



Notre Dame
College
Shepparton

To Seek, To See, To Respond

Registered School Number 515



Annual Report

to the School Community

2018

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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 2017 (Vic)*, except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2018 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*

1st May, 2019

Our College Vision

Mission

Notre Dame College is a Catholic co-educational secondary college located at Shepparton, in the Goulburn Valley. Based on our faith in God and built on our Marist-Mercy traditions, we 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.

Vision

To seek, to see, to respond

We seek to grow our Catholic community and develop high achieving and globally connected students who see their responsibilities to themselves, each other and the communities in which they live and who respond as good citizens and people of faith.

Values

We seek to embed the following Values into the life of the College

Justice *and* **service**

compassion *and* **respect**

courage *and* **humility**

service *and the love of* **work**

family *and* **hospitality**

Graduate Outcomes

reflective resilient creative



Graduate Outcomes

We aspire for our graduates to be:

- open to growing their **relationship with God** and to **nurturing** their **spiritual lives**;
- inspired by the/our **Catholic faith**;
- **respectful** of other **religious beliefs** and practices;
- **hopeful** citizens with a **strong social conscience**;
- **responsible** stewards of the **natural environment**;
- **respectful, kind, inclusive** and ensure **care of self** and **others**;
- **successful** in achieving their **academic goals**;
- **capable** and **responsible digital citizens**;
- **open-minded, creative, reflective** and **inquiring thinkers**;
- **resilient, adaptable, courageous** and **optimistic** in **life** and **learning**;
- their **best** in all their **life pursuits**.

kind successful open-minded spiritual capable respectful optimistic responsible

College Overview

Catholic Secondary education commenced in Shepparton on 23rd 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 9th 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 2018 the College had the following student numbers –

Year 7 – 260

Year 8 – 290

Year 9 – 275

Year 10 – 254

Year 11 – 254

Year 12 – 210

Total student population in 2018 was 1,543.

Principal's Report

As evidenced by staff, student and parent comments, the 2018 school year came and went in record time. 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 2018 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 and 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 2018 have left a lasting impression on all involved.

Significantly in 2018 we commenced a substantial building project, as aligned with our new Master Plan, and saw our \$6 million Arts and classroom complex finalised.

Staff have continued to accept and meet the many challenges thrown their way. The work carried out in curricular programs, such as the Professional Learning Teams concept of supporting each other to develop teaching capacity which will provide students and parents with more extensive online progressive feedback, the training and time required to incorporate technology into teaching programs 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.

The recommendations from the review of our McAuley Champagnat Programme (MCP), done in 2016, and recommendations from our whole school review of Teaching and Learning, also finalised in 2016, were fully implemented in 2018. I wish to thank all staff who were part of the Curriculum Review Team for their significant contributions.

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 2018.

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 been a significant presence at many College events and/or functions in 2018, 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.

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 behavior (as evidenced by regular feedback that I received from organisations who praised the overall manners, cooperation and behavior 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 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.

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.

A special mention about our academic performance by our senior VCE, VCAL and VET students. In any measurement made, our 2018 performance was outstanding. Congratulations and thanks to all students for your fabulous work and outstanding achievements and thanks and congratulations to all staff and families who supported these students to excel in this manner.

Parents/Guardians – I appreciate the role parent’s 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, involvement in reviews, illnesses, increased workloads, financial and personnel cutbacks, 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 sixth 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 of working in education to follow that dream – the rewards are enormous.

Entire College Community – I hope that the entire community realise that our College is one that is safe, 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 Father Joe Taylor for his support to me, personally, as Principal and for the spiritual and faith-journey support that he provides 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 2018. A special thank you to Kellie Morrison 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. In 2018 we saw the Bishop Joe Grech Centre begin to be utilised for Science classes and general purpose lessons. The College also took the opportunity to hold many parent sessions in this building, and the feedback has been overwhelmingly positive. What a superb addition to the College this has been.

Just as exciting was the commencement of building the Marian Centre, with part of this centre to be dedicated to the Arts Curriculum. We are very fortunate to be able to provide the staff and students of Notre Dame College with such exceptional educational facilities.

As a Catholic school Notre Dame College endeavors 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.

In 2018, the College commenced work on developing a Strategic Plan for 2019 – 2022. This involved reassessing our Mission, Vision and Values, developing Graduate Outcomes for our students and determining areas that the College would like to focus on over the life of this Plan.

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

During the recent Easter season, we were reminded of how God is able to do so much more than we can ever ask for or imagine.

May God continue to bless you all.

Yours in Christ,

REVEREND FATHER JOSEPH TAYLOR,

Canonical Administrator and Parish Priest

College Board Report

First and foremost, I would like to take this opportunity on behalf of the Notre Dame College Board to acknowledge the incredible commitment of all teaching and non-teaching staff in our welcoming and faith-filled community led by John Cortese, Fr. Joe Taylor and the leadership team. The beautifully maintained gardens and buildings are not only a stunning entrance and credit to the College, they are also reflective of the high standards expected and achieved within. For this we say thank you.

2018 saw the completion of the next stage of our Master Plan, in the stunning new Arts and general learning area building. Combining contemporary building design, learning areas to facilitate current best practice in education and environmental sustainability, all while reflecting the centuries old traditions of our Catholic faith, was a challenge well met. Our College community and wider parish community have yet another facility to be very proud of.

Our College Board continues to work well together, bringing a diversity of life experiences to the table and a wealth of knowledge to discussions. A small sub-committee of our Board reflected on the current Board Governance document and its relevance to our practice, ensuring the vital inclusion of the expectations for all Board members in relation to Child Safety. Board members also participated in two other sub-committees, one reviewing our College uniform and a second one looking at our canteen policy. After almost 30 years, some changes have been made to our uniform to incorporate contemporary fabrics and styles. Our canteen policy review is continuing and hopes to ensure that we continue to meet the needs of our College community, while more fully reflecting Australian healthy eating guidelines for canteen menus. Both of these sub-committees were formed after feedback from staff and parents to Board members.

MRS KATHERINE HUNT,

Notre Dame College Board Chair

Education in Faith

Goals & Intended Outcomes

- Continued to provide ongoing professional development to staff so that they can read and understand scripture “using the most recent methods and approaches in biblical interpretation”.
- Encouraged staff to witness their own faith by allowing more opportunities.
- Tried not to 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.
- Invited new members to the College Catholic Identity Team (comprising representatives of various aspects of the College including staff, students and parents, not just Leadership/Religious Education staff) to implement ECSI recommendations and evaluate progress.

Achievements

- The Faith and Ministry Team continued to work on implementing ideas in response to the 2014 ECSI report.
 1. ECSI recommendation #3.3 – *‘Provide ongoing professional development to staff so that they can read and understand scripture’*.
 - Fr Boyle Scripture PD in May (whole staff) and December (RE staff)
 - Catholic Identity PD Day – ongoing commitment on College calendar.
 2. ECSI recommendation #3.5 – *‘Encourage staff to witness to their own faith by allowing more opportunities’*.
 - Staff were led through a process of breaking open scripture in order to extend their involvement when leading briefings
 - Ongoing staff leadership and participation in immersions and pilgrimages respectively
 - Staff volunteering to run fortnightly Prayer and Worship Sessions.
 3. ECSI recommendation #3.6 – *‘Don’t assume staff or students know the traditions (school or church). Make a concerted effort to provide opportunities for them to make deeper meaning of symbols, statues, charism, logo, motto and practices’*.
 - Staff attended PD days last year offered by the CEO in order to better explain the meaning and focus behind liturgy and ministry for music at the College
 - DP Catholic Identity investigated ways to enhance and enliven the traditions of the school, eg ways to visually represent them throughout the College
 - Planning underway to introduce prayer tables / prayer focuses in classrooms
 - Emmaus staff investigated ways to further embed the Emmaus story in the curriculum and environment at the Emmaus campus.
 4. ECSI recommendation #3.12 – *‘Establish a Catholic Identity Team to implement ECSI recommendations and evaluate progress’*.
 - Achieved - establishment of the College Faith and Ministry Team.

- Developed an action plan for selecting scripture verses and implementing prayer focuses in Pastoral Groups across the College.
- The Bishop Joe Grech Centre includes three murals on Catholic Scientists, complete with descriptive text. This highlights the close interplay of Science and Religion throughout history.
- The Marian Art Centre includes two murals on significant artists (one indigenous) with religious/spiritual connections.
- Continuing to help staff increase their hours toward obtaining an Accreditation to Teach in a Catholic School qualification, with some teachers gaining the accreditation during the year.
- Significant progress for individual teaching staff towards obtaining an Accreditation to Teach Religious Education in a Catholic School qualification.
- A number of students completed their sacraments. Various staff and students also became Special Ministers of the Eucharist.

VALUE ADDED

- College Mass
- Feast of the Assumption Mass
- End of Year Masses for all year levels
- Regular attendance of all students at morning parish Mass
- Organisation of regular Youth Masses in the parish throughout the year
- Ash Wednesday & Easter Liturgies
- 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
- Student participation in Social Justice events including Winter Sleep Out, Justice Matters Camp and Caritas Just Leadership Day
- Participation of Year 9 – 11 students in diocesan Ablaze Youth Event at NDC
- Remar caravels continue for interested Year 10 – 12 students
- Participation in Mercy Seeds of Justice programme

Learning & Teaching

Goals & Intended Outcomes

Notre Dame College has a long history of providing an innovative educational experience for all our students in a just and caring environment. The College spent considerable time and energy during 2016 and 2017 to develop an improved curriculum structure for implementation in 2018. This reflects the determination of the College to focus on enriching the learning experiences for all students. Notre Dame College aims to instil a love of lifelong learning in each of our students and equip them to be good citizens in a rapidly changing world.

Students in Years 7 and 8 will experience a range of subjects from each of the Learning Areas, including Languages (Italian and Japanese). Project-Based Learning (PBL) is the educational approach that Notre Dame introduced in 2018. PBL enables students gain knowledge and skills by working for an extended period to investigate and respond to complex questions, problems or challenges. Students engage in rigorous projects related to the themes of Science, Technology, Engineering and Maths (STEM) and Humanities and Social Science (HASS). At Year 8 students undertake core subjects as well as having the opportunity to select subjects of their own choice from the Arts and Design and Technologies Learning Areas.

Year 9 is a time of challenge, friendship and fun and the unique Emmaus programme recognises that students learn best when they are given varied and engaging experiences. It is also a critical time of increasing independence for young adolescents as they strive to develop an identity for themselves. At Notre Dame, we aim to build student engagement with learning and enable them to broaden their outlook, make responsible choices and develop life skills. The programme aims to extend students academically through a challenging and rigorous curriculum that promotes both independent and collaborative learning. Alongside this we work towards developing resilience and a sense of identity, self-worth, excitement and direction in all of our students. In Year 9, students have the opportunity to select elective subjects that interest them and lead them into senior pathways at Notre Dame College including programmes that support the acceleration of advanced students through targeted courses, especially in the areas of Literacy and Numeracy.

The senior curriculum at Notre Dame College encourages each student to strive to reach their full potential and develop a love and enjoyment of learning. Years 10 - 12 provide the opportunity for students to follow a personalised programme. The term “pathways” describes the different options that are available as students move into the senior years at secondary school and beyond. The College proudly provides two senior pathways (VCE and VCAL) including a wide range of Vocational options that cater to differing interests and abilities. This is an exciting time and choices will help shape future education and career opportunities.

Further to this, the McAuley Champagnat Programme is an innovative educational programme of Notre Dame College, designed to meet the educational needs of disengaged students in the Greater Shepparton Region which are not being met by current education providers. Our holistic approach to educating young people assists them to transform their lives to a future full of potential.

Achievements

- The College launched the new Curriculum as described above. Professional development focused on thinking and learning tools to support staff develop engaging learning activities in the new or revised learning programs.
- Considerable time and collaboration with the Curriculum Team and Strategic Planning Committee was spent to develop the Learning and Teaching Strategic Goals 2019-2022. These goals provide a clear roadmap for the overarching direction and aim to drive the College forward in terms of development and improvement. A key strategic initiative will be the development of the Teaching and Learning Framework which aims to provide an all-encompassing coherence to what we do to improve student learning at Notre Dame College.
- Another key strategic initiative is the development of student literacy and numeracy skills, especially through the explicit teaching practices.

- The College engaged RTG to assist them discern the selection of a new Learning Management System to be implemented in 2019, which will ultimately connect learning inside and outside the school environment.
- The College is also placing a renewed focus on building the student learning culture. The community aims to build this culture and endeavours to recognise student improvement, student effort and student personal bests, alongside academic excellence. Ultimately, our strategic intent is about striving to help each student be the best learner they can be.
- Following the external review of the coaching and peer visitation model. The College committed to maintain these vital positions in the new leadership model and appointed four Learning and Teaching Coaches to support staff to further strengthen teacher pedagogy and improve student outcomes.
- Notre Dame College is committed to look beyond the regular school offerings and further engage students in their learning. The reality is that we have students who require different opportunities to demonstrate their skills and talents and fare better in a community context. The development of Employment Pathways at Year 10 in 2018 aimed to provide an alternative structure and create an integrated framework to support students on a vocational pathway. The programme was targeted to students who have accelerated a VCE/VET subject (*eg Year 10 Building and Construction*), who have a learning profile, who have been identified using the academic triggers or other information that suggests the student would benefit from a more flexible learning program. Employment Pathways provides students who do not intend to pursue tertiary education at the completion of Year 12 with greater employment based learning opportunities.
- The College continues its commitment to strengthen eLearning, Numeracy and Literacy. These leaders have worked to develop staff capacity to analyse data to support teacher's skills and knowledge to differentiate their classroom practice.
- Declining Maths results at Notre Dame College present ongoing challenges. Senior Maths outcomes in all VCE subjects (Maths Methods, Maths General Further and Specialist Maths) are below expected levels based on adjusted data from the VASS data service. The College continues to run QuickSmart maths remediation, has implemented a Maths Pathways at Year 7 and is committed to increase the amount of problem solving occurring in Math classrooms from Years 7-9.

STUDENT LEARNING OUTCOMES

Year 7 – the three-year trend date for Grammar and Punctuation indicates an improvement on previous years. Whereas in Reading, Writing and Spelling the results have remained consistent, with only slight increase or decrease. Year 7 Numeracy results improved marginally however, results continue to trend below the state standard.

Year 9 – Reading results indicate a slight improvement on last year. Note that Grammar and Punctuation results has experienced a considerable improvement of 8.7%. Numeracy at Year 9 experienced a considerable decline of 4.4%. Median achievement has moved further from the State standard.

Student Wellbeing

Goals & Intended Outcomes

Coming to the end of the previous Strategic Plan, 2018 was a review period in the area of student wellbeing. The College undertook a Pastoral Wellbeing self-review and then validation from the Catholic Education Office - Sandhurst. The review was validated highly and used as a key document to inform the College of the next Strategic and Annual Action plans.

Achievements

The review highlighted many achievements in the student wellbeing area. These included:

- a safe and positive environment
- a strong connection between learning and behaviour
- inclusive practices
- the ability to intervene and support those at need in our community
- a strong sense of family/community engagement
- evidence of a whole school approach to wellbeing and the development of formal and informal social and emotional learning programmes.

VALUE ADDED

Notre Dame College endeavours to continue to offer a variety of events and programmes that contribute to a sense of community and belonging. The wellbeing of all students is a priority. These events and programmes in 2018 included:

- Year 7 and Year 9 Welcome Evenings for parents and families
- Building family relationships evenings eg, Mother/son and father/daughter workshops for Year 7 students
- The College Wellbeing Team, comprised of psychologists, counsellors and social workers, assisting students and families as well as delivering information to students
- Extensive transition programmes for students in Years 7, 9 and 10
- Outreach and support programmes for Families in Crisis
- Learning Enrichment and support programmes
- Notre Dame College Community Council and Student Leadership programmes
- Cyber-Safety programmes
- Mental Health initiatives and seminars eg The Hopefull Institute
- Retreat programmes for Years 10 and 12
- International and remote immersion experiences for Year 10 students
- Extensive camp programmes at Years 7, 8 and 9
- Wellbeing curriculum in Religious Education
- Pastoral Care period programme
- Anti-bullying programmes
- Outdoor Education camps
- Sporting clubs

STUDENT SATISFACTION

In 2018, the College opted not to complete the Insight SRC survey due to survey fatigue. However, student attendance data identified that, overall, student attendance was higher than state average as were the retention rates. This could be explained by high student satisfaction.

STUDENT ATTENDANCE

Maximising attendance is an area in which the College continues to be highly proactive. An electronic database is used to monitor all student attendance and absence records. The attendance role is recorded for each lesson 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. Where parents do not contact the College and a child is recorded as being absent, a telephone call by the attendance officer is made to parents to check on the wellbeing and location of the student. 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 personalised 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. Additionally, the College promotes full time attendance via the College newsletter and uses the Every Day Counts resources.

Child Safe Standards

Goals and Intended Outcomes

In 2018, the College continued to embed Child Safe Standards and integrate these into everyday practices. The continual education of Child Safe Practices for the entire College community was persistent.

Achievements

The ongoing implementation of the Child Safe Standards to bring about cultural change in our community in 2018 included:

- All new staff and volunteers being taken through a thorough induction process which included the Code of Conduct and Child Safe policies and procedures
- Risk assessments in terms of the Standards being completed for all incursions and excursions
- The requirement for all visitors to the College involved in child related work to have a WWCC
- The visible reminders around all College areas that we are committed to Child Safe practices (signage, posters, website)
- The requirement for all staff to complete the online training module annually
- The screening of all new staff throughout the application and interview process
- The standing agenda item of Child Safety for a variety of meeting groups to open conversations and bring about cultural change.
- A VRQA review into our Child Safe practices and compliance, in which we met all requirements.

Leadership & Management

In 2018 the strategic focus of the Leadership Executive was on the:

- Implementation of a new curriculum structure for the Knight St Campus and the Year 9 Programme on the Emmaus Campus
- Development of a new Position of Leadership (POL) structure
- Appointment of key personnel to the Positions of Leadership (POL)
- Continuation of the building programme

Achievements

New Curriculum Structure:

- Extensive consultation and planning in 2017 contributed to the smooth implementation of the new curriculum structure at the Knight St Campus and in the Year 9 Programme at Emmaus during 2018.

Development of new Positions of Leadership (POL) structure and appointment of staff to these roles:

- To enhance and support our new curriculum structure significant time was spent in consulting with staff and researching an appropriate Positions of Leadership Structure for implementation at the commencement of the 2019 school year. The structure was finalised in term two of 2018 and during term three we advertised and spent considerable time interviewing and making appointments to these key positions.

Building Programme:

- At the commencement of the 2018 school year we were proud to open the new Bishop Joe Grech Centre on the south side of our Knight St Campus. The top floor of the building is our new science facility with eight classroom and laboratories as well as chemical storage, office space etc. The ground floor is now home to our Year 7 and 8 Jennings and Mungovan Learning Communities.
- Our building programme continued in 2018 with the commencement of another dual purpose building on the south side of the Knight St Campus. When completed the new Marian Centre will house our Arts facilities on the ground floor which includes five classrooms, a gallery space and kitchenette facilities. Upstairs we will have five new classrooms which will form the Year 7 and 8 Kennedy Learning Community. Additional staff office and storage facilities have been included in the new building.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2018

In 2018 staff took part in a range of professional learning opportunities.

Staff came together for four professional development days throughout the year. These were;

- Wellbeing Day for staff with a focus on Positive Psychology presented by Marie McLeod Director of PoPsy
- Unpacking Scripture presented by Fr. Brian Doyle
- In the Marist Way – presented by the Mission and Life Formation Team of the Marist Brothers
- Differentiated Learning presented by Ralph Pirozzo from Promoting Learning International

In addition, staff had the opportunity to undertake a range of individual professional learning opportunities outside of the College. Common themes of interest for staff included;

- Mixed ability groupings
- Working with students with ASD
- Improving teacher effectiveness and capacity
- Curriculum based learning
- Faith based learning

NUMBER OF TEACHERS WHO PARTICIPATED IN PL in 2018	142
AVERAGE EXPENDITURE PER TEACHER FOR PL	\$1621.77

TEACHER SATISFACTION

As mentioned above, the College adopted several initiatives to support staff in 2018. Early in the year, Marie McLeod delivered professional development to all staff on the importance of having a positive growth mindset for improved wellbeing.

To continue the support for staff, the College engaged Align Work Health to visit on a regular basis and assess work areas to ensure that appropriate ergonomics were in place and also meet with individuals who sought guidance on how to care for their physical and mental wellbeing.

These initiatives, to name just a few, have been very welcomed by staff and this is reflected in the high retention rate statistic.

College Community

Goals & Intended Outcomes

Forming positive family engagement and relationships within our College is our focus. At Notre Dame College, we strive to develop positive, familiar relationships with students and their families. We facilitate numerous programmes, both internally and externally, to achieve this focus. We highlight the importance of working together with parents in the education of their children. In 2018, the development of the next three year Strategic Plan included the goal of seeking to enhance our community engagement in all aspects of College life.

Achievements

Parent engagement continued to be a focus of 2018. Parent/child relationship evenings were held with Year 7 students again and 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 continued employment of a Multicultural Education Support Worker (first appointed in 2016) benefitted our neediest 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 to work with students on individual goals and outcomes.

Monthly Breakfasts with the Principal also served to better link our parents and the community with our College and learning walks were offered to parents so they could gain a better understanding of how our College operates.

VALUE ADDED

In 2018, numerous events and occasions continued to be 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 and 9 Parent Welcome Evenings
- Breakfast with the Principal each month
- Parent/Teacher/Student Interviews (twice a year)
- Parents and Friends Association (monthly meetings)
- Notre Dame College Sporting Teams (weekend competitions)
- 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/Japanese 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 formalised 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

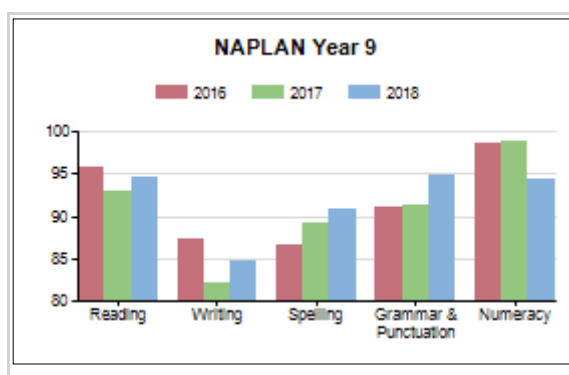
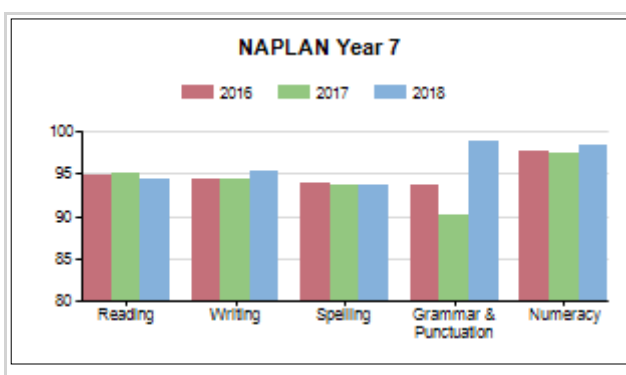
Insight SRC data was not collected in 2018, however 2017 data indicated that parents continue to report improvements in the areas of student behaviour, classroom behaviour, and student engagement. Parent numbers improved at College events in 2018 and interest in College Board representation vastly exceeded the positions available for parents. This all indicates a high parent satisfaction of the College in 2018.

School Performance Data Summary

E3013
Notre Dame College, Shepparton

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

NAPLAN TESTS	2016 %	2017 %	2016 - 2017 Changes %	2018 %	2017 - 2018 Changes %
YR 07 Grammar & Punctuation	93.7	90.1	-3.6	98.8	8.7
YR 07 Numeracy	97.8	97.5	-0.3	98.4	0.9
YR 07 Reading	94.8	95.0	0.2	94.3	-0.7
YR 07 Spelling	94.0	93.6	-0.4	93.7	0.1
YR 07 Writing	94.5	94.3	-0.2	95.4	1.1
YR 09 Grammar & Punctuation	91.0	91.3	0.3	94.9	3.6
YR 09 Numeracy	98.7	98.9	0.2	94.5	-4.4
YR 09 Reading	95.7	93.0	-2.7	94.6	1.6
YR 09 Spelling	86.7	89.3	2.6	90.8	1.5
YR 09 Writing	87.3	82.2	-5.1	84.8	2.6



MEDIAN NAPLAN RESULTS FOR YEAR 9	
Year 9 Grammar & Punctuation	552.7
Year 9 Numeracy	581.4
Year 9 Reading	569.0
Year 9 Spelling	554.0
Year 9 Writing	546.2

SENIOR SECONDARY OUTCOMES	
VCE Median Score	29
VCE Completion Rate	99%
VCAL Completion Rate	92%

YEARS 9 - 12 STUDENT RETENTION RATE	
Years 9 to 12 Student Retention Rate	78.1%

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y07	93.6
Y08	89.9
Y09	89.4
Y10	90.6
Overall average attendance	90.9

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	85.6%

STAFF RETENTION RATE	
Staff Retention Rate	90.9%

TEACHER QUALIFICATIONS	
Doctorate	0.7%
Masters	15.2%
Graduate	51.0%
Graduate Certificate	6.9%
Bachelor Degree	89.0%
Advanced Diploma	11.7%
No Qualifications Listed	0.0%

STAFF COMPOSITION	
Principal Class (Headcount)	1
Teaching Staff (Headcount)	148
Teaching Staff (FTE)	133.3
Non-Teaching Staff (Headcount)	109
Non-Teaching Staff (FTE)	87
Indigenous Teaching Staff (Headcount)	0

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