

Damascus College Ballarat

1412 Geelong Road, Mt Clear VIC 3350

REGISTERED SCHOOL NUMBER: 0265



2014 ANNUAL REPORT to the School Community

REGISTERED SCHOOL NUMBER: 0265

Contents

Contact Details	2
Minimum Standards Attestation.....	2
Our College Vision	3
College Overview	4
Catholic School Culture.....	14
Student Wellbeing	24
Leadership & Management.....	29
College Community.....	36
Financial Performance.....	42
VRQA Compliance Data.....	43

Contact Details

ADDRESS	1412 Geelong Road Mt Clear VIC 3350
PRINCIPAL	Mr Matthew Byrne
GOVERNING AUTHORITY	Sr Berenice Kerr Fr Adrian McInerney
SCHOOL BOARD/ADVISORY COUNCIL CHAIR	Mr Vin Dillon
TELEPHONE	(03) 5337 2222
EMAIL	principal@damascus.catholic.edu.au
WEBSITE	www.damascus.vic.edu.au

Minimum Standards Attestation

I, Matthew Byrne attest that Damascus College Ballarat Inc. 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 2014 school year under the Schools Assistance Act 2008 (Cth) and the Schools Assistance Regulations 2009 (Cth)

22 May 2015

Our College Vision

MISSION and VISION STATEMENTS: 2009 - 2015

Our Mission

Damascus College Ballarat strives to live the spirit of Jesus as reflected in the Gospel, providing quality learning opportunities for all students in a Catholic co-educational community.

Our Vision

Damascus College Ballarat is a dynamic Christ-centred learning community which values each member. The College offers learning opportunities which inspire and challenge students to reach their potential and contribute confidently to the global community.

Our Values

At Damascus College Ballarat we value:

- our founding traditions and Mercy heritage
- a quality learning environment which enables students to achieve success and enhance their wellbeing
- a community of compassion, justice, pastoral care and responsible stewardship of our environment
- collaborative leadership
- quality resources that meet the needs of our students
- partnerships with the wider Catholic community, the local Ballarat community and other educational institutions.

College Overview

The ongoing Damascus tradition is a proud one. This is a tradition that recognises the Sisters of Mercy, the Christian Brothers and the Priests and Parishes of Ballarat. All of these people have been and continue to be, great educators in a Catholic context of the young men and women of Greater Ballarat.

2014 saw the College utilise the “Our Lady of Mercy Chapel” as a focal point of our identity and begin to lay foundations for future, Eucharistic traditions within the College. This included Year level Masses and key celebrations within the calendar such as Mother’s and Father’s Day Masses and breakfasts.

In this 20th year of operation the College also began to plan the celebrations to mark 20 full years of operation in 2015. The planning set about to celebrate that we are a contemporary Catholic educational community.

Our College is set in a beautiful setting with remarkable views and 22 Hectare/52 acres of bushland to enable a great learning environment free from external distractions. Damascus’ preparedness to embrace change, forming and transforming to meet the needs of the young people of this region, has been the hallmark of this College. Throughout 2014 with the completion of the building works attention was turned to the grounds of the College with major works undertaken to rejuvenate the oval and ascetically improve the grounds.

Damascus College is a secondary school where a family with children of both genders can be educated together. In Catholic education this was unprecedented in Ballarat and Damascus College has become a school where Christian family values are reinforced and developed, where hopefully, our young people come to know and appreciate our Loving God.

This school community is one that responds to the learning needs of the individual and has a record for looking out for those in need.

We commenced the 2014 College year with 1042 students and 130 staff. We welcomed 198 new Year 7’s through to 142 Year 12’s.

Students in the senior levels selected from 3 senior certificates, 30 VCE subjects, 135 students are undertaking courses from 20 different Vocational certificates and 6 students were involved in school based apprenticeships.

2014 theme

“By God’s mercy we have been given this work to do”. 2 Cor1

Why do we have a theme each year? As a Catholic Secondary education provider it is important that we continually revisit our purpose. For Damascus College our purpose is encapsulated in our Vision statement; *We are a dynamic Christ centre learning community which values each member. The College offers learning opportunities which*

inspire and challenge each student to reach their potential and contribute confidently to the global community.

Our theme offers a concise way of focussing our Catholic Christian identity. The theme helps frame our liturgies throughout the year and can provide a focus for our prayer.

In choosing this theme, the intent has been to build on recent themes which were designed to link our core business of learning and teaching to our mission to nurture the love of God.

The 2014 theme offers the opportunity to explore what it is to experience God's mercy and particularly what that means for everyone at Damascus College. It is important to assist young people to understand that good things often come through hard work – and that improved outcomes require improved effort.

The writer of the 2014 theme was St Paul and it was through his experiences on the road to Damascus that our College is named. Catherine McAuley's work with the vulnerable and poor is also central to our 2014 theme. The Scripture from which it comes as a beautiful piece and those reading this report are encouraged to take some time to sit with St Paul's letter and this verse and reflect upon it.

Principal's Report

“By God’s Mercy we have been given this work to do.” (2 Cor 4:1) has been the College theme for 2014. The theme is chosen each year to inspire us within the College community and to provide a focus to our liturgy and lived expression of our Catholic identity which we proudly profess. In choosing this theme, the intent was to build on recent themes which were designed to link our core business of learning and teaching to our mission to nurture the love of God.

For me, as principal, the theme is about working in an environment that is absolutely centred in God’s love. The students and their families, the teachers and support staff are all expressions of God’s loving Mercy and it is great to be able to live and work in such a vibrant place as Damascus College every day.

The 2014 theme offered the opportunity to explore what it is to experience God’s mercy. I hope also that it has helped our young people understand and appreciate that good things often come through hard work – and that improved outcomes require improved effort.

In reflecting upon the year I wish to acknowledge the wonderful support and leadership the College community has received from the College governors; Fr Adrian McInerney on behalf of the local parishes and Sr Berenice Kerr, acting for the Institute of the Sisters of Mercy Australia and Papua New Guinea. I am thankful to all the Sisters of Mercy and Priests of the diocese who have supported the work of Damascus throughout 2014. It was a great privilege for the Damascus community to welcome Bishop Paul Bird to our opening Mass at the commencement of 2014 and we were honoured to have both Bishop Bird and Bishop Emeritus, Peter Connors present for the Mass and blessing and opening of our new buildings.

Our commencement Mass on February 14th, saw the blessing and naming of the Catherine McAuley wing, the Bishop Connors wing, the Genevieve McDonald science wing, the Valda Ward auditorium and finally, the opening and blessing of Our Lady of Mercy Chapel. Bishop Paul Bird presided over the Mass and drew the school community back to our College motto “to live by the light of Christ”. He reflected on how important light was to finding our path through life and how through displaying qualities such as kindness we can be a light to others. It was great to welcome such a broad cross-section of the school community, particularly members of the McDonald and Ward families. The highlight of the day was the respectful and reverent way that students engaged in the celebration of Eucharist and the opening and blessing of our amazing chapel space.

I thank the members of the Damascus College Board for their ongoing commitment to improvement for this College. Board Chairperson, Mr Vin Dillon continued in this role and with the support of the Directors has enriched the governance model for our community. Vin brings to all his work a commitment to strong stewardship of Catholic education and his work in leading the constitution review and the movement towards the company formation has been exceptional. I also wish to acknowledge the professional work of director, Brett Bryant and Stacey Grose of BJT legal in supporting the College throughout 2014.

We began the 2014 College year with 198 new Year 7 students to make up a total of 1042 students. God’s mercy has provided a diverse range of learning and work opportunities this year. Some examples that come to mind include; an amazing Damascus Day and Damascus Has Talent final, the wonderful work of our Energy Breakthrough Team(EBT), Damascus

students having 12 pieces in the Next Gen exhibition at the Ballarat Art Gallery, Anzac Day commemoration, "Parma night" for Timor Leste, Year level Masses, raising \$13,432 for Project

Compassion, Numeracy Week Games Day for primary schools, inaugural Mothers' Day and Fathers' Day liturgies and breakfasts, Shave for a Cure, Robo gals and Engineer – boys, Science Careers Expo, Green Group activities, VCAL camp to Echuca and market day, the Junior Social, the Year Eight *Runner* excursions, the ski trip, and achievements - these are but a few of the very diverse opportunities that supported classroom learning throughout 2014.

Friday, 28th February was a great day within Damascus College history. Our five rowing crews were wonderfully spirited in their endeavours in the Head of the Lake. Two of our crews won their event on the day, another crew was placed second and our other crews both finished competitively. For the entire community it was great to see our College present again in this iconic Ballarat event and we were all very proud of their success and work ethic. I extend again my appreciation to 2013/14 Leader of Rowing, Peter Moon; Sports Coordinator, Matt Rea; Sallie Burke Muller and the host of other staff and volunteers who supported these young people; as well as to parents for their commitment, getting students to and from the lake at weird and wonderful hours. There was also a great band of 158 students who were siblings or students of Year 9, 10 or 12 who attended as supporters and certainly entered into the spirit of the day.

The East Timor immersion continues to be an amazing opportunity for Damascus students. The fundraising and social evening that is the trivia night were again an enormous success. In 2014 the Damascus community again raised over \$10,000 to support the school community of Santa Maria in Anairo, this was a wonderful achievement and the students and staff were great ambassadors for our College. Min Myers as LOTE Learning Area Leader allowed 20 young people to experience life in France and Switzerland over a 3 week period. Students were very animated reflecting on the sites, sounds and tastes of their visit. The experience of the homestay and attendance at school with French-speaking Swiss students in the first week of their trip appears to have been a real highlight. This was an amazing learning opportunity and an important part of the Damascus tradition.

The notification that I received that over of 40 of our students are involved in a bus accident on Main Road in the middle of May was one of the most anxious episodes of my career. I continue thank God that we were spared more serious repercussions from what was a very significant road trauma. Out of the incident the calibre of students of our community shone through. The care they expressed for one another, their composure and lack of hysteria was truly admirable and yet another example of the great young people who walk these grounds every day.

Damascus continued to provide a range of parental, alumni and community engagement opportunities. Andrew Fuller, a parenting expert presented *Building Resilience in Teenagers* in Term Two. The College hosted an acclaimed violin educator in the Suzuki method for a week of workshops over the Term 3 break. Planning commenced for our 20 year celebrations in 2015 and a host of reunions and alumni activities took place throughout the year.

At both a school and Board level exploration took place regarding the requirement for technology in schools that was instituted by the federal government's Digital Education Revolution. Following modelling and consultation with staff, I communicated to families that we commence a 1:1 technology rollout in 2015 to Year 7 and 8 students with Microsoft Surface Pro's to support contemporary learning and teaching. An early adoption program was

conducted in Term 4 for Year 7 - Group 7. The College tested parent information, student induction, use of Learning Fields and technical support for the 1:1 program. It was an exciting beginning to this next phase of Damascus learning and teaching in 2015.

Coming out of the 2010 school review process was a need to look at processes to support the professional growth of teachers as practitioners. The Professional Practice Team was established in 2013 and they instituted a 2014 pilot program to further enhance teacher capacity. A team of 24 teaching staff undertook professional development on giving and receiving feedback to improve student learning. It was an excellent teacher growth opportunity and staff worked in triads throughout Term Two providing feedback on the identified area of professional practice. This program will continue to be rolled out to staff in 2015. One of our key challenges continues to be the advancement of the core business of teaching and learning across the College. I have tried to ensure throughout 2014 that I have presented transparent and readily available data on student achievement to the Board and hope to continue this in the future.

Each year we welcome and farewell a number of staff and I acknowledge the retirement and acclaim the work of Mary Walsh, John Cairnes and Loui Bressan who retired in 2014. Mary worked in food technology support at the College since 1997 and Loui and John both commenced work at St Paul's in 1976 and 1970 respectively before transitioning to Damascus. Loui and John have both held leadership positions at the College and their work has been highly valued! I also acknowledge the contribution of Claire Hughes and Kate MacKinnon to this community over recent years.

The 2014 musical comedy "It's a Bird, It's a Plane, It's Superman" was a great celebration of Damascus young people and their capabilities. In the production, students of our College showed talent, persistence, camaraderie and genuine support for one another and I congratulate everyone who was involved in some way. It takes the entire College community to put on such an event but special acknowledgement must go to Vicki Rowe as Director supported by a generous team; Nicole Burness, Shiona Long, Andrew Seary, Adrian Newman, Tony Haintz and a multitude of others. The stars of the show were the students of Damascus College!

Our student leaders have acted as role models to younger students and are regularly called upon to be ambassadors for the College. The calibre of our student leaders is a wonderful strength of our community. I acknowledge College Captains, Demcee Davies and Jack Cutler for their contribution. The Year 12 class of 2014 join the Damascus Alumni and I hope they take life-long friendships and an appreciation of our loving God and a welcoming church from their Damascus secondary education.

2014 was a year that will be remembered for many things, the tragedy that was the MH17 plane crash, the unexplained loss of flight MH 370, the amazing downfall of snow that we experienced in Ballarat on the 1st of August, the frustration of the road works on Geelong road and the removal of the final "pines", the restoration of the Damascus College oval, the new St Peter and Paul's church in Buninyong and of course 2014 was the year when Hawthorn went "Back to Back" in the AFL premiership!

Personally, it was the year that I underwent my first formal review and I thank the Directors and Governors for their trust, support and opportunity for professional growth.

In my role as Principal I thank all members of the Damascus community for your support of our College in 2014 and I thank God that by his Mercy I have been given this work to do.

College Board Report

I am very pleased to report on the activities of the Damascus College Board throughout 2014. The College theme for 2014 was 'By God's mercy we have been given this work to do' (2Cor4:1) As a Board we are very conscious of the work we have been given to do in establishing and supporting a strategic direction that will ensure each young person who attends Damascus College experiences a dynamic Christ-centred learning community which inspires and challenges all students to reach their potential.

There were nine scheduled meetings of the Board for 2014. Unfortunately the September meeting was cancelled due to a lack of a quorum. Our attendance level has not been as high as I would like it to be due to circumstances outside of anyone's control such as illness, overseas study, long service and maternity leave and work commitments. I would like to think we can return to the high attendance levels of previous years as consistency of attendance is necessary to enable a high functioning Board. The College community owes a great deal of gratitude to all Board members for their generosity and commitment to the College. Thank you to each of you.

Following the 2013 AGM we were delighted to welcome on to the Board Father Kevin Maloney,

Mr Brendan Maher and Ms Pauline Barton. All have made significant contributions during the past year. Father Kevin is an essential link to the Parish Priests of the parishes that co-sponsor our College. However beyond that his presence at the Board meetings has provided an extra level of insight and experience which has been much appreciated. Brendan's leadership of the Learning & Teaching subcommittee of the Board has been outstanding. His passion and vision for high quality learning and teaching continually challenges the board's thinking in this fundamental area. Paulene's commitment to the Board and the School Community subcommittee certainly can't be doubted as she continued to attend meetings and contribute while at the same time welcoming a new arrival into her family.

AGM's always have a tinge of sadness as long serving members of the Board are farewelled. This year we thank Marnie Cooper. For fifteen of the twenty years of Damascus, Marnie has been directly involved with reference groups, Board subcommittees and the Board itself. In recent times she has been a most effective leader of the Leadership and Management subcommittee. Thank you Marnie for all that you have contributed to Damascus College.

A key focus of our work during 2014 has been on governance. Early in the year the decision was taken to move the governance status of the College from that of an incorporated Association to a Company Limited by Guarantee. The decision to commence this process was

formalised at a Special Meeting of the Association on 10th December 2014. This change meant that considerable work needed to be undertaken to bring the Constitution of the College into line with the new structure. This new constitution was also approved at the December meeting. I would like to thank Board Member Mr Brett Bryant and Ms Stacey Grose from BJT Legal for the provision of legal expertise and their patience.

It has been pleasing that the Association of Canonical Administrators has met on two occasions during the past twelve months. Membership of the Association is made up of the Parish Priests of the Parishes within the Ballarat Diocese from which the students of the school live. The Parishes are co-sponsors of the College along with the Institute of Sisters of Mercy of Australia and Papua New Guinea (ISMAPNG). It is vital that the Association is closely linked into the activities of the College and that parish communities come to appreciate more fully their relationship with Damascus. This needs to be a key focus in the coming twelve months. ISMAPNG offer a range of activities which promote the Mercy charism in Mercy schools. Matthew Byrne and I attended the annual Ministry Governance Leaders Forum in Sydney in March and the Institute Mission Gathering in Melbourne in September. Both occasions I found to be most valuable not only for the content that was presented but also for further developing a network with other Mercy ministry leaders. It has also very pleasing to see a number of staff taking advantage of the ISMAPNG professional development activities which can only enhance their appreciation of the legacy of Catherine McAuley.

As a College we are blessed in having Sister Berenice Kerr RSM and Father Adrian McInerney as our College Governors. Despite the substantial workload each carry, they are always ready to make time for Damascus College. I particularly value the monthly Board Executive meetings where there is an opportunity to access both Sister Berenice's and Father Adrian's wisdom and insights. Both governors have been extremely generous with their time in attending many College activities and functions. Thank you Sister Berenice and Father Adrian.

Essential to the effectiveness of the Board is the sub-committee structure. I thank all the Board Members, members of the College Leadership Team, staff, parents and community members who have served on these subcommittees. In particular I acknowledge the leadership of Peter Morris (Catholic School Culture), Joe Cahir (Student Well-Being), Brendan Maher (Learning & Teaching), Marnie Cooper (Leadership & Management), Jane Collins (School Community) and Bill Slatter (Finance) in chairing the sub-committees. An induction evening for new subcommittee members was conducted in April. Its purpose was to provide for the formation / information of subcommittee members in the areas of

- Governance Structures of Damascus College
- Role of the Board and the Subcommittees
- Strategic Priorities of College

The evening was well received particularly the introduction of a workshop component to the evening.

The practice established in 2013 of having a member of the Leadership Team brief the Board on a particular strategic area of the College's operation continued in 2014. Briefings related to the School Community area and the Student Counsellor role. Both were well received by Board members who found them most helpful in furthering their understanding of the College. In addition the Board was well informed about the introduction of the Microsoft Surface Pro's for each student and fully supported the decision to commence the roll-out of the program in 2015. Risk Management is a key Board responsibility and at our March meeting the Board had a comprehensive presentation from Ms Judith Potter, Principal of Loreto College, Ballarat, on the risk framework that Loreto College has implemented. The development of a framework for the management of risk will be a high priority for the Board in the coming year.

Each meeting the Board receives a comprehensive financial report which allows it to be fully aware of the current financial status of the College. Thanks go to the College Business Manager, Mr Paul Jans for his diligence in attending to these reports and to Mr Bill Slatter for chairing the Board Financial sub-committee. The approval of the College Budget and the acceptance of the audited Annual Financial Statement were also carried out by the Board. The establishment of the Student Fee level and the subsequent collection of these fees, continue to be matters of serious consideration for the Board. In establishing the College fee level for a year, the Board is always mindful of the great financial sacrifices some families make to enable their child / children attend Damascus College. Even a small increase can be the catalyst for a decision to withdraw a student. At the same time the College, in the face of ever increasing costs, needs to remain viable. A delicate balancing act indeed! The College has a well thought out and comprehensive fee collection procedure that was developed a number of years ago. The pastoral care of all families and in particular those who may struggle to pay the fees, is at the basis of these procedures. It is therefore disappointing and frustrating when a family refuses to engage with the College in resolving fee arrears. Thankfully this is not a common occurrence. The Board believes that justice for all families demands that the College has a pastoral, consistent and firm approach to the collection of fee arrears. The Board thanks the Principal and the Business Manager supported by Board Member Brett Bryant, for their work in this area which at times can be quite time consuming and demanding.

As Board Members it is easy to take things for granted. The agenda for the Board meeting is e-mailed complete with all the necessary documentation, we arrive for our meeting and the room is set up warm and welcoming, correspondence in and out has been attended to, guest speakers have been contacted, where necessary catering has been arranged, the list could go on and on. All this is due to one person, our Executive Assistant Mrs Tina Munro. Thank you Tina not only for all that you do but especially for the patient, calm and cheerful manner in which you do it.

At the August meeting the Board received a report of the Principal Formative Appraisal Process undertaken by Mr Matthew Byrne. Not unexpectedly the report was extremely positive confirming once again the excellent leadership that Matthew displays on a daily basis in all aspects of his role. Board members are most appreciative of the honest, transparent relationship you continue to have with them and the seriousness with which you respect their role. This is clearly evident in the care you take in providing a most comprehensive Principal Report to each meeting. Thank You. In the draft Governance Charter, recently distributed by ISMAPNG, it is stated *'The CEO (Principal) is entitled to receive consistent moral and substantive support from the Board'*. Matt we trust we are already doing and will continue to do this and more.

A word I have frequently used about Damascus College of recent times is maturing. Like a good wine, as the College becomes older it has become bolder and with a unique flavour. The College community has become proud and confident of its place as a Catholic coeducational secondary college of the highest order. We can point to the amalgamation to one campus, the opening of new buildings, the introduction of new technologies, our sporting achievements as indicators of this. However when I am privileged to listen to Matt and other staff members relate a story of a student who has made considerable academic progress despite a learning difficulty, or a rather recalcitrant student who with much support has slowly become more cooperative and cheerful or of the whole student body's efforts towards an issue of social justice I realise 'by God's mercy we have been given this work to do'.

Catholic School Culture

In 2014 the structure for the development of Catholic school ethos was evolving. Led by Tony Haintz acting as the Assistant Principal for Catholic School Culture, the team included Mr Adrian Newman acting as Liturgy and Retreats Coordinator, and Mr Martin Ryan as the Religious Education Coordinator. This group made a difference in many areas of Catholic school life, in particular, developing strategies to introduce the new Chapel space to the College Community. This group reported regularly at the Damascus College Board Sub-committee for Catholic School Culture. This sub-committee, with Dr Peter Morris in the Chair, worked on policies of the Damascus College Board Inc. and offered support to the work of those at the coal face.

2014 was the year in which we adopted as our theme a verse from the letter of St Paul to the Christians at ancient Corinth, *“By God’s Mercy we have been given this work to do.” (4:1)*. The year formally began with Mass in the John Shannon Centre celebrated by Bishop Paul Bird. This wonderful celebration incorporated the opening and blessing and naming of new and refurbished buildings. Most significant of these for the Catholic ethos of the College was the opening of *Our Lady of Mercy Chapel* on the second level of the *Bishop Connors Wing*.

The Enhancing Catholic School Identity Project (ECSIP) and the School Improvement Framework (SIF) survey instruments were conducted in 2014 with results to be reported and teased out in 2015. This information will feed into the strategic direction of Catholic identity at Damascus College.

Goals & Intended Outcomes

Damascus College: Catholic School Culture Strategic Plan

Goal 1. To foster relationships based on respect, responsibility, honesty, truth and inclusion between all members of the school and broader communities

Goal 2. To encourage active participation in the life, prayer and ritual of the Catholic Church

Goal 3. To ensure that our Catholic heritage and traditions are valued

Goal 4. To ensure policies and programs reflect Gospel values, especially social justice

In 2014 goal 2 was the focus of the strategic plan but there was significant work completed on goals 3 and 4.

Achievements

Goal 2: To encourage active participation in the life, prayer and ritual of the Catholic Church

Strategies relating to goal 2

- Year Level Masses in the new Chapel Space
- Increased Staff Eucharistic and non-Eucharistic Prayer experiences.
- Establish baseline data for success of the Retreat / Reflection Day program

Report on Goal 2

Our Lady of Mercy Chapel was blessed by Bishop Paul Bird at the conclusion of the opening Mass on Friday 14th February 2014. How then to best make use of this significant sacred space, was the most pressing question. To this end a planning document, *The Chapel*, went through drafts as it was developed in consultation with the Catholic Culture Team and the Religious Education Faculty. It was decided that the first experience of all students should be a Eucharistic one in Year Level Masses. This was achieved in first half of 2014. Morning Mass was celebrated for both Mother's Day and Father's Day. Both events were followed by breakfast and were well attended.

Staff prayer opportunities increased as teachers became engaged in Chapel events and with the Eucharist and Mercy program for Year 7. The usual opening of the Diocesan School Year Mass was held at St Patrick's Cathedral at 9:00 am on Tuesday 28th February, celebrated by Bishop Paul Bird. The first Staff Mass was held in Our Lady of Mercy Chapel at 8:30am on 11th March 2014 and was celebrated by Bishop Peter Connors. The movement of staff morning prayer to the College Chapel in early 2014 was accompanied with an increase in the numbers of those who attended the prayer on a regular basis. The group had its more constant members and continued to use the *Lectio Divina* form of prayer based on the gospel reading for the following Sunday. There is a need to offer other opportunities for the staff to experience the Eucharist.

From early in 2014 student attitudes to the retreats and reflection days began to be evaluated using an online survey instrument. Along with some general questions about venue, process, outcomes and the presenter - three key content statements were put to students in each survey with a ranking system. Responses were sought on a five point scale.

- The retreat/reflection day was clearly about Jesus and God
- The retreat/reflection day included significant times of prayer
- The retreat/reflection day was clearly about leading a Christian life

It is hoped that this baseline data will provide a greater sense of the value of the programs from the point of view of these intended outcomes. It is intended that the evaluations be ongoing and that longitudinal data will show a positive return in these intentions that are so central of the retreat and reflection day process.

Goal 3. To ensure that our Catholic heritage and traditions are valued

Strategies relating to goal 3

- Liturgical Banners: To renew the College Liturgical Banners
- Key Words & Art On Buildings: Catherine McAuley Quotes
- Using Prayer Spaces and Chapel: Establish routines and structures that support the effect use of spaces
- Accreditation Opportunities using third party providers

Report on Goal 3

The Damascus Day Mass used the 2014 theme *“By God’s Mercy we have been given this work to do”*. Drawing on the wisdom of Mercy experienced in our many social justice connections and their relationship the values of Mercy education. Our celebrant, Fr James Kerr, reminded us that God’s love is known in mercy.

Inspired by their house leader, Sallie Burke Muller, the House Captains for McAuley House came up with the idea that some quotes from the founder of the Sisters of Mercy, Mother Catherine McAuley, should be made permanently visible inside buildings around the College. Working with the Business Manager and leadership team, the idea become reality in the lead up to McAuley House Day on the 2nd September 2014. A video featuring the House Captains and the new quotes was a feature of the McAuley House assembly that day.

The original Damascus College School Liturgical and House Banners were made by local St Alipius Parish identity and artisan, Mr Henk Dejong, in the first year of the College. These banners served the College well at most liturgical events over the next 20 years and despite loving care and replacement of ribbons and creation of covers for the banners, the aging banners needed replacing. The process that began in 2013 come to fruition at the end of 2014 with the new College Banners used for the first time at the Final Assembly for Year 12 and at the Year 12 Graduation Mass. This was behind schedule but the supplier was not local and revisions for the design and the materials took longer than anticipated.

Establishing routines and structures that support the effective use of the chapel was an urgent need in 2014. The Blessed Sacrament is present in the tabernacle calling our community to be mindful of the sacredness of the space. It is a place of Catholic Christian worship. The details for arranging celebrants, setting up the chapel space, preparation of classes, prayer texts and movement to and from the Mass were planned, adapted and honed by experience. There were guidelines prepared for class use and Formal Liturgy of the Word ceremonies and these were to feature in the later part of the year. As the year progresses the chapel was opened daily for private devotions and both Year 8 and Year 11 students has further Eucharistic experiences in the Chapel.

While the offering of in-house opportunities for teaching staff members to receive hours toward their Accreditation to Teach in a Catholic School (CECV Policy 1.6) had been somewhat successful in an after school format in the second half of 2013, there was still a need to offer a more flexible possibility for staff. The Broken Bay Institute (North Sydney) was offering online course options for Adult Faith Development that it was hoped might be able to be accessed by staff for accreditation purposes. This involved negotiation of the protocols that apply through the Director of Religious Education at the Catholic Diocese of Ballarat and led to discussions across the Directors of the Religious Education right across the CECV diocesan structure. Approval came late in 2014 and will be advertised to staff in 2015 after some internal protocols can be finalised.

Goal 4. To ensure policies and programs reflect Gospel values, especially social justice

- Social Justice Policy: To review the Social Justice Policy

Report on Goal 4

The review of the Social Justice Policy, a goal from 2012 was a long time being achieved. The Policy was given Board Approval in mid-2014.

Damascus College will

- Promote the personal, social, economic, cultural and political human rights of every person, especially the most disadvantaged and marginalised
- Provide for the study of the principles and practice of social justice in the formal curriculum
- Ensure a response to injustice at local, national and global levels
- Take the issue of poverty beyond charitable acts and into the questioning and challenging of social values and structures
- Be stewards for the environment and sustainability
- Promote participation and decision-making that is empowering of those involved in and affected by the process
- Acknowledge that our responsibilities to each other cross racial, cultural, economic and ideological differences

During Term 1, Damascus staff and students undertook a huge variety of fundraising activities in support of Caritas Australia, the Catholic aid agency assisting people in need all over the world. On 26th February the Year 8 SRC and MAD (Making A Difference) group members headed to a Caritas Conference at Sacred Heart College, Kyenton. We learned about “Not having more but being more”. The Damascus community showed its generosity by organising a range of activities which raised \$12,500 for Caritas through Project Compassion. In Houses and TA groups, students and staff organised raffles, coin lines, bake sales and bookstalls. They sold donuts, brownies and icy-poles. They busked on the streets of Ballarat and beyond and the staff auctioned off their time and skills and even their car parking spaces! In Term 3 Damascus College students played a role in the Caritas 50th Anniversary celebrations at St Patrick’s Cathedral.

Sr Karon Donnellon rsm is often sought out as a holder of wisdom in the Mercy tradition. From her office in Mercy Ethos she strides the world as a wisdom woman – without doubt a significant challenge. On 14th June Damascus College staff members experienced it as a blessing as we considered our theme for 2014. We delved into some of the letters the founder of the Sisters of Mercy, Catherine McAuley and found that the mercy and justice of God was at the centre of her plan. The global reality of this mission of mercy was then made clear to the gathering as staff member Gerard Macklin reflected on his recent experience of the Mercy International Centre (Baggot Street) in Dublin and its links to a world community of Mercy.

Our support of our sister school, Santa Maria in Ainaro, Timor-Leste, was again spectacular. We are preparing for our fifth immersion in 2015. Damascus College’s sister school is Santa Maria in Ainaro in Timor-Leste. In 2014 our relationship was ten years old. On June 20th June the fourth Damascus College East Timor Immersion became a reality for eleven enthusiastic Year 11 students and three equally excited staff. The group supported by their families had been preparing for nine months and the farewell tears at the bus terminal spoke to the heart of the immersion process - stepping out from the familiar and the known into the unfamiliar and new, in love to serve. A myriad of fundraising ventures and associated cultural learning meant that the team was ready to hand over more than \$12,000 in donations to people making a difference in Timor-Leste.

On Wednesday 23rd July, Damascus College officially welcome the District Administrator of Ainaro, Senor Manuel Ramos Pinto and the Secretary of the Ainaro Ballarat Friendship Commission, Senor Fernao Araujo Gomes. After meeting the Leadership Team, our guests met with the 2014 Timor Leste Immersion Team and former immersion teachers in Our Lady of

Mercy Chapel. There was a sharing of reflections on the relationship Damascus College has with Ainaro. The party then moved to the permanent Timor Leste Immersion display in the Bishop Connors Wing. The display was blessed and opened in 2014 by Fr Barry Ryan following a Year 11 Mass in the Chapel.

Damascus College Assistant Principal for Catholic School Culture, Mr Tony Haintz, accompanied by his daughter, a member for the first immersion team and former Damascus College School Captain, Anna Haintz, journeyed once more to Timor Leste for a significant event in the town of our sister school, Santa Maria Escholae. On 29th August 2014, Ainaro's refurbished Catholic Church, Santa Maria, was blessed and opened.

Ongoing involvement with the Seeds of Justice Project is a part of the Mercy Ethos family of the activities. This program developed a regional option in 2012 at Anglesea so that more students can be touched by the story of Mercy and its work for social justice. The theme at Anglesea in 2014 was *Empowered by Stories of Justice and Mercy: How Might We Close The Gaps?*

The winter collection of 2014 focused on blankets for distribution by the local St. Vincent de Paul Society. There were new 60 queens size blankets purchased and these provided immediate support to the needy of our area. The contribution to Catholic Mission, through the fundraising efforts of the College, supported the global development work of the Mission Societies. The MAD group made an extra contribution but arranging a voluntary pizza lunch as a fundraiser on the final day of school and realised an extra \$100. The casual day at the end of term 3 raised in excess of \$1000. The work of the Student Representative Council, JAG and MAD, in coordinating many social justice ventures was essential to their success.

The Christian Personal Development Award (CPDA) began at Damascus College in May 2003. The twenty-fourth Year 10 CPDA Introductory Program concluded in October 2014. The program introduces the students to a certificate that they can aim to achieve in their final years of schooling at the college. For twelve years now the program has included a retreat based on the corporal works of Mercy, an experience of the other (in Melbourne), an experience of alternative recreational activities, an assessment of physical potential for sporting activities and an experience of volunteering.

In November, the Year 12 class of 2014 were the tenth group of graduating students have the opportunity to achieve the Christian Personal Development Award (CPDA). The CPDA is awarded to students who have completed 120 balanced hours of personal development activities in the four categories: Action for Social Justice / Community Service; Spiritual Development; Physical Pursuits, Other Personal Development Activities. The CPDA has become the backbone to extra-curricula experience in the senior school. The Awards were presented at Graduation.

The House Council process in 2014 gave every member of the college community an opportunity to have a voice about issues of justice in the college as well as in the local, national and global areas of concern.

Our links with the Edmund Rice Camps Inc. grew in 2014 as more senior students attended training days and camps in support of the many needy families touched by the organisation.

Christmas baskets to share with the needy families of Ballarat through the St. Vincent de Paul Society was a new initiative in 2013 and was very successful repeated in 2014, raising \$2600 in goods and cash.

VALUE ADDED

Damascus College believes strongly in a holistic education to grow the gifts and talents of each individual within the community. As such, students have the opportunity to participate in a broad range of sporting, cultural, social, religious, creative or artistic pursuits. These vary from camps to ski trips to international language or social Justice immersions, school formals, College or year level Masses, chess club, school productions, volunteering activities and of course a diverse range of sporting opportunities.

Learning & Teaching

Goals & Intended Outcomes

Goal 1: to ensure that the Gospel values permeate all learning and teaching experiences.

Actions:

- Facilitate staff PD opportunities in current understanding of our Mercy Tradition

Achievements:

Staff in key leadership roles were offered places in the Mercy Ethos Program, a weekend residential retreat that is managed by the Sisters of Mercy. A number of staff new to significant roles, such

An Induction session was conducted for new staff at the beginning of the year, with an introduction to the Mercy Ethos as well as the other traditions of the schools which combined to form Damascus.

The whole staff PD has been addressed in the area of Catholic Identity. The 2013 Staff RE day was held on 14th July with Sr. Karon Donnellon with a focus on ways to live in the values of Mercy

Goal 2: to create independent thinkers with enthusiasm for learning

Actions:

- Continue team planning and shared teacher preparation to improve student engagement within the classroom
- Prepare the College community for student learning using ICT
- Develop a teacher performance and development model to support the implementation of approaches to differentiation in the classroom

Achievements:

Planning teams have successfully been formed in Learning Areas, and have conducted several planning sessions throughout the year. Most of these teams are year-level based (for example Year 7 Maths), but in some areas, these are based on subject (e.g. Drama) across several year levels. Many of these teams have been focused on developing new curriculum in line with the Australian Curriculum and AusVELS, whilst for others they have been documenting their existing curriculum, and keeping an eye on the developments at ACARA and VCAA. Learning Area Leaders continued to work on Understanding By Design (UBD), a curriculum planning approach that supports differentiation. This approach is also one of the cornerstones of the Australian Curriculum, with many Australian Curriculum outcomes expressed in terms that operate within the UBD framework.

Data on student engagement from the Insight SRC survey indicates that our improved results from 2012 are holding steady in all areas, and have continued to improve in a few.

In 2012, the TIE (Technology In Education) Committee was formed from staff nominated by their colleagues. In July of 2013, the TIE Committee recommended a 1:1 student ICT platform based on Windows 8 to the Leadership Team and a decision supported by the Damascus College Board to proceed with rollout in 2015 was adopted. It was decided in 2014 to roll out the Microsoft Surface Pro 2 to Years 7 & 8, and much of the year that followed that decision was spent ensuring that infrastructure, parents and teaching staff were prepared for the introduction of the 1:1 program. This including reviews of our IT network, a number of briefings for families and extensive professional learning support for staff.

The Pilot of the Teacher Performance and Development Model titled “Shaping Effective Teaching” was implemented and evaluated by the Professional Practice Team in 2014. The focus of the Pilot was an Action Research approach to trialling strategies for differentiation in the classroom, with a trusted colleague or colleagues to act as an advisor and making some classroom visits as part of the process. SMART goals were a key aspect of the identified area of professional growth. The Pilot was very successful, with 19 staff completing the program, and of those 92% reported that it had enhanced their teaching.

Goal 3: To contribute to the development of the student as a whole person

Actions:

- Continue the use of our Shared Vision of Learning and Teaching to inform both teaching practice and planning

Achievements:

The Vision of Learning and Teaching is part of planning documentation, and it is a central theme of whole school discussions on student learning. However it is not necessarily part of reflective practice on behalf of teaching staff at this point and students and families have only a vague notion of it. More needs to be done in this area to ensure that it informs our Learning and Teaching practices across the College.

Goal 4: To work collaboratively with individuals, families and the wider community to enhance learning outcomes

Actions:

- Continue to develop the TA program, with a renewed focus on student learning
- Develop a more effective student data mechanism to support individualised learning

Achievements:

The teaching staff raised concerns throughout 2014 regarding the high level of written feedback that was being given to families and sought to have it reviewed to determine whether more effective means of enhancing learning outcomes could be achieved. A brief was drawn

up for a consultant to lead the process of a Teacher Advisor Program Review. Helen Goode was appointed and nominees from staff, leadership and the parent community were appointed. This review was completed towards the end of 2014 and it affirmed the role of the program as critical to the collaborative approach to enhanced student learning. It did recommend diminishing the focus of reporting processes on the TA program and suggested that this be looked at independently of the TA. The review recognised that the personal relationships between the school and the home were critical to student success and made some recommendations that have major implications for the collaborative work of enhancing learning and these recommendations will be addressed in 2015.

The Professional Practice Team, through Rod Mathews worked with two software development companies to establish a web based integrated solution for staff to easily be able to see student results and data. This Data management system is hosted within Simon, the College's communication framework and enables teachers to see previous NAPLAN data, ACER testing results and preferred learning style. Students undertook testing on preferred learning styles across the College using VARK testing (Visual, Auditory, Read/write or Kinesthetic). This framework was refined throughout 2014 to be rolled out to staff to support greater differentiation of student learning in 2015. The College also turned on the Parent Access Module of SIMON to enable them another avenue of information and data on their student's learning. This will also be developed further throughout 2015.

Goal 5: To challenge staff and students to strive for excellence

Actions:

- Continue to develop the Shaping Effective Teaching Project to support teachers in their professional growth

Achievements:

As discussed previously the Professional Practice Team did a lot of work with staff regarding a teacher performance and development model. It became apparent that teachers were supportive of a model that enabled them to focus on aspects of their own professional practice that they wanted to improve. The team worked hard to dispel concerns about performance monitoring and created a program and environment that supported teacher growth. One of the key elements of the program is about objective measures of improved performance and the goal setting process has assisted teachers to achieve this.

Goal 6: To facilitate individual pathways that enable student success

Actions:

- Review the Special Needs Program within Damascus College

Achievements:

Consultant, Leonie Saundry was appointed to lead a review of the Special Needs program within the College. Leonie supported Damascus College to understand the current legislative context around Students with Disabilities (SWD) and assisted with the testing and collation of

data for the statutory authorities in this area. Leonie reviewed the current processes around the Literacy, Numeracy and Special Learning Needs funded students and made a series of recommendations to support both students and staff. Significant outcomes of the review were the refining of the Co-ordinators role, the refining of the position description of the Learning Support Officers (LSOs), addressing the processes for Parent Support Group meetings and reinforcing the Learning and Teaching focus on Differentiation were all key findings of the review. The 2015 implications will be to map out a response to the review and commence implementation of the findings.

POST-SCHOOL DESTINATIONS	
TERTIARY STUDY	81.9%
TAFE / VET	8.3%
APPRENTICESHIP / TRAINEESHIP	7.5%
DEFERRED	20.0%
EMPLOYMENT	24.9%

STUDENT LEARNING OUTCOMES

Damascus NAPLAN data remains reasonable consistent, it is pleasing to see sound value adding particularly in the area of numeracy from Year 7 to 9. This may be attributable to the team planning processes and the numeracy intervention program "Quicksmart". The literacy results remain consistent and this is an area that the College continues to focus on.

Student Wellbeing

Goals & Intended Outcomes

Goal 1: To provide a pastoral care system at Damascus College that will be well resourced, responsive to student need and built on a model of Mercy and Restorative Justice

Actions:

- Continued development and implementation of a whole school approach to Restorative Practices
- Introduction of 2 Psychologists to the Wellbeing team
- Development of a VCE study program focussing on stress management and study strategies
- Develop relationships with external organisations for student and parent referrals
- Implementation of student management procedures
- Development of a Mindmatters strategy
- Review of the TA system

Achievements:

Restorative Practices continue to be our approach to behaviour management at Damascus College. The House Leaders and Assistant House Leaders have continued to model this method when dealing with students and the students are beginning to understand the approach and how they will be questioned when any incident occurs. They are more than happy with the 'no blame approach' to behaviour management.

Our two new Psychologists, Rebecca Petrie and Brigid Allen were introduced to the Wellbeing team with great enthusiasm. They have dealt with over 230 of our students throughout the year which included one third of the Year 12 students. Brigid brought with her links to external agencies as she had worked in the public health system and Bec brought with her the school knowledge having been a teacher at Damascus in the past. The two worked closely together and complemented one another with their knowledge and practice. The school now has an excellent working relationship with many external agencies, in particular Headspace.

The counsellors implemented a series of Year 12 lunchtime support sessions. The sessions included information on, goal setting, study techniques, stress, anxiety and sleep, exercise and food and relaxation techniques. These were well received by the VCE students.

The Wellbeing Team continued to work with staff on student management procedures developed by staff in 2013. These were used within the classroom and were included when staff were writing Behaviour Tracking's. These management procedures have seen staff being procedures as a starting point when discussing student issues with staff. When staff have been writing Behavioural Tracking reports they have also successfully linked these to the behavioural management plan implemented.

Over the past 12 months we continued to work towards becoming a Mindmatters accredited school. MindMatters is a mental health initiative for secondary schools that aims to improve the mental health and wellbeing of young people. This initiative was led by Bec Petrie and a team of interested staff members who met on a regular basis. The Mindmatters team introduced a Mindfulness trial for 20 interested staff who used mindfulness meditation at the beginning of each class. The trial had a positive effect on getting students focused at the beginning of each class and several teachers have continued to use it throughout the year.

During term 4 we reviewed the TA system as TA reporting and interviews had been introduced by Angela Hoban during a staff forum as a staff concern. Helen Goode was asked to lead the review which included members of the leadership team, staff and parents. The review team surveyed students, parents and staff, as well as looking at other school data. The major recommendation was to introduce a leader of the TA structure and Angela Hoban has been employed in this role for 2015. The Committee suggested revised aims of the program were:

Our Catholic culture underpins everything we do. Within this realm, the Teacher Advisor Program at Damascus College aims to:

- To foster relationships between parents, students, teachers and the school community.
- To help students set achievable personal learning goals and develop as independent motivated thinkers.
- To develop in students a sense of pride and belonging to their Teacher Advisor Group, their House and the broader Damascus College community.
- To contribute to the development of the social, emotional, academic and spiritual wellbeing of each person.

The indicators of the success of the program should be:

- improved academic results
- improved management of students behavioural issues
- improved communication between all stakeholders.

The committee also made the following recommendations:

- I. That the TA period in the morning remains as is;
- II. that the Period 4 TA time have a structured focus and occur at least twice a term, but preferably more;
- III. That there be a nominated coordinator to oversee the Teacher Advisor program whose role would include developing professional learning and induction processes for all teachers, reviewing the clarity of roles and responsibilities, developing systems of documentation to both facilitate and formalise two way communication between stakeholders, and supporting the development of TA Group activities;
- IV. that the TA program be evaluated regularly, particularly as a different TA interview process is implemented and PAM becomes more widely used a communication tool;
- V. that the current Year 7 parent responses and the Year 12 exit interviews be reviewed so that longitudinal parent satisfaction data can be collected.

Goal 2: To develop a student leadership and participation at all levels**Actions:**

- Implementation of the new student leadership model
- Trial implementation of a House Council by McAuley House
- Implementation of student of the fortnight at House Level

Achievements:

The SRC implemented a new Year 12 House Captain in 2014 which allowed each House to elect 4 Year 12 captains. Each Captain was not given a formal title of Sports, Arts, and Liturgy Captain as had been the case in the past. The four captains worked together on all projects to make sure the appropriate jobs were completed. This worked extremely well with all captain having an equal role throughout the year.

During 2014 the SRC also divided meeting times so that senior and junior meetings were held on a rotating basis. This enabled junior SRC members to feel that they could contribute to the discussion on issues they felt were important within the school. The SRC worked tirelessly throughout the year under the leadership of Claire Hughes.

McAuley House trailed the implementation of a House Council during 2014. This was an initiative of Sallie Burke Muller, House Leader of McAuley. The House Council was made up of interested students from all year levels who met on a regular basis with both Sallie and Matt Hallowell, the assistant House leader. The group was aiming to develop future leaders within the House and as a group worked on initiatives that would assist the House. The trial was a great success and I am hoping that other Houses take up this model to allow students who are not current leaders to have a leadership role within the House and feel that they are gaining skills to be a future leader.

Every fortnight each House has a House Meeting during TA time in the morning. During this time one student is presented with the House student of the fortnight and given a movie voucher. Students are nominated by staff or fellow students and nominations are passed onto the House Leader who chooses one student to get the award. Students have gained recognition for a variety of things they have been involved in both at school and outside in the community. The names of these students has then been placed onto the school newsletter, giving them further recognition within the school community.

Goal 3: to provide a safe and welcoming physical environment**Actions**

- Transition co-ordinator working closely with Wellbeing team
- Wellbeing team situated in one area of the Administration Building
- Introduction of a first aid officer

Achievements:

During 2014 our Transition co-ordinator, Keran Mewett worked closely with the counsellors and the House Leaders. The counsellors were interested in how they could assist with the transition of new Year 7 students. Both Brigid and Bec attended the Year 7 camp in week 3 of term 1. The purpose of this visit was to introduce both themselves and what services they can provide for the year 7's. This was a positive introduction as the counsellors saw 23% of the Year 7's throughout the year. The counsellors also involved themselves in issues the funded students may have been having.

With the introduction of 2 new counsellors we decided to place them in offices beside the Assistant Principal of student wellbeing and the Deputy Principal. This allowed all student services to be within the Administration building and enabled interaction between all staff concerned whenever a student presented. Also located in this building was Simon Carrol our new First Aid Officer who was readily able to refer students who presented with symptoms of mental health issues rather than physical health issues.

Our new First Aid Officer, Simon Carroll soon became an additional cheerful and welcoming face at the front office. Students were happy to come and visit Simon and discuss any issues that they may have. He also became a name that parents got to know as he always kept parents in the loop with whatever issues students were presenting with.

Goal 4: To provide opportunities for participation in activities that support family and student well-being**Actions:**

- Andrew Fuller Evening Presentation on Resilience
- Continued development of the College rowing program
- Linking families to external agencies to assist with student mental health and wellbeing

Achievements:

In May we invited Andrew Fuller, a renowned Psychologist and author to speak to parents and community members on dealing with teenage resilience. This was a free event and over 400 people attended. The parents were extremely happy with what they learned from Andrew as he drew on his own experience to give parents strategies to deal with teenagers. It was fantastic to see parents stay back for supper afterwards and discuss with each other what they had learned from the night. Damascus College would again like to acknowledge the Buninyong Community Bank for their support of this event.

The new counsellors have linked well with parents of students within the school and parents have been happy to phone the counsellors and ask for assistance with issues they may be having. The counsellors have linked both parents and students to external agencies for both individual and family counselling.

Our five rowing crews were wonderfully spirited in their endeavours in the 2014 Head of the Lake. Two of our crews won their event on the day, another crew was placed second and our

other crews both finished competitively. Leader of Rowing, Peter Moon; Sports Coordinator, Matt Rea; Sallie Burke Muller and the host of other staff and volunteers were instrumental in this early success. The College Rowing program continued to develop throughout 2014 and the College was able to announce the appointment of a new coach, Tom Nash at the beginning of term 4. Tom was very quick to get the crews training for the season ahead and he has had a positive effect on the students. Parents of the rowers have formed a tight knit group to provide tireless support for the rowers both during training camps as well as at regattas and this is appreciated. Damascus College wishes to acknowledge Wendouree and Ballarat Rowing Club, particularly Club Captain, Ben Davies for supporting the rowing program. Peter Blanchfield also provided exceptional support to the College by assisting with the development of a strategic plan for Damascus rowing.

- Non attendance is carefully monitored through the College administration system with teachers marking rolls each lesson. Official Rolls are take on Period 1 and Period 5. Parents are contacted by SMS when a child is absent and notification has not been received by the family. Unexplained absences are followed up by the Teacher Advisor and if a pattern emerges this progress through the pastoral care hierarchy.

Leadership & Management

Goals & Intended Outcomes

Goal 1: to encourage all staff to share leadership in a supportive and transparent educational environment.

Actions:

- Staff in the restructured Leadership roles for 2013-15 are to establish clear goals for their position
- To improve role clarity of POLs and develop clear lines of communication throughout the Leadership Structure
- Continue to offer Staff Forum's as a means of hearing the staff voice on issues of importance to the whole college community

Achievements:

Throughout 2013 an organisational flowchart was implemented to help staff understand layers of accountability. This organisational flowchart was utilised to provide support structures for staff in their respective roles. The organisational flowchart leading to communication through the various 'portfolios' of the Assistant Principals became more embedded in general practice through 2014. Throughout 2014 those in Positions of Leadership have demonstrated greater capacity for leading the various areas and this has given greater clarity to staff generally regarding the lines of communication.

ARMs were again held with the appropriate Leadership team member on an individual basis and groups evaluated their progress for the year.

The Meeting schedule for the year included regular meetings of staff in the appropriate areas,

One of the significant elements of the re-structure of the Positions of Leadership (POLs) across the college was an emphasis on the development of teachers as a key mechanism for improving student outcomes. The introduction of a Professional Practice team was determined to be a means of achieving improved teacher development. The Professional Practice Team was appointed for 2013. External funding has been sought and awarded to enable the involvement of an external consultant and some opportunities to visit other sites to explore models of appraisal and development. It is hoped that an appropriate and staff supported model will have a pilot in place for 2014. More information on the Professional Practice Team is outlined under goal four.

The staff forum provided an opportunity for staff to table matters that impacted on the entire staff. The predominant issue to come out of 2014 was a call by staff for the Teacher Advisor Program to be reviewed. This was undertaken in Term 4 and the review recommendations were to be implemented throughout 2015.

Goal 2: to ensure that leadership at all levels in the College is active and supportive.**Actions:**

- Implement revised student leadership model

Achievements:

As outlined in student well-being a new model was designed for student leadership which encapsulated a greater team based approach to student leadership and moved away from a portfolio based approach. House Leaders and the Assistant Principal of Student Well-Being supported student development under this new model and anecdotal feedback supported that senior students were more engaged in a broader range of leadership activities. This also provided role modelling in areas that may not have been the individual student's natural gift – giving permission to other students to do their best in all areas.

Goal 3: to provide programs that promotes and affirms staff and student**Achievement****Actions:**

Create formal processes which affirm staff/student achievements

Achievements:

This goal did not receive significant attention throughout 2014. Academic and Endeavour Class Awards continue to be presented at House Assemblies at the end of each semester.

The formal Awards and Achievements evening in November has continued to be refined and has developed into a great recognition and celebration of the achievements of students in a variety of areas – academic, sporting, Arts.

We still have much work to do in recognising and recording the everyday achievements of the students as demonstrated in the use of SIMON commendations. House Leaders are continuing to encourage staff to nominate students so that their achievement can be celebrated.

Goal 4: to develop a mentor and modelling program for leadership in the College.**Actions:**

- Build a culture of staff accountability to ensure student progress is improved, understood, tracked and evaluated.
- Implement and evaluate a Performance and Development model for staff

Achievements:

Coming out of the 2010 SIF review which were two key recommendations:

Teacher professional growth and appraisal & feedback appear to be two areas for future attention. The college clearly recognises the need to focus on strengthening teacher capacity to provide effective learning and teaching experiences for all students.

In response, the College introduced the **Professional Practice Team (PPT)** to commence work on the priorities identified through the Review so to allow a 3 year timeframe for the College Learning Community to implement relevant strategies to meet the demands and expectations of the Governors, Board and the wider Damascus Community.

This included **pedagogies** such as *instructional differentiation, clear learning intentions, effective feedback, the use of data and other engaging learning and teaching approaches.*

The Review did acknowledge the complexity and importance of undertaking this initiative and stressed that **the key to future success** would be **leadership supports such as teachers planning together, teaching together and mentoring & coaching each other.**

The task for the PPT for 2013 was **to set up a teacher development model** for Damascus College for 2014 with support of consultants.

The result was that at the end of November 2013, **twenty (20) teachers** had expressed interest in being part of **Shaping Effective Teaching** - the Teacher Professional Development Model at Damascus College.

The **purpose** of the Teacher Performance & Development Model [TPDM] Pilot Project [TPDMPP] was premised on performance and development being a process to assist teachers improve their teaching practice, and to demonstrate that teachers are meeting the obligations and requirements of being professional educators. Damascus College's performance and development model integrates the two of these, into a process that is based on evidence, mutual trust and respect.

After presenting introductory information to the whole teaching staff throughout 2013, the TPDMPP was **conducted** by:

- asking for expressions of interest from interested staff, expecting about 12, but receiving 21. The Professional Practice Team [PPT] accepted all EOIs.
- an information session for the pilot group in December 2013
- Triads formed from nominated colleagues [participants had one of their preferences in their Triad]
- professional reading resources provided for January holiday
- TERM 1 - planning and SMART goal/strategies meetings; Classroom Observation PD with Des Gorman; documentation completed, baseline data collected and observer familiarisation with class to be observed
- TERM 2 - group review meetings prior to and following observations; 2 x pre-observation discussion, observation and feedback; final data collected [due to time constraints, some second observations occurred in term 3]
- TERM 3 - group meeting to prepare participants to complete self-reflection and final reports; PPT survey of participants and results generated; final reports signed and voluntarily offered to PPT for reference in preparing this report; celebratory dinner of pilot group, PPT with Principal and Deputy Principal

- TERM 4 - Report written of TPDMPP results and recommendations to Leadership for further implement in 2015.

ANALYSIS:

15 of the 19 participants who finished the pilot completed the survey and all said the TPDM Pilot experience had been beneficial in informing their teaching in some way

Two comments stood out:

“Fantastic way of looking at other teaching to inform my own, and made me more enthusiastic about putting in action the things that I learnt at PDs. I have found my organisation has improved out of sight too”

“I think it has motivated me to focus on improving my teaching”

87% said they enjoyed participating in the TPDM pilot group, 7% [1 person] replied no and 14% stated ‘other’ without explanation.

The impact on teaching practice:

Overall commitment, observing, feedback and collegiality were positive experiences for the participants, whereas the administrative tasks – paperwork, meeting times, protocols, timeline/schedule, time commitment – were the negative impacts of the TPDM process.

Positive impacts that recorded over 80% were overall commitment, TPDM/Triad meetings, preparation of SMART goals/strategies, receiving feedback and collegial communication. It was interesting to note that receiving feedback was a more positive [87%] impact than providing feedback [73%]. This may have been because developing the language and skills to provide non-judgemental can be difficult in the early stages of the observation/feedback process.

“...I used my goal in my other teaching so have felt that it has had a spill over effect”

“Really found the informal chats in the staffroom about our goals and strategies to be very valuable!”

Negative impacts were fewer, 5 of the 15 questions under this heading. These were to do with time commitment, feedback and overall timeframes, using protocols/scheduling time to organise observing/feedback of colleague [the most negative at 74%] and completing the TPDM documents. Participants stated they were loathe to leave extras and miss teaching their own classes.

“Time was always an issue. I know that we could get time release but that also requires you to organise extras which is sometimes not what you would prefer.”

“I found it really difficult to find a time to observe and be observed – being able to have time release wasn’t really useful as then I just had to miss a class which mucked up that sequence and planning”

“Timeframe for observations and completing documents was difficult but this could be due to being unsure of the process – I think I would find these aspects easier next time round”

“Generally the pilot worked well. The constant interruptions to classes made it difficult to complete it in the timeframe”

Change in Performance and Development

The questions answered after final reports were written were ranked 1[no change] – 6 [significant improvement]. No participant was able to “sit on the fence”.

All questions received ratings [4-6] totalling more than 50%, reflecting that teachers on the whole saw improvement rather than no, or little, change.

- **93%** of teachers saw improvement in student outcomes through their SMART goal and classroom strategies
- **87%** of teachers saw improvement in student engagement through their SMART goal and classroom strategies, including 7% significant improvement.
- **66%** of teachers saw improvement in knowing their students better through their SMART goal and classroom strategies, including 13% significant improvement
- Following feedback teachers saw improvement in student outcomes [**86%**], student engagement [**73%**] and knowing their students [**73%**, including 13% significant improvement]

These are very positive outcomes of the pilot as they support the overarching goal of the TPDM from the school’s current Strategic Plan

The questions recording one ‘no change’ were in the ‘....following feedback’ questions.

Teachers were very positive about their personal or collegial gain from the pilot:

- **80%** felt collegial teaching and learning communication improved, including 13% saying it improved significantly. None responded in the 1 or 2 ranking
- 20% stated the sharing of ideas and resources for teaching and learning significantly improved, with a total of **80%** seeing improvement in this area
- In terms of development of teaching practice **86%** saw improvement, 20% said it was significant with a further 33% ranking it at 5. 13% ranked their development on the ‘negative’ side of the continuum, but only at 3.

If, in a pilot with many teething problems and class interruptions, teachers feel there has been improvement in the above areas of their practice, it augers well for the performance and development of Damascus College teaching staff in the years to come.

ACCOMPLISHMENTS:

1. Successfully implemented the TPDM.
2. Dispelled concerns and anxieties that the TPDM was to be used for appraisal rather teacher development and performance.
3. High level of initial & sustained participation by pilot volunteers.
4. Gained significant data, both quantitative and qualitative.
5. Developed processes, documentation and protocols to support the model.
6. Facilitated more targeted staff PD.
7. Fostered increased staff collegiality, both formal and informal.
8. Willingness of participants to change, experiment/innovate, evaluate teaching practice.
9. Preparedness of some participants to seek feedback from students as part of the process.

10. Cross-fertilisation of domains, experience and age.

RECOMMENDATIONS FOR 2015:

1. **TPDM** continues in 2015 in what will be called TPDM Phase 2 to refine processes, timeline and documentation
2. Phase 2 to be conducted over 3 terms [observations concluded by end of semester 1]
3. Triad format to continue with, ideally, 24 volunteers, some of whom may be 2014 participants.
4. Time release, as per the protocols established this year, for observations and feedback.
5. The focus of TPDM Phase 2 SMART goals and strategies to remain on student engagement/outcomes as per the current school's Strategic Goals
6. The PPT members to work more closely with Triads in a mentoring role to review SMART goals, support data collection, support the giving of peer –to –peer feedback and fostering differentiation.
7. Full staff meeting before the end of the year to seek volunteers for Phase 2. 2014 participants to provide 'buy in' for us.
8. Conduct further research into other cyclical feedback models to compliment this TPDM
9. Full staff PD on observation/feedback and differentiation
10. In 2015 other staff to complete the AITSL Self-Reflection Tool at the beginning and end of the year to inform PD needs.

Goal 5: to develop appropriate management and Governance structures

Actions:

- Revision of the Constitution of the Damascus College Board.
- Support the Governance of ISMAPNG and the Association of Canonical Administrators

Achievements:

Following the 2014 development of a revised constitution for Damascus College as an incorporated body, ISMAPNG requested that the Board consider moving to a Company limited by guarantee. The Board worked with the Sisters and the Canonical Administrators supported by BJT Legal. In December 2014 a motion was passed for the College to transition from an Incorporated entity to a company limited by guarantee.

The foundational documents for the Association of Canonical Administrators were revisited and refreshed. In refreshing the association, a twice yearly luncheon for the Canonical Administrators has been scheduled with reports from the Principal and Board-chair presented. Fr Adrian McInerney has been the appointed member for the association. Sr Berenice Kerr will be the member for ISMAPNG for the newly formed company.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

NUMBER OF TEACHERS WHO PARTICIPATED IN PL	91
AVERAGE EXPENDITURE PER TEACHER FOR PL	\$1963.00

College Community

Goals & Intended Outcomes

Goal 5.1: to promote the mission of the Church through building closer links between the College and parishes and parish schools.

Actions:

- Continue to implement the Damascus College Communications Plan in relation to parishes, Sisters of Mercy and parish primary schools
- Continue to strengthen the College's transition program with the aim of hosting transition visits from all local Catholic Primary Schools annually
- Develop a program for interaction between parish schools and the College above and beyond the existing transition program – focus on building relationships with Emmaus, St Alipius, St Francis Xavier and St James
- Conduct regular liturgies in the College chapel involving parish priests

Achievements:

Damascus College has continued to strengthen its relationship with parish schools, having hosted ten of the seventeen parish primary schools for a Grade 5 transition visit in 2014, these being St Columbas, St Patrick's Ballarat, St Brigid's Ballan, Lumen Christi, St Francis Xavier, Emmaus, St Alipius, OLHC, St Thomas More and St James. The remaining seven schools were invited but could not attend for various reasons. Anecdotally, Damascus receives very positive feedback from primary school staff and principals in regards to the calibre of its transition day. In 2014 the College also hosted a Maths Games Day during Numeracy Week in August which was attended by 138 Grade 4 students from St Francis Xavier, Emmaus and St Alipius as well as 60 Year 8 students from Damascus. Grade 5 students from St James, Emmaus, St Alipius and St Francis Xavier also attended the primary school performance of the College musical, Superman. Primary school staff were invited to attend a professional development session with Andrew Fuller in March and primary school parents were encouraged to come to Andrew's parent information session, which was attended by around 450 guests.

In addition to the above-mentioned events, further interaction occurred with primary schools, in particular with Emmaus through the Timor-Leste program as well as through other activities. Parish primary schools as well as parishes are also sent all Damascus publications such as The Road, the Prospectus, *Damascus In Touch* and the weekly newsletter. Parish and primary school newsletters are also utilised to disseminate information about Damascus College events, such as guest speakers, information evenings and open mornings.

In 2014 Damascus invited the new principals of Lumen Christi, St Columbas and St Francis Xavier to tour the school during their Grade 5 transition visit and also hosted a Catholic Primary Principal's Network meeting in September. At this meeting a survey was distributed, which sought to obtain their views on the strength of the relationship between their respective schools and Damascus. Eight responses were collected and all affirmed that over the past three years, Damascus College has actively tried to enhance its relationship and build closer links with their school. All respondents identified that these links had been strengthened through increased information sharing, and half or more identified that transition visits and guest speaker events had also enhanced the relationship. Other comments and feedback obtained through this

survey confirmed that a positive rapport is being built between Damascus and parish primary schools in the Ballarat district.

As part of its liturgical program, Damascus College held year level masses in Our Lady of Mercy Chapel in 2014 which were led by various parish priests. Parish priests and Sisters of Mercy are also invited to attend all significant College celebrations and are sent all publications as part of the College's communications strategy.

Goal 5.2: to become an environmentally sustainable College.

Actions:

- Finalise the Strategic Environment Management Plan (SEMP)
- Work towards the completion of the Core Module and the Waste Module as per the ResourceSmart AuSSI Vic Program
- Raise awareness about sustainability and sustainable practices
- Construction of an "edible garden" in a prominent location within the College grounds
- Install water tanks in horticulture garden area
- Review recommendations of energy audit and implement recommendations with an ROI less than 5 years

Achievements:

The goal of becoming an environmentally sustainable College continues to be a challenge for Damascus, mostly due to the limited resources allocated to the area of sustainability. Whilst a small time release is given to the College's Sustainability Coordinator, sustainability has not gained much traction at the College due to limitations on time as well as limited interest from staff and students. Whilst a staff Sustainability Committee exists, it is only regularly attended by three members. The student Green Group has more success, with around 10 members. Most of the sustainability actions identified for 2014 have not been achieved due to limited interest and resources, however there have been some achievements nonetheless. The Sustainability Coordinator was successful in obtaining a \$10,000 government grant to build a Biodiversity Trail (known as the Murnong Trail) in the bushland at the rear of the tennis courts and a working bee was held in August to commence this project. Further planning has also taken place in 2014 and construction of the track and signage will occur in early 2015. The Sustainability Committee also ran a few successful events with students during Environment Week, aimed at increasing awareness about growing one's own vegetables and legumes. In 2014 Damascus also signed up to the SWEP Electricity Pilot which enables the College to monitor its electricity consumption via an online portal. This data can also be used in the classroom.

Goal 5.3: to actively engage parents in the College community.

Actions:

- Encourage the formation of parent support groups for special events
- Organise a parent community evening with a keynote speaker
- Analyse existing and potential opportunities for parental engagement in the life of the College, identify areas for improvement
- Convey involvement opportunities to parents via various platforms – newsletter, email, facebook, text message

- Conduct a Mother's Day Liturgy and a Father's Day liturgy for parents
- Activate the Parent Access Modules (PAM) within SIMON
- Conduct an online survey with parents about parental engagement eg. do they feel they're engaged, what do they participate in, what would they like to participate in, how could improvements be made etc.

Achievements:

Damascus College recorded a number of achievements in the area of parental engagement in 2014. Two new events were introduced to the College calendar this year, the Mother's Day Liturgy and Breakfast in May (attended by around 70 people) and the Father's Day Liturgy and Breakfast in September (attended by around 50 people). As well as introducing families to the new College chapel, the breakfast provided an occasion for students, parents, grandparents and staff to come together to share a meal. The Year 7 Meet the Teachers evening in February was also a great success, the courtyard brimming with approximately 400 people. The Orientation Day morning tea in December was attended by 50 new parents, the largest number of guests to date. The strong attendance at these events in 2014 can in part be attributed to improved communication with parents. For example, the College mailed home invitations to the Meet the Teachers evening, which had not occurred in previous years. Emails, text messages and newsletter items were also used to remind parents about upcoming events.

In 2014 the College launched its new Smartphone App, providing another method for the school to be in contact with parents and for parents to make contact with the school. As of October 2014, the App had been downloaded by 868 users. Parents regularly use the App to notify the school of student absences and to read the newsletter. A clear spike in App usage can be seen each Wednesday when the newsletter is published. The Parent Access Module (PAM) was also launched in 2014, which allows parents to access their student's reports, timetable and other things such as daily messages, via a web portal. PAM has eliminated the need for printed reports and also allows greater access for parents to information about their child's learning progress.

A number of parent support groups have been very active in 2014, in particular in the areas of rowing, EBT (energy breakthrough) and the Timor-Leste Immersion. Parents have provided support in various ways, particularly at weekend events, after school workshops in the case of EBT and fundraising in the case of Timor-Leste. These parent support groups have been coordinated by the staff members looking after each of these programs and strong communication has been key to their success, through either group facebook pages or email distribution lists.

The new volunteer procedures, developed in 2013, were introduced to the College community at the start of 2014. These procedures have provided a formalised process for parents and other community members to volunteer at Damascus. To date, there are 25 volunteers on the Damascus Volunteer Register and there are many more parents volunteering through the above-mentioned support groups who have not yet gone through the formal volunteer application process. An analysis of existing and potential opportunities for parental engagement was also undertaken in 2014 and out of that, a few new initiatives have arisen. This year parents were invited to volunteer at the canteen for the first time in many years and despite a certain level of interest, no volunteers have yet undertaken the requisite police check to commence volunteering in the canteen, however the opportunity remains open. Staff were also

encouraged to utilise parent volunteers on excursions where possible. An approach was made to parents regarding work experience and GAP year jobs for students and as a result, several students obtained GAP year employment. The Careers Coordinator has also been adding to the database of work experience possibilities.

In March the College conducted its annual guest speaker event, this year with parenting expert Andrew Fuller. The event was attended by 450 guests, predominantly parents of the College, and was a great success. Attendance at TA interviews continues to be relatively strong, with an interview booking average of 74.6% across the five TA interviews in 2014.

Goal 5.4: to build a College community which gives a voice to all its members and is welcoming to visitors.

Actions:

- Undertake parent surveys from time to time to gather parental views about the College
- Provide various mechanisms for parents to contact the College
- Respond to parent enquiries in a timely manner
- Set up regular meetings between the Principal and School Captains
- Conduct at least two House Councils
- Survey Year 12 students in Term 4 about their experience of Damascus College
- Reintroduce staff forums in a new format, as per input provided by staff through online survey
- Improve signage around the College so locations are easier to find
- Use event signage to direct people to College events
- Where possible, use staff and students to welcome and direct people to College events

Achievements:

Since the completion of the capital works program at Damascus, people regularly comment on the beautiful grounds and atmosphere at Damascus College. Anecdotally, we know that the physical environment of the College is welcoming to visitors. People often also comment on the friendly nature of staff and students.

In 2014 the College purchased four A-frame signs which welcome people to the College and direct them to the event being held. For large events such as Information Evenings, students are also stationed around the grounds to welcome and direct guests. Wayfinding signage and maps are still an area for improvement at the College, however building names and signage installed in 2014 does assist visitors.

Damascus continues to seek feedback from students, parents and staff via surveys and a number of online surveys were conducted in 2014. As well as this, the College introduced a Smartphone App in 2014 via which parents can make contact with the College. Parents also regularly use email and the school website to contact the school. In this way, the College aims to provide various means by which parents can voice their concerns or provide feedback to the College.

With regards to student feedback, two House Councils were conducted in 2014 along with online surveys covering various topics. Students can also voice their concerns through the

Student Representative Council which enjoyed strong staff leadership in 2014. The School Captains also met regularly with the Principal in 2014.

Staff forums were introduced in a new format in 2014 and were held alongside staff meetings, so that attendance was compulsory. The new format was more successful than in previous years and through a topic raised at one of these forums, a review of the Teacher Advisor program was initiated and conducted in 2014. Despite this, SIF data indicates that there is still room for improvements in the area of staff empowerment.

Goal 5.5: to increase commitment to and participation in College community events.

Actions:

- Continue to use multiple methods of communication to notify Damascus community members about upcoming College events
- Convey to community members the benefits of attending College events – identify and communicate specific benefits of each event
- Continue to improve the calibre of College community events eg. engaging, well organised, well run etc.
- Convey to students the consequences of lack of participation in College community events

Achievements:

Damascus College has seen strong commitment to and participation in College community events in 2014, with 450 guests attending the Andrew Fuller guest speaker event, 440 parents at the Awards and Achievements evening, around 400 attending the Year 7 Meet the Teachers evening, between 50-70 attending the Mother's and Father's Day liturgies and 250 attending the Year 12 final assembly and afternoon tea. The strong attendance at these events reflects the College's improved methods of communicating these opportunities to families, by using various methods to promote a single event. Other factors also contributed to increased participation, such as the calibre of the events, the building of tradition around these annual occasions and possibly people's increased feeling of connectedness to the College, although this is more difficult to quantify. With regards to student participation in College community events such as sporting days and celebration days, the expectation that students attend all College events has been made more explicit to students over the past two years and there are now real consequences for non-attendance, such as inability to attend school formals or hold student leadership positions in future years. As a consequence, the College has seen the beginning of a cultural shift, with student attendance numbers at whole-school-event days becoming stronger over the past few years.

Goal 5.6: to promote Damascus College in the wider community as the school of 'first choice'.

Actions

- Implement the Damascus College Communications and Marketing Plan
- Continue to improve the calibre of College publications and marketing/promotional material

Achievements

The implementation of the Damascus College Communications and Marketing Plan is an ongoing action which is primarily undertaken by the Leader of School Development. The Marketing Plan is multi-faceted, but in broad terms, it outlines how the school will be promoted, to whom, when and how these communications will take place. In 2014, the College was promoted through various mechanisms including print and TV advertising, general media coverage and events held at the College such as the Andrew Fuller guest speaker event as well as Information Evenings and Open Mornings. Information about the College was disseminated via the newsletter, website, other publications such as The Road and the Prospectus as well as primary school and parish newsletters, where appropriate. Increased interaction with parish primary schools through transition visits and special events such as the Maths Games Day and the school musical also contribute to the promotion of the College.

Each year the College also tries to improve its collection of marketing materials and in 2014, Damascus updated its Enrolment Prospectus to a more professional and refined document, with improved images and text. Some additions were also made to the College's suite of promotional materials and to College branded infrastructure, with the purchase of three new Damascus marquees, new exhibition banners, new business cards, a new school diary cover, improved awards certificates, A-frame event signs and a template design for acrylic artefact labels. A Smartphone App was also launched in 2014, which sits alongside the College's updated website. The College has also commenced updating the Hall of Fame outside the John Shannon Centre, a project which will be completed in early 2015.

Financial Performance

REPORTING FRAMEWORK	MODIFIED CASH \$
Recurrent income	
School fees	4,336,517.00
Other fee income	24,300.00
Private income	255,253.00
State government recurrent grants	2,455,082.00
Australian government recurrent grants	8,616,943.00
Total recurrent income	15,688,095.00
Recurrent Expenditure	
Salaries; allowances and related expenses	9,746,065.00
Non salary expenses	3,893,188.00
Total recurrent expenditure	13,639,253.00
Capital income and expenditure	
Government capital grants	0.00
Capital fees and levies	318,750.00
Other capital income	0.00
Total capital income	318,750.00
Total capital expenditure	1,425,989.00
Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)	
Total opening balance	5,483,679.00
Total closing balance	4,843,347.00

Note that the information provided above does not include the following items:

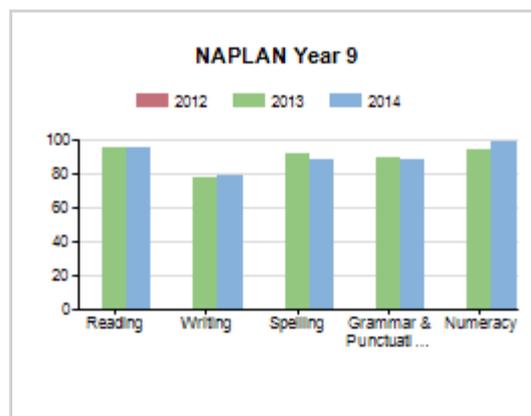
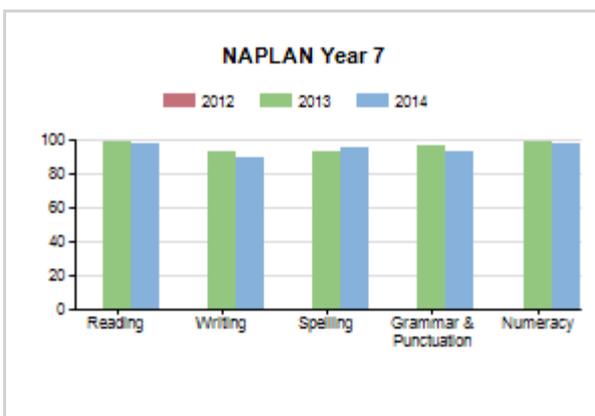
System levies charged to individual schools, intra-systemic transfers and diocesan supplementary capital fund (SCF) supported borrowings for primary schools. The information provided is not comparable with other educational sectors. This VRQA template is not comparable to the ACARA school-level income reporting requirements which are to be reported on the MySchool website. ACARA school level reporting requirements will require system level income from Government grants and some private income to be allocated by school. This will be a small adjustment in relation to the total level of school resources. At this stage, recurrent income from Government sources, school generated income and capital expenditure are to be reported by schools. Additionally when assessing the private income of the school include both recurrent and capital school fees.

VRQA Compliance Data

E2075
Damascus College, Mount Clear

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

NAPLAN TESTS	2012 %	2013 %	2012–2013 Changes %	2014 %	2013–2014 Changes %
YR 07 Reading	0.0	98.9	0.0	97.4	-1.5
YR 07 Writing	0.0	92.6	0.0	89.6	-3.0
YR 07 Spelling	0.0	93.6	0.0	95.8	2.2
YR 07 Grammar & Punctuation	0.0	96.3	0.0	93.7	-2.6
YR 07 Numeracy	0.0	99.5	0.0	97.9	-1.6
YR 09 Reading	0.0	95.8	0.0	95.5	-0.3
YR 09 Writing	0.0	77.6	0.0	78.5	0.9
YR 09 Spelling	0.0	92.4	0.0	88.7	-3.7
YR 09 Grammar & Punctuation	0.0	90.0	0.0	88.1	-1.9
YR 09 Numeracy	0.0	93.8	0.0	99.4	5.6



YEARS 9–12 STUDENT RETENTION RATE	
Years 9–12 Student Retention Rate	79.68%

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Year 7	91.62
Year 8	91.96
Year 9	92.29
Year 10	89.33
Overall average attendance	91.30

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	93.27%

STAFF RETENTION RATE	
Staff Retention Rate	90.80%

TEACHER QUALIFICATIONS	
Doctorate	0.00%
Masters	19.74%
Graduate	53.95%
Certificate Graduate	6.58%
Degree Bachelor	81.58%
Diploma Advanced	34.21%
No Qualifications Listed	1.32%

STAFF COMPOSITION	
Principal Class	2
Teaching Staff (Head Count)	95
FTE Teaching Staff	81.119
Non-Teaching Staff (Head Count)	52
FTE Non-Teaching Staff	43.511
Indigenous Teaching Staff	0

MEDIAN NAPLAN RESULTS FOR YEAR 9	
Year 9 Reading	569.10
Year 9 Writing	523.20
Year 9 Spelling	580.80
Year 9 Grammar & Punctuation	554.00

Year 9 Numeracy	577.60
-----------------	--------

SENIOR SECONDARY OUTCOMES	
VCE Median Score	27
VCE Completion Rate	98%
VCAL Completion Rate	93%

POST-SCHOOL DESTINATIONS AT AS 2013	
Tertiary Study	81.9%
TAFE / VET	8.3%
Apprenticeship / Traineeship	7.5%
Deferred	20.0%
Employment	24.9%