College Governor and Chaplain, on his retirement. The celebrations continued with the launch in August of "Common Threads: 150 years of stories from Emmanuel, St Ann's and CBC". This beautiful publication weaves together 150 years of colourful experiences and anecdotes giving rise to the tapestry we know as Emmanuel College. The College happily hosted the Frayne Festival the following day, and in September celebrated the inaugural Generations Breakfast attended by families who have up to four generations connection to St Ann's, CBC and Emmanuel, and a new tradition in the making.

The concept of providing a weekly meal to those in need in our local community flowed from a presentation by Sr Liz Dowling and commenced during 2022. By years end, up to 40 meals a week, each Tuesday evening during term, were being served by staff volunteers. More than 850 meals were created and served in 2022 and in 2023 the project continues with student involvement. Sourcing student laptop covers from the small women's collective, Boneca de Atauro, East Timor, continued despite the challenges of transporting goods from the tiny community. In previous years Emmanuel students carried the lovingly, hand-made covers back to Warrnambool at the end of their alternative schoolies trips, but the global pandemic has halted these trips. Around the school the Young Vinnies are active at fundraising and looking forward to the opportunity to renew friendship visits to the residents of Mercy Place.

The strategically reimagined Emmanuel saw the relocation of year levels as we have planned for some years. The reimagined Emmanuel reduces the mass of the school by forming smaller groupings with year seven and eight students occupying the Goold Junior School Centre, year nine students housed at the Rice Campus and from 2025 the new Edmund Rice Centre, and years 10, 11 and 12 together as a senior school at the McAuley Campus. The location and arrangement of students contributes to the development of new learning approaches, while the vertical structure of the senior school enhances connection between students in the senior years and their mentors. The 2022 VCE results were very pleasing after three disrupted learning years. The dux of Emmanuel College achieved a perfect ATAR score of 99.95, one of only 39 in Victoria, and the first for Emmanuel College. Emmanuel students gained employment, especially apprenticeships, in record numbers during 2022 with government incentives to employ young people in much needed trades. The new 9@RICE program commenced and the introduction of the immersion experiences and the students' completion of their passion projects in term four gave rise to excitement not normally associated with year

nine. The next iteration of teaching and learning growth at Emmanuel will see a review of junior school curriculum.

The improvements to specialist facilities including six new or refurbished science labs, upgraded general classrooms and an undercover Café completed early 2022 contributed to students' experience of school and prompted even greater pride in their school, just as the new Library led to a steady increase in the number of students using it as a place for study and to access teacher assistance between 3.30-5.30pm on school days. Extensive consultation between College architects, College Leadership and stakeholders has resulted in the development of extremely exciting and ambitious plans for the Edmund Rice Centre, the new home of 9@RICE from 2025. The new Centre will be the largest project the College has undertaken and is important in its ability to locate all students on the one campus for the first time in the school's history.

School Advisory Council Report

The return to relative, post-COVID normalcy in 2022 provided Emmanuel College with a welcome opportunity to celebrate its 150th year of operations, without the fear of last-minute cancellations or changes in schedule.

Amongst the stories of evolution and change that occurred over the 150 years, it was clear that one steady and reassuring constant had been carefully woven through the fabric of our school community, to endure still today; a deep, passionate dedication to educating the young people of our region.

It is a similar passion and dedication that now drives the growth of the College into the next century, as captured in the College's new Masterplan, released earlier this year to herald an exciting new era of education at Emmanuel.

Although the plan itself is new, its realisation is already well-underway, thanks to the work of many Emmanuel representatives behind the scenes who, like the College's founders, are committed to delivering the best-possible education environment.

Credit must go to the collective expertise of the College's leadership team, its Finance Sub-Committee and Building and Facilities Committee, not to mention an incredible team of staff led by Principal Peter Morgan. Their commitment to the College, its success and its growth is transformational and inspiring.

With ground due to break in coming weeks on the first of this new era of change – the innovative Edmund Rice Centre at the rear of our Botanic Road campus – we look forward to the exciting and challenging new chapter in the College history that is to come.

Catholic Identity and Mission

Goals & Intended Outcomes

To engage students in meaningful liturgy, curriculum and social justice works with Catholic social teaching at the forefront of everything in Years 7 to 12.

Achievements

Emmanuel College continues the proud tradition of providing a faith-based education, which is mandated by the Catholic Church and centred on the person of Jesus Christ. Catholic education at Emmanuel College continues to build on the great tradition of the religious who staffed the school for over 150 years, devoting their lives to the education of children and young people, especially those who were poor or in need. It is this legacy of commitment and generosity that continues to inspire our Religious Education programs at Emmanuel College.

Achievements during 2022 included:

- Staff continued to revise the new curriculum in accordance with the Ballarat Diocesan RE curriculum from Year 7 to 10 with the support of Catholic Education Office Ballarat (CEOB).
- Secondary Religious Education Leaders (RELS) meeting each term to support each other using online Zoom sessions to keep in touch with the other eleven secondary schools in the Ballarat Diocese as well as developing professional understanding of changes to curriculum and the registration of teachers.
- Planning in year level teams to organise rich curriculum and common assessment tasks for students.
- Using the resources of “Google” communities to enable easier teacher access for planning rich-based teaching experiences and tasks.
- The development of teaching strategies that supported the return of students to the classroom.
- The implementation to faith and formation days at Year 7 and 8. Utilising the Australian Youth Ministry Team two half day programs were introduced to provide opportunities for students to participate in their faith and spiritual development.
- The development of the Year 9 Faith and Formation Day that was a part of their immersion week on the 9@RICE program. Students attended the Islamic Museum and Tara Buddhist Centre in Melbourne, where they participated in learning about the role of faith in other religions and cultures.
- Accessing quality RE subscriptions as a resource for staff and students.
- Having a Team Leader in each year level to support the development of RE curriculum.
- Refining the induction program for new staff.
- Offering resources via a shared online hub to assist homeroom and mentor teachers and teachers without prior experience in a Catholic school to develop considered and consistent opportunities for prayer and reflection within homerooms.

- During 2022 the College Social Justice convener oversaw the beginning of the Community Kitchen providing meals for the vulnerable within the Warrnambool community.
- The Social Justice Convenor continued to support the ongoing connection that the College has with the Soup Kitchen that operates from St Joseph's Church Warrnambool.
- The coordination of the Seeds of Justice program for regional schools by the Social Justice Convenor.
- The Sustainability and Environment Coordinator worked with local environmental authorities to coordinate Year 11 students in tree planting activities within the local area.
- The Sustainability and Environment Coordinator established an evaluation framework for department leaders to review their departments use of paper and resources that could be minimised through the exploration of other means of communicating information to staff and students.
- The College community celebrated 150 years of education provided by the Sisters of Mercy.
- Supporting local food charity, Food Share through the various food drives ran throughout the year.
- Ash Wednesday Service at lunchtime for staff and students, following an activity in extended homeroom.
- Return of end of year, year level masses celebrated at the Star of the Sea Parish.
- The introduction of the new Emmanuel College Chaplin, Fr Bill Lowry, after the retirement of Fr Lawrence O'Toole.
- Two staff enrolled in the REAP program in 2023.
- The participation in the Ethics Olympiad interschool competition.

VALUE ADDED

- Implementation of the faith and formation programs at Years 7 to 9.
- Serving over 850 meals at the Community Kitchen for the year.

Learning and Teaching

Goals & Intended Outcomes

- Actively apply the six Values of Mercy tradition, within curriculum documentation and throughout lessons. Values being Compassion; Justice; Respect; Hospitality; Service and Courage.
- To actively promote sustainability practices in all KLA areas.
- Articulate Emmanuel's "Educational Landscape" of current pedagogical approaches by exploring teachers' current practices in regards to individual lessons and unit planning.
- Stretch staff's awareness of evidence based pedagogical approaches that maximise impact and build student capacity, which is our core business as educators.
- Further enhance Emmanuel's "collective teacher efficacy" through consistent use of evidence-based teaching practices, such as HITS.
- Foster teacher development through constructive feedback.
- Supporting staff in acting on feedback by staff and students, by providing resources to improve aspects of teaching as indicated on individual PIVOT surveys and Peer observations.
- Encourage teachers to show that they are passionate about helping their students learn by acting on feedback through PIVOT surveys with regards to how they are respected and valued in class. Forging strong relationships with students is known to have a very positive impact on educational outcomes.

Achievements

Overall achievements in Learning & Teaching for the year:

- Implementation of the 9@RICE program. The curriculum, which had been planned over several years by Teaching and Learning team along with Curriculum Leaders, was implemented by teachers. The program consisted of 4 pillars: Resilience, Innovation, Community and Exploration (RICE). Students studied core subjects of Communication, Discovery, Fit4Life, Discovery, Mathematics and Wisdom. Teachers refined the curriculum throughout the year. In term four, students produced Passion Projects which were presented to the Community in the final week of term. Students demonstrated their creativity with a huge range of projects.
- Vertical house structure introduced at senior school, enabling Year 10 students easier access to VCE classes and greater visibility of VCE pathways.
- Professional Learning Communities (PLCs) were introduced at Emmanuel College. Teachers were surveyed to determine the focus of the PLCs. Teachers requested professional development in the High Impact Teaching Strategies of Feedback, Metacognition and Differentiation. In 2022, teachers workshopped Feedback and Metacognition during PLCs and Teaching and Learning professional development days. Resources were collected into the Emmanuel College Go-To Drive They explored differentiation through the Universal Design for Learning Model in the Learning Diversity professional development day.

- Launch of the Emmanuel College Academic Handbook. This comprehensive document containing key teaching and learning policies was released to staff and placed onto the Emmanuel College Go-To Drive. It contains information an overview of teaching and learning at Emmanuel and expectations of practice, sourced from DOBCEL and the Emmanuel Teacher charter. It also contains specific information on how to use SIMON, Emmanuel's LMS, information on curriculum planning including templates, and homework and plagiarism policies. It is a dynamic document that will grow over time to ensure that all staff are able to access accurate information on the College's current policies.
- The Senior School Handbook for Students and Parents was comprehensively updated.
- Reintroduction of the ICT committee, along with a subcommittee. The subcommittee meets fortnightly and comprises of staff from IT and Teaching and Learning. The committee includes a diverse range of teaching staff, from early to late adopters and from a range of teaching backgrounds, mostly new to Emmanuel. The goal is to use technology to improve teaching and learning. Current foci has included the SAMR model for examining how computers are used for learning at Emmanuel.

External Testing:

- Significant changes for Year 12 students to the Generalised Assessment Test (GAT). For the first time, this test included VCAL students . It was extended to have parts A and B. Part A tests basic numeracy and literacy, similar to NAPLAN while Part B was similar to the traditional GAT test. All Year 12 students (except those completing Foundation VCAL) and all students completing a Unit 3-4 subject were required to 'sit the GAT'.
- NAPLAN testing was completed online. Additional care was taken with preparing these students for NAPLAN as they had not completed NAPLAN in 2020 as it was cancelled due to COVID. Most of these students completed their previous NAPLAN testing on paper.

Supporting Students:

- Tutor program funding used to support students who were struggling with literacy. These students were identified through PAT-R and teacher observations. One success of the program – it enabled one very low literacy student to achieve his driving Learners permit – which had been considered not possible for that student – this has a huge impact on that student's future career prospects.
- Introduction of Literacy and Numeracy (LAN) at Year 8 for students requiring intensive interventions using MacqLit and SPELD SA. This program runs intensively (taking two elective blocks) for one semester which assists in the regular repetition required for successful intervention according to data.
- Senior Study Hall has moved to McAuley library. Students have continued to be supported by teachers, learning diversity and library staff. Junior Study Hall has continued on Mondays and has now settled into the Reading Room and has remained popular with students.

Supporting Parents:

- Planned for introducing the SIMON digest in 2023. This summarises key information from Learning Areas and is planned to be sent fortnightly to parents on the same day as Emmanuel's newsletter. Teachers were invited to give feedback on the proposal. The

intention is for the SIMON digest to encourage parents to be more engaged in their child's learning.

Overall challenges in Learning & Teaching for the year:

- High absence of students and teachers due to illness was a significant challenge in 2022. Some senior classes were directed to study in the library. At times, there were so few teachers available that the Founders room was used in the Emmanuel Centre, with a relief teacher supervising and students working from assigned work.
- Catch up assessments were reassessed in 2022 due to the changing COVID environment. Students were generally absent for a week due to isolating, compared to a couple of days when sick. This meant that students missed revision as well as assessments. It was decided to add the option of 'Absent' to assessments for Years 7 to 10. In the past 0% work not submitted was used, but this was considered to be harsh when a student was missing for reasons beyond their control. Learning Diversity staff were employed to oversee the catch-up assessments in order to reduce load on teachers.

Key Learning Areas highlights:

Applied Learning:

- VCAL reform – a lot of work was done to ensure that teaching staff and students as well as parents were informed about the changes to VCAL. This included discussions at staff briefings, senior school mentor meetings, house meetings with students, parent information sessions and one-on-one meetings with students and parents.
- Teachers were prepared for the change and given information as it became available from VCAA.
- VCAFE: students have been using the café as part of their program and have been making coffee and hot chocolate for staff.
- D Wing courtyard project was completed by VCAL students.
- K Block shed became an applied learning hub.

Creative Arts:

- Began a new curriculum focus: BEING CREATIVE!
- With the changing of the school structure, restructured the Year 8 and 9 program to address this.
- Combined the existing 4 subject areas "photo/media", and "art/design" and introduced a new subject "digital art". Each of these had a focus of being fun and practical based to create passion in students for the arts beyond the limitations of the Year 7 program.
- At Year 9, fundamentally changed curriculum to also offer just the two electives "photo/media", and "art/design" however this time students were taught in a cross curriculum immersive way that had a social commentary underlying focus. In 2023 added a third option "digital art and animation", this class has been added after listening to what the students wanted after the successful introduction of digital art at Year 8 in 2022.

- This new curriculum has a developmental process focus and has been created to explicitly teach HOW to generate and expand ideas past the initial thought and also the power of the arts to have a voice in society.
- It is not until Year 10 that art subjects separate into 4 distinct technique focuses, art, media, photography and design, which is the beginning of the VCE pathway.
- This was quite a jump from the previous curriculum and has taken all year to grow and become something that we are very proud of. These current Year 9 students will come into the senior arts curriculum with a very different mindset around creation and it will be interesting how it translates into the 2026 Year 12's.
- This along with juniors being able to share spaces in the J Wing with senior students, who model some extraordinary skills, will hopefully see a growth in the Creative Arts at Emmanuel in the coming years.

English:

- Return of public speaking at the Eisteddfod, and the massive undertaking of hosting the Mercy Education Frayne Festival. Looking forward to getting more students involved in public speaking next year.
- Attended two theatre performances for Year 10 students (Macbeth) and Year 12 (Longest Memory and 7 Stages).
- Introduction of new study designs at Year 11 English and Year 11 and 12 Literature have meant a lot of PD and planning for senior English teachers.

Health and Physical Education:

- This year the Health, Physical Education and Sporting Academies classes enjoyed the return of some normality and freedom to get back to many of the practical experiences that the students enjoy. Within the faculty our students were able to experience a wide-range of activities, including adventure based activities such as bike riding, canoeing and surfing, excursions to Melbourne and Geelong for our Academy students and the annual Ski Trip for our VCE Outdoor and Environmental Studies classes.
- The new A Wing at McAuley Campus was home to our VCE Health, Physical Education and Outdoor and Environmental classes. These brand new classrooms are fantastic facilities for our students and provide a light and bright learning environment.
- The faculty also added some new technology, including new ipads and a drone to support staff in delivering high quality and engaging activities. This technology will be used to conduct skill analysis, review match simulation activities within our academies, and assist our Outdoor and Environmental students gain further knowledge and understanding of some of the spectacular environments we have within our region.

Humanities:

- Introduction of two new Humanities electives in the 9@Rice program - 'Money, Money, Money!' and 'War and Crisis' (History), both of which have been popular.
- Writing the curriculum for the introduction of Civics and Citizenship into the Year 7 and 8 curriculum for 2023, which will expose our students to the Australian political and legal framework.
- The return of fieldwork/excursions for our Geographical studies in the junior years (Tower Hill and local waterways).

- Commemoration of ANZAC and Remembrance Day services.

Languages:

- French and Japanese Exchange students back at school.
- Senior languages classrooms close together upstairs in convent with the added bonus of having a dedicated speaking room.
- Senior excursions to Melbourne for both French and Japanese.
- Working on re-starting overseas trips and exchanges.

Library:

- Sessions with classes for researching, eg preparing a bibliography.
- Participation in Children's Book Council of Australia Shadow Judging Program where students read books in the Younger Readers category and provided creative responses.
- Students participated in the Victorian Premier's Reading Challenge - 14 students successfully completed the Challenge by reading 14 books.
- Attendance at the Melbourne Writers Festival by the Student Book Club.
- Continuing to ensure books available in the Library collection are relevant and of interest to teenage readers.
- Participation in the Deakin University and Queensland University of Technology Teen Reading Program with 2 classes at each year level completing surveys and surveys completed by Catherine Ryan (Head of English) and Margaret Sinnott (Library Coordinator). We will receive data and information early in 2023 about teen reading at Emmanuel College.
- Library documentation developed and completed in line with A Manual for Developing Policies and Procedures in Australian School Libraries (ALIA) - Library policies and procedure documents both completed.

Mathematics:

- Successful introduction of the Methods/General/Foundation classes at Year 10 and will be introduced at Year 9 in 2023.
- Year 8 Maths Acceleration was well received by students with two classes running in 2023.
- Having Maths classes in the C-Block area has been a positive initiative.
- Study Hall had staff offering their time to assist students after school with their Maths.
- Looking to re-introduce incursions, programs, numeracy week in 2023.

Performing Arts:

- Re-structuring the Year 7 Band Program to develop stronger retention numbers in ensembles and music subjects and to develop an appreciation and enjoyment of music.
- Resurrection of medium and large scale performance opportunities through the 2022 Emmanuel Unmasked Showcase and organisation of 2023 musical.

Religion:

- Establishment of the Ethics Olympiad.

- Looking forward to two students completing Year 12 Religion and Society in 2023.
- Focus on having more year level masses next year.

Science:

- Successful introduction of the Year 10 elective science program. Students and teachers experienced a deeper level of engagement and stretch in learning due to this new format by which two Science streams were chosen for the year of core Science.
- Transition from Ag studies to Living Sustainably, utilising the skills of local permaculturists and providing the opportunity for students to apply skill by designing garden for connecting space between McAuley and the new 9@RICE campus.
- Introduction of three science electives to extend upon popular subjects and fill a required niche. Mind Games, Cold Case and Life Science have proved popular and credit to our faculty members that have developed them over the course of the year.
- The new Science precinct was open for business having come off the back of two years of COVID lockdowns and no labs in the 2021. The labs have been fully utilised and a hive of activity and exploration.
- Two Interactive TV's have been a highlight this year and enabled students to extend their experience of science and be interactive with the content.

Technology:

- Refresh of DigiTech and new projects in Systems Engineering.
- Year 8, 9 and 10 Food Electives had significant updates to projects.
- New laser cutter installed.
- Jewellery in Year 8 requiring an extra class.
- Year 10 DT students were offered individual projects for the first time.

STUDENT LEARNING OUTCOMES

- Emmanuel's Dux Jace Nepean's outstanding ATAR of 99.95 demonstrates an exceptional learning outcome for Emmanuel College. Zack Houlihan with 98.4 and Will Pennington with 98.35 are also exceptional scores.
- Emmanuel achieved 4 perfect study scores of 50 in 2022; Jace Nepean with 50 in both English and French; Darcy O'Keefe with 50 in Literature and Clara Hunold with 50 in German which she completed via correspondence.
- The median ATAR stubbornly remains at 29, which could be a reflection of many factors. One would expect that COVID would have had an impact, with many VCE students and teachers out for extended periods of time with illness. There has also been a large increase in employment opportunities, which could have had an impact. There will be more data about this from the OnTrack survey which will be available next January.
- The 2022 NAPLAN data does not include relative growth from Year 7 to 9 as these students did not complete NAPLAN in 2020. Emmanuel's Year 9 results for 2022

were similar to 2021 for reading, spelling, numeracy and grammar and punctuation; better for writing. Staff were invited to reflect on these results, however it was difficult due to the late release of the State data. Teachers expressed concern about the loss of learning time due to continued interruption due to illness and the challenges of maintaining continuity in student understanding.

- Teachers began to embrace the tools of Data Analytics from SIMON to look at the data for their students to help them plan their lessons.

MEDIAN NAPLAN RESULTS FOR YEAR 9

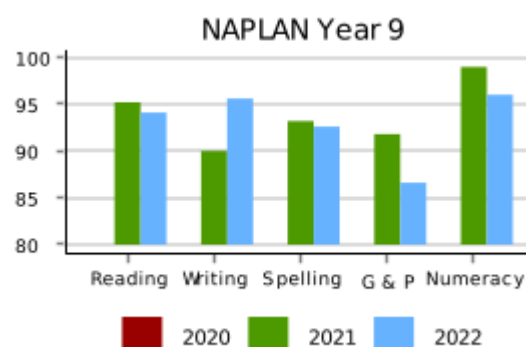
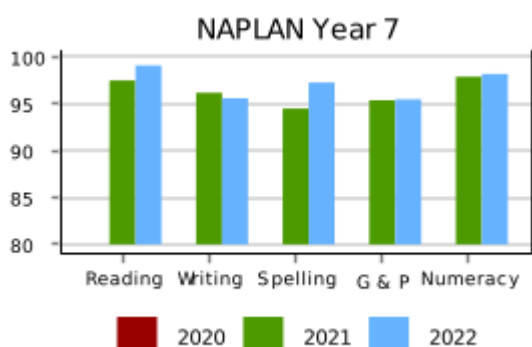
Year 9 Grammar & Punctuation	565.1
Year 9 Numeracy	579.2
Year 9 Reading	590.1
Year 9 Spelling	573.4
Year 9 Writing	585.4

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2020	2021	2020 – 2021 Changes	2022	2021 – 2022 Changes
	%			%	
	*		*		
YR 07 Grammar & Punctuation	-	95.4	-	95.5	0.1
YR 07 Numeracy	-	97.9	-	98.2	0.3
YR 07 Reading	-	97.5	-	99.1	1.6
YR 07 Spelling	-	94.5	-	97.3	2.8
YR 07 Writing	-	96.2	-	95.6	-0.6
YR 09 Grammar & Punctuation	-	91.8	-	86.6	-5.2
YR 09 Numeracy	-	99.0	-	96.0	-3.0
YR 09 Reading	-	95.2	-	94.1	-1.1
YR 09 Spelling	-	93.2	-	92.6	-0.6
YR 09 Writing	-	90.0	-	95.6	5.6

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

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

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



Student Wellbeing

Goals & Intended Outcomes

- Provide support for the implementation of the new senior school vertical structure at the McAuley campus and the 9@RICE program at the Rice campus.
- Grow a culture that supports and empowers staff and students to be active in their own wellbeing as the school transitioned to a reimagined learning environment.
- Nurture the whole College community through a cycle of transition and change so students and staff feel valued, safe, and connected.
- Work collaboratively to create a culture and an environment that values and promotes all aspects of health and wellbeing, where students and staff are nurtured to develop the skills and capabilities needed to flourish and be Fit4Life.
- Investigate, through student and staff voice, the priority components to be incorporated into the Fit4Life framework.

Achievements

- Continued implementation of the Student Voice committee allowing students across the school to discuss any matters students bring up for review.
- Implementation of the senior school vertical pastoral structure.
- Enhancement of house system through the house cup.
- Development and implementation of a Gender Identity Policy.
- Celebration and participation of the school community in International Women's Day through the "Girls Got Talent" concert.
- Student leadership development through opportunities to lead activities at year levels and within house groups during extended homeroom time such as pancake breakfast, competitions etc.
- Issued across the school 10,312 commendations for Academic effort, 535 commendations for Community Service and Social Justice, 1,117 commendations for Leadership and Positive Role Modelling, 1,889 commendations for Sporting activities, and 693 commendations for the Arts and Cultural Experiences. In total, 15,399 points were allocated to students in the school with over 500 students receiving Merit Badge awards.
- Developed a staff resource booklet to assist with the management of students and pastoral support.
- All staff completed the annual mandatory reporting elearning module that is a requirement each year.
- All staff participated in professional development at staff meetings associated with the child safety guidelines and all staff signed a Code of Conduct acknowledging staff commitment to these guidelines.
- All staff participated in a professional development workshop on Learning diversity.

- Continued partnership in the Standing Tall Program for identified students in Year 8 and 9 (with many pairs continuing through Year 10).
- Continued to provide opportunities to train our staff in Youth Mental Health First Aid.
- Whole school participation in RUOK Day across the school.
- Whole school participation in Bullying No Way Day across the school.
- Whole school participation in Diversity Month with raising awareness activities across the school.
- Staff professional development in cultural diversity through staff PD session at a staff meeting.
- Students across the school participated in Taming the Butterflies program in small groups (TTB targets developing skills and awareness around anxiety).
- A group of students participated in the Journal Club.
- A group of Year 7 students participated in MnM's social skills and anxiety management group.
- Development of Emmanuel Day activities for an all inclusive event for students.
- Regular mindfulness meditation sessions offered to senior students.
- Year 7 to 10 Cyber Safety and respectful behaviour online sessions through a presentation by Susan McLean.
- More than 300 referrals for individual students, slight increase in numbers at Year 9 and 10 which reflected returning from several years of lock downs and lack of transition for these students into secondary school. This was also reflected in high numbers (more than a third of referrals) being made in term one. Time spent working with individual students was longer in 2022 with many of these students staying connected formally and then informally for the whole year.
- More than 100 referrals for targeted groups (anxiety group, social skills group, Standing Tall etc).
- Most common presentations included; anxiety, social/friendship issues, learning difficulties/feeling overwhelmed.
- 25 Child Behaviour Checklists administered, 9 ADOS administered, 5 Connors administered.

VALUE ADDED

- Year 7 and Year 8 backflips against bullying presentation.
- Inclusion of two leaders per homeroom at Year 7 allowing for more leadership opportunities.
- Year 7 mother/female mentor and child evening.

- Fit4life parent series - various presentations available for parents to attend, such as, safe partying for teens, anxiety, parent guide to supporting teenagers, study skills, cyber safety.
- Year 8 parent welcome evening.
- Baytr mental health presentation for Year 9 and Year 10 students.
- Pat Cronin presentation for Year 9 students.
- Vaping presentation for Year 9 to Year 12 students
- Carmens Road safety for Year 11 students.
- Mentoring for Year 10 students during subject selection by Year 11 and 12 students in house mentor group.
- Emmanuel Day celebration raised over \$4,000 for Mercy Works and the Ruben Centre.
- Mental health month (October) activities across all year levels.
- Stoked Surfing program focusing on mental health and wellbeing.
- Year 7 students participated in the annual camp held in Port Fairy for two nights.
- Year 9 students participated in three immersion weeks over the year which included a Canberra trip, hike, and exploration activities around Warrnambool with a focus on local indigenous culture.
- Year 9 leaders participated in the Respect Cup with Mercy Regional College Camperdown and Trinity College Colac.
- Year 10 Melbourne City Pathways Experience for two nights.
- Year 10 disco night.
- Year 11 retreat held in Halls Gap for two nights.
- Year 11 recycled formal.
- Year 12 retreat was held at Port Fairy for one night.
- Year 12 winter ball.
- Ben the Bandit presentation on resilience at Year 9.
- Paul Watkins spoke to Year 11 students about his experience in completing the world's toughest ultra-marathon.
- Sonya Karras spoke to Year 12 students about safe partying, and later spoke to parents about how we can support children through this transition.
- Year 10 Respectful Relationships day.
- Be You Survey for all students and staff.
- Re-signing of the Year 9 Fit4life to curriculum and inclusion of the Respect Effect program.

STUDENT SATISFACTION

2022 SIF data for student socio-emotional experience revealed the following from previous SIF survey.

Due to COVID-19 and interrupted schooling in 2022 it is suggested that this impacted on data results.

Areas for improvement:

- Student morale - 9%
- Student distress - 1%
- Connectedness to school - 31%

Areas of achievement:

- Teacher/students relationships - personal development - 76%
- Encouraging learning - 71%
- Managing emotions - external awareness - 61%
- Describing emotions - 59%

STUDENT ATTENDANCE

Procedures for monitoring attendance at Emmanuel College:

- Homeroom/mentor teachers record student attendance between 8.50 am and 9.00 am each morning on the homeroom roll in SIMON. Students who are late for homeroom will need to register their attendance through the College office.
- Classroom teachers record attendance in their class roll on SIMON, including those days when the class may be off site. Students late for class need to register their attendance at school at the College office before proceeding to class, this will then be registered on the class roll.
- Daily attendance is monitored using the student management platform SIMON, and a tally of days absent and late arrivals is included on the student's semester reports and live attendance data is accessible to parents through the Parent Access Module (PAM).
- Parents are expected to provide an explanation for students who are absent. This can be in writing, emailed to the College office, online notification tool in PAM or telephone. Where verbal communication occurs, administration staff will note the reason for absence on the absence notification. This notification must be provided by 10.00 am on the day the student is absent. Parents will be reminded of this process in College newsletters and letters to parents.

- If a student is absent and no communication has been received from the parent, a text message (SMS) will be made by the administration officer as per the College's Student Attendance Flowchart.
- Long term and/or unexplained absences will be followed up as outlined in the Student Attendance Flowchart.
- All records of contact and attempted contact with families regarding student absences will be recorded on the student profile in Notes on SIMON.
- If there is a need for a student to leave the College during school hours, a written request or direct contact from parents must be received at the College office. A student granted permission to leave the grounds will be issued with a pass and the note from the parents will be filed. Students must depart from the school via the College office, showing the administration staff the pass, sign out on the attendance register, and report to the Office on their return.
- Students who attend courses which are provided by an external provider, eg TAFE, will have a student absence recorded in SIMON for the release times of these classes as communicated by the provider. Attendance of external courses will be recorded by the provider and a nominated representative of the College will monitor attendance in conjunction with the provider through regular correspondence.
- If the occasion arises which necessitates family holidays being taken during school time, parents are expected to notify the College Office six weeks prior to the date of absence. The College discourages holidays during term time. Families with students at senior school level should avoid taking students out of school time.
- Students are expected to contact their teachers regarding assessment tasks when absent from school and where necessary catch-up assessment tasks will be determined by the College. Any assessment missed by a student in Year 7 to 11 due to holidays will be noted as an Unapproved Family Holiday, as the College believes the school term holidays are allocated for this time.

Attendance Improvement Strategies:

- Attendance improvement strategies will be implemented for any student who has been absent more than 20% of a school term, or in situations where school refusal is a factor in attendance.
- Attendance strategies include: identifying reasons for disengagement, collaborating with parents, development of attendance improvement plans, provide intervention and wellbeing support and where appropriate refer to external support agencies.
- A support group may be established if the Principal or nominated representative believes the individual student and/or family require this support.
- Emmanuel College will refer to DET Every Day Counts guidelines and CECV processes.

The Principal or nominated representative will contact the Catholic Education Office in accordance with CECV procedures if the school strategies are not assisting in improving attendance of an individual student.

YEARS 9 – 12 STUDENT RETENTION RATE	
Years 9 to 12 Student Retention Rate	null%

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y07	87.2%
Y08	85.3%
Y09	83.8%
Y10	83.1%
Overall average attendance	84.9%

SENIOR SECONDARY OUTCOMES	
VCE Median Score	29.0
VCE Completion Rate	97.0%
VCAL Completion Rate	84.0%

POST-SCHOOL DESTINATIONS AS AT 2022	
Tertiary Study	25.0%
TAFE / VET	4.0%
Apprenticeship / Traineeship	33.0%
Deferred	20.0%
Employment	14.0%
Other – The category of Other includes both students Looking for Work and those classed as Other	4.0%

Child Safe Standards

Goals & Intended Outcomes

Emmanuel College supports the CECV commitment to providing a safe and nurturing culture for all children and young people in Victorian Catholic schools through:

- the continued review of structures, policies, and practices relating to the seven Child Safe Standards to ensure child safety is embedded in the school culture.
- continuing to take steps towards ensuring it is a child safe school and the culture of the College is one in which, alongside learning, the safety of young people are the highest priorities.
- empowering families, children, young people, and staff to have a voice and raise concerns.
- implementing rigorous risk management and employment practices.

The Emmanuel College Child Safety and Wellbeing Policy is readily available to the broader community through the College website.

Achievements

The care, safety, and wellbeing of students is central to the Emmanuel College Vision in providing a dynamic learning community that brings to life the Gospel values of Faith, Hope and Love, and in continuing the Catholic traditions of our founders. It is the responsibility of all members of the Emmanuel community to work together to ensure the safety of all children and that the requirements of the Child Safety and Wellbeing Policy are followed.

In 2022 the College demonstrated its commitment to child safety in the following ways:

The embedding of policies and commitments into everyday practice and the implementation of Ministerial Order 1359 and the new 11 Child Safe Standards:

- With the introduction of the new standards, the College specifically surfaced and discussed the inclusion of “wellbeing”, making the links between child safety and the school’s Fit4Life wellbeing model further explicit and visible.
- Working to specifically address cultural safety and wellbeing; including racist language and slurs in policy and practice, acknowledgement of country revised and embedded into practice.
- Cyber safe incursion with the Victoria Police for all Year 7 and 8 students.
- The development of a Gender Diversity Policy for the safeguarding and protection of children of diverse gender.
- Surveying of students and seeking student voice on the concerns around vaping.
- Processes developed to protect every child, communication with parents, supporting staff and informing the school community.
- Review and implementation of the Mercy Education Code of Conduct (updated to include Ministerial Order 1359) with clear expectations for appropriate behaviour with children.

Professional learning of teachers, non-teaching staff and volunteers:

- Inclusion of Child Safe Standards in delivery of youth mental health first aid for staff.
- Revision of standards with and policies related to external programs and practical applications of such (ie Standing Tall Mentor Program).
- CPD from law sense – student wellbeing and safety, parents and the law for schools, and school counsellors – disseminated to all pastoral chain staff.
- Inclusion of diversity month professional development during staff meetings; presentation on neurodiversity and cultural diversity.
- All meetings prioritised child safety as an agenda item.

Continued Implementation of 'PROTECT, Identifying and Responding to all Forms of Abuse in Victorian Schools':

- Child safe information visibility for all students, families and staff increased.
- Child safe assembly incursion for all Year 7 students, further embedded in Year 7 health curriculum.
- Case presentation and discussion at child safe network meetings.
- Regular year level team meetings where students of concern are identified and actions of support planned.
- PROTECT posters are displayed around the school and in staff offices.

Student participation and empowerment strategies:

- Leadership and student voice groups encouraged to consider child safety and awareness in their regular meetings and discussions.
- Classroom relationship/. group operating agreement co-designed by students in each class at the start of the year (homeroom and mentor groups).
- Students supported to identify and address issues of importance to them (advocacy, policy development, practical needs) (ie Diversity month, group to address racial slurs etc).
- Student led activities that empower student cohesion such as house activities in extended homeroom time.

Strategies to establish a culturally safe environment:

- Engagement of and with local indigenous groups and representatives in designing and delivering acknowledgement of country, celebration of culture and country, cultural history, artefacts etc both curriculum, incursion, excursion, artefacts/artworks, policy etc (commenced in 2022 and continuing).
- Development of an immersion experience to central Australia to allow opportunity for students to gain an understanding of the indigenous culture.

Strategies that ensure equity is upheld and diverse needs are respected (cultural, neuro and learning, sexual and gender diversity):

- Ongoing revision of policy and procedural documents.
- Visual representation of community stance on such through website, posters, newsletters, buildings.

- Professional development for staff regarding diversity .
- Establishing respectful reflective practices in reviewing historical documents/events and current needs.
- Parent information series.

Strategies that promote safety and wellbeing in the physical and online environments of the College:

- Incursion/excursions for students regarding online safety.
- CPD for staff.
- Parent information sessions/newsletter items.

Child safety Team/Committee structures and the impact these teams/committees have had in continuing to strengthen the child safe culture of the College:

- Ongoing development of the child safety team, including three trained Child Safety Officers.
- Regular check-in among team members and support extended to staff regarding child safety matters.
- Reporting processes and documentation of child safety matters.
- Notices to staff and or students on any matters that may impact on a safe environment for all.
- Continued representation by a member of the College Management Team on the DOBCEL Safeguarding Children Reference Group. This continues to enable the College to have access to the most up to date developments and best practice strategies for child safety in schools.

Engagement and involvement of families and communities in promoting child safety:

- Newsletters, PAM, SIMON daily messages etc
- Parent information series (child safety and wellbeing included in parent information nights as well as focused parent ed sessions).

Human Resources practices, including volunteers, (recruitment, supervision, performance review):

- All job advertisements promote the College's commitment to child safety and form part of the interview questions.
- Working with Children Check (WWCC) audit and Victorian Institute of Teaching (VIT) registration, and the monitoring and assessment of employees continuing suitability for child-connected work.
- Refinement of HR, recruitment and induction processes in line with the Child Safe Standards aimed at reducing the risk of child abuse by new and existing personnel.

Child safety - Risk Management practices and complaints handling processes:

- The OHS Committee includes the Child Safety Officer.
- There is a mechanism for reviewing risks and actions.

- All staff and volunteers received professional development in child safety practices. Staff are informed about child safe policies through discussion at staff meetings.
- The mandatory reporting e-learning module is completed by staff annually. Additional online modules on child safeguarding were also completed by staff as a compliance requirement through Mercy Education Ltd (MEL).

Leadership

Goals & Intended Outcomes

- The College vision and mission is understood and is a source for action planning.
- Relationships, actions and communication are founded upon respect.
- Excellence is promoted and affirmed, and complacency is challenged.
- Honest and constructive feedback is provided between individuals and within teams.
- Change is embraced as being part of growth and change management is supported.
- Individual strengths are recognised and harnessed to develop others.
- Professional learning is ongoing and professional development is targeted.
- Best practice pedagogy is embraced and expected from others.
- Opportunities for team teaching, peer observation and mentoring are promoted to achieve growth.

Achievements

The College has a strong, capable, committed team of senior leaders who operate with a growth mindset and focus on continuous incremental improvement of the procedures and practices that impact on teaching and learning.

The College Leadership Team, which includes the Director of Faith and Mission, VCE Coordinator, and directors of the junior, middle and senior schools. They take seriously their roles within a distributed leadership environment to achieve growth for all members of the College learning community. The primary purpose of a strong, distributed leadership culture is the building of a school-wide shared responsibility for student learning and success. Evidence of the development of leadership capability is seen in the number of younger staff members identifying their interest in current and future leadership roles.

Efforts to shape the Emmanuel culture into one that values success, works collegially to achieve excellent outcomes, operates with a growth mindset, and provides a broad-based set of learning experiences catering to an equally broad range of student abilities is ongoing.

Staff are actively encouraged and supported with opportunities to develop their leadership capabilities. This includes a unique partnership with the University of South Australia that saw an additional two staff complete a Masters of Education Leadership program in 2022. The Country Dioceses Leadership Program (CDLP) is another example of leadership professional development that staff are successful in being accepted into.

The College Leadership Team were pivotal with implementing the “re-imagined Emmanuel” in 2022 which saw the start of the new Year 9 program and senior school vertical structure. The team continued to review and refine the new structures throughout the year, and to provide valuable input into planning the new Edmund Rice Centre.

School reviews were undertaken in 2022, including summative reviews facilitated by an independent reviewer appointed by Mercy Education Ltd (MEL) for the Deputy Principal and Assistant Principal – Teaching and Learning. Insight SRC surveys were also conducted in 2022 and the commencement of the next cycle of the School Improvement Framework (SIF) process.

The College is supported by a strong, effective Advisory Council as well as its Finance and Building committees (sub-committees of the Advisory Council). Through them, and under the governance of Mercy Education Ltd (MEL), the College has been the beneficiary of sound advice enabling the College to prosper.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2022

Staff professional learning was conducted in two different formats throughout 2022. The pandemic continued to influence and effect staff participation in professional learning. Many professional learning sessions were attended virtually, however, there was also a slow return to staff attending conferences, workshops and diocesan meeting face to face. Just over \$75,000 was spent on professional development in the 2022 calendar year which was an increase on previous years' expenditure.

A number of key areas linked to the College priorities were explored and developed by Emmanuel staff throughout the year.

All teaching staff participated in professional learning in May on the area of Learning Diversity. The workshops were held at Emmanuel College and were led by members of the Wellbeing team and the Learning Diversity Leaders. The focus was 'Actioning Education for All'. In the afternoon all staff completed the online Disability Discrimination Modules.

During previous years a couple of staff PD days were cancelled and as a result the teaching staff had not had as much opportunity to focus on all school teaching and learning topics. Once again, we turned to our own expert staff to offer a wonderful PD Day "United Together – Building Best Practices". Staff participated in workshops in metacognition, literacy and explored current trends in education based on data from the Age School Summit.

For the second year a key investment in PD saw a number of staff involved in the Diocesan Literacy program – Improving Literacy Across Secondary Years. A core team of staff from the Science and Humanities faculties attended the regular workshops and presented their findings at a conference.

The Wellbeing Team provided a range of professional learning sessions throughout the year to help upskill staff on the "Fit4Life" framework as well as provide support to staff working remotely. In November the staff participated in a Wellbeing4Me PD Day. After three incredibly challenging years during the pandemic the need for some professional development on looking after one's own wellbeing was the focus of the day. Kate Meadows from 'Be More Mindful' presented on Mental Health in the workplace and spent time assisting staff to develop their own individual self-care plan. A whole staff group session with Find Your Voice Choir leader Tom Richardson was a relaxed and fun way for staff to connect and de-stress.

Teaching staff continued to ensure they were developing and improving their professional learning as well as keeping up-to-date with relevant changes to curriculum at Years 7 to 10 and at VCE. In particular, all VCE teachers participated in online webinars provided by VCAA on the changes to study designs and assessment for Unit 3-4 courses. Additional emphasis was placed on staff preparing for the changes to VCE with the Vocational Major and Pathways Certificate and the major changes to VCE English at Unit 1-2. A number of

teaching staff also took on roles as VCAA assessors. A member of the Science faculty presented at an international conference in South Africa on Lightning Protection.

A snapshot of some other professional learning topics that staff participated in included:

- Technology: Real world robotics and EduTech conference
- Arts: VCAA Top Screens/Designs panel member
- NCCD moderation and modifications to learning programs
- VET/VM and VPC pathways programs
- HPE: Staff training course in bike safety and school sport law
- Updated Child Safety Standards: New Ministerial Order and Information Sharing and Family Violence reforms
- Compliance and first aid
- Careers and Human Resources
- EducatePlus International Conference for Development team staff
- HR Masterclass
- Wellbeing: Managing student behaviour online, addressing perfectionism and positive behaviours for learning
- Differentiation and diversity in the classroom

Staff in leadership positions were encouraged to attend a range of programs to build their capacity. Emmanuel College organised and hosted the Mercy Deputy Principal network conference in November with a focus on School Leadership in a Changing Landscape. Other leaders in the College attended the Ballarat Diocese CDLP, REAP and one staff member undertook a Graduate Certificate in Career Development. The partnership with the University of South Australia Masters of Education program continued for two Emmanuel staff.

Number of teachers who participated in PL in 2022	119
Average expenditure per teacher for PL	\$630

TEACHER SATISFACTION

The results from Insight SRC survey conducted in 2022 saw a slight decline in the teaching climate data compared to 2019, however the results were consistent with the average for Victorian secondary schools and were impacted by the challenges from COVID-19.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	84.2%
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ALL STAFF RETENTION RATE	
Staff Retention Rate	81.3%

TEACHER QUALIFICATIONS	
Doctorate	0.9%
Masters	20.0%
Graduate	35.7%
Graduate Certificate	14.8%
Bachelor Degree	88.7%
Advanced Diploma	8.7%
No Qualifications Listed	2.6%

STAFF COMPOSITION	
Principal Class (Headcount)	5.0
Teaching Staff (Headcount)	134.0
Teaching Staff (FTE)	111.6
Non-Teaching Staff (Headcount)	85.0
Non-Teaching Staff (FTE)	73.6
Indigenous Teaching Staff (Headcount)	0.0

Community Engagement

Goals & Intended Outcomes

- Create robust and enduring partnerships that will benefit student outcomes with the local community including Deakin University, South West TAFE, community organisations, employers, businesses, etc.
- Deepen our partnership with parents in ways that will enable them to engage more fully in their child's learning.

Achievements

Emmanuel College is highly regarded within the Warrnambool and district communities. This is evidenced by the demand for enrolment, the high level of interest in advertised employment and staff retention, and the success Emmanuel students experience gaining employment within the local community.

The local community is fundamentally small and closely interconnected. Consequently, Emmanuel employees are involved in multiple community spheres and are well known.

The emphasis and priority the College places on community service ensures students are engaged in the community through various groups and activities, such as Young Vinnies, visits to aged care facilities, volunteering at sporting organisations, tutoring and coaching primary school students, and more.

The Emmanuel College Facebook and Instagram pages has facilitated communication of the multiple good stories about College achievements. A disciplined approach to the use of social media ensures it is not used to promote school meetings or post reminders, but to build engagement with the local and alumni communities.

On the back of COVID-19, it was pleasing to see events return to normal, with record attendance at the 2022 Year 12 valedictory and graduation ceremony, alumni reunions, and parent information sessions.

VALUE ADDED

- Increased number of students gaining apprenticeships and traineeships – the data indicates these numbers are higher than the State average.
- Successful open evening.
- Laptop bags purchased through the East Timor Alternative Schoolies program and handmade by the Boneca de Atauro Cooperative, which employs women to make handcrafted items.
- Words of Wellbeing newsletter published each term.
- Strong attendance and positive feedback to Wellbeing parent information series.
- Strong response rate from online parent surveys.
- Ongoing involvement/support of Warrnambool and District Food Share.

- Launch of Emmanuel College community meals offered in the school cafeteria with more than 800 meals provided for the year.
- Continued support from businesses and organisations through sponsorship of the College awards program and student scholarships.
- Relaunch of the Emmanuel College Foundation.

PARENT SATISFACTION

In 2022 the number of parent responses to the Insight SRC surveys was significantly lower than previous years meaning the survey data may not be sufficiently valid to comment on. During the year, a number of parent information sessions, presentations, and gatherings were offered and well attended. Parent/student/teacher conferences were held each semester and again well attended and received by parents.

Future Directions

Emmanuel College has been working towards the consolidation of all year levels on the one site, with Year 7 and 8 based at the Goold Centre, Year 9 at the Edmund Rice Centre, and Years 10 to 12 at the McAuley Campus. Significant building and refurbishment and redevelopment of infrastructure is being undertaken to achieve this goal which will be fully realised from the start of 2024 after the completion of the Edmund Rice Centre for the 9@RICE program.

Baldasso Cortese architects were engaged in 2021 to work on designs for the new Year 9 centre. The new building will be constructed towards the rear of the McAuley Campus, enabling all year levels to be located on the one site. The new building will also see the College exit the Rice Campus and conclude the lease agreement with the Star of Sea (St Joseph's) Parish.

The new Year 9 building will be officially named as The Edmund Rice Centre. While Emmanuel College is governed by Mercy Education Ltd, the school's 30 year history is forged from an inextricable link between the Sisters of Mercy and the Christian Brothers whose two schools were amalgamated in 1991 to form Emmanuel College. Going forward the College will become increasingly and distinctly a school with a Mercy charism. The Edmund Rice Centre helps to ensure tangible ways to reflect the history and the heritage of Emmanuel College and to avoid the complete loss of that history over time.

Baldasso Cortese were also commissioned to prepare a new Masterplan, creating a future blueprint for the College to work towards.

In 2023, the College will implement a new three year Strategic Plan focussing on five key pillars: Faith Centred in Mercy, Learning and Innovation, Wellbeing, Community Connection, and Resources and Stewardship. Annual Action Plans will also be developed identifying the priorities to be worked upon in each year of the Strategic Plan. This process will assist with the continual growth of Emmanuel College through incremental improvement and aligned with the College Vision and Guiding Principles.