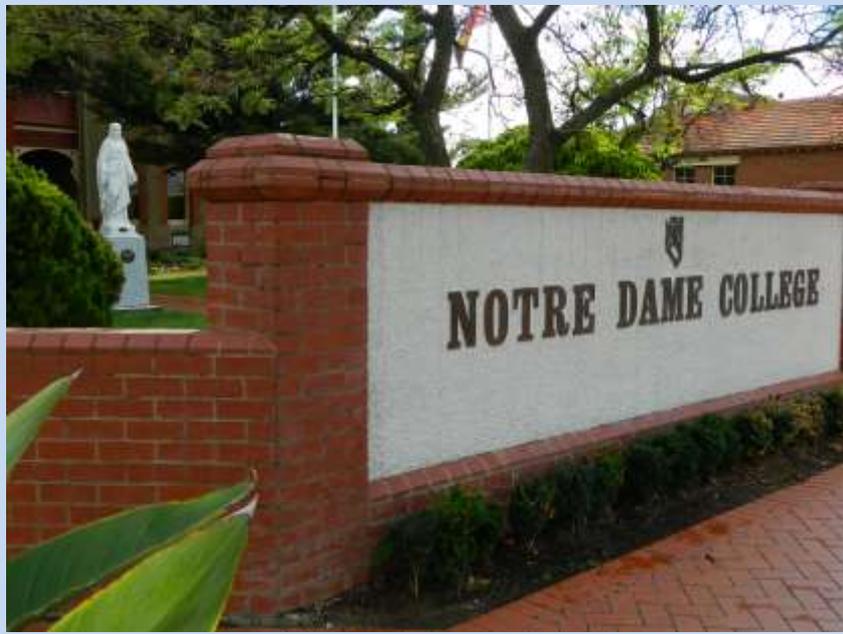


2016

ANNUAL  
REPORT  
TO THE SCHOOL  
COMMUNITY



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**NOTRE DAME COLLEGE  
SHEPPARTON**

REGISTERED SCHOOL NUMBER: 3013

NOTRE DAME COLLEGE



*To Seek To See To Respond*

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## Minimum Standards Attestation

I, John Cortese, attest that Notre Dame 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 2007 (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 2016 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth)

19 May 2017

## Our College Vision

### Mission Statement –

Notre Dame College is a Catholic, co-educational Secondary College located in Shepparton, within the Goulburn Valley region of Victoria. Built on Marist/Mercy traditions, we endeavour to provide a comprehensive and challenging educational experience for all students and staff in a faith-filled, pastoral community. Together with families, we strive to develop the full potential of each individual within a just and caring Christian community.

### Values Statement –

**Faith** – We seek to make students aware of our rich Catholic heritage, and we nurture this as the source of our Catholic identity and living.

**Spirituality** – We endeavour to develop an active, living expression of Christian values in the individual lives of our students. We commit ourselves to nurturing spirituality in our College community so that a frame work is provided for the living-out of Gospel values.

**Tradition** – We value the living tradition inherent in the Catholic story. We go forward with a sense of the work accomplished by our predecessors. We appreciate our identity and we strive to further build upon the faith and commitment of the Mercy and Marist congregations.

**Excellence** – We seek to promote an environment whereby students and staff are able to develop themselves to their fullest potential. We seek to provide a curriculum and structure whereby students can experience success according to their unique personal capabilities.

**Development of the Whole Person** – We believe in the nurturing of the individual as a whole person. This entails spiritual, physical, psychological, social, aesthetic and emotional development, within a caring environment.

**Self-esteem** – We encourage every person within the Notre Dame College community to feel respected, loved and valued. We seek to provide opportunities for the interaction of all, and for the promotion and development of talents and abilities.

**Community** – We recognize that Notre Dame College encompasses and involves students, staff, parents and the wider community, and we encourage dialogue on all important matters. We believe that students should be critically aware of the community in which they live, and be encouraged to make a significant contribution to their world.

**Justice** – We strive to ensure that all members of the College community are treated with fairness, integrity and equality. We endeavour to nurture the values of Christian justice, compassion and reconciliation. We strive to uphold the worth of every person, not only through affirmation of their achievements, but by encouraging awareness of the needs of others and by fostering respect, fairness and care in all our relationships, both within and external to, our College.

## College Overview

Catholic Secondary education commenced in Shepparton on 23<sup>rd</sup> February, 1902, when the sisters of Mercy opened Sacred Heart College with an enrolment of nineteen boys and girls, ranging in age from six to sixteen.

For some fifty years, the Sisters were responsible for Catholic Secondary education in the area and catered not only for day pupils, many of whom were from other Christian denominations, but also for boarders. The Marist Brothers were then invited to conduct a Secondary college for boys and so, on 9<sup>th</sup> July, 1951, St. Colman's College commenced with an enrolment of one hundred and five boys from Grade 5 to Form 3 (Year 9).

Both Colleges began to expand in the early 1960s and extensive building projects were undertaken to cater for the increasing enrolments. In the following decade the possibility of some form of rationalisation of resources and shared classes was explored at length. Finally, in April 1983, a decision was taken by the Bishop of Sandhurst and the Superiors of the two religious congregations concerned to amalgamate the two Colleges in 1984.

The new College was given the name of Notre Dame College. A name derived from the French translation of Our Lady, a title used universally by Catholics for Mary, the Mother of God. We are the only College of this name amongst the Catholic Secondary colleges of Australia. Since the two religious orders historically involved in the College, the Marist Brothers and the Sisters of Mercy, are both dedicated to Mary, their common tradition is symbolised by this choice of name.

Notre Dame College occupies the buildings and grounds of its predecessors and the administration centre is situated in the former Convent of Mercy. Late in 1998, Notre Dame College and St. Brendan's Primary School moved into a shared reception area situated between the College and the Primary school.

Notre Dame College moved from being a co-sponsored College involving the Sisters of Mercy, the Marist Brothers, and the Bishop of Sandhurst as Governors, to a Parish-based College, with the Parish Priest of St. Brendan's Shepparton as the Canonical Administrator, in 2008.

Following an extensive period of investigation, an applied learning-orientated curriculum was designed for our Year 9 students and purpose-designed facilities were built on the Emmaus Campus. The Year 9 students moved to the Emmaus Campus in 2009.

Our specialised McAuley Champagnat Programme, which was established in 2005, also moved to the Emmaus Campus in 2010.

Notre Dame College derives its strength and vision for the future from the long tradition of service to Catholic education provided for over a century, to the people of the Shepparton area.

In 2016 the College had the following student numbers –

- Year 7 – 286
- Year 8 – 296
- Year 9 – 331
- Year 10 – 296
- Year 11 – 291
- Year 12 – 233

Total student population in 2016 was 1,733

## Principal's Report

The 2016 school year, as evidenced by staff, student and parent comments, came and went in record time, especially when compared to recent school years. It has been wonderful and gratifying to see those associated with Notre Dame College – staff, students, parents, Board Members and Parents & Friends Association members – continue to tackle the challenges of the 2016 school year in the academic, religious, sporting and cultural areas with endless enthusiasm and keenness, and then witnessing all reaping the rewards and benefits of their hard work.

The year saw some excellent work undertaken in many areas around the College by staff, students or parents. I would like to thank all members of the College community who have given freely and willingly of their time in many different projects carried out to ensure that the physical, cultural, religious and educational environments are of the highest standard possible. Many events and issues that occurred through 2016 have left a lasting impression on all involved.

Significantly, in late 2016 we commenced our building programme aligned to our new Master Plan. Work on an \$8 million Science and classroom facility commenced, whilst plans for the next stage, a \$6 million Arts and classroom complex to be built in 2018, continued to be developed.

Staff have continued to accept and meet the many challenges thrown their way. The work carried out in curricular programmes – Professional Learning Teams concept of supporting each other to develop teaching capacity, providing students and parents with more extensive online progressive feedback, the training and time required to incorporate technology into teaching programmes, and the variety of teaching and learning approaches to meet the needs of many students – are but a few examples of the work teachers are involved in.

Significantly also, in 2016, two Reviews were undertaken, facilitated by external providers. The Review of our McAuley Champagnat Programme (MCP) was completed in 2016 with recommendations to be implemented in 2016 and 2017. The whole school review of Teaching and Learning was completed in late 2016, with implementation of the recommendations to be undertaken in both 2017 and 2018. I wish to thank all staff who were part of the Curriculum Review Team for their significant contributions to these Reviews.

I would like to congratulate each of the students who were voted into positions of responsibility by the student body, such as the College Captains and House Captains. Those students faced the challenge of both representing the College on many occasions, and being role models for other students; they all had a very successful year. What an outstanding group of student leaders we had in 2016.

Also, I would like to publicly acknowledge the support given to me by the College Board. The time given on a voluntary basis to meet the many, often onerous requirements of being a College Board member, is enormously appreciated by the College community and myself. Board members have also significantly been a presence at many College events and/or functions in 2016, spending time mixing with parents and gathering views and opinions to further improve our great College.

A special thank you to our Board Chairperson, Mrs. Katherine Hunt, for her vision and energy, both of which are always on display.

Students again represented our College in a huge range of sporting competitions, achieving outstanding results at local, regional and State levels. I would like to congratulate all students who cooperated excellently with staff on the various days, and who participated with a very friendly, yet competitive, spirit.

The reputation of Notre Dame College students attending various retreats, Remar activities, immersions, camps and subject-based excursions is outstanding – and continued throughout all ventures undertaken over the year. Students were outstanding in manners, always prompt to meeting places for various activities, and excellent in their general behaviour (as evidenced by regular feedback I received from organizations who praised the overall manners, cooperation and behaviour of our students). They are a credit to themselves, their families and our College. It was a delight to see students enjoying themselves on trips away from the campus with such pride and maturity.

**Students** – the students at Notre Dame College are, in the huge majority, a delightful group of mature and dedicated young individuals, who serve as excellent role models for those who struggle with differing levels of dedication and motivation. We are blessed to have these role models in our midst and parents should be extremely proud of the young men and women they have raised.

**Parents/Guardians** – I appreciate the role parents' play in ensuring that we (that is the College, parents/guardians and the student partnership) develop an all-round student who is ready to tackle all the demands of life in a positive and constructive manner. Parental interest in what the students are doing at school (notice here that I did not say helping the students with their schoolwork – rather, showing an interest in what is happening at school and what they are doing at lunchtime, etc.) has an extremely powerful influence on the success of students. This interest is far more powerful than the educational background of the parents/guardians, their income levels, their occupations and their cultural backgrounds. We now see students being more focused on their work and setting high-level goals.

**Staff** – once again, another successful year draws to a close. Despite the difficulties faced, such as adapting to imposed changes, being involved in Reviews, illnesses, increased workloads, financial and personnel cutbacks, etc., staff have continued to approach their duties in a most professional and willing manner. I would personally like to thank all staff for their tremendous efforts throughout the year, and for the support given to me, personally, in my fourth year at the College.

The education profession does not get any easier, especially with the changing social climate that we live in. However, I firmly believe that working in education is one of the greatest professions that we *can* work in. The benefits of working with skilled fellow professionals and developing young minds as they prepare for entry to the wide world provides us with rewards that are difficult to put a material value on. I would encourage any young person thinking of

entering the profession on working in education to follow that dream – the rewards are enormous.

**Entire College Community** – I hope that the entire community realizes that our College is one that is safe, is clean and in good repair, is a nice place to spend the day, is the envy of other schools in many regards, is a place that other people (from outside the College) say positive things about, has excellent attendance rates, is a place that students respect and care for, has excellent student/teacher relationships, encourages students to achieve excellent grades, reinforces the benefits of achievement, and has rules that are respected by students.

I offer my thanks to Fathers Joe and Berny for their support to me, personally, as Principal, and for the spiritual and faith-journey support they provide to the entire College community.

Thank you to my Deputy Principals – Kris Walker, Emma Reynoldson, Karen Fox and Les Billings for their outstanding work and significant support throughout the year. A special thank you to Tracey Watt for her fabulous work, filled with commitment and innovation, as my Executive Assistant.

Once again, thank you to all involved with Notre Dame College for making this such a wonderful school to be associated with.

Best wishes and thanks,

**JOHN CORTESE**, *Principal*

## Church Authority Report

Notre Dame College continues to grow from strength to strength. We are blessed with a Catholic education system where we have good professional support for so many.

This year, throughout the Diocese of Sandhurst, our Bishop is undertaking a review of our Religious Education; this will be a great opportunity for use to reflect on the ways in which we pass on faith in this modern world. Our College will be an important contributor to this process.

As a Catholic school, Notre Dame College endeavours to provide a deep foundation for the whole of the children's lives; for their spiritual formation, for their physical growth, for their emotional wellbeing, and for their educational excellence. This requires the synergetic effort of all staff, all parents, and the body of students.

Preparations are well underway for a sister school at Kialla to be opened at the beginning of 2019. It is an exciting time for Catholic education in the Shepparton Mooroopna area.

In this season of Easter we are reminded of how God is able to do so much more than we can ever ask for or imagine.

You have probably hear that I will now be the Canonical Administrator for St. Mel's Parish, as well as St. Brendan's and St. Mary's in Dookie. Father Berny has also been appointed there as well and we will continue to serve three Parishes. Please keep us in your prayers.

The continued support of each and every one of you is vitally important for a successful education for our children.

May God continue to bless you all.

Yours in Christ,

**REVEREND FATHER JOSEPH TAYLOR**, *Canonical Administrator and Parish Priest*

## College Board Report

In 2016 Notre Dame College continued to thrive under the leadership of our dedicated Principal and his team of Deputies. Members of the Board, Father Joseph Taylor, and the leadership team, continue to work together to ensure that our College community goes from strength to strength.

Our Board meetings began with us gathering together for a light meal, then moving into the Chapel for prayer and reflection. During our time in the Chapel, Father Joe Taylor shared with us some aspect of the Liturgy or the Church which we may not have reflected on in many years, if ever. This gives us the opportunity to reflect on our own experiences and ask questions, helping us to deepen our own faith.

In the last twelve months the College has moved into the amazing new Technology Centre, and staff and students are reaping the rewards of this very modern facility, which is second to none in the local area. We also finalized plans and budget for the new Science building and wait patiently to see this facility up and running in 2017. I know that an enormous amount of time and energy has gone into ensuring that these two projects are not only great learning environments, but that they are affordable assets to our College grounds.

As is our tradition, we again reviewed the Notre Dame College VCE and VCAL results. Our College has much to be proud of however, there was and is some concern about these results. It is reassuring to know that the College is undergoing a rigorous Curriculum Review, aimed at improving our student outcomes in many areas. This will be a subject of discussion at future Board meetings. The research clearly tells us that parents engaged in their children's education are the key to success, and that when schools and families work in partnership the outcomes far exceed expectation. While the Curriculum is the domain of the educators within our school, we as a Board can certainly be working towards increasing parent engagement, and have already started this with two very successful Parent Forum evenings, along with changes to the sports uniform which are to be implemented. Board members are attending more events, such as the Year 7 Welcome Evenings, to chat to parents and break down some of the barriers to engagement.

**Mrs. Katherine Hunt**, *Notre Dame College Board Chair*

## Education in Faith

### Goals & Intended Outcomes

- ❖ Provide ongoing professional development to staff so that they can read and understand scripture “using the most recent methods and approaches in biblical interpretation”.
- ❖ Encourage staff to witness their own faith by allowing more opportunities.
- ❖ Don't assume that students or staff know the traditions (College or Church). Make a concerted effort to provide opportunities for them to make deeper personal meaning of symbols, statues, charism, logo, motto and practices.
- ❖ Establish a College Catholic Identity Team (comprising representatives of various aspects of the College, e.g. not just Leadership/Religious Education staff; students and parents also invited) to implement ECSI recommendations and evaluate progress.

### Achievements

- Established a new and vibrant team of staff volunteers who now make up the Faith and Ministry Team. This Team is very diverse and is central to discussions and decisions around Catholic Identity at the College. The main focus of this Team is to address the ECSI recommendations and achieve the goals listed above.
- Analyzed and deciphered all of the recommendations from the latest ECSI report and involved all staff in coming up with actions to address these recommendations.
- Significant increase in the numbers of staff accumulating hours toward Accreditation to Teach in a Catholic School.
- Significant progress toward obtaining Accreditation to Teach Religious Education in a Catholic School for teaching staff.
- Sent five staff members and nine students to World Youth Day in Krakow.
- Two students accepted into the Mercy Pilgrimage to Dublin.
- Increase in numbers of students doing their Sacraments, including the highest ever level of staff and students able to be Special Ministers of the Eucharist.
- Developed a new programme for Year 10 Retreat where the Retreat is wholly run by the College Student Leadership team.

## VALUE ADDED

- College Mass
- Caritas Ks
- Mission Mart
- Year 10 and Year 12 Retreats
- Year 10 Immersion Trips to Fiji, East Timor and a remote Indigenous community in Western Australia
- Holy Land Pilgrimage for staff member
- Regular attendance of all students at morning parish Mass

## Learning & Teaching

### Goals & Intended Outcomes

The Strategic Plan for 2015 – 2017 lists the following as the goals for Curriculum –

- ❖ To achieve improved literacy skills and outcomes for all students
- ❖ To improve student learning outcomes and promote high levels of student engagement in learning at Notre Dame College
- ❖ To achieve improved Numeracy outcomes for all students

### Achievements

Notre Dame College is an inclusive College which accepts all students, regardless of ability, who seek the values of a Catholic education. The College continues to attract students with a broad range of abilities, and offers individualized learning opportunities to ensure all have the ability to achieve to the best of their capabilities. Notre Dame College continues to provide the broadest range of pathways to students, of any school, in the Goulburn Valley. The College offers over 52 VCE/VET subjects, and students are able to create unique and individual pathways to suit their individual needs and career aspirations. The College also accesses a broad range of Vocational Pathways through a variety of external Registered Training Organisations, predominately GOTAFE Shepparton. Students take advantage of alternative training opportunities, including school-based apprenticeships and traineeships, to support their vocational aspirations.

Notre Dame College is unique in terms of operating across two campuses and offering three programmes to cater for all students. The Emmaus campus delivers two unique programmes – the Year 9 Programme and the McAuley Champagnat Programme.

The Year 9 Programme allows the College an opportunity to deliver an Applied Learning Programme, which challenges students in their learning design, and delivers a flexible curriculum programme that facilitates deep engagement with learning.

The McAuley Champagnat Programme is an innovative educational programme, designed to meet the educational needs of disengaged students in the Greater Shepparton Region, that are not being met by current education providers.

A number of key initiatives have been further embedded during 2016, in relation to Learning and Teaching.

**Learning Area Coaches – Peer Coaching** – the College implemented a new peer coaching structure within Learning Areas in 2016. The structure focuses on collegiate reflection, peer coaching and mentoring initiatives to help improve professional practice across the school.

**Staff Professional Development** – whole-school professional development has focused on a major Curriculum Review that commenced in 2015. The curriculum review process engaged an external facilitator with a view to align the College curriculum with the Victorian Curriculum Framework and increase student engagement in the learning programmes at Notre Dame College.

The Review has presented three key documents with extensive recommendations across a range of areas including a new timetable structure, allocation of time to learning areas,

curriculum documentation, Victorian Curriculum and reporting practices and teacher effectiveness.

With the support of the new Learning Leaders in Literacy and Numeracy, staff are continually challenged to use data more effectively to plan their teaching to differentiate tasks, in order to cater for different learning styles. The Principal meets annually with teachers of VCE and scored VET Programme results to analyse trend data to determine future goals for improvement.

Learning and Teaching Leaders and Learning Area Coaches support staff to identify areas of strength, and determine if further professional development or support is required to strengthen programmes and improve student outcomes. A Teaching and Learning Charter was developed in 2015 and continues to be emphasized in the work of our teachers.

**E-Learning** – the appointment of an E-Learning Leader has seen regular opportunities provided to staff to increase their skills and capacity to use the google suite of educational tools in their classrooms. A professional development policy was drafted in 2016 that defines the expectations of staff to complete 4 hours of E-Learning professional development per year. Staff have regular opportunities to request further support to deliver these peer programmes.

**Numeracy** – the College has completed the first year of the new Position of Leadership structure which appointed new learning leaders, including a Numeracy coordinator. The Numeracy leader has explored intervention programmes to support students achieving below their peers and also strategies to extend students working above the standard in their year level. The Numeracy leader has worked to professionally develop staff to enhance their data analysis capability, and their skills and knowledge of differentiation in classroom practice. This support includes supporting teachers to analyse NAPLAN/On-Demand results to assist teachers differentiate their teaching.

**McAuley Champagnat Programme Internal Review** – the College engaged the support of an external facilitator to review the McAuley Champagnat Programme. A range of recommendations to improve the effectiveness of the Learning and Teaching structure have been suggested. These include reporting and feedback systems, curriculum documentation and student engagement. A strategic plan to systematically address these recommendations has been developed and work commenced at the end of 2016.

## STUDENT LEARNING OUTCOMES

**Year 7** – three year trend data for Grammar and Punctuation see the tail end of students remaining steady, and the median and top dropping slightly. Whereas in Spelling the College has maintained results in the top and tail sections. Unfortunately the median Reading result has dropped significantly. Reading results indicate that the median and tail have declined, while the top remains steady. Notre Dame Numeracy results continue to trend well below the state standards. The College top and tail bands remain steady over three years, median results have increased very slightly in the last year.

**Year 9** – Numeracy at Year 9 has seen some progress in the median achievement to move closer to State levels however, the top has dropped slightly while the tail remains stable. Grammar and Punctuation top and bottom band has lifted while the median remains steady. The English department have worked consistently with explicit instruction and assessment rubrics to target these areas. Reading results indicate the tail is stable and the top band has dropped significantly since 2014. Spelling median has remained steady while the top has dropped, but the 25<sup>th</sup> percentile has lifted slightly. Writing results have experienced the greatest shift from 548 in 2014 to 552 in 2016, which is approaching the State median. The bottom has shifted slightly higher in this three year

period.

<b>POST-SCHOOL DESTINATIONS</b>	
<b>TERTIARY STUDY</b>	67.69%
<b>TAFE / VET</b>	8.50%
<b>APPRENTICESHIP / TRAINEESHIP</b>	7.58%
<b>DEFERRED</b>	Unavailable at time of Report
<b>EMPLOYMENT</b>	9.13%
<b>UNKNOWN</b>	7.10%

## Student Wellbeing

### Goals & Intended Outcomes

In 2016 the College was working towards the conclusion of a three year Strategic Plan. The goals identified in the area of Student Wellbeing are 1. – To develop and implement a holistic social-emotional scope and sequence for all students at the College. 2. – To develop Pastoral Group Leaders capacity to build meaningful and professional relationships with students through quality pastoral care. 3. – To ensure student attendance is monitored and followed up in a consistent manner by all Pastoral Group Leaders and Heads of House.

### Achievements

In 2016, the College continued to implement recommendations from the 2014 Pastoral Group Review to develop effective practices to develop and strengthen relationships between all community members. This was evidenced in the activities that were carried out in Pastoral Group including the inclusion of modules from the You Can Do It Programme and Positive Schools. The College also ran separate mother/son and father/daughter evenings that focused on developing family relationships for Year 7 students. These were very well received.

- Maximizing attendance is one area in which the College is highly proactive. An electronic database is used to monitor all student attendance and absence records. The attendance role is recorded on five occasions throughout the day and a report generated of absences that cannot be accounted for; this is then followed through with students by Heads of House and Pastoral Group Leaders. Each morning parents are asked to contact the College if their child will be absent from school, and where parents do not contact the College and a child is recorded as being absent, a telephone call is made to check on their wellbeing and location. The College also has a 24 hour, 7 day a week attendance line which parents can call and record a message on when they know their child is going to be absent. Students with a high number of absences, without a valid cause, are followed up by Heads of House who meet with the parents and student to determine the reasons for absence and, where necessary, implement a plan to improve school attendance. Strategies include attendance plans, flexible attendance times in consultation with medical professionals, referrals to the Navigator Programme and other personalized plans. The College also maintains late arrival and early departure records; this is included in pastoral follow-up by Pastoral Group Leaders and Heads of House.

### VALUE ADDED

- Notre Dame College continues to offer many events and programmes that contribute to the sense of student wellbeing and connection including –
  1. Year 7 and Year 9 Welcome Evenings
  2. Counselling Services and Programmes

3. Extensive Transition Programmes for Students in Years 7, 9 and 10
4. Outreach and Support Programmes for Families in Crisis
5. Learning Enrichment and Support Programmes
6. Notre Dame College Community Council and Student Leadership Programmes
7. Cyber-Safety Programmes
8. Mental Health Initiatives and Seminars
9. Retreat Programmes
10. Wellbeing Curriculum in Religious Education
11. Pastoral Care Period Programme
12. Anti-Bullying Programmes
13. Outdoor Education Camps and Programmes
14. Sporting Clubs

#### **STUDENT SATISFACTION**

- 2016 Insight SRC data from students indicates that, in comparison to 2015 data, they continue to report improved levels in regard to student safety and classroom behaviour. Their emotional wellbeing and teacher relationships had also improved from the 2015 data.

## Child Safe Standards

### Goals and Intended Outcomes

In 2016 the College developed and implemented Child Safe Standards as required by Ministerial Order 870.

Policies and a Code of Conduct were established for the College to demonstrate the strong commitment of the whole community of Notre Dame College leaders, staff, volunteers, students and their families to Child Safety, and to provide an outline of the Policies and Procedures developed to keep everyone safe from harm, including all forms of abuse.

### Achievements

Implementation of the Child Safe Policies and Code of Conduct was thorough throughout the College community. After development and ratification of the Policies and Procedures, staff and whole-College awareness was a priority. This included releasing the Policies, Procedures and Code of Conduct before the required release date for comment and queries. These were addressed at staff meetings and individual conferences. The College Board was also informed and feedback gained from as part of the implementation process. Parents were informed via the College newsletter as to the standards and Policies regarding Child Safety.

Staff and community members were required to sign off on the Code of Practice. Changes to excursion procedures, incursion practices and human resource practices were also made as a result of Child Safe standards.

All staff were required to complete an online learning module on Child Safe practices and all prospective staff were required to demonstrate a Working with Children Check.

Child safety at the College is paramount. This is visible in employment advertisements, excursion procedures, staff/student expectations, etc.

Child Safety is a continuing conversation within the College.

## Leadership & Management

### Goals & Intended Outcomes

To develop policies, processes and practices that assist ALL staff to achieve at their maximum performance within our Catholic faith context. To promote and expand leadership of Catholic Identity with particular exposure to the Mercy and Marist Charisms. To encourage staff to participate in the Aedificare Programme. To provide significant support to staff new to Positions of Leadership and other leadership roles.

### Achievements

While all initiatives and achievements could not be listed, some are highlighted below –

- Each year, Annual Review Meetings (ARMs) take place for all staff. This year, over two hundred staff had an opportunity to meet individually with the Principal or the Principal's Nominee to reflect on the past twelve months. The ARM focuses on –
  1. Identifying and affirming the staff member's achievements
  2. Identifying and discussing areas for improvement and development
  3. Identifying and establishing professional development goals and avenues for professional development
  4. For teaching staff, the ARM also focuses on a number of the Australian Professional Standards for Teachers, and provides a focus for discussion around learning and teaching.
- The implementation of another successful Parent Engagement Evening, which received widespread support from the parent community of the College.
- The College continues to offer to all staff the opportunity to participate in the College's Aedificare Leadership Development Programme. The Programme was implemented by the College to build knowledge, vision and skill for those in leadership positions, and for those aspiring to leadership in Catholic Education. Over one hundred and fifty staff have graduated from the Programme since its inauguration in 2012.
- In 2016 the College implemented a new Leadership structure with approximately thirty-five teaching staff taking up significant leadership positions in the College at the commencement of the school year. A range of professional development opportunities were provided to these staff in preparation for taking up their positions, and further professional development opportunities are being offered throughout the year.
- Two extensive reviews were undertaken during the year, with draft review recommendations presented to the College's Leadership Executive for consideration in the later part of the year.
  1. Review of all aspects of Knight Street and Year 9 curriculum structures and content.

2. Review of the McAuley Champagnat Programme, its structure, curriculum and outcomes for students.

**EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING**

**DESCRIPTION OF PL UNDERTAKEN IN 2016**

Staff took part in a wide variety of professional learning throughout 2016.

College-based professional learning focused on a number of areas including –

- Development of a College Learning and Teaching Charter
- Professional Learning Teams
- Victorian Curriculum
- New Child Safe Legislation including Mandatory Reporting, failure to disclose, failure to protect, grooming, Working with Children Checks
- Privacy Legislation
- Exploration of Catholic Identity with Father Richard Leonard
- Marist Spirituality Day with Brother Hubert Williams

Staff also had the opportunity to participate in a range of professional learning opportunities outside of the College; while these were many and varied one of the ongoing themes is working with mixed-ability groups and also students with special needs. Other important areas of professional learning included curriculum development with a focus on Years 7 to 10, as well as faith-based activities and improving teacher effectiveness and capacity.

<b>NUMBER OF TEACHERS WHO PARTICIPATED IN PL</b>	<b>144</b>
<b>AVERAGE EXPENDITURE PER TEACHER FOR PL</b>	<b>\$1,833.10</b>

## TEACHER SATISFACTION

According to the School Improvement Teacher Survey (Insight SRC) results, between 2012 and 2016 there has been an upward trend in both the Organizational Climate of the College, and the Teaching Climate, and a declining trend in both Student Wellbeing and Community Engagement areas.

Specific areas of focus for improvement include Appraisal and Recognition, Teamwork, Individual and School Distress and Quality of Teaching. Empowerment, Ownership and Role Clarity will also continue to be a focus into the future in order to improve teacher satisfaction.

Areas of strength around the College appear to be around Curriculum Process, Student Behaviour (both in and out of the classroom), Student Management and Student Motivation.

## College Community

### Goals & Intended Outcomes

At Notre Dame College we strive to develop positive, familiar relationships with students and their families. We highlight the importance of working together with parents in the education of their children. The involvement of parents in the life of the College and engagement in their child's education occurs in a number of ways at the College.

### Achievements

Parent engagement continued to be a focus of 2016. Parent/child relationship evenings were held with Year 7 students for the first time, with much success. Facilitated by Bill Jennings, the nights aimed to improve the transition to Secondary school for these students and were anecdotally successful.

The appointment of a Multicultural Education Support Worker in 2016 benefitted our most needy families – those who, along with their children, came from different cultures. The Multicultural Education Support Worker was able to support families by making home visits, inviting the families to the school for tours, use of facilities and resources and work with students on individual goals and outcomes.

### VALUE ADDED

Throughout 2016 a number of events and occasions were available for our parent community to be involved in the life of the College, and some of the activities are included in the following list –

Year 7 Parent Welcome Evenings, Parent/Teacher/Student Interviews (twice a year), Parents and Friends Association (monthly meetings), Open Day, Notre Dame College Sporting Teams (weekend competitions), Year 9 Parent 'Hello' Night, Year 9 Programme Information Evening, McAuley Champagnat Programme Family Days, McAuley Champagnat Programme ILP Days, Outward Bound Information Evening, Indigenous Parents Meetings, Music Recital Evening, College Board Meetings (monthly), Italian Study Tour Information Evenings, VCE Course Information Evening, College Mass, Production Performances, Sporting Clubs, College Assemblies, Student Progress Meetings, Student Welfare and Discipline Meetings, Year 10 Ball, Graduation Dinner, Graduation Mass, Weekly Newsletters, Fiji Immersion Tour Information Evenings, REMAR Graduation Evenings, Presentation Evenings, McAuley Champagnat Programme 'True Colours' Celebration, Parent Engagement Forum.

The list above reveals many of the more formalized occasions where parents are encouraged to take part in College life, and the education of their child. The more regular and essential involvement of parents is the communication and meetings with parents by teaching staff, Pastoral Group Leaders, Heads of House, Deputy Principals and the Principal, that occur on a daily basis. Communication between College staff and our parent community is a vital and integral part of the everyday operation of the College. Parents are able to communicate directly with teaching staff by email through our community portal.

## **PARENT SATISFACTION**

2016 Insight SRC data parent opinion indicators are all at, or above, the middle 50% of all Victorian Secondary schools. Parents continue to report improvements in the areas of student behaviour, classroom behaviour, and student engagement.

## Future Directions

Notre Dame College continues to be a College that is innovative and dedicated to the pursuit of excellence.

As part of our continued commitment to providing our students with access to programmes and facilities of an excellent standard the College Board, together with the Master Plan Committee, has been working hard to further develop the facilities of the College.

- The construction of a new Science Centre and new Learning Community on the south side of the road at Knight Street will commence at the end of this year and is expected to be completed in Term 4, 2017.
- We are also in the initial planning stages of the development of a new Arts Centre, also to be constructed at Knight Street on the south side. Construction is expected to commence in 2018.

As in previous years, Notre Dame College continues to grow as a result of a reputation for excellence in education, providing an environment that both challenges and supports students to become the best Christian people they can be, and to achieve their potential in all aspects of life. The aspiration of achieving and performing at their personal best for all in our school community is the goal that we hope is achieved.

Notre Dame College will continue to hold a strong reputation for excellence in the spiritual, academic, sporting, cultural and welfare areas for many years to come.

## VRQA Compliance Data

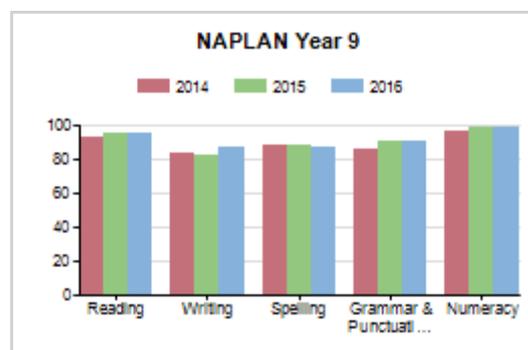
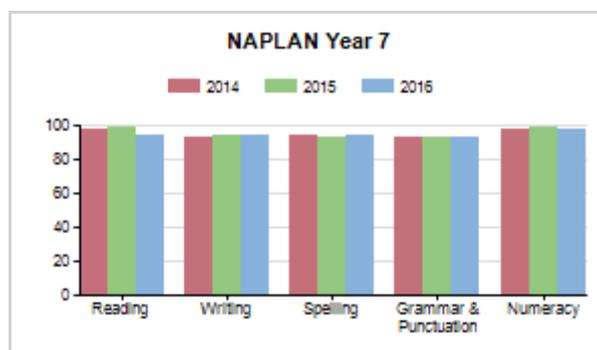
### NOTE:

The School's financial performance information has been provided to the Victorian Registration and Qualifications Authority and will be available for the community to access from their website from October 2017.

[Victorian Registration and Qualifications Authority](#)

**E3013**  
**Notre Dame College, Shepparton**

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS						
NAPLAN TESTS	2014	2015	2014-2015	2016	2015-2016	
	%	%	Changes	%	Changes	
			%		%	
YR 07 Reading	97.4	98.9	1.5	94.8	-4.1	
YR 07 Writing	93.4	94.4	1.0	94.5	0.1	
YR 07 Spelling	94.4	93.0	-1.4	94.0	1.0	
YR 07 Grammar & Punctuation	93.4	93.4	0.0	93.7	0.3	
YR 07 Numeracy	98.1	99.3	1.2	97.8	-1.5	
YR 09 Reading	93.0	95.3	2.3	95.7	0.4	
YR 09 Writing	83.3	82.6	-0.7	87.3	4.7	
YR 09 Spelling	88.6	88.6	0.0	86.7	-1.9	
YR 09 Grammar & Punctuation	86.5	90.8	4.3	91.0	0.2	
YR 09 Numeracy	97.1	98.9	1.8	98.7	-0.2	



YEARS 9–12 STUDENT RETENTION RATE	
Years 9–12 Student Retention Rate	79.58%

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y10	90.21
Y07	93.08
Y08	91.23
Y09	88.72
Overall average attendance	90.81

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	97.118%

STAFF RETENTION RATE	
Staff Retention Rate	92.28%

TEACHER QUALIFICATIONS	
Doctorate	0.69%
Masters	13.10%
Graduate	44.14%
Certificate Graduate	0%
Degree Bachelor	35.17%
Diploma Advanced	6.9%
No Qualifications Listed	0.00%

STAFF COMPOSITION	
Principal Class	1
Teaching Staff (Head Count)	140
FTE Teaching Staff	128.02
Non-Teaching Staff (Head Count)	105
FTE Non-Teaching Staff	86.65
Indigenous Teaching Staff	0

MEDIAN NAPLAN RESULTS FOR YEAR 9	
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Year 9 Reading	569.40
Year 9 Writing	560.20
Year 9 Spelling	571.10
Year 9 Grammar & Punctuation	547.40
Year 9 Numeracy	577.60

<b>SENIOR SECONDARY OUTCOMES</b>	
VCE Median Score	29
VCE Completion Rate	99%
VCAL Completion Rate	90%

<b>POST-SCHOOL DESTINATIONS AT AS 2016</b>	
Tertiary Study	25.0%
TAFE / VET	13.0%
Apprenticeship / Traineeship	14.0%
Deferred	28.0%
Employment	19.0%