

2017

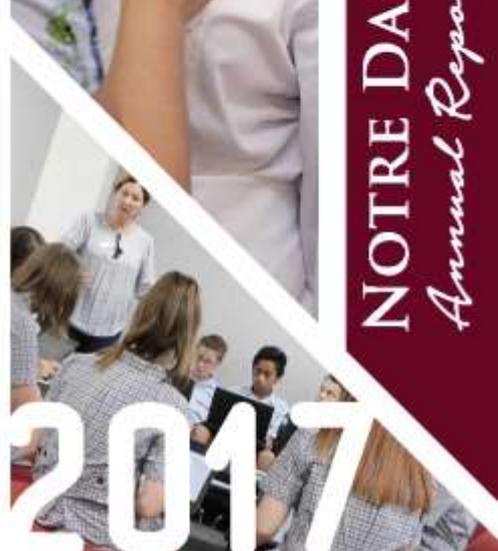


REGISTERED SCHOOL NUMBER 0515



NOTRE DAME COLLEGE SHEPPARTON

Annual Report to the School Community



2017

Contents

Contact Details.....	2
Minimum Standards Attestation	2
Our College Vision.....	3
College Overview	4
Principal’s Report	5
Church Authority Report	7
College Board Report	8
Education in Faith.....	9
Learning & Teaching	10
Student Wellbeing.....	12
Child Safe Standards.....	13
Leadership & Management	14
College Community	16
VRQA Compliance Data.....	18

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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 2017 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth)

18 May 2018

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 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 2017 the College had the following student numbers –

Year 7 – 291

Year 8 – 276

Year 9 – 274

Year 10 – 285

Year 11 – 230

Year 12 – 265

Total student population in 2017 was 1,621.

Principal's Report

As in recent years, as evidenced by staff, student and parent comments, the 2017 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 2017 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 2017 have left a lasting impression on all involved.

Significantly, in late 2016 we commenced our building program as aligned with our new Master Plan. Work on an \$8 million Science and classroom facility was completed in late 2017 whilst the next stage of our Master Plan, a \$6 million Arts and classroom complex due for completion in 2018, was commenced in late 2017.

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.

A Review of our McAuley Champagnat Programme (MCP) was completed in 2016 with recommendations implemented in 2017. A 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.

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 2017.

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 2017, 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 behavior (as evidenced by regular feedback I received from organizations 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 – 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 to our academic performance by our senior VCE, VCAL and VET students. In any measurement made, our 2017 performance was outstanding, bettering all measurements and results from previous years by at least a factor of two. 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 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, 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 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 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, 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 Father Joe 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 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

The first and most obvious sign of new life at Notre Dame is our new science block. It is very impressive from the outside but even more spectacular on the inside. I love the stories of the three scientists featured on the murals: Hildegard of Bingen, Pierre Teilhard de Chardin, and Julian Tennyson Woods. They are three religious persons who made amazing contributions to the scientific world and are worth some good research. The staff are delighted to be teaching in such a modern building.

Also, our new Arts Block is progressing well as it begins to reach to the skies. It will not be that long before it too is available for classes.

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, the review of our Religious Education curriculum is well underway; this will be a great opportunity for us to reflect on the ways in which we pass on faith in this modern world. Our College Staff will be important contributors to this process.

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.

Our sister school, St Anne's, at Kialla is progressing well ahead of schedule and is expected 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.

Our new priest, Fr John Paul Pasala, is settling in well to our Parish. If you see him around the city please give him a warm St Brendan's welcome.

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

First and foremost I would like to acknowledge Fr. Joe Taylor for his ongoing support and for his faith in our College community. I know that Fr. Joe is always available to anyone from our College or wider community and can frequently be seen entering or leaving the College at all hours of the day. It is this relationship which enhances the pastoral care and Catholicity of our community. Our Principal and Deputy Principals are to be commended for their commitment to each other, our community and their support of our College Board. Our parent Board members continue to give generously of not only their time, but also their thoughts, knowledge and opinions in contribution to our discussions. I am thankful that our Board is made up of a diverse range of people, not necessarily in cultural identity, but certainly in life journey; this brings a depth and richness to our discussions, which is much appreciated. Mark Sargent also attends our College Finance meetings, where he and David Smyth deliver budgets, projections and financial plans to us each month in such a way that we feel informed and able to ask questions. Trish Miller (Catholic Education Office representative) and Paul Herrick (Marist Brothers representative) join us as often as possible and their contributions always add value to our gatherings.

This year two things stood out for me; one of these being the attendance at our meeting of our two College Captains, representing the Notre Dame College Community Council (NDCCC). Thomas and Ella shared with us their passion for our community, their vision for a Board/NDCCC partnership and carried themselves more like seasoned public speakers than Year 12 students. The other stand out for me was an increased presence of Board members at welcome evenings, information nights and parent teacher interviews. I am looking forward to a time when it is 'ordinary' for Board members to participate in these things and in our College opening and closing Masses and assemblies.

We were honoured when Paul Desmond accepted our invitation to attend our meeting and share his expectations of the College's Board. He described the role of our Board members as being to support the Principal and to be a conduit between he and the wider community, so that the advice and consultation we provide assist him to discern an appropriate future path for our College. Our Constitution outlines our aim as "to promote the educational goals of the College as a Catholic school and to collaborate with the Church in its mission of spreading and living the Gospel in the Catholic tradition." I would like to congratulate our Board on working towards these appropriately high ideals and to say thank you for committing to continuing to do so.

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 including staff, students and parents, not just Leadership/Religious Education staff) to implement ECSI recommendations and evaluate progress.

Achievements

- The Faith and Ministry Team has achieved two of the four ECSI recommendations it set as goals for 2017. It has also made substantially progress on the other two goals and has moved on to select three other ECSI goals for 2018.
- Developed an action plan for implementing sacred spaces and scripture verses across the College to increase the visibility of our Catholic Identity.
- Installed three murals on Catholic Scientists, complete with descriptive text in the new science building. This allows for various areas of the sciences to be viewed in the light of Catholic teachings and emphasises the involvement of the Catholic religion in the scientific field.
- 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 seventeen students and four staff members to the Australian Catholic Youth Festival in Sydney.
- One staff member attended the Caritas ‘Trekking in Nepal’ immersion.
- Two students attended the Mercy Pilgrimage to Dublin.
- Marist Youth Ministry attended by four staff and twelve students
- A number of students completed their sacraments. Various staff and students also became Special Ministers of the Eucharist.

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
- Caritas immersion visit to Nepal by one staff member – over \$7000 raised.
- Regular attendance of all students at morning parish Mass

Learning & Teaching

Goals & Intended Outcomes

Throughout 2017 the College has continued working towards completion of the previous Strategic Plan objectives and preparing for the launch of the new curriculum structure and timetable in 2018. These goals included improving Literacy and Numeracy outcomes for all students and promoting high levels of student engagement in learning. The second year of the College's Positions of Leadership cycle provided further opportunity to embed some key initiatives that commenced in 2016.

Achievements

- Learning Area Coaches – **Peer Coaching**

The College undertook an external review of the coaching and peer visitation model. Consideration of the recommendations to improve the effectiveness of the approach has commenced. 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.

- **Staff Professional Development**

The College Professional Learning day focused on Positive Growth Mindsets and extra time provided to staff to create new courses in preparation for the new Curriculum structure commencing in 2018.

- Learning Leaders - **E Learning**

The E Learning team have delivered a broad range of sessions designed to improve skills and capacity to use the Google suite of educational tools in classrooms and further engage students. The Professional Development Policy requires staff to complete 4 hours of ELearning PD per year.

- Learning Leaders - **Numeracy**

The College commenced the implementation of Quicksmart which aims to improve the numeracy skills of students experiencing problems in mathematics and improve their mathematic test results. A selection of students from Year 7 and the MCP were withdrawn from other classes three times a week for 30 minutes. They worked in pairs with a Learning Enrichment mentor developing numeracy strategies in highly engaging ways. The final report from UNE for our 2017 Quicksmart results indicated that the students experienced growth through completion of the programme.

- Learning Leaders – **Literacy**

The College subscribed to the Premier's Reading Challenge, with plans to build on the concept and make the challenge a more widespread competition. The establishment of a 10 minute reading session at the start of each English lesson, along with relevant reading tasks that promote reading comprehension for Years 7-10, has commenced. This initiative is working in collaboration with the English team. The promotion of "data literacy" and the teacher use of student data for all NDC teachers is known to impact on school performance. Data pertaining to student reading comprehension capability has empowered teachers to best pitch their teaching and scaffold assessment tasks. The Literacy and Numeracy leaders have worked to professionally develop staff to enhance their data analysis capabilities and their skills and knowledge of differentiation in classroom practice. This support includes assisting teachers to analyse NAPLAN/On-Demand results so that teachers may differentiate their teaching.

Student Learning Outcomes

Year 7 – The three-year trend data for Grammar and Punctuation indicates a considerable decline in 2017, whereas in Reading, Writing and Spelling the results have marginally improved in 2017. The College’s numeracy results continue to trend well below the state standards.

Year 9 - Reading and Writing results indicate a considerable decrease from the 2016 results. Spelling, Grammar and Punctuation has improved marginally. Numeracy at Year 9 has seen some progress in the median achievement to move closer to State levels.

POST-SCHOOL DESTINATIONS AT AS 2017	
Tertiary Study	25.0%
TAFE / VET	13.0%
Apprenticeship / Traineeship	14.0%
Deferred	28.0%
Employment	19.0%

Student Wellbeing

Goals & Intended Outcomes

Throughout 2017, the College was working towards completion of the previous Strategic Plan objectives and the identification of future goals. This included the implementation of a social emotional learning programme, building capacity of Pastoral Group Leaders and to continue to monitor attendance of students closely. Preliminary work in the areas of positive education and positive behaviour interventions and supports was also done in preparation for the next Strategic Plan.

Achievements

Achievements in the area of student wellbeing for 2017 included:

- The planning of the implementation of a health curriculum for Years 7 to 10 students which included healthy and respectful relationships
- The training of key staff in the area of positive education and positive behaviour interventions

Maximising 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 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 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 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.

Value Added

Notre Dame College endeavours 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 2017 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

- Retreat programmes
- Wellbeing curriculum in Religious Education
- Pastoral Care period programme
- Anti-bullying programmes
- Outdoor Education camps and programmes
- Sporting clubs

Student Satisfaction

It was extremely pleasing to see that all measures for student satisfaction in the 2017 Insight SRC data improved from 2016. Students reported most growth in connectedness to school and their peers. All measures were either in the top 50% or 25% of schools within the State. Students also indicated on the survey that behaviour and engagement in learning were also of a higher level than in previous years.

Child Safe Standards

Goals and Intended Outcomes

- In 2017, the College continued to embed Child Safe Standards and integrate these into everyday practices
- Introduction of Reportable Conduct
- Continual education of Child Safe Practices for the entire College community.

Achievements

The ongoing implementation of the Child Safe Standards to bring about cultural change in our community in 2017 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.

Leadership & Management

In 2017 the strategic focus of the Leadership Executive was on reviewing two major facets of our College:

- The content and structure of the curriculum at Knight St and Year 9
- The structure, curriculum and outcomes for students in the McAuley Champagnat Programme.

The Leadership Executive employed a consultant, Mrs Liz Monahan, to facilitate these reviews and to provide a report to the Leadership Executive of her findings including recommendations for moving forward.

After consultation with staff, students and parents Liz provided a report of her findings and recommendations to the Leadership Executive. The Leadership Executive worked through these recommendations and developed a process of implementation ready for the commencement of the 2018 school year.

Building Programme

The leadership of the College, together with a range of other staff, were heavily involved in the planning and development of the new Science building as well as the Year 7 and 8 Mungovan and Jennings Learning Community which has been developed on the south side of the Knight St Campus. The completion of this state of the art facility in term four 2017 was a great achievement and the facilities that it provides have opened up a broad range of new learning opportunities for our students.

Parent Engagement

We continue to develop ways of further engaging parents in the College community including;

- Parent engagement evenings
- Information evenings
- Immersion evenings
- Guest speakers
- Subject selection evenings
- Parent teacher interviews

Expenditure And Teacher Participation In Professional Learning

Staff took part in a wide variety of professional learning throughout 2017.

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

- Marist Spirituality Day
- Growth Mindsets
- Curriculum Innovation and Development
- Work-based health

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.

NUMBER OF TEACHERS WHO PARTICIPATED IN PL	142
AVERAGE EXPENDITURE PER TEACHER FOR PL	\$1494.39

Teacher Satisfaction

The School Improvement Teacher Survey (Insight SRC) results between 2012 and 2017 indicate that there has been a general upward trend in the areas of organisational climate of the College and the teaching climate, student wellbeing and community engagement areas.

The College will continue to specifically focus on the following areas for improvement: appraisal and recognition, teamwork, individual and school distress, quality of teaching, empowerment and role clarity. The College believes that, by retaining these areas as the main focus into the future, we will continue to further develop and improve teacher pedagogy and 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

- 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 programs, both internally and externally, to achieve this focus. 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.

Achievements

- As in previous years, Parent engagement continued to be a focus of 2017. 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.

Value Added

In 2017, numerous 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,
- Breakfast with the Principal each month,
- 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

As has been the trend in previous years, 2017 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 behavior, classroom behavior, and student engagement.

VRQA Compliance Data

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 <http://www.acnc.gov.au>

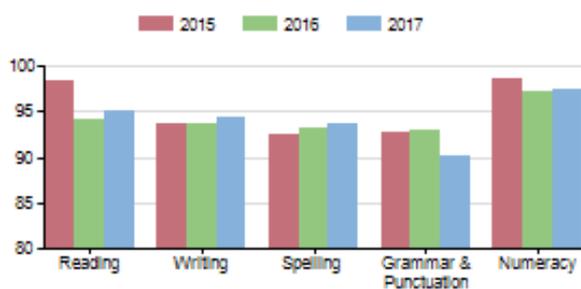
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Notre Dame College, Shepparton

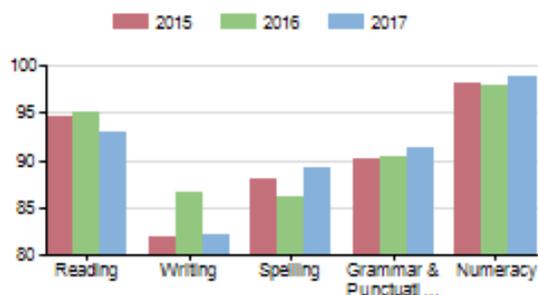
PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

NAPLAN TESTS	2015 %	2016 %	2015 - 2016 Changes %	2017 %	2016 - 2017 Changes %
YR 07 Grammar & Punctuation	92.7	93.0	0.3	90.1	-2.9
YR 07 Numeracy	98.6	97.1	-1.5	97.5	0.4
YR 07 Reading	98.3	94.1	-4.2	95.0	0.9
YR 07 Spelling	92.4	93.3	0.9	93.6	0.3
YR 07 Writing	93.8	93.8	0.0	94.3	0.5
YR 09 Grammar & Punctuation	90.1	90.4	0.3	91.3	0.9
YR 09 Numeracy	98.2	98.0	-0.2	98.9	0.9
YR 09 Reading	94.6	95.0	0.4	93.0	-2.0
YR 09 Spelling	88.0	86.1	-1.9	89.3	3.2
YR 09 Writing	82.0	86.7	4.7	82.2	-4.5

NAPLAN Year 7



NAPLAN Year 9



YEARS 9 - 12 STUDENT RETENTION RATE	
Years 9–12 Student Retention Rate	82.41%

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y7	92.49
Y8	89.43
Y9	89.10
Y10	89.39
Overall average attendance	90.10

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	95.81%

STAFF RETENTION RATE	
Staff Retention Rate	93.63%

TEACHER QUALIFICATIONS	
Doctorate	1.4%
Masters	13.39%
Graduate	42.96%
Certificate Graduate	0%
Degree Bachelor	38.03%
Diploma Advanced	4.22%
No Qualifications Listed	0%

STAFF COMPOSITION	
Principal Class	1
Teaching Staff (Head Count)	141
FTE Teaching Staff	125.82
Non-Teaching Staff (Head Count)	108
FTE Non-Teaching Staff	85.67
Indigenous Teaching Staff	0

MEDIAN NAPLAN RESULTS FOR YEAR 9	
Year 9 Reading	566.60
Year 9 Writing	546.20
Year 9 Spelling	557.90
Year 9 Grammar & Punctuation	571.50
Year 9 Numeracy	568.70

SENIOR SECONDARY OUTCOMES	
VCE Median Score	29
VCE Completion Rate	99%
VCAL Completion Rate	84%

POST-SCHOOL DESTINATIONS AT AS 2017	
Tertiary Study	25.0%
TAFE / VET	13.0%
Apprenticeship / Traineeship	14.0%
Deferred	28.0%
Employment	19.0%