

# 2023

## Annual Report to the School Community



### **Emmanuel College Warrnambool**

140 Botanic Road, WARRNAMBOOL 3280

Principal: Peter Morgan

Web: [www.emmanuel.vic.edu.au](http://www.emmanuel.vic.edu.au)

Registration: 33, E Number: E2080

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## Principal's Attestation

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I, Peter Morgan, attest that Emmanuel College Warrnambool 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 25 Mar 2024

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## About this report

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Emmanuel College Warrnambool 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](#).

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## Governing Authority Report

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A year in the life of a school, and particularly a vibrant and energetic one like Emmanuel College is not just about the speed of the year that has passed but is also a reflection of all that has been achieved.

This report on 2023 serves as an excellent commentary on the endeavours of the talented staff, parents, caregivers, and students who have once again worked tirelessly and generously in so many different ways.

I hope that as you read this report, you too will share my pride and that of the MEL Board at the achievements of 2023. All who are associated with Emmanuel College can be heartened by the tangible evidence of success, not just academic and sporting, but also in the spiritual, social, and emotional arenas. As a Catholic school, inspired by the rich traditions of Catherine McAuley, MEL schools make a significant contribution to working and supporting those who live on the margins of our society and to instilling the value of a Mercy spirituality. This calls for a deep understanding of connection to things bigger than ourselves and attention to the injustices of our time.

I am excited about the plans and innovations that I know will be part of the future at Emmanuel College. The College Advisory Committee under the leadership of Chair, Maree Lane, is to be congratulated for the time and energy they commit to supporting the community in achieving its goals.

The MEL Board recognises the amazing commitment of the Principal, College Leadership Team and all staff to the students and families of Emmanuel College. They are prepared to go the extra mile and stories abound of quiet and tender moments of personal and professional care. All associated with Emmanuel College can be assured their contributions have added to the rich history of this special place and will contribute to the stories that are told in years ahead.

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## Vision and Mission

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### 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.

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## College Overview

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### ACKNOWLEDGEMENT OF COUNTRY

Emmanuel College acknowledges the land on which we learn, create and grow is the traditional land of the Peek Whurrong of the Gunditjmarra - Maar Nation, who educated their children in their language and spirituality and in the traditions of their culture for many thousands of years. We also acknowledge and respect the cultural diversity of students, families and staff represented in the Emmanuel College community in the past, present, and the future. We support the principles of a reconciled Australia for all its people, in the interests of our children – tomorrow's leaders.

### A MERCY SCHOOL

Emmanuel College is a Catholic co-educational school with a proud history of over 150 years. The school was 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.

The governance of Emmanuel College transitioned to Mercy Education Ltd (MEL) in 2021. MEL is a ministry of the Institute of Sisters of Mercy of Australia and Papua New Guinea (ISMAPNG) and their network includes 13 member schools and 25 affiliate schools. Inspired by the vision of Catherine McAuley, a Mercy school fosters the values of service, hospitality, justice, compassion, respect, and courage. We hold the care, safety and wellbeing of children and young people as a central and fundamental responsibility.

In 2023 the College had an enrolment of 1269 students from 913 families and a CTC score of 99. The College operates as a multi-campus school with all 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, VCE Vocational Major, Victorian Pathways Certificate (VPC), and VET studies both onsite and through the local TAFE.

The College's Guiding Principles are to encourage students to reach 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. The College promotes social justice through service at the local level and student leadership is valued highly.

Emmanuel College itself is growing. Year 9 students undertake the 9@RICE program, where RICE denotes Resilience, Innovation, Community and Exploration; characteristics that will shape and influence a student's understanding of their learning and the role they play in thinking and working independently. In 2023 works commenced on building the Edmund Rice Centre to deliver the 9@RICE program, and on completion, will see all year levels located on the one site at the McAuley Campus.

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## Principal's Report

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### Principal's report

2023 saw the launch of the Emmanuel College Strategic Plan for the next four years. This followed an extensive consultation process with major stakeholders, including students, staff, and parents through the College Advisory Council. The new Strategic Plan identified where continued opportunities for growth exists under five key pillars:

1. Faith Centred in Mercy
2. Learning and Innovation
3. Wellbeing
4. Community Connection
5. Resources and Stewardship

Practises that model and enhance child safety will be incorporated into each of the five pillars as part of the College's commitment to creating a child safe environment where children are free to enjoy life to the fullest without any concern for their safety. Emmanuel College has a zero tolerance to child abuse.

There were many achievements and celebrations for the year, with the main one being the construction of an exciting new facility due for completion in November 2024. The facility named the Edmund Rice Centre will provide an innovative and flexible learning environment for the 9@RICE program and facilitate the consolidation of Emmanuel College onto one campus.

Other achievements included the establishment of a scholarship program with the Star of the Sea Parish to support families from the Catholic network primary schools who would not be able to afford an Emmanuel College enrolment without financial assistance. The weekly Emmanuel College community meals continued to be well attended, with around 800 meals provided annually. Student fundraising activities supported a range of local, national, and international charities, including Food Share, Caritas, Mercy Works, and the Ruben Centre in Kenya.

The Red Earth immersion program was introduced in 2023, which saw a group of Year 10 and 11 students travel to the remote Indigenous homelands of Central Australia to learn from Elders and Traditional Owners and to fundraise and participate in a community project to construct a barbeque to cook for large gatherings. The College continued to purchase laptop covers for students from Boneca de Attauro in East Timor which supports the small Women's Collective who hand make every item.



A student Green Group @Emmanuel was established to promote environmental sustainability and the Young Vinnies group continued to be active in supporting social justice and community services. Several successful events were held, including St Ann's Day, the CBC Catch-Up, 'Frozen' Junior school musical, Year 9 passion projects exhibition, Fit4Life program and parent information series such as Time and Space, and Creative Arts exhibition.

Emmanuel College students continued to be strong performers in all areas of sports throughout 2023, with championship medals received for football, netball, cricket, clay target shooting, swimming, and athletics. Two Year 12 students were successful in the AFL draft in being selected to the Essendon and Geelong football clubs.

The curriculum program remained focussed on delivering relevant, engaging learning experiences to students. Achievements included enhancing IT systems and software applications to assist teaching and stimulate learning, running successful Professional Learning Communities (PLC) sessions facilitated by staff on a range of topics, and the expansion of the applied learning program with the introduction of the VCE Vocational Major and Victorian Pathways Certificate (VPC). The College Dux was Emily Mahony who achieved an ATAR score of 99.

The future for Emmanuel College looks bright with enrolment interest high and this was evidenced by strong attendance at the opening evening, the take-up of Tours on Tuesday, and the highest number of Year 7 enrolment applications received for the 2024 school year.

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## Catholic Identity and Mission

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### Goals & Intended Outcomes

#### OUR ASPIRATION:

The Catholic tradition and our Mercy Heritage are the foundation of the Emmanuel College culture. The College, through its relationships, practices and curriculum, invites staff, students and their families to a deeper awareness of the gospel values of faith, hope and love and to grow in their understanding of spirituality, social justice, service and the dignity of the human person.

As a Catholic school, we value the opportunity to engage in the development of our Catholic faith, with contemporary experiences of religious education, liturgy and outreach, with a particular focus on 'Faith centred in Mercy'.

#### PRIORITIES:

- To enable our Mercy ethos to enrich our culture through multiple areas including social justice and community service, curriculum, artworks and the built environment, the annual college theme, the celebration of Emmanuel Day and professional learning experiences.
- To explore greater service learning opportunities for staff and students.
- To engage students and staff to appreciate our contemporary Australian Catholic Church.
- To deepen our focus and understanding of First Nations people and their spirituality as a way to enrich our own experience of culture and spirituality.
- To use the school's ECSI data to inform our understanding of the college community and to increase dialogue between students, staff and families.
- To enrich the culture of Emmanuel College by developing awareness and understanding of the faith diversity of the college community and the ways it enriches individuals capacity to take their place in a diverse, multifaith and multicultural society.

### Achievements

Overall achievements in the area of Catholic Identity and Mission during 2023 include:

- Active Faith and Mission Team, with social justice, environment and sustainability, and RE curriculum coordination, including appointment of Director of Faith and Mission to oversee Catholic identity.

- Revision of curriculum in accordance with the Ballarat Diocesan RE curriculum (Awakenings) from Year 7 to 10 with the support of Catholic Education Office Ballarat (CEOB).
- Regular meetings with Secondary Religious Education Leaders (RELS) in the Ballarat Diocese, to support changes to curriculum.
- Planning in year level teams and a Team Leader in each year level to enhance curriculum, including a review and collaborative rewriting of Year 10 curriculum.
- Sourcing of and promoting quality RE subscriptions as a resource for staff and students.
- Staff supported to complete Accreditation to Teach RE in a Catholic school or other accredited courses in RE and theology.
- Two staff completing the REAP program in 2023.
- Year 12 retreat facilitated by guest speaker and pilgrim Sam Clear who inspired students and staff with his global 'walk for unity'.
- Year 12 Religion classes expanded their program to include guest speakers, including representatives from local charities, and community members who spoke about their refugee experiences. These events reveal the importance of exploring stories different to our own, to enhance understanding and empathy through dialogue.
- Year 7's continued with the 'Fight For Fair' unit in which they collaborate to explore, fundraise and raise awareness of a social justice issue or charity, such as the Indigenous Literacy Foundation.
- Faith and Formation days at Year 7 and 8, utilising the Australian Youth Ministry Team, which enable students to participate in their faith and spiritual development, as well as exploring relevant themes linked with Catholic Social Teaching and our RE curriculum.
- Development of Year 9 Faith and Formation Day as part of their immersion week on the 9@RICE program. This established links and highlighted a shared history between organisations that have a similar Catholic foundation, such as MacKillop Family Services, Brophy Youth Services, and St Vincent de Paul Society, with a focus on social justice, exploring local charities and our own Emmanuel Community Meal.
- Fundraising and awareness raising events continued to be explored, focusing on Caritas/Project Compassion, Vinnies Winter Appeal, Foodshare, Mercy Works and the Ruben Centre.

- Planning of the regional Seeds of Justice program for several Victorian Mercy schools by the Social Justice Coordinator, in conjunction with Mercy College Camperdown, with the theme 'A vision of Mercy: To welcome the stranger and the needy'.
- Continued to develop student Social Justice group, with a focus on fundraising.
- Work within the environmental and sustainability area is guided by Pope Francis' encyclical, 'Laudato Si', leading to the establishment of a student 'green group'. This group produces education around environmental issues and works to directly improve our natural environment.
- Class and year level liturgies began with Opening College Mass celebrated by Fr John Corrigan and concluded with end of year masses for Year 7 and 8 and Year 12 Valedictory Mass celebrated at the Star of the Sea Parish by Fr Bill Lowry.
- Liturgies included the staff network Mass and whole staff end of year Mass, plus opportunities for prayer and reflection throughout the year, including All Souls Day, St Ann's Day Mass and celebrations, Ash Wednesday prayer services and CBC 60th reunion Mass.
- Support provided to students and staff via daily prayers published on school intranet, weekly staff briefings, various assemblies, meetings and events.
- Maintenance of campus chapels, and visual documentation of significant and historical features and artworks at Rice Campus.
- Whole staff professional development day 'Mercy in action', planned and facilitated by the Director of Faith and Mission, exploring Mercy values through our history and foundations as well as through digital and social inclusion.
- Director of Faith and Mission involved in planning for Emmanuel Day celebrations and activities, raising funds for Mercy Works and the Ruben Centre. Our Emmanuel Day liturgy explored the theme 'Courage to climb', based on Mercy values.
- ECSI Enhancing Catholic School Identity surveys conducted with students, staff and parents, with significant increase in participation, providing a more viable data set to guide decision making around Catholic identity.
- After completion of Masters of Education Leadership by Social Justice Coordinator, implementation of final research project into design classes, which focused on integration of Mercy values into creative arts/design curriculum and other aspects of the College.

- Assisting student leaders to create the College theme by exploring the Mercy values, and promoting and integrating the theme into celebrations throughout the year, enhancing a sense of connection to our Mercy values, history and founders.

## Value Added

- Catholic identity highlighted with return of staff 'cross presentations', displayed in each campus front reception, creating a visual sign of the school's Catholic identity.
- Establishment of the initial stages of the FIRE Carrier indigenous program.
- Students supported with applications to various competitions and awards, such as the Mercy Youth Foundation awards, and Australian Catholics Young Voices award.
- Continued involvement and participation in the Ursula Frayne speech festival, with various schools founded in the Mercy tradition.
- The Environment and Sustainability Coordinator liaised with various local and national organisations to coordinate school based events such as Clean up Australia Day, Ride to School day and World Environment Day.
- The Environment and Sustainability Coordinator also implemented recycling bins in junior classrooms, and established a clean up program for classes.
- Working towards Sustainable Schools status, and efforts in climate and health were recognised by the Healthy Schools Achievement Program.
- Other environmental initiatives include local tree planting days, balloon recycling and a program to inspire the reduction of single-use plastic.
- The Social Justice Coordinator continued to support the ongoing connection with the Soup Kitchen that operates from St Joseph's Church Warrnambool.
- The College Social Justice Coordinator continued to develop and refine the Community Meals program, providing around 900 meals for the vulnerable within the Warrnambool community during 2023. Also introduced student volunteers to the program, who collaborated with staff, and provided a valuable community service.
- Social Justice Coordinator liaised with members of the local Emergency Response Network, to further assist vulnerable attendees to our Community Meal and to inform our own procedures and policies.

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## Learning and Teaching

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### Goals & Intended Outcomes

#### OUR ASPIRATION:

To unlock the potential of young people to live and work in the twenty-first century and to be positive contributors to their community, Emmanuel College will use evidence-based practice and student collaboration to design and deliver relevant, engaging learning experiences that give rise to student's critical thinking, self-awareness, and responsibility for their own learning.

#### PRIORITIES:

- To make shared practise the cornerstone of pedagogical planning and teaching strategies.
- To support educators to collaborate in order to enhance contemporary learning, including curriculum development, differentiation, inclusive practices and early learning intervention.
- To undertake a review of the junior school, including (but not limited to) the curriculum, programs, structures, facilities, operations, and activities) to enable the design of an innovative model of learning and teaching aligned with the reimagined year nine and senior school.
- To extend the opportunities for pathway and career planning including the investigation of the suitability of the Morrisby career profiling for Emmanuel students.
- To utilise the ICT committee and its road map to provide and/or develop IT systems, software and applications that enhance teaching and learning.
- To use feedback mechanisms (PIVOT, ARM, Student Voice) to assist curriculum planning and enable the professional growth of teachers.
- To build staff capacity through coaching, innovation, data analysis, and succession planning for current and future leadership opportunities.
- To develop the Literacy Framework in a timely, realistic, and consciously paced way so each element can be explored.

### Achievements

- Professional Learning Communities (PLC) sessions facilitated by teachers covering a range of topics, including audio feedback, giving student choice, ICT tips, using PAT data, Edrolo, PIVOT, classroom warm-ups, making learning interesting, and ChatGPT.
- Seminar presented by consultant, author, and PhD candidate, Leon Furze, aimed at helping teachers to navigate artificial intelligence (AI) and utilise as a planning tool for classes.

- Ongoing development of the Academic Handbook as a resource to support staff with teaching and learning requirements. Updates included further details on plagiarism due to AI and information on semester reports.
- Strong attendance at Study Hall by students. The program provides homework and study support in the school Library's reading rooms before and after school.
- Active ICT committee, and achievements included improving functionality for sharing information with replacement teachers and transitioning Personal Learning Plans (PLPs) to SIMON.
- Introduction of SIMON Digest which releases fortnightly emails to parents summarising student information accessible on the Parent Access Module (PAM).
- Catch-Up Assessments (CAT) process refined, and Learning Diversity staff employed to assist with overseeing to help reduce teacher workload.
- Successful introduction of VCE Vocational Major and Victorian Pathways Certificate (VPC) and professional development undertaken on the new courses by all Applied Learning staff.
- Relationship building with new industry stakeholders to assist with providing career and practical learning opportunities for students, including the Neil Porter Legacy.
- Refurbishment of Arts spaces to promote a more inclusive and creative environment, resulting in quality VCE artworks, increased production levels and the diversity of art forms being explored.
- New study designs implemented and a revision of curriculum across the board, leading to greater awareness of scope and sequence of learning.
- Public speaking success, with student participation in the Frayne Festival and Eisteddfod.
- Development of a new English elective to be introduced at Years 8 and 10 from 2024 to help boost VCE Literature numbers.
- Engagement of literacy expert, Hailey Harrison, to work with staff on creating a whole school literacy approach.
- Representation by two Faculty Coordinators in the Improving Literacy in the Secondary Years (ILSY) program to consolidate work undertaken to enhance leadership practices within every key learning area.
- Staff participation also in the Ballarat Diocese's Whole School Improvement Team (WSIT) for literacy development.
- Library and English Faculty trialled the Emmanuel Reads program where in an extended Homeroom, everyone across the school was involved in reading. The trial was deemed a success and would now run annually.
- Junior school students were encouraged to visit the Library to borrow and return books and had sessions on finding a good read, writing reviews, using digital reading platforms, and participating in the Premier's Reading Challenge and National Simultaneous Story Time.
- Many classes sought assistance from the Library with bibliographies and using the World Book Online for Humanities projects in Year 7 and 8.

- Continued to attract strong numbers in VCE Physical Education, Health and Human Development, and Outdoor and Environmental Studies, and continued to look for ways to engage these students outside of the classroom to provide practical activities and real-life experiences to the theory content. One example was students visiting local retirement villages to work with the elderly.
- The Academies of Sport remain as popular programs across Years 8 to 10. Students involved in these subjects use new technology, such as GPS units, drones, and iPads to gather data about their own performance and analyse skills and strategies in a variety of ways.
- The Year 9 Boys Football Academy class were able to attend the ANZAC Day eve match between Melbourne and Richmond in front of 85,000 at the MCG, whilst the Year 9 Girls Football Academy also attended a game and had the opportunity to train at Ikon Park with AFLW Carlton Coach Mat Buck.
- Humanities introduced new Civics and Citizenship units at Year 7 and 8 to expose students to more content on democracy and Australia's legal and political framework. This included running an Emmanuel College Junior Mock Election at Year 8, which was a great success.
- Humanities also introduced a fieldwork focus for the Year 7 Geography unit, Place and Liveability, and students participated in the Australian Geography Competition and represented the school at ANZAC and Remembrance Day services.
- Students experienced visits of exchange students from Japan (AIU) and France (Saint André, Colmar), and were excited about overseas language trips being offered again after these ceased during the pandemic.
- Japanese assistant employed in Semester 2 from Miura to assist with language classes.
- A range of language opportunities were provided to students, including a Japanese Drums performance and a special VCE French cooking class with a chef from the French Cooking Academy.
- VCE Unit 3 and 4 Foundation Maths was introduced, and students took to the subject enthusiastically and commended for achieving results above the state average, particularly given the limited resources provided by VCAA and publishing companies.
- Students participated in Maths competitions and extension programs, including the MAV maths competition, Curious Minds program for girls in STEM, and the AMT CAT and AMC competitions where High Distinctions were received.
- The Maths Acceleration elective increased to two classes and a number of students are looking to undertake Methods in the earlier year levels.
- A significant improvement was seen in the VCE Drama results, helped by students being able to travel to Geelong to attend VCAA workshops.
- The 'Frozen' production provided a fantastic opportunity for students to perform and interact together again after the pandemic. Students also attended a range of performances to enhance the curriculum, including the Melbourne Symphony Orchestra and Commedia Del Arte troupe.



- Religious Education curriculum was reviewed and developed across all year levels, and at Year 7 to align with the school's transition to a House base system.
- Alumni voices and guest speakers were incorporated into RE units to celebrate and embed inclusivity and cultural diversity at the school.
- Increased student participation in the national Big Science Competition, with excellent results.
- Changes made to Year 10 Science to mimic the VCE structure has improved engagement with Chemistry and Physics, particularly female participation in these previously smaller classes and male dominated subjects.
- Textiles students produced some wonderful products and folios, and successfully participated in fashion shows. Food Studies saw a huge increase in uptake and resulted in staff, including the assistants, working creatively to deliver the content to some very full and busy classes in the face of massively increasing grocery costs.
- Systems Engineering proved popular again with senior students also getting to attend the biannual Air Show in Geelong where they were exposed to the very latest engineering technology and career information.
- Many hours outside of the work day were spent improving Technology courses and learning new content to bring to students. This included refining the Year 10 Submarine project and introducing VEX Robotics to the Year 9's where they also travelled to Geelong to win a regional competition and entry into the state titles.
- The 9@RICE program continues to be successful, especially the Passion Projects and immersion weeks.

## Student Learning Outcomes

- The move of NAPLAN testing from May to March meant that it is not appropriate to compare this data to previous years. Therefore, NAPLAN has not released growth data for students. Also, Year 7 data is even less reflective of student progress at Emmanuel, as they had only been in classes for a very short period of time.
- Reporting of results to parents was simplified to 'exceeding', 'strong', 'developing' and 'needs additional support'. Most Emmanuel students were in the 'strong' category.
- For Year 9 Reading, boys are slightly above state and national data for boys, whereas girls are slightly below that for girls. Girls are on average slightly better readers than boys.
- Girls are markedly outperforming boys at Writing for national, state and Emmanuel data. However, Emmanuel students are slightly below the state on average for their gender.
- Spelling and Grammar and Punctuation continue to be areas of concern, where Emmanuel's averages are below the state and national averages.
- Numeracy looks to be on par with national averages, and below state averages for both genders.
- It is difficult to make comparisons between year levels without having the growth data.

- 31 students in Year 7 have been marked as LBOTE (Language Background other than English) and 26 in Year 9.

| <b>NAPLAN - Proportion of students meeting the proficient standards</b> |                   |                         |                   |
|---|-------------------|-------------------------|-------------------|
| <b>Domain</b>   | <b>Year level</b> | <b>Mean Scale score</b> | <b>Proficient</b> |
| Grammar & Punctuation   | Year 7            | 539                     | 69%               |
|   | Year 9            | 551                     | 53%               |
| Numeracy  | Year 7            | 548                     | 79%               |
|   | Year 9            | 564                     | 67%               |
| Reading   | Year 7            | 548                     | 76%               |
|   | Year 9            | 574                     | 70%               |
| Spelling  | Year 7            | 533                     | 73%               |
|   | Year 9            | 556                     | 74%               |
| Writing   | Year 7            | 543                     | 67%               |
|   | Year 9            | 577                     | 64%               |

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

| <b>Senior Secondary Outcomes</b>                  |        |
|---|--------|
| VCE Median Score                                  | 29     |
| VCE Completion Rate (includes VCE VM completions) | 98.80% |
| VCAL Completion Rate (VCAL Intermediate)          | *      |

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

| <b>Post-School Destinations as at 2023</b>   |   |
|--|---|
| Tertiary Study   | * |
| TAFE / VET   | * |
| Apprenticeship / Traineeship   | * |
| Deferred   | * |
| Employment   | * |
| Other - The category of Other includes both students Looking for Work and those classed as Other | * |

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## Student Wellbeing

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### Goals & Intended Outcomes

#### OUR ASPIRATION:

To 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.

#### PRIORITIES:

- To engage wholeheartedly with proactive practices which strengthen community wellbeing through the Fit4Life model.
- To explore opportunities for the inclusion of a regular Fit4Life lesson within the curriculum.
- To enhance through the Fit4Life framework the social emotional development of students.
- To grow and capitalise further Student Advocacy pathways within the College.
- To support staff with challenging student behaviour and develop strategies to encourage positive behaviours for learning.
- To foster connection, belonging and personal growth for staff, students, and parents.

### Achievements

- Active Student Voice Committee, enabling students to raise and discuss matters, with several suggestions received and improvements made.
- Whole school participation in activities for awareness events, such as diversity month, mental health month, national conciliation week, RUOK Day, and Be Kind Day.
- Participation from the school community in International Women's Day through the "Girls Got Talent" concert.
- Excellent support for the Year 7 mother/female mentor and child evening.
- Enhancement of the house system through the House Cup.
- Weekly Mindfulness sessions for staff and students.
- Student leadership development through opportunities to lead activities at year levels and within house groups during extended homeroom time, including a pancake breakfast, scavenger hunt, and a range of quizzes and competitions.
- 15,525 commendations issued across the school recognising Academic effort, Community Service and Social Justice, Leadership and Positive Role Modelling, Sporting achievement, and Arts and Cultural experiences. In total 18,885 points were allocated to students in the school with over 600 students receiving Merit Badge awards.

- Development of a Strong Girls program at Year 9.
- All staff completed the annual mandatory reporting elearning module and participated in professional development at staff meetings on the Child Safety Standards. Staff also acknowledge and sign each year the Mercy Education Code of Conduct committing to these requirements.
- Professional development workshops held, and ongoing training opportunities provided to staff on Learning Diversity.
- Personal journey shared in a presentation to staff from a student diagnosed with ADHD.
- Ongoing partnership in the Standing Tall Program for identified students in Year 9 and with many continuing through from the previous year.
- Continued to provide training opportunities for staff in Youth Mental Health First Aid.
- Successful gala sports days that further enhanced the house system.
- Student participation in the Journal Club ran by staff volunteers.
- Pat Cronin Foundation presentation to Year 9 students on providing education, strategies, and resources to empower young people to stop violence and end the coward punch.
- Enhancement of Emmanuel Day activities to provide an all-inclusive event for students.
- Cyber safety and respectful behaviour online presentation to Year 7 and 8 students by local police liaison officers.
- 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 and Trinity College.
- Year 10 students participated in the Melbourne City Pathways Experience for two nights.
- Year 11 students participated in a retreat held in Halls Gap for two nights.
- Social activities included the Year 10 disco, Year 11 recycled dress formal, and Year 12 winter ball.
- Motivational speaker Ben the Bandit presented to Year 9 students on resilience.
- 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.
- Be You Survey implemented for all students and staff.
- More than 300 referrals (313) for individual students were received and managed by the Wellbeing Team. There was a slight increase in numbers at Year 9 and 10, which was attributed to the COVID-19 lockdowns, remote learning, 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 2023 with many of these students staying connected formally and then informally for the whole year.

- More than 100 referrals were received for targeted groups, such as anxiety, social skills, and Standing Tall.
- The most common presentations included, anxiety, social/friendship issues, and learning difficulties/feeling overwhelmed.
- 20 child behaviour checklists were administered, seven ADOS-2 (autism diagnostic), and 19 Conners (ADHD assessment).

## Value Added

- Introduction of weekly community gatherings in Year 7 to 9.
- Implementation of a house leader at Year 9.
- Fit4Life parent series covering a range of presentations, including safe partying for teens with Sonya Karras and a parent guide to supporting teenagers with Greg Mitchell.
- Fit4Life mind, body, and soul day at Year 12.
- Road Smart interactive safety incursion for Year 9 and Year 10 students.
- Vaping presentation for Year 9 students.
- Emmanuel Day celebration raised over \$6,000 for Mercy Works and the Ruben Centre, Kenya.
- Year 12 retreat presentation with Sam Clear who spoke about his 15,600 km walk for unity across the world.
- Year 10 Respectful Relationships day.
- New Year 7 parent Fit4Life session on managing the transition from primary school to secondary school.

## Student Satisfaction

The 2022 School Improvement Framework (SIF) data for students' socio-emotional experience revealed the following from the previous SIF survey. However, it is suggested that the results were impacted by COVID-19 and interrupted schooling in 2022.

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%

PIVOT Data:

- Strong responses in the area of relationships in positive figures.
- “The teacher respects me for who I am” - 5.02 (Semester 1), 4.97 (Semester 2).
- Across the whole school, questions in the area of relationships averaged from 4.6 to 5.1, which is positive given 3 is the average.

## Student Attendance

Procedures for monitoring attendance at Emmanuel College:

- Homeroom 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 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, and this is then 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 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 are 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) is sent by administration staff 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 is 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 is issued with a pass and the note from the parents is 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, have a student absence recorded in SIMON for the release times of these classes as communicated by the provider. Attendance of external courses is 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, providing 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.

| <b>Years 9 - 12 Student Retention Rate</b> |       |
|--|-------|
| Years 9 to 12 Student Retention Rate       | 80.0% |



| <b>Average Student Attendance Rate by Year Level</b> |       |
|--|-------|
| Y07  | 89.3% |
| Y08  | 87.0% |
| Y09  | 87.1% |
| Y10  | 84.4% |
| Overall average attendance                           | 86.9% |

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## Leadership

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### Goals & Intended Outcomes

#### Overarching Improvement Priority:

Inspired by the Emmanuel vision, we will grow our reimagined learning community.

#### 2023 Annual Action Plan from the Strategic Plan 2023-2026:

##### Faith Centred in Mercy

- To enable our Mercy ethos to enrich our culture through multiple areas including social justice and community service, curriculum, artworks and the built environment, the annual College theme, the celebration of Emmanuel Day and professional learning experiences.
- To deepen our focus and understanding of First Nations people and their spirituality as a way to enrich our own experience of culture and spirituality.

##### Learning and Innovation

- To make shared practice the cornerstone of pedagogical planning and teaching strategies.
- To develop the Literacy Framework in a timely, realistic, and consciously paced way so each element can be explored.

##### Wellbeing

- To enhance through the Fit4Life framework the social emotional development of students.
- To grow and capitalise further Student Advocacy pathways within the College.

##### Community Connection

- To develop innovative opportunities for parents and alumni to engage with the College in ways that provide meaningful involvement in the life of the College.
- To enrich our College community through ongoing relationships with the local parish and Catholic primary school network.

## Resources and Stewardship

- To continue sustainable practices that support an eco-friendly environment, whilst also contributing to the health, wellbeing, and learning capacity of the Emmanuel community.
- To utilise the ICT roadmap to guide investment for innovation in learning and resourcing.

## 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, 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.

The Strategic Plan 2023-2026 was launched in 2023 after an extensive consultation period with the College stakeholders. Feedback was collected using the Strengths, Opportunities, Aspirations, and Results (SOAR) appreciative inquiry approach. The compilation of this information highlighted the areas which the College already does well and signalled the areas where continued opportunities for growth exists. Each year the College will develop an Annual Action Plan that identifies the priorities to be worked on from the Strategic Plan.

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

### List Professional Learning undertaken in 2023

Professional development days for staff were held during 2023, including a Shared Practice Summit: Embracing Technology which included keynote speaker and experienced educator, consultant, and writer Leon Furze who presented on practical strategies for using ChatGPT. Greg Mitchell presented at another PD day on Praise, Mindsets, and Poise, focussing on the role of praise in the classroom and what a true growth mindset is.

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. This included participating in training and planning sessions delivered by VCAA on all VCE Vocational Major (VM) units and the Victorian Pathways Certificate (VPC), and changes to VCE study designs and assessment.

Professional Learning Communities (PLC) delivered by staff were also held throughout the year and covered topics such as, analysing PIVOT data teacher, classroom warm ups, and using Edrolo and PAT data. A snapshot of other professional learning activities undertaken in 2023 included:

Addressing behaviour challenges

Ticking Mind – English graduate teachers' day

Improving Literacy in Secondary Years (ILSY)

Improving spelling instruction and spelling accuracy

The Age Schools Summit

Religious Education Accreditation Program (REAP)

Differentiation for all learnings

Engaging all successfully in mathematics and numeracy

Every teacher can teach First Nations history

Supporting English as an Additional Language (EAL) learners

Resilience Project

EduTech Conference

VCAA exam supervisory training  
Dynamic Indicators of Basic Early Literacy Skills (DIBELS)

| <b>Expenditure And Teacher Participation in Professional Learning</b> |          |
|---|----------|
| NAPLAN workshops and webinars   |          |
| Number of teachers who participated in PL in 2023                     | 99       |
| Average expenditure per teacher for PL                                | \$799.00 |

## Teacher Satisfaction

The last Insight SRC Survey was conducted at the College in 2022 and the results from this 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.

| <b>Teacher Qualifications</b> |       |
|-------------------------------|-------|
| Doctorate                     | 0.0%  |
| Masters                       | 12.4% |
| Graduate                      | 20.4% |
| Graduate Certificate          | 10.0% |
| Bachelor Degree               | 51.2% |
| Advanced Diploma              | 4.5%  |
| No Qualifications Listed      | 1.5%  |

| <b>Staff Composition</b>              |       |
|---------------------------------------|-------|
| Principal Class (Headcount)           | 4     |
| Teaching Staff (Headcount)            | 141   |
| Teaching Staff (FTE)                  | 118.2 |
| Non-Teaching Staff (Headcount)        | 86    |
| Non-Teaching Staff (FTE)              | 75.3  |
| Indigenous Teaching Staff (Headcount) | 0     |

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## Community Engagement

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### Goals & Intended Outcomes

#### OUR ASPIRATION:

Emmanuel College commits to enhancing student learning and wellbeing by strengthening its relationships and partnerships with families, alumni and the wider community, while nurturing and enhancing a welcoming, connected and inclusive culture.

#### PRIORITIES:

- To develop innovative opportunities for parents and alumni to engage with the College in ways that provide meaningful involvement in the life of the College.
- To nurture and enhance an inclusive engaged Emmanuel community, promoting a Mercy education within our wider community and growing region.
- To further embed a genuine commitment to reconciliation and to the Gunditjmara people as traditional custodians of our College lands.
- To equip our graduates to thrive in a challenging, dynamic and technologically advanced world, we will actively explore a Year 13 program for graduate students.
- To partner with former staff to celebrate our rich history and shared stories and to establish a past staff members association.
- To enrich our College community through ongoing relationships with the local parish and Catholic primary school network.
- To develop a relationship with Mercy Health (Mercy Place) to implement a partnership incorporating the 9@RICE program and allowing for intergenerational connection and learning.
- To further develop extensive access to expertise and grow greater awareness of opportunities available to students through the alumni network.

### 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 have 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.

### **Parent Satisfaction**

The last Insight SRC survey was conducted in 2022 and the number of parent responses to this 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.

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## Financial Performance

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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](http://www.acnc.gov.au).

For more detailed information regarding our school please visit our website at [www.emmanuel.vic.edu.au](http://www.emmanuel.vic.edu.au)